

# RIVER DELTA UNIFIED SCHOOL DISTRICT

## Notice of a Regular Meeting of the Board of Trustees

By Order of the President of the Board of Trustees, this is a Call for the Regular Meeting of the Board of Trustees of the River Delta Unified School District to be held:

### Important Notice

## February 16, 2021 – General Open Session 6:30 pm

River Delta Unified School District Board meeting will be held as a teleconference (Webinar) at the River Delta USD District Office and will be closed to the public. Please see River Delta USD Meeting Logistics section below for options to view and participate in the meeting.

### River Delta USD Board Meeting Logistics Meeting will be held remotely.

The RDUSD uses a Zoom Webinar application for its meetings. To join the meeting, Zoom, not River Delta USD, requires attendees to register with a name and email address. The email address does not need to be authenticated and the name does not need to be the attendee's legal name. Initials, "Supportive Staff", "Caring Citizen", etc. are all acceptable entries. The same requirements are used to address the Board. See the Public Comment section to address the Board or comment on the Agenda or non-agendized items. If your comment exceeds the time limit, it will be summarized.

<https://rdusd-org.zoom.us/j/96489304498?pwd=SXZ6TTk4OSsxL0JIR1UwRmpUbUJRUT09>

*A copy of the full agenda (with backup documents but without confidential closed session items) is available for public review at the District Office, 445 Montezuma St., Rio Vista, California, at least 72 hours prior to the announced meeting of the Board of Trustees or online at <http://riverdelta.org> under the heading: Board of Trustees*

### REGULAR MEETING AGENDA

1. Call the Open Session to Order (@ 5:30 p.m.)
2. Roll Call
3. Review Closed Session Agenda (see attached agenda)
  - 3.1 Announce Closed Session Agenda
  - 3.2 Public Comment on Closed Session Agenda Items Only
4. Approve Closed Session Agenda and Adjourn to the **Closed Session** (@5:35 p.m.)

Motioned: \_\_\_\_\_ Second: \_\_\_\_\_

Roll Call Vote:

Member Mahoney \_\_\_; Member Riley \_\_\_; Member Casillas \_\_\_; Member Lamera \_\_\_; Member Apel \_\_\_; Member Jelly \_\_\_; Member Stone \_\_\_ Time: \_\_\_

5. Reconvene to Open Session (@ approx. 6:30 p.m.) Time: \_\_\_\_\_

#### 5.1 Retake Roll Call

Member Mahoney \_\_\_; Member Riley \_\_\_; Member Casillas \_\_\_; Member Lamera \_\_\_; Member Apel \_\_\_; Member Jelly \_\_\_; Member Stone \_\_\_

#### 5.2 Pledge of Allegiance

6. Report of Action taken, if any, during the Closed Session (Government Code Section 54957.1) – Board President Stone

7. Review and Approve the **Open Session** Agenda

Motioned: \_\_\_\_\_ Second: \_\_\_\_\_

Roll Call Vote:

Member Mahoney \_\_\_; Member Riley \_\_\_; Member Casillas \_\_\_; Member Lamera \_\_\_; Member Apel \_\_\_; Member Jelly \_\_\_; Member Stone \_\_\_

8. **Public Comment:** As the result of the Coronavirus Pandemic (COVID-19), on March 12, 2020, Governor Gavin Newsom issued Executive Order N-25-20. This order includes directives canceling large gatherings. The Executive Order also allows local legislative bodies to hold meetings via conference calls while still satisfying state transparency requirements. The Governor has also issued Executive Order N-33-

20, prohibiting people from leaving their homes or places of residence except to access necessary supplies and services or to engage in specified critical infrastructure employment. The health and well-being of our students, staff and community members are the top priority for the Board of Trustees of River Delta Unified School District. To facilitate this process, the meeting of the Board of Trustees will be available via a Zoom Webinar.

We have modified the meeting procedures while the Shelter in Place for Coronavirus Pandemic (COVID-19) is in place.

To address the Board during Public Comment or on any item listed on the Agenda, please follow these instructions:

- 1) Using the link “Public Comment Card”, complete the Google form and submit. The form must be submitted prior to the General Open Session. Once filled out and submitted, your comments will be read during agenda item 8: Public Comment or during the corresponding item number.
- 2) If you have a comment or complaint regarding a specific employee, please refrain from making a public comment and contact the employee’s supervisor for resolution.

## 9. **Reports, Presentations, Information**

- 9.1 Board Member(s) and Superintendent Report(s) and/or Presentation(s) –
  - 9.1.1 Board Members’ report(s)
  - 9.1.2 Committee reports
    - 9.1.2.1 Facilities Planning Steering Committee – Jennifer Stone, Board President
  - 9.1.3 Superintendent Wright’s report(s)
    - 9.1.3.1 Covid-19 Plan Updates: Covid Protection Plan (CPP), Covid Safety Plan (CSP) and Covid School Guidance Checklist
- 9.2 Business Services’ Reports and/or Presentations on: Routine Restricted Maintenance; Deferred Maintenance; Maintenance and Operations; Transportation Department; Food Services Department; District Technology; and District Budget – Sharon Silva, Chief Business Officer; Ken Gaston, Director of MOT
  - 9.2.1 Monthly Financial Report – Sharon Silva, Chief Business Officer
    - 9.2.1.1 A Representative from Crowe LLP to present River Delta Unified School District’s 2019- 2020 Audit Reports
    - 9.2.1.2 Presentation regarding the Securing Funding for Facilities Needs through 2020 Bond Measures presented by Matt Kolker, Government Financial Strategies
  - 9.2.2 Maintenance, Operations & Transportation Update, Ken Gaston, Director of MOT
- 9.3 Education Services’ and Special Education Reports and/or Presentation(s) - Nicole Latimer, Chief Educational Services Officer and Tom Anderson, Director of Special Education
  - 9.3.1 Educational Services Update – Nicole Latimer, Chief Educational Services Officer
  - 9.3.2 Special Education Update – Tom Anderson, Director of Special Education
- 9.4 River Delta Unified Teachers Association (RDUTA) Update – Marsha Montgomery, RDUTA President
- 9.5 California State Employees Association (CSEA) Chapter #319 Update – Melinda Barkman, CSEA President

## 10. **Consent Calendar**

All matters listed under the Consent Calendar are to be considered routine action and all will be enacted by one motion. There will be no separate discussion of these items unless a member of the Board of Trustees requests that specific items to be removed from the Consent Calendar for separate action. Any items removed will be considered for separate action after the motion to approve the Consent Calendar.

- 10.1 Approve Board Minutes
  - Regular Meeting of the Board – January 19, 2021
- 10.2 Receive and Approve Monthly Personnel Report - As of February 16, 2021
- 10.3 District’s Monthly Expenditure Report
  - January 2021

- 10.4 Request to declare as surplus the non-operable technology equipment from Riverview's inventory and deem their value as zero – Marcy Rossi, Principal
- 10.5 Request to declare as surplus the non-operational District vehicles and deem their value as zero - Ken Gaston, Director of MOT
- 10.6 Request to approve the independent contract and services agreement with Lee Williams to provide CPR and First Aid Training to District employees and coaches – Bonnie Kauzlarich, Director of Personnel.
- 10.7 Request to approve the overnight field trip for Isleton Elementary 6th grade students to attend the Sly Park Environmental Education Center in 2021-2022 – Stacy Wallace, Principal
- 10.8 Request to approve the Leave of Absence for Janet Blegen for the remainder of the 2020-2021 school year – Bonnie Kauzlarich, Director of Personnel
- 10.9 Donations to Receive and Acknowledge:

**Rio Vista High School – In memory of Doug and Fran Reidmiller**

Doug and Susan Dole  
Cheryle Apple  
Susan Whitesell  
Rod and Vicky Dolk  
Verla Chaddick

Motioned: \_\_\_\_\_ Second: \_\_\_\_\_

Roll Call Vote:

Member Mahoney \_\_; Member Riley \_\_; Member Casillas \_\_; Member Lamera \_\_; Member Apel \_\_; Member Jelly \_\_; Member Stone \_\_

**Action Items** -- Individual speakers shall be allowed two minutes to address the Board on any agenda item. The Board may limit the total time for public input on each agenda item to 20 minutes. With Board consent, the Board President may increase or decrease the time allowed for public comment, depending on the topic and the number of persons wishing to be heard and the overall length of the agenda. The Board President may take a poll of speakers for or against a particular issue and may ask that additional persons speak only if they have something new to add. (BB 9323) Anyone may appear at the Board meeting to testify in support of, or in opposition to, any item on this agenda being presented to the Board for consideration. Procedures for Public comment will follow the same process as in number 8.

- 11. Request to accept and approve the Audit Report of Crowe LLP, Independent Auditor, for Fiscal Year 2019-2020 – Sharon Silva, Chief Business Officer

Motioned: \_\_\_\_\_ Second: \_\_\_\_\_

Roll Call Vote:

Member Mahoney \_\_; Member Riley \_\_; Member Casillas \_\_; Member Lamera \_\_; Member Apel \_\_; Member Jelly \_\_; Member Stone \_\_

- 12. Request to approve the second and final reading of the updated or new Board Policies, Administrative Regulations and Exhibits due to new legislation, mandated language and/or citation revisions as of December 2020 - Katherine Wright, Superintendent

Motioned: \_\_\_\_\_ Second: \_\_\_\_\_

Roll Call Vote:

Member Mahoney \_\_; Member Riley \_\_; Member Casillas \_\_; Member Lamera \_\_; Member Apel \_\_; Member Jelly \_\_; Member Stone \_\_

- 13. Request to approve the adoption and purchase of Campbell Biology AP Edition published by Pearson for our AP Biology class at Delta High School and Rio Vista High School for not to exceed \$12,439.66 – Nicole Latimer, Chief Educational Services Officer

Motioned: \_\_\_\_\_ Second: \_\_\_\_\_

Roll Call Vote:

Member Mahoney \_\_; Member Riley \_\_; Member Casillas \_\_; Member Lamera \_\_; Member Apel \_\_; Member Jelly \_\_; Member Stone \_\_

- 14. Request to approve the allowable sports programs at Rio Vista and Delta High Schools for the current season – Katherine Wright, Superintendent

Motioned: \_\_\_\_\_ Second: \_\_\_\_\_

Roll Call Vote:

Member Mahoney \_\_; Member Riley \_\_; Member Casillas \_\_; Member Lamera \_\_; Member Apel \_\_; Member Jelly \_\_; Member Stone \_\_

- 15. Request to approve the 2021 Districtwide Comprehensive Safety Plan – Katherine Wright, Superintendent

Motioned: \_\_\_\_\_ Second: \_\_\_\_\_

Roll Call Vote:

Member Mahoney \_\_; Member Riley \_\_; Member Casillas \_\_; Member Lamera \_\_; Member Apel \_\_; Member Jelly \_\_; Member Stone \_\_

16. Request to approve the Reopening timeline for the elementary and secondary schools in River Delta Unified School District – Katherine Wright, Superintendent

Motioned: \_\_\_\_\_ Second: \_\_\_\_\_  
Roll Call Vote:

Member Mahoney \_\_; Member Riley \_\_; Member Casillas \_\_; Member Lamera \_\_; Member Apel \_\_; Member Jelly \_\_; Member Stone \_\_

17. Request to approve the purchase of a Toro Groundmaster Lawnmower or like equipment pending availability – \$65,000 CARB grant funding and additional Maintenance and Operation fund not to exceed \$58,000 – Ken Gaston, Director of MOT

Motioned: \_\_\_\_\_ Second: \_\_\_\_\_  
Roll Call Vote:

Member Mahoney \_\_; Member Riley \_\_; Member Casillas \_\_; Member Lamera \_\_; Member Apel \_\_; Member Jelly \_\_; Member Stone \_\_

18. Re-Adjourn to continue Closed Session, if needed

19. Report of Action taken, if any, during continued Closed Session (Government Code Section 54957.1) - Board President Stone

20. Adjournment

Motioned: \_\_\_\_\_ Second: \_\_\_\_\_  
Roll Call Vote:

Member Mahoney \_\_; Member Riley \_\_; Member Casillas \_\_; Member Lamera \_\_; Member Apel \_\_; Member Jelly \_\_; Member Stone \_\_  
Time: \_\_\_\_\_

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**Americans with Disabilities Act Compliance:** Any and all requests for "...any disability-related modification or accommodation, including auxiliary aids or services..." needed to access our agendas or to participate in the public meetings, must be received in writing by the Superintendent's Office at 445 Montezuma Street, Rio Vista, CA 94571 at least annually before July 1 of each year -- or at least 5 calendar days prior to the individual meeting in question. All inquiries may be directed to the Superintendent's Office c/o Jennifer Gaston at (707) 374-1711.

**AFFIDAVIT OF NOTICING AND POSTING:**

I, Jennifer Gaston, Executive Assistant to the Board of Trustees, declare that a copy of this Regular Meeting Agenda/Notice was posted in the bulletin board in front of the District Office, District administrative offices and that the Board of Trustees Members, school sites, and the community libraries were provided notice or caused to be provided notice via fax, e-mail and/or hand delivery on Friday, February 12, 2021, by or before 5:30 p.m.

**By:** *Jennifer Gaston* Jennifer Gaston, Executive Assistant, to the Superintendent.

**ATTACHMENT**  
**RIVER DELTA UNIFIED SCHOOL DISTRICT**  
Notice of a Regular Meeting of the Board of Trustees

By Order of the President of the Board of Trustees, this is a Call for the Regular Meeting of  
the Board of Trustees of the River Delta Unified School District to be held:

**February 16, 2021**

**CLOSED SESSION**

As provided by Government Code Section 54957, the Board is requested to meet in closed session for consideration of **personnel appointment, employment, discipline, complaint, evaluation or dismissal** [Government Code Section 54957], **possible or pending litigation** [Government Code 54956.9(a)(b)(c)], **student discipline** [Education Code Sections 49070 (c) and 76232 (c)], **employee/employer negotiations** [Government Code Section 3549.1 and 54957.6], **or real property transactions** [Government Code Section 54956.8].

A Closed Session will be held beginning at 5:35 p.m. on February 16, 2021, via teleconference (which is prior to the full General Open Session). Any formal action taken by the Board will be reported in the Open Session of this regular meeting of the Board of Trustees [Government Code Section 54957.1]. As needed, this Closed Session may be reconvened following the full Open Session. Any formal action taken by the Board will be reported in Open Session prior to adjournment.

**4. CLOSED SESSION**

4.1 **Student Discipline** [Education Code Sections 49070 (c) and 76232 (c)] – None

4.2 **Possible or Pending Litigation** [Government Code 54956.9(a)(b)(c)]

Following Conference with Legal Counsel (Parker & Covert, LLC; Girard, Edwards, Stevens & Tucker LLP; Burke, Williams & Sorensen, LLP) – Pending or Anticipated Litigation/Potential Case(s) Update(s)

4.2.1 Name(s) unspecified as disclosure would jeopardize the service of process and/or existing/possible settlement negotiations

4.3 **Personnel Evaluation, Searches, Appointment, Employment, Complaint, Discipline, Dismissal, Non-reelects and Releases** [Government Code Section 54957]

Following Conference with Legal Counsel (Girard, Edwards, Stevens & Tucker LLP)

Public Employee(s) Evaluation:

4.3.1 Superintendent

4.3.2 Certificated

4.3.3 Classified

4.3.4 Public Employee(s) Searches, Appointment, Employment conditions

4.3.4.1 Resolution #805 Release and Non-Reelect of certificated employees hired under temporary contracts for the 2020-2021 school year – Katherine Wright, Superintendent

Motion: \_\_\_\_\_ Second: \_\_\_\_\_

Roll Call Vote:

Member Mahoney \_\_\_; Member Riley \_\_\_; Member Casillas \_\_\_; Member Lamera \_\_\_; Member Apel \_\_\_; Member Jelly \_\_\_; Member Stone \_\_\_

4.3.4.2 Resolution #806 non-re-employment for the 2021-2022 school year for Probationary 0, I & II Certificated Staff – Katherine Wright, Superintendent

Motion: \_\_\_\_\_ Second: \_\_\_\_\_

Roll Call Vote:

Member Mahoney \_\_\_; Member Riley \_\_\_; Member Casillas \_\_\_; Member Lamera \_\_\_; Member Apel \_\_\_; Member Jelly \_\_\_; Member Stone \_\_\_

4.3.5 Complaint, Discipline, Dismissal, Non-Reelects, & Releases

4.3.6 Employee/Employer Negotiations [Government Code Section 3549.1 and 54957.6]

Following negotiation meetings any/all units.

4.3.6.1 RDUTA

4.3.6.2 CSEA

**5. Adjourn to Open Session (@6:30 p.m.)** Any formal action taken by the Board in the above items will be reported in Open Session of this regular meeting of the Board of Trustees [Government Code Section 54957.1]. The meeting may be reconvened as needed (i.e. following the end of Open Session).

Motioned: \_\_\_\_\_ Second: \_\_\_\_\_ Ayes: \_\_\_\_\_ Noes: \_\_\_\_\_ Absent: \_\_\_\_\_ Time: \_\_\_\_\_

jg

**BOARD OF TRUSTEES  
RIVER DELTA UNIFIED SCHOOL DISTRICT**

445 Montezuma Street  
Rio Vista, California 94571-1561

**BOARD AGENDA BRIEFING**

Meeting Date: February 16, 2021

Attachments: X

From: Katherine Wright, Superintendent

Item Number: 9.1.3.1

Type of item: (Action, Consent Action or Information Only): Information

**SUBJECT:**

Covid Protection Plan (CPP), Covid Safety Plan (CSP) and Covid School Guidance Checklist Update

**BACKGROUND:**

Governor Newsom ordered all school districts in California to submit their Covid Protection Plan, Covid Safety Plans (CSP), formally known in RDUSD as "Health and Safety Plan During Covid-19", and 2021 Covid-19 School Guidance Checklist to their County Public Health (CPH) departments prior to re-opening schools. However, the CPHs will not read and deny/approve these plans until the county case rate drops to or below 25 cases/100,000 (adjusted rate) for five consecutive days. If Sacramento County does drop below 25 cases/100,000, but remains in Purple Tier, the CSP approvals only apply to reopening schools that serve TK-6th. Secondary must wait until Red, Orange or Yellow Tiers to return to in-person instruction. The state and counties are giving school districts the authority to decide if they will wait for 5 days or 14 days after returning to Red, Orange or Yellow Tier before reopening their secondary schools.

**STATUS:**

The CPP, CSP, and the Checklist are completed and submitted to Sacramento County Public Health for review. As of Tuesday, February 9, 2021, Sacramento County is reported at 22.8 new cases/100,000. Solano County is reported as 26.4 new cases/100,000. Yolo County is 21.5 new cases/100,000.

**PRESENTER:**

Katherine Wright, Superintendent

**COST AND FUNDING SOURCES:**

No cost to the district to provide this update.

**RECOMMENDATION:**

That the Board acknowledges and supports the content of the CPP, CSP, and Checklist for consideration of approval to reopen our elementary schools in two phases: Phase 1 is TK-2 and Phase 2 is Grade 3-6 following the SCPH approval of RDUSD's CSP and reopens our secondary schools after Sacramento County has been in the Red Tier for five consecutive days.

Time allocated: 15 minutes

# COVID-19 Prevention Program (CPP)

In accordance with TITLE 8, DIVISION 1, CHAPTER 4,  
Subchapter 7. General Industry Safety Orders Section 3205, COVID-19 Prevention



**River Delta Joint Unified School District**

445 Montezuma Street

Rio Vista, CA 94571

(707) 374-1700 ♦FAX: (707) 374-2995

<https://rdusd-ca.schoolloop.com/>

# COVID-19 Prevention Program (CPP) for River Delta Joint Unified School District

This CPP is designed to control exposures to the SARS-CoV-2 virus that may occur in our workplace.

**Date:** 2/12/21

## **Authority and Responsibility**

The Superintendent or Designee has overall authority and responsibility for implementing the provisions of this CPP in our workplace. In addition, all managers and supervisors are responsible for implementing and maintaining the CPP in their assigned work areas and for ensuring employees receive answers to questions about the program in a language they understand.

All employees are responsible for using safe work practices, following all directives, policies and procedures, and assisting in maintaining a safe work environment.

## **Identification and Evaluation of COVID-19 Hazards**

We will implement the following in our workplace:

- Conduct workplace-specific evaluations using the **Appendix A: Identification of COVID-19 Hazards** form.
- Evaluate employees' potential workplace exposures to all persons at, or who may enter, our workplace.
- Review applicable orders and general and industry-specific guidance from the State of California, Cal/OSHA, and the local health department related to COVID-19 hazards and prevention.
- Evaluate existing COVID-19 prevention controls in our workplace and the need for different or additional controls.
- Conduct periodic inspections using the **Appendix B: COVID-19 Inspections** form as needed to identify unhealthy conditions, work practices, and work procedures related to COVID-19 and to ensure compliance with our COVID-19 policies and procedures.



## Employee participation

Employees and their authorized employees' representatives are encouraged to participate in the identification and evaluation of COVID-19 hazards by being acutely aware of the safety protocols and procedures set forth in the Covid Safety Plan (CSP) and reporting to their supervisor if they notice or witness anything that is in contradiction to the CSP. All employees will be committed to the "If you see something, say something!" motto for identifying and evaluating COVID safety hazards.

## Employee screening

**RDUSD** requires all staff entering a site or school bus to be screened for illness, including a temperature check and review of signs and symptoms of illness. Any staff member with a temperature of 100.4 degrees or higher, or signs or symptoms of illness per Stay-at-Home requirements shall return home. Staff must enter through required controlled entry and exit locations at each site. Sites shall set up controlled entry and exit screening locations and ensure staff and students understand and follow disease prevention precautions. Staff approaching the entry must be wearing a cloth face covering (if able). Face coverings will be available for those who do not have their own. Staff must self-screen for symptoms at home daily. Signs of illness include fever or chills (100.4 degrees or higher), cough, shortness of breath or difficulty breathing, fatigue, muscle or body aches, headache, new loss of taste or smell, sore throat, congestion or runny nose, nausea or vomiting, and diarrhea per CDC guidelines.

If a person is sick or exhibits symptoms of COVID-19, they may not come to school and will follow Stay at Home and Return to School Requirements as written in our District Health and Safety Plan.

## Correction of COVID-19 Hazards

Unsafe or unhealthy work conditions, practices or procedures will be documented on the **Appendix B: COVID-19 Inspections** form, and corrected in a timely manner based on the severity of the hazards, as follows:

The supervisor receiving the report of the unsafe situation will immediately contact the Director of Health Services who will assess the situation, determine the corrective measures that need to be taken, who must be contacted to remedy the unsafe situation, identify a timeframe for the correction to be completed and follow up with the supervisor when the situation is resolved.

## Control of COVID-19 Hazards

### Physical Distancing

Where possible, we ensure at least six feet of physical distancing at all times in our workplace by:

- Eliminating the need for workers to be in the workplace – e.g., telework or other remote work arrangements.
- Reducing the number of persons in an area at one time, including visitors.
- Visual cues such as signs and floor markings to indicate where employees and others should be located or their direction and path of travel.

- Staggered arrival, departure, work, and break times.
- Adjusted work processes or procedures, such as reducing production speed, to allow greater distance between employees.

Individuals will be kept as far apart as possible when there are situations where six feet of physical distancing cannot be achieved.

## Face Coverings

We provide clean, undamaged face coverings and ensure they are properly worn by employees over the nose and mouth when indoors, and when outdoors and less than six feet away from another person, including non-employees, and where required by orders from the California Department of Public Health (CDPH) or local health department.

*Cloth face coverings protect our community from the spread of COVID-19:*

- All RDUSD staff, ALL students, parents/guardians and visitors are required to wear a cloth face covering unless it is not recommended by a physician or is inappropriate for the developmental level of the individual. A list of exceptions can be found below:
- Face coverings should be worn at all times including:
  - » While entering or exiting school grounds or district spaces
  - » While on school grounds with few exceptions
  - » While on a school bus
  - » Engaged in work, whether at the workplace or performing work off-site, when:
    - ◇ Interacting in-person with any member of the public;
    - ◇ Working in any space visited by members of the public, regardless of whether anyone from the public is present at the time.

The following are exceptions to the use of face coverings in our workplace:

- When an employee is alone in a room.
- While eating and drinking at the workplace, provided employees are at least six feet apart and outside air supply to the area, if indoors, has been maximized to the extent possible.
- Employees wearing respiratory protection in accordance with CCR Title 8 section 5144 or other safety orders.
- Employees who cannot wear face coverings due to a medical or mental health condition or disability, or who are hearing-impaired or communicating with a hearing-impaired person. Alternatives will be considered on a case-by-case basis.

- Specific tasks that cannot feasibly be performed with a face covering, where employees will be kept at least six feet apart. Any employee not wearing a face covering, face shield with a drape or other effective alternative, or respiratory protection, for any reason, shall be at least six feet apart from all other persons unless the unmasked employee is tested at least twice weekly for COVID-19.

## **Engineering controls**

We implement the following measures for situations where we cannot maintain at least six feet between individuals.

We maximize, to the extent feasible, the quantity of outside air for our buildings with mechanical or natural ventilation systems by:

- Sites will replace all HVAC filters 2-3 times per year to meet all state standards.
- Sites will run continuous HVAC fans operating throughout district per the scheduled daily operating hours.
- Reprogram HVAC systems to run when windows and doors are not open.
- During optimal weather, keep windows and doors open, if possible, to increase airflow.
- Identifying circumstances where the amount of outside air needs to be minimized due to other hazards, such as heat and wildfire smoke
- Adhere to properly maintenance and adjustment scheduled for the ventilation system
- Assess the possibility to increase filtration efficiency to the highest level compatible with the existing ventilation system

## **Cleaning and disinfecting**

We implement the following cleaning and disinfection measures for frequently touched surfaces:

- Ensuring adequate supplies and adequate time for it to be done properly.
- Informing the employees and authorized employee representatives of the frequency and scope of cleaning and disinfection.
- Regularly disinfect high-touch areas throughout the day. Frequently touched surfaces in the school include, but are not limited to door handles, sink handles, bathroom surface, tables, student desks and chairs.

## **Shared tools, equipment and personal protective equipment (PPE)**

PPE must not be shared, e.g., gloves, goggles and face shields.

Items that employees come in regular physical contact with, such as phones, headsets, desks, keyboards, writing materials, instruments and tools must also not be shared, to the extent feasible. Items that employees coming regular contact with, such as phones, headsets, desks, keyboards, writing materials, instruments and tools must also not be shared, to the extent feasible. RDUSD will Provide plexiglass barriers when close contact is likely such as at the front desks that do not allow for physical distancing of at least 6 feet. All staff desks have been arranged at least 6 feet apart. RDUSD

has provided individualized supplies for each workstation, thus limiting the number of individuals using shared objects. Where there must be sharing, staff has been provided additional access to hand washing or hand sanitizer, especially near shared objects like photocopiers, etc. Additionally, frequently touched surfaces have been provided additional cleaning measures throughout the day to support the frequency of touches. These surfaces include, but are not limited to:

- Door handles
- Light switches
- Sink handles
- Bathroom surfaces
- Tables
- Student desks
- Chairs

Sharing of Vehicles will be minimized to the extent feasible, and high touch points (for example, steering wheel, door handles, seat belt buckles, armrests, shifter, etc.) will be disinfected between users.

Sharing of vehicles will be minimized to the extent feasible, and high-touch points (for example, steering wheel, door handles, seatbelt buckles, armrests, shifter, etc.) will be disinfected between users.

### **Hand sanitizing**

In order to implement effective hand sanitizing procedures, we:

- Evaluate handwashing facilities.
- Determine the need for additional facilities.
- Encourage and allowing time for employee handwashing.
- Provide employees with an effective hand sanitizer, and prohibit hand sanitizers that contain methanol (i.e. methyl alcohol).
- Encourage employees to wash their hands for at least 20 seconds each time.

### **Personal protective equipment (PPE) used to control employees' exposure to COVID-19**

We evaluate the need for PPE (such as gloves, goggles, and face shields) as required by CCR Title 8, section 3380, and provide such PPE as needed.

When it comes to respiratory protection, we evaluate the need in accordance with CCR Title 8 section 5144 when the physical distancing requirements are not feasible or maintained.

We provide and ensure use of eye protection and respiratory protection in accordance with section 5144 when employees are exposed to procedures that may aerosolize potentially infectious material such as saliva or respiratory tract fluids.

## **Investigating and Responding to COVID-19 Cases**

This will be accomplished by using the Appendix C: Investigating COVID-19 Cases form.

Employees who had potential COVID-19 exposure in our workplace will be:

- Offered COVID-19 testing at no cost during their working hours.
- Encouraged to contact their medical provider for expert advice

## **System for Communicating**

Our goal is to ensure that we have effective two-way communication with our employees, in a form they can readily understand, and that it includes the following information:

- Clearly understand that they should report any possible exposure or symptoms to their supervisors immediately via the quickest means of communication available
- That employees can report symptoms and hazards without fear of reprisal.
- Our procedures or policies for accommodating employees with medical or other conditions that put them at increased risk of severe COVID-19 illness.
- Where testing is not required, how employees can access free COVID-19 testing every Thursdays from 1-4:55pm in the cafeteria at Walnut Grove Elementary School.
- In the event we are required to provide testing because of a workplace exposure or outbreak, we will communicate the plan for providing testing and inform affected employees of the reason for the testing and the possible consequences of a positive test.
- Information about COVID-19 hazards employees (including other employers and individuals in contact with our workplace) may be exposed to, what is being done to control those hazards, and our COVID-19 policies and procedures.

## **Training and Instruction**

We will provide effective training and instruction that includes:

- Our COVID-19 policies and procedures to protect employees from COVID-19 hazards.
- Information regarding COVID-19 related benefits to which the employee may be entitled under applicable federal, state or local laws.
- The fact that:
- Covid 19 is an infectious disease that can be spread through the air.
- Covid-19 may be transmitted when a person touches a contaminated object and then touches their eyes, nose, or mouth.
- An infectious person may have no symptoms.
- Methods of physical distancing of at least six feet and the importance of combining physical distancing with the wearing of face coverings.

- The fact that particles containing the virus can travel more than six feet, especially indoors, so physical distancing must be combined with other controls, including face coverings and hand hygiene, to be effective.
- The importance of frequent hand washing with soap and water for at least 20 seconds and using hand sanitizer when employees do not have immediate access to a sink or hand washing facility, and that hand sanitizer does not work if the hands are soiled.
- Proper use of face coverings and the fact that face coverings are not respiratory protective equipment- face coverings are intended to primarily protect other individuals from the wearer of the face covering.
- COVID-19 symptoms, and the importance of obtaining a COVID-19 test and not coming to work if the employee has COVID-19 symptoms.

**Appendix D: COVID-19 Training Roster will be used to document this training.**

## **Exclusion of COVID-19 Cases**

Where we have a COVID-19 case in our workplace, we will limit transmission by:

- Ensuring that COVID-19 cases are excluded from the workplace until our return-to-work requirements are met.
- Excluding employees with COVID-19 exposure from the workplace for 14 days after the last known COVID-19 exposure to a COVID-19 case.
- Continuing and maintaining an employee's earnings, seniority, and all other employee rights and benefits whenever we've demonstrated that the COVID-19 exposure is work related.
- Providing employees at the time of exclusion with information on available benefits.

## **Reporting, Recordkeeping, and Access**

It is our policy to:

- Report information about COVID-19 cases at our workplace to the local health department whenever required by law, and provide any related information requested by the local health department.
- Report immediately to Cal/OSHA any COVID-19-related serious illnesses or death, as defined under CCR Title 8 section 330(h), of an employee occurring in our place of employment or in connection with any employment.
- Maintain records of the steps taken to implement our written COVID-19 Prevention Program in accordance with CCR Title 8 section 3203(b).
- Make our written COVID-19 Prevention Program available at the workplace to employees, authorized employee representatives, and to representatives of Cal/OSHA immediately upon request.

- Use the **Appendix C: Investigating COVID-19 Cases** form to keep a record of and track all COVID-19 cases. The information will be made available to employees, authorized employee representatives, or as otherwise required by law, with personal identifying information removed.

## **Return-to-Work Criteria**

- COVID-19 cases with COVID-19 symptoms will not return to work until all the following have occurred:
  - o At least 24 hours have passed since a fever of 100.4 or higher has resolved without the use of fever-reducing medications.
  - o COVID-19 symptoms have improved.
  - o At least 10 days have passed since COVID-19 symptoms first appeared.
- COVID-19 cases who tested positive but never developed COVID-19 symptoms will not return to work until a minimum of 10 days have passed since the date of specimen collection of their first positive COVID-19 test.
- A negative COVID-19 test will not be required for an employee to return to work.
- If an order to isolate or quarantine an employee is issued by a local or state health official, the employee will not return to work until the period of isolation or quarantine is completed or the order is lifted. If no period was specified, then the period will be 10 days from the time the order to isolate was effective, or 14 days from the time the order to quarantine was effective.

---

**Superintendent**





## Appendix B: COVID-19 Inspections

[This form is only intended to get you started. Review the information available at [www.dir.ca.gov/dosh/coronavirus/](http://www.dir.ca.gov/dosh/coronavirus/) for additional guidance on what to regularly inspect for, including issues that may be more pertinent to your particular type of workplace. You will need to modify form accordingly.]

Date: [enter date]

Name of person conducting the inspection: [enter names]

Work location evaluated: [enter information]

Exposure Controls	Status	Person Assigned to Correct	Date Corrected
<b>Engineering</b>			
Barriers/partitions			
Ventilation (amount of fresh air and filtration maximized)			
Additional room air filtration			
[add any additional controls your workplace is using]			
[add any additional controls your workplace is using]			
<b>Administrative</b>			
Physical distancing			
Surface cleaning and disinfection (frequently enough and adequate supplies)			
Hand washing facilities (adequate numbers and supplies)			
Disinfecting and hand sanitizing solutions being used according to manufacturer instructions			
[add any additional controls your workplace is using]			

<p style="text-align: center;"><b>[add any additional controls your workplace is using]</b></p>			
<p><b>PPE</b> (not shared, available and being worn)</p>			
<p>Face coverings (cleaned sufficiently often)</p>			
<p style="text-align: right;">Gloves</p>			
<p style="text-align: right;">Face shields/goggles</p>			
<p style="text-align: right;">Respiratory protection</p>			
<p style="text-align: center;"><b>[add any additional controls your workplace is using]</b></p>			

## Appendix C: Investigating COVID-19 Cases

All personal identifying information of COVID-19 cases or symptoms will be kept confidential. All COVID-19 testing or related medical services provided by us will be provided in a manner that ensures the confidentiality of employees, with the exception of unredacted information on COVID-19 cases that will be provided immediately upon request to the local health department, CDPH, Cal/OSHA, the National Institute for Occupational Safety and Health (NIOSH), or as otherwise required by law.

All employees' medical records will also be kept confidential and not disclosed or reported without the employee's express written consent to any person within or outside the workplace, with the following exceptions: (1) Unredacted medical records provided to the local health department, CDPH, Cal/OSHA, NIOSH, or as otherwise required by law immediately upon request; and (2) Records that do not contain individually identifiable medical information or from which individually identifiable medical information has been removed.

Date: [enter date]

Name of person conducting the investigation: [enter name(s)]

<b>Employee (or non-employee*) name:</b>		<b>Occupation (if non-employee, why they were in the workplace):</b>	
<b>Location where employee worked (or non-employee was present in the workplace):</b>		<b>Date investigation was initiated:</b>	
<b>Was COVID-19 test offered?</b>		<b>Name(s) of staff involved in the investigation:</b>	
<b>Date and time the COVID-19 case was last present in the workplace:</b>		<b>Date of the positive or negative test and/or diagnosis:</b>	
<b>Date the case first had one or more COVID-19 symptoms:</b>		<b>Information received regarding COVID-19 test results and onset of symptoms (attach documentation):</b>	

<p><b>Results of the evaluation of the COVID-19 case and all locations at the workplace that may have been visited by the COVID-19 case during the high-risk exposure period, and who may have been exposed (attach additional information):</b></p>	
--	--

**Notice given (within one business day, in a way that does not reveal any personal identifying information of the COVID-19 case) of the potential COVID-19 exposure to:**

<p><b>All employees who may have had COVID-19 exposure and their authorized representatives.</b></p>	<p><b>Date:</b></p>	
	<p><b>Names of employees that were notified:</b></p>	
<p><b>Independent contractors and other employers present at the workplace during the high-risk exposure period.</b></p>	<p><b>Date:</b></p>	
	<p><b>Names of individuals that were notified:</b></p>	

<p><b>What were the workplace conditions that could have contributed to the risk of COVID-19 exposure?</b></p>		<p><b>What could be done to reduce exposure to COVID-19?</b></p>	
<p><b>Was local health department notified?</b></p>		<p><b>Date:</b></p>	

\*Should an employer be made aware of a non-employee infection source COVID-19 status.

## Appendix D: COVID-19 Training Roster

Date: [enter date]

Person that conducted the training: [enter name(s)]

Employee Name	Signature



**RIVER DELTA UNIFIED SCHOOL DISTRICT**

**445 Montezuma Street**

**Rio Vista, California 94571-1651**

(707) 374-1700 Fax (707) 374-2995

[www.riverdelta.org](http://www.riverdelta.org)

# COVID-19 Safety Plan (CSP)

**The COVID-19 pandemic has immensely changed our lives in so many ways. As we wait for a vaccine and treatment, we must work together to mitigate the risk in our community, while still educating and supporting the health and well-being of our students.**

We are establishing new norms within our schools and office spaces - understanding it will take time and constant positive reinforcement to teach and learn these new ways of being.

We urge our community to lean into this new normal and create a physically and emotionally safe space for everyone.

Physical distancing does not come naturally or easy. Maintaining physical distance violates so many of our social norms, especially for those we are closest with. As we adjust to this new normal, it is okay to politely correct one another when we breach public health measures.

The medical community teaches “gratitude - not attitude” when anyone corrects each other about safety precautions - no matter their role or title.

As we navigate our new normal, we must support each other in remaining humble and flexible. We continue to learn about COVID-19, and as the science changes our responses may need to change as well. We may find ourselves adopting new strategies or measures - and quickly having to revise our plans.

Flexibility is key as we try to contain the spread of COVID-19. As the **CDC** advises, there may be times when we need to return to remaining safer at home. In any situation, we will work together with our community, relying on our collective ingenuity and creativity to help us respond and address changes as needed.

## TABLE OF CONTENTS

<b>INTRODUCTION</b>	<b>1</b>
<i>Table of Contents</i>	<b>2</b>
<b>PUBLIC HEALTH RECOMMENDATIONS</b>	<b>4</b>
<b>OPENING &amp; CLOSING SCHOOLS CRITERIA</b>	<b>5</b>
<b>COVID-19 TESTING</b>	<b>6</b>
<b>HEALTH PRECAUTIONS FOR STUDENTS AND STAFF</b>	<b>7</b>
<b><i>Health Screening: Stay Home if You are Sick</i></b>	<b>8</b>
Passive Screening	8
Active Screening - Temperature Checks and Procedures	9
Process for Daily Student Screening	9
<b><i>Physical Distancing</i></b>	<b>11</b>
<b><i>Face Coverings</i></b>	<b>11</b>
Cloth face coverings	11
Face Shields	11
Guidance for daily use of face coverings	12
How to remove a face covering	12
<b><i>Practice Hand Hygiene</i></b>	<b>13</b>
<b><i>Respiratory Hygiene</i></b>	<b>13</b>
<b>STAFF WORKING IN THE COMMUNITY</b>	<b>13</b>
<b>MITIGATION STANDARDS FOR RDUSD SITES</b>	<b>14</b>
Ventilation and Air Flow	14
Entrances & Exits (Pick-Up & Drop-Off)	14
Office Spaces	14
Designated “care room”	15
Classrooms	15
Common areas	15
Support areas	16
Bathrooms	16
Hallways	16
Recess/yards and playspaces	16
Large gatherings	16
PE Classes/Athletics	17
School Bus/Transportation	17



<b>RDUSD DISINFECTING MATERIALS</b>	<b>18</b>
Hand Sanitizer	18
Disinfecting Wipes	18
<b>DISINFECTING PROCEDURES</b>	<b>19</b>
Inventory Controls	19
Responsibilities of School Site Staff	20
<b>COMMUNICABLE DISEASE RESPONSE PROTOCOLS</b>	<b>22</b>
Responsibilities of School Nurses and Designated Site Administrators	22
Notification of a Confirmed Case of COVID-19	23
Notification of a Confirmed Exposure to COVID-19	23
Classroom, School Site, or District-Wide Closures	23
<b>SCHOOL SITE ROLES &amp; RESPONSIBILITIES</b>	<b>24</b>
Administrator Checklist	24
Office Staff/Attendance Staff Checklist	26
Operations/Custodial Staff Checklist	27
Food Service Staff Checklist	27
Teacher Checklist	28
School Nurse Checklist	29
Bus Drivers/Transportation Checklist	30
Support Staff Checklist	31
Student Checklist	32
Parents/Guardian Checklist	32
<b>KEY COMMUNICATION POINTS AND STRATEGY</b>	<b>33</b>
Messaging Before School Starts	<b>33</b>
Messaging During Opening	<b>33</b>
Ongoing Communications	<b>34</b>
Messaging on Resources/Support	<b>34</b>
Communication Strategies for School Site Staff and Administration	<b>34</b>
<b>REFERENCES</b>	<b>35</b>

- Appendix A - Annual Parent Notice Insert - COVID-19 Precautions for 20-21 School Year
- Appendix B - Stay at Home and Return to School Requirements for Students and Staff during COVID-19
- Appendix C - Screening Requirements for Persons Entering School Sites
- Appendix D - Personal Hygiene Requirements for Students and Staff during COVID-19 Pandemic
- Appendix E - First Aid, Nursing Procedures, Medications, and Taking Care of Sick Students
- Appendix F - Guidelines for Taking Care of Sick Students during COVID-19 Pandemic
- Appendix G - Training for Staff, Parents and Students
- Appendix H - Ideas for Setting up Classrooms for Teachers
- Appendix I - Ideas for Hand Washing Routines for Teachers
- Appendix J - Immunization Planning, Public Health Office
- Appendix K - Respiratory Hygiene/Cough and Sneeze Etiquette

## PUBLIC HEALTH RECOMMENDATIONS

This plan was developed using recommendations from **River Delta Unified School District, Solano County Public Health, the Sacramento County Office of Education, Sacramento County Public Health, California School Nurses Organization, California Department of Public Health, California Department of Education** and the **Centers for Disease Control** to meet the unique needs of our school community. Special thank you to Sacramento City Unified School District for allowing RDUSD to use their Health & Safety Plan as a template.

**California Department of Public Health Schools Guidance FAQs** issued on August 3, 2020 states:

“Under the operative executive orders (PDF) and 2020-21 Budget Act, schools must comply with orders and guidance issued by the California Department of Public Health (CDPH) and relevant local public health departments. Schools may comply with guidance from other federal, state, local, and non-governmental sources, to the extent those guidelines are consistent with state and local public health directives.”

RDUSD will remain flexible in responding to changing public health conditions and will continue to revise our Return to Health plans in accordance with the most current orders or guidance provided by the CDPH. Resources:

- 2020-21 School Year Planning Guide, Sacramento County Office of Education. June 2, 2020
- COVID-19 Health Services Recovery Plan, California School Nurse Organization
- COVID\_19 Industry Guidance: Schools and School-based Programs, California Department of Public Health Considerations for Schools, Centers for Disease Control (CDC) Resources
- CDE Opening Schools Guidance, California Department of Education (CDE)
- Cal/OSHA COVID-19 General Checklist for Schools and School-Based Programs. July 17, 2020
- Sacramento Health Alerts and Advisory
- COVID-19 Industry Guidance: Schools and School-Based Programs. August 3, 2020
- COVID-19 and Reopening In-Person Learning Elementary Education. August 3, 2020.
- Covid-19 and Reopening In-Person Instruction Framework and Public Health Guidance for K-12 Schools in California, 2020-2021 school Year (Jan 14, 2021)

## OPENING & CLOSING SCHOOLS CRITERIA

### In-Person Reopening Criteria

Schools and school districts are permitted to reopen for in-person instruction once off the county monitoring list for 14 days. In addition, RDUSD is looking at many other important factors, and will work with Sacramento County Public Health (SCPH) to determine when to reopen based on additional criteria including:

- Local epidemiological data including cases per 100,000 population
- Testing capacity
- Rate of test positivity
- Communicable disease follow-up capacity
- Local preparedness to support a health care surge
- Vulnerable populations
- Ability to implement and adhere to public health measures

### Closing Criteria

Individual school closure is recommended based on the number of cases, the percentage of the teacher/students/staff that are positive for COVID-19, and following consultation with the SCPH. Individual school closure may be appropriate in either of the following situations:

- There are multiple cases in multiple cohorts at a school
- At least 5% of the total number of teachers/student/staff are cases within a 14-day period, depending on the size and physical layout of the school

In consultation with SCPH, district-wide school closures will be considered if 25% or more of schools in the district have closed due to COVID-19 within 14 days. For example, 19 schools are closed within the same two-week span due to COVID-19. SCPH may also determine school and/or district-wide closure is warranted for other reasons, including results from public health investigation or other local epidemiological data. For further details on closing criteria, please see the section titled Communicable Disease Response Protocols.

## COVID-19 TESTING

Once schools are physically reopened to at least some in-person instruction, California Department of Public Health (CDPH) recommends that surveillance and response testing be implemented based on the local disease trends. If epidemiological data indicates concern for increasing community transmission, schools should increase testing of staff to detect potential cases as lab testing capacity allows. School staff are essential workers, which includes teachers, school nurses, support staff, para-professionals, cafeteria workers, janitors, bus drivers, or any other school employee that may have contact with students or other staff.

School districts and schools shall test staff periodically, as testing capacity permits and as practicable. Testing Cadences with Committed Support from the State of California for K-12 schools is as follows:

	Yellow CR <2%	Orange CR 1-3.9* TP 2-4.9%	Red CR 4-7* TP 5-8%	Purple CR >7-13.9* TP >8%	CR >14*
Staff	Symptomatic and response testing.	Symptomatic and response testing.	Symptomatic and response testing + Every 2 weeks asymptomatic testing	Symptomatic and response testing + Every 2 weeks asymptomatic testing	Symptomatic and response testing + Weekly asymptomatic (PCR or twice weekly antigen testing)**.
Students K-12	Symptomatic and response testing.	Symptomatic and response testing.	Symptomatic and response testing + Every 2 weeks asymptomatic testing.	Symptomatic and response testing + Every 2 weeks asymptomatic testing	Symptomatic and response testing + Weekly asymptomatic (PCR or twice weekly antigen testing)**.

Students or staff who have tested positive for active infection with SARS-CoV-2 virus within the last 90 days are exempt from asymptomatic testing. Any school currently open is subject to the minimum testing requirement standards established by Cal/OSHA. These standards include response testing for exposed cases and outbreak testing for everyone weekly until no longer considered an outbreak. Please refer to Cal/OSHA guidance for complete details.

*RDUSD will work closely with the SCPH to further determine testing protocols and strategies and will update this section when further guidance by CDPH or SCPH is provided.*

**Testing Students and Parental Consent**

The testing approach for students includes the option of supervised self-collection for students in any grades, which has demonstrated feasibility and acceptability even in the youngest groups. 5 Because SARS-CoV2 is recognized as a communicable disease, which is required to be reported, California state law provides that minors 13 years and older can consent to diagnosis and treatment of COVID-19. Accordingly, for students under the age of 13, the parent or guardian must provide consent, and use their email/phone to obtain results. A parent or guardian can receive the results on behalf of a child (ages under 13) when they provide consent on behalf of that child. Students ages 13-17 may consent on their own and receive results through their own contact information or through their parent’s contact information. Consent can be obtained once through the school for the duration of the testing program throughout the school year, as has been done elsewhere. Consent can be gathered from parents and from school staff using the technology platform engaged by the state. Additional information on school-centered testing, including the CDPH Playbook for implementation, can be found in here. Below is a table that outlines the testing consent requirements by age group.

Age Range	Consent	Results Reporting
< 13	Parental consent required	Parent Only
13-17	Parental consent possible, but not necessary	Student by default, parent can be added
>=18	Parental consent possible, but not necessary	Student Only

**HEALTH PRECAUTION FOR STUDENTS AND STAFF**

**How COVID-19 Spreads**

As we discuss mitigation measures, it is important for our community to know how COVID-19 is spread and controlled. COVID-19 is mostly spread by respiratory droplets released when people talk, sing, laugh, cough, or sneeze. There is also evidence that the virus spreads from contaminated surfaces to hands and then to the nose, mouth, or eyes, causing infection.

## MITIGATION REQUIREMENTS FOR STUDENTS AND STAFF

To help prevent additional spread and to keep our schools open, our students and staff will be required to practice the following personal prevention measures:

- Physical distancing
- Hand hygiene
- Face coverings
- Cough/sneeze etiquette
- Active and Passive screening



### *Health Screening*

#### **Passive (Self) Screening**

Staff and students must self-screen for symptoms at home daily. This is called passive screening. (See Appendix B)

#### *Symptoms of illness*

If a person is sick or exhibits symptoms of COVID-19, they may not come to school and will follow **Stay at Home and Return to School Requirements (Appendix B)**. Signs of illness include fever or chills (100.4 degrees or higher), cough, shortness of breath or difficulty breathing, fatigue, muscle or body aches, headache, new loss of taste or smell, sore throat, congestion or runny nose, nausea or vomiting, and diarrhea per CDC guidelines. They must stay home until they have had no fever without the use of medicine for at least 24 hours, their symptoms are improving, and at least 10 days have passed since the day the symptoms first appeared.

#### *Chronic Conditions*

Individuals with non-infectious chronic conditions should not be excluded from attending school or work. For instance, an individual with allergy symptoms may have congestion, but is not a reason to exclude them from attending work or school. Individuals with chronic conditions are advised to consult with their physician about their condition. A doctor may diagnose an illness other than COVID-19 and provide a note for return to school earlier than 10 days. If there are questions about individual cases, contact your school nurse or health services. Individuals may return to work/school if released by their physician.

#### *Exposed to COVID-19*

If a person has had close contact, defined as within 6 feet for at least 15 minutes within the last 14 days, with a person with confirmed COVID-19 they must stay home in quarantine for 14 days from the last date of contact.

### *Travel*

If you have traveled outside the country (including Mexico and Canada), you must stay home in quarantine for 14 days from the date you returned home, monitor your health, and practice physical distancing. CDC recommends you avoid all nonessential international travel. If you must travel, follow the recommendations in the Global COVID-19 Pandemic Notice, in addition to any travel health recommendations provided on the webpage for your destination and in relevant notices below.

### **Active Screening - Temperature Checks and Identifying Ill Persons on Site**

Active screening requires all students and staff entering a site to be screened for illness including a temperature check and review of signs and symptoms of illness. Any student or staff with symptoms of COVID or who are required to quarantine per CDC guidelines may not enter the school site and will be advised to return home.

Students and staff must enter through required controlled entry and exit locations at each site. Sites shall set up controlled entry and exit screening locations and ensure staff and students understand and follow disease prevention precautions. Students and staff approaching the entry must be wearing a cloth face covering (if able). Face coverings will be available for those who do not have their own. Parent/ guardians should remain with their student until the student is admitted to the site in case the student needs to return home.

### **Process for Daily Student Screening:**

- Students must self-screen for symptoms at home daily. Signs of illness include fever or chills (100.4 degrees or higher), cough, shortness of breath or difficulty breathing, fatigue, muscle or body aches, headache, new loss of taste or smell, sore throat, congestion or runny nose, nausea or vomiting, and diarrhea per CDC guidelines
- If a person is sick or exhibits symptoms of COVID-19, they may not come to school and will follow **Stay at Home and Return to School Requirements** (Page 33/Appendix B).
- Students will wait in a line with appropriate physical distancing, and visual cues will be used to indicate spacing. Signage with reminders about distancing, masks, hygiene, and stay at home rules will be posted.
- Parents/guardians and students must wear a face cloth covering if able.
- If possible, have the parent/guardian remain with the student while screening occurs, in case the student is not well enough to attend school.
- Staff instructions for student screening will include the following:
  - Take temperature.
  - Ask if any signs or symptoms of illness – how are you today? Are you sick at all?
  - Look at the person for any visible signs of illness.
- **If the temperature is less than 100.4 degrees**, the student reports no sign or symptoms of illness, no exposure to COVID-19, no recent international travel and the student appears well, then direct the student to wash hands and enter campus.

If the student has any sign of illness, or has been exposed to COVID-19, or has returned from international travel within 14 days, the student must be sent home immediately with instructions for when they can return to school. (Appendix B).

- If the parent is not present, send them to a designated isolation space to call the parent and return home. Provide the parent with the Stay at Home Policy (Appendix B) information sheet.
- If staff is unable to reach the parent, the student must be isolated in a Sick Student Area following the Guidelines for Caring for Sick Children on site until the parent can be reached.







## *Physical Distancing*

---

### **Everyone must practice physical distancing.**

This means keeping at least 6 feet from other people at all times. Maintaining adequate space is one of the best tools available to avoid exposure to COVID-19 and slow its spread. Appropriate physical distancing can sometimes be difficult to maintain, such as when walking in a busy hallway or in large crowds, making required face coverings even more vital.

Staff who work in a space together, such as an office or classroom, must ensure they maintain physical distance of at least 6 feet at all times, and must wear a face covering when in space with other individuals.

**Staff may not create their own bubble where these measures are breached.**



## *Face Coverings*

---

### **Wear a cloth face covering.**

Wearing a cloth face covering prevents a person from spreading respiratory droplets while talking, singing, breathing, or coughing. They are primarily meant to protect other people in case the wearer is unknowingly infected (many people who have COVID-19 do not have symptoms). Cloth face coverings are not surgical masks, respirators, or personal protective equipment.

### **Cloth face coverings protect our community from the spread of COVID-19:**

- All RDUSD staff, *ALL* students, parents/guardians and visitors are required to wear a cloth face covering unless it is not recommended by a physician or is inappropriate for the developmental level of the individual. Students in TK-2nd grade are strongly encouraged to wear face coverings. A list of exceptions can be found below.
- Face coverings should be worn at all times including:
  - » While entering or exiting school grounds or district spaces
  - » While on school grounds with few exceptions
  - » While on a school bus
  - » Engaged in work, whether at the workplace or performing work off-site, when:
    - ◇ Interacting in-person with any member of the public;
    - ◇ Working in any space visited by members of the public, regardless of whether anyone from the public is present at the time.

### **Face Shields**

- Face shields with a cloth drape may be used by teachers to enable students to see their faces and to avoid potential barriers to phonological instructions.
- Face shields with a cloth drape can be used for those who are unable to wear face coverings for medical reasons. Per Cal/OSHA, considerations for face shields should include a cloth drape attached across the bottom and tucked into the shirt.
- Staff must maintain physical distance from other, to the extent practicable.
- Staff must return to wearing a face covering outside of the classroom.



## *Face Coverings (continued)*

### **Guidance for daily use of face coverings**

- Use a freshly washed or clean face covering for each on-site visit.
- Clean your hands with soap and water or hand sanitizer before touching the face covering.
- If you are not already wearing it, apply your face covering before coming onto the worksite.
- Avoid eating or drinking while wearing the face covering.
- Cloth face coverings should not have valves, as these permit droplet release from the covering, putting others nearby at risk. RDUSD will not permit face coverings with valves.

### **How to remove a face covering**

- Wash your hands with soap and water or use hand sanitizer before touching the face covering. Avoid touching the front of the covering, which may be contaminated.
- Only handle the face covering by the ties, bands or loops.
- Throw any disposable face covering in a waste container.
- Wash your cloth face covering by hand with warm water and soap or in the washing machine.
- Wash your hands with soap and water or use hand sanitizer.

### **A cloth face covering should not be worn in the following situations:**

- Young children, especially those under age 2
- A physician has recommended avoiding use due to an existing condition, for example individuals with respiratory health conditions, such as asthma.
- For those with hearing impairments, or communicating with a person who is hearing impaired, where the ability to see their mouth is essential for communication. Face shields would be recommended in this situation.
- Persons with a medical condition, mental health condition, or disability that prevents wearing a face covering. This includes persons with a medical condition for whom wearing a face covering could obstruct breathing or who are unconscious, incapacitated, or otherwise unable to remove a face covering without assistance.
- Persons who are eating or drinking, provided that they are able to maintain a distance of at least six feet away from persons who are not members of the same household or residence.
- Persons who are engaged in outdoor work or recreation when alone and able to maintain a distance of at least six feet from others.

The cloth face covering guidance is based on the current public health orders, however these procedures may be revised if additional relevant guidance is issued.



## *Practice Hand Hygiene*

### **Wash or Sanitize Hands Frequently**

All students and staff must wash hands frequently. If soap and water are not available use district approved greater than 60% alcohol-based hand sanitizer. This district will provide written instruction and signage on proper hand washing techniques. The following guidelines are recommended for school settings. At minimum, students and staff must wash their hands or use hand sanitizer:

- Upon arrival to the school site
- Before lunch
- Before leaving the site
- Upon entry to any new classroom
- When using the restroom
- When visibly dirty
- After using a tissue, coughing into hands
- Upon arriving home



## *Use Respiratory Hygiene*

### **Use respiratory hygiene at all times on site.**

Once a tissue is used, throw it away in a waste container and then wash hands with soap and water or use hand sanitizer. Do not touch the face. Reinforce respiratory hygiene or cough/sneeze etiquette, including use of tissues and elbows by using signage, training, and lessons. See Appendix K for signage.

## STAFF WORKING IN THE COMMUNITY

When going into the community for essential contact such as home visits, always use personal hygiene and distancing precautions. This includes hand washing/sanitizing, wearing a cloth face covering, distancing at least 6 feet, and respiratory hygiene. Consult with Health Services for specific questions, or for recommendations about situations that may put you at higher risk of exposure or may expose others to communicable disease such as COVID-19.

## MITIGATION STANDARDS FOR RDUSD SITES

To protect students, staff and visitors to school sites, RDUSD staff will evaluate all spaces and make modifications in order to maximize ventilation and meet physical distancing requirements of at least 6 feet. When staff and students return to campus, they will return to a physical space that enables all individuals to follow recommended health precautions. This includes signage in every space with occupancy limits and health hygiene reminders. To limit potential exposure, physical spaces will be designed in a way to limit close contact between individuals. Below is a list of standards to be followed at each RDUSD site.

### Ventilation and Air Flow

- Sites will replace all HVAC filters 2-3 times per year to meet all state standards.
- Sites will run continuous HVAC fans operating throughout district per the scheduled daily operating hours.
- Reprogram HVAC systems to run when windows and doors are not open.
- During optimal weather, keep windows and doors open, if possible, to increase airflow.

### Entrances & Exits (Pick-Up & Drop-Off)

RDUSD will take every measure to minimize crowding at drop-off and pick-up times:

- Consider staggering start and end times.
- Student pick-up and drop-off should occur outside the school gates/entrance. Encourage parents to stay in cars when picking students up.
- Add visual cues or barriers to direct traffic flow and ensure distancing if there is queuing.
- Develop signage and processes to minimize interactions between families.
- If possible, divide student entry points rather than funneling all students through the same entry space. These approaches can limit the amount of close contact between students in high-traffic situations and times.
- Schools may need to lock entrances that are not set up with screening staff.
- Provide access to hand washing or hand sanitizer and cloth face coverings at entrances.

### Office Spaces

- Provide plexiglass barriers when close contact is likely such as at the front desk that do not allow for physical distancing of at least 6 feet.
- Arrange staff desks at least 6 feet apart.
- Arrange desks and equipment away from flow of other staff members using the office.
- Provide individualized supplies for each workstation - limiting the number of individuals using shared objects.
- Provide additional access to hand washing or hand sanitizer - especially near shared objects like photocopiers, etc.

### **Designated “Care Room”**

- Sites must designate an area for sick individuals where they can be isolated while waiting to be assessed and go home.
- Ensure good ventilation.
- Ensure the following supplies are available: hand sanitizer, face coverings, disinfectant, thermometer, trash can with liner.
- Room must be disinfected after each use.
- Room must be close to staff and supervised.
- If more than one individual is sick, maintain as much physical distance and ventilation as possible.

### **Classrooms**

- Hand sanitizer will be placed in every classroom.
- Classrooms should open windows and doors, if possible, to maximize ventilation during optimal weather.
- Classroom layout should include:
  - » 6 feet of distance between all student desks/seating
  - » Continuous spacing of 6 feet must be provided for teaching staff at the front of the classroom
  - » Enough room near walls for students to move out of their desks
  - » Limited use of large tables where students may slide around and breach the 6 ft of spacing between individuals. If using tables, mark off areas and alternate seating at each end of the table to ensure distancing
- Develop activities that model and reinforce good hygiene and physical distancing practices
- Limit sharing of materials/supplies; consider individual supply bags versus communal bins
- For younger students:
  - » Modify activities that bring students close together to maintain distance between students
  - » Use classroom materials to help students visualize the required 6-foot distance between people
- Provide supplies and protocol for disinfecting surfaces between classes or when student groups change
- Provide access to hand washing or hand sanitizer and cloth face coverings at entrances.
- If necessary, utilize other campus spaces for instructional activities (e.g..., lecture halls, gyms, auditoriums, cafeterias, outdoors).

### **Common areas**

- Evaluate areas such as yards, quads, library, cafeteria, playground, and make modifications to encourage social distancing, for example: dots 6 feet apart, squares, lines, arrows, and taped off barriers.
- Drinking fountains may be closed. Encourage the use of reusable water bottles for students to use throughout the day.

### **Support areas**

- Consider providing a safe place for students who need additional supports, study areas, after school tutoring, or internet access during distance learning.
- Set up these areas to comply with distancing guidelines using tape, signage etc.
- Provide access to hand washing or hand sanitizer and cloth face coverings at entrances.
- Post clear signage for occupancy, hygiene, distancing.
- Provide supplies for disinfecting surfaces between students.

### **Bathrooms**

- Ensure all bathrooms have soap and paper towels, refuse containers.
  - » Paper towels will be provided and are recommended for use over air dryers.
- Evaluate stalls and urinals to ensure at least 6 feet distancing of users. Tape off or install barriers.
- Post clear signage for occupancy, hygiene, distancing.
- Avoid taking large groups to the bathrooms at once (e.g., avoid having all classes use the bathroom right after lunch or recess) or maintain distancing in a line.

### **Hallways**

- Evaluate traffic flow and post arrows, signs and floor decals to guide flow in one direction. Provide delineator cones, stanchions or guide-ropes that create lanes in larger hallways.
- Post signage that encourages safe greetings, the use of cloth face coverings, and reminders to stop talking, yelling, singing, etc. while moving along hallways.

### **Recess/yards and play spaces**

- Maintain cohorts or small groups; discourage mixing of large groups of students.
- Stagger playground use rather than allowing multiple classes to play together.
- Limit activities where multiple classes interact.
- Wash hands or use hand sanitizer before and after recess.
- Maintain at least 6 feet of space from other children as much as possible.
  - » When possible, build in visual cues that demonstrate physical spacing.
- Evaluate feasibility of opening play structures with the need to disinfect, as well as the risks of disinfecting high touch areas of the play structure between groups.
- If picnic benches or seating is available outside, provide visual cues to reinforce 6-foot spacing.

### **Large gatherings (e.g. field trips, assemblies, etc.)**

- Cancel activities and events like field trips, participant assemblies, athletic events, practices, special performances, program-wide meetings, or spirit nights where large groups would gather.
- Transition field trips to free virtual opportunities.
- Change events to a virtual format, where appropriate.

### PE Classes/Athletics

- Physical education (PE) and intramural/interscholastic athletics should be limited to activities that do not involve physical contact with other students or equipment until advised otherwise by state/local public health officials.
- Ensure **Personal Hygiene Requirements (p. 35/ Appendix D)** in locker rooms, including physical distancing of 6 feet and use of face masks. This will result in fewer students in the locker room at a time.

### School Bus/Transportation

All Personal Hygiene Requirements must be followed on the school bus.

In order to practice physical distancing on a school bus, the seating capacity must be reduced. This may necessitate the use of a seating chart to designate which seats are available.

- Ensure 6-foot distancing at bus stops and while loading and unloading.
- Educate parents and students on the steps they must take to keep others safe during loading and unloading.
- For active screening, the driver must screen each rider per **Screening Requirements for Entering School Sites, (Appendix C)** for symptoms before boarding the bus. If a student's temperature is over 100.4 degrees or the student is symptomatic, the student will not board the bus to school. Parents will be asked to take the student home and follow **Stay at Home Requirements (Appendix B)**.
- All riders should wear a cloth face covering while waiting for the bus and while riding the bus, unless contraindicated.
- Each rider must use hand sanitizer before entering the bus.
- Any bus seating arrangement will meet 6-foot physical distancing objectives. This may be accomplished in one of the following ways:
  - » Seat one student to a bench on both sides of the bus, skipping every other row. Members of the same family are allowed to be seated together.
  - » Mark or block seats that must be left vacant.
- Ensure good ventilation with open/partially open windows.
- Prevent students from walking past each other by taking the following measures:
  - » Seat students from the rear of the bus forward.
  - » Board afternoon runs based on the order in which students will be dropped off. Students who get off first should board last and sit in the front.
- Buses should be thoroughly cleaned and disinfected daily and after transporting any individual who is exhibiting symptoms of COVID-19.
- Bus drivers should be provided disinfectant and disposable gloves to support disinfection of frequently touched surfaces during the day.

## RDUSD DISINFECTING MATERIALS

Due to the unprecedented nature of the Coronavirus (COVID-19), and the awareness surrounding it, the River Delta Unified School District understands the desire to protect students and ourselves from possible infection.

Some items an individual may normally use at home are not allowed for use in schools due to State and Federal policies in place for student health and safety, unless properly trained by the California Department of Pesticide Regulations.

Aerosol spray containers are not allowed on school property for safety reasons.

While the district is making every effort to ensure that supplies are replenished at our school sites, the following is a list of items recommended for individual procurement and use:

### **Hand Sanitizer**

It is recommended that hand sanitizer be at least 60%-65% alcohol based in order to kill the virus and any other bacteria.

### **Disinfecting Wipes**

Disinfecting wipes are effective and allowable, but it is important to read and follow all instructions. If the product is not allowed to dwell on the surface long enough (typically 5 minutes) it will not kill all virus or bacteria. Also the wipe is only effective for use in a small area. For example, a large table or multiple desks would require more than one wipe.

**It is critical that individuals read and follow the directions for any cleaning product every time before use.**



## PROPER DISINFECTING PROCEDURES

Regularly disinfect high-touch areas throughout the day. Frequently touched surfaces in the school include, but are not limited to:

- Door handles
- Light switches
- Sink handles
- Bathroom surfaces
- Tables
- Student Desks
- Chairs

### Inventory Controls

- Order supplies for start and plan for inventory management:
  - » Cloth face coverings — for students and staff, individuals can be encouraged to use their own cloth face covering
  - » Disposable masks for Care Room
  - » Hand sanitizer — in every room, used by every individual entering
  - » Spray bottles and disinfectant and paper towels — every room to clean surfaces
  - » Gloves, masks and thermometers for use in care of sick or injured individuals
  - » Handwashing stations if insufficient sink access at sites
- Back stock of PPEs
- Proper ordering procedures from central location/system
- Use of district-approved products only



## Communicable Disease Response Protocols

Communicable Disease Response protocols will help the district quickly identify communicable diseases, prevent the spread within the RDUSD community, and reduce potential harm.

The response plan is contingent upon the type of disease and direction from Sacramento County Public Health (SCPH).

There are three levels of communicable disease response:

- **Incident Management** (Case-by-Case or Isolated Incident)
- **Outbreak** (10% of school population or 25% of classroom with confirmed cases)
- **Epidemic/Pandemic** (widespread disease over large population or worldwide)

During a pandemic, the district will follow enhanced preventative measures and heightened surveillance as directed by the state and county health departments. Protocols and procedures may change depending on the public health situation and the decisions and direction of public health leadership.

### Responsibilities of School Site Staff

1. Sites must prepare for when someone gets sick. Individuals who have symptoms of illness must be immediately separated to prevent possible transmission of disease to others. Individuals who are sick should go home or to a healthcare facility depending on the severity of their symptoms. (See Appendix E for more information and ideas for setting up a sick room vs. first aid room on your campus, and Appendix F for How to Take Care of Sick Students during COVID-19 Pandemic).

#### **Sick students and sick staff must:**

- » Be quickly separated from other students/staff until picked up by parent/guardian.
- » Maintain more than 6 feet of distance from others, preferably in a separate room that is well ventilated.
- » Wear a disposable mask.
- » Attending staff must use standard precautions when assisting a sick individual. For suspected COVID-19 this includes, disposable face mask, eye covering/face shield and gloves.
- » Call parent/guardian for immediate pick up.
  - i. If a parent/guardian cannot pick up students, consider procedures for arranging transportation to their home.
  - ii. Provide parent/guardian or staff member with Stay at Home/When to Return to School instructions.
- » Disinfect all surfaces after the student/staff leaves and before use by others.
- » If COVID-19 is suspected contact your school nurse. Follow Communicable Disease Response Protocols for notifying Health Services for possible outbreaks of infectious disease

**Responsibilities of School Site Staff (continued)**

2. Collect and track illness-related absence information at the time of student or staff absence.
  - » Train attendance staff to support contract tracing as directed by the Sacramento County Health Department
  - » School site staff responsible for entering attendance data into Aeries will also list reasons for illness, symptoms, and date of onset in the “Attendance Notes” section
  
3. Follow HIPAA confidentiality laws noting that **communicable disease concerns are confidential**. All staff are expected to protect health information except to report to SSSH per below.
  
4. Contact **Health Services** and **Student Support** (in the order listed below) if notified of staff, student, or family member with a COVID-19 diagnosis or exposure:
  1. Holly Pauls, RN for DHS/CMS, Bates, WG — (916) 417-1121
  2. Angela Patin, RN for DHW, IES, RMS, RVHS — (916) 417-0352
  3. Yazmin Granados, DHS/CMS Health Assistant — (916) 744-1717
  4. Nicole Latimer, Chief Educational Services Office — (707) 374-1725
  
5. Designated Health Services staff will report all COVID-19 diagnoses, as well as any unusually high number of illness-related student and staff absences, to the appropriate county health department: Sacramento/Yolo/Solano County Public Health. **(See Appendix L : County Public Health Numbers)**
  
6. Require students and staff to remain home per Stay at Home Requirements (p. 33/Appendix B).
  - Stay home if experiencing the following symptoms of illness: fever or chills (100.4 degrees or higher), cough, shortness of breath or difficulty breathing, fatigue, muscle or body aches, headache, new loss of taste or smell, sore throat, congestion or runny nose, nausea or vomiting, or diarrhea.
    - \* Subject to change as revised by CDC.
  - Stay home if advised to isolate or quarantine by your doctor or the health department due to COVID-19 precautions. Reasons may include:
    - » Recent contact with a person with COVID-19
    - » Recent diagnosis with COVID-19
    - » Recent travel from somewhere outside the U.S.
  - On the 11<sup>th</sup> day, you may return to activities if you are fever free for more than 24 hours, without taking fever reducing medication
  
7. Additional activities may be required as advised by Student Support and Health Services following county health department orders.

## Responsibilities of the School Nurses

1. School Nurses will work to verify any reported concern, including speaking directly to families and/or staff when appropriate.
2. **Communicable disease concerns are confidential and all staff are expected to protect this health information and mitigate any public concern or fear.**
3. School Nurses will consult with and verify all information with the appropriate County Public Health Office (CPHO).
4. Advise staff or family that the CPHO will provide documentation should a staff member or student be required to quarantine due to COVID-19 exposure.
5. School Nurses will inform the Chief Educational Services Officer of any confirmed cases or confirmed exposures.
6. School Nurses will update school site administrators regarding the guidance received from CPHO.
7. Based on the guidance provided by CPHO, School Nurses will communicate with school site and department staff regarding any next steps or additional resources needed (i.e. maintenance crews, nurses, counselors, psychologists, and safety and security measures).
8. School Nurses staff will advise schools to follow any specific CPHO guidance on cleaning and disinfecting. CDC's "Reopening Guidance" for cleaning and disinfecting of school buildings includes disinfecting hard, horizontal, and frequently touched surfaces such as tables, desks, chairs, handrails, equipment, and door handles in buildings and rooms with a CDC-approved product rated for SARS-CoV-2, Rhinovirus or Human Coronavirus.
9. School Nurses will collaborate with the Chief Educational Services Officer and school sites to provide any required family communication. The most accurate and up-to-date medical information will be used for all communication.
10. The established communication channels listed below will be used depending on level of exposure and public health recommendations. Translation of communications will be provided based on the threshold languages of the community.
  - Parent Letters (printed, email, SMS, phone)
  - School and District Websites
  - School and District Social Media
  - All-Call

### **Notification of a Confirmed Case of COVID-19**

- The Centers for Disease Control (CDC) has designated COVID-19 as a reportable communicable disease. Therefore, in the event a student or staff member tests positive for COVID-19, the appropriate County Public Health Office (CPHO) will notify the student or staff member. CPHO will issue directions and recommendations to the patient. It is our expectation that CPHO will also notify the school district.
- If a student or staff member notifies school or district staff that they have been diagnosed with COVID-19, staff must immediately contact the Chief Educational Services Officer, (for students) or the Director of Personnel (for staff) per above.
- School Nurses will verify all reported information with the patient and CPHO, following all guidance or directives provided by CPHO.
- School Nurses will inform district and site level staff with the guidance provided by CPHO.

### **Notification of a Confirmed Exposure of COVID-19**

A contact is a person who has been exposed to a person who tested positive for COVID-19. Contacts are notified by the county health department and given instructions for quarantine and return to work/school guidelines. Currently CPHO defines a contact as someone who has been within 6 feet or less of distance for at least 15 minutes without a face covering.

- The contact must follow public health orders to stay at home for any period directed, which is at least 14 days.
- The contact should request documentation from a medical provider or health department for quarantine orders and provide it to the school (student) or Director of Personnel (staff).
- Note that quarantine guidelines only apply to those who have had recent close contact with an individual infected with COVID-19. Other contacts of the quarantined individual do not need to stay home from school.

### **Classroom, School Site, or District Wide Closures**

If a confirmed case of COVID-19 is identified within the district, the appropriate County Public Health Office (CPHO) will provide guidance on the required measures. Responses depend on the risk of transmission of COVID-19 in schools. Many factors are considered, including timing of the course of the illness and the number and type of contacts at school. If there is determined to be risk of disease transmission at school, responses may include identifying and quarantining contacts or closing classrooms, school sites, or the district for several days or longer. For this reason, all schools and programs must have contingency plans for potential short term and long term closures.

## SCHOOL SITE ROLES & RESPONSIBILITIES

*These roles and responsibilities must be widely shared with responsible staff and also be included in Staff Handbooks, Student/Parent Handbooks, planners or other communication means.*

### Site Administrator Checklist

- Follow all Individual Health Precautions for Students and Staff and Mitigation Standards for RDUSD Sites.
  - Personal prevention practices, such as physical distancing, hand hygiene, cloth face coverings and cough/sneeze etiquette are important principles to reduce the spread of COVID-19. (CDC)
- Actively model and support all required public health measures. Teach everyone it is OK to correct each other — use “please” and “thank you” to everyone when reminded about public health measures.
- Make changes to site physical spaces and/or implement policies to enforce mitigation measures, including proper floor signage indicating 6 feet spacing.
- Provide frequent communication about COVID-19 and cold/flu prevention efforts for students and staff. Use all modalities — email, announcements on speakers, announcements by teachers, signage, and direct instructions at staff meetings.
- Respond to COVID-19 concerns. Employees should know the most effective way to contact you.
- Ensure posters are placed in impactful areas. Signage should be visible in all bathrooms, classrooms, and public spaces. Post information on social media regularly. Distribute flyers and posters widely on the following topics:
  - Signs and Symptoms of COVID-19
  - Physical distancing
  - Face covering guidance
  - Stay home when sick guidelines
  - Cough and sneeze hygiene
  - Occupancy limits
  - Mental Well-Being and Crisis Support Lines
- Know and ensure that staff follows Communicable Disease Response Protocols for Illness during COVID-19 Pandemic. Contact Health Services immediately if:
  - A student or staff is diagnosed with, is suspected of having, or has been exposed to COVID-19 or other reportable communicable disease
  - 25% or more of a classroom, or 10% or more of the school population is sick with similar symptoms

**Administrator Checklist (continued)**

- Ensure teaching staff provides students with distance learning opportunities, full-credit options, and extended time to complete missing assignments due to illness related absences.
- Ensure staff and student attendance is entered in a timely manner on a daily basis. Document and take notice of any patterns of absences with similar symptoms.
- Encourage electronic communication, including submitting and/or sharing electronic forms (i.e. documents requiring signature, homework submission, etc.).
- Provide designated space and supervision for sick students until they are able to go home (i.e. Care Room) that is not used by other individuals).
- Provide designated space and supervision for students who need first aid, medication administration, procedures at school, etc. (i.e. Well Student Area).
- Reinforce Stay at Home Requirements (Appendix B) by sending home any students or staff who have signs or symptoms of illness.
- Ensure office staff have appropriate resources to support sick students or staff including non-touch thermometer, face covering/mask, water and hand soap, hand sanitizer, facial tissues, gloves, goggles or face shields.
- Follow any guidance provided by School Nurse and appropriate Sacramento County Public Health (SCPH).
- Ensure all appropriate staff are aware of students with health needs and are familiar with any Emergency Care Plans, including all substitute staff.
- Encourage activities and strategies that promote positive coping for adults and children during times of stress.
- Direct any person with heightened concerns to District resources and SCPH resources. Discuss concerns with School Nurse.
- Responsible for weekly compliance checks to make sure staff and students are following guidance provided in Safety Plan.
- Purchase water station filters and replace as recommended by manufacturer.
- Provide training to staff on use of proper cleaning disinfectant allowing teachers to properly clean classroom in between classes.

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**Office Staff/Attendance Staff Checklist**

- Follow all Individual Health Precautions for Students and Staff and Mitigation Standards for RDUSD Sites.
  - Personal prevention practices, such as physical distancing, hand hygiene, cloth face coverings and cough/sneeze etiquette are important principles to reduce the spread of COVID-19.  
<https://www.cdc.gov/>
- Actively model and support all required public health measures. Teach everyone it is okay to correct each other. Use “please” and “thank you” to everyone when reminded about public health measures.
- Distribute flyers and posters widely on the following topics: physical distancing, face cloth coverings, hand hygiene, cough/cold hygiene, and staying home when sick. Ensure posters are placed near the entrance in every classroom, bathroom and other impactful areas. Post information on social media regularly.
- Encourage electronic communication, including submitting and/or sharing electronic forms (i.e. documents requiring signature).
- Ensure office staff have appropriate resources to support sick students or staff, including face mask/shield, non-touch thermometer, water and hand soap, facial tissues, gloves, and goggles.
- Reinforce Stay at Home Requirements (Appendix B) by sending home any students or staff who are sick.
- Offer a Care Room for sick students and staff until they are able to go home.
- Reinforce health precautions for parents - wear mask, use hand sanitizer, maintain distance.
- Ensure staff and student attendance is entered in a timely manner on a daily basis.
  - Follow procedures if directed to document student illness symptoms in Aeries.
- Know and communicate to parents the Stay at Home Requirements (Appendix B) for sick and exposed students.
- Work with the School Nurse to follow protocols that lower the risk of infectious students being on campus.
- Direct health related questions to the school nurse or to their family doctor.
- Follow Communicable Disease Response Protocols for Illness during COVID-19 Pandemic if the following situations occur - **contact School Nurses:**
  - Student or staff are diagnosed with, are suspected of having, or have been exposed to COVID-19 or other communicable disease
  - 25% or more of a classroom, or 10% or more of the school, are our sick with similar symptoms
- Ensure all appropriate staff are aware of students with health needs and are familiar with any Emergency Care Plans, including all substitute staff.

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**Operations/Custodial Staff Checklist**

- Follow all Individual Health Precautions for Students and Staff and Mitigation Standards for RDUSD Sites.
  - Personal prevention practices, such as physical distancing, hand hygiene, cloth face coverings and cough/sneeze etiquette are important principles to reduce the spread of COVID-19. (CDC)
- Actively model and support all required public health measures. Teach everyone it is OK to correct each other. Use “please” and “thank you” to everyone when reminded about public health measures.
- Ensure school has adequate supplies of handwashing materials, facial tissues, district-approved disinfecting cleaner, etc.
- Maintain a stock of cleaning materials and personal protective equipment to ensure readiness - order additional supplies as needed.
- Routine disinfecting: On a daily basis, disinfect all common spaces and classroom areas.
  - High-touch areas and areas where sick students or staff were present should be routinely disinfected, following established district guidelines.
- Follow all established district protocols for cleaning and disinfecting.
- Contact Operations Department if a large-scale deep disinfecting/cleaning is required.
- Encourage electronic communication, including submitting and/or sharing electronic forms (i.e. documents requiring signature or orders).

**Food Service Staff Checklist**

- Follow all Individual Health Precautions for Students and Staff and Mitigation Standards for RDUSD Sites.
  - Personal prevention practices, such as physical distancing, hand hygiene, cloth face coverings and cough/sneeze etiquette are important principles to reduce the spread of COVID-19. (CDC)
- Actively model and support all required public health measures. Teach everyone it is OK to correct each other — use “please” and “thank you” to everyone when reminded about public health measures.
- Follow department policies that reduce risk of disease transmission:
  - Establish one-way passage ways through meal delivery.
  - Increase ventilation for enclosed areas (open doors and windows).
  - Follow all Nutrition Services Disinfectant protocols and procedures.
  - Ensure your space has the following supplies – hand sanitizer, facial tissue, garbage cans with liners (changed daily), disinfectant wipes or spray, paper towels, gloves and face coverings.

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**Teacher Checklist**

- Follow all Individual Health Precautions for Students and Staff and Mitigation Standards for RDUSD Sites.
  - Personal prevention practices, such as physical distancing, hand hygiene, cloth face coverings and cough/sneeze etiquette are important principles to reduce the spread of COVID-19. (CDC)
- Actively model and support all required public health measures. Teach everyone it is okay to correct each other. Use “please” and “thank you” to everyone when reminded about public health measures.
- Reinforce and follow health precautions with your students:
  - Physical distancing at all times — at least 6 feet.
  - Ensure compliance with maximum occupancy of individuals in each classroom.
  - Provide highly visible floor markings in all shared spaces.
  - Desks must face in the same direction.
  - Establish regular times for hand washing/hand sanitizer — including upon entry to school/class, before eating, whenever entering a new room, before going home.
  - Proper handwashing is one of the best ways to prevent illness — show videos that teach the proper procedures for handwashing.
  - Open doors and windows. Maximize ventilation through the room.
  - Have students remain together during recess or mealtimes (cohorting).
  - Ensure distancing protocols during meals — use alternative locations such as the classroom or outside.
  - Close shared spaces in classrooms. Remove reading corners or hang-out spaces.
  - Ensure all students have individual supplies and no sharing of food or items. Store personal items-backpack/jacket/lunch bag at the student desk.
  - Ensure your classroom has the following district approved supplies — hand sanitizer, facial tissue, garbage cans with liners (changed daily), disinfectant spray and paper towels.
  - Disinfect shared equipment such as desks, computers, piano keyboards, lab equipment, wood or auto shop tools, etc. after each student.
  - Limit visitors/volunteers to the classroom — permit only those that are essential.
- Send any visibly sick students or students who say they do not feel well to the office: i.e. student has symptoms such as unusual fatigue, coughing, sneezing, runny nose, vomiting, diarrhea, appears to have a fever/flushed cheeks, diaphoretic without exercise, red/crusty eyes.
- Ensure you are aware of any students in your class with health needs and are familiar with their Emergency Care Plans, including providing this information for substitute teachers.

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**School Nurse Checklist**

- Follow all Individual Health Precautions for Students and Staff and Mitigation Standards for RDUSD Sites.
  - Personal prevention practices, such as physical distancing, hand hygiene, cloth face coverings and cough/sneeze etiquette are important principles to reduce the spread of COVID-19. (CDC)
- Actively model, teach, positively reinforce, support, check compliance and re-teach all required public health measures. We must establish “new” norms — understanding it will take time and constant positive reinforcement. Teach everyone it is okay to correct each other — teach “please” and “thank you” to everyone when reminded about public health measures.
- Keep up to date on public health and district guidance for communicable disease management and support administrators and staff with accurate information about disease risks and precautions.
- Follow CPH guidelines to support contact tracing and other public health measures.
- Provide training and information as needed to site administrators and staff.
- Work with attendance to support Stay at Home Requirements (Appendix B). Provide training, monitoring and reinforcement of district procedures and any new procedures required by the health department as a result of contact tracing.
- Encourage precautions and measures that reduce risk of disease transmission. Identify risks and work with staff to improve behaviors.
- Look for visible signs of illness in students or staff - assist to ensure sites have supplies including a thermometer to check temperature.
- When possible, school nurses, or other community partners will provide lessons on staying healthy and preventing cold/flu (i.e., handwashing and coughing/sneezing etiquette).
- Reinforce standard wellness protocols by training staff to recognize and send home any students or staff who are sick per Stay at Home Requirements (Appendix B).
- Follow Communicable Disease Response Protocols for Illness during COVID-19 Pandemic for all communicable disease per Communicable Disease Chart, and contact appropriate staff members as required.
- Encourage electronic communication, including submitting and/or sharing electronic forms (i.e. documents requiring signature, etc.).

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**Bus Drivers/Transportation Checklist**

- Follow all Individual Health Precautions for Students and Staff and Mitigation Standards for RDUSD Sites.
  - Personal prevention practices, such as physical distancing, hand hygiene, cloth face coverings and cough/sneeze etiquette are important principles to reduce the spread of COVID-19. (CDC)
- Actively model and support all required public health measures. Teach everyone it is okay to correct each other. Use “please” and “thank you” to everyone when reminded about public health measures.
- Ensure adequate space for physical distancing at bus stops and school loading and unloading zones, including proper floor signage indicating 6 feet spacing.
- Reinforce with parent and students steps they must take to keep students and staff safe during loading and unloading.
- For active screening, the driver or bus aide must screen each rider per Screening Guidelines for Entering School Sites (Appendix C) for symptoms before boarding the bus. If the temperature is over 100.4 degrees or symptomatic, the student will not board the bus to school. Parents/guardians will be asked to take the student home and follow Stay at Home Requirements (Appendix B) .
- All riders should wear cloth face covering while waiting for the bus and on the bus, unless contraindicated.
- Each rider must use hand sanitizer before entering the bus.
- Bus seating arrangement will meet 6-foot physical distancing objectives. Mark or block seats that must be left vacant.
- Ensure good ventilation with open/partially open windows.
- Buses should be thoroughly cleaned and disinfected daily and after transporting any individual who is exhibiting symptoms of COVID-19.

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**Support Staff Checklist**

- Follow all Individual Health Precautions for Students and Staff and Mitigation Standards for RDUSD Sites.
  - Personal prevention practices, such as physical distancing, hand hygiene, cloth face coverings and cough/sneeze etiquette are important principles to reduce the spread of COVID-19. (CDC)
- Actively model and support all required public health measures. Teach everyone it is okay to correct each other. Use “please” and “thank you” to everyone when reminded about public health measures.
- Look for visible signs of illness in students or staff. Refer visibly sick students and staff to the office or school nurse. Be aware of the district Stay at Home Requirements (Appendix B).
- Encourage activities and strategies that promote positive coping during times of stress for adults and children.
- Encourage electronic communication rather than in person, including submitting and/or sharing electronic forms (i.e. documents requiring signature, etc.).
- Provide tele-supports rather than in-person when feasible.
- Report any concerns about suspected communicable diseases to school site Administrators or school nurse.

**NOTES**

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**Student Checklist**

- Follow all Individual Health Precautions for Students and Staff and Mitigation Standards for RDUSD Sites
  - Personal prevention practices, such as physical distancing, hand hygiene, cloth face coverings and cough/sneeze etiquette are important principles to reduce the spread of COVID-19. (CDC)
- Let your parent/guardian know if you feel sick and remain home if you have a fever or other symptoms.
- If you become ill during the school day go immediately to the school office or health office to be checked.
- Be kind and understanding with others. Use “please” and “thank you” when talking about or being reminded about public health.
- Let others make their own choices. Do not tease or bully people who look, behave, or believe differently than your family.

**Parents/Guardian Checklist**

- Parents must screen their students for symptoms at home daily before school. Symptoms can include: Signs of illness include fever or chills (100.4 degrees or higher), cough, shortness of breath or difficulty breathing, fatigue, muscle or body aches, headache, new loss of taste or smell, sore throat, congestion or runny nose, nausea or vomiting, and diarrhea per CDC guidelines.
- Keep your child home per the Stay at Home Requirements (Appendix B). Contact your school office or school nurse if there are any questions about the Health Precaution guidelines.
- Call the school office when your child is sick. Report symptoms of illness.
- Call the school office if anyone in your household has been diagnosed with COVID-19 or has had close personal contact with someone with COVID-19.
- While on school site follow all Individual Health Precautions for Students and Staff.
  - Personal prevention practices, such as physical distancing, hand hygiene, cloth face coverings and cough/sneeze etiquette are important principles to reduce the spread of COVID-19. (CDC)
- Teach your child the public health guidelines — reinforce and practice these measures when in public.
- Be accepting of other people’s choices who may look, behave, or believe differently than your family.
- Staff and students must self-screen for symptoms at home daily. This is called passive screening.
- If a person is sick or exhibits symptoms of COVID-19, they may not come to school and will follow **Stay at Home and Return to School Requirements** (Page 33/Appendix B).

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# KEY COMMUNICATION POINTS AND STRATEGY

## Messaging Before School Starts

- Student and staff safety is our top priority.
- School will reopen in fall 2020 with modifications to programs and services to protect children and staff from COVID-19 infection. The district will follow the guidance of state and county health departments for implementation of precautions and modifications to school programs.
- The physical and mental health and safety of our community is the responsibility of each of us. Our behaviors affect each other.
- The current CDC guidelines outline five key components: isolation of ill individuals, personal hygiene, physical distancing, use of cloth face coverings, and disinfection of surfaces. In the absence of a vaccine or herd immunity, these actions together significantly reduce the risk of spreading COVID-19.
- Print Keep Each Other Safe Guidelines, Appendix A in annual parent notification.
- Ask parents/guardians to consider making cloth face coverings for reuse when in public and sending children to school with a cloth face covering. Face coverings will be provided if a child does not have one.
- Prevention of the spread of COVID-19 and the ability of our school to remain open depends on all of us following the Personal Hygiene Guideline (Appendix D) and the Stay at Home Requirements (Appendix B).
- We are in this together.

## Messaging During Opening

- Student and staff safety is our top priority.
- The situation is not stable and ongoing evaluation and modifications will be necessary.
- The district will follow state and county orders. District and school staff are working closely with appropriate Sacramento County Public Health, Sacramento County Office of Education, and surrounding districts to monitor the current situation, address concerns, inform and educate students.
- Routine cleaning protocols are being followed. High-touch areas and areas where sick students or staff were present will be disinfected, following established district guidelines.
- Prevention of the spread of COVID-19 and the ability of our school to remain open depends on all of us following the Personal Hygiene Guideline (Appendix D) and the Stay at Home Requirements (Appendix B).

### **Ongoing Communications**

- We prepare for the cold and flu season every year, by providing immunization clinics for eligible families, and conducting awareness campaigns to help prevent the spread of communicable diseases.
- Keep students home from school when sick and seek the advice of a healthcare provider for COVID-19 symptoms.
- Should we receive a concern regarding the exposure or confirmation of case of COVID-19, RDUSD will respond immediately using our established protocols and guidance provided by COPH officials and the California Department of Public Health - School Guidance on COVID-19.
- Prevention of the spread of COVID-19 and the ability of our school to remain open depends on all of us following the Personal Hygiene Guideline (Appendix D) and the Stay at Home Requirements (Appendix B).
- We are in this together.

### **Messaging on Resources/Support**

- We know this is an anxious time for our community and our hearts go out to those who are ill, have lost family members, who have lost jobs and are experiencing hardships brought on by the pandemic and mitigation measures.
- Our thoughts are with all of our families and children who are affected.
- Please note that there have been reports of students and others being stigmatized or bullied. We urge our community members to help prevent any discrimination and to respect the privacy of our community members. We encourage everyone in our community to treat each other with compassion, respect, and kindness as we work together to keep our community healthy and physically and emotionally safe.
- See COVID-19 Frequently Asked Questions on the RDUSD website.

### **Communication Strategies for School Site Staff and Administration**

- Establish and advertise widely a single source/webpage for up to date information on the planning, pandemic response and expectations for staff, students, and families.
- Utilize Communications to distribute accurate information.
- Training of community liaisons currently at school sites.
- Meetings with PTA/PTC.
- Announcements during school hours - before school, between classes, before recess and at lunch to reinforce personal hygiene guidelines.
- Designate a staff/community liaison or liaisons to be responsible for responding to COVID-19 concerns. Employees should know who they are and how to contact them.
- Use all-calls, all emails, superintendent letters, school site websites, remind texts.
- Use electronic billboards/marquis.
- Use banners, signage through the school to reinforce messaging.
- Translation of communications should be provided based on the threshold languages of the community.



## REFERENCES

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- CDE (2020) Opening Schools Guidelines. California Department of Education. Retrieved from: <https://drive.google.com/open?id=1yxOJt5mygELSP8ypKF3xXS8OpNQJvto>
- CDC (2020). Considerations for Schools. Updated May 19, 2020. Retrieved from: <https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html>
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- CDC (2020). Quarantine and Isolation. Retrieved from: <https://www.cdc.gov/coronavirus/2019-ncov/if-you-are-sick/quarantine-isolation.html>
- CDC (2020). Interim Guidance for Businesses and Employers to Plan and Respond to Coronavirus Disease 2019 (COVID-19). Retrieved from: <https://www.cdc.gov/coronavirus/2019-ncov/community/guidance-business-response.html>
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- CDC (2020). Use of Cloth Face Coverings to Help Slow the Spread of COVID-19. Retrieved from: <https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/diy-cloth-face-coverings.html>
- CDPH (2020). COVID-19 Industry Guidance: Schools and School-Based Programs, California Department of Public Health. Retrieved from: <https://documentcloud.adobe.com/link/review?uri=urn:aaid:scds:US:665bb33c-5f93-47a0-804a-8d3962958669>
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- OSHA (2020). Guidance on Preparing Workplaces for COVID-19. Retrieved from: <https://www.osha.gov/Publications/OSHA3990.pdf>
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- San Francisco Department of Public Health (2020). How to Put On and Remove a Face Mask. Retrieved from: <https://www.sfgdp.org/communicable-disease/healthy-habits/how-to-put-on-and-remove-a-face-mask>
- Order of the Health Officer of the County of Sacramento Directing All individuals living in the County to Continue to Stay at Home or at Their Place of Residence and Relaxing Restrictions on Low-Risk Businesses Consistent with Direction from the State of California. (June 12, 2020) County of Sacramento. Retrieved from: <https://www.saccounty.net/COVID-19/Documents/2020-06-12-HealthOrderStayatHome-SIGNED.pdf>

# KEEPING EACH OTHER HEALTHY DURING COVID-19

The guidelines below will reduce the risk of spreading illness at school. Guidelines may change over time.

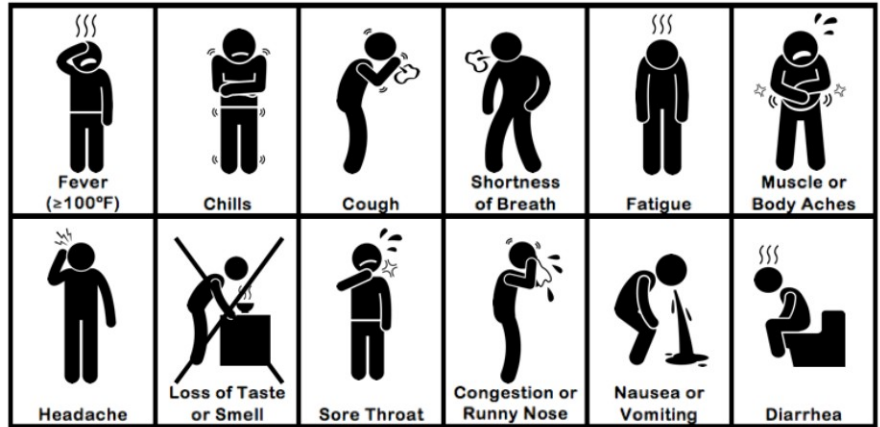


## *Health Screening*

**Every Day Before School:** Check your child's temperature and look for signs of illness.

Your child should stay home if they:

- Have any of these symptoms, or have been diagnosed with COVID-19
- Have been told to isolate or quarantine by your doctor or the health department
- Had recent contact with someone with COVID-19
- Recently traveled somewhere outside the U.S.



Please note that your child may be required to stay home and participate in distance learning for up to 10-14 days based on public health guidelines. Report your child's absence and symptoms to the school each day.



## *Use Cough/Sneeze Hygiene*

Teach children to sneeze into a tissue or elbow. Throw tissue away in a waste container. Wash hands with soap and water or use hand sanitizer. Do not touch face.



## *Practice Hand Hygiene*

Students should wash hands before leaving home and upon returning home. All students will wash hands often or use hand sanitizer at school.



## *Use Cloth Face Coverings at School*

Children should come to school with a cloth face covering, unless a doctor says not to, or the child can't safely wear one due to their developmental level. Wash cloth face coverings daily at home. Face coverings may be available at school if needed.



## *Maintain Physical Distancing at School*

Keep at least 6 feet away from other people. Space is the best way to avoid the spread of COVID-19. Do not form groups with other parents during drop off and pick up.

# Stay at Home and Return to School REQUIREMENTS

## *For Students and Staff During COVID-19*

These policies are based on public health guidance from the CDC. For any return to school outside of these guidelines students must bring a doctor’s note. Contact your school nurse if you have questions about returning to school after illness.

**Keep your child home if they have any of the following symptoms:**

- Fever or chills
- Cough
- Shortness of breath or difficulty breathing
- Fatigue
- Muscle or body aches
- Headache
- New loss of taste or smell
- Sore throat
- Congestion or runny nose
- Nausea or vomiting
- Diarrhea

**Keep your child home if they have been told to quarantine or isolate due to COVID-19 precautions:**

- Advised to isolate or quarantine by your doctor or the health department
- Recently had contact with a person with COVID-19
- Has been diagnosed with COVID-19
- Recently traveled somewhere outside the U.S.

**If your child misses school call the school office daily and report your child’s symptoms.**

**Your child may return to school after:**

- They have had no symptoms listed above for at least 24 hours (one full day) without the use of medicine.
- AND**
- At least 10 days have passed since the day the symptoms first appeared.

\*These return to school guidelines omit “other symptoms have improved” from the CDC recommended guidelines with the intention of keeping people with any symptoms of illness away from school to protect the health of other students and staff. In all cases, follow the guidance of your doctor and local health department. For return to school outside of these guidelines students must bring a doctor’s note or receive clearance from the school nurse.

Children with non-infectious chronic conditions should not be excluded from attending school. For instance, a child with allergy symptoms may have congestion, but is not a reason to exclude that child from school. Please notify the school if your child has a chronic condition such as allergies, asthma, or migraines to prevent unnecessary exclusion. If there are questions about individual cases, contact your school nurse or health services.

**Sources:**

- [Considerations for Schools. Updated May 19, 2020. CDC](#)
- [Steps to prevent the spread of COVID-19 if you are sick. CDC](#)
- [Quarantine and Isolation. CDC](#)

# SCREENING REQUIREMENTS

## *For All Persons Entering School Sites*

Universal screening procedures of students and staff reduce the risk of transmitting infectious disease including COVID-19 at school.

**All students and staff entering a site must be screened for illness.**

Any student or staff with a temperature of 100.4 degrees or higher, or any sign or symptoms of illness per Stay at Home Requirements (Appendix B) shall return home.

Sites shall set up controlled entry and exit locations in order to effectively screen all persons entering to ensure they understand and follow disease prevention precautions. Post signage conspicuously — if you are sick do not come to school, distancing, face covering, and hand hygiene rules.

Students and staff approaching the entry must be wearing a cloth face covering. Provide face coverings for those who do not have their own.

If possible, the parent/guardian will remain with the student while screening occurs, in case the student is not well enough to attend school and needs to return home. Students will wait in a line with physical distancing. Place spot markers on the ground to indicate spacing. Post signage - indicating symptoms being screened for.

**Staff will screen student:**

- Take temperature.
- Ask if any signs or symptoms of illness – how are you today? Are you sick at all?
- Look at the student.

**If the temperature is less than 100.4 degrees, and the student reports no sign or symptoms of illness, and the student appears well then release to wash hands and enter campus.**

- If the student has a sign of illness send to a designated isolation area to call the parent and return home with Stay at Home Requirements (Appendix B) information for the parent.
- If staff is unable to reach the parent the student must be isolated in a separate “isolation area” following the Guidelines for Caring for Sick Children (Appendix F) on site until the parent can be reached.

**Sources:**

[Opening Schools Guidelines. California Department of Education. June 2020](#)  
[COVID-19 Health Services Recovery Plan Resource in Educational Settings, California School Nurse Organization. June 8, 2020.](#)

[Considerations for Schools. Updated May 19, 2020, CDC.](#)

[Sacramento County 2020-2021 School Year Planning Guide. Sacramento County Office of Education. June 2, 2020.](#)

[Steps to prevent the spread of COVID-19 if you are sick. CDC](#)

[Quarantine and Isolation. CDC](#)

## Personal Hygiene Requirements

### *For Students and Staff During COVID-19 Pandemic*

COVID-19 is mostly spread by respiratory droplets released when people talk, sing, laugh, cough, or sneeze. It is thought that the virus may spread to hands from a contaminated surface and then to the nose, mouth, or eyes causing infection. Personal prevention practices, such as handwashing, using masks and cough/sneeze etiquette are important principles to reduce spread. (CDC)

#### **Wash Hands Frequently**

All students and staff should wash hands frequently. If soap and water are not available use alcohol-based hand sanitizer. The following guidelines are recommended for school settings.

#### **Wash hands or use hand sanitizer:**

- Upon arrival to the school site
- Before lunch
- Before leaving the site
- Upon entry to any new classroom
- When using the restroom
- When visibly dirty
- After using a tissue, coughing into hands
- Upon arriving home

\*Visible signage and reminders effective hand washing and use of sanitizer to all students and staff.

#### **Use Face Masks**

A cloth face covering should be worn by all individuals on school sites unless it is not recommended by a physician or is inappropriate for the developmental level of the individual

#### **When can you take the mask off?**

- Persons who are eating or drinking, provided that they are able to maintain a distance of at least six feet away from persons who are not members of the same household or residence.
- Persons who are engaged in outdoor work or recreation when alone and able to maintain a distance of at least six feet from others.

\* Visible signage reminders on appropriate use and handling of face masks to all students and staff.

#### **Promote Respiratory Hygiene**

Reinforce cough/sneeze etiquette including use of tissues and elbows using signage, training, lessons.

#### **Maintain at least 6 feet distance from others.**

Keeping distance from others is the best way to avoid being exposed to respiratory secretions that are expelled into the air when other people talk, cough or breathe.

#### **Sources:**

[Considerations for Schools. Updated May 19, 2020, CDC.](#)

[When and How to Wash Hands, CDC.](#)

[Use of Face Coverings to Help Slow the Spread of COVID-19, CDC.](#)

<https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/prevention.html>

<https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/cloth-face-cover-faq.html>

## FIRST AID, NURSING PROCEDURES, MEDICATION

### *And Expanded Needs to Isolate Sick Students*

First aid situations, to the degree possible, should be handled by the student and in the classroom to prevent office congregation and possible cross exposure. The following recommendations are made:

All classrooms should be provided with first aid supplies for minor concerns. (e.g. minor scrapes, nosebleeds, bug bites). Items may include bandaids, gloves, gauze, soap, paper towels, etc. To the extent possible, students provide self-care. Students who are not feeling well will wear a cloth face covering when sent to the office and should take their belongings with them.

Students needing first aid, medication, medical procedures, who are ill, or who were previously cared for in the health office will now need to be separated into designated **well care and sick care areas**. The sick care area must be an isolated space set up to keep students with possible COVID-19 symptoms separate from well students.

As students enter the office with unscheduled needs, if they complain of illness symptoms ask if they have been around someone with COVID-19 or have signs and symptoms of COVID-19. If yes, send immediately to COVID-19 isolation (sick room), call parent, and send home.

Well Student Area	Sick Student Area/COVID-19 Symptom Area
<p>First Aid      Seizures Medications    Hungry Diabetes        Behavior Asthma Care    Tired Allergies Anxiety</p>	<p>Fever (100 degrees or higher)      New loss of taste or smell Cough    Sore throat Shortness of breath or                    Congestion or runny nose Difficulty breathing                        Nausea or vomiting, diarrhea Muscle or body aches Headache</p>
<p><b>Staffing:</b> A trained staff member, school nurse, or medical staff provides care.</p>	<p><b>Staffing:</b> A trained staff member, school nurse, or medical staff assesses and provides care. If this is a separate room, additional staff may be necessary to monitor students if not visible by the staff member providing well-student care.</p>
<p><b>PPE:</b> Staff delivering care will wear cloth face covering and use standard precautions if at risk of exposure to blood or body fluids.</p>	<p><b>PPE:</b> Staff must wear gloves, disposable mask, and eye protection/face shield.</p>
<p><b>Room requirements:</b> Consider using the current nurse office already set up for first aid.</p> <ul style="list-style-type: none"> <li>• Sink, soap, and paper towels available</li> <li>• Have access to the bathroom</li> <li>• Cot and/or chairs for resting students</li> <li>• Table, counter, or desk</li> <li>• First aid supplies</li> <li>• Medication and procedure</li> <li>• Computer or laptop to access IC to contact parents</li> </ul>	<p><b>Room requirements:</b> Consider using a separate room or move sick care to a large room that can separate well and sick students by more than 6 feet and barrier.</p> <ul style="list-style-type: none"> <li>• The room must be well-ventilated (open windows and door)</li> <li>• Consider a barrier such as plexiglass between staff and sick students</li> <li>• Have a sink, soap, and paper towels</li> <li>• Have access to restroom nearby</li> <li>• Cot and chairs for waiting students</li> <li>• Phone</li> <li>• Table, counter, or desk</li> <li>• Computer or laptop to access IC to contact parents</li> </ul>
<p><b>Supplies</b></p> <ul style="list-style-type: none"> <li>• First aid supplies</li> <li>• PPE - gloves and masks</li> <li>• Soap and paper towels</li> <li>• Water for drinking</li> <li>• Cot cover paper</li> <li>• Disinfecting supplies - solution and paper towels</li> </ul>	<p><b>Supplies</b></p> <ul style="list-style-type: none"> <li>• PPE - gloves, masks, face shield</li> <li>• Vomit bags</li> <li>• Thermometer</li> <li>• Water for drinking</li> <li>• Soap and paper towels</li> <li>• Disinfecting supplies - solutions and paper towels</li> <li>• Cot cover paper</li> </ul>
<p><b>Well student procedure:</b></p> <ul style="list-style-type: none"> <li>• Student must wash hands upon arrival</li> <li>• Place face covering on student if not already wearing one</li> <li>• Use standard precautions when assisting students in first aid or procedures</li> <li>• Disinfect surfaces after student leaves and before use by others</li> </ul>	<p><b>Sick student procedure</b></p> <ul style="list-style-type: none"> <li>• Student must wash hands upon arrival</li> <li>• Place a surgical mask on the sick student</li> <li>• Use standard precautions when assisting sick students - for suspected COVID-19 this includes, mask, face shield, and gloves</li> <li>• Provide care keeping as much distance and little contact as possible</li> <li>• Ask if they have been around someone with COVID-19 or have signs and symptoms of COVID-19</li> <li>• Take temperature. Ask about and document any symptoms</li> <li>• Call parent/guardian for immediate pickup</li> <li>• If a parent/guardian cannot pick up students, consider procedures for arranging transportation to their home</li> <li>• Provide parent/guardian with Stay at Home/When to Return to School guidelines (Appendix B)</li> <li>• Disinfect all surfaces after the student leaves and before use by others</li> <li>• If symptoms indicate that COVID-19 is suspected contact your school nurse or Health Services:</li> <li>• Follow Communicable Disease Guidelines for notifying Health Services for possible outbreaks of infectious disease</li> </ul>

## GUIDELINES FOR TAKING CARE OF SICK STUDENTS

Sites must prepare taking care of students and staff when they get sick at school. Due to the risk of possibly transmitting COVID-19 to others, individuals who have symptoms of illness must be immediately separated to an isolation area. Individuals who are sick should go home or to a healthcare facility depending on the severity of their symptoms.

Sick students must stay in the isolated Sick Student Area until picked by parent/guardian.

- The room must be well-ventilated - doors left wide open.
- Maintain at least 6 feet distance from others
- Sick individual must wear a disposable mask.
- Staff must use COVID-19 standard precautions when assisting sick students
- Wear a disposable mask, face shield, and gloves
- Maintain as much distancing and limit contact as possible.

Provide parent/guardian with Stay at Home and When to Return to School instructions.

If the parent/guardian cannot pick up students, consider procedures for arranging transportation to their home.

Disinfect all surfaces after the student leaves and before use by others.

If COVID-19 is suspected follow Communicable Disease Guidelines for notifying Student Support & Health Services of possible outbreaks of infectious disease.

### Sources:

Opening Schools Guidelines. California Department of Education. June 2020

COVID-19 Health Services Recovery Plan Resource in Educational Settings, California School Nurse Organization. June 8, 2020.

Considerations for Schools. Updated May 19, 2020, CDC.

When and How to Wash Hands, CDC.

Use of Face Coverings to Help Slow the Spread of COVID-19, CDC.

Sacramento County 2020-2021 School Year Planning Guide. Sacramento County Office of Education. June 2, 2020.



## TRAINING FOR STAFF, PARENTS, AND STUDENTS

### **Staff Training**

- Rationale for district guidelines
- Self-screening and when to stay home
- Physical distancing guidelines and their importance
- Use of face coverings
- Screening practices
- COVID-19 symptom identification and what to do
- Cleaning and disinfection training

### **Student Training**





- What is Covid-19?
- Self-screening and when to stay home.
- Precautions we are taking and why - distancing, face covering, hand washing, stay at home guidelines.
- Handwashing How To
- How to use a facemask.
- What is 6 feet
- Cleaning their space

### **Parent/Guardian Training**

- What is COVID-19?
- Rationale for district guidelines
- Self-screening. When to keep students home if they are ill and the length of time they must stay home.
- Taking and monitoring temperatures at home.
- Hygiene precautions - distancing, face covering, hand washing
- Need for accurate contact information and multiple emergency contacts
- Importance of coming to school quickly to pick up their child, if called

# Suggestions for setting up classrooms

In order to reduce the spread of COVID-19 at school, we will use a combination of measures to prevent the spread of COVID-19 and break the chain of infection. Every space and group of kids will be different, the idea is to minimize risk of transmission using

 <b>Physical Distancing</b>	 <b>Hand Hygiene &amp; High Touch Surfaces</b>	 <b>Cloth Face Coverings</b>	 <b>Cough/Sneeze Etiquette</b>
<p><b>Rearrange desks and common seating spaces</b> to maximize the space (6ft) between participants and at the front of the room). Use visual aids to help communicate proper distance (e.g. hula hoop, tape on carpet, arm span).</p>	<p><b>Create a hand washing or hand sanitizer routine</b> upon entering the classroom. Place bottles of hand sanitizer at the entrance. <b>Allow time for handwashing</b> or use of alcohol-based hand sanitizer before eating and upon returning to the classroom.</p>	<p><b>Model wearing a face covering</b> in the classroom. Provide access to face cloth coverings at entrances. <a href="#">Cloth Face Coverings for Children During COVID-19</a></p>	<p>Have facial tissue available in the classroom, or packets of tissue in a baggie for each student.</p>
<p><b>Turn desks to face in the same direction</b> (rather than facing each other) to reduce transmission caused from virus-containing droplets (e.g., from talking, coughing, sneezing).</p>	<p><b>Avoid community supplies when possible.</b> If shared supplies are necessary, consider using designated bins for clean and used supplies. Community supplies are considered high-touch and should be cleaned frequently.</p>	<p><b>Decorate cloth face coverings as a class activity.</b></p>	<p>Hang Cover Your Cough posters, Wash Your Hands, and Stay Home if You Are Ill posters in your room.</p>
<p><b>Hold classes outside</b> and encourage participants to spread out whenever possible</p>	<p>Ensure adequate supplies to minimize the sharing of high-touch materials to the extent possible, assign supplies to a single student, or limit the use of supplies and equipment by one group of children at a time and clean and disinfect between use</p>	<p><b>Encourage students to wear a cloth face covering correctly.</b> Review how to put one on and take it off. Encourage students to avoid touching their face with their hands as much as possible.</p>	<p>Have an open-top wastebasket available in the classroom, or baggies at individual desks to reduce children walking around the classroom.</p>
<p><b>Consider use of cardboard "offices"</b> as a mechanical barrier between students</p>	<p><b>Do not share equipment</b> between staff, volunteers, and participants when possible</p>	<p><b>Hang pictures of students and staff both with and without a mask.</b></p>	<p>Show videos that teach proper cough/sneeze etiquette and handwashing.</p>
<p><b>Use visual cues to demonstrate physical spacing</b> (spacing dot/markers).</p>	<p><b>Do not allow students to bring toys or personal items</b> to school. Avoid sharing electronic devices, toys, books, and other games or learning aids.</p>	<p><b>Develop a system for students to express their frustrations or feelings</b> (e.g. desk cards, email, etc.) since facial expressions can be difficult to discern while wearing a cloth face covering.</p>	<p>Consider ways to accommodate the needs of children and families at risk for serious illness from COVID-19. Look for visible signs of illness in students or staff. Send any visibly sick students to the office.</p>
<p><b>Use visual aids (e.g., painter's tape, stickers) to illustrate traffic flow</b> and appropriate spacing to support social distancing.</p>	<p><b>Keep child's belongings separated from others</b> and in individually labeled containers, cubbies, or areas. Store backpacks/jackets at desks.</p>	<p><b>For group work, group students in the virtual setting</b> to reduce movement of students around the room.</p>	<p>Limit volunteers to the classroom.</p>
<p><b>Allow children to alternate sitting and standing</b> at their desk rather than walking around the room. Encourage stretching.</p>	<p><b>Give students their own fidget toys,</b> or create their own calm down space rather than a fidget box or classroom time out space</p>		

# HAND HYGIENE: ROUTINE IDEAS FOR TEACHERS

When teaching handwashing reinforce the concept of classroom community, protecting and caring for each other. Use videos to teach and demonstrate handwashing. Practice hand washing yourself.

- Video for young children: CDC - Wash Your Hands! (30 seconds)
- Video for older children: CDC -Fight Germs, Wash Your Hands! (3 minutes)
- Classroom resources for teaching about handwashing: Minnesota Department of Health

## Hand Washing Routine: Teaching Younger Students

Proper handwashing, especially for the younger students, can be challenging. Establishing a routine at the entrance to the classroom at the beginning of the day, after recess and before lunch helps to keep students and staff healthy while ensuring washing is lasting long enough to rid the hands of germs. Engaging helpers (if desired) makes this a community activity of protecting one's self, as well as protecting your fellow classmates and teacher.

### Supplies

- Spray bottle with clean water
- District approved pump hand soap
- Paper towels and tongs
- 3-4 student helpers (wash hands first, put on face cover)

### Procedure

1. When lining up to enter the classroom (while ensuring proper distancing)
  - a. Helper 1 with spray bottle wets the lined-up student's outstretched hands
  - b. Helper 2 dispenses small amount of soap onto the wetted hands
2. Student scrubs hands together and begins counting to 20 or humming Happy Birthday (quietly to self) or going through the ABCs as they slowly make their way to the sink.
3. Student rinses hands after 20 seconds of vigorous scrubbing.
4. Helper 3 provides towel (with clean tongs –fine motor skill practice)
5. Helper 4 ensures used towels are properly disposed of.

## Hand Washing Routine: Idea for Rooms without a Sink

For rooms without a sink you may have all students use the same process as above at a sink near the classroom. If this is not feasible use hand sanitizer with >60% alcohol.

**Supplies:** Hand Sanitizer >60% alcohol in pump use multiple bottles

### Procedure:

1. Students line up to enter the classroom separated 6 feet apart.
2. Helpers with hand sanitizer pumps a dime sized amount into the lined-up student's outstretched hands
3. Students rub hands together being sure to wet thoroughly all parts of hands, top and in between fingers.

## Immunization Planning and Public Health Departments

### IMMUNIZATION PLANNING:

Educational settings in California are home to 6.3 million children and comprise 15% of California's population. School-based vaccination has been shown to be an effective measure in immunizing mass numbers of children and adolescents. When a COVID-19 vaccine becomes available the district will coordinate with Sacramento County public health to provide immunizations. In counties throughout California, where school nurses have delivered influenza vaccinations it has been shown to reduce pediatric hospitalizations and increase student attendance when compared to other counties where such services were unavailable.

### COUNTY PUBLIC HEALTH NUMBERS:

Solano County Public Health Main Line: (707) 784-8600

Solano County COVID-19 Warmline: (707) 784-8944

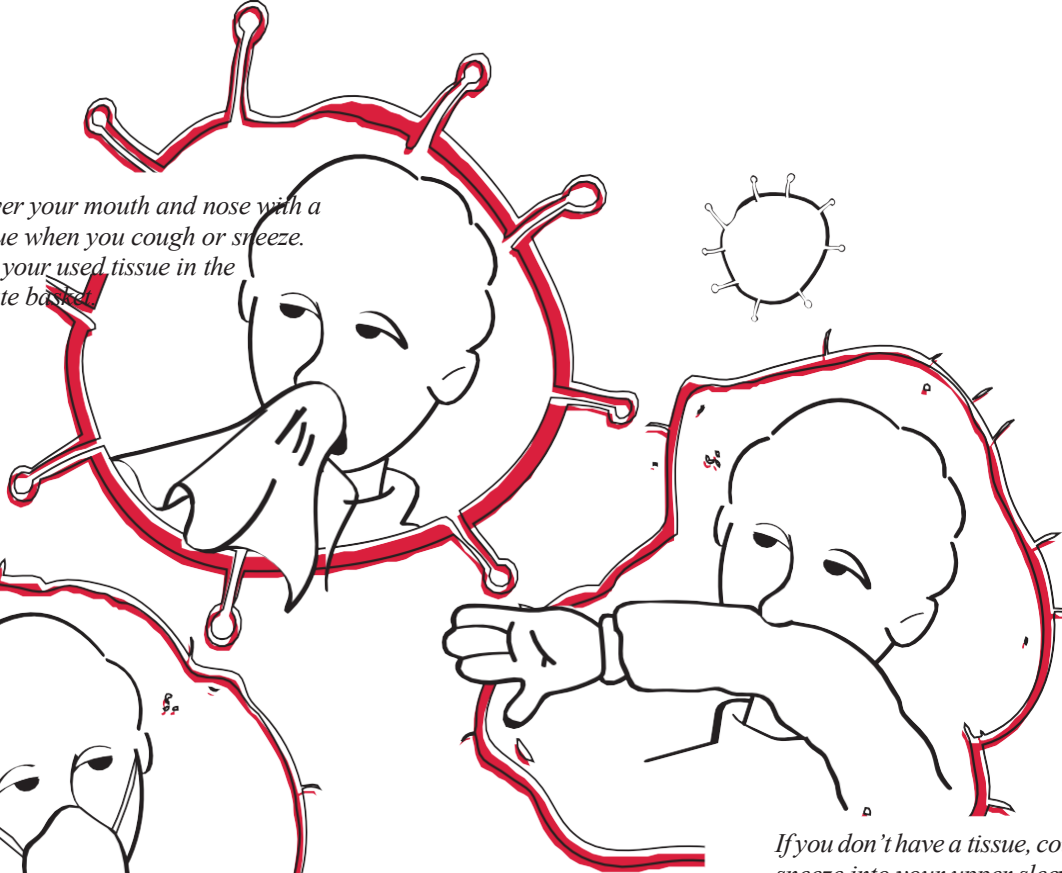
Sacramento County Public Health: (916)661-7331

Yolo County Public Health: (916)375-6380

# Cover Cough

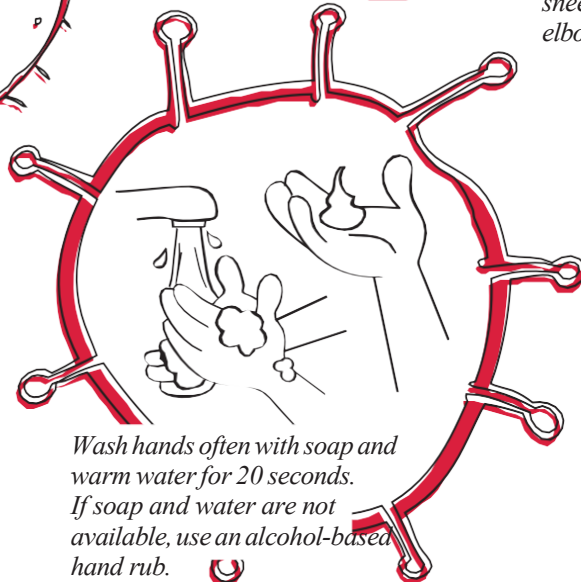
— *Stop the spread of germs that can make you and others sick!* —

*Cover your mouth and nose with a tissue when you cough or sneeze. Put your used tissue in the waste basket.*



*If you don't have a tissue, cough or sneeze into your upper sleeve or elbow, not your hands.*

*You may be asked to put on a facemask to protect others.*



*Wash hands often with soap and warm water for 20 seconds. If soap and water are not available, use an alcohol-based hand rub.*



# COVID-19 School Guidance Checklist

January 14, 2021

CALIFORNIA  
**ALL**

Your Actions  
Save Lives



Date: \_\_\_\_\_

## 2021 COVID-19 School Guidance Checklist

Name of Local Educational Agency or Equivalent: River Delta Joint Unified

Number of schools: 11

Enrollment: 1738

Superintendent (or equivalent) Name: Katherine Wright

Address: 445 Montezuma Street

Phone Number: 707-374-1700

Rio Vista, CA 94571

Email: kwright@rdusd.org

Date of proposed reopening:  
3/1/21

County: Sacramento

Grade Level (check all that apply)

Current Tier: Purple

TK  2<sup>nd</sup>  5<sup>th</sup>  8<sup>th</sup>  11<sup>th</sup>

*(please indicate Purple, Red, Orange or Yellow)*

K  3<sup>rd</sup>  6<sup>th</sup>  9<sup>th</sup>  12<sup>th</sup>

Type of LEA: Public

1<sup>st</sup>  4<sup>th</sup>  7<sup>th</sup>  10<sup>th</sup>

**This form and any applicable attachments should be posted publicly on the website of the local educational agency (or equivalent) prior to reopening or if an LEA or equivalent has already opened for in-person instruction. For those in the Purple Tier and not yet open, materials must additionally be submitted to your local health officer (LHO) and the State School Safety Team prior to reopening, per the [Guidance on Schools](#).**

The email address for submission to the State School Safety for All Team for LEAs in Purple Tier is:

[K12csp@cdph.ca.gov](mailto:K12csp@cdph.ca.gov)

**LEAs or equivalent in Counties with a case rate  $\geq 25/100,000$  individuals can submit materials but cannot re-open a school until the county is below 25 cases per 100,000 (adjusted rate) for 5 consecutive days.**

### **For Local Educational Agencies (LEAs or equivalent) in ALL TIERS:**

■ I, \_\_\_\_\_, post to the website of the local educational agency (or equivalent) the COVID Safety Plan, which consists of two elements: the **COVID-19 Prevention Program (CPP)**, pursuant to CalOSHA requirements, and this **CDPH COVID-19 Guidance Checklist** and accompanying documents,

which satisfies requirements for the safe reopening of schools per CDPH [Guidance on Schools](#). For those seeking to open while in the Purple Tier, these plans have also been submitted to the local health officer (LHO) and the State School Safety Team.

I confirm that reopening plan(s) address the following, consistent with guidance from the California Department of Public Health and the local health department:

**Stable group structures (where applicable):** How students and staff will be kept in stable groups with fixed membership that stay together for all activities (e.g., instruction, lunch, recess) and minimize/avoid contact with other groups or individuals who are not part of the stable group.

Please provide specific information regarding:

How many students and staff will be in each planned stable, group structure? (If planning more than one type of group, what is the minimum and maximum number of students and staff in the groups?)

12:1

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If you have departmentalized classes, how will you organize staff and students in stable groups?

Students are assigned to either Cohort A or B with a portable shield

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If you have electives, how will you prevent or minimize in-person contact for members of different stable groups?

Every student will have their own portable plexi-glass shields

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**Entrance, Egress, and Movement Within the School:** How movement of students, staff, and parents will be managed to avoid close contact and/or mixing of cohorts.

**Face Coverings and Other Essential Protective Gear:** How CDPH's face covering requirements will be satisfied and enforced for staff and students.

**Health Screenings for Students and Staff:** How students and staff will be screened for symptoms of COVID-19 and how ill students or staff will be separated from others and sent home immediately.

**Healthy Hygiene Practices:** The availability of handwashing stations and hand sanitizer, and how their safe and appropriate use will be promoted and incorporated into routines for staff and students.



**Identification and Tracing of Contacts:** Actions that staff will take when there is a confirmed case. Confirm that the school(s) have designated staff persons to support contact tracing, such as creation and submission of lists of exposed students and staff to the local health department and notification of exposed persons. Each school must designate a person for the local health department to contact about COVID-19.

**Physical Distancing:** How space and routines will be arranged to allow for physical distancing of students and staff.

Please provide the planned maximum and minimum distance between students in classrooms.

Maximum: 6 feet

Minimum: 6 feet. If this is less than 6 feet, please explain why it is not possible to maintain a minimum of at least 6 feet.

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**Staff Training and Family Education:** How staff will be trained and families will be educated on the application and enforcement of the plan.

**Testing of Staff:** How school officials will ensure that students and staff who have symptoms of COVID-19 or have been exposed to someone with COVID-19 will be rapidly tested and what instructions they will be given while waiting for test results. Below, please describe any planned periodic asymptomatic staff testing cadence.

Staff asymptomatic testing cadence. Please note if testing cadence will differ by tier:

Weekly

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**Testing of Students:** How school officials will ensure that students who have symptoms of COVID-19 or have been exposed to someone with COVID-19 will be rapidly tested and what instructions they will be given while waiting for test results. Below, please describe any planned periodic asymptomatic student testing cadence.

Planned student testing cadence. Please note if testing cadence will differ by tier:

Weekly

**Identification and Reporting of Cases:** At all times, reporting of confirmed positive and suspected cases in students, staff and employees will be consistent with [Reporting Requirements](#).

**Communication Plans:** How the superintendent will communicate with students, staff, and parents about cases and exposures at the school, consistent with privacy requirements such as FERPA and HIPAA.

**Consultation: (For schools not previously open)** Please confirm consultation with the following groups

Labor Organization

Name of Organization(s) and Date(s) Consulted:

Name: CSEA

Date: 1/21/21

Parent and Community Organizations

Name of Organization(s) and Date(s) Consulted:

Name: District Advisory Committee

Date: 11/2/2020

*If no labor organization represents staff at the school, please describe the process for consultation with school staff:*

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### **For Local Educational Agencies (LEAs or equivalent) in PURPLE:**

**Local Health Officer Approval:** The Local Health Officer, for (state Local Health Jurisdiction ) Sacramento County. Local Health Jurisdiction has certified and approved the CSP on this date: TBD. If more than 7 business days have passed since the submission without input from the LHO, the CSP shall be deemed approved.

#### **Additional Resources:**

[Guidance on Schools](#)

[Safe Schools for All Hub](#)

Note: This checklist was amended on January 29th to delete language regarding the need to submit this checklist to a County Office of Education. The CSP does not need to be submitted to the County Office of Education as part of the public health guidance, though the County Office of Education may request the CSP as part of other processes.

**BOARD OF TRUSTEES  
RIVER DELTA UNIFIED SCHOOL DISTRICT**

445 Montezuma Street  
Rio Vista, California 9457-1561

**BOARD AGENDA BRIEFING**

Meeting Date: February 16, 2021

Attachments: X

From: Sharon Silva

Item Number: 9.2.1

Type of item: (Action, Consent Action or Information Only): Information Only

**SUBJECT:**

Monthly Financial Report

**BACKGROUND:**

Each month the Chief Business Officer prepares a monthly financial summary report, showing both budgeted and actual revenues and expenditures for each district fund for the prior month. The report includes: the percentage of the districts ending fund from the prior month, the percentage of the districts ending fund balance (reserves) at the end of the reported month.

This report does not include any encumbered expenditures.

**STATUS:**

**PRESENTER:**

Sharon Silva, Chief Business Officer

**OTHER PEOPLE WHO MIGHT BE PRESENT:**

**COST AND FUNDING SOURCES: NOT APPLICABLE**

**RECOMMENDATION:**

That the Board receives the Monthly Financial report as submitted

Time allocated: 1 minutes

**River Delta Unified School District**  
 2020-21 Working Budget vs. Actuals Report  
 January 31, 2021

Working Budget						Actuals thru: 12/31/2020					
	Beginning Balance ( A )	Net Income/ Contributions in ( B )	Expense/ Contributions out ( C )	Ending Balance ( D )	YTD Income ( E )	YTD Paid to Delta Charter ( F )	YTD Net Revenue ( G )	Percentage Received ( H )	YTD Expense ( I )	Percentage Spent ( J )	
								(G/B=H)		(I/C=J)	
<b>General Fund: (01)</b>											
Unrestricted	5,686,849	16,670,910	17,287,038	5,070,721	11,160,084	1,032,670	10,127,414	60.75%	8,773,558	50.75%	
Restricted	917,998	10,126,654	10,926,829	117,823	2,869,780		2,869,780	28.34%	3,784,853	34.64%	
<b>Combined</b>	<b>6,604,847</b>	<b>26,797,564</b>	<b>28,213,867</b>	<b>5,188,545</b>	<b>14,029,864</b>	<b>1,032,670</b>	<b>12,997,194</b>	<b>48.50%</b>	<b>12,558,411</b>	<b>44.51%</b>	
<b>Other Funds</b>											
Adult Ed. ( 11 )	44,746	106,590	133,713	17,623	67,972		67,972	63.77%	31,989	23.92%	
Child Development ( 12 )	-	292,134	291,204	930	118,226		118,226	40.47%	125,386	43.06%	
Cafeteria ( 13 )	37,790	1,005,750	1,014,625	28,915	250,764		250,764	24.93%	363,048	35.78%	
Sp. Res-Other than Cap. Outlay ( 17 )	40,292	700	-	40,992	87		87	12.43%	-	0.00%	
Bond Fund ( 21 )	52,581	36,356	-	88,937	11,425		11,425	31.43%	-	0.00%	
Bond Fund- SFID #1 South ( 22 )	-	3	-	3	3		3	0.00%	-	0.00%	
Bond Fund - SFID #2 North ( 23 )	-	6	-	6	6		6	0.00%	-	0.00%	
Developer Fees ( 25 )	927,402	298,371	339,255	886,518	56,950		56,950	19.09%	302,997	89.31%	
County School Facilities ( 35 )	3,366	30	-	3,396	7		7	23.33%	-	0.00%	
Capital Projects ( 49 )	115,612	120,014	6,100	229,526	138		138	0.11%	5,622	92.17%	

**BOARD OF TRUSTEES  
RIVER DELTA UNIFIED SCHOOL DISTRICT**

445 Montezuma Street  
Rio Vista, California 94571-1561

**BOARD AGENDA BRIEFING**

Meeting Date: February 16, 2021

Attachments: For audit see item #11

From: Sharon Silva, Chief Business Officer

Item Number: 9.2.1.1

Type of item: (Action, Consent Action or Information Only): Information Only

**SUBJECT:**

Presentation of the 2019-2020 Financial Audit provided by a representative of Crowe LLP, Independent Auditor, for Fiscal Year 2019-2020 Financial Records.

**BACKGROUND:**

Each school district within California must arrange an annual audit of its financial records by an independent certified public accountant. The District has contracted with Crowe LLP to perform the audit for fiscal year ending June 30, 2020.

**STATUS:**

Each year the District's independent certified public accountant provides the Board of Trustees a presentation providing a snapshot of the District's financial well-being.

**PRESENTER:**

Representative from Crowe LLP

**OTHER PEOPLE WHO MIGHT BE PRESENT:**

N/A

**COST AND FUNDING SOURCES:**

N/A

**RECOMMENDATION:**

That the Board receives the presentation of the District's Financial Records Audit Report as presented for fiscal year 2019-2020.

Time allocated: 15 minutes

**BOARD OF TRUSTEES  
RIVER DELTA UNIFIED SCHOOL DISTRICT**

445 Montezuma Street  
Rio Vista, California 9457-1561

**BOARD AGENDA BRIEFING**

Meeting Date: February 16, 2021

Attachments:   X  

From: Ken Gaston, Director of MOT

Item Number: 9.2.2

Type of item: (Action, Consent Action or Information Only): Information Only

**SUBJECT:**

Monthly MOT Information Report

**BACKGROUND:**

To provide a monthly update on the activities of the Maintenance, Operations & Transportation Departments. The only projects included in this report are those over \$100.

**STATUS:**

See attached monthly report for the period of January 2021

**PRESENTER:**

Ken Gaston

**OTHER PEOPLE WHO MIGHT BE PRESENT:**

**COST AND FUNDING SOURCES:**

**RECOMMENDATION:**

That the Board receives this information

Time allocated: 5 minutes

**Maintenance, Operations & Transportation  
Monthly Report for Board Meeting  
January 16, 2021**

Routine maintenance, repairs and custodial duties at all school sites and district office were completed. Other non-routine projects have been captured below.

**Maintenance & Operations:**

- **Clarksburg Middle School**
  - Replaced metal vent plates. - \$135
  
- **Delta High School**
  - Replaced trash compactor hydraulic oil. - \$103
  
- **District Office**
  - Installed new water bottle filling station. - \$1,508
  - Replaced ballast and bulbs in the Personnel office. - \$100
  
- **D. H. White Elementary**
  - Repaired windows. - \$270
  - Replaced staff room faucet. - \$122
  
- **Isleton Elementary School**
  - Installed plexi-glass barrier in conference room. - \$185
  
- **Rio Vista High School**
  - Installed new irrigation at the softball field. - \$7,925
  - Replaced oven ignitor. - \$100
  - Pruned roses and roses hills. - \$750
  
- **Riverview Middle School**
  - Repaired a toilet leak in the girl's bathroom. - \$237
  - Repaired mop sink. - \$155
  - Repaired office bathroom urinal. - \$185
  - Installed timer for outside lights. - \$195

**BOARD OF TRUSTEES  
RIVER DELTA UNIFIED SCHOOL DISTRICT**

445 Montezuma Street  
Rio Vista, California 9457-1561

**BOARD AGENDA BRIEFING**

Meeting Date: February 16, 2021

Attachments: X

From: Katherine Wright, Superintendent

Item Number: 10.1

Type of item: (Action, Consent Action or Information Only): Consent Action

**SUBJECT:**

Request to approve the Minutes from the Regular and Special meetings of the Board of Trustees held on January 19, 2021.

**BACKGROUND:**

Attached are the Minutes from the Regular and Special meetings of the Board of Trustees held on January 19, 2021.

**STATUS:**

The Board is to review and approve.

**PRESENTER:**

Katherine Wright, Superintendent

**OTHER PEOPLE WHO MIGHT BE PRESENT:**

Jennifer Gaston, Recorder

**COST AND FUNDING SOURCES:**

None

**RECOMMENDATION:**

That the Board approves the Minutes as submitted.

Time allocated: 2 minutes



# RIVER DELTA UNIFIED SCHOOL DISTRICT

## MINUTES

### REGULAR MEETING

January 19, 2021

1. **Call Open Session to Order** – President Stone called the Open Session of the meeting of the Board of Trustees to order at 5:30 p.m. on January 19, 2021. As the result of the Coronavirus Pandemic (COVID-19), on March 12, 2020, Governor Gavin Newsom issued Executive Order N-25-20. This order includes directives canceling large gatherings. The Executive Order also allows local legislative bodies to hold meetings via conference calls while still satisfying state transparency requirements. The Governor has also issued Executive Order N-33-20, prohibiting people from leaving their homes or places of residence except to access necessary supplies and services or to engage in specified critical infrastructure employment. The health and well-being of our students, staff and community members are the top priority for the Board of Trustee of River Delta Unified School District. To facilitate this process the meeting was held remotely via Zoom Webinar. Access was available to the public to attend with audio and video.

We have modified the meeting procedures while the Shelter-in-Place for Coronavirus Pandemic (COVID-19) is active. President Stone gave instructions on how the public is to address the Board during public comment or on any agendized item.

2. **Roll Call of Members:**

Jennifer Stone, President

Marilyn Riley, Clerk

Dan Mahoney, Member

Rafaela Casillas, Member

Marcial Lamera, Member

Wanda Apel (Present - to complete the Oath of Allegiance)

Randall Jelly (Present - to complete the Oath of Allegiance)

Also, present: Katherine Wright, Superintendent; Sharon Silva, Chief Business Officer and Jennifer Gaston, Recorder.

3. **Oath of Office – Katherine Wright, Superintendent**

- 3.1 Following the December 15, 2020 appointments, the District will “seat” the newly appointed Board members with the Oath of Allegiance: Wanda Apel and Randall Jelly – President Stone requested new Board members Wanda Apel and Randall Jelly to stand for the formal administration of the Oath of Allegiance. Member Apel and Member Jelly completed the Oath of Allegiance and were seated to complete the remainder of the meeting.

4. **Review, Approve the Closed Session Agenda and Adjourn to Closed Session**

- 4.1 Board President Stone announced items on the Closed Session Agenda

- 4.2 Public Comment on Closed Session Agenda Items. – *None to report*

- 4.3 **Board President Stone asked for a motion to approve the Closed Session agenda and adjourn the meeting to Closed Session @ 5:34 pm**

Member Mahoney moved to approve, *Member Riley seconded. Motion carried by roll call vote 7 (Ayes: Mahoney, Riley, Casillas, Lamera, Apel, Jelly, Stone): 0 (Nays)*

5. **Open Session was reconvened at 6:36 pm**

- 5.1 Roll was retaken. All members were present.

Also, present: Katherine Wright, Superintendent; Sharon Silva, Chief Business Officer and Jennifer Gaston, Recorder.

- 5.2 Pledge of Allegiance was led by President Stone

6. **Report of Action taken, if any, during the Closed Session (Government Code Section 54957.1)**

Board President Stone reported that during Closed Session, the Board gave Superintendent Wright a Performance Evaluation, and she recommends that Superintendent Wright’s contract be extended for an additional two years ending on June 30, 2024. President Stone stated that she appreciates all that Superintendent Wright has done for the District.

In open session the Board voted to extend Superintendent Wright Contract as recommended.

Member Riley moved to approve, *Member Lamera seconded. Motion carried by roll call vote 7 (Ayes: Mahoney, Riley, Casillas, Lamera, Apel, Jelly, Stone): 0 (Nays)*

## 7. Review and Approve the Open Session Agenda

Board President Stone asked for a motion to approve the Open Session Agenda. Member Riley requested that 10.1 Board Minutes December 15, 2020 be held for changes and moved to approve the remainder of the agenda, *Member Mahoney seconded. Motion carried by roll call vote 7 (Ayes: Mahoney, Riley, Casillas, Lamera, Apel, Jelly, Stone): 0 (Nays)*

8. **Public Comment:** Ms. Latimer greeted the Board and reported that there was one comment posted. However, it is the CSEA update and will be read at that time. There were no public comments submitted.

## 9. Reports, Presentations, Information

9.1 Board Member(s) and Superintendent Report(s) and/or Presentation(s) –

9.1.1 Board Members' report(s) Member Lamera reported that he had the opportunity to meet with several staff members from the district office to obtain the current status of the District. In addition to these meeting, he has toured many of the school sites and have met with the site principals. Social distancing and masks protocols were followed during all meetings. He will tour the remainder of the school sites during the following week.

Member Lamera mentioned that he attended the On Boarding Workshop for new Board members provided by Small School District's Association (SSDA). The workshop was very informative, putting his mind at ease with all the overwhelming information a new Board member is given.

Member Lamera reported that he attended a meeting with Amanda Beck, the President of the Friends of Clarksburg Service and Recreation. Mrs. Beck informed Member Lamera of the plans for the North Delta Region Park and Aquatic Center to revitalize the current park in Clarksburg.

9.1.2 Committee reports:

9.1.2.1 Facilities Planning Steering Committee – Jennifer Stone, Board President reported that there is nothing to report at this time, due to the committee has not met in over a year.

9.1.2.1.1 Establish a sub-committee for analysis of data related to facilities decisions – Jennifer Stone, Board President gave a brief summary of the purpose of the Board sub-committee.

Superintendent Wright reiterated the need for the Board to analyze the District's data in preparation of the Facilities Planning Steering Committee.

9.1.3 Superintendent Wright's report(s) Superintendent Wright mentioned that she hoped everyone had a safe and happy holiday season. She noted that, while hers was small and intimate, it was nice to spend some time together.

Superintendent Wright reported that the District support team has been working diligently with the site principals to follow the direction of the county to prepare a list of district staff members who would have the opportunity to receive the Covid vaccine and to prioritize the list of those who are at high risk, medium and low risk based on the amount of time spent interacting in-person with students, and co-workers.

The next project we have is to make sure that all employees have a current staff ID. Since our school site were not open this year, we did not have a picture day to receive all the pictures needed to make the IDs.

District office staff has dedicated time to understanding Governor Newsom's new Proposed School Budgets and analyzing the data to realize the impact it will have on the budget for River Delta. Superintendent Wright noted that this Friday CSBA will be providing a webinar to give school districts guidance. She asked the Board if anyone was interested in receiving the link to view the webinar. She noted that one of the governor's proposals has a deadline of February 1<sup>st</sup> to apply for funding to reopen school by February 15<sup>th</sup>. This proposal for River Delta USD is unobtainable. It would require our

district to renegotiate and agree upon a MOU with both bargaining units and the rewriting of several Covid plans such as the Covid-19 Protection Plan (CPP), the Covid Safety Plans (CSP) and the Covid-19 School Guidance Checklist all by the February 1<sup>st</sup> deadline.

Superintendent Wright reported that she attended two of the On Boarding Workshop for new Board members provided by SSDA so she could attend with all the Board members who were interested in attending.

Superintendent Wright mentioned that the District offered a Bond Oversight Committee training to inform the public of what the roles and responsibilities are of the committee. The training was strictly to provide information regarding the committee and there was no obligation to join the committee. She noted that there is an application on the District's website for those who would be interested in becoming a member of the committee.

She provided a reminder that the District has a Covid-19 Testing Center at Walnut Grove Elementary School every Thursday from 1:00-4:55pm each week. The test is free for any community or staff member and will be using the self-swabbing method of testing.

Member Mahoney asked, if all staff members received vaccinations would River Delta USD be able to reopen our schools? He also asked if the District would have to revisit the MOU process with the bargaining units, and how long would it take. Superintendent Wright indicated that the District would need to renegotiate depending on what color tier the county is in.

9.2 Business Services' Reports and/or Presentations on: Routine Restricted Maintenance; Deferred Maintenance; Maintenance and Operations; Transportation Department; Food Services Department; District Technology; and District Budget – Sharon Silva, Chief Business Officer, Chief Business Officer; Ken Gaston, Director of MOT

9.2.1 Monthly Financial Report – Sharon Silva, Chief Business Officer- Reported as submitted.  
9.2.1.1 Timeline for preparation of the 2021-2022 District Budget and LCAP – Mrs. Silva presented the estimated timeline.

9.2.2 Discussion of the Annual Developer Fee Report – Sharon Silva, Chief Business Officer mentioned that the report was provided at the December 15, 2020 Board for review which is in accordance with the laws stating that within 180 days after the prior year financial books have been closed, an annual report is due to the Board of how developer fees are collected and how these funds were spent. This report provides the public information and is now being brought before the Board for discussion. The total fees collected for fiscal year 2019-2020 were \$214,139 out of these funds \$125,695 were collected from Encore Liberty – LGI Homes. Total funds expended were \$795,287 with a contribution of \$162,350 from the General Fund for the Shea Homes payment and the rental payments for the portable classrooms, as well as the expenditure for the D.H. White Elementary School modular classroom project of \$538,342.

9.2.3 Maintenance, Operations & Transportation Update, Ken Gaston, Director of MOT reported that the District has seen an uptick in vandalism and theft. Mr. Gaston mentioned that the last storm with the high winds and rain provided a few challenges with falling trees.

Mr. Gaston reported that he has been notified that the \$65,000 CARB grant has been awarded for the purchase of a large lawnmower that will be used at all sites. The funds should be received by the end of next month. His department will provide matching funds for the purchase of the lawnmower.

He provided an update on the DERA grant, which is a supplemental grant from the VW Grant. He hopes to receive \$265,000 in addition to the VW Grant of 2-2.5 million dollars. These funds would be for installation of power sources, upkeep of the batteries. The District has a virtual inspection of the Courtland bus yard where the electric bus site would be located.

Mr. Gaston announced that the bus drivers have resumed delivery of lunch and weekend take home meals to the students.

9.3 Education Services' and Special Education Reports and/or Presentation(s) - Nicole Latimer, Chief Educational Services Officer and Tom Anderson, Director of Special Education

9.3.1 Educational Services Update – Nicole Latimer, Chief Educational Services Officer reported that she is excited to announce that the District has received a donation of 100 laptops.

Ms. Latimer is pleased to see students and staff back on campus in small populations. She has been observing different 6<sup>th</sup> grade classes and will continue observing in all grade levels.

The Simulcast Remote Learning has begun after Winter Break for student who would be unable to return if we reopened schools. She thanked the staff members who are making this possible.

The admin team has been working with the District on identifying those students who are falling behind during distance learning and how to support them now and when school resumes for in person learning.

Ms. Latimer mentioned that she, Superintendent Wright and Tom Anderson delivered lunches to families. It was nice to see the students faces, but a reminder that we need to get these students back into school as soon as it is safe to do so. Superintendent Wright asked Ms. Latimer to tell the story regarding a SRL teachers. She received a message from a parent that their student was fearful of changing to a new class and wanted to opt out of the program. By the time she could return the phone message, the teacher had already reached out to the family, personally stopped by the student's home and dropped of supplies and introduced himself to the family and explained how the transition would work. The parents were extremely happy and made the decision to stay in the SRL Program.

9.3.2 Williams' Settlement Public Notification regarding sufficiency of teachers, facilities, and textbook and instructional materials – Second Quarter (October – December 2020) – Nicole Latimer, Educational Services Officer reported that there were no insufficiencies reported during the quarter.

9.3.3 Special Education Update – Tom Anderson, Director of Special Education spoke of the lunch deliver trip with Superintendent Wright and Ms. Latimer. He stated that it was amazing to see the smiles on the children's faces when they recognized these two ladies from the school.

The statewide vaccination system seems to be unpredictable from county to county. The District will continue to work and provide information as soon as it becomes available.

Mr. Anderson mentioned that a few of the small population groups had to be closed just before Winter Break due to Covid-19 outbreaks. Some of the sites are beginning reopen these small populated groups and allowing them back to campus. Superintendent Wright clarified that these outbreaks were not in our schools or cohorts but in the community.

Superintendent Wright noted that the lunch run was very impactful. They found that families were without heat and were extremely cold. Blankets and other basic needs are being donated for these families to help them keep warm and allowing them to sleep at night.

9.4 River Delta Unified Teacher's Association (RDUTA) Update – RDUTA President, Marsha Montgomery greeted the Board and reported that they will be busy during the next few weeks. They will be meeting to update next year's school calendar and coming back to the table to complete the union's contract. Mrs. Montgomery had a poor connection and was unable to respond to Member Mahoney's question on what she thought about the likelihood of returning to school.

9.5 California State Employee's Association (CSEA) Chapter #319 Update – CSEA President, Melinda Barkman reported that the CSEA negotiation team met last week to complete the items negotiation team started before the COVID-19 shutdown. She reported that the teams will be reconvening this Thursday to hopefully finish up negotiations for 2019-2020 then start up the negotiations for the 2020-2021 school year. She emphasized that COVID has definitely make things interesting, but we are working through it. She thanked the Board for their time.

10. **Consent Calendar**

10.1 Approve Board Minutes

Regular Meeting of the Board – December 15, 2020

10.2 Receive and Approve Monthly Personnel Report - As of January 19, 2021: Nothing to report

10.3 District's Monthly Expenditure Report  
December 2020

10.4 Request to approve a Leave of Absence for Christina Snyder

10.5 Donations to Receive and Acknowledge:

**Bates Elementary School**

Courtland Fire Department – Christmas Baskets and gifts for six families

**D.H. White Elementary School**

Mingo Greco - \$20.00

Susan Whitesell - \$387.00

Jay Forbes - \$100.00

Derek Abel and Abel Chevrolet - \$200.00

Rio Vista Lions Club - \$500.00

Warren E. Gomes Excavating - \$100.00

Carolyn Azbell - \$100.00

RV Youth Services - \$200.00

Mark Esperson Farms - \$150.00

Wanda Apel - \$20.00

Lira's Welding Service - \$100.00

Spradling Construction - \$250.00

RV Auto Repair- James Witt - \$50.00

Jill Graham and Paul Graham Drilling - \$100.00

Blaine Johnson and Vanessa Beechler,  
Financial and Insurance Services - \$100.00

Coughran Mechanical Services - \$250.00

R. Emigh Livestock - \$100.00

Kay and Jim Kelley - \$100.00

Dan and Christine Mahoney - \$100.00

Page Baldwin Farms - \$100.00

Susan Conklin - \$100.00

Vera Sunada, DDS - \$50.00

Sarah Donnelly - \$100.00

Victoria Turk - \$50.00

John and Jane Cronin - \$100.00

Theta Theta Sorority - \$200.00

Dolk Tractor - \$200.00

Howard and Mary Ellen Lamothe - \$25.00

Marilynn J Darlington Trust - \$25.00

Karolyn and E Ronald Kropacek - \$10.00

Katrina Musick - 48 cookies

Cheyenne Jahner - 150 cookies

Lira's Supermarket - 225 Cookies

**District Office**

Public Sector Partnerships Division of Office Depot – 100 Chromebooks

Member Riley requested to pull Consent Calendar item number 10.1 for review and moved to approve the remaining calendar items, *Member Lamera seconded. Motion carried by roll call vote 7 (Ayes: Mahoney, Riley, Casillas, Lamera, Apel, Jelly, Stone): 0 (Nays)*

Member Lamera moved to approve item 10.1 , *Member Riley seconded. Motion carried by roll call vote 7 (Ayes: Mahoney, Riley, Casillas, Lamera, Apel, Jelly, Stone): 0 (Nays)*

Member Stone recognized the donations and thanked them for their support.

Action Items -- Individual speakers shall be allowed two minutes to address the Board on any agenda item. The Board may limit the total time for public input on each agenda item to 20 minutes. With Board consent, the Board President may increase or decrease the time allowed for public comment, depending on the topic and the number of persons wishing to be heard and the overall length of the agenda. The Board President may take a poll of speakers for or against a particular issue and may ask that additional persons speak only if they have something new to add. (BB 9323) Anyone may appear at the Board meeting to testify in support of, or in opposition to, any item on this agenda being presented to the Board for consideration.

11. Request to approve the second and final reading of the updated or new Board Policies, Administrative Regulations and Exhibits due to new legislation, mandated language and/or citation revisions as of October 2020 - Katherine Wright, Superintendent

Member Casillas moved to approve, *Member Riley seconded. Motion carried by roll call vote 7 (Ayes: Mahoney, Riley, Casillas, Lamera, Apel, Jelly, Stone): 0 (Nays)*

12. Request to approve the first reading of the updated or new Board Policies, Administrative Regulations and Exhibits due to new legislation, mandated language and/or citation revisions as of December 2020 – Katherine Wright, Superintendent

Member Lamera moved to approve, *Member Riley seconded. Motion carried by roll call vote 7 (Ayes: Mahoney, Riley, Casillas, Lamera, Apel, Jelly, Stone): 0 (Nays)*

13. Request to approve Resolution #803 declaring the results of the school bond election held within the boundaries of School Facilities Improvement District No. 1 (SFID #1) Measure J – Katherine Wright, Superintendent

Member Mahoney moved to approve, *Member Riley seconded. Motion carried by roll call vote 7 (Ayes: Mahoney, Riley, Casillas, Lamera, Apel, Jelly, Stone): 0 (Nays)*

14. Request approval of Resolution #804 declaring the results of the school bond election held within the boundaries of School Facilities Improvement District No. 2 (SFID #2) Measure K – Katherine Wright, Superintendent

Member Apel moved to approve, *Member Casillas seconded. Motion carried by roll call vote 7 (Ayes: Mahoney, Riley, Casillas, Lamera, Apel, Jelly, Stone): 0 (Nays)*

15. Re-Adjourn to continue Closed Session, if needed – Board President Stone reported that re-adjourning to Closed Session was not necessary.

16. Report of Action taken, if any, during continued Closed Session (Government Code Section 54957.1) - Board President Stone reported Closed Session was not necessary – no actions to report.

17. Adjournment: With no further business before the Board, Board President Stone asked for a motion to adjourn.

Member Casillas moved to approve, *Member Lamera seconded. Motion carried by roll call vote 7 (Ayes: Mahoney, Riley, Casillas, Lamera, Apel, Jelly, Stone): 0 (Nays)*

The meeting was adjourned at 7:59 pm

Submitted:

Approved:

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Katherine Wright, Superintendent and  
Secretary to the Board of Trustees

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Marilyn Riley, Clerk, Board of Trustees

By: Jennifer Gaston, Recorder  
End

**BOARD OF TRUSTEES  
RIVER DELTA UNIFIED SCHOOL DISTRICT**

445 Montezuma Street  
Rio Vista, California 9457-1561

**BOARD AGENDA BRIEFING**

Meeting Date: February 16, 2021

Attachments: X

From: Bonnie Kauzlarich, Director of Personnel

Item Number: 10.2

Type of item: (Action, Consent Action or Information Only): Consent Action

**SUBJECT:**

Monthly Personnel Transaction Report

**BACKGROUND:**

**STATUS:**

**PRESENTER:**

Katherine Wright, Superintendent

**OTHER PEOPLE WHO MIGHT BE PRESENT:**

Staff

**COST AND FUNDING SOURCES:**

**RECOMMENDATION:**

That the Board approves the Monthly Personnel Transaction Report as submitted

Time allocated: 2 minutes





**BOARD OF TRUSTEES  
RIVER DELTA UNIFIED SCHOOL DISTRICT**

445 Montezuma Street  
Rio Vista, California 94571-1561

**BOARD AGENDA BRIEFING**

Meeting Date: February 16, 2021

Attachments: X

From: Sharon Silva, Chief Business Officer

Item Number: 10.3

Type of item: (Action, Consent Action or Information Only): Consent

**SUBJECT:**

Approve Monthly Expenditure Summary

**BACKGROUND:**

The Staff prepares a report of expenditures for the preceding month.

**STATUS:**

**PRESENTER:**

Sharon Silva, Chief Business Officer

**OTHER PEOPLE WHO MIGHT BE PRESENT:**

**COST AND FUNDING SOURCES:**

Not Applicable

**RECOMMENDATION:**

That the Board approves the monthly expenditure summary report as submitted.

Time allocated: 2 minutes

Cutoff amount: \$1.00

Select vendors with 1099 flags: of any setting.

Select payments with 1099 flags: of any setting.

Input file: Unknown Updated:

Report prepared: Wed, Feb 10, 2021, 10:46 AM

Vendor Name/Address	Total	Description	Date	Warrant Reference	Amount	1099
015023 49ER WATER SERVICES 245 NEW YORK RANCH ROAD #A JACKSON, CA 95642  ( 0) - 0 N	1,035.00	2590/2550 MAINT WATER TESTING	01/14/2021	21386199 PV-210387	1,035.00	N
014780 A & B CREATIVE TROPHIES 19 WEST 6TH ST ANTIOCH, CA 94509  (925) 778-1244 N	825.93	16082 RVHS BRONZE PLAQUE	01/26/2021	21387517 PO-210679	825.93	N
000009 ABEL CHEVROLET-PONTIAC-BUICK 280 NO FRONT STREET P.O. BOX 696 RIO VISTA, CA 94571-0696  (707) 374-6317 N	102.07	1434 TRANS PARTS	01/19/2021	21386601 PO-210048	102.07	N
013287 ACSA FOUNDATION FOR ED ADMIN 1575 BAYSHORE HIGHWAY BURLINGAME, CA 94010  (800) 608-2272 N	239.71	JAN 2021 ACSA DUES	01/07/2021	21385187 PV-210367	239.71	N
014658 AGE OF LEARNING FOR SCHOOLS 101 N. BRAND BLVD 8TH FLOOR GLENDALE, CA 91206  (818) 246-2223 N	4,375.00	1380 ED SV SOFTWR RENEWAL	01/26/2021	21387518 PO-210024	4,375.00	N
015111 AMERICAN SOLUTIONS 400 PRINCELAND CT #1 CORONA, CA 92879  ( 0) - 0 N	275.76	5014681 F5 CALENDARS	01/07/2021	21385165 PO-210514	275.76	N

Vendor Name/Address	Total	Description	Date	Warrant Reference	Amount	1099
012964 ASSOCIATED VALUATION SERVICES 1501 COFFEE ROAD SUITE N MODESTO, CA 95355  (209) 543-8245 N	1,245.39	6643 WITS INVENTORY	01/14/2021	21386183 PO-210009	1,245.39	N
013152 AVID CENTER 9246 LIGHTWAVE AVE STE 200 SAN DIEGO, CA 92123  (858) 380-4800 N	1,850.00	61962 ED SV REGIST	01/07/2021	21385188 PV-210368	1,850.00	N
014367 BANK OF AMERICA PO BOX 15796 WILMINGTON, DE 19886-5710  ( 0) - 0 N	33,116.77	ASP SUPPLIES DHW STUDENT INCENTIVES TRANS SUPPLIES MAINT SUPPLIES SP ED SUPPLIES MAINT SUPPLIES MAINT SUPPLIES MAINT SUPPLIES HOTSPOT CHARGERS MAINT SUPPLIES TRANS DRIVER VERIF ANNUAL FEE BUS OFF HAND SANITIZER BUS OFF SUPPLIES MAINT SUPPLIES MAINT SUPPLIES COVID AIR PURIFIER FILTERS MAINT COVID SUPPLIES MAINT REFUND MAINT REFUND MAINT SUPPLIES RVHS SUPPLIES	01/26/2021 01/26/2021	21387516 PO-210605 21387516 PO-210619 21387516 PO-210622 21387516 PO-210622 21387516 PO-210628 21387516 PO-210629 21387516 PO-210635 21387516 PO-210636 21387516 PO-210637 21387516 PO-210638 21387516 PO-210640 21387516 PO-210641 21387516 PO-210642 21387516 PO-210643 21387516 PO-210649 21387516 PO-210658 21387516 PO-210659 21387516 PV-210404 21387516 PV-210404 21387516 PV-210404 21387516 PV-210404	73.24 452.97 70.69 54.44 55.69 549.25 25.48 38.81 101.80 158.94 25.00 215.16 1,610.33 8,380.42 161.89 1,621.55 19,410.85 190.50 190.50 735.68 822.90 578.48	N N
012586 BAY ALARM 60 BERRY DRIVE PACHECO, CA 94553  (209) 465-1986 N BALCO HOLDINGS	9,729.32	RMS CAMERA DHW CAMERA ISLE CAMERAS ISLE ALARM/EQUIP RVHS ALARM	01/07/2021 01/07/2021 01/07/2021 01/14/2021 01/14/2021	21385171 PO-210140 21385171 PO-210275 21385171 PO-210363 21386200 PV-210388 21386200 PV-210388	749.28 628.50 108.50 1,140.00 113.97	N N N N N

BATES ALARM	01/14/2021	21386200	PV-210388	260.37	N
DO ALARM	01/14/2021	21386200	PV-210388	329.28	N
RVHS ALARM	01/14/2021	21386200	PV-210388	474.06	N
RVHS ALARM	01/14/2021	21386200	PV-210388	365.32	N
ISLE CAMERAS	01/26/2021	21387521	PO-210363	108.50	N
RMS FIRE MONITORING	01/26/2021	21387537	PV-210406	5,451.54	N

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Vendor Name/Address	Total	Description	Date	Warrant Reference	Amount	1099
012147 BECERRA, LUCIA P.O. BOX 64 RYDE, CA 95680	136.26	ASP MILEAGE	01/05/2021	21384701 TC-210038	45.42	N
		ASP MILEAGE	01/05/2021	21384701 TC-210038	45.42	N
		ASP MILEAGE	01/05/2021	21384701 TC-210038	45.42	N
( 0) - 0						N
013642 BLACK POINT ENVIRONMENTAL INC 930 SHILOH RD BLDG 40F WINDSOR, CA 95492	1,012.78	1995 PROJ#247 146 MAGNOLIA	01/26/2021	21387538 PV-210407	1,012.78	N
(707) 837-7407						N
015095 BRIOSO, TRINIDAD 9674 JAN MARIE WAY ELK GROVE, CA 95624	83.37	SP ED MILEAGE	01/05/2021	21384702 TC-210039	83.37	N
(209) 625-7663						N
014614 BUCKMASTER 1801 TRIBUTE ROAD SACRAMENTO, CA 95815	73.77	405243 CMS COPIER CONTRACT	01/19/2021	21386602 PO-210250	9.03	N
		405242 DHS COPIER CONTRACT	01/19/2021	21386602 PO-210255	64.74	N
(916) 923-0500						N
015126 BURT, JASON 3856 PROSSER ST W. SACRAMENTO, CA 95691	247.37	STALEDATE 20611571 REPLACEMENT	01/05/2021	21384684 PV-210350	247.37	N
( 0) - 0						N
012497 BUSWEST 21107 CHICO STREET CARSON, CA 90745	205.42	410023296 TRANS SUPPLIES	01/14/2021	21386184 PO-210047	205.42	N
(209) 531-3928						N
003681 CALIFORNIA AMERICAN WATER P.O. BOX 7150	562.35	ISLE WATER SERV	01/14/2021	21386201 PV-210390	238.56	N
		ISLE WATER SERV	01/14/2021	21386201 PV-210390	204.50	N

PASADENA, CA 91109-7150

ISLE WATER SERV

01/14/2021 21386201 PV-210390

119.29 N

(888) 237-1333

N

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Vendor Name/Address	Total	Description	Date	Warrant Reference	Amount	1099
002324 CALIFORNIA CHAMBER OF COMMERCE BUSINESS SERVICES DIVISION PO BOX 398336 SAN FRANCISCO, CA 94139-8336  ( 0) - 0 N	712.92	11502518 2021 LABOR LAW POSTER	01/26/2021	21387539 PV-210408	712.92	N
012079 CALIFORNIA CLEAR BOTTLED P.O. BOX 981 14410 W.G. THORNTON RD WALNUT GROVE, CA 95690  (916) 776-1544 Y	115.75	ZBA006 BATES WATER ZM0002 MOKE WATER ZRI003 DO WATER ZBA006 BATES WATER ZM0002 CDS WATER	01/07/2021 01/07/2021 01/12/2021 01/26/2021 01/26/2021	21385172 PO-210118 21385172 PO-210127 21385810 PV-210374 21387522 PO-210118 21387522 PO-210127	8.75 17.50 63.25 8.75 17.50	7 7 7 7 7
012268 CALIFORNIA WASTE RECOVERY SYSTEMS 175 ENTERPRISE CT STE #A GALT, CA 95632-9047  (209) 369-6887 N	1,213.01	ISLE WASTE SERV	01/14/2021	21386202 PV-210389	1,213.01	N
014242 CAMACHO MECHANICAL 618 A AIRPORT RD RIO VISTA, CA 94571  (209) 607-9807 Y DAVID CAMACHO	551.78	8027 MAINT REPAIRS	01/14/2021	21386185 PO-210483	551.78	Y
010576 CAMACHO, REFUJIO 200 PRIMASING AVE P.O. BOX 553 COURTLAND, CA 95615  ( 0) - 0 N	82.80	WG MAINT MILEAGE	01/14/2021	21386213 TC-210042	82.80	N
014428 CENTRAL REGION CATA CA DEPT OF EDUCATION 1430 N STREET SUITE 4202 SACRAMENTO, CA 95814	80.00	DHS AG CATA MTG DHS AG CATA MTG	01/19/2021 01/19/2021	21386600 PO-210671 21386600 PO-210671	40.00 40.00	N N



(916) 319-0494

N



Vendor Name/Address	Total	Description	Date	Warrant Reference	Amount	1099
003380 CENTRAL VALLEY WASTE SERVICE INC P.O. BOX 78251 PHOENIX, AZ 85062-8251	1,709.19	MOKE WASTE SERV WG WASTE SERV BATES WASTE SERV	01/14/2021 01/14/2021 01/14/2021	21386203 PV-210391 21386203 PV-210391 21386203 PV-210391	81.99 914.40 712.80	N N N
( 0) - 0						N
015002 CERVANTES, DANNY PO BOX 626 WALNUT GROVE, CA 95690	56.06	MAINT MILEAGE	01/12/2021	21385811 TC-210041	56.06	N
( 0) - 0						N
000201 CITY OF ISLETON P.O. BOX 716 101 SECOND STREET ISLETON, CA 95641	411.05	82997 ISLE SEWER	01/07/2021	21385173 PO-210004	411.05	N
(916) 777-7770						N
000077 CITY OF RIO VISTA 1 MAIN STREET RIO VISTA, CA 94571	7,908.40	DHW SEWER DO SEWER RVHS SEWER RVHS WATER RIO VISTA FIRE DHW WATER RMS WATER DO WATER	01/14/2021 01/14/2021 01/14/2021 01/14/2021 01/14/2021 01/14/2021 01/14/2021 01/14/2021	21386204 PV-210392 21386204 PV-210392 21386204 PV-210392 21386204 PV-210392 21386204 PV-210392 21386204 PV-210392 21386204 PV-210392 21386204 PV-210392	1,047.04 39.63 1,372.75 3,100.71 1,561.72 613.29 173.26	N N N N N N N N
( 0) - 0						N
014088 CLINE, SUZANNE 501 CALIFORNIA ST RIO VISTA, CA 94571	60.49	ISLE PRESCL SUPPLIES	01/26/2021	21387536 PO-210543	60.49	N
( 0) - 0						N
014215 CONTEERRA ULTRA BROADBAND PO BOX 281357 ATLANTA, GA 30384-1357	1,825.80	47185 DW NETWORK 47185 DW NETWORK	01/12/2021 01/12/2021	21385812 PV-210376 21385812 PV-210376	15,207.16 17,032.96	N N
(704) 936-1722						N

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Vendor Name/Address	Total	Description	Date	Warrant Reference	Amount	1099
013972 CONTRA COSTA RADIATOR INC 160 RIVER ROAD BLDG C UNIT 2 RIO VISTA, CA 94571  (707) 374-2299	52.75	14205 TRANS SMOG TEST	01/14/2021	21386205 PV-210393	52.75	N
		N RICKY L FRAMPT				
013798 CROWE LLP 320 E JEFFERSON BOULEVARD PO BOX 7 SOUTH BEND, IN 46624-0007  ( 0) - 0	26,050.00	7453282221 AUDIT SERVICES	01/05/2021	21384685 PV-210351	26,050.00	7
		Y				
013302 D & S PRESS 1105 "A" AIRPORT ROAD RIO VISTA, CA 94571  (707) 374-2442	1,189.44	4826 RVHS COURSE CATALOGS	01/07/2021	21385166 PO-210624	1,189.44	N
		N				
013876 DATAPATH PO BOX 396009 SAN FRANCISCO, CA 94139  (888) 693-2827	81,999.34	149096 DW WLDFR/THRT PREV SFTW 149195 DW CHROME OS MNGMNT SFT 149321 DW IT SERVICES 149321 DW IT SERVICES 149321 DW IT SERVICES 149321 DW IT SERVICES 149321 DW IT SERVICES 149321 DW IT SERVICES 149158 MAINT LAPTOP 149378 CORTEX ENDPOINT PROTECT 149379 [A-5220 FIREWALL/SUPPRT	01/05/2021 01/05/2021 01/07/2021 01/07/2021 01/07/2021 01/07/2021 01/07/2021 01/07/2021 01/14/2021 01/14/2021 01/14/2021	21384675 PO-210620 21384675 PO-210647 21385174 PO-210008 21385174 PO-210008 21385174 PO-210008 21385174 PO-210008 21385186 PO-210008 21386178 PO-210611 21386186 PO-210660 21386178 PO-210662	38,102.40 2,700.00 118.25 118.25 118.25 11,236.16 236.58 1,601.38 17,775.00 9,993.07	N N N N N N N N N N N
013722 DE LAGE LANDEN PUBLIC FINANCE 1111 OLD EAGLE SCHOOL ROAD WAYNE, PA 19087  (800) 736-0220	658.50	70684937 WG LEASE 70684948 F5 LEASE 71119034 SP ED SAVIN LEASE 71119034 ED SV SAVIN LEASE	01/07/2021 01/07/2021 01/26/2021 01/26/2021	21385175 PO-210203 21385175 PO-210269 21387523 PO-210043 21387523 PO-210043	167.01 80.81 205.34 205.34	N N N N
002819 DELTA CARE DEPT #0170	46.98	JANUARY 2021 PREMIUMS	01/19/2021	21386609 PV-210401	46.98	N

LOS ANGELES, CA 90084-0170

( 0) - 0 N

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Vendor Name/Address	Total	Description	Date	Warrant Reference	Amount	1099
012807 DELTA ELEMENTARY CHARTER SCHOOL 36230 N SCHOOL ST CLARKSBURG, CA 95612  (916) 995-1335 N	165,227.00	JANUARY TAX IN LIEU	01/05/2021	21384686 PV-210352	165,227.00	N
014067 DISCOVERY OFFICE SYSTEMS 1269 CORPORATE CENTER PARKWAY SANTA ROSA, CA 95407  (707) 570-1000 N	327.26	55E1601495 WG MAINT CONTRACT 55E159683 ISLE COPIER CONTRACT 55E1603185 BATES MAINT AGRMNT 55E1603994 ISLE COPIER CONTRCT	01/07/2021 01/07/2021 01/14/2021 01/26/2021	21385176 PO-210205 21385176 PO-210362 21386187 PO-210120 21387524 PO-210362	34.94 56.68 36.30 199.34	N N N N
010669 DON JOHNSTON INC 26799 COMMERCE DR VOLO, IL 60073  (800) 999-4660 N	299.40	453435 SP ED SFTWR RENEWAL	01/05/2021	21384676 PO-210609	299.40	N
010469 E.F. KLUDT & SONS INC P.O. BOX 166 LODI, CA 95241-0166  ( 0) - 0 N	3,406.32	273330/272789 TRANS FUEL	01/19/2021	21386603 PO-210059	3,406.32	N
013939 FAST SIGNS 9632 EMERALD OAK SUITE #A ELK GROVE, CA 95624  (916) 686-3111 Y BURRIER, MICHA	430.83	2035-35845 TRANS SUPPLIES	01/14/2021	21386179 PO-210650	430.83	7
014870 FORTUNA UNION HS DISTRICT C/O SANDY DALE 379 12TH STREET FORTUNA, CA 95540  (707) 725-4461 N	75.00	RVHS AG VIRTUAL CONF RVHS AG VIRTUAL CONF	01/07/2021 01/07/2021	21385167 PO-210488 21385167 PO-210488	37.50 37.50	N N

Vendor Name/Address	Total	Description	Date	Warrant Reference	Amount	1099
011339 FRONTIER COMMUNICATIONS CORPORATION THREE HIGH RIDGE PARK STAMFORD, CT 06905	4,617.68	CMS ALARM	01/12/2021	21385813 PV-210377	85.28	N
		DO	01/12/2021	21385813 PV-210377	85.28	N
		DHW ALARM	01/12/2021	21385813 PV-210377	127.86	N
		RVHS ALARM	01/12/2021	21385813 PV-210377	127.86	N
		DO	01/12/2021	21385813 PV-210377	1,080.64	N
( 0) - 0 N		WG EMERG	01/12/2021	21385813 PV-210377	68.82	N
		MAINT	01/12/2021	21385813 PV-210377	110.00	N
		ISLE EMERG	01/12/2021	21385813 PV-210377	68.82	N
		ISLE	01/12/2021	21385813 PV-210377	160.11	N
		ISLE	01/12/2021	21385813 PV-210377	40.62	N
		DHW	01/12/2021	21385813 PV-210377	149.06	N
		DHW EMERG	01/12/2021	21385813 PV-210377	95.35	N
		RMS	01/12/2021	21385813 PV-210377	122.00	N
		RMS	01/12/2021	21385813 PV-210377	97.08	N
		RMS	01/12/2021	21385813 PV-210377	97.24	N
		RMS EMERG	01/12/2021	21385813 PV-210377	85.28	N
		RMS	01/12/2021	21385813 PV-210377	266.40	N
		WG	01/12/2021	21385813 PV-210377	85.28	N
		MAINT	01/12/2021	21385813 PV-210377	67.92	N
		MOKE	01/12/2021	21385813 PV-210377	68.82	N
		RVHS	01/12/2021	21385813 PV-210377	178.63	N
		DHS EMERG	01/12/2021	21385813 PV-210377	85.28	N
		TRANS	01/12/2021	21385813 PV-210377	127.86	N
		TRANS	01/12/2021	21385813 PV-210377	97.08	N
		MAINT	01/12/2021	21385813 PV-210377	228.36	N
		RVHS EMERG	01/12/2021	21385813 PV-210377	85.28	N
		RVHS	01/12/2021	21385813 PV-210377	52.89	N
		BATES EMERG	01/12/2021	21385813 PV-210377	57.89	N
		CMS	01/12/2021	21385813 PV-210377	68.82	N
		CMS EMERG	01/12/2021	21385813 PV-210377	112.28	N
		DHS ALARM	01/12/2021	21385813 PV-210377	68.82	N
		ISLE ALARM	01/12/2021	21385813 PV-210377	85.28	N
		WG ALARM	01/12/2021	21385813 PV-210377	95.50	N
		BATES ALARM	01/12/2021	21385813 PV-210377	85.28	N
		TRANS ALARM	01/12/2021	21385813 PV-210377	46.31	N
		MOKE/CDS ALARM	01/12/2021	21385813 PV-210377	52.40	N
013921 FUN & FUNCTION LLC PO BOX 11 MERION STATION, PA 190066	182.60	476668 SP ED SUPPLIES	01/14/2021	21386180 PO-210610	182.60	7
(800) 231-6329 Y						

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Vendor Name/Address	Total	Description	Date	Warrant Reference	Amount	1099
003905 GASTON, JENNIFER 329 SACRAMENTO ST RIO VISTA, CA 94571	14.97	SUPT SUPPLIES	01/07/2021	21385177 PO-210016	14.97	N
( 0) - 0						N
014828 GASTON, KEN 329 SACRAMENTO STREET RIO VISTA, CA 94571	276.73	MAINT SUPPLIES	01/26/2021	21387525 PO-210079	276.73	N
( 0) - 0						N
014234 GIRARD EDWARDS STEVENS & TUCKER LLP., ATTORNEYS AT LAW 8801 FOLSOM BLVD STE 285 SACRAMENTO, CA 95826	11,025.00	3059 ATTY FEES 3059 ATTY FEES 3059 ATTY FEES 3124 ATTY FEES 3124 ATTY FEES	01/05/2021 01/05/2021 01/05/2021 01/12/2021 01/12/2021	21384687 PV-210353 21384687 PV-210353 21384687 PV-210353 21385814 PV-210378 21385814 PV-210378	690.00 3,685.00 3,465.00 450.00 330.00	Y Y Y Y Y
(916) 706-1255		3124 ATTY FEES	01/12/2021	21385814 PV-210378	2,405.00	Y
003111 GOVERNMENT FINANCIAL STRATEGIES INC. 1228 N STREET, SUITE 13 SACRAMENTO, CA 95814-5609	3,700.00	1323772 PROF SERV	01/05/2021	21384688 PV-210354	3,700.00	N
(916) 444-5100						N
003598 GRAINGER 3691 INDUSTRIAL BLVD WEST SACRAMENTO, CA 95691-3479	5.82	9746644104 MAINT SUPPLIES	01/19/2021	21386604 PO-210072	5.82	N
(916) 372-7800		N W.W. GRAINGER				
014623 GRANADOS-ORDAZ, YAZMIN PO BOX 947 WALNUT GROVE, CA 95690	25.87	ED SV MILEAGE	01/14/2021	21386214 TC-210043	25.87	N
( 0) - 0						N



592335061	COVID SUPPLIES	01/19/2021	21386606	PO-210656	22,684.87	N
591720271	ISLE SUPPLIES	01/26/2021	21387527	PO-210645	2,616.47	N
591720263	DHW SUPPLIES	01/26/2021	21387527	PO-210645	2,510.18	N
592568646	DHW SUPPLIES	01/26/2021	21387527	PO-210645	877.11	N
590538492	WG SUPPLIES	01/26/2021	21387527	PO-210645	6,717.03	N
592785299	ISLE SUPPLIES	01/26/2021	21387527	PO-210645	473.45	N
591720255	BATES SUPPLIES	01/26/2021	21387527	PO-210645	2,616.47	N

Vendor Name/Address	Total	Description	Date	Warrant Reference	Amount	1099
013947 HOME DEPOT PRO (Continued...)		590706735 WG SUPPLIES	01/26/2021	21387527 PO-210645	4,341.02	N
		591720289 RVHS SUPPLIES	01/26/2021	21387527 PO-210645	2,510.18	N
		591720297 WG SUPPLIES	01/26/2021	21387527 PO-210645	2,501.47	N
		590706719 RVHS SUPPLIES	01/26/2021	21387527 PO-210645	1,466.67	N
		590936472 RVHS SUPPLIES	01/26/2021	21387527 PO-210645	2,709.76	N
		5925688653 ISLE SUPPLIES	01/26/2021	21387527 PO-210645	80.86	N
		292123970 COVID SUPPLIES	01/26/2021	21387519 PO-210656	337.87	N
		592335053 COVID SUPPLIES	01/26/2021	21387519 PO-210656	57.80	N
		34546428 COVID SUPPLIES	01/26/2021	21387519 PO-210656	7,838.67	N
		593319775 COVID SUPPLIES	01/26/2021	21387519 PO-210656	545.38	N
		34546429 COVID SUPPLIES	01/26/2021	21387519 PO-210656	7,053.27	N
		34546099 COVID SUPPLIES	01/26/2021	21387519 PO-210656	1,281.65	N
002180 HORIZON PO BOX 80248 CITY OF INDUSTRY, CA 91716-8248  (209) 931-8555 N	128.43	1X226908 MAINT SUPPLIES	01/14/2021	21386189 PO-210086	128.43	N
014548 HUNTER, RENEE 10005 RIVER MIST WAY RANCHO CORDOVA, CA 95670  ( 0) - 0 N	11.00	SP ED POSTAGE	01/26/2021	21387540 TC-210047	11.00	N
011917 INDOFF 11816 LACKLAND AVENUE ST. LOUIS, MO 63146-4206  (707) 374-4037 N	170.87	3430679 RVHS SUPPLIES 3430679 RVHS SUPPLIES	01/07/2021 01/07/2021	21385179 PO-210281 21385179 PO-210281	85.44 85.43	N N
015123 INFOBASE HOLDINGS INC. 132 WEST 31ST STREET 16TH FLR NEW YORK, NY 10001  ( 0) - 0 N	776.70	411124/410734 PATHWAYS DVDS	01/07/2021	21385168 PO-210626	776.70	N
000107 INLAND BUSINESS SYSTEMS 1500 NO. MARKET	1,505.34	1743754 WIND RIV PRINTER CNTRT 1758454 RVHS LEASE AGRMNT	01/05/2021 01/14/2021	21384683 PO-210272 21386190 PO-210097	502.78 270.31	N N

SACRAMENTO, CA 95834-1912

1758454 RVHS MAINT AGRMNT  
1565546/1670160 RVHS LEASE  
1670160 RVHS MAINT AGRMNT

01/14/2021 21386190 PO-210099  
01/26/2021 21387528 PO-210097  
01/26/2021 21387528 PO-210099

212.63 N  
304.52 N  
215.10 N

(916) 928-0770

N

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Vendor Name/Address	Total	Description	Date	Warrant Reference	Amount	1099
015047 JIMENEZ, JESUS 52810 NETHERLANDS AVE CLARKSBURG, CA 95612  ( 0) - 0 N	120.00	STALEDATE 99352904 REPLACEMENT	01/05/2021	21384689 PV-210355	120.00	N
014869 JOSEPHS LAWNMOWER 1551 OAK PARK BLVD PLEASANT HILL, CA 94523  (925) 935-7240 N	356.69	295279 MAINT PARTS	01/14/2021	21386191 PO-210083	356.69	N
013940 KELLY MOORE PAINTS CO INC 10299 EAST STOCKTON BOULEVARD SUITE 101 ELK GROVE, CA 95758  (650) 610-4370 N	342.07	418935 MAINT SUPPLIES 418935 MAINT SUPPLIES 418935 MAINT SUPPLIES	01/26/2021 01/26/2021 01/26/2021	21387541 PV-210409 21387541 PV-210409 21387541 PV-210409	27.79- 27.79 342.07	N N N
011311 LA RUE COMMUNICATIONS 521 E. MINER AVE STOCKTON, CA 95202  (209) 463-1900 Y LA RUE, KNOX J	330.00	8112 TRANS UHF SERV	01/14/2021	21386192 PO-210057	330.00	7
014949 LATIMER, NICOLE 8113 TREECREST AVE FAIR OAKS, CA 95628  (916) 284-5132 N	100.75	ED SV SUPPLIES	01/05/2021	21384681 PO-210036	100.75	N
014481 LIFETOUCH NSS ACCT RECV PO BOX 46993 EDEN PRAIRIE, MN 55344-9728  ( 0) - 0 N	2,399.75	7123 DHS YEARBOOK OVERAGE	01/07/2021	21385169 PO-210652	2,399.75	N
000548 LIRAS SUPERMARKET	954.23	#55 RVHS SUPPLIES	01/07/2021	21385180 PO-210101	638.63	N

609 HWY 12  
RIO VISTA, CA 94571

\$55 RVHS CULINARY SUPPLIES  
#135 ED SV SUPPLIES

01/07/2021 21385180 PO-210104  
01/12/2021 21385815 PV-210379

100.04 N  
215.56 N

(707) 374-5399

N

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Vendor Name/Address	Total	Description	Date	Warrant Reference	Amount	1099
013206 LOWE'S 8369 POWER INN ROAD ELK GROVE, CA 95624-3464  (866) 232-7443	268.95	MAINT SUPPLIES	01/14/2021	21386193 PO-210074	268.95	N
014665 LOY MATTISON ENTERPRISES 7038 ALMOND HILL COURT ORANGEVALE, CA 95662  ( 0) - 0	1,235.00	110120123120 ERATE SERVICES	01/19/2021	21386607 PO-210095	1,235.00	Y
015053 MANNING, SHAWNA 52810 NETHERLANDS AVE CLARKSBURG, CA 95612  ( 0) - 0	345.00	STALEDATE 99352910 REPLACEMENT	01/05/2021	21384690 PV-210356	345.00	N
015110 MAYNARD, NIKKA 4545 BEACON COURT RIO VISTA, CA 94571  ( 0) - 0	17.92	CAFE MILEAGE	01/26/2021	21387552 TC-210048	17.92	N
014811 MCCARTY, HANOCH 9217 VERVAINE WAY SACRAMENTO, CA 95829-8733  (209) 601-2940	2,400.00	SP ED PROF SERV	01/07/2021	21385181 PO-210213	2,400.00	Y
012735 MCKINLEY ELEVATOR CORP. 555 FULTON ST SUITE 202 SAN FRANCISCO, CA 94102  (415) 626-9951	1,200.00	A136610 RVHS ELEV INSPECT A136612 CMS ELEV INSPECT A136611 DHW ELEV INSPECT	01/26/2021 01/26/2021 01/26/2021	21387542 PV-210410 21387542 PV-210410 21387542 PV-210410	600.00 300.00 300.00	N N N
012837 MOBILE MODULAR 5700 LAS POSITAS ROAD	595.00	2112380 RMS MODULAR LEASE	01/14/2021	21386211 PV-210399	595.00	N



LIVERMORE, CA 94551

(925) 606-9000

N MCGRATH RENTCO

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Vendor Name/Address	Total	Description	Date	Warrant Reference	Amount	1099
011865 MONTGOMERY, MARSHA 12 HILL COURT RIO VISTA, CA 94571	730.73	RVHS CULINARY SUPPLIES	01/05/2021	21384682 PO-210102	730.73	N
( 0) - 0						N
015092 NATOMAS UNIFIED SCHOOL DISTRIC 1901 ARENA BLVD SACRAMENTO, CA 95834	3,927.70	210013 WI FI FOR HOTSOPS	01/05/2021	21384691 PV-210366	3,927.70	N
( 0) - 0						N
014016 O'REILLY AUTO PARTS 233 S PATTERSON SPRINGFIELD, MO 65802	15.30	1468127 TRANS SUPPLIES	01/26/2021	21387529 PO-210054	15.30	N
( 0) - 0		N O'REILLY AUTOM				
003218 ORIENTAL TRADING CO INC 4206 SOUTH 108TH STREET OMAHA, NE 68137	262.32	706346775 ASP SUPPLIES	01/26/2021	21387530 PO-210579	262.32	N
(800) 228-0475		N OTC DIRECT INC				
014465 PARKER & COVERT LAW OFFICE 17862 EAST SEVENTEENTH ST#204 EAST BUILDING TUSTIN, CA 92780	206.00	73466 ATTY FEES 73563 ATTY FEES	01/05/2021 01/26/2021	21384692 PV-210357 21387543 PV-210411	45.00 161.00	Y Y
(714) 573-0900		Y PARKER & COVE				
013692 PATIN, ANGELA 633 MADERE STREET RIO VISTA, CA 94571	125.35	NURSE MILEAGE	01/14/2021	21386215 TC-210044	125.35	N
(707) 628-4406		N				
014392 PAULS, HOLLY	113.27	NURSE MILEAGE	01/14/2021	21386216 TC-210045	113.27	N

PO BOX 511  
WALNUT GROVE, CA 95690

(916) 776-1215

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Vendor Name/Address	Total	Description	Date	Warrant Reference	Amount	1099
003270 PG&E 685 EMBARCADERO DRIVE SACRAMENTO, CA 95605	26,927.07	RVHS	01/05/2021	21384693 PV-210358	6,523.41	N
		RVHS	01/05/2021	21384693 PV-210358	424.04	N
		DHS LTS	01/05/2021	21384693 PV-210358	22.98	N
		DHS LTS	01/05/2021	21384693 PV-210358	12.82	N
( 0) - 0 N PACIFIC GAS AN		DHS LTS	01/05/2021	21384693 PV-210358	35.77	N
		DHS	01/05/2021	21384693 PV-210358	4,630.07	N
		SCHL PUMP	01/05/2021	21384693 PV-210358	1,374.87	N
		DHS	01/05/2021	21384693 PV-210358	3,684.79	N
		ISLE	01/05/2021	21384693 PV-210358	1,868.67	N
		GARAGE	01/05/2021	21384693 PV-210358	132.33	N
		DHW	01/05/2021	21384693 PV-210358	279.51	N
		DHW	01/05/2021	21384693 PV-210358	3,339.68	N
		RMS	01/05/2021	21384693 PV-210358	1,828.70	N
		CMS	01/05/2021	21384693 PV-210358	1,345.41	N
		DO	01/05/2021	21384693 PV-210358	1,070.88	N
		N. NETH	01/05/2021	21384693 PV-210358	45.93	N
		LIFT PUMP	01/05/2021	21384693 PV-210358	46.24	N
		DO	01/05/2021	21384693 PV-210358	45.27	N
		SHOP	01/05/2021	21384693 PV-210358	56.27	N
		GARAGE	01/05/2021	21384693 PV-210358	132.12	N
		RADIO RIO ELECT	01/07/2021	21385190 PV-210369	27.31	N
013554 POINT QUEST 6600 44TH STREET SACRAMENTO, CA 95823	17,230.66	735035/735051 SP ED NPS	01/07/2021	21385182 PO-210388	5,922.00	N
		1219/1211 SP ED INST ASSTS	01/07/2021	21385182 PO-210389	11,308.66	N
(916) 422-0571 N						
012857 PRISTINE REHAB CARE 706 N. DIAMOND BAR BLVD STE #B DIAMOND BAR, CA 91765	19,540.00	7175/7176/7177 SPCH THERAPY	01/07/2021	21385183 PO-210303	19,540.00	7
(317) 371-3866 Y						
015124 RICHARDSON, KELLI 4411 MORSE COURT NAPA, CA 94558	250.00	RVHW GLAD TRNING M. ANDERSON	01/05/2021	21384677 PO-210639	250.00	N
( 0) - 0 N						

Vendor Name/Address	Total	Description	Date	Warrant Reference	Amount	1099
000193 RIO VISTA ACE HARDWARE 506 STATE HIGHWAY 12 RIO VISTA, CA 94571  ( 0) - 0 N	528.41	270676 MAINT SUPPLIES	01/14/2021	21386195 PO-210045	528.41	N
014071 RIO VISTA BEACON PO BOX 726 BRENTWOOD, CA 94513  (925) 550-7811 N	75.00	89598 LEGAL AD	01/05/2021	21384694 PV-210359	75.00	N
010239 RIO VISTA SANITATION P.O. BOX 607 RIO VISTA, CA 94571-0607  ( 0) - 0 N	610.64	DO WASTE SERVICE RVHS WASTE SERV	01/07/2021 01/14/2021	21385189 PV-210370 21386206 PV-210394	123.64 487.00	N N
010670 RIVERVIEW-INTERNATIONAL TRUCKS 2445 EVERGREEN AVE P.O. BOX 716 WEST SACRAMENTO, CA 95691  ( ) - Y	513.57	61671 TRANS SUPPLIES	01/14/2021	21386196 PO-210055	513.57	7
014672 RODARTE DE MENA, LIZETH PO BOX 436 CLARKSBURG, CA 95612  ( 0) - 0 N	6.32	CAFE MILEAGE	01/05/2021	21384703 TC-210040	6.32	N
013668 ROGERS, NICHOL 9150 PLAZA PARK DR ELK GROVE, CA 95624  ( 0) - 0 N	220.75	STALEDATE 99352939 REPLACEMEN	01/05/2021	21384695 PV-210360	220.75	N
014784 ROMAN, ANA	49.85	SP ED MILEAGE	01/14/2021	21386217 TC-210046	49.85	N

120 TAHOE  
RIO VISTA, CA 94571

( 0) - 0 N

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Vendor Name/Address	Total	Description	Date	Warrant Reference	Amount	1099
012796 ROSSI, MARCY 128 N SECOND STREET RIO VISTA, CA 94571	312.70	RMS SUPPLIES	01/12/2021	21385806 PO-210136	160.15	N
		RMS SUPPLIES	01/12/2021	21385806 PO-210136	27.26	N
		RMS SUPPLIES	01/12/2021	21385807 PO-210580	125.29	N
( 0) - 0						N
000119 S & W TIRE SERVICE INC P.O. BOX 377 14400 THORNTON ROAD WALNUT GROVE, CA 95690	437.41	4047 MAINT SUPPLIES	01/14/2021	21386194 PO-210078	437.41	N
(916) 776-1717						N
000095 S M U D P.O. BOX 15555 SACRAMENTO, CA 95852	8,798.19	BATES ELECT	01/07/2021	21385191 PV-210372	28.78	N
		WG	01/12/2021	21385816 PV-210380	4,483.37	N
		WG	01/12/2021	21385816 PV-210380	27.53	N
		BATES	01/12/2021	21385816 PV-210380	3,167.13	N
( 0) - 0		BATES	01/12/2021	21385816 PV-210380	380.81	N
		TRANS	01/12/2021	21385816 PV-210380	99.01	N
		TRANS	01/12/2021	21385816 PV-210380	13.76	N
		WG	01/12/2021	21385816 PV-210380	597.80	N
014060 SACRAMENTO BEE 2100 Q STREET SACRAMENTO, CA 95852	323.55	339472 ERATE LEGAL AD	01/14/2021	21386207 PV-210395	323.55	N
( 0) - 0						N
000090 SACRAMENTO COUNTY UTILITIES 9700 GOETHE ROAD SUITE C SACRAMENTO, CA 95827	171.55	WG SEWER	01/07/2021	21385192 PV-210371	68.52	N
		BATES SEWER	01/07/2021	21385192 PV-210371	103.03	N
( 0) - 0						N
003318 SCHOOL SPECIALTY INC W6316 DESIGN DRIVE GREENVILLE, WI 54942	258.21	208126425024 BATES SUPPLIES	01/07/2021	21385184 PO-210121	151.93	N
		208126752277 BATES SUPPLIES	01/26/2021	21387531 PO-210121	106.28	N

( 0) - 0 N





Vendor Name/Address	Total	Description	Date	Warrant Reference	Amount	1099
000316 SCHOOLS INSURANCE AUTHORITY P.O. BOX 276710 SACRAMENTO, CA 95827-6710	1,435.00	122021.14 EMP ASST PROGRAM 122021.14 EMP ASST PROGRAM 12021.14 EAP ASST PROGRAM 12021.14 EAP ASST PROGRAM	01/05/2021 01/05/2021 01/26/2021 01/26/2021	21384696 PV-210361 21384696 PV-210361 21387544 PV-210412 21387544 PV-210412	351.58 365.92 351.58 365.92	N N N N
( 0) - 0 N						
013193 SCOE P.O. BOX 269003 10474 MATHER BLVD SACRAMENTO, CA 95826	200.00	210985 ED SV ELPAC TRAINING	01/05/2021	21384678 PO-210218	200.00	N
( 0) - 0 N						
015127 SELF SCHOOLS EXCESS LIABILITY FUND 1531 I STREET # 300 SACRAMENTO, CA 95814	6,676.46	AB218-3467413 LIABILITY INSURA	01/12/2021	21385817 PV-210381	6,676.46	N
( 0) - 0 N						
013891 SENTINEL FIRE EQUIPMENT CO INC 5702 BROADWAY SACRAMENTO, CA 95820  (916) 455-5630	458.72	87564 DHW FIRE EXT SERV 87563 RVHS FIRE EXT SERV 87563 RVHS FIRE EXT SERV 87563 RVHS FIRE EXT SERV 87565 ISLE FIRE EXT SERV 87564 DHW FIRE EXT SERV 87565 ISLE FIRE EXT SERV 87564 DHW FIRE EXT SERV 87565 ISLE FIRE EXT SERV	01/26/2021 01/26/2021 01/26/2021 01/26/2021 01/26/2021 01/26/2021 01/26/2021 01/26/2021 01/26/2021	21387532 PO-210085 21387532 PO-210085 21387532 PO-210085 21387532 PO-210085 21387532 PO-210085 21387532 PO-210085 21387532 PO-210085 21387532 PO-210085 21387532 PO-210085	154.20 2.19 169.73 2.19 134.79 1.99 1.74 1.99 1.74	N N N N N N N N N
014459 SESAC 55 MUSIC SQUARE EAST NASHVILLE, TN 37203-4362  (615) 320-0055	161.00	62390 RADIO RIO MUSIC LICENSE	01/12/2021	21385822 PV-210386	161.00	N
(615) 320-0055 N						
013480 SHELDON GAS COMPANY 1 HARBOR CENTER # 310	463.64	93544 BATES TRANS PROPANE 93544 BATES TRANS PROPANE 93544 BATES TRANS PROPANE	01/05/2021 01/05/2021 01/05/2021	21384697 PV-210362 21384697 PV-210362 21384697 PV-210362	.99 .99 285.15	N N N

SUISUN CITY, CA 94585

1-75010 WG PROPANE

01/26/2021 21387545 PV-210413

.62- N

1-75010 WG PROPANE

01/26/2021 21387545 PV-210413

.62 N

(707) 425-2951

N

1-75010 WG PROPANE

01/26/2021 21387545 PV-210413

178.49 N

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Vendor Name/Address	Total	Description	Date	Warrant Reference	Amount	1099
000055 SIA DELTA DENTAL P.O. BOX 276710 SACRAMENTO, CA 95827-6710	4,102.03	JANUARY 2021 PREMIUMS JANUARY 2021 PREMIUMS JANUARY 2021 PREMIUMS	01/19/2021 01/19/2021 01/19/2021	21386610 PV-210402 21386610 PV-210402 21386610 PV-210402	235.74 1,441.24 2,425.05	N N N
( 0) - 0						N
000056 SIA VISION SERVICE P.O. BOX 276710 SACRAMENTO, CA 95827-6710	778.68	JANUARY 2021 PREMIUMS JANUARY 2021 PREMIUMS JANUARY 2021 PREMIUMS	01/19/2021 01/19/2021 01/19/2021	21386611 PV-210403 21386611 PV-210403 21386611 PV-210403	28.84 461.44 288.40	N N N
( 0) - 0						N
012084 SODEXO INC & AFFILIATES PO BOX 360170 PITTSBURGH, PA 15251-6170	41,047.07	NOV 2020 MEALS NOV 2020 MEALS	01/05/2021 01/05/2021	21384700 PV-210365 21384700 PV-210365	30,489.91 10,557.16	N N
( 0) - 0						N
013858 SPURR 1850 GATEWAY BOULEVARD CONCORD, CA 94520  (888) 400-2155	7,072.23	RVHS DHS ISLE ISLE DHW RMS TRANS STORAGE PREPAID GAS DO CMS CAFE	01/26/2021 01/26/2021 01/26/2021 01/26/2021 01/26/2021 01/26/2021 01/26/2021 01/26/2021 01/26/2021 01/26/2021	21387546 PV-210414 21387546 PV-210414 21387546 PV-210414 21387546 PV-210414 21387546 PV-210414 21387546 PV-210414 21387546 PV-210414 21387546 PV-210414 21387546 PV-210414 21387553 PV-210414	1,185.12 3,285.69 16.01 726.22 671.05 345.21 269.34 309.89 276.95 606.53	N N N N N N N N N N
014069 STAPLES ADVANTAGE 500 STAPLES DRIVE FRAMINGHAM, MA 01702  ( 0) - 0	2,948.07	3466066522 DW COVID SUPPLIES 3464805890 DHS SUPPLIES 3464805890 DHS SUPPLIES 3466365274 DHS SUPPLIES 3466365274 DHS SUPPLIES 3464805890 DHS SUPPLIES 3466365274 DHS SUPPLIES 3464805888 DHW SUPPLIES 3464139388 DHW SUPPLIES 3464470205 DHW SUPPLIES 3464994659 ASP SUPPILES	01/07/2021 01/14/2021 01/14/2021 01/14/2021 01/14/2021 01/14/2021 01/14/2021 01/14/2021 01/14/2021 01/14/2021 01/14/2021	21385170 PO-210657 21386197 PO-210247 21386197 PO-210247 21386197 PO-210247 21386197 PO-210247 21386197 PO-210247 21386197 PO-210247 21386197 PO-210258 21386197 PO-210258 21386197 PO-210258 21386197 PO-210576	2,115.57 .07 .07 .66 .66 21.44 190.93 89.42 78.91 3.49 .30	N N N N N N N N N N N
( 0) - 0						N

3464994659	ASP SUPPILES	01/14/2021	21386197	PO-210576	.30	N
3464994659	ASP SUPPILES	01/14/2021	21386197	PO-210576	86.43	N
3464139390	ASP SUPPLIES	01/14/2021	21386197	PO-210576	.30	N
3464139390	ASP SUPPLIES	01/14/2021	21386197	PO-210576	.30-	N
3464139390	ASP SUPPLIES	01/14/2021	21386197	PO-210576	84.80	N
3464204672	DHW SUPPLIES	01/26/2021	21387533	PO-210277	.15-	N
3464204672	DHW SUPPLIES	01/26/2021	21387533	PO-210277	.15	N

Vendor Name/Address	Total	Description	Date	Warrant Reference	Amount	1099
014069 STAPLES ADVANTA (Continued...)		3464204672 DHW SUPPLIES	01/26/2021	21387533 PO-210277	44.33	N
		3464139389 DHW SUPPLIES	01/26/2021	21387533 PO-210277	.28-	N
		3464139389 DHW SUPPLIES	01/26/2021	21387533 PO-210277	.28	N
		3464139389 DHW SUPPLIES	01/26/2021	21387533 PO-210277	81.03	N
		3464470207 DHW SUPPLIES	01/26/2021	21387533 PO-210277	.11-	N
		3464470207 DHW SUPPLIES	01/26/2021	21387533 PO-210277	.11	N
		3464470207 DHW SUPPLIES	01/26/2021	21387533 PO-210277	30.25	N
		3464805889 DHW SUPPLIES	01/26/2021	21387533 PO-210277	.18-	N
		3464805889 DHW SUPPLIES	01/26/2021	21387533 PO-210277	.18	N
		3464805889 DHW SUPPLIES	01/26/2021	21387533 PO-210277	50.36	N
		3445410294 REFUND	01/26/2021	21387533 PO-210277	.72	N
		3445410294 REFUND	01/26/2021	21387533 PO-210277	.72-	N
		3445410294 REFUND	01/26/2021	21387533 PO-210277	206.59-	N
		3464470206 DHW SUPPLIES	01/26/2021	21387533 PO-210277	.05-	N
		3464470206 DHW SUPPLIES	01/26/2021	21387533 PO-210277	.05	N
		3464470206 DHW SUPPLIES	01/26/2021	21387533 PO-210277	15.23	N
		3466365272 REFUND	01/26/2021	21387533 PO-210646	204.42-	N
		3466887022 REFUND	01/26/2021	21387533 PO-210646	.17	N
		3466887022 REFUND	01/26/2021	21387533 PO-210646	.17-	N
		3466887022 REFUND	01/26/2021	21387533 PO-210646	48.13-	N
		3466365271 REFUND	01/26/2021	21387533 PO-210646	.07	N
		3466365271 REFUND	01/26/2021	21387533 PO-210646	.07-	N
		3466365271 REFUND	01/26/2021	21387533 PO-210646	19.35-	N
		3466365273 REFUND	01/26/2021	21387533 PO-210646	.31	N
		3466365273 REFUND	01/26/2021	21387533 PO-210646	.31-	N
		3466365273 REFUND	01/26/2021	21387533 PO-210646	88.48-	N
		3465169541 WG SUPPLIES	01/26/2021	21387533 PO-210646	1.88-	N
		3465169541 WG SUPPLIES	01/26/2021	21387533 PO-210646	1.88	N
		3465169541 WG SUPPLIES	01/26/2021	21387533 PO-210646	540.06	N
		3465463245 WG SUPPLIES	01/26/2021	21387533 PO-210646	.36-	N
		3465463245 WG SUPPLIES	01/26/2021	21387533 PO-210646	.36	N
		3465463245 WG SUPPLIES	01/26/2021	21387533 PO-210646	102.14	N
		3466365270 REFUND	01/26/2021	21387533 PO-210646	.07	N
		3466365270 REFUND	01/26/2021	21387533 PO-210646	.07-	N
		3466365270 REFUND	01/26/2021	21387533 PO-210646	19.35-	N
		3466365272 REFUND	01/26/2021	21387533 PO-210646	.71	N
		3466365272 REFUND	01/26/2021	21387533 PO-210646	.71-	N
015087 STAPLES TECHNOLOGY SOLUTIONS PO BOX 95230 CHICAGO, IL 60694-5230  (916) 402-4365	21,600.00	KUY011 3 MONTH RENEWAL	01/14/2021	21386181 PO-210557	21,600.00	N

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Vendor Name/Address	Total	Description	Date	Warrant Reference	Amount	1099
013400 STATE BOARD OF EQUALIZATION PO BOX 942879 SACRAMENTO, CA 94279-8044  ( 0) - 0 N	1,046.00	OCT-DEC 2020 SALES USE TAX	01/12/2021	21385809 PV-210375	1,046.00	N
003646 STATE OF CALIFORNIA 1300 I STREET SUITE 810 SACRAMENTO, CA 95814  ( 0) - 0 N	81.00	487329 FINGERPRINTING	01/26/2021	21387547 PV-210415	81.00	N
003666 STATE WATER RESOURCES BOARD PO BOX 1888 SACRAMENTO, CA 95812-1888  (916) 341-5247 N	2,948.00	SW0206876 ANNUAL PERMIT FEE SW0207056 ANNUAL PERMIT FEE	01/14/2021 01/14/2021	21386208 PV-210396 21386208 PV-210396	1,474.00 1,474.00	N N
000096 STEWART INDUSTRIAL SUPPLY INC 608 HWY 12 RIO VISTA, CA 94571  (707) 374-5567 N	1,850.51	23100 TRANS SUPPLIES	01/14/2021	21386182 PO-210554	1,850.51	N
015128 TAVARES, PAVAREE 3845 SILVERWOOD ROAD WEST SACRAMENTO, CA 95691  ( 0) - 0 N	34.35	KOWEN/PAXON LUNCH MONEY REIMB	01/14/2021	21386210 PV-210398	34.35	N
014873 TPX COMMUNICATIONS PO BOX 509013 SAN DIEGO, CA 92150-9013  (877) 487-2877 N	2,859.18	RVHS LD DO LD DHS LD	01/26/2021 01/26/2021 01/26/2021	21387548 PV-210416 21387548 PV-210416 21387548 PV-210416	1,291.11 308.29 1,259.78	N N N
001300 TURK, VICKY	1,208.57	RVHS SUPPLIES	01/12/2021	21385808 PO-210661	1,208.57	N

936 FLORES WAY  
RIO VISTA, CA 94571

( 0) - 0 N

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RVHS CUST	01/12/2021	21385820	PV-210385	203.88	7
DHS CUST	01/12/2021	21385820	PV-210385	101.94	7
HOTSPOTS	01/12/2021	21385820	PV-210385	5,246.69	7
ASP	01/12/2021	21385820	PV-210385	67.96	7
RVHS SFTY	01/12/2021	21385820	PV-210385	50.97	7
SP ED	01/12/2021	21385820	PV-210385	203.88	7
CTF CREDITS	01/12/2021	21385820	PV-210385	3,895.38-	7

Vendor Name/Address	Total	Description	Date	Warrant Reference	Amount	1099
013997 VERIZON WIRELES (Continued...)		BATES CUST	01/12/2021	21385820 PV-210385	101.94	7
		CMS CUST	01/12/2021	21385820 PV-210385	50.97	7
		GARDENERS	01/12/2021	21385820 PV-210385	101.94	7
		OPERATIONS	01/12/2021	21385820 PV-210385	10.19	7
		ASP	01/12/2021	21385820 PV-210385	67.96	7
		TRANS	01/12/2021	21385820 PV-210385	152.11	7
		RVHS ADMIN	01/12/2021	21385820 PV-210385	152.91	7
		RMS CUST	01/12/2021	21385820 PV-210385	51.69	7
		WG CUST	01/12/2021	21385820 PV-210385	50.97	7
		COUNSELORS	01/12/2021	21385820 PV-210385	152.91	7
		MAINT	01/12/2021	21385820 PV-210385	280.34	7
		BATES ADMIN	01/12/2021	21385820 PV-210385	141.58	7
		ISLE ADMIN	01/12/2021	21385820 PV-210385	50.97	7
		ASP	01/12/2021	21385820 PV-210385	67.95	7
		DHW ADMIN	01/12/2021	21385820 PV-210385	102.66	7
		RVHS SFTY	01/26/2021	21387550 PV-210405	51.02	7
		MAINT	01/26/2021	21387550 PV-210405	280.61	7
		WG CUST	01/26/2021	21387550 PV-210405	51.02	7
		BATES CUST	01/26/2021	21387550 PV-210405	102.04	7
		CMS CUST	01/26/2021	21387550 PV-210405	51.02	7
		GARDENERS	01/26/2021	21387550 PV-210405	102.04	7
		SP ED	01/26/2021	21387550 PV-210405	204.08	7
		ISLE ADMIN	01/26/2021	21387550 PV-210405	51.02	7
		DHS SFTY	01/26/2021	21387550 PV-210405	.53	7
		ISLE SFTY	01/26/2021	21387550 PV-210405	.53	7
		DHW SFTY	01/26/2021	21387550 PV-210405	.53	7
		ASP	01/26/2021	21387550 PV-210405	68.02	7
		DHS CUST	01/26/2021	21387550 PV-210405	102.04	7
		ED SV	01/26/2021	21387550 PV-210405	102.04	7
		RMS SFTY	01/26/2021	21387550 PV-210405	.53	7
		DHS ADMIN	01/26/2021	21387550 PV-210405	50.97	7
		DHW CUST	01/26/2021	21387550 PV-210405	102.04	7
		RVHS CUST	01/26/2021	21387550 PV-210405	204.08	7
		HOTSPOTS	01/26/2021	21387550 PV-210405	5,296.90	7
		OPERATIONS	01/26/2021	21387550 PV-210405	10.20	7
		ED SV	01/26/2021	21387550 PV-210405	51.02	7
		NURSES	01/26/2021	21387550 PV-210405	102.04	7
		RVHS ADMIN	01/26/2021	21387550 PV-210405	153.06	7
		WG SFTY	01/26/2021	21387550 PV-210405	.53	7
		DO SFTY	01/26/2021	21387550 PV-210405	42.87	7
		ASP	01/26/2021	21387550 PV-210405	68.03	7
		ISLE CUST	01/26/2021	21387550 PV-210405	51.02	7
		TRANS	01/26/2021	21387550 PV-210405	151.78	7
		TRANS	01/26/2021	21387550 PV-210405	525.51	7

COUNSELORS	01/26/2021	21387550	PV-210405	153.06	7
RMS CUST	01/26/2021	21387550	PV-210405	51.75	7
RMS ADMIN	01/26/2021	21387550	PV-210405	61.02	7
BATES ADMIN	01/26/2021	21387550	PV-210405	51.02	7
ASP	01/26/2021	21387550	PV-210405	68.03	7
DHW ADMIN	01/26/2021	21387550	PV-210405	102.77	7

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Vendor Name/Address	Total	Description	Date	Warrant Reference	Amount	1099
010906 WASTE MANAGEMENT OF WOODLAND P.O. BOX 78251 PHOENIX, AZ 85062-8251	1,762.31	DHS WASTE SERV DHS WASTE SERV	01/12/2021 01/14/2021	21385821 PV-210382 21386209 PV-210397	955.76 806.55	N N
( 0) - 0						N
012528 WILLIAMS SCOTSMAN INC 4911 ALLISON PARKWAY VACAVILLE, CA 95688	3,747.84	DHW MODULAR LEASE RVHS MODULAR LEASE RMS MODULAR LEASE RMS MODULAR LEASE	01/14/2021 01/14/2021 01/14/2021 01/14/2021	21386212 PV-210400 21386212 PV-210400 21386212 PV-210400 21386212 PV-210400	936.96 936.96 936.96 936.96	N N N N
(707) 451-3000						N
014450 WIZIX 4777 BENNETT DRIVE SUITE D LIVERMORE, CA 94551	781.70	DO PRINTING COSTS DO PRINTING COSTS DO PRINTING COSTS DO PRINTING COSTS DO PRINTING COSTS 190919 BATES PRINTER COSTS 191976 WG PRINT COSTS 192577 F5 PRINTER COSTS 195409/195395 BATES PRINT CSTS 193822 DO PRINTER CHRGS 193822 DO PRINTER CHRGS	01/05/2021 01/05/2021 01/05/2021 01/05/2021 01/05/2021 01/14/2021 01/14/2021 01/14/2021 01/26/2021 01/26/2021 01/26/2021	21384699 PV-210364 21384699 PV-210364 21384699 PV-210364 21384699 PV-210364 21384699 PV-210364 21386198 PO-210125 21386198 PO-210204 21386198 PO-210270 21387535 PO-210125 21387551 PV-210418 21387551 PV-210418	13.55 130.92 43.21 5.81 7.91 13.69 107.34 110.91 113.86 47.60 111.04	N N N N N N N N N N N
(916) 913-6191		N WIZIX TECHNOLO				N
014388 WPS PUBLISH 625 ALASKA AVENUE TORRANCE, CA 90503-5124	1,868.51	364257 SP ED SUPPLIES	01/26/2021	21387520 PO-210675	1,868.51	N
(800) 648-8857						N
District total:	753,291.69					
Report total:	753,291.69					

**BOARD OF TRUSTEES  
RIVER DELTA UNIFIED SCHOOL DISTRICT**

445 Montezuma Street  
Rio Vista, California 94571-1561

**BOARD AGENDA BRIEFING**

Meeting Date: February 16, 2021

Attachments: X

From: Marcy Rossi, Principal

Item Number: 10.4

Type of item: (Action, Consent Action or Information Only): Consent

**SUBJECT:**

Request to declare as surplus the non-operable technology equipment from Riverview's inventory and deem their value as zero.

**BACKGROUND:**

The attached is a list of technology that can no longer be used or updated to run any of our programs, nor can they access needed internet. These items have been deemed obsolete by the District's IT department (DataPath).

**STATUS:**

Riverview Middle School requests the permission of the RDUSD Board of Trustees to surplus the attached list of old technology.

**PRESENTER:**

Marcy Rossi, Principal

**OTHER PEOPLE WHO MIGHT BE PRESENT:**

Staff members

**COST AND FUNDING SOURCES:**

There is no cost to the school or District. All equipment will be sent to E-Waste if approved.

**RECOMMENDATION:**

That the Board declares as surplus the non-operable technology equipment from Riverview's inventory and deem their value as zero.

Time allocated: 2 minutes

Technology  
 River Delta Unified School District  
 Surplus Declaration

School Site: Riverview Middle

Board Meeting Date: \_\_\_\_\_

Asset Tag#	Make	Description	Serial #	Approx. Value
n/a	hp	Chromebook blk	SCD 6092 9KG	
2085	Lenovo	chromebook blk	LRO9TQ4K	
2105	Lenovo	chromebook blk	LRO9TQ3Z	
2128	Lenovo	chromebook blk	LRO9TN0W	
2109	Lenovo	chromebook blk	LRO9TQ4M	
1985	Lenovo	chromebook blk	LRO8P9PM	
n/a	Lenovo	B50-30 Touch blk	CB31507133	
n/a	Lenovo	B50-30 Touch blk	CB31782084	
n/a	hp	Pro Book 4520s blk	2CE1120DV3	
n/a	hp	chromebook blk	unreadable	
<del>1301</del>	1301 hp	chromebook wht	SCD 4346 DFW	
1299	hp	chromebook wht	SCD 4346 DGS	
1308	hp	chromebook wht	SCD 4346 DFZ	
	DELL	Tower blk	JYV0561	
	DELL	Tower blk	3NLPQF1	
	DELL	Tower blk	HDC71G1	
	DELL	Tower blk	FBC71G1	
	DELL	Tower blk	GRV0561	
009214	DELL	Tower blk	J3Q98Y1	

Technology  
 River Delta Unified School District  
 Surplus Declaration

School Site: Riverview Middle

Board Meeting Date: \_\_\_\_\_

Asset Tag#	Make	Description	Serial #	Approx. Value
1314	hp	Chromebook wht	5CD 4346 DG2	
1285	hp	chromebook wht	5CD 4346 DGD	
1296	hp	Chromebook wht	5CD 4346 DTS	
1288	hp	chromebook wht	5CD 4345 8C1	
1302	hp	chromebook wht	5CD 4346 DSC	
1311	hp	Chromebook wht	5CD 4346 PSG	
<del>n/a</del>	<del>hp</del>	<del>Chromebook</del>		
1310	hp	Chromebook wht	5CD 4346 DH4	
1307	hp	chromebook wht	5CD 4346 DQY	
1085	hp	Chromebook red	5CD 4110 J8L	
1082	hp	Chromebook red	5CD 4110 J60	
n/a	hp	chromebook blk	5CD 6347 TDB	
1313	hp	chromebook wht	5CD 4346 DTV	
n/a	hp	Chromebook blk	5CD 6347 TFO	
1352	hp	Chromebook blk	5CD 5121 H5D	
1075	hp	Chromebook red	5CD 4110 J3V	
1283	hp	Chromebook wht	5CD 4346 DH9	
1405	hp	Chromebook blk	5CD 5121 B8P	
1810	hp	Chromebook blk	unreadable	





**BOARD OF TRUSTEES  
RIVER DELTA UNIFIED SCHOOL DISTRICT**

445 Montezuma Street  
Rio Vista, California 94571-1561

**BOARD AGENDA BRIEFING**

Meeting Date: February 16, 2021

Attachments:   X  

From: Ken Gaston, Director of MOT

Item Number:  10.5 

Type of item: (Action, Consent Action or Information Only): Consent Action

**SUBJECT:**

Request to declare as surplus, RDUSD vehicles that are non-operational and deem their value as zero.

**BACKGROUND:**

The attached list if District vehicles with high mileage, nonoperational and of no value to the District.

**STATUS:**

The cost to repair the vehicles and make them operational is greater than the value of the vehicles.

**PRESENTER:**

Ken Gaston, Director of MOT

**OTHER PEOPLE WHO MIGHT BE PRESENT:**

**COST AND FUNDING SOURCES:** No Cost

**RECOMMENDATION:**

That the Board declares as surplus district vehicles listed and deem their value as zero.

Time allocated: 5 Minutes

BOARD AGENDA BRIEFING  
February 16, 2021  
ATTACHMENT

Vehicles for surplus:

<u>Year</u>	<u>Description</u>	<u>Mileage</u>	<u>License Number</u>	<u>Vehicle ID Number</u>
1990	Ford E350	120,983	E021842	1FDKE37GXMHA36649
2000	Chevy	202,320	1233882	1GCGC29R2YF506764
1995	GMC	120,277	1276947	1GTFC24H4SZ552497

**BOARD OF TRUSTEES  
RIVER DELTA UNIFIED SCHOOL DISTRICT**

445 Montezuma Street  
Rio Vista, California 9457-1561

**BOARD AGENDA BRIEFING**

Meeting Date: February 16, 2021

Attachments:   X  

From: Bonnie Kauzlarich, Director of Personnel

Item Number: 10.6

Type of item: (Action, Consent Action or Information Only):           Consent          

**SUBJECT:**

Request to approve independent contract for services agreement with Lee Williams to provide CPR & First Aid Training to District employees & coaches.

**BACKGROUND:**

Contract Lee Williams, March 1, 2021 – February 28, 2022, to provide CPR & First Aid Training to RDUSD employee & coaches.

**STATUS:**

**PRESENTER:**

Katherine Wright, Superintendent

**OTHER PEOPLE WHO MIGHT BE PRESENT:**

**COST AND FUNDING SOURCES:**

\$5,400.00 01-0000-0-5800-101-0000-7400 (Personnel)

**RECOMMENDATION:**

That the Board approves the Independent Contract for Services Agreement with Lee Williams from March 1, 2021-February 28, 2022.

Time allocated: 2 minutes



# RIVER DELTA UNIFIED SCHOOL DISTRICT

445 Montezuma Street  
Rio Vista, California 94571-1651  
(707) 374-1700 Fax (707) 374-2995  
www.riverdelta.k12.ca.us

## INDEPENDENT CONTRACT FOR SERVICES AGREEMENT

THIS AGREEMENT is entered into by and between the River Delta Unified School District hereinafter referred to as "DISTRICT," and Lee Williams, hereinafter referred to as "CONSULTANT."

IT IS HEREBY MUTUALLY AGREED that Consultant will provide services under the following terms and conditions:

- TERM:** The term of this agreement is from Mar. 1, 2021 through Feb. 28, 2022. Extension or renewal requires approval of DISTRICT or authorized representative. Unless compensation is fixed on the basis of a daily or hourly rate, compensation will not be increased upon extension of the agreement without approval of the DISTRICT or authorized representative.

This agreement may be terminated with 30 days advance written notice by either party. In the event of termination for cause, CONSULTANT need be compensated only to the extent required by law.

- CONSULTANT SERVICES:** CONSULTANT agrees to perform, during the term of this agreement, the tasks, obligations and services detailed as follows: Provide CPR & First Aid training good for a two year period to River Delta Unified School District employees & coaches.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- PAYMENT FOR SERVICES:** CONSULTANT shall receive compensation at the rate of:  
\$ 60.00 per day week month year or per person  
OR \$ \_\_\_\_\_ per hour for periods of less than one day;  
for a total cost not to exceed \$ 5,400

In the event the CONSULTANT is required to travel outside Solano, Yolo or Sacramento Counties at the request of the DISTRICT, it is agreed that actual and necessary expenses incurred while performing such services shall be reimbursed. All payments will be based on invoices submitted to DISTRICT by CONSULTANT and approved by DISTRICT'S authorized representative. The CONSULTANT shall provide an itemization of costs on submitted invoice.

- RECORDS:** CONSULTANT will maintain full and accurate records in connection with this agreement and will make them available to DISTRICT for inspection at any time. CONSULTANT'S work product produced under this agreement shall be the property of DISTRICT and cannot be used without permission of same.
- STATUS OF CONTRACTOR:** DISTRICT and CONSULTANT agree that CONSULTANT, in performing the services specified in this agreement, shall act as an independent contractor and shall have control of all work and the manner in which it is performed. CONSULTANT shall be free to contract for similar service to be performed for other employers while under the contract with DISTRICT; CONSULTANT will not accept such engagements which interfere with performance under this agreement. CONSULTANT is not entitled to participate in any pension plan, insurance, bonus or similar benefits the DISTRICT provides for its employees. The CONSULTANT is not authorized to carry out any official act of the DISTRICT that is required to be done by an employee or office of the DISTRICT.
- HOLD HARMLESS AND INDEMNIFICATION:** CONSULTANT agrees to abide by the *Hold Harmless and*

*Creating Excellence To Ensure That All Students Learn*

**Independent Contractor Agreement**

- 7. **COMPLIANCE WITH LAWS:** CONSULTANT shall comply with all applicable federal, state and local laws, rules, regulations and ordinances involving its employees, including workers' compensation and tax laws.
- 8. **CONFLICTS OF INTEREST:** Consultants are responsible for complying with the Regulations of the Fair Political Practices Commission, Title 2, Division 6, California Code of Regulations and may be required to file an annual Form 700 Conflict of Interest Statement of Economic Interests (as required following the passage of the Political Reform Act Government Code Section 81000, et seq.) (attached to and made a part of this contract).

The Superintendent may determine in writing that a particular consultant is hired to perform a range of duties that are limited in scope and, thus, is not required to comply fully with the disclosure requirements described in those Sections cited above. The Superintendent's determination is a public record and shall be retained for public inspection in the same manner and location as the Conflict of Interest Code Form 700 Statements of Economic Interest. In addition, if the contract itself contains Conflict of Interest/Statements of Economic Interest Disclosures, the consultant is not required to re-file with the district annually.

- 9. **MODIFICATION OR ASSIGNMENT:** This agreement may not be assigned by either party without express written consent to the other. No modification shall be effective unless approved in writing by DISTRICT or authorized representatives.

**CONTRACTOR/CONSULTANT:**

**RIVER DELTA UNIFIED SCHOOL DISTRICT:**

Lee Williams  
Printed/Typed Name Date

Bonnie Kauzlarich 2/3/2021  
Requested By Date

\_\_\_\_\_  
Social Security Number/Federal Tax ID Number

2/3/2021  
Approval Signature Date

\_\_\_\_\_  
Address State Zip

01-0000-0-5800-101-0000-7400  
Budget Code (Name & Coding)

\_\_\_\_\_  
Contact Phone and Email

February 16, 2021  
Board of Trustees Action Date

\_\_\_\_\_  
Signature (Contractor/Consultant Authorized Representative)

**Consultant must answer the two questions below:**

- 1. Are you presently or have you been a member of PERS or STRS?  
PERS: Yes \_\_\_ No \_\_\_  
STRS: Yes \_\_\_ No \_\_\_
- 2. Are you presently an employee of River Delta Unified School District? Yes \_\_\_ No \_\_\_

**This contract is not valid nor an enforceable obligation against the District until approved or ratified by the Board of Trustees, duly passed and adopted.**



**RIVER DELTA UNIFIED SCHOOL DISTRICT**  
**445 Montezuma Street**  
**Rio Vista, California 94571-1651**  
 (707) 374-1700 Fax (707) 374-2995

**HOLD HARMLESS & INDEMNIFICATION AGREEMENT**

To the fullest extent permitted by law, Lee Williams, (Contractor/Consultant) agrees to defend, indemnify, hold harmless and waive all rights of subrogation against River Delta Joint Unified School District, its Board of Trustees, officers, agents and employees (collectively the "District") from and against any and all claims, costs, demands, expenses (including attorney's fees), losses, damages, injuries and liabilities, whether active or passive, arising from any accident, death, or injury whatsoever or however caused or alleged to be caused whether by the District or the Contractor/Consultant to any person or property because of, arising out of, or in any way related to the performance of this agreement. Contractor/Consultant shall not be responsible for the sole or willful liability of the District. It is understood and agreed that such indemnity shall survive the termination of this agreement.

Contractor/Consultant shall maintain their own contractual liability insurance to cover its obligations under this agreement. This indemnification is independent of and shall not in any way be limited by insurance carried by the Contractor/Consultant.

In the case of Facility Use Agreements, Contractor/Consultant further agrees to comply with the insurance requirements attachment to that contract and shall name the District as an additional insured via separate endorsement from its insurance carrier, and provide acceptable proof thereof to the District.

If the Contractor/Consultant should sublet any work to another party (i.e., subcontractor), Contractor/Consultant guarantees that such subcontractor shall indemnify the District prior to permitting subcontractor to commence its work. Contractor/Consultant shall obtain a signed agreement from such subcontractor indemnifying the District as set forth above. In addition, Contractor/Consultant shall require in its purchase orders that each supplier indemnify Contractor/Consultant and the District from any and all losses arising from any materials, products, or supplies included in such work.

In the case of any conflict with these requirements and the provisions of the agreement to which it is attached, these provisions shall prevail.

\_\_\_\_\_  
Signature of Authorized Representative

\_\_\_\_\_  
Date Signed

Lee Williams  
\_\_\_\_\_  
Typed/Printed Name of Authorized Representative

\_\_\_\_\_  
Company Name

Address, Email & Phone: \_\_\_\_\_

1/14/08



# RIVER DELTA UNIFIED SCHOOL DISTRICT

445 Montezuma Street  
Rio Vista, California 94571-1651  
(707) 374-1700 Fax (707) 374-2995  
www.riverdelta.k12.ca.us

## Superintendent's Statement Regarding Consultant and Conflict of Interest Annual Statement Needed

This is to affirm that the Contractor/Independent Contractor (Consultant), Lee Williams, is hired by this District to perform work as indicated below and/or per attached contract/agreement:

Description of Duties: **Provide CPR & First Aid training, good for a two year period to River Delta Unified School District employees & coaches.**

Will these duties and/or this Contractor/Consultant in any way have any level of influence on the expenditure of district revenues and/or resources?

         No (If No, this consultant is not required to file the Form 700 with the district for the year(s) they are contracted by the district as long as the scope of duties do not change\*).

         Yes (If Yes, this consultant is required to file a statement of economic interests/conflict of interest disclosure with this district for the year(s) they are contracted by the district\*\*)

         \*This contractor/consultant (although identified as a "designated position" for purposes of the District's Conflict of Interest Code/Economic Interest Statement Form 700) is hired to perform a range of duties that are limited in scope and thus is not required to comply fully with the disclosure requirements described in the District's Conflict of Interest Code.

         \*\*Either (a)          the contractor/consultant must file the Form 700 annually as long as they are contracted with the district or (b)          if the contract/agreement itself (provided by the contractor/district and district Board approved), contains conflict of interest disclosures, the contractor/consultant may attach that portion of the contract/agreement to this Statement (annually) in satisfaction of this requirement.

This determination is a public record and shall be retained for public inspection in the same manner and location as the District's Conflict of Interest Code Form 700s.

\_\_\_\_\_  
Katherine Wright, Superintendent

\_\_\_\_\_  
Date

1/14/08  
Attachment : (Conflict of Interest Code)

*Creating Excellence To Ensure That All Students Learn*

Bates School                      Isleton School                      Walnut Grove School                      Delta High School                      Wind River School  
Clarksburg Elementary                      Riverview School                      D.H. White Elementary                      Rio Vista High School                      Mokelumne High School  
River Delta High/Elementary School                      River Delta Community Day School.....Delta Elementary Charter School





# RIVER DELTA UNIFIED SCHOOL DISTRICT

445 Montezuma Street  
Rio Vista, California 94571-1651  
(707) 374-1700 Fax (707) 374-2995  
www.riverdelta.k12.ca.us

## Attachment to Superintendent’s Statement

### DISTRICT’S CONFLICT-OF-INTEREST CODE

“The Political Reform Act (Government Code Section 81000, et seq.) requires state and local government agencies to adopt and promulgate conflict-of-interest codes. The Fair Political Practices Commission has adopted a regulation (2 Cal. Code of Reg. Sec. 18730) which contains the terms of a standard conflict-of-interest code, which can be incorporated by reference in an agency’s code. After public notice and hearing it may be amended by the Fair Political Practices Commission to conform to amendments in the Political Reform Act. Therefore, the terms of 2 California Code of Regulations Section 18730 and any amendments to it duly adopted by the Fair Political Practices Commission are hereby incorporated by reference. This regulation and the attached Appendix designating officials and employees and establishing disclosure categories, shall constitute the conflict-of-interest code of the River Delta Joint Unified School District.

Designated employees shall file their statements with the River Delta Joint Unified School District which will make the statements available for public inspection and reproduction. (Gov. Code Section 81008.) Statements for all designated employees will be retained by the River Delta Joint Unified School District in the Superintendent’s Office.”

#### Below are excerpts from attachments to the above Code regarding consultant disclosure:

Consultants must be included in the list of designated employees and must disclose pursuant to the broadest disclosure category in this code (\*) subject to the following limitation: The superintendent may determine in writing that a particular consultant, although a “designated position”, is hired to perform a range of duties that are limited in scope and thus is not required to comply fully with the disclosure requirements described in this Section. Such written determination shall include a description of the consultant’s duties and, based on that description, a statement of the extent of disclosure requirements. The superintendent’s determination is a public record and shall be retained for public inspection in the same manner and location as this Conflict-of-Interest Code. In addition, if the contract itself contains conflict of interest disclosures, the consultant is not required to re-file under this provision.

Designated persons in this category must report: (a) Interests in real property which are located entirely or partly within district boundaries, or within two miles of district boundaries or of any land owned or used by the district. Such interests include any leasehold, beneficial or ownership interest or option to acquire such interest in real property. (b) Investments or business positions in or income, including gifts, loans, and travel payments, from sources which: (1) are engaged in the acquisition or disposal of real property within the district. (2) are contractors or subcontractors which are or have been within the past two years engaged in work or services of the type used by the district, or (3) manufacture or sell supplies, books, machinery or equipment of the type used by the district.

1/14/08

*Creating Excellence To Ensure That All Students Learn*

Bates School                      Isleton School                      Walnut Grove School                      Delta High School                      Wind River School  
Clarksburg Middle                      Riverview Middle                      D.H. White Elementary                      Rio Vista High School                      Mokelumne High School  
River Delta High/Elementary School                      River Delta Community Day School.....Delta Elementary Charter School



# RIVER DELTA UNIFIED SCHOOL DISTRICT

445 Montezuma Street  
Rio Vista, California 94571-1651  
(707) 374-1700 Fax (707) 374-2995  
www.riverdelta.k12.ca.us

## CONTRACTOR INSURANCE REQUIREMENTS

Contractor represents that it does carry and will continue to carry, with Insurance companies acceptable to the District, the following insurance coverages for any work or liability, including products and completed operations, arising out of or in any way connected with the work under this agreement:

Commercial General Liability Coverage—on an “occurrence form” policy containing a per occurrence limit of at least \$1,000,000 or the total cost of the project, which ever is more, protecting against bodily injury, property damage and personal injury claims arising from the exposures of (1) premises and operations; (2) products and completed operations (with a separate limit of coverage at least equal to the per occurrence limit); (3) independent subcontractors; (4) Contractual liability risk covering the indemnity obligations set forth in the hold harmless and indemnification agreement; and (5) where applicable, property damage resulting from explosion, collapse, or underground (x, c, u) exposures. The policy may not contain any exclusion or reduction in coverage for any of the above listed exposures.

Automobile Liability Coverage—insuring against bodily injury and/or property damage arising out of the operation, use, loading or unloading of any auto including owned, non-owned, hired and employee autos with limits of at least \$1,000,000.

Worker’s Compensation and Employer’s Liability Coverage—providing statutory benefits imposed by applicable state or federal laws such that the District will have no liability to Contractor or its employees, subcontractors and agents; and that Contractor will satisfy all Worker’s Compensation obligations imposed by state law. If Contractor has any employees that are subject to the rights and obligations of the Longshoremen and Harbor Workers Act, then the Worker’s Compensation Insurance must be broadened to provide such coverage. In addition, Contractor agrees to carry Employer’s Liability Coverage with limits of not less than \$1,000,000 per accident for each employee.

Professional Liability Coverage—insuring, where applicable, for any exposures resulting from professional liability with limits of at least \$1,000,000.

Additional Insured—Contractor shall add “River Delta Unified School District, its board of trustees, officers, agents and employees” (collectively the “District”) as an additional insured via separate endorsement by having the insurance carrier issue an ISO CG 20 10 edition date 11 85 Additional Insured Endorsement or its equivalent. Such endorsement must include completed operations coverage for the benefit of the additional insured. This extension shall apply to the full extent of the actual limits of Contractor’s coverages even if such actual limits exceed the minimum limits required by this agreement. The District’s additional insured status under the policy(ies) must not be limited by amendatory language to the policy. To the extent umbrella or excess insurance is available above the minimum required limits stated in this Agreement, the protection afforded the District in the umbrella or excess liability insurance shall be as broad or broader than the coverages present in the underlying insurance and in accordance with this agreement. Each general liability, umbrella, or excess policy shall specifically state that the insurance provided by the Contractor shall be considered primary, and insurance of the District shall be considered excess for purposes of responding to claims.

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Contractor shall evidence that such insurance is in force by furnishing the District with acceptable proof thereof with a Certificate of Insurance together with a copy of the declarations page of the policies and all policy endorsements, or if requested by the District, certified copies of the policies. The certificate, declarations page, and all policy endorsements shall become a part of this agreement. Each certificate of insurance shall (1) contain an unqualified statement that the policy shall not be subject to cancellation, nonrenewal, adverse change, or reduction of amounts of coverage without thirty (30) days prior written notice to the District, but in the event of non-payment of premium, ten (10) days notification will be provided; (2) show the District as Additional Insured by referencing and attaching the required endorsement; (3) shall indicate that the Contractor’s coverage is primary and the District’s insurance is excess for any claims; and (4) as to CGL coverage shall state “Policy includes contractual liability coverage insuring the agreement and obligations of the insured to indemnify the District and others to the extent set forth in the Agreement between the insured and the District.”

Subcontractors and Suppliers—If the Contractor should sublet any work to another party (subcontractor), Contractor guarantees that such subcontractor shall indemnify the District as set forth in this agreement and shall carry insurance as set forth in these requirements prior to permitting subcontractor to commence its work. Contractor shall obtain a signed agreement from such subcontractor indemnifying the District as set forth in this Agreement and agreeing to carry insurance as set forth above. In addition, Contractor shall require in its purchase orders that each supplier indemnifies Contractor and the District from all losses arising from any materials, products, or supplies included in such work.

Any attempt by the Contractor to cancel or modify such insurance coverage, or any failure by the Contractor to maintain such coverage, shall be default under this Agreement and, upon such default, the District will have the right to terminate this Agreement and/or exercise any of its rights at law or at equity. In addition to other remedies, the District may, at its discretion, withhold payment of any sums due under this Agreement until Contractor provides adequate proof of insurance.

These insurance requirements are independent of and shall not in any way limit the indemnity obligations of the Contractor under this agreement.

The amounts and types of insurance set forth above are minimums required by the District and shall not substitute for an independent determination by Contractor of the amounts and types of Insurance which Contractor shall determine to be reasonably necessary to protect itself and its work. The District reserves the right to modify these provisions relating to indemnification and insurance, and Contractor agrees to be bound by such modifications 30 days after receipt of the modified provisions.

Failure to enforce any of the provisions of these requirements or any of the provisions of this agreement shall in no way constitute a waiver of such provisions. In the case of any conflict with these requirements and the provisions of the agreement to which it is attached, these provisions shall prevail.

\_\_\_\_\_  
Signature of Authorized Representative

\_\_\_\_\_  
Date Signed

\_\_\_\_\_  
Typed/Printed Name of Authorized Representative  
Address, Email & Phone: \_\_\_\_\_

\_\_\_\_\_  
Company Name

1/14/08

**BOARD OF TRUSTEES  
RIVER DELTA UNIFIED SCHOOL DISTRICT**

445 Montezuma Street  
Rio Vista, California 94571-1561

**BOARD AGENDA BRIEFING**

Meeting Date: February 16, 2021

Attachments: \_\_\_\_\_

From: Stacy Wallace, Principal Isleton Elementary

Item Number: 10.7

Type of item: (Action, Consent Action or Information Only): \_\_\_\_\_ Consent Action \_\_\_\_\_

**SUBJECT:**

Request to approve the overnight field trip for Isleton Elementary 6th grade students to attend the Sly Park Environmental Education Center in 2021-2022.

**BACKGROUND:**

Sly Park is offering schools the opportunity to still send their students to Science Camp. Due to COVID restrictions we are required to do Science Camp virtually this year. They will be doing 45 minute – 1 hour lessons every Friday for 5 weeks. Providing the students with additional learning tasks that they complete at home.

We also want to ensure our incoming 6<sup>th</sup> grade students get to enjoy the valuable experience that 6<sup>th</sup> grade science camp offers. We are requesting approval to place our down payment for the 2021-2022 school year.

**PRESENTER:**

Stacy Wallace, Principal Isleton Elementary School

**OTHER PEOPLE WHO MIGHT BE PRESENT:**

**COST AND FUNDING SOURCES:**

Not to exceed the \$500 for the down payment for the 2021-2022 School year. This money is set to come out the expenses set aside in site funds for Field Trip Expense this year.

**RECOMMENDATION:**

That the Board approve the overnight field trip for Isleton Elementary 6th grade students to attend the Sly Park Environmental Education Center in 2021-2022.

Time allocated: 3 minutes

**BOARD OF TRUSTEES  
RIVER DELTA UNIFIED SCHOOL DISTRICT**

445 Montezuma Street  
Rio Vista, California 9457-1561

**BOARD AGENDA BRIEFING**

Meeting Date: February 16, 2021

Attachments: \_\_\_\_\_

From: Bonnie Kauzlarich, Director of Personnel

Item Number: 10.8

Type of item: (Action, Consent Action or Information Only): \_\_\_\_\_ Consent Action

**SUBJECT:**

Request made by Janet Blegen, Library Technician for Rio Vista High & Riverview Middle School, for a Leave of Absence through the remainder of the 2020-21 school year.

**BACKGROUND:**

Janet Blegen, Library Technician for Riverview Middle School & Rio Vista High School, is requesting a leave of absence to care for an ill family member. The requested leave would be from February 1, 2021, through the remainder of the 2020-21 school year.

**STATUS:**

**PRESENTER:**

Katherine Wright, Superintendent

**OTHER PEOPLE WHO MIGHT BE PRESENT:**

Staff

**COST AND FUNDING SOURCES:**

**RECOMMENDATION:**

That the Board approves the requested leave of absence made by Janet Blegen for the remainder of the 2020-21 school year.

Time allocated: 2 minutes

**BOARD OF TRUSTEES  
RIVER DELTA UNIFIED SCHOOL DISTRICT**

445 Montezuma Street  
Rio Vista, California 9457-1561

**BOARD AGENDA BRIEFING**

Meeting Date: February 16, 2021

Attachments: \_\_\_\_\_

From: Katherine Wright, Superintendent

Item Number: 10.9

Type of item: (Action, Consent Action or Information Only): Consent Action

**SUBJECT:**

Donations

**BACKGROUND:**

Donations to Receive and Acknowledge:

**Rio Vista High School – In memory of Doug and Fran Reidmiller**

Doug and Susan Dole  
Cheryle Apple  
Susan Whitesell  
Rod and Vicky Dolk  
Verla Chaddick

**STATUS:**

**PRESENTER:**

Katherine Wright, Superintendent

**OTHER PEOPLE WHO MIGHT BE PRESENT:**

Staff

**COST AND FUNDING SOURCES:**

**RECOMMENDATION:**

That the Board acknowledge and approve the receipt of these donations

Time allocated: 3 minutes

**BOARD OF TRUSTEES**  
**RIVER DELTA UNIFIED SCHOOL DISTRICT**

445 Montezuma Street  
Rio Vista, California 94571-1561

**BOARD AGENDA BRIEFING**

Meeting Date: February 16, 2021

Attachments: X\_\_\_\_\_

From: Sharon Silva, Chief Business Officer

Item Number: 11\_\_\_\_\_

Type of item: (Action, Consent Action or Information Only): Action\_\_\_\_\_

**SUBJECT:**

Request to accept and approve the Audit Report of Crowe LLP, Independent Auditor, for Fiscal Year 2019-2020.

**BACKGROUND:**

Each school district within California must arrange an annual audit of its financial records by an independent certified public accountant. River Delta USD is required to file the annual financial audit report with the Sacramento County Office of Education, the State Controller Office and the California Department of Education.

**STATUS:**

The District has contracted with Crowe LLP to perform the audit for fiscal year ending June 30, 2020.

The District has reviewed the reports and agrees with the procedures performed and conclusions presented by Crowe LLP with regards to all funds.

**PRESENTER:**

Representative from Crowe LLP

**OTHER PEOPLE WHO MIGHT BE PRESENT:**

N/A

**COST AND FUNDING SOURCES:**

N/A

**RECOMMENDATION:**

That the Board receives the Financial Records Audit Report as presented for fiscal year 2019-2020.

Time allocated: 15 minutes

**RIVER DELTA UNIFIED SCHOOL DISTRICT**

**FINANCIAL STATEMENTS**

June 30, 2020



RIVER DELTA UNIFIED SCHOOL DISTRICT

FINANCIAL STATEMENTS  
WITH SUPPLEMENTARY INFORMATION  
For the Year Ended June 30, 2020

CONTENTS

INDEPENDENT AUDITOR'S REPORT .....	1
MANAGEMENT'S DISCUSSION AND ANALYSIS .....	4
BASIC FINANCIAL STATEMENTS:	
GOVERNMENT-WIDE FINANCIAL STATEMENTS:	
STATEMENT OF NET POSITION .....	11
STATEMENT OF ACTIVITIES .....	12
FUND FINANCIAL STATEMENTS:	
BALANCE SHEET - GOVERNMENTAL FUNDS .....	13
RECONCILIATION OF THE GOVERNMENTAL FUNDS BALANCE SHEET TO THE STATEMENT OF NET POSITION.....	14
STATEMENT OF REVENUES, EXPENDITURES AND CHANGE IN FUND BALANCES - GOVERNMENTAL FUNDS .....	15
RECONCILIATION OF THE STATEMENT OF REVENUES, EXPENDITURES AND CHANGE IN FUND BALANCES - GOVERNMENTAL FUNDS - TO THE STATEMENT OF ACTIVITIES .....	16
STATEMENT OF FIDUCIARY ASSETS AND LIABILITIES - AGENCY FUND.....	17
NOTES TO FINANCIAL STATEMENTS .....	18
REQUIRED SUPPLEMENTARY INFORMATION:	
GENERAL FUND BUDGETARY COMPARISON SCHEDULE .....	46
SCHEDULE OF CHANGES IN THE DISTRICT'S NET OTHER POSTEMPLOYMENT BENEFITS (OPEB) LIABILITY .....	47
SCHEDULE OF THE DISTRICT'S CONTRIBUTIONS - OPEB.....	48
SCHEDULE OF THE DISTRICT'S PROPORTIONATE SHARE OF THE NET PENSION LIABILITY.....	49
SCHEDULE OF THE DISTRICT'S CONTRIBUTIONS - PENSIONS .....	51
NOTE TO REQUIRED SUPPLEMENTARY INFORMATION .....	53

RIVER DELTA UNIFIED SCHOOL DISTRICT

FINANCIAL STATEMENTS  
WITH SUPPLEMENTARY INFORMATION  
For the Year Ended June 30, 2020  
(Continued)

CONTENTS

SUPPLEMENTARY INFORMATION:

COMBINING BALANCE SHEET - ALL NON-MAJOR FUNDS .....	55
COMBINING STATEMENT OF REVENUES, EXPENDITURES AND CHANGE IN FUND BALANCES - ALL NON-MAJOR FUNDS .....	56
COMBINING STATEMENT OF CHANGES IN ASSETS AND LIABILITIES - ALL AGENCY FUNDS .....	57
ORGANIZATION .....	58
SCHEDULE OF AVERAGE DAILY ATTENDANCE.....	59
SCHEDULE OF INSTRUCTIONAL TIME .....	60
SCHEDULE OF EXPENDITURE OF FEDERAL AWARDS.....	61
RECONCILIATION OF UNAUDITED ACTUAL FINANCIAL REPORT WITH AUDITED FINANCIAL STATEMENTS.....	62
SCHEDULE OF FINANCIAL TRENDS AND ANALYSIS - UNAUDITED.....	63
SCHEDULE OF CHARTER SCHOOLS .....	64
SCHEDULE OF FIRST 5 REVENUES AND EXPENSES.....	65
NOTES TO SUPPLEMENTARY INFORMATION.....	66
INDEPENDENT AUDITOR'S REPORT ON COMPLIANCE WITH STATE LAWS AND REGULATIONS.....	68
INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH <i>GOVERNMENT AUDITING STANDARDS</i> .....	71
INDEPENDENT AUDITOR'S REPORT ON COMPLIANCE WITH THE FIRST 5 SACRAMENTO COUNTY PROGRAM .....	73
INDEPENDENT AUDITOR'S REPORT ON COMPLIANCE FOR EACH MAJOR FEDERAL PROGRAM AND REPORT ON INTERNAL CONTROL OVER COMPLIANCE.....	74

FINDINGS AND RECOMMENDATIONS:

SCHEDULE OF AUDIT FINDINGS AND QUESTIONED COSTS.....	76
STATUS OF PRIOR YEAR FINDINGS AND RECOMMENDATIONS.....	80



## INDEPENDENT AUDITOR'S REPORT

Board of Education  
River Delta Unified School District  
Rio Vista, California

### **Report on the Financial Statements**

We have audited the accompanying financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of River Delta Unified School District, as of and for the year ended June 30, 2020, and the related notes to the financial statements, which collectively comprise River Delta Unified School District's basic financial statements as listed in the table of contents.

### ***Management's Responsibility for the Financial Statements***

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

### ***Auditor's Responsibility***

Our responsibility is to express opinions on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

### ***Opinions***

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities, each major fund, and the aggregate remaining fund information of River Delta Unified School District, as of June 30, 2020, and the respective changes in financial position for the year then ended in accordance with accounting principles generally accepted in the United States of America.

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(Continued)

## **Other Matters**

### *Required Supplementary Information*

Accounting principles generally accepted in the United States of America require that the Management's Discussion and Analysis on pages 4 to 10, the General Fund Budgetary Comparison Schedule, the Schedule of Changes in the District's Net Other Postemployment Benefits (OPEB) Liability, the Schedule of the District's Contributions - OPEB, the Schedule of the District's Proportionate Share of the Net Pension Liability, and the Schedule of the District's Contributions - Pensions on pages 46 to 52 be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by Governmental Accounting Standards Board who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

### *Supplementary Information*

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the River Delta Unified School District's basic financial statements. The accompanying schedule of expenditure of federal awards as required by Title 2 U.S. Code of Federal Regulations Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards, and the other supplementary information listed in the table of contents are presented for purposes of additional analysis and are not a required part of the basic financial statements.

The schedule of expenditure of federal awards and supplementary information as listed in the table of contents are the responsibility of management and were derived from and relate directly to the underlying accounting and other records used to prepare the basic financial statements. Such information, except for the Schedule of Financial Trends and Analysis, has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the schedule of expenditure of federal awards and supplementary information as listed in the table of contents, except for the Schedule of Financial Trends and Analysis, are fairly stated, in all material respects, in relation to the basic financial statements as a whole.

The Schedule of Financial Trends and Analysis has not been subjected to the auditing procedures applied in the audit of the basic financial statements, and accordingly, we do not express an opinion or provide any assurance on it.

**Other Reporting Required by *Government Auditing Standards***

In accordance with *Government Auditing Standards*, we have also issued our report dated February 8, 2021 on our consideration of River Delta Unified School District's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of River Delta Unified School District's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering River Delta Unified School District's internal control over financial reporting and compliance.

*Crowe LLP*

Crowe LLP

Sacramento, California  
February 8, 2021

**Management's Discussion and Analysis  
(MD&A)  
River Delta Unified School District  
2019-2020**

Management's Discussion and Analysis Section of the audit report is management's view of the District's financial performance and condition during the fiscal year ending June 30, 2020. The MD&A should be read in conjunction with the basic financial statements and the accompanying notes to those financial statements.

This annual report consists of three parts: Management's Discussion and Analysis (this section), the basic financial statements, and required supplementary information.

Management's Discussion and Analysis consists of five sections:

1. **Overview of the Financial Statements:** serves as a guide to reading the financial statements provided in the sections following the Management's Discussion and Analysis.
2. **Financial Analysis of the District as a Whole:** a summary view of the District's Net Position.
3. **Financial Analysis of the District's Funds:** including a subsection on the District's General Fund.
4. **Capital Asset and Debt Administration:** a look at the District's investment in capital assets and its level of debt.
5. **Factors Bearing on the District's Financial Future:** a discussion of issues management sees as relevant to the future financial health of the District.

### **COVID-19 Impacts**

On March 13, 2020, California Governor Gavin Newsom issued Executive Order N-26-20, proclaiming a State of Emergency to exist in California as a result of the threat of the COVID-19 virus, and providing that if any California school districts, county offices of education, and charter schools (each a "Local Educational Agency" or "LEA") closes its schools to address COVID-19, the LEA will continue to receive state funding during the period of closure.

The Governor also signed Senate Bill 117 ("SB 117") as urgency legislation effective immediately. For purposes of school district funding for fiscal year 2019-20, SB 117 limits the average daily attendance (ADA) reported to the California Department of Education to include the full school months from July 1, 2019, to February 29, 2020. This condensed ADA period applies to school districts that comply with Executive Order N-26-20. SB 117 further states the intent of the State Legislature that a school district's employees and contractors be paid during the period of a school closure due to COVID-19. SB 117 also waived instructional time penalties that would otherwise accrue, as long as the school district superintendent, county superintendent or charter school administrator certify that the closure due to COVID-19 caused the school district to fall below

applicable instructional time requirements. While SB 117 provided some immediate relief to school districts, the short-term and long-term impacts of the COVID-19 outbreak are unknown as the situation continues to evolve.

On March 19, 2020, the Governor issued Executive Order N-33-20, a State-wide stay at home order to protect the health and well-being of all Californians and to establish consistency across the State in order to slow the spread of COVID-19. Such order went into effect immediately.

The District has monitored guidelines and regulations from state and local agencies regarding COVID-19 and will continue to do so.

## **OVERVIEW OF THE FINANCIAL STATEMENTS**

The basic financial statements include two kinds of statements that present different views of the District:

- The first two statements are District-wide financial statements that provide both short-term and long-term information about the District's overall financial status. Because these statements include all district funds, it should be noted that certain inter-fund and other types of transactions that net to zero have been eliminated so that District-wide revenues and expenditures are presented without artificial inflation.
- The remaining statements are fund financial statements that focus on the major funds of the District. These statements report the District's operations in more detail than the District-wide statements.

These two kinds of statements report the District's net position and changes during the year. Net position is the difference between assets and liabilities, which is one way to measure the District's financial health, or financial position. Increases or decreases in the District's net position are one indicator of whether its financial health is improving or deteriorating over time.

The financial statements also include notes that explain some of the information in the statements and provide more detailed data. These notes are considered to be an integral part of the financial statements and should be considered in conjunction with them when looking at the District's financial picture.

The statements are followed by a section of required supplementary information that further explains and supports the financial statements with a comparison of the District's budget for the year.

In the District-wide financial statements, the District's activities are shown as Governmental activities. We have no funds that are classified as Business-type activities.

The fund financial statements provide more detailed information about the District's most significant funds, not the District as a whole. The District has one type of fund:

Governmental: All of the District's basic services are included in governmental funds, the General Fund being the largest fund in this category. Other governmental funds the district operates are Adult Ed Fund, Child Development Fund, Cafeteria Fund, Building Fund, Capital Facilities Fund, County School Facilities Fund, Capital Project Fund for Blended Component Units and the Bond Interest and Redemption Fund.

Revenues for the governmental funds totaled \$29.8 million, with \$25.3 million from the General Fund. Property taxes and state formula aid accounted for 75.2% of the District's General Fund revenue, another 17.0% came from state and federal aid for specific programs, with the remainder from fees charged for services and miscellaneous sources.

Expenditures totaled \$28.7 million, with \$24.4 million from the General Fund. The District's expenses are predominantly related to educating and caring for students, with 77.3% for salaries and benefits from the General Fund.

When utilizing these financial statements to assess the overall health of the District, additional non-financial factors will need to be considered, such as the condition of school buildings and other facilities, and enrollment trends.



## FINANCIAL ANALYSIS OF THE DISTRICT AS A WHOLE

### Table 1

Net Position	2018-19	2019-20
Current and Other Assets	\$ 12,809,345	\$ 10,647,355
Capital Assets	27,940,509	26,505,117
<b>Total Assets</b>	<b>40,749,854</b>	<b>37,152,472</b>
Deferred outflows related to pensions and OPEB	6,561,809	6,352,297
Deferred outflows from advance refunding of debt	184,718	157,048
<b>Total Deferred Outflows</b>	<b>6,746,527</b>	<b>6,509,345</b>
Long-Term Liabilities Outstanding	47,115,104	46,250,543
Other Liabilities	1,884,269	1,640,482
<b>Total Liabilities</b>	<b>48,999,373</b>	<b>47,891,025</b>
Deferred inflows related to pensions and OPEB	1,841,750	3,043,613
<b>Total Deferred Inflows</b>	<b>1,841,750</b>	<b>3,043,613</b>
Net Position:		
Net Investment in Capital Assets	15,152,027	14,920,506
Restricted	5,242,541	3,438,211
Unrestricted	(23,739,310)	(25,631,538)
<b>Total Net Position</b>	<b>\$ (3,344,742)</b>	<b>\$ (7,272,821)</b>

Net Position: The District's Total Net Position for the year ending June 30, 2020 is \$ (7,272,821).

It is important to note that land is accounted for at historical cost (purchase value), not market value, and is not depreciated. Many of our school sites have low values for today's market because the District acquired the land decades ago. This valuation of land is consistent with accounting rules set forth by the Governmental Accounting Standards Board.

While land and buildings owned by the District contribute to its net assets, and because of the nature of school operations, the District will be fully utilizing these assets for the foreseeable future, so they are not available as assets that could be liquidated.

## Changes in Net Position

**Table 2**

	<b>2018-19</b>	<b>2019-20</b>
Program Revenues:		
Charges for services	1,204,777	280,212
Operating and Capital Grants	6,307,604	4,979,995
General Revenues:		
Property Taxes	13,931,339	12,583,817
Federal and State Aid	7,828,940	8,341,704
Other	712,238	606,549
<b>Total Revenues</b>	<b>29,984,898</b>	<b>26,792,277</b>
<b>Program Expenses</b>		
Instruction	16,257,185	17,532,918
Instruction-Related Services	3,208,973	3,314,621
Pupil Services	4,602,081	4,209,879
General Administration	1,928,990	1,696,840
Plant and Ancillary Services	3,023,469	3,090,857
Interest	818,156	801,586
Other	60,606	73,655
<b>Total Expenses</b>	<b>29,899,460</b>	<b>30,720,356</b>
Change in Net Position	85,438	(3,928,079)
Net Position – Beginning	(3,430,180)	(3,344,742)
<b>Net Position – Ending</b>	<b>(3,344,742)</b>	<b>(7,272,821)</b>

## FINANCIAL ANALYSIS OF THE DISTRICT'S FUNDS

The strong financial performance of the District as a whole is reflected in its fund balances. The District maintains a three percent (3%) reserve in the General Fund, which meets the state-required reserve for fiscal uncertainties, and an additional two percent 2% reserve as a matter of adopted Board policy. As the District completed the 2019-20 year, its funds reported a *combined* fund balance of \$9.1 million. This amount includes the legally restricted ending balances and unrestricted site carryover amounts. It should be noted that the District child development and cafeteria funds were not self-supporting and required a contribution from the general fund.

**General Fund Budgetary Highlights.** Over the course of the year, the District revised its annual operating budget numerous times. The adopted budget as of July 1, 2019 was prepared prior to the State of California adopting a final State budget.

Following the adoption of the State budget and after the 2018-19 books were closed, the required First Interim Report was prepared where carryover funds and deferred revenues were incorporated, and the budget revised accordingly.

The District's General Fund ending fund balance is approximately \$6.6 million. Of this amount, \$3,450,331 is unassigned and \$2,143,411 has been assigned by the Board; the remainder is restricted and for State, Federal, and local categorical programs, under provisions of these grants or is nonspendable.

## CAPITAL ASSET AND DEBT ADMINISTRATION

- **Capital Assets.** At the end of fiscal year 2019-20, the District had a total value of \$71,800,458 in capital assets, including land, buildings, building improvements and equipment. Total accumulated depreciation amounted to \$45,295,341.
- **Long-term Debt.** The District ended the year with a total of \$46,250,543 in outstanding financing obligations. The major portions of this amount are for G.O. Bond issuance and pension and other postemployment benefits (OPEB) obligations as required by GASB 68 and GASB 75, respectively. The obligation for G.O. Bonds is \$16,271,792 and the combined pension and OPEB obligations are \$28,899,002, with the remaining obligations relating to capital leases and compensated absences.

## FACTORS BEARING ON THE DISTRICT'S FINANCIAL FUTURE

At the time these financial statements were prepared and audited, the District was aware of the following circumstances that could significantly affect its financial health in the future:

- Student enrollment and attendance are primary factors in the computation of most funding formulas for public schools in the State of California. The District is currently experiencing what it hopes is a temporary decline due to the pandemic in enrollment over the 2019-20 figures, with anticipation of a continued slight increase in enrollment for the next several years.

## **CONTACTING THE DISTRICT'S FINANCIAL MANAGEMENT**

This financial report is designed to provide the District's citizens, taxpayers, vendors, investors and creditors with a general overview of the District's finances and to demonstrate the District's accountability for the money it receives. Questions about this report or additional information requests should be directed to the Chief Business Officer, at 445 Montezuma Street, Rio Vista, CA 94571 or at (707) 374-1700.

**BASIC FINANCIAL STATEMENTS**

RIVER DELTA UNIFIED SCHOOL DISTRICT  
STATEMENT OF NET POSITION  
June 30, 2020

	<u>Governmental Activities</u>
<b>ASSETS</b>	
Cash and investments (Note 2)	\$ 8,305,867
Receivables	2,315,871
Stores inventory	25,617
Non-depreciable capital assets (Note 4)	987,424
Depreciable capital assets, net of accumulated depreciation (Note 4)	<u>25,517,693</u>
Total assets	<u>37,152,472</u>
<b>DEFERRED OUTFLOWS OF RESOURCES</b>	
Deferred outflow of resources - pensions (Notes 7 and 8)	5,888,078
Deferred outflow of resources - OPEB (Note 9)	464,219
Deferred outflow from advance refunding of debt	<u>157,048</u>
Total deferred outflows of resources	<u>6,509,345</u>
<b>LIABILITIES</b>	
Accounts payable	1,505,863
Unearned revenue	134,619
Long-term liabilities (Note 5):	
Due within one year	2,022,439
Due after one year	<u>44,228,104</u>
Total liabilities	<u>47,891,025</u>
<b>DEFERRED INFLOWS OF RESOURCES</b>	
Deferred inflows of resources - pensions (Notes 7 and 8)	2,013,000
Deferred inflows of resources - OPEB (Note 9)	<u>1,030,613</u>
Total deferred inflows of resources	<u>3,043,613</u>
<b>NET POSITION</b>	
Net investment in capital assets	14,920,506
Restricted:	
Legally restricted programs	1,093,316
Capital projects	1,098,961
Debt service	1,245,934
Unrestricted	<u>(25,631,538)</u>
Total net position	<u>\$ (7,272,821)</u>

See accompanying notes to financial statements.

RIVER DELTA UNIFIED SCHOOL DISTRICT  
STATEMENT OF ACTIVITIES  
For the Year Ended June 30, 2020

	Expenses	Program Revenues			Net (Expense) Revenues and Changes in Net Position
		Charges for Services	Operating Grants and Contributions	Capital Grants and Contributions	
Governmental activities:					
Instruction	\$ 17,532,918	\$ 46,081	\$ 3,061,314	\$ 61	\$ (14,425,462)
Instruction-related services:					
Supervision of instruction	513,942	2,064	164,212	-	(347,666)
Instructional library, media and technology	289,911	-	-	-	(289,911)
School site administration	2,510,768	1,102	147,187	-	(2,362,479)
Pupil services:					
Home-to-school transportation	1,223,324	3,428	13,980	-	(1,205,916)
Food services	937,921	69,145	713,326	-	(155,450)
All other pupil services	2,048,634	25,474	341,407	-	(1,681,753)
General administration	1,696,840	4,247	119,418	-	(1,573,175)
Data processing	9,859	-	-	-	(9,859)
Plant services	2,900,546	104,831	338,871	-	(2,456,844)
Ancillary services	190,311	-	9,358	-	(180,953)
Interest on long-term debt	801,586	-	-	-	(801,586)
Other outgo	63,796	23,840	70,861	-	30,905
Total governmental activities	<u>\$ 30,720,356</u>	<u>\$ 280,212</u>	<u>\$ 4,979,934</u>	<u>\$ 61</u>	<u>(25,460,149)</u>
General revenues:					
Taxes and subventions:					
Taxes levied for general purposes					11,991,989
Taxes levied for debt service					437,843
Taxes levied for other specific purposes					153,985
Federal and state aid not restricted to specific purposes					8,341,704
Interest and investment earnings					128,248
Interagency revenues					69,736
Miscellaneous					408,565
Total general revenues					<u>21,532,070</u>
Change in net position					<u>(3,928,079)</u>
Net position, July 1, 2019					<u>(3,344,742)</u>
Net position, June 30, 2020					<u>\$ (7,272,821)</u>

See accompanying notes to financial statements.

RIVER DELTA UNIFIED SCHOOL DISTRICT  
BALANCE SHEET  
GOVERNMENTAL FUNDS  
June 30, 2020

	General Fund	Capital Facilities Fund	Bond Interest and Redemption Fund	All Non-Major Funds	Total Governmental Funds
<b>ASSETS</b>					
Cash and investments:					
Cash in County Treasury	\$ 5,857,446	\$ 1,033,154	\$ 1,235,643	\$ 160,370	\$ 8,286,613
Cash in banks	64	-	-	4,190	4,254
Cash in revolving fund	15,000	-	-	-	15,000
Receivables	2,166,166	10,143	10,938	128,624	2,315,871
Due from other funds	133,194	162,350	-	168,246	463,790
Stores inventory	-	-	-	25,617	25,617
	<u>          </u>	<u>          </u>	<u>          </u>	<u>          </u>	<u>          </u>
Total assets	<u>\$ 8,171,870</u>	<u>\$ 1,205,647</u>	<u>\$ 1,246,581</u>	<u>\$ 487,047</u>	<u>\$ 11,111,145</u>
<b>LIABILITIES AND FUND BALANCES</b>					
Liabilities:					
Accounts payable	\$ 1,059,283	\$ 278,245	\$ -	\$ 102,638	\$ 1,440,166
Due to other funds	333,476	-	-	130,314	463,790
Unearned revenue	133,972	-	647	-	134,619
	<u>          </u>	<u>          </u>	<u>          </u>	<u>          </u>	<u>          </u>
Total liabilities	<u>1,526,731</u>	<u>278,245</u>	<u>647</u>	<u>232,952</u>	<u>2,038,575</u>
Fund balances:					
Nonspendable	15,000	-	-	25,617	40,617
Restricted	1,036,397	927,402	1,245,934	228,478	3,438,211
Assigned	2,143,411	-	-	-	2,143,411
Unassigned	3,450,331	-	-	-	3,450,331
	<u>          </u>	<u>          </u>	<u>          </u>	<u>          </u>	<u>          </u>
Total fund balances	<u>6,645,139</u>	<u>927,402</u>	<u>1,245,934</u>	<u>254,095</u>	<u>9,072,570</u>
	<u>          </u>	<u>          </u>	<u>          </u>	<u>          </u>	<u>          </u>
Total liabilities and fund balances	<u>\$ 8,171,870</u>	<u>\$ 1,205,647</u>	<u>\$ 1,246,581</u>	<u>\$ 487,047</u>	<u>\$ 11,111,145</u>

See accompanying notes to financial statements.



RIVER DELTA UNIFIED SCHOOL DISTRICT  
RECONCILIATION OF THE GOVERNMENTAL FUNDS BALANCE SHEET  
TO THE STATEMENT OF NET POSITION  
June 30, 2020

Total fund balances - Governmental Funds	\$	9,072,570
Amounts reported for governmental activities in the statement of net position are different because:		
Capital assets used for governmental activities are not financial resources and, therefore, are not reported as assets in governmental funds. The cost of the assets is \$71,800,458 and the accumulated depreciation is \$45,295,341 (Note 4).		26,505,117
Long-term liabilities are not due and payable in the current period and, therefore, are not reported as liabilities in governmental funds. Long-term liabilities at June 30, 2020 consisted of (Note 5):		
General Obligation Bonds	\$ (10,537,957)	
Accreted interest	(5,388,152)	
Unamortized premiums	(345,683)	
Capitalized lease obligations	(858,019)	
Other postemployment benefits (Note 9)	(5,732,002)	
Net pension liability (Notes 7 and 8)	(23,167,000)	
Compensated absences	<u>(221,730)</u>	
		(46,250,543)
Deferred outflows of resources resulting from defeasance of debt are not recorded in governmental funds. In governmental activities, the difference between the reacquisition price and the net carrying amount of the retired debt are reported as deferred outflows of resources.		157,048
In governmental funds, deferred outflows and inflows of resources relating to pensions are not reported because they are applicable to future periods. In the statement of net position, deferred outflows and inflows of resources relating to pensions are reported (Notes 7 and 8).		
Deferred outflows of resources relating to pensions	5,888,078	
Deferred inflows of resources relating to pensions	<u>(2,013,000)</u>	
		3,875,078
In governmental funds, deferred outflows and inflows relating to OPEB are not reported because they are applicable to future periods. In the statement of net position, deferred outflows relating to OPEB are reported.		
Deferred outflows of resources relating to OPEB	464,219	
Deferred inflows of resources relating to OPEB	<u>(1,030,613)</u>	
		(566,394)
Unmatured interest on long-term debt is not recognized until the period in which it matures and is paid in governmental funds, however, in the statement of net position it is recognized in the period that it is incurred.		<u>(65,697)</u>
Total net position - governmental activities	\$	<u>(7,272,821)</u>

See accompanying notes to financial statements.

RIVER DELTA UNIFIED SCHOOL DISTRICT  
STATEMENT OF REVENUES, EXPENDITURES AND  
CHANGE IN FUND BALANCES  
GOVERNMENTAL FUNDS  
For the Year Ended June 30, 2020

	General Fund	Capital Facilities Fund	Bond Interest and Redemption Fund	All Non-Major Funds	Total Governmental Funds
Revenues:					
Local Control					
Funding Formula (LCFF):					
State apportionment	\$ 9,740,987	\$ -	\$ -	\$ -	\$ 9,740,987
Local sources	<u>9,948,424</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>9,948,424</u>
Total LCFF	<u>19,689,411</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>19,689,411</u>
Federal sources	885,113	-	-	677,146	1,562,259
Other state sources	2,339,467	-	837	277,908	2,618,212
Other local sources	<u>1,764,673</u>	<u>236,120</u>	<u>457,925</u>	<u>246,674</u>	<u>2,705,392</u>
Total revenues	<u>24,678,664</u>	<u>236,120</u>	<u>458,762</u>	<u>1,201,728</u>	<u>26,575,274</u>
Expenditures:					
Current:					
Certificated salaries	9,633,567	-	-	36,601	9,670,168
Classified salaries	4,027,106	-	-	453,446	4,480,552
Employee benefits	5,574,222	-	-	201,748	5,775,970
Books and supplies	1,248,612	-	-	28,390	1,277,002
Contract services and operating expenditures	3,538,686	182,062	-	508,667	4,229,415
Other outgo	63,796	-	-	-	63,796
Capital outlay	361,437	412,150	-	258,896	1,032,483
Debt service:					
Principal retirement	-	145,608	1,598,945	-	1,744,553
Interest	<u>-</u>	<u>55,467</u>	<u>183,073</u>	<u>-</u>	<u>238,540</u>
Total expenditures	<u>24,447,426</u>	<u>795,287</u>	<u>1,782,018</u>	<u>1,487,748</u>	<u>28,512,479</u>
Excess (deficiency) of revenues over (under) expenditures	<u>231,238</u>	<u>(559,167)</u>	<u>(1,323,256)</u>	<u>(286,020)</u>	<u>(1,937,205)</u>
Other financing (uses) sources:					
Transfers in	5,962	162,350	-	140,400	308,712
Transfers out	<u>(302,750)</u>	<u>-</u>	<u>-</u>	<u>(5,962)</u>	<u>(308,712)</u>
Total other financing (uses) sources	<u>(296,788)</u>	<u>162,350</u>	<u>-</u>	<u>134,438</u>	<u>-</u>
Net change in fund balances	(65,550)	(396,817)	(1,323,256)	(151,582)	(1,937,205)
Fund balances, July 1, 2019	<u>6,710,689</u>	<u>1,324,219</u>	<u>2,569,190</u>	<u>405,677</u>	<u>11,009,775</u>
Fund balances, June 30, 2020	<u>\$ 6,645,139</u>	<u>\$ 927,402</u>	<u>\$ 1,245,934</u>	<u>\$ 254,095</u>	<u>\$ 9,072,570</u>

See accompanying notes to financial statements.

RIVER DELTA UNIFIED SCHOOL DISTRICT  
RECONCILIATION OF THE STATEMENT OF REVENUES, EXPENDITURES AND  
CHANGE IN FUND BALANCES – GOVERNMENTAL FUNDS –  
TO THE STATEMENT OF ACTIVITIES  
For the Year Ended June 30, 2020

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Net change in fund balances - Total Governmental Funds	\$ (1,937,205)
Amounts reported for governmental activities in the statement of activities are different because:	
Acquisition of capital assets is an expenditure in the governmental funds, but increases capital assets in the statement of net position (Note 4).	1,158,675
Depreciation of capital assets is an expense that is not recorded in the governmental funds (Note 4).	(2,594,067)
Repayment of principal on long-term debt is an expenditure in the governmental funds, but decreases the long-term liabilities in the statement of net position (Note 5).	1,744,553
Accreted interest on capital appreciation bonds is an expense that is not recorded in governmental funds (Note 5).	(593,670)
In governmental funds, losses on refunding of debt are not recognized. In government wide statements, losses on refunding of debt are deferred and amortized over the life of the debt (Note 5).	(27,670)
In governmental funds if debt is issued at a premium, the premium is recognized as other financing sources in the period it is incurred. In the government-wide statements, the premium is amortized as interest over the life of the related debt (Note 5).	39,292
Other postemployment benefits (OPEB) costs are recognized when employer contributions are made. In the statement of activities, OPEB costs are recognized on the accrual basis. The difference between OPEB costs and actual employer contributions were (Notes 5 and 9).	(476,558)
In the statement of activities, expenses related to compensated absences is measured by the amounts earned during the year. In the governmental funds, expenditures are measured by the amount paid during the year (Note 5).	(23,481)
In government funds, pension costs are recognized when employer contributions are made. In the statement of activities, pension costs are recognized on the accrual basis. This year, the difference between accrual-basis pension costs and actual employer contributions was (Note 7 and 8).	(1,236,950)
Unmatured interest on long-term debt is recognized in the period that it becomes due in the statement of net position, but is expensed when paid in the governmental funds.	19,002
Change in net position of governmental activities	<u>\$ (3,928,079)</u>

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See accompanying notes to financial statements.

RIVER DELTA UNIFIED SCHOOL DISTRICT  
STATEMENT OF FIDUCIARY ASSETS AND LIABILITIES  
AGENCY FUND  
June 30, 2020

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**ASSETS**

Cash on hand and in banks (Note 2) \$ 164,473

**LIABILITIES**

Due to student groups \$ 164,473

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See accompanying notes to financial statements.

RIVER DELTA UNIFIED SCHOOL DISTRICT  
NOTES TO FINANCIAL STATEMENTS  
June 30, 2020

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**NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES**

River Delta Unified School District (the "District") accounts for its financial transactions in accordance with the policies and procedures of the California Department of Education's California School Accounting Manual. The accounting policies of the District conform to accounting principles generally accepted in the United States of America as prescribed by the Governmental Accounting Standards Board. The following is a summary of the more significant policies:

Reporting Entity: The District has reviewed criteria to determine whether other entities with activities that benefit the District should be included within its financial reporting entity. The criteria include, but are not limited to, whether the entity exercises oversight responsibility (which includes financial interdependency, selection of governing authority, designation of management, ability to significantly influence operations, and accountability for fiscal matters), the scope of public service, and a special financing relationship.

The District has determined that no other outside entity meets the above criteria, and therefore, no agency has been included as a component unit in the District's financial statements. In addition, the District is not aware of any entity that would exercise such oversight responsibility that would result in the District being considered a component unit of that entity.

Basis of Presentation - Financial Statements: The basic financial statements include a Management's Discussion and Analysis (MD & A) section providing an analysis of the District's overall financial position and results of operations, financial statements prepared using full accrual accounting for all of the District's activities, including infrastructure, and a focus on the major funds.

Basis of Presentation - Government-Wide Financial Statements: The Statement of Net Position and the Statement of Activities displays information about the reporting government as a whole. Fiduciary funds are not included in the government-wide financial statements. Fiduciary funds are reported only in the Statement of Fiduciary Assets and Liabilities.

The Statement of Net Position and the Statement of Activities are prepared using the economic resources measurement focus and the accrual basis of accounting. Revenues, expenses, gains, losses, assets and liabilities resulting from exchange and exchange-like transactions are recognized when the exchange takes place. Revenues, expenses, gains, losses, assets and liabilities resulting from nonexchange transactions are recognized in accordance with the requirements of Governmental Accounting Standards Board Codification Section (GASB Cod. Sec.) N50.118-.121.

*Program revenues*: Program revenues included in the Statement of Activities derive directly from the program itself or from parties outside the District's taxpayers or citizenry, as a whole; program revenues reduce the cost of the function to be financed from the District's general revenues.

*Allocation of indirect expenses*: The District reports all direct expenses by function in the Statement of Activities. Direct expenses are those that are clearly identifiable with a function. Depreciation expense is specifically identified by function and is included in the direct expense of the respective function. Interest on general long-term liabilities is considered an indirect expense and is reported separately on the Statement of Activities.

Basis of Presentation - Fund Accounting: The accounts of the District are organized on the basis of funds, each of which is considered to be a separate accounting entity. The operations of each fund are accounted for with a separate set of self-balancing accounts that comprise its assets, liabilities, fund equity, revenues, and expenditures, as appropriate. District resources are allocated to and accounted for in individual funds based upon the purpose for which they are to be spent and the means by which spending activities are controlled.

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(Continued)

RIVER DELTA UNIFIED SCHOOL DISTRICT  
NOTES TO FINANCIAL STATEMENTS  
June 30, 2020

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**NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES** (Continued)

A - Major Funds

General Fund:

The General Fund is the general operating fund of the District and accounts for all revenues and expenditures of the District not encompassed within other funds. All general tax revenues and other receipts that are not allocated by law or contractual agreement to some other fund are accounted for in this fund. General operating expenditures and the capital improvement costs that are not paid through other funds are paid from the General Fund. For financial reporting purposes, the current year activity and year end balances of the Special Reserve for Other than Capital Outlay Projects is combined with the General Fund.

Capital Facilities Fund:

The Capital Facilities Fund is a capital projects fund used to account for resources used for the acquisition or construction of major capital facilities and equipment, and primarily includes proceeds from the sale of bonds.

Bond Interest and Redemption Fund:

The Bond Interest and Redemption Fund is a debt service fund used to account for the accumulation of resources for, and the repayment of, general long-term debt principal, interest, and related costs.

B - Other Funds

The Special Revenue Funds are used to account for the proceeds of specific revenue sources that are legally restricted to expenditures for specific purposes. This classification includes the Adult Education, Child Development, and Cafeteria Funds.

The Capital Projects Funds are used to account for resources used for the acquisition or construction of major capital facilities and equipment. This classification includes the Building Fund, County School Facilities Fund, and Capital Projects Funds.

The Agency Fund is a fiduciary fund for which the District acts as an agent. The District operates one Agency Fund, the Student Body Fund, which accounts for all cash activity and assets of the various student bodies of the District.

Basis of Accounting: Basis of accounting refers to when revenues and expenditures or expenses are recognized in the accounts and reported in the financial statements. Basis of accounting relates to the timing of the measurement made, regardless of the measurement focus applied.

Accrual: Governmental activities in the government-wide financial statements and the fiduciary fund financial statements are presented on the accrual basis of accounting. Revenues are recognized when earned and expenses are recognized when incurred.

Modified Accrual: The governmental funds financial statements are presented on the modified accrual basis of accounting. Under the modified accrual basis of accounting, revenues are recorded when susceptible to accrual; i.e., both measurable and available. "Available" means collectible within the current period or within 60 days after year end. Expenditures are generally recognized under the modified accrual basis of accounting when the related liability is incurred. The exception to this general rule is that principal and interest on general obligation long-term liabilities, if any, is recognized when due.

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(Continued)

RIVER DELTA UNIFIED SCHOOL DISTRICT  
 NOTES TO FINANCIAL STATEMENTS  
 June 30, 2020

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**NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)**

Capital Assets: Capital assets purchased or acquired, with an original cost of \$5,000 or more, are recorded at historical cost or estimated historical cost. Contributed assets are reported at acquisition value for the contributed asset Additions, improvements and other capital outlay that significantly extend the useful life of an asset are capitalized. Other costs incurred for repairs and maintenance are expensed as incurred. Capital assets are depreciated using the straight-line method over 5 - 50 years depending on asset types.

Deferred Outflows/Inflows of Resources: In addition to assets, the Statement of Net Position includes a section for deferred outflows of resources. This separate financial statement element represents a consumption of net position that applies to future periods, and as such will not be recognized as an outflow of resources (expense/expenditure) until then. The District has recognized a deferred loss on refunding reported, which is in the Statement of Net Position. A deferred loss on refunding results from the difference in the carrying value of refunded debt and its reacquisition price. This amount is deferred and amortized over the shortened life of the refunded or refunding debt. The District has also recognized deferred outflows of resources related to the recognition of the net pension liability and net OPEB liability reported in the Statement of Net Position.

In addition to liabilities, the Statement of Net Position reports a separate section for deferred inflows of resources. This separate financial statement element represents an acquisition of net position that applies to future periods and as such, will not be recognized as an inflow of resources (revenue) until that time. The District has recognized a deferred inflow of resources related to the recognition of the net pension liability and net OPEB liability reported in the Statement of Net Position.

Other Postemployment Benefits (OPEB): For purpose of measuring the net OPEB liability, information about the fiduciary net position of River Delta Unified School District's Plan (the "Plan") and additions to/deductions from the Plan's fiduciary net position have been determined on the same basis as they are reported by the Plan. For this purpose, the Plan recognizes benefit payments when due and payable in accordance with the benefit terms. Investments are reported at fair value, except for money market investments and interest-earning investment contracts that are reported at cost.

Pensions: For purposes of measuring the net pension liability, deferred outflows of resources and deferred inflows of resources related to pensions, and pension expense, information about the fiduciary net position of the State Teachers' Retirement Plan (STRP) and Public Employers Retirement Fund B (PERF B) and additions to/deductions from STRP's and PERF B's fiduciary net position have been determined on the same basis as they are reported by STRP and PERF B. For this purpose, benefit payments (including refunds of employee contributions) are recognized when due and payable in accordance with the benefit terms. Certain investments are reported at fair value. The following is a summary of pension amounts in aggregate:

	<u>STRP</u>	<u>PERF B</u>	<u>Total</u>
Deferred outflows of resources	\$ 3,819,264	\$ 2,068,814	\$ 5,888,078
Deferred inflows of resources	\$ 1,762,000	\$ 251,000	\$ 2,013,000
Net pension liability	\$ 13,789,000	\$ 9,378,000	\$ 23,167,000
Pension expense	\$ 2,859,437	\$ 2,032,908	\$ 4,892,345

Budgets and Budgetary Accounting: By state law, the Board of Education must adopt a final budget by July 1. A public hearing is conducted to receive comments prior to adoption. The District's Board of Education complied with these requirements.

(Continued)

RIVER DELTA UNIFIED SCHOOL DISTRICT  
NOTES TO FINANCIAL STATEMENTS  
June 30, 2020

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**NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)**

Receivables: Receivables are made up principally of amounts due from the State of California and categorical programs. The District has determined that no allowance for doubtful accounts was needed as of June 30, 2020.

Stores Inventory: Stores inventory in the Cafeteria Fund consists mainly of consumable supplies held for future use and are valued at average cost. Inventories are recorded as expenditures at the time individual inventory items are transferred from the warehouse to schools. Maintenance and other supplies held for physical plant repair, transportation supplies, and operating supplies are not included in inventories; rather, these amounts are recorded as expenditures when purchased.

Compensated Absences: Compensated absences in the amount of \$221,730 are recorded as a long-term liability of the District. The liability is for the earned but unused benefits. The amount to be provided by future operations represents the total amount that would be required to be provided from the general operating revenues of the District if all the benefits were to be paid.

Accumulated Sick Leave: Accumulated sick leave benefits are not recognized as liabilities of the District. The District's policy is to record sick leave as an operating expenditure in the period taken since such benefits do not vest nor is payment probable; however, unused sick leave is added to the creditable service period for calculation of retirement benefits when the employee retires.

Unearned Revenue: Revenue from federal, state, and local special projects and programs is recognized when qualified expenditures have been incurred. Funds received but not earned are recorded as unearned revenue until earned.

Property Taxes: Secured property taxes are attached as an enforceable lien on property as of March 1. Taxes are due in two installments on or before December 10 and April 10. Unsecured property taxes are due in one installment on or before August 31. The County of Sacramento bills and collects taxes for the District. Tax revenues are recognized by the District when received.

Custodial Relationships: The balance sheet for the Agency Fund represents the assets, liabilities and trust accounts of various student organizations within the District. As the funds are custodial in nature, no measurement of operating results is involved.

Encumbrances: Encumbrance accounting is used in all budgeted funds to reserve portions of applicable appropriations for which commitments have been made. Encumbrances are recorded for purchase orders, contracts and other commitments when they are written. Encumbrances are liquidated when the commitments are paid. All encumbrances are liquidated at June 30.

Estimates: The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions. These estimates and assumptions affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenditures during the reporting period. Accordingly, actual results may differ from those estimates.

Eliminations and Reclassifications: In the process of aggregating data for the Statement of Net Position and the Statement of Activities, some amounts reported as interfund activity and balances in the funds were eliminated or reclassified. Interfund receivables and payables were eliminated to minimize the "grossing up" effect on assets and liabilities within the governmental activities column.

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(Continued)



RIVER DELTA UNIFIED SCHOOL DISTRICT  
NOTES TO FINANCIAL STATEMENTS  
June 30, 2020

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**NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)**

Net Position: Net position is displayed in three components:

1. Net Investment in Capital Assets – Consists of capital assets including restricted capital assets, net of accumulated depreciation and reduced by the outstanding balances (excluding unspent bond proceeds) of any bonds, mortgages, notes, or other borrowings that are attributable to the acquisition, construction, or improvement of those assets.
2. Restricted Net Position - Restrictions of the ending net position indicate the portions of net position not appropriable for expenditure or amounts legally segregated for a specific future use. The restriction for legally restricted programs represents the portion of net position restricted to specific program expenditures. The restriction for capital projects represents the portion of net position restricted for capital projects. The restriction for debt service represents the portion of net position available for the retirement of debt. It is the District's policy to use restricted net position first when allowable expenditures are incurred.
3. Unrestricted Net Position – All other net position that do not meet the definitions of "restricted" or "net investment in capital assets".

Fund Balance Classifications: Governmental Accounting Standards Board Codification Sections 1300 and 1800, Fund Balance Reporting and Governmental Fund Type Definitions (GASB Cod. Sec. 1300 and 1800) implements a five-tier fund balance classification hierarchy that depicts the extent to which a government is bound by spending constraints imposed on the use of its resources. The five classifications, discussed in more detail below, are nonspendable, restricted, committed, assigned and unassigned.

**A - Nonspendable Fund Balance:**

The nonspendable fund balance classification reflects amounts that are not in spendable form, such as revolving fund cash and stores inventory.

**B - Restricted Fund Balance:**

The restricted fund balance classification reflects amounts subject to externally imposed and legally enforceable constraints. Such constraints may be imposed by creditors, grantors, contributors, or laws or regulations of other governments, or may be imposed by law through constitutional provisions or enabling legislation. These are the same restrictions used to determine restricted net position as reported in the government-wide fund statements.

**C - Committed Fund Balance:**

The committed fund balance classification reflects amounts subject to internal constraints self-imposed by formal action of the Board of Education. The constraints giving rise to committed fund balance must be imposed no later than the end of the reporting period. The actual amounts may be determined subsequent to that date but prior to the issuance of the financial statements. Formal action by the Board of Education is required to remove any commitment from any fund balance. At June 30, 2020, the District had no committed fund balances.

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(Continued)

RIVER DELTA UNIFIED SCHOOL DISTRICT  
 NOTES TO FINANCIAL STATEMENTS  
 June 30, 2020

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**NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)**

D - Assigned Fund Balance:

The assigned fund balance classification reflects amounts that the District's Board of Education has approved to be used for specific purposes, based on the District's intent related to those specific purposes. While the Board of Education has empowered members of management to suggest individual amounts to be assigned, as of June 30, 2020 no formal designation of assignment authority has occurred and the Board of Education retains ultimate authority for assigning fund balance.

E - Unassigned Fund Balance:

In the General Fund only, the unassigned fund balance classification reflects the residual balance that has not been assigned to other funds and that is not restricted, committed, or assigned to specific purposes. In any fund other than the General Fund, a positive unassigned fund balance is never reported because amounts in any other fund are assumed to have been assigned, at least, to the purpose of that fund. However, deficits in any fund, including the General Fund that cannot be eliminated by reducing or eliminating amounts assigned to other purposes are reported as negative unassigned fund balance.

Fund Balance Policy: The District has an expenditure policy relating to fund balances. For purposes of fund balance classifications, expenditures are to be spent from restricted fund balances first, followed in order by committed fund balances (if any), assigned fund balances and lastly unassigned fund balances.

While GASB Cod. Sec. 1300 and 1800 do not require Districts to establish a minimum fund balance policy or a stabilization arrangement, GASB Cod. Sec. 1300 and 1800 do require the disclosure of a minimum fund balance policy and stabilization arrangements, if they have been adopted by the Board of Education. At June 30, 2020, the District has not established a minimum fund balance policy nor has it established a stabilization arrangement.

**NOTE 2 - CASH AND INVESTMENTS**

Cash and investments at June 30, 2020 consisted of the following:

	<u>Governmental Activities</u>	<u>Fiduciary Activities</u>
Pooled Funds:		
Cash in County Treasury	\$ 8,286,613	\$ -
Deposits:		
Cash on hand and in banks	4,254	164,473
Revolving cash fund	15,000	-
	\$ 8,305,867	\$ 164,473

Pooled Funds: In accordance with Education Code Section 41001, the District maintains substantially all of its cash in the Sacramento County Treasury. The District is considered an involuntary participant in an external investment pool. The fair value of the District's investment pool is reported in the financial statements at amounts based upon the District's pro-rata share of fair value provided by the County Treasurer for the entire portfolio (in relation to the amortized cost of that portfolio). The balance available for withdrawal is based on the accounting records maintained by the County Treasurer, which is recorded on the amortized cost basis.

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(Continued)

RIVER DELTA UNIFIED SCHOOL DISTRICT  
 NOTES TO FINANCIAL STATEMENTS  
 June 30, 2020

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**NOTE 2 - CASH AND INVESTMENTS (Continued)**

Deposits - Custodial Credit Risk: The District limits custodial credit risk by ensuring uninsured balances are collateralized by the respective financial institution. Cash balances held in banks are insured up to \$250,000 by the Federal Deposit Insurance Corporation (FDIC) and are collateralized by the respective financial institution. At June 30, 2020, the carrying amount of the District's accounts was \$183,727 and the bank balance was \$248,766, all of which was insured.

Interest Rate Risk: The District does not have a formal investment policy that limits cash and investment maturities as a means of managing its exposure to fair value losses arising from increasing interest rates. At June 30, 2020, the District had no significant interest rate risk related to cash and investments held.

Credit Risk: The District does not have a formal investment policy that limits its investment choices other than the limitations of state law.

Concentration of Credit Risk: The District does not place limits on the amount it may invest in any one issuer. At June 30, 2020, the District had no concentration of credit risk.

**NOTE 3 - INTERFUND TRANSACTIONS**

Interfund Activity: Transactions between funds of the District are recorded as interfund transfers. The unpaid balances at year end, as a result of such transactions, are shown as due to and due from other funds.

Interfund Receivables/Payables: Individual fund interfund receivable and payable balances at June 30, 2020 were as follows:

<u>Fund</u>	<u>Interfund Receivables</u>	<u>Interfund Payables</u>
<b>Major Funds:</b>		
General	\$ 133,194	\$ 333,476
Capital Facilities	162,350	-
<b>Non-Major Funds:</b>		
Adult Education	-	5,962
Child Development	57,340	-
Cafeteria	53,051	124,352
Building	9	-
Capital Projects	57,846	-
	<u>\$ 463,790</u>	<u>\$ 463,790</u>

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(Continued)

RIVER DELTA UNIFIED SCHOOL DISTRICT  
NOTES TO FINANCIAL STATEMENTS  
June 30, 2020

**NOTE 3 - INTERFUND TRANSACTIONS (Continued)**

Transfers: Transfers consist of operating transfers from funds receiving revenue to funds through which the resources are to be expended.

Transfers for the 2019-2020 fiscal year were as follows:

Transfer from the General Fund to the Capital Facilities Fund to provide for capital lease repayment.	\$ 162,350
Transfer from the General Fund to the Cafeteria Fund to provide for the write-off of bad debt and operational support of the Fund.	83,051
Transfer from the General Fund to the Child Development Fund for operational support of the fund.	57,340
Transfer from the Adult Education Fund to the General Fund for indirect cost support.	5,962
Transfer from the General Fund to the Building Fund for the correction of an entry.	9
	\$ 308,712

**NOTE 4 - CAPITAL ASSETS**

A schedule of changes in capital assets for the year ended June 30, 2020 is shown below:

	Balance July 1, <u>2019</u>	<u>Additions</u>	<u>Deductions</u>	Balance June 30, <u>2020</u>
Non-depreciable:				
Land	\$ 447,832	\$ -	\$ -	\$ 447,832
Work-in-process	625	538,342	(625)	539,592
Depreciable:				
Buildings	58,856,774	17,000	-	58,873,774
Improvement of sites	7,484,909	243,817	625	7,728,101
Equipment	3,851,643	359,516	-	4,211,159
Totals, at cost	70,641,783	1,158,675	-	71,800,458
Less accumulated depreciation:				
Buildings	(35,371,447)	(1,951,420)	-	(37,322,867)
Improvement of sites	(4,610,492)	(368,305)	-	(4,978,797)
Equipment	(2,719,335)	(274,342)	-	(2,993,677)
Total accumulated depreciation	(42,701,274)	(2,594,067)	-	(45,295,341)
Capital assets, net	\$ 27,940,509	\$ (1,435,392)	\$ -	\$ 26,505,117

(Continued)

RIVER DELTA UNIFIED SCHOOL DISTRICT  
NOTES TO FINANCIAL STATEMENTS  
June 30, 2020

**NOTE 4 - CAPITAL ASSETS** (Continued)

Depreciation expense was charged to governmental activities as follows:

Instruction	\$ 1,823,023
School site administration	605,038
Home-to-school transportation	91,640
Food services	7,585
General administration	48,054
Centralized data processing	451
Plant services	<u>18,276</u>
 Total depreciation expense	 <u><u>\$ 2,594,067</u></u>

**NOTE 5 - LONG-TERM LIABILITIES**

General Obligation Bonds: On March 17, 2005, the District issued Series 2005 General Obligation Bonds in the amounts of \$8,249,979 and \$3,999,987 to improve or construct school facilities. The Current Interest Serial Bonds accrue interest up to a maximum of 4.5% and 4.375%, respectively, per annum from the date of issuance and are both payable on February 1 and August 1 of each year through August 1, 2029. The Capital Appreciation Serial Bonds accrue interest from the date of issuance and compound semiannually on February 1 and August 1 of each year through August 1, 2029.

On May 15, 2008, the District issued Series 2008 General Obligation Bonds in the amount of \$3,300,015 to upgrade, renovate, furnish, and equip the school facilities. The Capital Appreciation Serial Bonds have an interest rate of 5.806% with principal payments beginning on August 1, 2032 and continuing through April 1, 2048.

On November 4, 2014, the District issued Series 2014 General Obligation Refunding Bonds in the amount of \$5,550,800 to refund the Election of the 2004, Series 2005 bonds. The Series 2014 Bonds have an interest rate of 5.806% with payments beginning on November 4, 2014 and continuing through August 1, 2025.

On February 25, 2015, the District issued Series 2015 General Obligation Refunding Bonds in the amount of \$3,510,000 to refund the Election of the 2004, Series 2006 bonds. The Series 2015 Bonds have an interest rate of 5.806% and mature through August 1, 2024.

The Outstanding general obligation Debt of the district as of June 30, 2020 is as follows:

Series	Interest Rate	Maturity Fiscal Year	Amount of Original Issue	Outstanding July 1, 2019	Issued Current Year	Redeemed Current Year	Outstanding June 30, 2020
Series 2005 Bonds	4.50%-4.375%	2029	\$ 8,249,979	\$ 949,965	-	-	\$ 949,965
Series 2005 Bonds	4.50%-4.375%	2030	3,999,987	1,424,994	-	740,000	684,994
Series 2008 Bonds	5.806%	2048	3,300,015	3,300,015	-	-	3,300,015
Series 2014 Bonds	5.806%	2025	5,550,800	3,853,557	-	499,958	3,353,599
Series 2015 Bonds	5.806%	2024	3,510,000	2,608,371	-	358,987	2,249,384
Total			<u>\$ 24,610,781</u>	<u>\$ 12,136,902</u>	<u>\$ -</u>	<u>\$ 1,598,945</u>	<u>\$ 10,537,957</u>

(Continued)

RIVER DELTA UNIFIED SCHOOL DISTRICT  
 NOTES TO FINANCIAL STATEMENTS  
 June 30, 2020

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**NOTE 5 - LONG-TERM LIABILITIES** (Continued)

The following is a schedule of future payments on the General Obligation Bonds.

Year Ending <u>June 30,</u>	<u>Principal</u>	<u>Interest</u>	<u>Total</u>
2021	\$ 974,307	\$ 149,710	\$ 1,124,017
2022	973,023	127,010	1,100,033
2023	1,044,566	101,118	1,145,684
2024	1,118,938	70,811	1,189,749
2025	1,200,109	258,425	1,458,534
2026-2030	1,535,902	5,454,583	6,990,485
2031-2035	999,274	3,243,770	4,243,044
2036-2040	967,148	4,142,961	5,110,109
2041-2045	986,067	5,247,531	6,233,598
2046-2048	<u>738,623</u>	<u>4,493,393</u>	<u>5,232,016</u>
	<u>\$ 10,537,957</u>	<u>\$ 23,289,312</u>	<u>\$ 33,827,269</u>

Capitalized Lease Obligations: The District leases buildings, vehicles and equipment under various capitalized lease agreements, with original cost of \$2,677,746 and accumulated depreciation at June 30, 2020 totaling \$1,529,345.

At June 30, 2020, the District's capitalized lease obligations were as follows:

Year Ending <u>June 30,</u>	<u>Payments</u>
2021	\$ 201,075
2022	201,075
2023	201,075
2024	<u>402,150</u>
	1,005,375
Less amount representing interest	<u>(147,356)</u>
	<u>\$ 858,019</u>

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(Continued)

RIVER DELTA UNIFIED SCHOOL DISTRICT  
NOTES TO FINANCIAL STATEMENTS  
June 30, 2020

**NOTE 5 - LONG-TERM LIABILITIES** (Continued)

Schedule of Changes in Long-Term Liabilities: A schedule of changes in long-term liabilities for the fiscal year ended June 30, 2020 is shown below:

	Balance <u>July 1, 2019</u>	<u>Additions</u>	<u>Deductions</u>	Balance June 30, <u>2020</u>	Amounts Due Within <u>One Year</u>
<u>Debt:</u>					
General Obligation Bonds	\$ 12,136,902	\$ -	\$ 1,598,945	\$ 10,537,957	\$ 974,307
Accreted interest	4,794,482	593,670	-	5,388,152	633,455
Unamortized premiums	384,975	-	39,292	345,683	39,292
Capital leases	1,003,627	-	145,608	858,019	153,655
<u>Other long-term liabilities:</u>					
Net OPEB liability (Note 9)	6,013,869	-	281,867	5,732,002	-
Net pension liability (Notes 7 and 8)	22,583,000	584,000	-	23,167,000	-
Compensated absences	198,249	23,481	-	221,730	221,730
Totals	<u>\$ 47,115,104</u>	<u>\$ 1,201,151</u>	<u>\$ 2,065,712</u>	<u>\$ 46,250,543</u>	<u>\$ 2,022,439</u>

Payments on the General Obligation Bonds are made from the Bond Interest and Redemption Fund. Payments on the capitalized lease obligations are made from the Capital Facilities Fund. Payments for other postemployment benefits, net pension liability and compensated absences are made from the funds for which the related employee worked.

(Continued)

RIVER DELTA UNIFIED SCHOOL DISTRICT  
NOTES TO FINANCIAL STATEMENTS  
June 30, 2020

**NOTE 6 - FUND BALANCES**

Fund balances, by category, at June 30, 2020 consisted of the following:

	General Fund	Capital Facilities Fund	Bond Interest and Redemption Fund	All Non-Major Funds	Total
<u>Nonspendable:</u>					
Revolving cash	\$ 15,000	\$ -	\$ -	\$ -	\$ 15,000
Stores inventory	-	-	-	25,617	25,617
Subtotal nonspendable	<u>15,000</u>	<u>-</u>	<u>-</u>	<u>25,617</u>	<u>40,617</u>
<u>Restricted:</u>					
Legally restricted programs	1,036,397	-	-	56,919	1,093,316
Capital projects	-	927,402	-	171,559	1,098,961
Debt service	-	-	1,245,934	-	1,245,934
Subtotal restricted	<u>1,036,397</u>	<u>927,402</u>	<u>1,245,934</u>	<u>228,478</u>	<u>3,438,211</u>
<u>Assigned:</u>					
Projected Unrestricted One-time Funds	445,928	-	-	-	445,928
Minimum Wage Adjustment	200,000	-	-	-	200,000
Reserve for FY2021 deficit spending	975,556	-	-	-	975,556
Reserve for FY2022 deficit spending	481,635	-	-	-	481,635
Other assignments	40,292	-	-	-	40,292
Subtotal assigned	<u>2,143,411</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>2,143,411</u>
<u>Unassigned:</u>					
Designated for economic uncertainty	1,222,073	-	-	-	1,222,073
Unassigned	2,228,258	-	-	-	2,228,258
Subtotal unassigned	<u>3,450,331</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>3,450,331</u>
Total fund balances	<u>\$ 6,645,139</u>	<u>\$ 927,402</u>	<u>\$ 1,245,934</u>	<u>\$ 254,095</u>	<u>\$ 9,072,570</u>

(Continued)



RIVER DELTA UNIFIED SCHOOL DISTRICT  
NOTES TO FINANCIAL STATEMENTS  
June 30, 2020

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**NOTE 7 – NET PENSION LIABILITY – STATE TEACHERS' RETIREMENT PLAN**

*General Information about the State Teachers' Retirement Plan*

Plan Description: Teaching-certified employees of the District are provided with pensions through the State Teachers' Retirement Plan (STRP) – a cost-sharing multiple-employer defined benefit pension plan administered by the California State Teachers' Retirement System (CalSTRS). The Teachers' Retirement Law (California Education Code Section 22000 et seq.), as enacted and amended by the California Legislature, established this plan and CalSTRS as the administrator. The benefit terms of the plans may be amended through legislation. CalSTRS issues a publicly available financial report that can be obtained at <http://www.calstrs.com/comprehensive-annual-financial-report>.

Benefits Provided: The STRP Defined Benefit Program has two benefit formulas:

- CalSTRS 2% at 60: Members first hired on or before December 31, 2012, to perform service that could be creditable to CalSTRS.
- CalSTRS 2% at 62: Members first hired on or after January 1, 2013, to perform service that could be creditable to CalSTRS.

The Defined Benefit (DB) Program provides retirement benefits based on members' final compensation, age and years of service credit. In addition, the retirement program provides benefits to members upon disability and to survivors/beneficiaries upon the death of eligible members. There are several differences between the two benefit formulas which are noted below.

*CalSTRS 2% at 60*

CalSTRS 2% at 60 members are eligible for normal retirement at age 60, with a minimum of five years of credited service. The normal retirement benefit is equal to 2.0 percent of final compensation for each year of credited service. Early retirement options are available at age 55 with five years of credited service or as early as age 50 with 30 years of credited service. The age factor for retirements after age 60 increases with each quarter year of age to 2.4 percent at age 63 or older. Members who have 30 years or more of credited service receive an additional increase of up to 0.2 percent to the age factor, known as the career factor. The maximum benefit with the career factor is 2.4 percent of final compensation.

CalSTRS calculates retirement benefits based on a one-year final compensation for members who retired on or after January 1, 2001, with 25 or more years of credited service, or for classroom teachers with less than 25 years of credited service if the employer elected to pay the additional benefit cost prior to January 1, 2014. One-year final compensation means a member's highest average annual compensation earnable for 12 consecutive months calculated by taking the creditable compensation that a member could earn in a school year while employed on a fulltime basis, for a position in which the person worked. For members with less than 25 years of credited service, final compensation is the highest average annual compensation earnable for any 36 consecutive months of credited service.

*CalSTRS 2% at 62*

CalSTRS 2% at 62 members are eligible for normal retirement at age 62, with a minimum of five years of credited service. The normal retirement benefit is equal to 2.0 percent of final compensation for each year of credited service. An early retirement option is available at age 55. The age factor for retirement after age 62 increases with each quarter year of age to 2.4 percent at age 65 or older.

All CalSTRS 2% at 62 members have their final compensation based on their highest average annual compensation earnable for 36 consecutive months of credited service.

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(Continued)

RIVER DELTA UNIFIED SCHOOL DISTRICT  
NOTES TO FINANCIAL STATEMENTS  
June 30, 2020

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**NOTE 7 – NET PENSION LIABILITY – STATE TEACHERS' RETIREMENT PLAN (Continued)**

Contributions: Required member, employer and state contribution rates are set by the California Legislature and Governor and detailed in Teachers' Retirement Law. Contribution rates are expressed as a level percentage of payroll using the entry age normal actuarial cost method.

In June 2019, California Senate Bill 90 (SB 90) was signed into law and appropriated approximately \$2.2 billion in fiscal year 2018–19 from the state's General Fund as contributions to CalSTRS on behalf of employers. The bill requires portions of the contribution to supplant the amounts remitted by employers such that the amounts remitted will be 1.03 and 0.70 percentage points less than the statutorily required amounts due for fiscal years 2019–20 and 2020–21, respectively. The remaining portion of the contribution, approximately \$1.6 billion, was allocated to reduce the employers' share of the unfunded actuarial obligation of the DB Program.

California Assembly Bill 84, Chapter 16, Statutes of 2020, (AB 84) was signed into law in June 2020 and revised certain provisions of Teachers' Retirement Law enacted by SB 90. Specifically, AB 84 repurposed the aforementioned \$1.6 billion contribution originally intended to reduce employers' long-term liabilities, to further supplant employer contributions through fiscal year 2021–22. Pursuant to AB 84, employers will remit contributions to CalSTRS based on a rate that is 2.95% less than the statutory rate for fiscal year 2020–21 and 2.18% less than the rate set by the board for fiscal year 2021–22. Any remaining amounts must be allocated to reduce the employers' share of the unfunded actuarial obligation of the DB Program. The rate reduction for fiscal year 2019–20 under SB 90 was not changed by AB 84. The employer contribution rates set in statute and the CalSTRS board's authority to adjust those rates starting in fiscal year 2021–22 under the CalSTRS Funding Plan were not changed by the passage of SB 90 or AB 84.

A summary of statutory contribution rates and other sources of contributions to the DB Program are as follows:

*Members* - Under CalSTRS 2% at 60, the member contribution rate was 10.25 percent of applicable member earnings for fiscal year 2019-20. Under CalSTRS 2% at 62, members contribute 50 percent of the normal cost of their retirement plan, which resulted in a contribution rate of 10.205 percent of applicable member earnings for fiscal year 2019-20.

In general, member contributions cannot increase unless members are provided with some type of "comparable advantage" in exchange for such increases. Under previous law, the Legislature could reduce or eliminate the 2 percent annual increase to retirement benefits. As a result of AB 1469, effective July 1, 2014, the Legislature cannot reduce the 2 percent annual benefit adjustment for members who retire on or after January 1, 2014, and in exchange for this "comparable advantage," the member contribution rates have been increased by an amount that covers a portion of the cost of the 2 percent annual benefit adjustment.

*Employers* – 17.10 percent of applicable member earnings. This rate reflects the original employer contribution rate of 18.13 percent under AB1469, reduced for the 1.03 percentage points to be paid on behalf of employers pursuant to SB 90.

In accordance to AB 1469, employer contributions will increase from 8.25 percent to a total of 19.1 percent of applicable member earnings phased in over seven years starting in 2014. The legislation also gives the board limited authority to adjust employer contribution rates from July 1, 2021 through June 2046 in order to eliminate the remaining unfunded actuarial obligation related to service credited to members prior to July 1, 2014. The board cannot adjust the rate by more than 1 percent in a fiscal year, and the total contribution rate in addition to the 8.25 percent cannot exceed 12 percent.

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(Continued)

RIVER DELTA UNIFIED SCHOOL DISTRICT  
 NOTES TO FINANCIAL STATEMENTS  
 June 30, 2020

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**NOTE 7 - NET PENSION LIABILITY – STATE TEACHERS' RETIREMENT PLAN (Continued)**

The CalSTRS employer contribution rate increases effective for fiscal year 2019-20 through fiscal year 2045-46 are summarized in the table below:

<u>Effective Date</u>	<u>Prior Rate</u> <sup>(1)</sup>	<u>Increase</u>	<u>Total</u>
July 01, 2019	8.25%	9.88%	18.13% <sup>(1)</sup>
July 01, 2020	8.25%	10.85%	19.10% <sup>(2)</sup>
July 01, 2021 to June 30, 2046	8.25%	<sup>(3)</sup>	<sup>(3)</sup>
July 01, 2046	8.25% Increase from prior rate ceases in 2046-47		

- (1) This rate does not reflect the reduction of employer contributions to be paid by the employer for fiscal year 2019–20 by 1.03 percentage points pursuant to SB 90.
- (2) This rate does not reflect the reduction of employer contributions to be paid by the employer for fiscal year 2020–21 by 2.95 percentage points pursuant to SB 90 and AB 84.
- (3) The CalSTRS Funding Plan authorizes the board to adjust the employer contribution rate up or down 1% each year, but no higher than 20.25% total and no lower than 8.25%.

The District contributed \$1,505,264 to the plan for the fiscal year ended June 30, 2020.

*State* – 10.328 percent of the members' creditable earnings from the fiscal year ending in the prior calendar year.

As a result of AB 1469, the additional state appropriation required to fully fund the benefits in effect as of 1990 by 2046 is specific in subdivision (b) of Education Code Section 22955.1. The increased contributions end as of fiscal year 2045-2046.

The state's base contribution to the Defined Benefit Program is calculated based on creditable compensation from two fiscal years prior. The state rate increased to 5.811 percent on July 1, 2019, to continue paying down the unfunded liabilities associated with the benefits structure that was in place in 1990 prior to certain enhancements in benefits and reductions in contributions. Additionally, the enactment of SB 90 will result in future supplemental contributions to be made by the state to pay down its portion of the unfunded actuarial obligation of the Defined Benefit Program in fiscal years 2019-20 through 2022–23.

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(Continued)

RIVER DELTA UNIFIED SCHOOL DISTRICT  
 NOTES TO FINANCIAL STATEMENTS  
 June 30, 2020

**NOTE 7 – NET PENSION LIABILITY – STATE TEACHERS' RETIREMENT PLAN (Continued)**

The CalSTRS state contribution rates effective for fiscal year 2019-20 and beyond are summarized in the table below:

<u>Effective Date</u>	<u>Base Rate</u>	<u>AB 1469 Increase For 1990 Benefit Structure</u>	<u>SBMA Funding<sup>(1)</sup></u>	<u>Total State Appropriation to DB Program</u>
July 01, 2019	2.017%	5.811%	2.50%	10.328% <sup>(2)</sup>
July 01, 2020	2.017%	5.811% <sup>(3)</sup>	2.50%	10.328% <sup>(2)</sup>
July 01, 2021 to June 30, 2046	2.017%	(4)	2.50%	(4)
July 01, 2046 and thereafter	2.017%	(5)	2.50%	(5)

- (1) This rate does not include the \$72 million reduction in accordance with Education Code Section 22954.
- (2) In May 2020, the CalSTRS board exercised its limited authority to increase the state contribution rate by 0.5% of the creditable compensation effective July 1, 2020. However, pursuant to AB 84, the state suspended the board's rate-setting authority for state contributions for fiscal year 2020–21, thereby negating the board's rate increase of 0.5%.
- (3) This rate does not include the \$2.2 billion supplemental state contribution on behalf of employers pursuant to SB 90.
- (4) The CalSTRS board has limited authority to adjust state contribution rates annually through June 30, 2046 in order to eliminate the remaining unfunded actuarial obligation associated with the 1990 benefit structure. The board cannot increase the rate by more than 0.50 percent in a fiscal year, and if there is no unfunded actuarial obligation, the contribution rate imposed to pay for the 1990 benefit structure would be reduced to zero percent.
- (5) From July 1, 2046, and thereafter, the rates in effect prior to July 1, 2014, are reinstated, if necessary, to address any remaining 1990 unfunded actuarial obligation.

*Pension Liabilities, Pension Expense, Deferred Outflows of Resources, and Deferred Inflows of Resources Related to Pensions*

At June 30, 2020, the District reported a liability for its proportionate share of the net pension liability that reflected a reduction for State pension support provided to the District. The amount recognized by the District as its proportionate share of the net pension liability, the related State support, and the total portion of the net pension liability that was associated with the District were as follows:

District's proportionate share of the net pension liability	\$ 13,789,000
State's proportionate share of the net pension liability associated with the District	<u>7,523,000</u>
Total	<u>\$ 21,312,000</u>

The net pension liability was measured as of June 30, 2019, and the total pension liability used to calculate the net pension liability was determined by an actuarial valuation as of June 30, 2018. The District's proportion of the net pension liability was based on the District's share of contributions to the pension plan relative to the contributions of all participating school Districts and the State. At June 30, 2019, the District's proportion was 0.015 percent, which was unchanged from its proportion measured as of June 30, 2018.

(Continued)

RIVER DELTA UNIFIED SCHOOL DISTRICT  
 NOTES TO FINANCIAL STATEMENTS  
 June 30, 2020

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**NOTE 7 – NET PENSION LIABILITY – STATE TEACHERS' RETIREMENT PLAN (Continued)**

For the year ended June 30, 2020, the District recognized pension expense of \$2,859,437 and revenue of \$1,266,318 for support provided by the State. At June 30, 2020, the District reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

	<u>Deferred Outflows of Resources</u>	<u>Deferred Inflows of Resources</u>
Difference between expected and actual experience	\$ 35,000	\$ 389,000
Changes of assumptions	1,744,000	-
Net differences between projected and actual earnings on investments	-	531,000
Changes in proportion and differences between District contributions and proportionate share of contributions	535,000	842,000
Contributions made subsequent to measurement date	<u>1,505,264</u>	<u>-</u>
Total	<u>\$ 3,819,264</u>	<u>\$ 1,762,000</u>

\$1,505,264 reported as deferred outflows of resources related to pensions resulting from contributions subsequent to the measurement date will be recognized as a reduction of the net pension liability in the year ended June 30, 2021. Other amounts reported as deferred outflows of resources and deferred inflows of resources related to pensions will be recognized in pension expense as follows:

Year Ending <u>June 30,</u>	
2021	\$ 148,917
2022	\$ (220,083)
2023	\$ 188,416
2024	\$ 380,750
2025	\$ 57,000
2026	\$ (3,000)

Differences between expected and actual experience and changes in assumptions are amortized over a closed period equal to the average remaining service life of plan members, which is 7 years as of the June 30, 2019 measurement date. Deferred outflows and inflows related to differences between projected and actual earnings on plan investments are netted and amortized over a closed 5-year period.

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(Continued)

RIVER DELTA UNIFIED SCHOOL DISTRICT  
 NOTES TO FINANCIAL STATEMENTS  
 June 30, 2020

**NOTE 7 – NET PENSION LIABILITY – STATE TEACHERS' RETIREMENT PLAN (Continued)**

Actuarial Methods and Assumptions: The total pension liability for the STRP was determined by applying update procedures to a financial reporting actuarial valuation as of June 30, 2018, and rolling forward the total pension liability to June 30, 2019. The financial reporting actuarial valuation as of June 30, 2018, used the following actuarial methods and assumptions, applied to all prior periods included in the measurement:

Valuation Date	June 30, 2018
Experience Study	July 1, 2010 through June 30, 2015
Actuarial Cost Method	Entry age normal
Investment Rate of Return	7.10%
Consumer Price Inflation	2.75%
Wage Growth	3.50%
Post-retirement Benefit Increases	2.00% simple for DB Not applicable for DBS/CBB

CalSTRS uses a generational mortality assumption, which involves the use of a base mortality table and projection scales to reflect expected annual reductions in mortality rates at each age, resulting in increases in life expectancies each year into the future. The base mortality tables are CalSTRS custom tables derived to best fit the patterns of mortality among its members. The projection scale was set equal to 110 percent of the ultimate improvement factor from the Mortality Improvement Scale (MP-2016) table, issued by the Society of Actuaries.

The long-term expected rate of return on pension plan investments was determined using a building-block method in which best-estimate ranges of expected future real rates of return (expected returns, net of pension plan investment expense and inflation) are developed for each major asset class. The best estimate ranges were developed using capital market assumptions from CalSTRS general investment consultant as an input to the process. The actuarial investment rate of return assumption was adopted by the CalSTRS board in February 2017 in conjunction with the most recent experience study. For each future valuation, CalSTRS consulting actuary reviews the return assumption for reasonableness based on the most current capital market assumptions. Best estimates of 20-year geometric real rates of return and the assumed asset allocation for each major asset class used as input to develop the actuarial investment rate of return are summarized in the following table:

<u>Asset Class</u>	<u>Assumed Asset Allocation</u>	<u>Long-Term* Expected Real Rate of Return</u>
Global Equity	47%	4.8%
Fixed Income	12	1.3
Real Estate	13	3.6
Private Equity	13	6.3
Absolute Return / Risk Mitigating Strategies	9	1.8
Inflation Sensitive	4	3.3
Cash / Liquidity	2	(0.4)

\* 20-year geometric average

(Continued)

RIVER DELTA UNIFIED SCHOOL DISTRICT  
 NOTES TO FINANCIAL STATEMENTS  
 June 30, 2020

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**NOTE 7 – NET PENSION LIABILITY – STATE TEACHERS' RETIREMENT PLAN (Continued)**

Discount Rate: The discount rate used to measure the total pension liability was 7.10 percent. The projection of cash flows used to determine the discount rate assumed that contributions from plan members and employers will be made at statutory contribution rates in accordance with the rate increase per AB 1469. Projected inflows from investment earnings were calculated using the long-term assumed investment rate of return (7.10 percent) and assuming that contributions, benefit payments, and administrative expense occur midyear. Based on those assumptions, the STRP's fiduciary net position was projected to be available to make all projected future benefit payments to current plan members. Therefore, the long-term assumed investment rate of return was applied to all periods of projected benefit payments to determine the total pension liability.

Sensitivity of the District's Proportionate Share of the Net Pension Liability to Changes in the Discount Rate: The following presents the District's proportionate share of the net pension liability calculated using the discount rate of 7.10 percent, as well as what the District's proportionate share of the net pension liability would be if it were calculated using a discount rate that is 1-percentage-point lower (6.10 percent) or 1-percentage-point higher (8.10 percent) than the current rate:

	1% Decrease <u>(6.10%)</u>	Current Discount <u>Rate (7.10%)</u>	1% Increase <u>(8.10%)</u>
District's proportionate share of the net pension liability	<u>\$ 20,533,000</u>	<u>\$ 13,789,000</u>	<u>\$ 8,197,000</u>

Pension Plan Fiduciary Net Position: Detailed information about the pension plan's fiduciary net position is available in the separately issued CalSTRS financial report.

**NOTE 8 – NET PENSION LIABILITY – PUBLIC EMPLOYER'S RETIREMENT FUND B**

*General Information about the Public Employer's Retirement Fund B*

Plan Description: The schools cost-sharing multiple-employer defined benefit pension plan Public Employer's Retirement Fund B (PERF B) is administered by the California Public Employees' Retirement System (CalPERS). Plan membership consists of non-teaching and non-certified employees of public schools (K-12), community college districts, offices of education, charter and private schools (elective) in the State of California.

The Plan was established to provide retirement, death and disability benefits to non-teaching and noncertified employees in schools. The benefit provisions for Plan employees are established by statute. CalPERS issues a publicly available financial report that can be obtained at:

<https://www.calpers.ca.gov/docs/forms-publications/cafr-2019.pdf>

Benefits Provided: The benefits for the defined benefit plans are based on members' years of service, age, final compensation, and benefit formula. Benefits are provided for disability, death, and survivors of eligible members or beneficiaries. Members become fully vested in their retirement benefits earned to date after five years (10 years for State Second Tier members) of credited service.

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(Continued)

RIVER DELTA UNIFIED SCHOOL DISTRICT  
 NOTES TO FINANCIAL STATEMENTS  
 June 30, 2020

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**NOTE 8 – NET PENSION LIABILITY – PUBLIC EMPLOYER’S RETIREMENT FUND B (Continued)**

Contributions: The benefits for the defined benefit pension plans are funded by contributions from members and employers, and earnings from investments. Member and employer contributions are a percentage of applicable member compensation. Member contribution rates are defined by law and depend on the respective employer’s benefit formulas. Employer contribution rates are determined by periodic actuarial valuations or by state statute. Actuarial valuations are based on the benefit formulas and employee groups of each employer. Employer contributions, including lump sum contributions made when agencies first join the PERF B, are credited with a market value adjustment in determining contribution rates.

The required contribution rates of most active plan members are based on a percentage of salary in excess of a base compensation amount ranging from zero dollars to \$863 monthly.

Required contribution rates for active plan members and employers as a percentage of payroll for the year ended June 30, 2020 were as follows:

*Members* - The member contribution rate was 7.0 percent of applicable member earnings for fiscal year 2019-20.

*Employers* - The employer contribution rate was 19.72 percent of applicable member earnings.

The District contributed \$883,814 to the plan for the fiscal year ended June 30, 2020.

*Pension Liabilities, Pension Expense, Deferred Outflows of Resources, and Deferred Inflows of Resources Related to Pensions*

At June 30, 2021, the District reported a liability of \$9,378,000 for its proportionate share of the net pension liability. The net pension liability was measured as of June 30, 2019, and the total pension liability used to calculate the net pension liability was determined by an actuarial valuation as of June 30, 2018. The District’s proportion of the net pension liability was based on the District’s share of contributions to the pension plan relative to the contributions of all participating school Districts. At June 30, 2019, the District’s proportion was 0.032 percent, which was a decrease of 0.001 percent from its proportion measured as of June 30, 2018.

For the year ended June 30, 2020 the District recognized pension expense of \$2,032,908. At June 30, 2020 the District reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

	Deferred Outflows of Resources	Deferred Inflows of Resources
Difference between expected and actual experience	\$ 681,000	\$ -
Changes of assumptions	446,000	-
Net differences between projected and actual earnings on investments	-	87,000
Changes in proportion and differences between District contributions and proportionate share of contributions	58,000	164,000
Contributions made subsequent to measurement date	<u>883,814</u>	<u>-</u>
Total	<u>\$ 2,068,814</u>	<u>\$ 251,000</u>

(Continued)



RIVER DELTA UNIFIED SCHOOL DISTRICT  
 NOTES TO FINANCIAL STATEMENTS  
 June 30, 2020

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**NOTE 8 – NET PENSION LIABILITY – PUBLIC EMPLOYER’S RETIREMENT FUND B** (Continued)

\$883,814 reported as deferred outflows of resources related to pensions resulting from contributions subsequent to the measurement date will be recognized as a reduction of the net pension liability in the year ended June 30, 2021. Other amounts reported as deferred outflows of resources and deferred inflows of resources related to pensions will be recognized in pension expense as follows:

Year Ending June 30,		
2021	\$	775,167
2022	\$	102,167
2023	\$	32,166
2024	\$	24,500

Differences between expected and actual experience and changes in assumptions are amortized over a closed period equal to the average remaining service life of plan members, which is 4 years as of the June 30, 2019 measurement date. Deferred outflows and inflows related to differences between projected and actual earnings on plan investments are netted and amortized over a closed 5-year period.

Actuarial Methods and Assumptions: The total pension liability for the Plan was determined by applying update procedures to a financial reporting actuarial valuation as of June 30, 2018, and rolling forward the total pension liability to June 30, 2019. The financial reporting actuarial valuation as of June 30, 2018, used the following actuarial methods and assumptions, applied to all prior periods included in the measurement:

Valuation Date	June 30, 2018
Experience Study	June 30, 1997 through June 30, 2015
Actuarial Cost Method	Entry age normal
Investment Rate of Return	7.15%
Consumer Price Inflation	2.50%
Wage Growth	Varies by entry age and service
Post-retirement Benefit Increases	2.00% until Purchasing Power Protection Allowance Floor on Purchasing Power applies 2.50% thereafter

The mortality table used was developed based on CalPERS specific data. The table includes 15 years of mortality improvements using Society of Actuaries 90% of Scale MP2016. For more details on this table, please refer to the 2017 experience study report.

All other actuarial assumptions used in the June 30, 2018 valuation were based on the results of an actuarial experience study for the period from 1997 to 2015, including updates to salary increase, mortality and retirement rates. Further details of the Experience Study can be found at CalPERS’ website.

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(Continued)

RIVER DELTA UNIFIED SCHOOL DISTRICT  
 NOTES TO FINANCIAL STATEMENTS  
 June 30, 2020

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**NOTE 8 – NET PENSION LIABILITY – PUBLIC EMPLOYER’S RETIREMENT FUND B (Continued)**

The table below reflects long-term expected real rate of return by asset class. The rate of return was calculated using the capital market assumptions applied to determine the discount rate and asset allocation.

<u>Asset Class</u>	<u>Long-term* Assumed Asset Allocation</u>	<u>Expected Real Rate of Return Years of 1 - 10 (1)</u>	<u>Expected Real Rate of Return Years of 11+ (2)</u>
Global Equity	50%	4.80%	5.98%
Fixed Income	28	1.00	2.62
Inflation of Assets	-	0.77	1.81
Private Equity	8	6.30	7.23
Real Estate Assets	13	3.75	4.93
Liquidity	1	-	(0.92)

\* 10-year geometric average

(1) An expected inflation rate of 2.00% used for this period

(2) An expected inflation rate of 2.92% used for this period.

Discount Rate: The discount rate used to measure the total pension liability was 7.15 percent. A projection of the expected benefit payments and contributions was performed to determine if assets would run out. The test revealed the assets would not run out. Therefore the long-term expected rate of return on pension plan investments was applied to all periods of projected benefit payments to determine the total pension liability for the Plan. The results of the crossover testing for the Plan are presented in a detailed report that can be obtained at CalPERS’ website.

The long-term expected rate of return on pension plan investments was determined using a building-block method in which best-estimate ranges of expected future real rates of return (expected returns, net of pension plan investment expense and inflation) are developed for each major asset class.

In determining the long-term expected rate of return, CalPERS took into account both short-term and long-term market return expectations as well as the expected cash flows of the Plan. Such cash flows were developed assuming that both members and employers will make their required contributions on time and as scheduled in all future years. Using historical returns of all the Plan’s asset classes, expected compound (geometric) returns were calculated over the short-term (first 10 years) and the long-term (11+ years) using a building-block approach. Using the expected nominal returns for both short-term and long-term, the present value of benefits was calculated. The expected rate of return was set by calculating the rounded single equivalent expected return that arrived at the same present value of benefits for cash flows as the one calculated using both short-term and long-term returns. The expected rate of return was then set equivalent to the single equivalent rate calculated above and adjusted to account for assumed administrative expenses.

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(Continued)

RIVER DELTA UNIFIED SCHOOL DISTRICT  
 NOTES TO FINANCIAL STATEMENTS  
 June 30, 2020

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**NOTE 8 – NET PENSION LIABILITY – PUBLIC EMPLOYER’S RETIREMENT FUND B (Continued)**

Sensitivity of the District’s Proportionate Share of the Net Pension Liability to Changes in the Discount Rate:  
 The following presents the District’s proportionate share of the net pension liability calculated using the discount rate of 7.15 percent, as well as what the District’s proportionate share of the net pension liability would be if it were calculated using a discount rate that is 1-percentage-point lower (6.15 percent) or 1-percentage-point higher (8.15 percent) than the current rate:

	1% Decrease <u>(6.15%)</u>	Current Discount Rate <u>(7.15%)</u>	1% Increase <u>(8.15%)</u>
District’s proportionate share of the net pension liability	<u>\$ 13,518,000</u>	<u>\$ 9,378,000</u>	<u>\$ 5,944,000</u>

Pension Plan Fiduciary Net Position: Detailed information about the pension plan’s fiduciary net position is available in the separately issued CalPERS financial report.

**NOTE 9 - OTHER POSTEMPLOYMENT BENEFITS (OPEB)**

*General Information about the Other Postemployment Benefits Plan*

Plan Description: In addition to the pension benefits described in Notes 8 and 9, the District provides healthcare benefits to eligible employees who retire from the District, as part of a single-employer defined benefit postemployment health care plan (Plan). The Plan is administered by the District and allows employees who retire after having achieved retirement eligibility requirements to continue receiving medical insurance coverage. The District’s Board of Education has the authority to establish or amend the benefit terms offered by the Plan, and also retains the authority to establish the requirements for paying for the Plan’s benefits as they come due.

The District participates in the California School Boards Association (CSBA) GASB 45 Solutions Program to pre-fund OPEB liabilities. The CSBA GASB 45 Solutions Program is an agent multiple-employer plan consisting of an aggregation of single-employer plans. Public Agency Retirement Services (PARS) was appointed as administrator for the CSBA GASB 45 Solutions Program, and U.S. Bank was appointed as trustee. The CSBA GASB 45 Solutions Program serves as a qualified irrevocable trust for the accumulation of assets of member districts, to ensure that funds are dedicated to service the needs of employees and retirees. The District’s contributions to the irrevocable trust established by the CSBA GASB 45 Solutions Program is included in the Public Agencies Post-Employment Benefits Trust financial statements. Copies of the Public Agencies Post-Employment Benefits Trust independent financial statements may be obtained from the Public Agency Retirement Services – 4350 Von Karman Ave – Newport Beach, CA 92660.

Benefits Provided: Retirees who retire from the District having worked a minimum of ten years and reached age 55, receive healthcare benefits up to the age 65. The District will pay up to \$300 per month for the purchase of health insurance, dental insurance and life insurance by the eligible retiree. Retiree benefits are prorated based on the average number of hours the employee worked over the total number of employed years.

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(Continued)

RIVER DELTA UNIFIED SCHOOL DISTRICT  
 NOTES TO FINANCIAL STATEMENTS  
 June 30, 2020

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**NOTE 9 - OTHER POSTEMPLOYMENT BENEFITS** (Continued)

Contributions: California Government Code specifies that the District's contribution requirements for covered employees are established and may be amended by the District's Board of Education. Contributions to the Plan are calculated at 1% of monthly payroll, and are contributed on a quarterly basis. An ad-hoc payment may be contributed annually, at the discretion of the Board of Education.

Employees Covered by Benefit Terms: The following is a table of plan participants at June 30, 2020:

	<u>Number of Participants</u>
Inactive Plan members, covered spouses, or beneficiaries currently receiving benefits	59
Active employees	<u>251</u>
	<u><u>310</u></u>

Contributions to the Plan from the District were \$161,041 for the year ended June 30, 2020. Employees are not required to contribute to the OPEB plan.

OPEB Plan Investments: The discount rate of 6.85% was determined using PARS Balanced Investment Policy asset allocation.

*Net OPEB Liability*

The District's total OPEB liability was measured as of June 30, 2019, which was determined by an actuarial valuation of that date.

Actuarial Assumptions: The total OPEB liability in the June 30, 2019 actuarial valuation was determined using the following actuarial assumptions, applied to all periods included in the measurement, unless otherwise specified:

<u>Valuation Date</u>	June 30, 2019
<u>Actuarial Method</u>	Entry Age actuarial cost method, level percentage of payroll.
<u>Discount Rate</u>	6.85%. Based on PARS Balanced Investment Policy.
<u>Long-Term Investment Rate of Return</u>	The long-term rate of return on investments was determined to be 6.85%. This was computed as Balanced Investment Policy.
<u>Mortality Rates</u>	Mortality rates are taken from the 2014 CalPERS OPEB Assumptions Model (for classified employees) and from the 2012 valuation of CalSTRS (for certificated employees).

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(Continued)

RIVER DELTA UNIFIED SCHOOL DISTRICT  
NOTES TO FINANCIAL STATEMENTS  
June 30, 2020

**NOTE 9 - OTHER POSTEMPLOYMENT BENEFITS (Continued)**

<u>Health Care Increases</u>	Medical insurance premiums are assumed to increase by 6.80% for Pre-65, decreasing to 5.00% by 2028. Trend rates for Post-65 were assumed at 5.00% for all years.
<u>Turnover/Retirement Rates</u>	Termination and retirement rates were taken from the most recent experience studies for CalPERS (2017) and CalSTRS (2016).
<u>Inflation Rate</u>	2.60% per year
<u>Salary Increases</u>	3.25% per year
<u>Coverage Elections</u>	100% of eligible employees are assumed to elect coverage upon retirement, and to remain covered under the District plans until age 65.
<u>Medicare Coverage</u>	All current and future participating retirees and spouses will qualify for Medicare coverage and enroll in Parts A and B upon age 65.
<u>Percent Married</u>	30% of plan participants are assumed to be married.

*Changes in Net OPEB Liability*

	Increase (Decrease)		
	Total OPEB Liability (a)	Total Fiduciary Net Position (b)	Net OPEB Liability (a) - (b)
Balance at July 1, 2019	\$ 6,696,548	\$ 682,679	\$ 6,013,869
Changes for the year:			
Service cost	272,033	-	272,033
Interest	474,146	-	474,146
Employer contributions	-	162,644	(162,644)
Changes in assumptions	265,140	-	265,140
Differences between expected and actual experience	(1,101,429)	-	(1,101,429)
Net investment income	-	30,871	(30,871)
Administrative expense	-	(1,758)	1,758
Benefit payments	(95,068)	(95,068)	-
Net change	(185,178)	96,689	(281,867)
Balance at June 30, 2020	\$ 6,511,370	\$ 779,368	\$ 5,732,002

Fiduciary Net Position as a percent of the Total OPEB Liability, at June 30, 2020: 11.97%

(Continued)

RIVER DELTA UNIFIED SCHOOL DISTRICT  
NOTES TO FINANCIAL STATEMENTS  
June 30, 2020

**NOTE 9 - OTHER POSTEMPLOYMENT BENEFITS (Continued)**

Changes in assumptions: Changes in assumptions include an update in the healthcare cost trend rate from 5.0% for all age groups, in the June 30, 2019 measurement. The healthcare trend rates as of the June 30, 2020 measurement include 6.8% for pre-Medicare plan participants, and 5.0% for post-Medicare participants.

There were no changes between the measurement date and the year ended June 30, 2020, which had a significant effect on the District's total OPEB liability.

Sensitivity of the Net OPEB Liability to changes in the Discount Rate: The following presents the Net OPEB Liability of the District, as well as what the District's Net OPEB Liability would be if it were calculated using a discount rate that is one percentage-point lower or one percentage-point higher than the current discount rate:

	1% Decrease (5.85%)	Current Discount Rate (6.85%)	1% Increase (7.85%)
Net OPEB liability	\$ 6,741,689	\$ 5,732,002	\$ 4,909,266

Sensitivity of the Net OPEB Liability to changes in the Healthcare Cost Trend Rates: The following presents the Net OPEB Liability of the District, as well as what the District's Net OPEB Liability would be if it were calculated using healthcare cost trend rates that are one percentage-point lower or one percentage-point higher than the current healthcare cost trend rates:

	1% Decrease (5.8 - 4.0%)	Healthcare Cost Trend Rates (6.8 - 5.0%)	1% Increase (7.8 - 6.0%)
Net OPEB liability	\$ 4,793,575	\$ 5,732,002	\$ 6,920,602

*OPEB Expense, Deferred Outflows of Resources, and Deferred Inflows of Resources Related to OPEB*

For the year ended June 30, 2020, the District recognized OPEB expense of \$637,692. At June 30, 2020, the District reported deferred outflows of resources and deferred inflows of resources related to OPEB from the following sources:

	Deferred Outflows of Resources	Deferred Inflows of Resources
Difference between expected and actual experience	\$ 38,158	\$ 1,030,613
Changes in assumptions	243,197	-
Net differences between projected and actual earnings on investments	21,823	-
Contributions after measurement date	161,041	-
<b>Total</b>	<b>\$ 464,219</b>	<b>\$ 1,030,613</b>

(Continued)

RIVER DELTA UNIFIED SCHOOL DISTRICT  
 NOTES TO FINANCIAL STATEMENTS  
 June 30, 2020

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**NOTE 9 - OTHER POSTEMPLOYMENT BENEFITS (Continued)**

\$161,041 reported as deferred outflows of resources related to benefits paid subsequent to the measurement date will be recognized as a reduction of the total OPEB liability in the year ended June 30, 2021. Other amounts reported as deferred outflows of resources related to OPEB will be recognized in OPEB expense as follows:

Year Ending June 30,		
2021	\$	(61,264)
2022	\$	(61,265)
2023	\$	(62,010)
2024	\$	(63,958)
2025	\$	(67,580)
Thereafter	\$	(411,358)

**NOTE 10 - JOINT POWERS AGREEMENT**

River Delta Unified School District participates in a joint venture under a joint powers agreement with Schools Insurance Authority (SIA). The relationship between River Delta Unified School District and the Joint Powers Authority is such that the Joint Powers Authority is not a component unit of the District for financial reporting purposes.

SIA arranges for and provides property, liability, workers' compensation, dental and vision insurance coverage for its members. The JPA's governing board consist of a representative from each member district. The board controls the operations of the JPA, including selection of management and approval of operating budgets, independent of any influence by the member districts beyond their representation on the board. Each member district is obligated to pay an amount commensurate with the level of coverage requested and may be subject to assessments. Settled claims resulting from these risks have not exceeded commercial insurance coverage in any of the past three fiscal years. There have been no significant reductions in insurance coverage from the prior year.

The following is a summary of condensed financial information of Schools Insurance Authority for the year ended June 30, 2020:

Total assets	\$	196,612,352
Deferred outflows of resources	\$	1,899,536
Total liabilities	\$	82,789,071
Total deferred inflows of resources	\$	782,679
Total net position	\$	114,940,138
Total revenues	\$	78,904,293
Total expenses	\$	58,333,119
Change in net position	\$	20,571,174

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(Continued)

RIVER DELTA UNIFIED SCHOOL DISTRICT  
NOTES TO FINANCIAL STATEMENTS  
June 30, 2020

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**NOTE 11 - CONTINGENCIES**

The District is subject to legal proceedings and claims which arise in the ordinary course of business. In the opinion of management, the amount of ultimate liability with respect to these actions will not materially affect the financial position or results of operations of the District.

Also, the District has received federal and state funds for specific purposes that are subject to review or audit by the grantor agencies. Although such audits could generate expenditure disallowances under terms of the grants, it is believed that any required reimbursements will not be material.

**NOTE 12 – COVID-19 IMPACT**

In December 2019, a novel strain of coronavirus surfaced (COVID-19) and spread around the world, with resulting business and social disruption. In response to the pandemic and in compliance with various state and local ordinances, the District closed physical campuses and transitioned to a distance learning model. On March 13, 2020, the Governor of California issued Executive Order N-26 – 20, guaranteeing state funding to support the continued payment of salaries and benefits to all employees through June 30, 2020.

The operations and business results of the District could be adversely affected in the future including a reduction in the level of funding and impact to the timing of cash flows. Accordingly, there is risk of downgrade of the debt issued by the District. In addition, significant estimates may be adversely impacted by national, state and local events designed to contain the coronavirus. For the 2021 school year, the District is offering instruction in formats consistent with local health guidelines. Throughout the pandemic the District has put into practice a number of safety measures to protect students and employees and will continue to revise them as needed.



**REQUIRED SUPPLEMENTARY INFORMATION**

RIVER DELTA UNIFIED SCHOOL DISTRICT  
GENERAL FUND  
BUDGETARY COMPARISON SCHEDULE  
For the Year Ended June 30, 2020

	Budget		Actual	Variance Favorable (Unfavorable)
	Original	Final		
Revenues:				
LCFF:				
State apportionment	\$ 9,359,769	\$ 9,345,688	\$ 9,740,987	\$ 395,299
Local sources	<u>10,359,308</u>	<u>10,343,723</u>	<u>9,948,424</u>	<u>(395,299)</u>
Total LCFF	<u>19,719,077</u>	<u>19,689,411</u>	<u>19,689,411</u>	<u>-</u>
Federal sources	935,495	1,214,324	885,113	(329,211)
Other state sources	1,969,492	2,339,467	2,339,467	-
Other local sources	<u>1,279,089</u>	<u>1,766,186</u>	<u>1,764,673</u>	<u>(1,513)</u>
Total revenues	<u>23,903,153</u>	<u>25,009,388</u>	<u>24,678,664</u>	<u>(330,724)</u>
Expenditures:				
Current:				
Certificated salaries	9,029,370	9,631,013	9,633,567	(2,554)
Classified salaries	4,328,066	4,024,169	4,027,106	(2,937)
Employee benefits	5,419,195	5,573,447	5,574,222	(775)
Books and supplies	1,549,938	1,373,647	1,248,612	125,035
Contract services and operating expenditures	3,951,222	3,565,379	3,538,686	26,693
Other outgo	30,000	63,796	63,796	-
Capital outlay	<u>159,000</u>	<u>363,466</u>	<u>361,437</u>	<u>2,029</u>
Total expenditures	<u>24,466,791</u>	<u>24,594,917</u>	<u>24,447,426</u>	<u>147,491</u>
(Deficiency) excess of revenues (under) over expenditures	<u>(563,638)</u>	<u>414,471</u>	<u>231,238</u>	<u>(183,233)</u>
Other financing (uses) sources:				
Transfers in	16,928	16,928	5,962	(10,966)
Transfers out	<u>(189,536)</u>	<u>(302,750)</u>	<u>(302,750)</u>	<u>-</u>
Total other financing (uses) sources	<u>(172,608)</u>	<u>(285,822)</u>	<u>(296,788)</u>	<u>(10,966)</u>
Net change in fund balance	(736,246)	128,649	(65,550)	(194,199)
Fund balance, July 1, 2019	<u>6,640,030</u>	<u>6,640,030</u>	<u>6,710,689</u>	<u>70,659</u>
Fund balance, June 30, 2020	<u>\$ 5,903,784</u>	<u>\$ 6,768,679</u>	<u>\$ 6,645,139</u>	<u>\$ (123,540)</u>

See accompanying note to required supplementary information.

RIVER DELTA UNIFIED SCHOOL DISTRICT  
SCHEDULE OF CHANGES IN THE DISTRICT'S NET OTHER  
POST-EMPLOYMENT BENEFITS (OPEB) LIABILITY  
For the Year Ended June 30, 2020

	Last 10 Fiscal Years*		
	<u>2018</u>	<u>2019</u>	<u>2020</u>
Total OPEB liability			
Service cost	\$ 246,741	\$ 246,742	\$ 272,033
Interest	405,465	434,186	474,146
Changes in assumptions	-	-	265,140
Differences between expected and actual experience	(27,572)	46,244	(1,101,429)
Benefit payments	<u>(171,079)</u>	<u>(240,742)</u>	<u>(95,068)</u>
Net change in total OPEB liability	453,555	486,430	(185,178)
Total OPEB liability, beginning of year	<u>5,756,563</u>	<u>6,210,118</u>	<u>6,696,548</u>
Total OPEB liability, end of year (a)	<u>\$ 6,210,118</u>	<u>\$ 6,696,548</u>	<u>\$ 6,511,370</u>
Plan fiduciary net position			
Employer contributions	\$ 224,914	\$ 548,767	\$ 162,644
Net investment income	17,326	24,651	30,871
Administrative expense	(1,384)	(1,275)	(1,758)
Benefits payment	<u>(171,079)</u>	<u>(240,742)</u>	<u>(95,068)</u>
Change in plan fiduciary net position	69,777	331,401	96,689
Fiduciary trust net position, beginning of year	<u>281,501</u>	<u>351,278</u>	<u>682,679</u>
Fiduciary trust net position, end of year (b)	<u>\$ 351,278</u>	<u>\$ 682,679</u>	<u>\$ 779,368</u>
Net OPEB liability, ending (a) - (b)	<u>\$ 5,858,840</u>	<u>\$ 6,013,869</u>	<u>\$ 5,732,002</u>
Covered employee payroll	\$ 11,333,682	\$ 13,991,170	\$ 11,970,542
Plan fiduciary net position as a percentage of the total OPEB liability	6%	10%	12%

\* This is a 10 year schedule, however the information in this schedule is not required to be presented retrospectively. The amounts presented for each fiscal year were determined as of the year end that occurred one year prior. All years prior to 2018 are not available.

See accompanying note to required supplementary information.

RIVER DELTA UNIFIED SCHOOL DISTRICT  
 SCHEDULE OF THE DISTRICT'S CONTRIBUTIONS - OPEB  
 For the Year Ended June 30, 2020

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Other Post-employment Benefits  
 Last 10 Fiscal Years

	<u>2018*</u>	<u>2019*</u>	<u>2020</u>
Actuarially determined contribution	\$ 652,050	\$ 687,880	\$ 746,438
Contributions in relation to the actuarially determined contribution	<u>(224,914)</u>	<u>(548,767)</u>	<u>(162,644)</u>
Contribution deficiency (excess)	<u>\$ 427,136</u>	<u>\$ 139,113</u>	<u>\$ 583,794</u>
Covered employee payroll	\$ 11,333,682	\$ 13,991,170	\$ 11,970,542
Contributions as a percentage of covered employee payroll	1.98%	3.92%	1.36%

\*The ADC for the District's fiscal years ended June 30, 2019 and 2018 was determined as part of the February 1, 2017 valuation using a 6.85% discount rate. The ADC for the District's fiscal year ended June 30, 2020 was determined by the June 30, 2019 valuation.

*This is a 10 year schedule, however the information in this schedule is not required to be presented retrospectively.*

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(Continued)

RIVER DELTA UNIFIED SCHOOL DISTRICT  
SCHEDULE OF THE DISTRICT'S PROPORTIONATE  
SHARE OF THE NET PENSION LIABILITY  
For the Year Ended June 30, 2020

	State Teachers' Retirement Plan Last 10 Fiscal Years					
	<u>2015</u>	<u>2016</u>	<u>2017</u>	<u>2018</u>	<u>2019</u>	<u>2020</u>
District's proportion of the net pension liability	0.017%	0.017%	0.022%	0.014%	0.015%	0.015%
District's proportionate share of the net pension liability	\$ 9,808,000	\$ 11,485,000	\$ 18,182,000	\$ 13,317,000	\$ 13,739,000	\$ 13,789,000
State's proportionate share of the net pension liability associated with the District	<u>5,923,000</u>	<u>6,074,000</u>	<u>10,351,000</u>	<u>7,878,000</u>	<u>7,866,000</u>	<u>7,523,000</u>
Total net pension liability	<u>\$ 15,731,000</u>	<u>\$ 17,559,000</u>	<u>\$ 28,533,000</u>	<u>\$ 21,195,000</u>	<u>\$ 21,605,000</u>	<u>\$ 21,312,000</u>
District's covered payroll	\$ 7,476,000	\$ 7,918,000	\$ 11,203,000	\$ 7,632,000	\$ 8,101,000	\$ 8,367,000
District's proportionate share of the net pension liability as a percentage of its covered payroll	131.19%	145.05%	162.30%	174.49%	169.60%	164.80%
Plan fiduciary net position as a percentage of the total pension liability	76.52%	74.02%	70.00%	69.46%	70.99%	72.56%

The amounts presented for each fiscal year were determined as of the year end that occurred one year prior.

All years prior to 2015 are not available.

(Continued)

RIVER DELTA UNIFIED SCHOOL DISTRICT  
 SCHEDULE OF THE DISTRICT'S PROPORTIONATE  
 SHARE OF THE NET PENSION LIABILITY  
 For the Year Ended June 30, 2020

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	Public Employer's Retirement Fund B Last 10 Fiscal Years					
	<u>2015</u>	<u>2016</u>	<u>2017</u>	<u>2018</u>	<u>2019</u>	<u>2020</u>
District's proportion of the net pension liability	0.034%	0.033%	0.034%	0.033%	0.033%	0.032%
District's proportionate share of the net pension liability	\$ 3,806,000	\$ 4,863,000	\$ 6,637,000	\$ 7,773,000	\$ 8,844,000	\$ 9,378,000
District's covered payroll	\$ 3,519,000	\$ 3,652,000	\$ 4,032,000	\$ 4,151,000	\$ 4,372,000	\$ 4,467,000
District's proportionate share of the net pension liability as a percentage of its covered payroll	108.16%	133.16%	164.61%	187.26%	202.29%	209.94%
Plan fiduciary net position as a percentage of the total pension liability	83.38%	79.43%	73.89%	71.87%	70.85%	70.05%

The amounts presented for each fiscal year were determined as of the year-end that occurred on year prior.

All years prior to 2015 are not available.

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See accompanying note to required supplementary information.

RIVER DELTA UNIFIED SCHOOL DISTRICT  
 SCHEDULE OF THE DISTRICT'S CONTRIBUTIONS - PENSIONS  
 For the Year Ended June 30, 2020

	State Teachers' Retirement Plan Last 10 Fiscal Years					
	<u>2015</u>	<u>2016</u>	<u>2017</u>	<u>2018</u>	<u>2019</u>	<u>2020</u>
Contractually required contribution	\$ 703,134	\$ 1,202,094	\$ 960,073	\$ 1,169,005	\$ 1,362,119	\$ 1,505,264
Contributions in relation to the contractually required contribution	<u>(703,134)</u>	<u>(1,202,094)</u>	<u>(960,073)</u>	<u>(1,169,005)</u>	<u>(1,362,119)</u>	<u>(1,505,264)</u>
Contribution deficiency (excess)	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>
District's covered payroll	\$ 7,918,000	\$ 11,203,000	\$ 7,632,000	\$ 8,101,000	\$ 8,367,000	\$ 8,303,000
Contributions as a percentage of covered payroll	8.88%	10.73%	12.58%	14.43%	16.28%	17.10% *

\* This rate reflects the original employer contribution rate of 18.13 percent under AB1469, reduced for the 1.03 percentage points to be paid on behalf of employers pursuant to SB 90.

All years prior to 2015 are not available.

(Continued)

RIVER DELTA UNIFIED SCHOOL DISTRICT  
 SCHEDULE OF THE DISTRICT'S CONTRIBUTIONS - PENSIONS  
 For the Year Ended June 30, 2020

	Public Employer's Retirement Fund B Last 10 Fiscal Years					
	<u>2015</u>	<u>2016</u>	<u>2017</u>	<u>2018</u>	<u>2019</u>	<u>2020</u>
Contractually required contribution	\$ 429,930	\$ 477,630	\$ 576,600	\$ 679,010	\$ 806,909	\$ 883,814
Contributions in relation to the contractually required contribution	<u>(429,930)</u>	<u>(477,630)</u>	<u>(576,600)</u>	<u>(679,010)</u>	<u>(806,909)</u>	<u>(883,814)</u>
Contribution deficiency (excess)	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>
District's covered payroll	\$ 3,652,000	\$ 4,032,000	\$ 4,151,000	\$ 4,372,000	\$ 4,467,000	\$ 4,482,000
Contributions as a percentage of covered payroll	11.77%	11.85%	13.89%	15.53%	18.06%	19.72%

All years prior to 2015 are not available.

See accompanying note to required supplementary information.



RIVER DELTA UNIFIED SCHOOL DISTRICT  
NOTE TO REQUIRED SUPPLEMENTARY INFORMATION  
June 30, 2020

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**NOTE 1 - PURPOSE OF SCHEDULES**

A - Budgetary Comparison Schedule

The District employs budget control by object codes and by individual appropriation accounts. Budgets are prepared on the modified accrual basis of accounting in accordance with accounting principles generally accepted in the United States of America as prescribed by the Governmental Accounting Standards Board. The budgets are revised during the year by the Board of Education to provide for revised priorities. Expenditures cannot legally exceed appropriations by major object code. The originally adopted and final revised budgets for the General Fund are presented as Required Supplementary Information. The basis of budgeting is the same as GAAP.

B - Schedule of Changes in The District's Net Other Postemployment Benefits (OPEB) Liability

The Schedule of Changes in Net OPEB Liability presents multi-year information which illustrates the changes in the net OPEB liability for each year presented.

C - Schedule of the District's Contributions - OPEB

The Schedule of District Contributions - OPEB is presented to illustrate the District's required contributions relating to the District's OPEB plan. There is a requirement to show information for 10 years. However, until a full 10-year trend is compiled, governments should present information for those years for which information is available.

D - Schedule of the District's Proportionate Share of the Net Pension Liability

The Schedule of the District's Proportionate Share of the Net Pension Liability is presented to illustrate the elements of the District's Net Pension Liability. There is a requirement to show information for 10 years. However, until a full 10-year trend is compiled, governments should present information for those years for which information is available.

E - Schedule of the District's Contributions - Pensions

The Schedule of District Contributions - Pensions is presented to illustrate the District's required contributions relating to the pensions. There is a requirement to show information for 10 years. However, until a full 10-year trend is compiled, governments should present information for those years for which information is available.

F - Changes of Benefit Terms

There are no changes in benefit terms reported in the Required Supplementary Information.

G - Changes of Assumptions

The changes in assumptions for the total OPEB liability include an update of the healthcare cost trend rates from 5.0% in the prior measurement for all participants, to 6.8% for pre-Medicare plan participants and 5.0% for post-Medicare participants.

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(Continued)

NOTE TO REQUIRED SUPPLEMENTARY INFORMATION  
June 30, 2020

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**NOTE 1 - PURPOSE OF SCHEDULES** (Continued)

The discount rates used for the Public Employer's Retirement Fund B (PERF B) was 7.50, 7.65, 7.65, 7.15, 7.15 and 7.15 percent in the June 30, 2013, 2014, 2015, 2016, 2017 and 2018 actuarial reports, respectively.

The following are the assumptions for State Teachers' Retirement Plan:

<u>Assumptions</u>	<u>Measurement Period</u>				
	<u>As of June 30 2019</u>	<u>As of June 30, 2018</u>	<u>As of June 30, 2017</u>	<u>As of June 30, 2016</u>	<u>As of June 30, 2015</u>
Consumer price inflation	2.75%	2.75%	2.75%	3.00%	3.00%
Investment rate of return	7.10	7.10	7.10	7.60	7.60
Wage growth	3.50	3.50	3.50	3.75	3.75

**SUPPLEMENTARY INFORMATION**

RIVER DELTA UNIFIED SCHOOL DISTRICT  
 COMBINING BALANCE SHEET  
 ALL NON-MAJOR FUNDS  
 June 30, 2020

	Adult Education Fund	Child Develop- ment Fund	Cafeteria Fund	Building Fund	County School Facilities Fund	Capital Projects Fund	Total
<b>ASSETS</b>							
Cash in investments:							
Cash in County Treasury	\$ 38,909	\$ 8,669	\$ -	\$ 52,007	\$ 3,338	\$ 57,447	\$ 160,370
Cash in banks	-	-	4,190	-	-	-	4,190
Receivables	14,752	159	112,792	574	28	319	128,624
Due from other funds	-	57,340	53,051	9	-	57,846	168,246
Stores inventory	-	-	25,617	-	-	-	25,617
<b>Total assets</b>	<b>\$ 53,661</b>	<b>\$ 66,168</b>	<b>\$ 195,650</b>	<b>\$ 52,590</b>	<b>\$ 3,366</b>	<b>\$ 115,612</b>	<b>\$ 487,047</b>
<b>LIABILITIES AND FUND BALANCES</b>							
Liabilities:							
Accounts payable	\$ 2,953	\$ 66,168	\$ 33,508	\$ 9	\$ -	\$ -	\$ 102,638
Due to other funds	5,962	-	124,352	-	-	-	130,314
<b>Total liabilities</b>	<b>8,915</b>	<b>66,168</b>	<b>157,860</b>	<b>9</b>	<b>-</b>	<b>-</b>	<b>232,952</b>
Fund balances:							
Nonspendable	-	-	25,617	-	-	-	25,617
Restricted	44,746	-	12,173	52,581	3,366	115,612	228,478
<b>Total fund balances</b>	<b>44,746</b>	<b>-</b>	<b>37,790</b>	<b>52,581</b>	<b>3,366</b>	<b>115,612</b>	<b>254,095</b>
<b>Total liabilities and fund balances</b>	<b>\$ 53,661</b>	<b>\$ 66,168</b>	<b>\$ 195,650</b>	<b>\$ 52,590</b>	<b>\$ 3,366</b>	<b>\$ 115,612</b>	<b>\$ 487,047</b>

RIVER DELTA UNIFIED SCHOOL DISTRICT  
 COMBINING STATEMENT OF REVENUES, EXPENDITURES AND CHANGE IN FUND BALANCES  
 ALL NON-MAJOR FUNDS  
 For the Year Ended June 30, 2020

	Adult Education <u>Fund</u>	Child Develop- ment <u>Fund</u>	Cafeteria <u>Fund</u>	Building <u>Fund</u>	County School Facilities <u>Fund</u>	Capital Projects <u>Fund</u>	<u>Total</u>
Revenues:							
Federal sources	\$ -	\$ -	\$ 677,146	\$ -	\$ -	\$ -	\$ 677,146
Other state sources	87,626	149,179	41,103	-	-	-	277,908
Other local sources	<u>5,137</u>	<u>23,961</u>	<u>67,036</u>	<u>31,908</u>	<u>61</u>	<u>118,571</u>	<u>246,674</u>
Total revenues	<u>92,763</u>	<u>173,140</u>	<u>785,285</u>	<u>31,908</u>	<u>61</u>	<u>118,571</u>	<u>1,201,728</u>
Expenditures:							
Current:							
Certificated salaries	22,517	14,084	-	-	-	-	36,601
Classified salaries	22,648	153,237	277,561	-	-	-	453,446
Employee benefits	10,303	67,140	124,305	-	-	-	201,748
Books and supplies	19,096	1,641	7,653	-	-	-	28,390
Contract services and operating expenditures	25,812	374	466,243	9,970	-	6,268	508,667
Capital outlay	<u>-</u>	<u>-</u>	<u>15,079</u>	<u>243,817</u>	<u>-</u>	<u>-</u>	<u>258,896</u>
Total expenditures	<u>100,376</u>	<u>236,476</u>	<u>890,841</u>	<u>253,787</u>	<u>-</u>	<u>6,268</u>	<u>1,487,748</u>
(Deficiency) excess of revenues (under) over expenditures	<u>(7,613)</u>	<u>(63,336)</u>	<u>(105,556)</u>	<u>(221,879)</u>	<u>61</u>	<u>112,303</u>	<u>(286,020)</u>
Other financing (uses) sources:							
Transfers in	-	57,340	83,051	9	-	-	140,400
Transfers out	<u>(5,962)</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>(5,962)</u>
Total other financing (uses) sources	<u>(5,962)</u>	<u>57,340</u>	<u>83,051</u>	<u>9</u>	<u>-</u>	<u>-</u>	<u>134,438</u>
Net change in fund balances	(13,575)	(5,996)	(22,505)	(221,870)	61	112,303	(151,582)
Fund balances, July 1, 2019	<u>58,321</u>	<u>5,996</u>	<u>60,295</u>	<u>274,451</u>	<u>3,305</u>	<u>3,309</u>	<u>405,677</u>
Fund balances, June 30, 2020	<u>\$ 44,746</u>	<u>\$ -</u>	<u>\$ 37,790</u>	<u>\$ 52,581</u>	<u>\$ 3,366</u>	<u>\$ 115,612</u>	<u>\$ 254,095</u>

RIVER DELTA UNIFIED SCHOOL DISTRICT  
 COMBINING STATEMENT OF CHANGES  
 IN ASSETS AND LIABILITIES  
 ALL AGENCY FUNDS  
 For the Year Ended June 30, 2020

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	Balance July 1, <u>2019</u>	<u>Additions</u>	<u>Deductions</u>	Balance June 30, <u>2020</u>
<b>Student Body</b>				
<u>High Schools</u>				
Assets:				
Cash on hand and in banks	\$ <u>124,060</u>	\$ <u>305,449</u>	\$ <u>297,801</u>	\$ <u>131,708</u>
Liabilities:				
Due to student groups	\$ <u>124,060</u>	\$ <u>305,449</u>	\$ <u>297,801</u>	\$ <u>131,708</u>
<u>Middle Schools</u>				
Assets:				
Cash on hand and in banks	\$ <u>24,563</u>	\$ <u>14,042</u>	\$ <u>13,681</u>	\$ <u>24,924</u>
Liabilities:				
Due to student groups	\$ <u>24,563</u>	\$ <u>14,042</u>	\$ <u>13,681</u>	\$ <u>24,924</u>
<u>Elementary Schools</u>				
Assets:				
Cash on hand and in banks	\$ <u>8,947</u>	\$ <u>5,982</u>	\$ <u>7,088</u>	\$ <u>7,841</u>
Liabilities:				
Due to student groups	\$ <u>8,947</u>	\$ <u>5,982</u>	\$ <u>7,088</u>	\$ <u>7,841</u>
<b>Total Student Body Funds</b>				
Assets:				
Cash on hand and in banks	\$ <u>157,570</u>	\$ <u>325,473</u>	\$ <u>318,570</u>	\$ <u>164,473</u>
Liabilities:				
Due to student groups	\$ <u>157,570</u>	\$ <u>325,473</u>	\$ <u>318,570</u>	\$ <u>164,473</u>

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RIVER DELTA UNIFIED SCHOOL DISTRICT  
ORGANIZATION  
June 30, 2020

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River Delta Unified School District was established on July 1, 1967 and is comprised of an area of approximately 500 square miles in Yolo, Sacramento and Solano Counties. There were no changes in the boundaries of the District during the year. The District currently operates five elementary schools (D.H. White Elementary, Isleton Elementary, Walnut Grove Elementary, Bates Elementary, and Delta Elementary Charter Schools), two middle schools (Riverview Middle and Clarksburg Middle Schools), two high schools (Rio Vista High and Delta High Schools), one continuation high school (Mokelumne High School), one adult school (Wind River School), one independent study school (River Delta High/Elementary School) and one community day school (River Delta-Community Day School).

GOVERNING BOARD

<u>Name</u>	<u>Office</u>	<u>Term Expires</u>
Alicia Fernandez	President	December 2022
Don Olson	Vice President	December 2020
Marilyn Riley	Clerk	December 2020
Rafaela Casillas	Member	December 2022
Dan Mahoney	Member	December 2022
Chris Elliott	Member	December 2020
Jennifer Stone	Member	December 2022

ADMINISTRATION

Katherine Wright  
Superintendent

Elizabeth Keema-Aston  
Chief Business Officer <sup>(1)</sup>

Ken Gaston  
Director of Maintenance Operations and Transportation

Nicole Latimer  
Director of Education Services

Bonnie Kauzlarich  
Director, Personnel Services

Jennifer Gaston  
Executive Assistant to the Superintendent  
and Board of Trustees

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<sup>(1)</sup> Ms. Keema-Aston retired effective July 1, 2020. Ms. Sharon Silva was hired as the Chief Business Officer upon Ms. Keema-Aston's retirement.

RIVER DELTA UNIFIED SCHOOL DISTRICT  
 SCHEDULE OF AVERAGE DAILY ATTENDANCE  
 For the Year Ended June 30, 2020

	Second Period <u>Report</u>	Revised Second Period <u>Report*</u>	Annual <u>Report</u>
Certificate #:	<u>AD006952</u>	<u>C398EE70</u>	<u>FB27AE23</u>
Elementary:			
Transitional Kindergarten through Third	468	468	468
Fourth through Six	370	359	358
Seventh through Eighth	345	344	344
Special Education	<u>3</u>	<u>3</u>	<u>4</u>
Total Elementary	<u>1,186</u>	<u>1,174</u>	<u>1,174</u>
Secondary:			
Ninth through Twelfth	677	680	680
Special Education	<u>2</u>	<u>2</u>	<u>2</u>
Total Secondary	<u>679</u>	<u>682</u>	<u>682</u>
Total ADA	<u><u>1,865</u></u>	<u><u>1,856</u></u>	<u><u>1,856</u></u>

\* Audited balances. Reflects revisions made by management subsequent to the submission of the original Second Period Report of Attendance of the District based on an internal review of records.

See accompanying notes to supplementary information.



RIVER DELTA UNIFIED SCHOOL DISTRICT  
 SCHEDULE OF INSTRUCTIONAL TIME  
 For the Year Ended June 30, 2020

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<u>Grade Level</u>	<u>Statutory Minutes Require- ment</u>	<u>2019-2020 Actual Minutes</u>	<u>Number of Days Traditional Calendar</u>	<u>Status</u>
Kindergarten	36,000	54,169	180	In Compliance
Grade 1	50,400	54,169	180	In Compliance
Grade 2	50,400	55,720	180	In Compliance
Grade 3	50,400	55,720	180	In Compliance
Grade 4	54,000	55,720	180	In Compliance
Grade 5	54,000	55,720	180	In Compliance
Grade 6	54,000	55,720	180	In Compliance
Grade 7	54,000	55,873	180	In Compliance
Grade 8	54,000	55,873	180	In Compliance
Grade 9	65,150 *	65,348	180	In Compliance
Grade 10	65,150 *	65,348	180	In Compliance
Grade 11	65,150 *	65,348	180	In Compliance
Grade 12	65,150 *	65,348	180	In Compliance

\* Per a November 17, 1998 letter from the California Department of Education, the District must permanently maintain an increased instructional time for grades 9 through 12 for a total of 65,150 minutes annually, beginning with the 1998-99 school year.

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See accompanying notes to supplementary information.

RIVER DELTA UNIFIED SCHOOL DISTRICT  
SCHEDULE OF EXPENDITURE OF FEDERAL AWARDS  
For the Year Ended June 30, 2020

Federal Catalog Number	Federal Grantor/Pass-Through Grantor/Program or Cluster Title	Pass- Through Entity Identifying Number	Federal Expend- itures
<u>U.S. Department of Education - Passed through California</u>			
<u>Department of Education</u>			
	Special Education Cluster:		
84.027	Special Ed: IDEA Basic Local Assistance Entitlement, Part B, Sec 611	13379	\$ 356,219
84.027A	Special Ed: IDEA Preschool Local Entitlement, Part B, Sec 611	13682	1,290
84.173	Special Ed: IDEA Preschool Grants, Part B, Sec 619	13430	2,598
84.027A	Special Ed: IDEA Mental Health Allocation Plan, Part B, Sec 611	15197	<u>8,430</u>
	Subtotal Special Education Cluster		<u>368,537</u>
84.010	ESEA: Title I Part A, Basic Grants Low-Income and Neglected	14329	399,037
84.365	ESEA: Title III, English Learner Student Program	14346	43,632
84.367	ESEA: Title II, Part A, Supporting Effective Instruction Local Grants	14341	59,691
84.424	ESEA: Title IV Part A, Student Support and Academic Enrichment Grant Program	15391	<u>14,216</u>
	Total U.S. Department of Education		<u>885,113</u>
<u>U.S. Department of Agriculture - Passed through California</u>			
<u>Department of Education</u>			
	Child Nutrition Cluster:		
10.555	Child Nutrition: National School Lunch Program	13524	515,987
10.559	Child Nutrition: Summer Food Service Program	13004	<u>35,116</u>
	Subtotal Child Nutrition Cluster		<u>551,103</u>
10.579	Child Nutrition: NSLP Equipment Assistance Grants	14906	15,079
10.558	Child and Adult Care Food Program (CACFP) Claims	13393	<u>110,964</u>
	Total U.S. Department of Agriculture		<u>677,146</u>
	Total Federal Programs		<u>\$ 1,562,259</u>

See accompanying notes to supplementary information.

RIVER DELTA UNIFIED SCHOOL DISTRICT  
RECONCILIATION OF UNAUDITED ACTUAL FINANCIAL REPORT  
WITH AUDITED FINANCIAL STATEMENTS  
For the Year Ended June 30, 2020

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There were no adjustments proposed to any funds of the District.

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See accompanying notes to supplementary information.

RIVER DELTA UNIFIED SCHOOL DISTRICT  
SCHEDULE OF FINANCIAL TRENDS AND ANALYSIS  
For the Year Ended June 30, 2020  
(UNAUDITED)

	(Budget) <u>2021</u>	<u>2020</u>	<u>2019</u>	<u>2018</u>
<u>General Fund</u>				
Revenues and other financing sources	\$ 22,905,507	\$ 24,684,626	\$ 25,333,169	\$ 22,791,728
Expenditures	24,145,917	24,447,426	24,410,600	22,373,315
Other uses and transfers out	<u>300,576</u>	<u>302,750</u>	<u>143,901</u>	<u>299,123</u>
Total outgo	<u>24,446,493</u>	<u>24,750,176</u>	<u>24,554,501</u>	<u>22,672,438</u>
Change in fund balance	\$ <u>(1,540,986)</u>	\$ <u>(65,550)</u>	\$ <u>778,668</u>	\$ <u>119,290</u>
Ending fund balance	\$ <u>5,104,153</u>	\$ <u>6,645,139</u>	\$ <u>6,710,689</u>	\$ <u>5,932,021</u>
Available reserves	\$ <u>1,326,625</u>	\$ <u>3,450,331</u>	\$ <u>2,082,967</u>	\$ <u>1,630,977</u>
Designated for economic uncertainties	\$ <u>1,207,296</u>	\$ <u>1,222,073</u>	\$ <u>1,227,019</u>	\$ <u>679,791</u>
Undesignated fund balance	\$ <u>119,329</u>	\$ <u>2,228,258</u>	\$ <u>855,948</u>	\$ <u>951,186</u>
Available reserves as percentages of total outgo	<u>5.4%</u>	<u>13.9%</u>	<u>8.5%</u>	<u>7.2%</u>
<u>All Funds</u>				
Total long-term liabilities	\$ <u>44,228,104</u>	\$ <u>46,250,543</u>	\$ <u>47,115,104</u>	\$ <u>46,580,814</u>
Average daily attendance at P-2	<u>1,863</u>	<u>1,856</u>	<u>1,850</u>	<u>1,809</u>

The fund balance of the General Fund has increased by \$832,408 over the past three years. The fiscal year 2020-2021 budget projects a decrease of \$1,540,986. For a district this size, the State of California recommends available reserves of at least 3 percent of total general fund expenditures, transfers out and other uses (total outgo). The District met this requirement.

The District has incurred operating surpluses in two of the past three years, but anticipates incurring an operating deficit during the fiscal year 2020-2021.

Total long-term liabilities have decreased by \$330,271 over the past two years.

Average daily attendance has increased by 56 over the past two years. An decrease of 2 ADA is anticipated during fiscal year 2020-2021.

See accompanying notes to supplementary information.

RIVER DELTA UNIFIED SCHOOL DISTRICT  
SCHEDULE OF CHARTER SCHOOLS  
For the Year Ended June 30, 2020

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<u>Charter Schools Chartered by District</u>	Included in District Financial Statements, or <u>Separate Report</u>
0853 – Delta Elementary Charter School	Separate Report

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See accompanying notes to supplementary information.

RIVER DELTA UNIFIED SCHOOL DISTRICT  
SCHEDULE OF FIRST 5 REVENUES AND EXPENDITURES  
For the Year Ended June 30, 2020

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	Academic and Support <u>Services</u>
Revenues:	
Other Local sources	\$ <u>224,330</u>
Expenditures:	
Certificated salaries	29,051
Classified salaries	97,724
Employee benefits	49,506
Books and supplies	27,642
Contract services and operating expenditure	7,482
Indirect costs	<u>12,925</u>
	<u>224,330</u>
Deficiency of revenues under expenditures	<u>\$ -</u>

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See accompanying notes to supplementary information.

RIVER DELTA UNIFIED SCHOOL DISTRICT  
NOTES TO SUPPLEMENTARY INFORMATION  
June 30, 2020

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**NOTE 1 - PURPOSE OF SCHEDULES**

A - Schedule of Average Daily Attendance

Average daily attendance is a measurement of the number of pupils attending classes in the District. The purpose of attendance accounting from a fiscal standpoint is to provide the basis on which apportionments of state funds are made to school districts. This schedule provides information regarding the attendance of students at various grade levels and in different programs.

B - Schedule of Instructional Time

The District has received incentive funding for increasing instructional time as provided by the Incentives for Longer Instructional Day. The District neither met nor exceeded its target funding. This schedule presents information on the amount of instructional time offered by the District and whether the District complied with the provisions of Education Code Sections 46201 through 46206.

The District submitted a COVID-19 School Closure Certification with the State Superintendent of Public Instruction (SSPI) in connection with the effected school days impacted by COVID-19. The Certification was submitted to the SSPI on July 1, 2020.

C - Schedule of Expenditure of Federal Awards

The Schedule of Expenditure of Federal Awards includes the federal award activity of River Delta Unified School District, and is presented on the accrual basis of accounting. The information in this schedule is presented in accordance with the requirements of Title 2 U.S. Code of Federal Regulations Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance). Expenditures are recognized following the cost principles contained in the Uniform Guidance, wherein certain types of expenditures are not allowable or are limited as to reimbursement. The District has elected not to use the 10-percent de minimus indirect cost rate allowed under the Uniform Guidance.

D - Reconciliation of Unaudited Actual Financial Report with Audited Financial Statements

This schedule provides the information necessary to reconcile the Unaudited Actual Financial Report to the audited financial statements.

E - Schedule of Financial Trends and Analysis - Unaudited

This schedule provides trend information on the District's financial condition over the past three years and its anticipated condition for the 2020-2021 fiscal year, as required by the State Controller's Office.

F - Schedule of Charter Schools

This schedule provides information for the California Department of Education to monitor financial reporting by Charter Schools.

G - Schedule of First 5 Revenues and Expenditures

This schedule provides information about the First 5 Sacramento County Program.

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(Continued)

RIVER DELTA UNIFIED SCHOOL DISTRICT  
NOTES TO SUPPLEMENTARY INFORMATION  
June 30, 2020

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**NOTE 2 - EARLY RETIREMENT INCENTIVE PROGRAM**

Education Code Section 14502 requires certain disclosure in the financial statements of districts which adopt Early Retirement Incentive Programs pursuant to Education Code Sections 22714 and 44929. For the fiscal year ended June 30, 2020, the District did not adopt such a program.

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See accompanying notes to supplementary information.



INDEPENDENT AUDITOR'S REPORT  
 ON COMPLIANCE WITH STATE LAWS AND REGULATIONS

Board of Education  
 River Delta Unified School District  
 Rio Vista, California

**Report on Compliance with State Laws and Regulations**

We have audited River Delta Unified School District's compliance with the types of compliance requirements described in the State of California's 2019-20 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting (the "Audit Guide") applicable to the state laws and regulations listed below for the year ended June 30, 2020.

<u>Description</u>	<u>Procedures Performed</u>
Attendance	Yes
Teacher Certification and Misassignments	Yes
Kindergarten Continuance	Yes
Independent Study	No, see below
Continuation Education	No, see below
Instructional Time	Yes
Instructional Materials	Yes
Ratio of Administrative Employees to Teachers	Yes
Classroom Teacher Salaries	Yes
Early Retirement Incentive	No, see below
Gann Limit Calculation	Yes
School Accountability Report Card	Yes
Juvenile Court Schools	No, see below
Middle or Early College High Schools	No, see below
K-3 Grade Span Adjustment	Yes
Transportation Maintenance of Effort	Yes
Apprenticeship: Related and Supplemental Instruction	No, see below
Comprehensive School Safety Plan	Yes
District of Choice	No, see below
California Clean Energy Jobs Act	Yes
After/Before School Education and Safety Program:	
General requirements	Yes
After school	Yes
Before school	Yes
Proper Expenditure of Education Protection Account Funds	Yes
Unduplicated Local Control Funding Formula Pupil Counts	Yes
Local Control and Accountability Plan	Yes
Independent Study - Course Based	No, see below
Attendance, for charter schools	No, see below
Mode of Instruction, for charter schools	No, see below
Nonclassroom-Based Instruction/Independent Study, for charter schools	No, see below
Determination of Funding for Nonclassroom-Based instruction, for charter schools	No, see below
Annual Instructional Minutes - Classroom-Based, for charter schools	No, see below
Charter School Facility Grant Program	No, see below

(Continued)

We did not perform testing of Independent Study because the Independent Study ADA was below the materiality level that requires testing.

We did not perform testing of Continuation Education because the Continuation Education ADA was below the materiality level that requires testing.

We did not perform any procedures related to Early Retirement Incentive Program or Middle or Early College High Schools, because the District did not offer these programs during the audit year.

We did not perform any procedures related to Juvenile Court Schools because the District is not a County Office of Education and therefore does not offer this program.

The District did not report any attendance hours for Apprenticeship: Related and Supplemental Instruction; therefore, we did not perform any procedures related to the program.

The District is not reported as a District of Choice; therefore, we did not perform any procedures related to the program.

The District did not report any ADA for Independent Study - Course Based; therefore, we did not perform any procedures related to the Independent Study - Course Based program.

We did not perform any procedures related to Charter Schools because the District did not include any charter schools in this report.

***Management's Responsibility***

Management is responsible for compliance with the requirements of state laws and regulations, as listed above.

***Auditor's Responsibility***

Our responsibility is to express an opinion on River Delta Unified School District's compliance with state laws and regulations as listed above based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the *2019-20 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting* (Audit Guide). Those standards and the Audit Guide require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the compliance requirements referred to above that could have a material effect on River Delta Unified School District's compliance with the state laws and regulations listed above occurred. An audit includes examining, on a test basis, evidence about River Delta Unified School District's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on compliance with state laws and regulations. However, our audit does not provide a legal determination of River Delta Unified School District's compliance.

***Opinion with State Laws and Regulations***

In our opinion, River Delta Unified School District complied, in all material respects, with the state laws and regulations referred to above for the year ended June 30, 2020. Further, based on our examination, for items not tested, nothing came to our attention to indicate that River Delta Unified School District had not complied with the state laws and regulations.

**Purpose of this Report**

The purpose of this report on compliance is solely to describe the scope of our testing of compliance and the results of that testing based on the requirements of the State of California's *2019-20 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*. Accordingly, this report is not suitable for any other purpose.

*Crowe LLP*

Crowe LLP

Sacramento, California  
February 8, 2021

INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL OVER FINANCIAL  
REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN  
AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH  
*GOVERNMENT AUDITING STANDARDS*

Board of Education  
River Delta Unified School District  
Rio Vista, California

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of River Delta Unified School District as of and for the year ended June 30, 2020, and the related notes to the financial statements, which collectively comprise River Delta Unified School District's basic financial statements, and have issued our report thereon dated February 8, 2021.

#### **Internal Control Over Financial Reporting**

In planning and performing our audit of the financial statements, we considered River Delta Unified School District's internal control over financial reporting (internal control) as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of River Delta Unified School District's internal control. Accordingly, we do not express an opinion on the effectiveness of Placer Hills Union School District's internal control.

*A deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A material weakness is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A significant deficiency is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

## Compliance and Other Matters

As part of obtaining reasonable assurance about whether River Delta Unified School District's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the financial statements. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

## Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

*Crowe LLP*

Crowe LLP

Sacramento, California  
February 8, 2021



INDEPENDENT AUDITOR'S REPORT ON COMPLIANCE  
WITH THE FIRST 5 SACRAMENTO COUNTY PROGRAM

Board of Education  
River Delta Unified School District  
Rio Vista, California

**Report on Compliance**

We have audited River Delta Unified School District's compliance with the types of compliance requirements described in the Program Guidelines for the First 5 Sacramento County Program that could have a direct and material effect on its First 5 Sacramento County Program for the year ended June 30, 2020.

***Management's Responsibility***

Management is responsible for compliance with the requirements of laws, regulations, contracts and grants applicable to its First 5 Sacramento County Program.

***Auditor's Responsibility***

Our responsibility is to express an opinion on compliance for River Delta Unified School District's First 5 Sacramento County Program based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on First 5 Sacramento County Program occurred. An audit includes examining, on a test basis, evidence about River Delta Unified School District's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances. We believe that our audit provides a reasonable basis for our opinion. Our audit does not provide a legal determination of River Delta Unified School District's compliance with those requirements.

***Opinion***

In our opinion, River Delta Unified School District complied, in all material respects, with the compliance requirements referred to above that could have a direct and material effect on its First 5 Sacramento County Program for the year ended June 30, 2020.

**Purpose of this Report**

The purpose of this report is solely to describe the scope of our testing over compliance and the results of that testing based on the requirements of the First 5 Sacramento County Program. Accordingly, this report is not suitable for any other purpose.

*Crowe LLP*  
Crowe LLP

Sacramento, California  
February 8, 2021

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INDEPENDENT AUDITOR'S REPORT ON COMPLIANCE  
FOR EACH MAJOR FEDERAL PROGRAM AND REPORT  
ON INTERNAL CONTROL OVER COMPLIANCE

Board of Education  
River Delta Unified School District  
Rio Vista, California

**Report on Compliance for Each Major Federal Program**

We have audited River Delta Unified School District's compliance with the types of compliance requirements described in the *OMB Compliance Supplement* that could have a direct and material effect on each of River Delta Unified School District's major federal programs for the year ended June 30, 2020. River Delta Unified School District's major federal programs are identified in the summary of auditor's results section of the accompanying schedule of audit findings and questioned costs.

***Management's Responsibility***

Management is responsible for compliance with federal statutes, regulations, and the terms and conditions of its federal awards applicable to its federal programs.

***Auditor's Responsibility***

Our responsibility is to express an opinion on compliance for each of River Delta Unified School District's major federal programs based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the audit requirements of Title 2 U.S. Code of Federal Regulations Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Those standards and the Uniform Guidance require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about River Delta Unified School District's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on compliance for each major federal program. However, our audit does not provide a legal determination of River Delta Unified School District's compliance.

***Opinion on Each Major Federal Program***

In our opinion, River Delta Unified School District complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2020.

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(Continued)

## Report on Internal Control Over Compliance

Management of River Delta Unified School District is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing our audit of compliance, we considered River Delta Unified School District's internal control over compliance with the types of requirements that could have a direct and material effect on each major federal program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance for each major federal program and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of River Delta Unified School District's internal control over compliance.

*A deficiency in internal control over compliance* exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. *A material weakness in internal control over compliance* is a deficiency, or combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. *A significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.

*Crowe LLP*  
Crowe LLP

Sacramento, California  
February 8, 2021



## **FINDINGS AND RECOMMENDATIONS**

RIVER DELTA UNIFIED SCHOOL DISTRICT  
 SCHEDULE OF AUDIT FINDINGS AND QUESTIONED COSTS  
 Year Ended June 30, 2020

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SECTION I – SUMMARY OF AUDITOR'S RESULTS

**FINANCIAL STATEMENTS**

Type of auditors' report issued: Unmodified

Internal control over financial reporting:

Material weakness(es) identified? \_\_\_\_\_ Yes        X   No

Significant deficiency(ies) identified not considered to be material weakness(es)? \_\_\_\_\_ Yes        X   None reported

Noncompliance material to financial statements noted? \_\_\_\_\_ Yes        X   No

**FEDERAL AWARDS**

Internal control over major programs:

Material weakness(es) identified? \_\_\_\_\_ Yes        X   No

Significant deficiency(ies) identified not considered to be material weakness(es)? \_\_\_\_\_ Yes        X   None reported

Type of auditors' report issued on compliance for major programs: Unmodified

Any audit findings disclosed that are required to be reported in accordance with Circular A-133, Section .510(a)? \_\_\_\_\_ Yes        X   No

Identification of major programs tested:

<u>CFDA Number(s)</u>	<u>Name of Federal Program or Cluster</u>
84.027, 84.027A, 84.173	Special Education Cluster

Dollar threshold used to distinguish between Type A and Type B programs: \$750,000

Auditee qualified as low-risk auditee?   X   Yes      \_\_\_\_\_ No

**STATE AWARDS**

Type of auditors' report issued on compliance for state programs: Unmodified

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(Continued)

RIVER DELTA UNIFIED SCHOOL DISTRICT  
SCHEDULE OF AUDIT FINDINGS AND QUESTIONED COSTS  
Year Ended June 30, 2020

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SECTION II - FINANCIAL STATEMENT FINDINGS

No matters were reported.

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(Continued)

RIVER DELTA UNIFIED SCHOOL DISTRICT  
SCHEDULE OF AUDIT FINDINGS AND QUESTIONED COSTS  
Year Ended June 30, 2020

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SECTION III - STATE AWARD FINDINGS AND QUESTIONED COSTS

No matters were reported.

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(Continued)

RIVER DELTA UNIFIED SCHOOL DISTRICT  
SCHEDULE OF AUDIT FINDINGS AND QUESTIONED COSTS  
Year Ended June 30, 2020

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SECTION IV – STATE AWARD FINDINGS AND QUESTIONED COSTS

No matters were reported.

**STATUS OF PRIOR YEAR  
FINDINGS AND RECOMMENDATIONS**

RIVER DELTA UNIFIED SCHOOL DISTRICT  
STATUS OF PRIOR YEAR FINDINGS AND QUESTIONED COSTS  
Year Ended June 30, 2020

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No matters were reported.

**BOARD OF TRUSTEES  
RIVER DELTA UNIFIED SCHOOL DISTRICT**

445 Montezuma Street  
Rio Vista, California 94571-1561

**BOARD AGENDA BRIEFING**

Meeting Date: February 16, 2021

Attachments: X

From: Katherine Wright, Superintendent

Item Number: 12

Type of item: (Action, Consent Action or Information Only): Action

**SUBJECT:**

Request to approve the second and final reading of the updated or new Board Policies, Administrative Regulation and or Exhibits due to new legislation or mandated language and citation revisions as of December 2020.

**BACKGROUND:**

Changes in legislation and amendments to laws lead to necessary/mandated changes in District Board Policies, Administrative Regulations and Exhibits.

These Board Policies, Administrative Regulations and Exhibits was submitted for a first reading at the January 19, 2021 Board meeting.

**STATUS:**

Attached are Board Policies, Administrative Regulations and Exhibits which have been affected by changes in law effective prior to December 2020 which need to be approved for second reading and adoption by the Board of Trustees.

**PRESENTER:**

Katherine Wright, Superintendent

**OTHER PEOPLE WHO MIGHT BE PRESENT:**

Jennifer Gaston, Recorder

**COST AND FUNDING SOURCES:**

**RECOMMENDATION:**

That the Board approves the second and final reading and adopts these Board Policies, Administrative Regulations and Exhibits as submitted resulting from legislation effective prior to December 2020.

Time allocated: 3 minutes



## CSBA POLICY GUIDE SHEET December 2020

Note: Descriptions below identify revisions made to CSBA's sample board policies, administrative regulations, board bylaws, and/or exhibits. Editorial changes have also been made. Districts and county offices of education should review the sample materials and modify their own policies accordingly.

### **Administrative Regulation 0430 - Comprehensive Local Plan for Special Education**

Regulation updated to reflect **NEW LAW (SB 98, 2020)** which extends, from July 1, 2021 to July 1, 2023, the date by which the Special Education Local Plan Area (SELPA) must include in its local plan an annual assurances support plan demonstrating how the SELPA and its participating agencies are coordinating to assure effective outcomes for students with disabilities.

### **Board Policy 1312.3 - Uniform Complaint Procedures**

Policy updated to reflect the relationship between the state uniform complaint procedures (UCP) and **NEW FEDERAL REGULATIONS (85 Fed. Reg. 30026)** regarding Title IX complaints of sexual harassment. Policy also reflects **NEW STATE REGULATIONS (Register 2020, No. 21)** which limit the applicability of the UCP for complaints regarding special education and child nutrition programs, add procedures for addressing complaints regarding health and safety deficiencies in license-exempt California State Preschool Programs (CSPP), and delete the referral of complaints of fraud to the California Department of Education (CDE). The list of programs subject to the UCP revised and reorganized to more directly reflect CDE's 2020-21 Federal Program Monitoring (FPM) instrument.

### **Administrative Regulation 1312.3 - Uniform Complaint Procedures**

Regulation updated to provide optional language stating that the compliance officer for purposes of the UCP will be the same person designated to serve as the Title IX Coordinator for addressing complaints of sexual harassment. Section on "Notifications" reflects CDE's 2020-21 FPM instrument which requires additional content for the annual notification to students, parents/guardians, employees, and others. Regulation also updated to reflect **NEW STATE REGULATIONS (Register 2020, No. 21)** which (1) clarify that for complaints related to the local control and accountability plan (LCAP) the date of the alleged violation is the date when the County Superintendent of Schools approves the LCAP, (2) designate the final written decision as the "investigation report" and specifies required components for that report, (3) change the timeline for filing an appeal to CDE from 15 calendar days to 30 calendar days, (4) expand the basis upon which an appeal may be filed, (5) require the district to submit specified documents to CDE within 10 days after the district has been notified that an appeal has been filed, (6) require the district to investigate and address any allegations that CDE determines were not addressed in the district's investigation, (7) require CDE to issue a written decision regarding an appeal within 60 days of CDE's receipt of the appeal unless extended by written agreement or documentation by CDE of exceptional circumstances, and (8) authorize either party to request reconsideration by the Superintendent of Public Instruction or designee within 30 days of the appeal decision. Section on "Health and Safety Complaints for License-Exempt Preschool Programs" reflects a requirement of new state regulations to include in the annual UCP notification a list of which district programs are licensed or exempt from licensing.

### **Board Policy 4119.25/4219.25/4319.25 - Political Activities of Employees**

Policy updated to recognize the importance of employee political activity, voting, and civic engagement, and reflect Pickering v. Board of Education Township High School District regarding the prohibition against dismissing or demoting an employee due to engagement in constitutionally protected political activity.

### **Administrative Regulation 4119.25/4219.25/4319.25 - Political Activities of Employees**

Regulation updated to reflect law which makes it a misdemeanor to use any reproduction of the district's seal in any campaign literature or mass mailing with the intent to deceive voters, the prohibition against posting or distributing political campaign materials in classrooms or through distance learning platforms, and the court's decision in San Leandro Teachers Association v. Governing Board of San Leandro Unified School District regarding the district's ability to refuse to permit the use of school mailboxes for union

communications involving candidate endorsements. Regulation also updated to delete material regarding employee organization communications which do not constitute political activity, now addressed in 4140/4240/4340 - Bargaining Units, and to delete material regarding employee activities during a concerted action or work stoppage.

#### **Board Policy 4140/4240/4340 - Bargaining Units**

Policy updated to reflect Public Employment Relations Board decisions regarding the wearing of union buttons, clarify material regarding employees in management, senior management, and confidential positions, divide material regarding "Access to Employee Orientations" and "Access to Employee Contact Information," and add section on "Communications with Employees" with material formerly in AR 4119.25/4219.25/4319.25 - Political Activities of Employees.

#### **Board Policy 5113.2 - Work Permits**

Policy updated to reflect **NEW LAW (AB 908, 2020)** which prohibits consideration of grades, grade point average, or school attendance in the event of an extended campus closure due to a natural disaster, pandemic, or other emergency.

#### **Administrative Regulation 5113.2 - Work Permits**

Regulation updated to reflect **NEW LAW (AB 908, 2020)** which prohibits consideration of grades, grade point average, or school attendance in the event of an extended campus closure due to a natural disaster, pandemic, or other emergency and provides flexibility in the work permit application process during such a closure. Regulation also updated to clarify that (1) students who have graduated early from high school or have received a certificate of proficiency need a "certificate of age" rather than a work permit to be employed; (2) a work permit is not required for students who are serving with written parent/guardian permission as unpaid trainees, volunteers, or in an in-school placement, nor for students who are employed in agricultural, horticultural, viticultural, or domestic labor during non-school hours when the work is performed for or under the control of the parent/guardian; (3) a student applying for a full-time work permit needs to appear in person with the student's parent/guardian except during an extended school closure; (4) a work permit shall not be denied based on a student's grades, grade point average, or school attendance when a student will be participating in a government-administered employment and training program that will occur during a school vacation or recess; (5) work permits are required to be issued on forms provided by or authorized by CDE; and (6) impairment of a student's health can be the basis for revocation of a work permit.

#### **Board Policy 5126 - Awards for Achievement**

Policy updated to add optional language for the presentation of biliteracy awards to students who are English learners upon their reclassification as fluent English proficient. New optional section on "State Seal of Civic Engagement" addresses awards for students who have demonstrated excellence in civics education and participation and an understanding of the U.S. Constitution, the California Constitution, and the democratic system of government. Policy also clarifies that a district committee established by the board to administer a scholarship and loan fund is subject to the open meeting requirements of the Brown Act.

#### **Administrative Regulation 5126 - Awards for Achievement**

Regulation updated to add eligibility criteria for the Golden State Seal Merit Diploma which had been removed while the criteria were in flux. Regulation also adds eligibility criteria for the State Seal of Biliteracy and reflects **NEW LAW (SB 98, 2020)** which authorizes the Superintendent of Public Instruction to provide alternative criteria for students on track to graduate in 2020 or 2021 who were not able to take the English Language Proficiency Assessments for California or who did not receive a letter grade in English language arts due to COVID-19, and waives the requirement to take the California Assessment of Student Performance and Progress for students who were not able to take the exam. New section on "State Seal of Civic Engagement" includes eligibility criteria, clarifies that the state criteria establish a framework for the development of qualifications based on local contexts, and adds material regarding the provision of insignias.

#### **Board Policy 5141.31 - Immunizations**

Policy updated to reflect **NEW LAWS (SB 276, 2019 and SB 714, 2019)** which specify conditions under which a medical exemption is effective. Policy also deletes outdated date regarding immunization requirements for enrollment or advancement to grade 7.

### **Administrative Regulation 5141.31 - Immunizations**

Regulation updated to delete outdated material regarding immunization requirements for enrollment or advancement to grade 7, and to add material regarding immunization records and the California Immunization Registry (CAIR). Regulation also updated to reflect **NEW LAWS (SB 276, 2019 and SB 714, 2019)** addressing medical exemptions, including provisions that (1) medical exemption requests must be made by a licensed physician or surgeon on an electronic, standardized, statewide form developed by the California Department of Public Health (CDPH) and transmitted using CAIR; (2) a student who has a medical exemption issued prior to January 1, 2020 must be allowed to continue enrollment until the next grade span, except that after July 1, 2021 a student may not be admitted or advanced to grade 7 unless the student has been immunized as required or a medical exemption form has been filed; (3) temporary exemptions cannot exceed one year and all medical exemptions cannot extend beyond the grade span; (4) medical exemptions may be revoked by CDPH if it is determined that the exemption does not meet applicable criteria; (5) a parent/guardian may appeal the revocation of a student's medical exemption to the Secretary of California Health and Human Services; and (6) districts must annually file the written report on the immunization status of new students to CDPH and the local department of public health.

### **Board Policy 5148.3 - Preschool/Early Childhood Education**

Policy updated to reflect **NEW STATE REGULATIONS (Register 2020, No. 21)** which establish modifications to the UCP for investigating and resolving complaints alleging violation of applicable health or safety requirements for license-exempt programs operating under the CSPP.

### **Administrative Regulation 5148.3 - Preschool/Early Childhood Education**

Regulation updated to clarify that families need to meet at least one of two specified criteria to be eligible for subsidized services. Regulation also reflects **NEW LAW (SB 75, 2019)** which authorizes eligibility for a full-day CSPP without meeting the requirements related to the need for child care services if all families meeting those requirements have been enrolled and establishes enrollment priorities for schools where at least 80 percent of students are eligible for free or reduced-price meals.

### **Board Policy 6146.1 - High School Graduation Requirements**

Policy updated to change "foreign language" to "world language" to reflect current terminology in law, add material regarding the provision of credits towards community service hours for completion of a course in community emergency response training, and reflect **NEW LAW (AB 1350, 2020)** which authorizes districts to award a retroactive diploma to students who were in good standing and on track to graduate at the end of the 2019-20 school year but were unable to complete the statewide graduation requirements due to COVID-19.

### **Board Policy 6146.2 - Certificate of Proficiency/High School Equivalency**

Policy updated to clarify the distinction between a certificate of proficiency and a high school equivalency certificate. Policy also reflects that there is a fee for these tests which is waived for homeless or foster youth under 25 years of age who meet all other registration requirements and submit certification of homeless or foster youth status.

### **Administrative Regulation 6146.2 - Certificate of Proficiency/High School Equivalency**

Regulation updated to reflect **NEW LAW (SB 820, 2020)** which requires CDE to schedule testing dates at least once in the fall semester and once in the spring semester, add the requirement that districts develop a consent form that may be used by persons receiving a certificate of proficiency to be exempted from compulsory school attendance, and reflect the two tests currently approved by the State Board of Education for the purpose of attaining a California High School Equivalency Certificate (the General Educational Development test and the High School Equivalency Test).

### **NEW - Exhibit 6146.2 - Certificate of Proficiency/High School Equivalency**

New exhibit presents a sample consent form to be used by students who receive a certificate of proficiency, and their parents/guardians if the student is under 18 years of age, for the purpose of requesting an exemption from compulsory school attendance for the student.

**Board Policy 6170.1 - Transitional Kindergarten**

Policy updated to clarify that it is only districts with an extended day kindergarten program that are authorized to maintain transitional kindergarten (TK) and kindergarten programs for different lengths of time either at the same or different school sites and reflect **NEW LAW (SB 98, 2020)** which extends, until August 1, 2021, the requirement for credentialed teachers who are first assigned to a TK class to meet additional qualifications.

**Board Bylaw 9012 - Board Member Electronic Communications**

Bylaw updated to clarify that electronic communications should not be used as a means to restrict access to a public forum, that meeting locations include teleconference locations, and that the prohibition against serial meetings includes a series of communications directly or through intermediaries. Bylaw reflects **NEW LAW (AB 992, 2020)** which authorizes board members to engage in separate conversations or communications on social media platforms that are open and accessible to the public as long as a majority of the board does not use the platform to discuss among themselves business within the subject matter jurisdiction of the board, board members do not respond directly to any communication from other board members, and board members do not comment on or use digital icons to express reactions to communications made by other board members. Bylaw also references court decisions which clarify that a public official's social media account which includes discussion of public business may be considered a public forum from which the official cannot exclude access or comments by members of the public based on viewpoint.

**Board Bylaw 9320 - Meetings and Notices**

Bylaw updated to clarify that meeting locations include teleconference locations and reflect **NEW LAW (AB 992, 2020)** which authorizes board members to engage in separate conversations or communications on social media platforms that are open and accessible to the public as long as a majority of the board does not use the platform to discuss among themselves business within the subject matter jurisdiction of the board, board members do not respond directly to any communication from other board members, and board members do not comment on or use digital icons to express reactions to communications made by other board members. Bylaw also updated to clarify the vote requirements for holding a closed session during an emergency meeting and for adjourning or continuing a board meeting to a later time or location.

# CSBA Sample Administrative Regulation

Philosophy, Goals, Objectives, and Comprehensive Plans

AR 0430(a)

## COMPREHENSIVE LOCAL PLAN FOR SPECIAL EDUCATION

### Definitions

*Free appropriate public education (FAPE)* means special education and related services that are provided at public expense, under public supervision and direction, and without charge; meet the standards of the California Department of Education, including the requirements of 34 CFR 300.1-300.818; include appropriate preschool, elementary school, or secondary school education for individuals between the ages of 3 and 21; and are provided in conformity with an individualized education program (IEP) that meets the requirements of 34 CFR 300.320-300.324. (Education Code 56040; 34 CFR 300.17, 300.101, 300.104)

*Least restrictive environment* means that, to the maximum extent appropriate, students with disabilities, including individuals in public or private institutions or other care facilities, be educated with individuals who are nondisabled, including the provision of nonacademic and extracurricular services and activities. Special classes, separate schooling, or other removal of students with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in the regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. (Education Code 56040.1; 34 CFR 300.107, 300.114, 300.117)

### Elements of the Local Plan

Note: Education Code 56205 and 56206 detail the elements that must be included in the local plan developed by the Special Education Local Plan Area (SELPA), including a requirement that the plan contain assurances of general compliance with Section 504 of the Rehabilitation Act of 1973 (29 USC 794), the Individuals with Disabilities Education Act (IDEA) (20 USC 1400-1482), and the Americans with Disabilities Act (42 USC 12101-12213).

Pursuant to Education Code 56122, the California Department of Education (CDE) has developed templates for plan development, which are available on its web site.

The local plan developed by the Special Education Local Plan Area (SELPA) shall include, but not be limited to: (Education Code 56122, 56205, 56206)

1. Policies, procedures, and programs, that are consistent with state laws, regulations, and policies and 20 USC 1412(a), 20 USC 1413(a)(1), and 34 CFR 300.201 governing the following:
  - a. Free appropriate public education
  - b. Full educational opportunity

**COMPREHENSIVE LOCAL PLAN FOR SPECIAL EDUCATION (continued)**

- c. Child find and referral
- d. Individualized education programs, including development, implementation, review, and revision
- e. Least restrictive environment
- f. Procedural safeguards
- g. Annual and triennial assessments
- h. Confidentiality
- i. Transition from the Infants and Toddlers with Disabilities programs pursuant to 20 USC 1431 to the preschool program
- j. Children in private schools
- k. Compliance assurances, including general compliance with the federal Individuals with Disabilities Education Act (20 USC 1400-1482), Section 504 of the federal Rehabilitation Act of 1973 (29 USC 794), the federal Americans with Disabilities Act of 1990 (42 USC 12101-12213), related federal regulations, and Education Code 56000-56865
- l. A description of the governance and administration of the local plan in accordance with Education Code 56205(a)(12)
- m. Personnel qualification to ensure that personnel, including special education teachers and personnel and paraprofessionals are appropriately and adequately prepared and trained in accordance with Education Code 56058 and 56070 and 20 USC 1412(a)(14) and 1413(a)(3)
- n. Performance goals and indicators
- o. Participation in state and districtwide assessments, including assessments described in 20 USC 6301 et seq. and alternate assessments in accordance with 20 USC 1412(a)(16), and reports relating to assessments
- p. Supplementation of state, local, and other federal funds, including nonsupplantation of funds
- q. Maintenance of financial effort

**COMPREHENSIVE LOCAL PLAN FOR SPECIAL EDUCATION** (continued)

- r. Opportunities for public participation before adoption of policies and procedures
  - s. Suspension and expulsion rates
  - t. Access to instructional materials by blind individuals with exceptional needs and others with print disabilities in accordance with 20 USC 1412(a)(23)
  - u. Overidentification and disproportionate representation by race and ethnicity of children as individuals with exceptional needs, including children with disabilities with a particular impairment described in 20 USC 1401 and 1412(a)(24)
  - v. Prohibition of mandatory medication use pursuant to Education Code 56040.5 and 20 USC 1412(a)(25)
2. An annual budget plan, including descriptions of the SELPA's allocation plan in accordance with Education Code 56836-56845, all revenues by revenue source received by the SELPA specifically for the purpose of special education, a breakdown of the distribution of funds to each local educational agency (LEA) within the SELPA, projected total special education expenditures by each LEA, projected total expenditures by the SELPA and the LEAs within the SELPA, projected funding to be received specifically for regionalized operations, and a breakdown of projected SELPA operating expenditures
  3. An annual service plan, describing the services to be provided by each LEA, regardless of whether the LEA participates in the local plan, including the nature of the services and the physical location at which the services will be provided. This description shall demonstrate that all individuals with exceptional needs shall have access to services and instruction appropriate to meet their needs as specified in their individualized education programs.

Note: Pursuant to Education Code **56205 and** 56122, ~~as amended by SB 75 (Ch. 51, Statutes of 2019), beginning July 1, 2021,~~ the local plan must include an annual assurances support plan to demonstrate how the SELPA and its participating agencies are coordinating to assure effective outcomes for students with disabilities. **As amended by SB 98 (Ch. 24, Statutes of 2020), Education Code 56122 extends the timeline for developing an annual assurances support plan to July 1, 2023.** A template for the annual assurances support plan will be developed by CDE by July 1, ~~2020~~ **2022**.

4. Beginning July 1, ~~2021~~ **2023**, an annual assurances support plan to demonstrate how the SELPA and its participating agencies are coordinating for purposes of assuring effective outcomes for students with disabilities, including a description of:

**COMPREHENSIVE LOCAL PLAN FOR SPECIAL EDUCATION** (continued)

- a. How the **governing board of the** SELPA will support ~~each~~ participating **agencies** ~~district~~ in achieving the goals, actions, and services identified in ~~its~~ **their** local control and accountability plans
  - b. How the **governing board of the** SELPA will connect ~~any~~ participating **agencies** ~~district~~ in need of technical assistance to the statewide system of support
  - c. The services, technical assistance, and support the **governing board of the** SELPA will provide to meet the required policies, procedures, and programs specified in Education Code 56205
5. A description of programs for early childhood special education from birth through five years of age
  6. A description of the method by which members of the public, including parents/guardians of individuals with disabilities who are receiving services under the plan, may address questions or concerns pursuant to Education Code 56205
  7. A description of a dispute resolution process, including mediation and arbitration to resolve disputes over the distribution of funding, the responsibility for service provision, and the other governance activities specified within the local plan
  8. Verification that the plan has been reviewed by the community advisory committee in accordance with Education Code 56205 and that the committee had at least 30 days to conduct this review before submission of the local plan to CDE
  9. A description of the process being utilized to refer students for special education instruction pursuant to Education Code 56303
  10. A description of the process being utilized to oversee and evaluate placements in nonpublic, nonsectarian schools, the method of ensuring that all requirements of each student's IEP are being met, and a method for evaluating whether the student is making appropriate educational progress
  11. A description of how specialized equipment and services will be distributed within the local plan area in a manner that minimizes the necessity to serve students in isolated sites and maximizes the opportunities to serve students in the least restrictive environment



**COMPREHENSIVE LOCAL PLAN FOR SPECIAL EDUCATION (continued)**

The local plan, annual budget plan, annual service plan, and annual assurances support plan shall be written in language that is understandable to the general public. They shall be adopted at a public hearing of the SELPA, for which notice of the hearing shall be posted in each school in the SELPA at least 15 days before the hearing. (Education Code 56205)

**Availability of the Plan**

The Superintendent or designee shall post on the district's web site the approved local plan, annual budget plan, annual service plan, and annual assurances support plan and any updates or revisions to the plans. A complete copy of the local plan, annual budget plan, annual service plan, annual assurances support plan, and policies and procedures shall be held on file in the district office and shall be accessible to any interested party. (Education Code 56205.5)

(3/08 5/20) 12/20

# CSBA Sample Board Policy

Community Relations

BP 1312.3(a)

## UNIFORM COMPLAINT PROCEDURES

Note: To address prohibited discrimination and violations of state and federal laws governing educational programs, 5 CCR 4621 **mandates** districts to adopt uniform complaint procedures (UCP) consistent with the state's complaint procedures specified in 5 CCR 4600-4670. See the section "Complaints Subject to UCP" below for a list of programs and activities subject to these procedures pursuant to state law.

The California Department of Education (CDE) monitors district programs and operations for compliance with these requirements through its Federal Program Monitoring (FPM) process. The FPM consists of a review of (1) written district policies and procedures for required statements, including prohibition of discrimination (such as discriminatory harassment, intimidation, and bullying) against students pursuant to Education Code 234.1; and (2) records of required activities, such as annual notification provided to students, parents/guardians, employees, and other school community members.

The U.S. Department of Education's Office for Civil Rights (OCR) enforces federal anti-discrimination laws, including Title II of the Americans with Disabilities Act (42 USC 12101-12213), Title VI of the Civil Rights Act of 1964 (42 USC 2000d-2000e-17), Title IX of the Education Amendments Act of 1972 (20 USC 1681-1688), Section 504 of the Rehabilitation Act of 1973 (29 USC 794), and the Age Discrimination Act of 1975 (42 USC 6101-6107). ~~OCR has issued guidance describing federal requirements for discrimination complaint procedures. OCR requires such complaint procedures to be "prompt and equitable." OCR evaluates a district's procedures based on factors specified in the accompanying administrative regulation, including whether the procedures (1) provide notice to the district's students, parents/guardians, and employees; (2) ensure adequate, reliable, and impartial investigation of complaints; (3) contain reasonably prompt timeframes for major stages of the complaint process; (4) provide notice to the complainant of the resolution of the complaint; and (5) provide an assurance that action will be taken to prevent recurrence of any discrimination found and to correct its effects. Whether a complaint of sexual harassment is addressed through the UCP or the federal Title IX complaint procedures adopted pursuant to 34 CFR 106.44-106.45, as added by 85 Fed. Reg. 30026, is dependent on whether the alleged conduct meets the more stringent federal definition or the state definition of sexual harassment. See the accompanying administrative regulation, BP/AR 5147 - Sexual Harassment, and AR 5145.71 - Title IX Sexual Harassment Complaint Procedures.~~

The following policy and accompanying administrative regulation reflect all components required by law, **5 CCR 4600-4670, as amended by Register 2020, No. 21**, and the 2020-21 FPM instrument. Additional details provided herein may help districts during a compliance check by CDE or in the event that a CDE or OCR investigation occurs.

The Governing Board recognizes that the district has the primary responsibility to ensure compliance with applicable state and federal laws and regulations governing educational programs. The Board encourages early resolution of complaints whenever possible. To resolve complaints which may require a more formal process, the Board adopts the uniform system of complaint processes specified in 5 CCR 4600-4670 and the accompanying administrative regulation.

## UNIFORM COMPLAINT PROCEDURES (continued)

### Complaints Subject to UCP

Note: The FPM process includes a review of a district's policies and procedures to determine whether all district programs and activities that are subject to the UCP, as listed in the FPM instrument, are addressed. Items #1-~~14~~ **23** list all programs and activities identified in the FPM instrument. According to CDE, the district's policy must list all such programs and activities and, at the district's discretion, may add a paragraph below the list stating the UCP programs and activities that are implemented in the district.

**For further information regarding requirements for the following programs and activities, see the related CSBA policy and/or administrative regulation.**

The district's uniform complaint procedures (UCP) shall be used to investigate and resolve ~~the following~~ complaints **regarding the following programs and activities:**

1. ~~Any complaint alleging district violation of applicable state or federal laws or regulations governing any program subject to the UCP which is offered by the district, including adult education programs; After School Education and Safety programs; agricultural career technical education; federal career technical education; child care and development programs; child nutrition programs; compensatory education; consolidated categorical aid programs; the federal Every Student Succeeds Act; migrant education; Regional Occupational Centers and Programs; school safety plans; California State Preschool Programs; and any other district implemented state categorical program that is not funded through the local control funding formula pursuant to Education Code 64000~~

~~(cf. 3553 – Free and Reduced Price Meals)~~

~~(cf. 3555 – Nutrition Program Compliance)~~

~~(cf. 5148 – Child Care and Development)~~

~~(cf. 5148.2 – Before/After School Programs)~~

~~(cf. 5148.3 – Preschool/Early Childhood Education)~~

~~(cf. 6171 – Title I Programs)~~

~~(cf. 6174 – Education for English Learners)~~

~~(cf. 6175 – Migrant Education Program)~~

~~(cf. 6178 – Career Technical Education)~~

~~(cf. 6178.1 – Work Based Learning)~~

~~(cf. 6178.2 – Regional Occupational Center/Program)~~

~~(cf. 6200 – Adult Education)~~

2. ~~Any complaint, by a student, employee, or other person participating in a district program or activity, alleging the occurrence of unlawful discrimination, (such as discriminatory harassment, intimidation, or bullying) in district programs and activities, including in those programs or activities funded directly by or that receive or benefit from any state financial assistance, based on the person's actual or perceived characteristics of race or ethnicity, color, ancestry, nationality, national~~

## UNIFORM COMPLAINT PROCEDURES (continued)

~~origin, immigration status, ethnic group identification, age, religion, marital status, pregnancy, parental status, physical or mental disability, medical condition, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or any other characteristic identified in Education Code 200 or 220, Government Code 11135, or Penal Code 422.55, or based on the person's association with a person or group with one or more of these actual or perceived characteristics (5 CCR 4610)~~

~~(cf. 0410—Nondiscrimination in District Programs and Activities)~~

~~(cf. 5145.3—Nondiscrimination/Harassment)~~

~~(cf. 5145.7—Sexual Harassment)~~

~~3. Any complaint alleging district noncompliance with the requirement to provide reasonable accommodation to a lactating student on school campus to express breast milk, breastfeed an infant child, or address other breastfeeding related needs of the student (Education Code 222)~~

~~(cf. 5146—Married/Pregnant/Parenting Students)~~

~~4. Any complaint alleging district noncompliance with requirements to provide a pregnant or parenting student the accommodations specified in Education Code 46015, including those related to the provision of parental leave, right of return to the school of previous enrollment or to an alternative education program, if desired, and possible enrollment in school for a fifth year of instruction to enable the student to complete state and Board imposed graduation requirements (Education Code 46015)~~

~~5. Any complaint alleging district noncompliance with the prohibition against requiring students to pay fees, deposits, or other charges for participation in educational activities (5 CCR 4610)~~

~~(cf. 3260—Fees and Charges)~~

~~(cf. 3320—Claims and Actions Against the District)~~

~~6. Any complaint alleging district noncompliance with applicable requirements of Education Code 52060-52077 related to the implementation of the local control and accountability plan, including the development of a local control funding formula budget overview for parents/guardians (Education Code 52075)~~

~~(cf. 0460—Local Control and Accountability Plan)~~

~~(cf. 3100—Budget)~~

~~7. Any complaint alleging noncompliance with requirements related to the development of a school plan for student achievement or the establishment of a school site council, as required for the consolidated application for specified federal and/or state categorical funding (Education Code 64000-64001, 65000-65001)~~

**UNIFORM COMPLAINT PROCEDURES (continued)**

~~(cf. 0420—School Plans/Site Councils)~~

8. ~~Any complaint, by or on behalf of a student who is a foster youth as defined in Education Code 51225.2, alleging district noncompliance with any requirement applicable to the student regarding placement decisions; the responsibilities of the district's educational liaison to the student; the award of credit for coursework satisfactorily completed in another school, district, or country; school or records transfer; or the grant of an exemption from Board-imposed graduation requirements (Education Code 48853, 48853.5, 49069.5, 51225.1, 51225.2)~~

~~(cf. 6173.1—Education for Foster Youth)~~

Note: Items #9-11 are for use by districts that maintain high schools.

9. ~~Any complaint, by or on behalf of a student who transfers into the district after the second year of high school and is a homeless child or youth as defined in 42 USC 11434a, a former juvenile court school student currently enrolled in the district, a child of a military family as defined in Education Code 49701, or a migrant student as defined in Education Code 54441, or by or on behalf of an immigrant student participating in a newcomer program as defined in Education Code 51225.2 in the third or fourth year of high school, alleging district noncompliance with any requirement applicable to the student regarding the grant of an exemption from Board-imposed graduation requirements (Education Code 51225.1)~~

~~(cf. 6173—Education for Homeless Children)~~

~~(cf. 6173.2—Education of Children of Military Families)~~

~~(cf. 6173.3—Education for Juvenile Court School Students)~~

10. ~~Any complaint, by or on behalf of a student who is a homeless child or youth as defined in 42 USC 11434a, a former juvenile court school student, a child of a military family as defined in Education Code 49701, a migrant child as defined in Education Code 54441, or a newly arrived immigrant student who is participating in a newcomer program as defined in Education Code 51225.2, alleging district noncompliance with requirements for the award of credit for coursework satisfactorily completed in another school, district, or country (Education Code 51225.2)~~

11. ~~Any complaint alleging district noncompliance with the requirements of Education Code 51228.1 and 51228.2 that prohibit the assignment of a student in grades 9-12 to a course without educational content for more than one week in any semester or to a course the student has previously satisfactorily completed, without meeting specified conditions (Education Code 51228.3)~~

~~(cf. 6152—Class Assignment)~~

**UNIFORM COMPLAINT PROCEDURES (continued)**

Note: Education Code 51222, as amended by SB 75 (Ch. 51, Statutes of 2019), extends the UCP to complaints alleging noncompliance with the physical education instructional minutes requirement for grades 7-12.

~~12. Any complaint alleging district noncompliance with the physical education instructional minutes requirement (Education Code 51210, 51222, 51223)~~

~~(cf. 6142.7 - Physical Education and Activity)~~

~~13. Complaints regarding the noncompliance of a license-exempt California State Preschool Program (CSPP) with health and safety standards specified in Health and Safety Code 1596.7925 and related state regulations (Education Code 8235.5; Health and Safety Code 1596.7925)~~

**1. Accommodations for pregnant and parenting students (Education Code 46015)**

*(cf. 5146 - Married/Pregnant/Parenting Students)*

**2. Adult education programs (Education Code 8500-8538, 52334.7, 52500-52617)**

*(cf. 6200 - Adult Education)*

**3. After School Education and Safety programs (Education Code 8482-8484.65)**

*(cf. 5148.2 - Before/After School Programs)*

**4. Agricultural career technical education (Education Code 52460-52462)**

**5. Career technical and technical education and career technical and technical training programs (Education Code 52300-52462)**

*(cf. 6178 - Career Technical Education)*

*(cf. 6178.1 - Work-Based Learning)*

**6. Child care and development programs (Education Code 8200-8498)**

*(cf. 5148 - Child Care and Development)*

**7. Compensatory education (Education Code 54400)**

*(cf. 6171 - Title I Programs)*

**8. Consolidated categorical aid programs (Education Code 33315; 34 CFR 299.10-299.12)**

**UNIFORM COMPLAINT PROCEDURES (continued)**

- 9. Course periods without educational content, when students in grades 9-12 are assigned to such courses more than one week in any semester or in a course the student has previously satisfactorily completed, unless specified conditions are met (Education Code 51228.1-51228.3)**

*(cf. 6152 - Class Assignment)*

- 10. Discrimination, harassment, intimidation, or bullying in district programs and activities, including in those programs or activities funded directly by or that receive or benefit from any state financial assistance, based on the person's actual or perceived characteristics of race or ethnicity, color, ancestry, nationality, national origin, immigration status, ethnic group identification, age, religion, marital status, pregnancy, parental status, physical or mental disability, medical condition, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or any other characteristic identified in Education Code 200 or 220, Government Code 11135, or Penal Code 422.55, or based on the person's association with a person or group with one or more of these actual or perceived characteristics (5 CCR 4610)**

*(cf. 0410 - Nondiscrimination in District Programs and Activities)*

*(cf. 5145.3 - Nondiscrimination/Harassment)*

*(cf. 5145.7 - Sexual Harassment)*

*(cf. 5145.71 - Title IX Sexual Harassment Complaint Procedures)*

- 11. Educational and graduation requirements for students in foster care, homeless students, students from military families, students formerly in a juvenile court school, migrant students, and immigrant students participating in a newcomer program (Education Code 48645.7, 48853, 48853.5, 49069.5, 51225.1, 51225.2)**

*(cf. 6173 - Education for Homeless Children)*

*(cf. 6173.1 - Education for Foster Youth)*

*(cf. 6173.2 - Education of Children of Military Families)*

*(cf. 6173.3 - Education for Juvenile Court School Students)*

- 12. Every Student Succeeds Act (Education Code 52059; 20 USC 6301 et seq.)**

- 13. Local control and accountability plan (Education Code 52075)**

*(cf. 0460 - Local Control and Accountability Plan)*

- 14. Migrant education (Education Code 54440-54445)**

*(cf. 6175 - Migrant Education Program)*

- 15. Physical education instructional minutes (Education Code 51210, 51222, 51223)**

**UNIFORM COMPLAINT PROCEDURES (continued)**

*(cf. 6142.7 - Physical Education and Activity)*

**16. Student fees (Education Code 49010-49013)**

*(cf. 3260 - Fees and Charges)*

**17. Reasonable accommodations to a lactating student (Education Code 222)**

**18. Regional occupational centers and programs (Education Code 52300-52334.7)**

*(cf. 6178.2 - Regional Occupational Center/Program)*

**19. School plans for student achievement as required for the consolidated application for specified federal and/or state categorical funding (Education Code 64001)**

*(cf. 0420 - School Plans/Site Councils)*

**20. School safety plans (Education Code 32280-32289)**

*(cf. 0450 - Comprehensive Safety Plan)*

**21. School site councils as required for the consolidated application for specified federal and/or state categorical funding (Education Code 65000)**

*(cf. 0420 - School Plans/Site Councils)*

**22. State preschool programs (Education Code 8235-8239.1)**

*(cf. 5148.3 - Preschool/Early Childhood Education)*

**Note:** Pursuant to Education Code 8235.5 and CDE's 2020-21 FPM instrument, the district must use the UCP, with modifications as necessary, to resolve complaints alleging deficiencies in license-exempt California State Preschool Programs related to health and safety issues. Pursuant to 5 CCR 4610, such complaints must be addressed through the procedures described in 5 CCR 4690-4694, as added by Register 2020, No. 21. See the section "Health and Safety Complaints in License-Exempt Preschool Programs" in the accompanying administrative regulations.

**23. State preschool health and safety issues in license-exempt programs (Education Code 8235.5)**

Note: 5 CCR 4621 **mandates** that district policy ensure that complainants are protected from retaliation as specified in item #~~14~~ **24** below.



**UNIFORM COMPLAINT PROCEDURES (continued)**

**14.24.** Any complaint alleging retaliation against a complainant or other participant in the complaint process or anyone who has acted to uncover or report a violation subject to this policy

Note: Pursuant to 5 CCR 4610, a district may, at its discretion, use the UCP to investigate and resolve other complaints.

~~15. Any other complaint as specified in district policy~~

**25. Any other state or federal educational program the Superintendent of Public Instruction or designee deems appropriate**

Note: 5 CCR 4631 authorizes the district to utilize alternative dispute resolution (ADR) methods, including mediation, to resolve complaints before initiating a formal investigation. However, the district should ensure that any ADR it uses, particularly "in-person ADR," is appropriate for the particular situation. For example, in some instances (e.g., sexual assault), face-to-face mediation should not be used, even if all parties voluntarily agree, given the risk that a student might feel pressured to "voluntarily" agree to it. The following **optional** paragraph provides for a neutral mediator and should be revised to reflect district practice.

The Board recognizes that alternative dispute resolution (ADR) can, depending on the nature of the allegations, offer a process for resolving a complaint in a manner that is acceptable to all parties. An ADR process such as mediation may be offered to resolve complaints that involve more than one student and no adult. However, mediation shall not be offered or used to resolve any complaint involving sexual assault or where there is a reasonable risk that a party to the mediation would feel compelled to participate. The Superintendent or designee shall ensure that the use of ADR is consistent with state and federal laws and regulations.

Note: The following paragraph is **mandated** pursuant to 5 CCR 4621. Appropriate disclosure will vary in each case depending on the facts and circumstances.

The district shall protect all complainants from retaliation. In investigating complaints, the confidentiality of the parties involved shall be protected as required by law. For any complaint alleging retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the Superintendent or designee shall keep the identity of the complainant, and/or the subject of the complaint if different from the complainant, confidential when appropriate and as long as the integrity of the complaint process is maintained.

*(cf. 4119.23/4219.23/4319.23 - Unauthorized Release of Confidential/Privileged Information)*

*(cf. 5125 - Student Records)*

*(cf. 9011 - Disclosure of Confidential/Privileged Information)*

## UNIFORM COMPLAINT PROCEDURES (continued)

When an allegation that is not subject to UCP is included in a UCP complaint, the district shall refer the non-UCP allegation to the appropriate staff or agency and shall investigate and, if appropriate, resolve the UCP-related allegation(s) through the district's UCP.

The Superintendent or designee shall provide training to district staff to ensure awareness and knowledge of current law and requirements related to UCP, including the steps and timelines specified in this policy and the accompanying administrative regulation.

*(cf. 4131 - Staff Development)*

*(cf. 4231 - Staff Development)*

*(cf. 4331 - Staff Development)*

Note: It is important to maintain records of all UCP complaints and the investigations of those complaints. If the district is investigated by OCR or CDE, these are important documents in demonstrating that the district has complied with federal law, state law, and its own policies and regulations.

The Superintendent or designee shall maintain a record of each complaint and subsequent related actions, including steps taken during the investigation and all information required for compliance with 5 CCR 4631 and 4633.

*(cf. 3580 - District Records)*

### Non-UCP Complaints

Note: 5 CCR 4611 details complaint issues that are not subject to UCP. Such issues include, but are not limited to, allegations of child abuse, health and safety complaints regarding a child development program, allegations of fraud, and employment discrimination complaints.

The following complaints shall not be subject to the district's UCP but shall be referred to the specified agency: ~~(5 CCR 4611)~~ **investigated and resolved by the specified agency or through an alternative process:**

1. Any complaint alleging child abuse or neglect shall be referred to the County Department of Social Services Protective Services Division **and or** the appropriate law enforcement agency. **(5 CCR 4611)**

*(cf. 5141.4 - Child Abuse Prevention and Reporting)*

2. Any complaint alleging health and safety violations by a child development program shall, for licensed facilities, be referred to Department of Social Services **and shall, for licensing exempt facilities, be referred to the appropriate Child Development regional administrator.** **(5 CCR 4611)**

**UNIFORM COMPLAINT PROCEDURES (continued)**

Note: Complaints of employment discrimination are not subject to the UCP. Instead, pursuant to 2 CCR 11023, the district must establish an impartial and prompt process for addressing such complaints. In addition, 5 CCR 4611 requires that employment discrimination complaints be referred to the Department of Fair Employment and Housing (DFEH). See AR 4030 - Nondiscrimination in Employment for applicable complaint procedures.

3. Any complaint alleging employment discrimination or harassment shall be investigated and resolved by the district in accordance with the procedures specified in AR 4030 - Nondiscrimination in Employment, including the right to file the complaint with the California Department of Fair Employment and Housing.

~~3. Any complaint alleging fraud shall be referred to the Legal, Audits and Compliance Branch of the California Department of Education.~~

Note: 5 CCR 4610, as amended by Register 2020, No. 21, limits the applicability of the UCP for complaints regarding special education and child nutrition, as provided in items #4-6 below.

4. Any complaint alleging a violation of a state or federal law or regulation related to special education, a settlement agreement related to the provision of a free appropriate public education, or a due process hearing order shall be submitted to the California Department of Education (CDE) in accordance with AR 6159.1 - Procedural Safeguards and Complaints for Special Education. (5 CCR 3200-3205)

*(cf. 6159.1 - Procedural Safeguards and Complaints for Special Education)*

5. Any complaint alleging noncompliance of the district's food service program with laws regarding meal counting and claiming, reimbursable meals, eligibility of children or adults, or use of cafeteria funds and allowable expenses shall be filed with or referred to CDE in accordance with BP 3555 - Nutrition Program Compliance. (5 CCR 15580-15584)

6. Any allegation of discrimination based on race, color, national origin, sex, age, or disability in the district's food service program shall be filed with or referred to the U.S. Department of Agriculture in accordance with BP 3555 - Nutrition Program Compliance. (5 CCR 15582)

~~Note: Complaints of employment discrimination are not subject to the UCP. Instead, pursuant to 2 CCR 11023, the district must establish an impartial and prompt process for addressing such complaints. In addition, 5 CCR 4611 requires that employment discrimination complaints be referred to the Department of Fair Employment and Housing (DFEH). See AR 4030 - Nondiscrimination in Employment for applicable complaint procedures.~~

## UNIFORM COMPLAINT PROCEDURES (continued)

~~Any complaint alleging employment discrimination or harassment shall be investigated and resolved by the district in accordance with the procedures specified in AR 4030 - Nondiscrimination in Employment, including the right to file the complaint with the California Department of Fair Employment and Housing.~~

Note: Education Code 35186 requires the district to use UCP, with modifications, to investigate and resolve complaints related to the issues stated in the following paragraph (i.e., "Williams complaints"). Because Education Code 35186 sets forth different timelines for investigation and resolution of these kinds of complaints than the timelines specified in law for other uniform complaints, CDE has created a separate uniform complaint process for the Williams complaints. See AR 1312.4 - Williams Uniform Complaint Procedures for the separate procedure.

7. Any complaint related to sufficiency of textbooks or instructional materials, emergency or urgent facilities conditions that pose a threat to the health or safety of students or staff, or teacher vacancies and misassignments shall be investigated and resolved in accordance with ~~the procedures in~~ AR 1312.4 - Williams Uniform Complaint Procedures. (Education Code ~~8235.5,~~ 35186)

*(cf. 1312.4 - Williams Uniform Complaint Procedures)*

*Legal Reference: (see next page)*

**UNIFORM COMPLAINT PROCEDURES** (continued)*Legal Reference:*EDUCATION CODE

200-262.4 *Prohibition of discrimination*  
 8200-8498 *Child care and development programs*  
 8500-8538 *Adult basic education*  
 18100-18203 *School libraries*  
 32280-32289 *School safety plan, uniform complaint procedures*  
 35186 *Williams uniform complaint procedures*  
 46015 *Parental leave for students*  
 48853-48853.5 *Foster youth*  
 48985 *Notices in language other than English*  
 49010-49014 *Student fees*  
 49060-49079 *Student records, especially:*  
 49069.5 *Records of foster youth*  
 49490-49590 *Child nutrition programs*  
 49701 *Interstate Compact on Educational Opportunity for Military Children*  
 51210 *Courses of study grades 1-6*  
 51222 *Physical education, secondary schools*  
 51223 *Physical education, elementary schools*  
 51225.1-51225.2 *Foster youth, homeless children, former juvenile court school students, military-connected students, migrant students, and newly arrived immigrant students; course credits; graduation requirements*  
 51226-51226.1 *Career technical education*  
 51228.1-51228.3 *Course periods without educational content*  
**52059.5 *Statewide system of support***  
 52060-52077 *Local control and accountability plan, especially:*  
 52075 *Complaint for lack of compliance with local control and accountability plan requirements*  
 52300-52462 *Career technical education*  
 52500-52616.24 *Adult schools*  
 54400-54425 *Compensatory education programs*  
 54440-54445 *Migrant education*  
 54460-54529 *Compensatory education programs*  
 59000-59300 *Special schools and centers*  
 64000-64001 *Consolidated application process; school plan for student achievement*  
 65000-65001 *School site councils*

GOVERNMENT CODE

11135 *Nondiscrimination in programs or activities funded by state*  
 12900-12996 *Fair Employment and Housing Act*

*Legal Reference continued: (see next page)*

## UNIFORM COMPLAINT PROCEDURES (continued)

Legal Reference: (continued)

HEALTH AND SAFETY CODE

1596.792 California Child Day Care Act; general provisions and definitions

1596.7925 California Child Day Care Act; health and safety regulations

PENAL CODE

422.55 Hate crime; definition

422.6 Interference with constitutional right or privilege

CODE OF REGULATIONS, TITLE 2

11023 Harassment and discrimination prevention and correction

CODE OF REGULATIONS, TITLE 5

**3200-3205 Special education compliance complaints**

4600-4670 Uniform complaint procedures

4680-4687 Williams uniform complaint procedures

**4690-4694 Complaints regarding health and safety issues in license-exempt preschool programs**

900-4965 Nondiscrimination in elementary and secondary education programs

**15580-15584 Child nutrition programs complaint procedures**

UNITED STATES CODE, TITLE 20

1221 Application of laws

1232g Family Educational Rights and Privacy Act

1681-1688 Title IX of the Education Amendments of 1972

6301-6576 Title I Improving the Academic Achievement of the Disadvantaged

6801-7014 Title III language instruction for limited English proficient and immigrant students

UNITED STATES CODE, TITLE 29

794 Section 504 of Rehabilitation Act of 1973

UNITED STATES CODE, TITLE 42

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

2000h-2-2000h-6 Title IX of the Civil Rights Act of 1964

6101-6107 Age Discrimination Act of 1975

**11431-11435 McKinney-Vento Homeless Assistance Act**

12101-12213 Title II equal opportunity for individuals with disabilities

CODE OF FEDERAL REGULATIONS, TITLE 28

35.107 Nondiscrimination on basis of disability; complaints

CODE OF FEDERAL REGULATIONS, TITLE 34

99.1-99.67 Family Educational Rights and Privacy Act

100.3 Prohibition of discrimination on basis of race, color or national origin

104.7 Designation of responsible employee for Section 504

**106.1-106.82 Nondiscrimination on the basis of sex in education programs, especially:**

106.8 Designation of responsible employee for Title IX

106.9 Notification of nondiscrimination on basis of sex

110.25 Notification of nondiscrimination on the basis of age

Management Resources: (see next page)

## UNIFORM COMPLAINT PROCEDURES (continued)

### *Management Resources:*

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Uniform Complaint Procedure 2020-21 Program Instrument

Sample UCP Board Policies and Procedures

U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS

Dear Colleague Letter, September 22, 2017

Dear Colleague Letter: Title IX Coordinators, April 2015

Dear Colleague Letter: Responding to Bullying of Students with Disabilities, October 2014

U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS (continued)

Dear Colleague Letter: Harassment and Bullying, October 2010

Revised Sexual Harassment Guidance: Harassment of Students by School Employees, Other Students, or Third Parties, January 2001

U.S. DEPARTMENT OF JUSTICE PUBLICATIONS

Guidance to Federal Financial Assistance Recipients Regarding Title VI Prohibition Against National Origin Discrimination Affecting Limited English Proficient Persons, 2002

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education: <http://www.cde.ca.gov>

Family Policy Compliance Office: <https://www2.ed.gov/policy/gen/guid/fpco>

Student Privacy Policy Office: <https://www2.ed.gov/about/offices/list/opepd/sppo>

U.S. Department of Education, Office for Civil Rights: <http://www.ed.gov/ocr>

U.S. Department of Justice: <http://www.justice.gov>

# CSBA Sample Administrative Regulation

Community Relations

AR 1312.3(a)

## UNIFORM COMPLAINT PROCEDURES

Note: 5 CCR 4621 **mandates** that the district's uniform complaint procedures (UCP) be consistent with the procedures of 5 CCR 4600-4670. Additionally, Education Code 52075 **mandates** districts to adopt policies and procedures implementing the use of UCP to investigate and resolve complaints alleging noncompliance with requirements related to the local control and accountability plan (LCAP) and Education Code 8235.5 **mandates** districts to adopt policies and procedures for resolving complaints regarding specified health and safety issues in license-exempt California State Preschool Programs (CSPP). Furthermore, a number of federal civil rights statutes and their implementing regulations mandate districts to adopt policies and procedures for the prompt and equitable resolution of complaints of unlawful discrimination (such as discriminatory harassment, intimidation, or bullying). For example, all districts are **mandated** pursuant to 28 CFR 35.107 to adopt policy and procedures to address discrimination on the basis of disability, while districts that receive federal financial assistance are **mandated** pursuant to 34 CFR 106.8 and 34 CFR 110.25 to adopt **such** policies and procedures to address discrimination on the basis of sex and age. Some of the factors considered by the U.S. Department of Education's Office for Civil Rights (OCR) when determining whether a district's procedures are "prompt and equitable" are addressed throughout the following administrative regulation.

Apart from these mandates, state law authorizes the use of UCP to resolve complaints of noncompliance with laws related to the development of a school plan for student achievement and the establishment of school site councils; accommodations for pregnant and parenting students; prohibition against the charging of student fees; educational rights of foster youth, homeless students, former juvenile court school students, children of military families, migrant students, and students participating in a newcomer program for newly arrived immigrants; assignment of students to courses without educational content; and physical education instructional minutes. See the section "Complaints Subject to UCP" in the accompanying Board policy.

Except as the Governing Board may otherwise specifically provide in other district policies, these uniform complaint procedures (UCP) shall be used to investigate and resolve only the complaints specified in BP 1312.3.

*(cf. 1312.1 - Complaints Concerning District Employees)*

*(cf. 1312.2 - Complaints Concerning Instructional Materials)*

*(cf. 1312.4 - Williams Uniform Complaint Procedures)*

*(cf. 4030 - Nondiscrimination in Employment)*

## Compliance Officers

Note: 5 CCR 4621 **mandates** the district to identify in its policies and procedures the person(s), position(s), or unit(s) responsible for ensuring compliance with applicable state and federal laws and regulations governing educational programs, including the receiving and investigating of complaints alleging unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) and retaliation. During its Federal Program Monitoring (FPM) process, California Department of Education (CDE) staff will check to ensure that the district's procedures list the specific title(s) of the employee(s) responsible for receiving and investigating complaints. Districts should identify the specific title(s) of the compliance officer(s) in the space provided below. If a district identifies multiple compliance officers, it is recommended that one be designated the lead compliance officer.



**UNIFORM COMPLAINT PROCEDURES** (continued)

**The following paragraph specifies that the compliance officer will be the same person designated to serve as the Title IX Coordinator for addressing complaints of sexual harassment pursuant to AR 5145.7 - Sexual Harassment and AR 5145.71 - Title IX Sexual Harassment Complaint Procedures. Districts may modify this regulation to designate different district employees to serve these functions.**

The district designates the individual(s), position(s), or unit(s) identified below as responsible for coordinating the district's response to complaints and for complying with state and federal civil rights laws. The individual(s), position(s), or unit(s) also serve as the compliance officer(s) specified in AR 5145.3 - Nondiscrimination/Harassment responsible for handling complaints regarding unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) **and in AR 5145.7 - Sexual Harassment for handling complaints regarding sexual harassment**. The compliance officer(s) shall receive and coordinate the investigation of complaints and shall ensure district compliance with law.

*(cf. 5145.3 - Nondiscrimination/Harassment)*

*(cf. 5145.7 - Sexual Harassment)*

***(cf. 5145.71 - Title IX Sexual Harassment Complaints Procedures)***

Superintendent or Designee  
River Delta USD - District Office  
445 Montezuma Street, Rio Vista, CA 94571  
(707) 374-1700  
contactus@rdusd.org

Note: The following paragraph is for use by districts that have designated more than one compliance officer.

The compliance officer who receives a complaint may assign another compliance officer to investigate and resolve the complaint. The compliance officer shall promptly notify the complainant and respondent, if applicable, if another compliance officer is assigned to the complaint.

In no instance shall a compliance officer be assigned to a complaint in which the compliance officer has a bias or conflict of interest that would prohibit the fair investigation or resolution of the complaint. Any complaint against a compliance officer or that raises a concern about the compliance officer's ability to investigate the complaint fairly and without bias shall be filed with the Superintendent or designee who shall determine how the complaint will be investigated.

**UNIFORM COMPLAINT PROCEDURES** (continued)

Note: 5 CCR 4621 **mandates** that the district's policy require employees responsible for compliance and/or for investigating and resolving complaints to be knowledgeable about the laws and programs at issue in the complaints they are assigned. OCR requires that the compliance officer(s) involved in implementing discrimination complaint procedures be knowledgeable about the procedures and be able to explain them to parents/guardians and students. They must also have training or experience in handling discrimination complaints, including appropriate investigative techniques and understanding of the applicable legal standards.

The Superintendent or designee shall ensure that employees assigned to investigate and resolve complaints receive training and are knowledgeable about the laws and programs at issue in the complaints to which they are assigned. Training provided to such employees shall cover current state and federal laws and regulations governing the program, applicable processes for investigating and resolving complaints, including those alleging unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), applicable standards for reaching decisions on complaints, and appropriate corrective measures. Assigned employees may have access to legal counsel as determined by the Superintendent or designee.

*(cf. 4331 - Staff Development)*  
*(cf. 9124 - Attorney)*

The compliance officer or, if necessary, any appropriate administrator shall determine whether interim measures are necessary during and pending the result of an investigation. If interim measures are determined to be necessary, the compliance officer or the administrator shall consult with the Superintendent, the Superintendent's designee, or, if appropriate, the site principal to implement one or more interim measures. The interim measures shall remain in place until the compliance officer determines that they are no longer necessary or until the district issues its final written decision, whichever occurs first.

**Notifications**

The district's UCP policy and administrative regulation shall be posted in all district schools and offices, including staff lounges and student government meeting rooms. (Education Code 234.1)

Note: During the FPM process, CDE staff will check to ensure that the district's policy contains a statement ensuring annual dissemination of notice of the district's UCP to the persons specified below.

In addition, the Superintendent or designee shall annually provide written notification of the district's UCP to students, employees, parents/guardians of district students, district advisory committee members, school advisory committee members, appropriate private school officials or representatives, and other interested parties. (5 CCR 4622)

*(cf. 0420 - School Plans/Site Councils)*  
*(cf. 1220 - Citizen Advisory Committees)*  
*(cf. 4112.9/4212.9/4312.9 - Employee Notifications)*

**UNIFORM COMPLAINT PROCEDURES** (continued)

*(cf. 5145.6 - Parental Notifications)*

Note: 5 CCR 4622 requires the district to include specified information in its annual UCP notice to students, parents/guardians, employees, and others. ~~During the FPM process, CDE staff will check the notice to ensure that it contains the components specified below.~~ **The following list reflects those required components and additional content of the notice listed in CDE's FPM instrument.**

A sample of the annual notice is available through CDE's web site. It is the district's responsibility to update the notice as necessary to reflect new law.

The notice shall include:

1. A statement that the district is primarily responsible for compliance with federal and state laws and regulations, including those related to prohibition of unlawful discrimination, harassment, intimidation, or bullying against any protected group, and **a list of** all programs and activities that are subject to UCP as identified in the section "Complaints Subject to UCP" in the accompanying Board policy
- 2. The title of the position responsible for processing complaints, the identity of the person(s) currently occupying that position if known, and a statement that such persons will be knowledgeable about the laws and programs that they are assigned to investigate**
- ~~3.~~ **4.3. A statement that a UCP complaint regarding student fees must be filed no later than one year from the date the alleged violation occurred**
- 4. A statement that, in the case of a complaint alleging unlawful discrimination, harassment, intimidation, or bullying, a UCP complaint must be filed no later than six months from the date of the alleged conduct or the date the complainant first obtained knowledge of the facts of the alleged conduct**
- ~~3.~~ **5. A statement that a student enrolled in a public school shall not be required to pay a fee for participation in an educational activity that constitutes an integral fundamental part of the district's educational program, including curricular and extracurricular activities**
- ~~2.~~ **6. A statement that a complaint regarding student fees or the local control and accountability plan (LCAP) may be filed anonymously if the complainant provides evidence or information leading to evidence to support the complaint**

*(cf. 0460 - Local Control and Accountability Plan)*

*(cf. 3260 - Fees and Charges)*

**UNIFORM COMPLAINT PROCEDURES** (continued)

~~3. A statement that a student enrolled in a public school shall not be required to pay a fee for participation in an educational activity that constitutes an integral fundamental part of the district's educational program, including curricular and extracurricular activities~~

~~4. A statement that a complaint regarding student fees must be filed no later than one year from the date the alleged violation occurred~~

**5.7.** A statement that the district will post a standardized notice of the educational rights of foster youth, homeless students, former juvenile court school students now enrolled in the district, children of military families, migrant students, and immigrant students enrolled in a newcomer program, as specified in Education Code 48853, 48853.5, 49069.5, 51225.1, and 51225.2, and the complaint process

*(cf. 6173 - Education for Homeless Children)*

*(cf. 6173.1 - Education for Foster Youth)*

*(cf. 6173.2 - Education of Children of Military Families)*

*(cf. 6173.3 - Education for Juvenile Court School Students)*

*(cf. 6175 - Migrant Education Program)*

~~6. Identification of the responsible staff member(s), position(s), or unit(s) designated to receive complaints~~

**7.8.** A statement that complaints will be investigated in accordance with the district's UCP and a written decision will be sent to the complainant within 60 days from the receipt of the complaint, unless this time period is extended by written agreement of the complainant

**8.9.** A statement that the complainant has a right to appeal the district's **decision investigation report** to CDE **for programs within the scope of the UCP** by filing a written appeal, including a copy of the original complaint and the district's decision, within 15 days of receiving the district's decision

**9.10.** A statement advising the complainant of any civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders that may be available under state or federal antidiscrimination laws, if applicable

**10.11.** A statement that copies of the district's UCP are available free of charge

Note: The following paragraph may be modified to reflect district practice. Pursuant to Education Code 221.61, districts are required to post information related to Title IX on their web sites, including specified information about complaint procedures under Title IX. See AR 5145.3 - Nondiscrimination/Harassment. A district that does not maintain a web site may comply by posting the information on the web site of its county office of education. A comprehensive list of rights based on the provisions of the federal regulations

**UNIFORM COMPLAINT PROCEDURES** (continued)

implementing Title IX can be found in Education Code 221.8. In addition, in its April 2015 Dear Colleague Letter: Title IX Coordinators, OCR recommends that districts use web posting and social media to disseminate their nondiscrimination notices, policies, and procedures and communicate current compliance officer(s)' contact information to students, parents/guardians, and employees.

The annual notification, complete contact information of the compliance officer(s), and information related to Title IX as required pursuant to Education Code 221.61 shall be posted on the district web site and may be provided through district-supported social media, if available.

*(cf. 1113 - District and School Web Sites)*

*(cf. 1114 - District-Sponsored Social Media)*

Note: Both federal and state laws contain requirements for translation of certain information and documents. Title VI of the Civil Rights Act of 1964 requires districts to ensure meaningful access to their programs and activities by persons with limited English proficiency. OCR has interpreted this to require that, whenever information is provided to parents/guardians, districts must notify limited-English-proficient (LEP) parents/guardians in a language other than English in order to be adequate. OCR enforces this requirement consistent with the Department of Justice's 2002 Guidance to Federal Financial Assistance Recipients Regarding Title VI Prohibition Against National Origin Discrimination Affecting Limited English Proficient Persons. Under the Guidance, a recipient of federal funds has an obligation to provide language assistance to LEP individuals based on balancing four factors: (1) the number or proportion of LEP individuals likely to encounter the program, (2) the frequency with which LEP individuals come in contact with the program, (3) the nature and importance of the services provided by the program, and (4) the resources available to the recipient. State law is more specific than federal law: Education Code 48985 requires translation of certain information and documents if 15 percent or more of students enrolled in the school speak a single primary language other than English.

The Superintendent or designee shall ensure that all students and parents/guardians, including students and parents/guardians with limited English proficiency, have access to the relevant information provided in the district's policy, regulation, forms, and notices concerning the UCP.

If 15 percent or more of students enrolled in a particular district school speak a single primary language other than English, the district's policy, regulation, forms, and notices concerning the UCP shall be translated into that language, in accordance with Education Code 234.1 and 48985. In all other instances, the district shall ensure meaningful access to all relevant UCP information for parents/guardians with limited English proficiency.

**Filing of Complaints**

Note: Complaints filed under UCP may be filed directly with a compliance officer or with any site administrator not designated as a compliance officer. For example, acts of unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) may initially be reported to a principal. See AR 5145.3 - Nondiscrimination/Harassment and AR 5145.7 - Sexual Harassment. If a site administrator not designated as a compliance officer receives a UCP complaint, the site administrator must notify a compliance officer. A

## UNIFORM COMPLAINT PROCEDURES (continued)

district may also establish a site-level process for receiving informal reports about incidents for which a UCP complaint may be filed and notifying students and parents/guardians of their right to file a UCP complaint. Any site-level process established by a district should be in writing and distributed in the same manner as the grievance procedures listed herein with an explanation of how it interacts with the UCP complaint process.

The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and a date stamp.

All complaints shall be filed in writing and signed by the complainant. If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, district staff shall assist in the filing of the complaint. (5 CCR 4600)

Complaints shall also be filed in accordance with the following rules, as applicable:

1. A complaint alleging district violation of applicable state or federal law or regulations governing the programs specified in the accompanying Board policy (item #1 of the section "Complaints Subject to UCP") may be filed by any individual, public agency, or organization. (5 CCR 4630)

Note: Education Code 49013 and 52075 **mandate** districts to adopt procedures that allow for anonymous complaints to be filed when a district allegedly violates the prohibition against the charging of student fees or violates any requirement related to the LCAP.

2. Any complaint alleging noncompliance with law regarding the prohibition against student fees, deposits, and charges or any requirement related to the LCAP may be filed anonymously if the complaint provides evidence, or information leading to evidence, to support an allegation of noncompliance. A complaint about a violation of the prohibition against the charging of unlawful student fees may be filed with the principal of the school or with the Superintendent or designee. **However, any such complaint shall be filed no later than one year from the date the alleged violation occurred.**

Note: Pursuant to 5 CCR 4630, as amended by Register 2020, No. 21, complaints related to the LCAP must be filed within a year of the date that the reviewing authority approves the district's LCAP. Pursuant to Education Code 52070, the County Superintendent of Schools is the reviewing authority for district LCAPs.

3. **However, any such A UCP complaint shall be filed no later than one year from the date the alleged violation occurred. For complaints related to the LCAP, the date of the alleged violation is the date when the County Superintendent of Schools approves the LCAP that was adopted by the Board. (5 CCR 4630)**

**UNIFORM COMPLAINT PROCEDURES** (continued)

**3.4.** A complaint alleging unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) may be filed only by **a persons** who alleges **that they have having** personally suffered unlawful discrimination, **a person** ~~or~~ who believes that ~~an individual~~ ~~or~~ any specific class of individuals has been subjected to unlawful discrimination, **or a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying.** The complaint shall be initiated no later than six months from the date that the alleged unlawful discrimination occurred, or six months from the date that the complainant first obtained knowledge of the facts of the alleged unlawful discrimination. The time for filing may be extended for up to 90 days by the Superintendent or designee for good cause upon written request by the complainant setting forth the reasons for the extension. (5 CCR 4630)

**4.5.** When a complaint alleging unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) is filed anonymously, the compliance officer shall pursue an investigation or other response as appropriate, depending on the specificity and reliability of the information provided and the seriousness of the allegation.

Note: OCR's Revised Sexual Harassment Guidance indicates that if a complainant in a sexual harassment case requests that the complainant's name or that of the victim not be revealed to the alleged perpetrator or asks that the complaint not be pursued, the district should first inform the complainant that honoring the request may limit its ability to respond and pursue disciplinary action against the alleged perpetrator. The OCR publication acknowledges that situations may exist in which a district cannot honor a student's request for confidentiality, but cautions that, in all instances, the district must still continue to ensure that it provides a safe and nondiscriminatory environment for all students. Districts should consult legal counsel before honoring a confidentiality request to withhold the victim's name from the alleged perpetrator, especially in the case of alleged sexual assault. These guiding principles would also apply to harassment on the basis of race, gender, disability, or other protected characteristic.

**5.6.** When the complainant of unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) or the alleged victim, when not the complainant, requests confidentiality, the compliance officer shall inform the complainant or victim that the request may limit the district's ability to investigate the conduct or take other necessary action. When honoring a request for confidentiality, the district shall nevertheless take all reasonable steps to investigate and resolve/respond to the complaint consistent with the request.

**Mediation**

Note: The following section should be used only by those districts that have decided to establish procedures for attempting to resolve complaints through alternative dispute resolution procedures such as mediation; see the accompanying Board policy. **The following section may be modified to specify the alternative dispute resolution method and timelines used within the district.**

**UNIFORM COMPLAINT PROCEDURES** (continued)

Within three business days after receiving the complaint, the compliance officer may informally discuss with all the parties the possibility of using mediation. Mediation shall be offered to resolve complaints that involve more than one student and no adult. However, mediation shall not be offered or used to resolve any complaint involving an allegation of sexual assault or where there is a reasonable risk that a party to the mediation would feel compelled to participate. If the parties agree to mediation, the compliance officer shall make all arrangements for this process.

Before initiating the mediation of a complaint alleging retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the compliance officer shall ensure that all parties agree to make the mediator a party to relevant confidential information. The compliance officer shall also notify all parties of the right to end the informal process at any time.

If the mediation process does not resolve the problem within the parameters of law, the compliance officer shall proceed with an investigation of the complaint.

The use of mediation shall not extend the district's timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time. If mediation is successful and the complaint is withdrawn, then the district shall take only the actions agreed upon through the mediation. If mediation is unsuccessful, the district shall then continue with subsequent steps specified in this administrative regulation.

**Investigation of Complaint**

Note: 5 CCR 4631, which requires the district to provide the complainant with the opportunity to present relevant information, does not provide any timeline. Thus, <b>the timeline specified below may be modified to reflect district practice.</b>
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Within 10 business days after the compliance officer receives the complaint, the compliance officer shall begin an investigation into the complaint.

Within one business day of initiating the investigation, the compliance officer shall provide the complainant and/or the complainant's representative with the opportunity to present the information contained in the complaint to the compliance officer and shall notify the complainant and/or representative of the opportunity to present the compliance officer with any evidence, or information leading to evidence, to support the allegations in the complaint. Such evidence or information may be presented at any time during the investigation.



**UNIFORM COMPLAINT PROCEDURES** (continued)

Note: In the investigation, the compliance officer should consider all relevant circumstances, such as how the misconduct affected one or more students' education; the type, frequency, and duration of the misconduct; the identity, age, and sex of the individuals involved in and impacted by the conduct and the relationship between them; the number of persons engaged in the conduct and at whom the conduct was directed; the size of the school, location of the incidents, and context in which they occurred; and other incidents at the school involving different individuals.

In conducting the investigation, the compliance officer shall collect all available documents and review all available records, notes, or statements related to the complaint, including any additional evidence or information received from the parties during the course of the investigation. The compliance officer shall individually interview all available witnesses with information pertinent to the complaint, and may visit any reasonably accessible location where the relevant actions are alleged to have taken place. At appropriate intervals, the compliance officer shall inform both parties of the status of the investigation.

To investigate a complaint alleging retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the compliance officer shall interview the alleged victim(s), any alleged offenders, and other relevant witnesses privately, separately, and in a confidential manner. As necessary, additional staff or legal counsel may conduct or support the investigation.

Note: 5 CCR 4631 allows the district to dismiss a complaint when the complainant refuses to provide the investigator with relevant documents or otherwise obstructs the investigation. 5 CCR 4631 also provides that, if the district refuses to provide the investigator with access to records or other documents, the investigator may issue a finding in favor of the complainant. During the FPM process, CDE staff will check to ensure that both of these statements regarding the provision of access to information are included in the district's policy or procedures, as specified below.

A complainant's refusal to provide the district's investigator with documents or other evidence related to the allegations in the complaint, failure or refusal to cooperate in the investigation, or engagement in any other obstruction of the investigation may result in the dismissal of the complaint because of a lack of evidence to support the allegation. Similarly, a respondent's refusal to provide the district's investigator with documents or other evidence related to the allegations in the complaint, failure or refusal to cooperate in the investigation, or engagement in any other obstruction of the investigation may result in a finding, based on evidence collected, that a violation has occurred and in the imposition of a remedy in favor of the complainant. (5 CCR 4631)

In accordance with law, the district shall provide the investigator with access to records and other information related to the allegation in the complaint and shall not in any way obstruct the investigation. Failure or refusal of the district to cooperate in the investigation may result in a finding based on evidence collected that a violation has occurred and in the imposition of a remedy in favor of the complainant. (5 CCR 4631)

**UNIFORM COMPLAINT PROCEDURES** (continued)**Timeline for ~~Final Decision~~ Investigation Report**

Note: Pursuant to 5 CCR 4631, the district's ~~written decision~~ **investigation report** must be sent to the complainant within 60 calendar days of receiving the complaint. Option 1 below is for districts that do not allow complainants to appeal the compliance officer's decision to the Governing Board. Option 2 is for districts that allow appeals to the Board, and it requires the compliance officer's decision within 30 calendar days so that the Board's decision can still be given within the 60-day time limit.

Pursuant to 5 CCR 4631, only a complainant has the right to receive ~~a written report~~ **the investigation report** and to file a complaint with the Board if dissatisfied with the compliance officer's decision. However, OCR has recommended that the same rights be extended to a respondent to a complaint alleging unlawful discrimination to ensure the process is equitable for all involved. Furthermore, OCR recommends notifying the respondent in such a complaint whenever the complainant approves an extension of the timeline. Options 1 and 2 reflect these recommendations and may be modified to reflect district practice.

Pursuant to 5 CCR 4640, when a UCP complaint is erroneously sent to CDE without first being filed with the district, the 60-day period specified in 5 CCR 4631 begins when the district receives the complaint.

Unless extended by written agreement with the complainant, ~~a final decision~~ **the investigation report** shall be sent to the complainant within 60 calendar days of the district's receipt of the complaint. Within 30 calendar days of receiving the complaint, the compliance officer shall prepare and send to the complainant a written report, as described in the section "~~Final Written Decision~~ **Investigation Report**" below. If the complainant is dissatisfied with the compliance officer's decision, the complainant may, within five business days, file the complaint in writing with the Board.

The Board may consider the matter at its next regular Board meeting or at a special Board meeting convened in order to meet the 60-day time limit within which the complaint must be answered. When required by law, the matter shall be considered in closed session. The Board may decide not to hear the complaint, in which case the compliance officer's decision shall be final.

**UNIFORM COMPLAINT PROCEDURES** (continued)

*(cf. 9321 - Closed Session)*

If the Board hears the complaint, the compliance officer shall send the Board's decision to the complainant within 60 calendar days of the district's initial receipt of the complaint or within the time period that has been specified in a written agreement with the complainant. (5 CCR 4631)

For any complaint alleging unlawful discrimination (such as discriminatory harassment, intimidation, and bullying), the respondent shall be informed of any extension of the timeline agreed to by the complainant, shall be sent the district's **final written decision investigation report**, and, in the same manner as the complainant, may file a complaint with the Board if dissatisfied with the decision.

**Final Written Decision Investigation Report**

Note: 5 CCR 4631, as amended by Register 2020, No. 21, and guidance provided by OCR specify components that should be part of the district's **decision investigation report**. Inclusion of these items will help protect the district's position in case of an appeal to CDE, a complaint submitted to OCR, or if litigation is filed.

For all complaints, the district's **final written decision investigation report** shall include: (5 CCR 4631)

1. **The findings of fact based on the evidence gathered. In reaching a factual determination, the following factors may be taken into account:**
  - a. **Statements made by any witnesses**
  - b. **The relative credibility of the individuals involved**
  - c. **How the complaining individual reacted to the incident**
  - d. **Any documentary or other evidence relating to the alleged conduct**
  - e. **Past instances of similar conduct by any alleged offenders**
  - f. **Past false allegations made by the complainant**
2. **The conclusion(s) of law. A conclusion providing a clear determination for each allegation as to whether the district is in compliance with the relevant law**
3. **Disposition of the complaint**
4. **Rationale for such disposition**

## UNIFORM COMPLAINT PROCEDURES (continued)

~~For complaints of retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the disposition of the complaint shall include a determination for each allegation as to whether retaliation or unlawful discrimination has occurred.~~

~~The determination of whether a hostile environment exists may involve consideration of the following:~~

- ~~a. The manner in which the misconduct affected one or more students' education~~
- ~~b. The type, frequency, and duration of the misconduct~~
- ~~c. The relationship between the alleged victim(s) and offender(s)~~
- ~~d. The number of persons engaged in the conduct and at whom the conduct was directed~~
- ~~e. The size of the school, location of the incidents, and context in which they occurred~~
- ~~f. Other incidents at the school involving different individuals~~

- 5.3. Corrective action(s) whenever the district finds merit in the complaint, including, when required by law, a remedy to all affected students and parents/guardians and, for a student fees complaint, a remedy that complies with Education Code 49013 and 5 CCR 4600** ~~any actions that have been taken or will be taken to address the allegations in the complaint and including, with respect to a student fees complaint, a remedy that comports with Education Code 49013 and 5 CCR 4600~~

~~For complaints of unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the decision may, as required by law, include:~~

- ~~a. The corrective actions imposed on the respondent~~
- ~~b. Individual remedies offered or provided to the complainant or another person who was the subject of the complaint, but this information should not be shared with the respondent.~~
- ~~c. Systemic measures the school has taken to eliminate a hostile environment and prevent recurrence~~

**UNIFORM COMPLAINT PROCEDURES** (continued)

**6.4.** Notice of the complainant's ~~and respondent's~~ right to appeal the district's **decision investigation report** to CDE ~~within 15 calendar days, and procedures to be followed for initiating such an appeal,~~ **except when the district has used the UCP to address a complaint not specified in 5 CCR 4610**

**5. Procedures to be followed for initiating an appeal to CDE**

The **decision investigation report** may also include follow-up procedures to prevent recurrence or retaliation and for reporting any subsequent problems.

Note: The Family Educational Rights and Privacy Act (FERPA) (20 USC 1232g; 34 CFR 99.1-99.67) protects student privacy, including student records containing details of the actions taken in response to a UCP complaint. However, pursuant to 20 USC 1221, FERPA may not "be construed to affect the applicability of Title VI of the Civil Rights Act of 1964, Title IX of Education Amendments of 1972, Title V of the Rehabilitation Act of 1973, the Age Discrimination Act, or other statutes prohibiting discrimination, to any applicable program." In February 2015, the Family Policy Compliance Office (FPCO), ~~the federal agency which administers FERPA~~ **(now the Student Privacy Protection Office)**, released a letter concluding that FERPA permits a district to disclose to a student who was subjected to unlawful discrimination certain information about the sanctions imposed upon the offender when the sanctions directly relate to that student. Thus, if properly remedying the impact of discrimination would require disclosing to the alleged victim certain information on how the district disciplined the alleged student offender (e.g., an order that the alleged offender stay away from the alleged victim), FPCO interprets FERPA as allowing the district to disclose that information.

Given the potential liability from improperly disclosing such information, districts are advised to consult with legal counsel when presented with a situation where a victim of unlawful discrimination requests information about sanctions imposed upon the offender.

In consultation with district legal counsel, information about the relevant part of a **decision an investigation report** may be communicated to a victim who is not the complainant and to other parties who may be involved in implementing the **decision investigation report** or are affected by the complaint, as long as the privacy of the parties is protected. In a complaint alleging unlawful discrimination (such as discriminatory harassment, intimidation, and bullying), notice of the ~~district's decision~~ **investigation report** to the alleged victim shall include information about any sanction to be imposed upon the respondent that relates directly to the alleged victim.

Note: Education Code 48985 requires that reports sent to parents/guardians be written in their primary language when 15 percent or more of a school's enrolled students speak a single primary language other than English. During the FPM process, CDE staff will check to ensure compliance with this requirement. Based on Title VI of the Civil Rights Act of 1964, OCR requires districts to ensure meaningful access to all relevant UCP information for parents/guardians with limited English proficiency.

If the complaint involves a limited-English-proficient student or parent/guardian and the student involved is enrolled in a school at which 15 percent or more of the students speak a

**UNIFORM COMPLAINT PROCEDURES** (continued)

single primary language other than English, then the **decision investigation report** shall also be translated into that language pursuant to Education Code 48985. In all other instances, the district shall ensure meaningful access to all relevant information for parents/guardians with limited English proficiency.

Note: During the FPM process, CDE staff will expect to see a statement detailing a complainant's right to pursue civil law remedies (i.e., action in a court of law) in addition to or in conjunction with the right to pursue administrative remedies from CDE.

For complaints alleging unlawful discrimination based on state law (such as discriminatory harassment, intimidation, and bullying), the **decision investigation report** shall also include a notice to the complainant that:

1. The complainant may pursue available civil law remedies outside of the district's complaint procedures, including seeking assistance from mediation centers or public/private interest attorneys, 60 calendar days after the filing of an appeal with CDE. (Education Code 262.3)
2. The 60 days moratorium does not apply to complaints seeking injunctive relief in state courts or to discrimination complaints based on federal law. (Education Code 262.3)
3. Complaints alleging discrimination based on race, color, national origin, sex, gender, disability, or age may also be filed with the U.S. Department of Education, Office for Civil Rights at [www.ed.gov/ocr](http://www.ed.gov/ocr) within 180 days of the alleged discrimination.

**Corrective Actions**

Note: The following section may be revised to reflect district practice.

When a complaint is found to have merit, the compliance officer shall adopt any appropriate corrective action permitted by law. Appropriate corrective actions that focus on the larger school or district environment may include, but are not limited to, actions to reinforce district policies; training for faculty, staff, and students; updates to school policies; or school climate surveys.

*(cf. 5137 - Positive School Climate)*

For complaints involving retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), appropriate remedies that may be offered to the victim but not communicated to the respondent may include, but are not limited to, the following:

1. Counseling

**UNIFORM COMPLAINT PROCEDURES** (continued)

*(cf. 6164.2 - Guidance/Counseling Services)*

2. Academic support
3. Health services
4. Assignment of an escort to allow the victim to move safely about campus
5. Information regarding available resources and how to report similar incidents or retaliation
6. Separation of the victim from any other individuals involved, provided the separation does not penalize the victim
7. Restorative justice
8. Follow-up inquiries to ensure that the conduct has stopped and there has been no retaliation

For complaints involving retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), appropriate corrective actions that focus on a student offender may include, but are not limited to, the following:

1. Transfer from a class or school as permitted by law
2. Parent/guardian conference
3. Education regarding the impact of the conduct on others
4. Positive behavior support
5. Referral to a student success team

*(cf. 6164.5 - Student Success Teams)*

6. Denial of participation in extracurricular or cocurricular activities or other privileges as permitted by law

*(cf. 6145 - Extracurricular and Cocurricular Activities)*

7. Disciplinary action, such as suspension or expulsion, as permitted by law

*(cf. 5144 - Discipline)*

*(cf. 5144.1 - Suspension and Expulsion/Due Process)*

**UNIFORM COMPLAINT PROCEDURES** (continued)

When an employee is found to have committed retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the district shall take appropriate disciplinary action, up to and including dismissal, in accordance with applicable law and collective bargaining agreement.

*(cf. 4118 - Dismissal/Suspension/Disciplinary Action)*

*(cf. 4218 - Dismissal/Suspension/Disciplinary Action)*

The district may also consider training and other interventions for the larger school community to ensure that students, staff, and parents/guardians understand the types of behavior that constitute unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), that the district does not tolerate it, and how to report and respond to it.

Note: Generally, when a complaint is found to have merit, an appropriate remedy is provided to the complainant or other affected person. However, in certain instances, the law may require a remedy to be provided to all affected persons, not just the complainant or subject of the complaint. For example, pursuant to Education Code 49013 and 5 CCR 4600, if the district, or CDE on appeal, finds merit in the complaint alleging noncompliance with the law regarding student fees and charges, the district is required to provide a remedy to all affected students and parents/guardians, as specified below. The same requirement applies to allegations of noncompliance with the LCAP requirements, pursuant to Education Code 52075, and to noncompliance with required instructional minutes for physical education, pursuant to Education Code 51222 and 51223. Districts that do not maintain elementary schools should delete reference to physical education below.

When a complaint is found to have merit, an appropriate remedy shall be provided to the complainant or other affected person.

However, if a complaint alleging noncompliance with the laws regarding student fees, deposits, and other charges, physical education instructional minutes, **courses without educational content**, or any requirement related to the LCAP is found to have merit, the district shall provide a remedy to all affected students and parents/guardians subject to procedures established by regulation of the State Board of Education. (Education Code 49013, 51222, 51223, 52075)

For complaints alleging noncompliance with the laws regarding student fees, the district shall attempt in good faith, by engaging in reasonable efforts, to identify and fully reimburse all affected students and parents/guardians who paid the unlawful student fees within one year prior to the filing of the complaint. (Education Code 49013; 5 CCR 4600)

**Appeals to the California Department of Education**

Note: 5 CCR 4632-4633 provide that complainants may appeal to CDE if they disagree with the district's decision on any matter within the scope of the UCP, as provided below. **As amended by Register 2020, No. 21, 5 CCR 4632 changes the timeline for filing an appeal to CDE from 15 calendar days to 30 calendar days.**



**UNIFORM COMPLAINT PROCEDURES** (continued)

Any complainant who is dissatisfied with the district's ~~final written decision~~ **investigation report** on a complaint regarding any specified federal or state educational program subject to UCP may file an appeal in writing with CDE within ~~45~~ **30** calendar days of receiving the district's ~~decision~~ **investigation report**. (5 CCR 4632)

**Note, 5 CCR 4632, as amended by Register 2020, No. 21, expands the bases upon which an appeal may be filed with CDE.**

~~The complainant shall specify the basis for the appeal of the decision and how the facts of the district's decision are incorrect and/or the law has been misapplied.~~ The appeal shall be sent to CDE with a copy of the original locally filed complaint and a copy of the district's ~~decision~~ **investigation report for** that complaint. ~~The complainant shall specify and explain the basis for the appeal, including as least one of the following:~~ (5 CCR 4632)

- 1. The district failed to follow its complaint procedures.**
- 2. Relative to the allegations of the complaint, the district's investigation report lacks material findings of fact necessary to reach a conclusion of law.**
- 3. The material findings of fact in the district's investigation report are not supported by substantial evidence.**
- 4. The legal conclusion in the district's investigation report is inconsistent with the law.**
- 5. In a case in which the district found noncompliance, the corrective actions fail to provide a proper remedy.**

~~Note: Although not required pursuant to 5 CCR 4631-4633, OCR recommends that the right to appeal the district's decision to CDE be extended to the respondent to an allegation of unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) to ensure fairness for all parties involved. The following paragraphs reflect OCR's recommendation.~~

~~When a respondent in any complaint alleging unlawful discrimination (such as discriminatory harassment, intimidation, and bullying) is dissatisfied with the district's final written decision, the respondent, in the same manner as the complainant, may file an appeal with CDE.~~

**Note: 5 CCR 4633, as amended by Register 2020, No. 21, requires the district to submit the following documents to CDE within 10 days after the district has been notified that an appeal has been filed. The district's failure to provide a timely and complete response may result in CDE ruling on the appeal without considering information from the district.**

**UNIFORM COMPLAINT PROCEDURES** (continued)

Upon notification by CDE that the district's **decision investigation report** has been appealed, the Superintendent or designee shall forward the following documents to CDE **within 10 days of the date of notification**: (5 CCR 4633)

1. A copy of the original complaint
2. A copy of the **written decision-district's investigation report**
- ~~3. A summary of the nature and extent of the investigation conducted by the district, if not covered by the decision~~
- 4.3.** A copy of the investigation file including, but not limited to, all notes, interviews, and documents submitted by the parties and gathered by the investigator
- 5.4.** A report of any action taken to resolve the complaint
- 6.5.** A copy of the district's UCP
- 7.6.** Other relevant information requested by CDE

**Note:** Pursuant to 5 CCR 4632, as amended by Register 2020, No. 21, if CDE determines that the district's investigation report failed to address an allegation raised by the complaint and subject to the UCP process, CDE will notify the district and direct the district to investigate and address such allegation(s) as follows.

**If notified by CDE that the district's investigation report failed to address allegation(s) raised by the complaint, the district shall, within 20 days of the notification, provide CDE and the appellant with an amended investigation report that addresses the allegation(s) that were not addressed in the original investigation report. The amended report shall also inform the appellant of the right to separately appeal the amended report with respect to the allegation(s) that were not addressed in the original report. (5 CCR 4632)**

**Note:** Pursuant to 5 CCR 4633, CDE is required to issue a written decision regarding the appeal within 60 days of CDE's receipt of the appeal, unless extended by written agreement with the appellant or documentation by CDE of exceptional circumstances. Within 30 days of the appeal decision, either party may request reconsideration by the Superintendent of Public Instruction or designee.

**Pursuant to 5 CCR 4650,** CDE may directly intervene in a complaint without waiting for action by the district when certain conditions exist, including the following: (1) the complaint alleges failure to comply with the UCP, including failure to follow the required timelines and failure to implement the final **written decision investigation report**; (2) the complainant requires anonymity due to the possibility of retaliation and would suffer immediate and irreparable harm if a complaint was filed and the complainant was named; **or** (3) the complainant would suffer immediate and irreparable harm as a result of an application of a

**UNIFORM COMPLAINT PROCEDURES** (continued)

districtwide policy that is in conflict with state or federal law and that filing a complaint would be futile; (4) the complainant alleges failure to comply with the due process procedures established pursuant to special education law and regulation to implement a due process hearing order; (5) the complainant alleges facts that indicate that one or more students may be in immediate physical danger or that the health, safety, or welfare of one or more students is threatened; or (6) the complainant alleges failure to follow a student's individualized education program.

**Health and Safety Complaints in Licensed-Exempt Preschool Programs**

Note: The following section is for use by districts that operate any license-exempt CSPP program. Education Code 8235.5 **mandates** districts to adopt policies and procedures for resolving complaints regarding specified health and safety issues in a license-exempt CSPP program. **Pursuant to Education Code 8235.5, the district must use the UCP, with modifications as necessary, to resolve such complaints. Pursuant to 5 CCR 4610, as amended by Register 2020, No. 21, such complaints must be addressed through the procedures described in 5 CCR 4690-4694.**

See the accompanying exhibits for a sample classroom notice and complaint form.

**Any complaint regarding health or safety issues in a license-exempt CSPP program shall be addressed through the procedures described in 5 CCR 4690-4694.**

In each license-exempt CSPP classroom, a notice shall be posted notifying parents/guardians, students, and teachers of the health and safety requirements of Title 5 regulations that apply to CSPP programs pursuant to Health and Safety Code 1596.7925 and the location at which to obtain a form to file any complaint alleging noncompliance with those requirements. (Education Code 8235.5; **5 CCR 4690**)

**The district's annual UCP notification distributed pursuant to 5 CCR 4622 shall clearly indicate which of its CSPP programs are operating as exempt from licensing and which CSPP programs are operating pursuant to requirements under Title 22 of the Code of Regulations. (5 CCR 4691)**

Any complaint regarding specified health or safety issues in a license-exempt CSPP program shall be filed with the preschool program administrator or designee, and may be filed anonymously. The complaint form shall specify the location for filing the complaint and shall contain a space to indicate whether the complainant desires a response to the complaint. If it is determined that the complaint is beyond the authority of the preschool program administrator, the matter shall be forwarded to the Superintendent or designee in a timely manner, not to exceed 10 working days, for resolution. (Education Code 8235.5; **5 CCR 4690**)

Investigation of a complaint regarding health or safety issues in a license-exempt CSPP program shall begin within 10 days of receipt of the complaint. (Education Code 8235.5; **5 CCR 4692**)

**UNIFORM COMPLAINT PROCEDURES** (continued)

The preschool administrator or designee shall remedy a valid complaint within a reasonable time period not to exceed 30 working days from the date the complaint was received. If the complainant has indicated on the complaint form a desire to receive a response to the complaint, the preschool administrator or Superintendent's designee shall, **within 45 working days of the initial filing of the complaint,** report the resolution of the complaint to the complainant **and CDE's assigned field consultant** ~~within 45 working days of the initial filing of the complaint.~~ If the preschool administrator makes this report, the information shall be reported at the same time to the Superintendent or designee. ~~If a complainant is not satisfied with the resolution of a complaint, the complainant has the right to describe the complaint to the Board at a regularly scheduled meeting.~~ (Education Code 8235.5; **5 CCR 4692**)

~~Note: Pursuant to Education Code 8235.5, a complainant who is not satisfied with the district's decision related to a complaint of health and safety conditions in a CSPP program may appeal to the Superintendent of Public Instruction. The law does not provide a timeline for filing the appeal, but the 2020-21 FPM instrument provides a timeline of 30 days.~~

~~A complainant may file a written appeal of the district's decision to CDE in accordance with 5 CCR 4632. (Education Code 8235.5)~~

~~Any such appeal shall be filed within 30 days of receiving the decision.~~

If a complainant is not satisfied with the resolution of a complaint, the complainant has the right to describe the complaint to the Board at a regularly scheduled meeting **and, within 30 days of the date of the written report, may file a written appeal of the district's decision to the Superintendent of Public Instruction in accordance with 5 CCR 4632. (Education Code 8235.5; 5 CCR 4693, 4694)**

~~Note: The following paragraph reflects a requirement of the 2020-21 FPM instrument.~~

On a quarterly basis, the Superintendent or designee shall report summarized data on the nature and resolution of all CSPP health and safety complaints, including the number of complaints by general subject area with the number of resolved and unresolved complaints, to the Board at a regularly scheduled Board meeting and to the County Superintendent of Schools. **(5 CCR 4693)**

(3/19 5/20) 12/20

# CSBA Sample Board Policy

All Personnel

BP 4119.25(a)

4219.25

**POLITICAL ACTIVITIES OF EMPLOYEES**

4319.25

Note: The following policy pertains to political activities of individual employees acting on their own behalf as well as employee organizations. Employees engaging in political activities on behalf of the district are subject to legal limitations as discussed in BP 1160 - Political Processes. **For any portion of the district's educational program that includes instruction related to political philosophy or activities which may be controversial in nature, see the accompanying administrative regulation and BP 6144 - Controversial Issues.**

**The First Amendment generally prohibits districts from disciplining an employee because of the employee's engagement in constitutionally protected political activity. In Pickering v. Board of Education Township High School District, the U.S. Supreme Court held that a teacher may not be dismissed for exercising the right to speak on issues of public importance, including criticisms of the board and superintendent, without proof of false statements made knowingly or recklessly. However, an employee may be disciplined if the speech impedes the employee's proper performance of daily duties or interferes with the regular operation of the schools.**

**Districts should be careful that employee discipline does not amount to retaliation in response to the exercise of free speech protected by the First Amendment, and are encouraged to consult legal counsel as appropriate.**

The Governing Board **recognizes the importance of political activity, voting, and civic engagement, and** respects the right of ~~school-district~~ employees to engage in political discussions and activities **as individuals** on their own time and at their own expense. ~~On such occasions~~ **When engaging in such activities,** employees shall make it clear that they are acting ~~as individuals~~ **on their own behalf** and not as representatives of the district.

*(cf. 1160 - Political Processes)*

*(cf. 6144 - Controversial Issues)*

~~Like other community members, employees~~ **District employees, as members of the community,** may use school facilities for meetings, **including political activities, as permitted** under the Civic Center Act **and district policy.**

*(cf. 1330 - Use of School Facilities)*

Employees shall refrain from prohibited **political** activities identified in law, **Board policy,** and administrative regulations. Employees who engage in these activities shall be subject to disciplinary action and/or criminal penalties.

*(cf. 1325 - Advertising and Promotion)*

*(cf. 4118 - Dismissal/Suspension/Disciplinary Action)*

*(cf. 4218 - Dismissal/Suspension/Disciplinary Action)*

## POLITICAL ACTIVITIES OF EMPLOYEES (continued)

### Legal Reference:

#### EDUCATION CODE

7050-70587 *Political activities of school officers and employees*

38130-38139 *Civic Center Act*

51520 *Prohibited solicitations on school premises*

#### ELECTIONS CODE

18304 *Prohibition against use of district seal in campaign literature*

#### GOVERNMENT CODE

3543.1 *Rights of employee organizations*

8314 *Prohibition against use of public resources for campaign activity*

82041.5 *Definition of mass mailing*

#### PENAL CODE

424 *Punishment for misuse of public funds*

#### COURT DECISIONS

*Heffernan v. City of Paterson, (2016) 136 S. Ct. 1412*

*Diquisto v. County of Santa Clara, (2010) 181 Cal. App. 4th 236*

*San Leandro Teachers Association v. Governing Board of the San Leandro Unified School District, (2010) 46 Cal. 4th 822*

*Downs v. Los Angeles Unified School District, (9th Cir. 2000) 228 F.3d 1003*

*California Teachers Association v. Governing Board of San Diego Unified School District, (1996) 45 Cal.App. 4th 1383*

*L.A. Teachers Union v. L.A. City Board of Education, (1969) 71 Cal.2d 551*

*Pickering v. Board of Education Township High School District, (1968) 88 S. Ct. 1731*

#### ATTORNEY GENERAL OPINIONS

84 *Ops. Cal. Atty. Gen. 106 (2001)*

84 *Ops. Cal. Atty. Gen. 52 (2001)*

77 *Ops. Cal. Atty. Gen. 56 (1994)*

#### PERB PUBLIC EMPLOYMENT RELATIONS BOARD RULINGS

*City of Sacramento, (2019) PERB Dec. No. 2702m*

*Conejo Valley Unified School District, (2009) PERB Dec. No. 2054*

*East Whittier School District, (2004) PERB Dec. No. 1727*

*Turlock Joint Elementary School District, (2004) PERB Dec. No. 1490a*

*California Federation of Teachers, Local 1931 v. San Diego Community College District, (2001) PERB Order Dec. No. 1467 (26-PERC 33014)*

### Management Resources:

#### CSBA PUBLICATIONS

*Political Activities of School Districts: Legal Issues, 1998, revised 2001*

#### WEB SITES

CSBA: <http://www.csba.org>

California Office of the Attorney General, Dept. of Justice: <http://oag.ca.gov> [eaag.state.ca.us/](http://eaag.state.ca.us/)

Public Employment Relations Board: <http://www.perb.ca.gov>

(6/98 7/02) 12/20

### Policy Reference UPDATE Service

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# CSBA Sample Administrative Regulation

All Personnel

AR 4119.25(a)

4219.25

**POLITICAL ACTIVITIES OF EMPLOYEES**

4319.25

Note: Education Code 7055 authorizes the **Governing** Board to establish **rules and** regulations related to ~~(1)~~ officers and employees engaging in political activity during working hours and ~~(2)~~ political activities on district premises.

~~Nothing in Board policy or administrative regulation shall be construed to prevent employees~~  
**No employee shall be prohibited** from soliciting or receiving **political** funds or contributions **to promote the support or defeat of a ballot measure** for ~~political purposes~~ during nonworking time, including before and after school, the lunch period, or other scheduled work intermittency during the school day. (Education Code 7056)

District employees shall not:

1. Use district funds, services, supplies, ~~or~~ equipment, **work hours, or other public resources** to urge the **support** or defeat of any ballot measure or candidate, including any candidate for election to the Governing Board (Education Code 7054, **7056; Government Code 8314**)
2. **Use the district's seal in any campaign literature or mass mailing with the intent to deceive voters, including, but not limited to, the use of a reproduction or facsimile of the seal in a manner that creates a misleading, erroneous, or false impression that the document is authorized by the Board, a Board member, or the district (Elections Code 18304)**

*(cf. 1160 - Political Processes)*

- ~~2.3.~~ During working hours ~~and on district property~~, solicit or receive any political funds or contributions to promote the passage or defeat of a ballot measure that would affect the rate of pay, hours of work, retirement, civil service or other working conditions (Education Code 7056)

Note: Items #~~3-9~~ **4-9** below present examples of other types of activities that **are not specified in law but** would be prohibited as they constitute a use of public funds, services, supplies or equipment.

- ~~3.4.~~ During working hours ~~and on district property~~, solicit or receive any political funds or contributions to promote the passage or defeat of other types of ballot measures

4. ~~Use district time to urge the passage or defeat of any ballot measure or candidate~~

**POLITICAL ACTIVITIES OF EMPLOYEES** (continued)

5. Use district equipment for the preparation or reproduction of political campaign materials, **even if the district is reimbursed**

*(cf. 3512 - Equipment)*

6. Post or distribute political campaign materials **in classrooms, through distance learning platforms, or** on district property

7. Disseminate political campaign materials through the district's mail service, e-mail, or staff mailboxes

*(cf. 4040 - Employee Use of Technology)*

8. Use students to write, address, or distribute political campaign materials
9. Present viewpoints on particular candidates or ballot measures in the classroom without giving equal time to the presentation of **all perspectives opposing views**

*(cf. 6144 - Controversial Issues)*

Note: **Optional item #11 10 below prohibits employees from wearing political buttons during instructional time.** In *California Teachers Association v. Governing Board of San Diego*, the **appellate court of Appeal** concluded that a district may prevent its employees from wearing political buttons in its classrooms and when they are otherwise engaged in providing instruction to the district's students. **This authority does not extend to noninstructional time.** The ruling in this case applied to both elementary and secondary teachers. This decision supports and expands upon an earlier Attorney General opinion of 1994, which made a similar conclusion regarding elementary teachers only. **If the District does that** decide to allow teachers to wear political buttons during instructional time, **it may not support this activity with public funds nor selectively permit some speech while prohibiting other speech.** **Optional item #10 below would prohibit political buttons during instructional time.**

**The authority to prohibit political buttons does not extend to noninstructional time. However Although not binding,** in 2001 the Attorney General opined that teachers cannot be prevented from wearing political buttons at Back-to-School Night because it is a noninstructional setting, parents/guardians are less likely than students to be unduly influenced by these political expressions, and teachers' political buttons are not likely to be perceived as reflecting the district's views. **Attorney General opinions are not binding but are given deference by the courts.**

**In East Whittier School District, the Public Employment Relations Board (PERB) found that the wearing of union buttons that favor or oppose any matter that is the subject of negotiations does not constitute a political activity, and that a district policy prohibiting employees from wearing such buttons violated the Educational Employment Relations Act. See BP 4140/4240/4340 - Bargaining Units.**



## POLITICAL ACTIVITIES OF EMPLOYEES (continued)

10. Wear buttons, **hats**, or **other** articles of clothing that express political opinions on ballot measures or candidates during instructional time

~~However, teachers shall not be prohibited from wearing political buttons during noninstructional time, such as Back to School Night.~~

~~Nothing in Board policy or administrative regulation shall be construed to prevent employees from soliciting or receiving funds or contributions for political purposes during nonworking time, including before and after school, the lunch period or other scheduled work intermittency during the school day. (Education Code 7056)~~

### Political Activities of Employee Organizations

~~Employee organizations may use district mailboxes and other means to communicate with employees, subject to reasonable regulation. Employee organizations may have access at reasonable times to areas in which employees work; may use institutional bulletin boards, mailboxes, and other means of communication and may use district facilities at reasonable times for the purpose of meetings. (Government Code 3543.1)~~

Note: ~~In California Federation of Teachers, Local 1931 v. San Diego Community College District, PERB found that a district regulation prohibiting a union from using the district's mail system and other equipment for the distribution of political flyers was not an unfair practice charge. According to PERB, Education Code 7054 clearly prohibits such use, even when the union reimburses the district for costs, and the mandate of Education Code 7054 removes the issue from the scope of representation. In **San Leandro Teachers Association v. Governing Board of San Leandro Unified School District**, the California Supreme Court held that the district's refusal to permit union communication through school mailboxes which included endorsements of certain school board candidates was within the scope of Education Code 7054. The court concluded that the policy did not violate Government Code 3543.1, which gives school employee organizations the right to use internal mailboxes subject to "reasonable regulation." It further held that a policy that bans candidate endorsements pursuant to Education Code 7054 to preserve the integrity of the electoral process does not unduly limit a union's statutory right of access nor does it interfere with the union's core mission of advocating for its members. The court emphasized the narrowness of its holding, and stated that school boards are not prohibited from opening up mailboxes to political endorsement literature as long as this "nonpublic forum" is made available to all sides on an equitable basis. This holding does not extend to literature that merely urges the involvement in upcoming elections and informs union members how to do so, or engages in public policy discussion in more general terms. Also see PERB rulings in **Conejo Valley Unified School District** and **San Diego Community College District**.~~

~~However, **e**Employee organizations shall not use district funds, services, supplies, or equipment, such as **staff mailboxes or** the district mail system, to urge the **passage-support** or defeat of any ballot measure or candidate, including any candidate for election to the Board. (Education Code 7054)~~

AR 4119.25(d)  
4219.25  
4319.25

**POLITICAL ACTIVITIES OF EMPLOYEES (continued)**

*(cf. 4140/4240/4340 - Bargaining Units)*

**No employee organization or its officers, agents, or representatives shall be prohibited from soliciting or receiving political funds or contributions to promote the passage or defeat of a ballot measure during nonworking time, including before and after school, the lunch period, or other scheduled work intermittency during the school day. (Education Code 7056)**

~~Access to district communication channels shall be limited in cases where such access would be disruptive to district operations.~~

~~In the event of a concerted action or work stoppage, political activities by employee organizations and individual employees shall be restricted to peaceful informational picketing and other activities allowed by law.~~

~~*(cf. 4141.6/4241.6 - Concerted Action/Work Stoppage)*~~

(6/98 7/02) 12/20

# CSBA Sample Board Policy

All Personnel

BP 4140(a)

4240

BARGAINING UNITS

4340

Note: Pursuant to Government Code 3544, an employee organization may become the employees' exclusive representative for negotiations by filing a request with the district providing proof that a majority of the employees in an appropriate unit wish to be represented by that organization. Notice of such request must be immediately posted conspicuously on all employee bulletin boards in each district facility in which members of the unit are employed. Government Code 3544.1 requires the district to grant the request for recognition unless (1) the district doubts the appropriateness of the unit, (2) another employee organization files a challenge to the appropriateness of the unit or submits a competing claim of representation within 15 work days of the posting of notice of the written request, or (3) the district currently has a lawful written agreement with another employee organization representing the same employees.

Pursuant to Government Code 3540.1, the definition of "exclusive representative" includes representation of "all public school employees" other than management and confidential employees, as defined.

Government Code 3543 provides that public school employees have the right to represent themselves individually in their employment relations with the district except that, once an exclusive representative has been recognized, an employee in that unit is prohibited from meeting and negotiating with the district.

The Governing Board recognizes the right of district employees to form a bargaining unit, select an employee organization as their exclusive representative, and be represented by that organization in their employment relationship with the district. The Board is committed to negotiating in good faith with recognized employee organizations and respecting the rights of employees and employee organizations.

*(cf. 4141/4241 - Collective Bargaining Agreement)*

*(cf. 4143/4243 - Negotiations/Consultation)*

*(cf. 9000 - Role of the Board)*

The district shall not dominate or interfere with the formation or administration of any employee organization or contribute financial or other support to it. (Government Code 3543.5)

**Note: In East Whittier School District, the Public Employment Relations Board (PERB) found that the district's policy limiting the wearing of union buttons that favor or oppose any matter that is the subject of negotiations in the classroom or in other instructional areas in the presence of students violated the Educational Employment Relations Act, as there was no finding of special circumstances which would limit the established right of employees to wear union buttons in the workplace, nor was there a finding that wearing the union buttons was a political activity. PERB continues to use a case-by-case approach to determine whether a district's policy restricting employees from wearing union buttons is justified by special circumstances. See PERB's ruling in City of Sacramento. Due to the legal uncertainty in this area, districts are encouraged to consult legal counsel prior to limiting the wearing of union buttons that support the union's position in collective bargaining.**

## BARGAINING UNITS (continued)

**Employees shall not be prohibited from wearing union buttons or other items that favor or oppose the formation of a bargaining unit or any matter that is the subject of negotiations.**

*(cf. 4119.25/4219.25/4319.25 - Political Activities of Employees)*

### Formation of Bargaining Units

Certificated and classified employees shall not be included in the same bargaining unit. (Government Code 3545)

The district may recognize a bargaining unit of supervisory employees if: (Government Code 3545)

1. The bargaining unit includes all supervisory employees.
2. The supervisors are not represented by the same organization that represents employees whom the supervisory employees supervise.

*(cf. 4300 - Administrative and Supervisory Personnel)*

*(cf. 4301 - Administrative Staff Organization)*

*(cf. 4312.1 - Contracts)*

For this purpose, *supervisory employee* means any employee, regardless of job description, having the authority, in the interest of the district, to hire, transfer, suspend, lay off, recall, promote, discharge, assign, reward, discipline, assign work, direct, adjust grievance of other employees, or effectively recommend that action. The exercise of this authority shall not be merely routine or clerical in nature, but shall require the use of independent judgment. (Government Code 3540.1)

Note: Pursuant to Government Code 3543.4, management and confidential employees, as defined in Government Code 3540.1, are excluded from the right to be represented in negotiations by an employee organization. The Public Employment Relations Board ultimately determines, based upon the duties of the position, which positions qualify as "management" or "confidential" and thus are excluded from bargaining.
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Employees serving in management, senior management, or confidential positions shall not be represented by an exclusive representative. Such employees may represent themselves individually. **For purposes other than negotiations and bargaining, such employees** may be represented by an employee organization whose membership is composed entirely of

## BARGAINING UNITS (continued)

employees designated as holding those positions. ~~When represented by an employee organization, that organization shall not meet and negotiate with the district.~~ For this purpose: (Government Code 3540.1, 3543.4)

1. *Management employee* means any employee who has significant responsibilities for formulating district policies or administering district programs, and whose position is designated as a management position by the Board.
2. *Confidential employee* means any employee who is required to develop or present management positions with respect to employer-employee relations or whose duties normally require access to confidential information that is used to contribute significantly to the development of management positions.

## Membership

~~Note: Government Code 3550, as amended by SB 866 (Ch. 53, Statutes of 2018), prohibits a district from deterring or discouraging employees or job applicants from authorizing representation by or making dues deductions to an employee organization.~~

The district shall not deter or discourage employees or job applicants from becoming or remaining members of an employee organization, authorizing representation by an employee organization, or authorizing dues or fee deductions to an employee organization. In addition, the district shall not impose or threaten to impose reprisals on employees, discriminate or threaten to discriminate against employees, or otherwise interfere with, restrain, or coerce employees because of their membership or nonmembership in an employee organization. (Government Code 3543.5, 3550)

(cf. 4119.1/4219.1/4319.1 - Civil and Legal Rights)

Note: The following paragraph **remainder of this section** is **optional**. Government Code 3553, ~~as added by SB 866 (Ch. 53, Statutes of 2018)~~, establishes requirements for districts that choose to disseminate a mass communication regarding employees' rights to join, support, or refrain from joining or supporting an employee organization. A "mass communication" means any written document, including a script for an oral or recorded presentation or message, intended for multiple employees.

Districts should exercise caution and consult with legal counsel before communicating with employees about their rights to join or not join an employee organization to avoid violating the law against unfair labor practices. When an employee approaches the district with questions specifically about the benefits of the membership in an employee organization, the employee should be referred to the employee organization.

## **BARGAINING UNITS (continued)**

The Superintendent or designee may communicate with district employees regarding their rights under the law. Such communications shall be factual and accurate, and may not promise a benefit, threaten a reprisal, or in any way deter or discourage employees from joining an employee organization or paying dues.

However, before disseminating to multiple employees any mass communication concerning employees' right to join or support an employee organization or to refrain from joining or supporting an employee organization, such as a written document or script for oral or recorded presentation or message, the Superintendent or designee shall meet and confer with the employees' exclusive representative regarding the content of the communication. If the district and exclusive representative do not come to agreement on the content of the mass communication, the Superintendent or designee may disseminate the district's mass communication provided that, at the same time, copies of the exclusive representative's communication, which shall be of reasonable length, are also distributed. (Government Code 3553)

### **Access to Employee Orientations and Contact Information**

The district shall permit employee organizations access to new employee orientations where newly hired employees are advised, whether in person, online, or through other means or mediums, of their employment status, rights, benefits, duties, responsibilities, or any other employment-related matters. The district shall provide employee organizations at least 10 days' notice in advance of an orientation. However, in any specific instance where an unforeseeable, urgent need critical to the district's operation prevents the required 10 days' notice, a shorter notice may be provided. (Government Code 3555.5, 3556)

The structure, time, and manner of the access to new employee orientations shall be determined by mutual agreement of the district and the exclusive representative, following a request to negotiate by either party. If the district and exclusive representative fail to reach an agreement, matters related to the access to new employee orientation shall be subject to compulsory interest arbitration. The district and employee organization may mutually agree to submit any dispute to compulsory interest arbitration at any time. In addition, if any dispute arises during negotiations and is not resolved within 45 days after the first meeting or within 60 days after the initial request to negotiate, whichever is earlier, either party may make a demand for compulsory interest arbitration. When any such dispute arises during the summer when the district's administrative office is closed, the timeline shall commence on the first day the administrative office reopens. The decision of the arbitrator shall be final and binding on the parties. (Government Code 3556, 3557)

Note: SB 866 (Ch. 53, Statutes of 2018) amended Government Code 3556 to add the following requirement.

## BARGAINING UNITS (continued)

The date, time, and place of the orientation shall not be disclosed to anyone other than employees, the exclusive representative, or a vendor that is contracted to provide a service for purposes of the orientation. (Government Code 3556)

### Access to Employee Contact Information

Note: Pursuant to Government Code 3558, districts are required to provide recognized employee organizations with specified contact information for new employees in the bargaining unit, as provided below. The information required by Government Code 3558 must be provided in a manner consistent with Government Code 6254.3, which authorizes disclosure of an employee's home address, home telephone number(s), and personal cell phone number to an employee organization unless the district receives a written request by the employee to not disclose the information. Pursuant to Government Code 6254.3, the personal email address of an employee is not disclosable unless used by the employee to conduct public business. The following paragraph should be revised if districts have an agreement with their employee organization(s) requiring more frequent or more detailed contact lists.

In County of Los Angeles v. Service Employees International Union, Local 721, the California Supreme Court held that (1) an employer has a duty to provide information relevant to collective bargaining to the applicable bargaining unit and failure to do so is a violation of the employer's obligation to bargain in good faith; (2) the disclosure of an employee's home address and phone number(s) by an employer to the union **is presumptively relevant to the union's role as bargaining agent and** does not violate the employee's constitutional right of privacy; and (3) other avenues for implementing privacy safeguards are available, such as bargaining for a notice and opt-out procedure or drafting employment contracts that will notify employees that their home contact information is subject to disclosure to the union and that they may request nondisclosure.

The Superintendent or designee shall provide an exclusive representative with the name, job title, department, work location, telephone numbers (work, home, and personal cell phone), personal email address(es) on file with the district, and home address of any newly hired employee in the bargaining unit, within 30 days of hire or by the first pay period of the month following hire. In addition, the Superintendent or designee shall provide the same information in regard to all employees in the bargaining unit to an exclusive representative at least every 120 days, unless more frequent or detailed lists are required by agreement with the exclusive representative. (Government Code 3558, 6254.3)

However, the Superintendent or designee shall not disclose the home address and any phone numbers on file for employees performing law enforcement-related functions, nor **shall he/she** disclose the home address, home or personal cell phone number(s), or personal email address(es) of any employee who is a participant in the Safe at Home address confidentiality program pursuant to Government Code 6207 or **of** any employee who provides **a** written request that the information not be disclosed for this purpose. Following receipt of a written request, the district shall remove the employee's home address, home and personal cell phone

## BARGAINING UNITS (continued)

numbers, and personal email address from any mailing list maintained by the district unless the list is only used by the district to contact the employee. (Government Code 3558, 6207, 6254.3)

*(cf. 1340 - Access to District Records)*

### **Communications with Employees**

**Employee organizations may have access at reasonable times to areas in which employees work and may use district facilities at reasonable times for the purpose of meetings. Subject to reasonable regulation, employee organizations may also use institutional bulletin boards, mailboxes, and other means of communication to communicate with employees. (Government Code 3543.1)**

**Access to district means of communication shall be limited in cases where such access would be disruptive to district operations.**

### **Membership Dues or Other Payments to an Employee Organization**

Note: Bargaining unit employees who choose to join the employee organization pay membership dues, which are deducted from the employee's salary or wage payment as provided below. Pursuant to the U.S. Supreme Court's decision in Janus v. American Federation of State, County, and Municipal Employees, bargaining unit employees who choose not to join an employee organization ~~may no longer~~ **cannot** be required to pay any fees to the employee organization. However, pursuant to Education Code 45060 and 45168, ~~as amended by SB 866 (Ch. 53, Statutes of 2018)~~, an employee who chooses not to join an employee organization may be charged fees for applicable services, programs, or committees provided to ~~him/her~~ **the employee** by the employee organization if that nonmember employee first affirmatively and voluntarily consents to pay those fees to the employee organization, as required by Janus v. AFSCME.

~~As provided in the following section,~~ Education Code 45060 and ~~45168~~ 45068, ~~as amended by SB 866 (Ch. 53, Statutes of 2018)~~, set forth the process for handling authorizations, changes, and cancellations for dues or other payments, and provide safeguards for districts that rely on information provided by an employee organization concerning such payroll deductions (i.e., the employee organization's indemnification of the district against any employee's claim based on such reliance).

Specifically, Education Code 45060 and 45168, as amended, provide that the employee organization will handle and process employee written authorizations if it certifies that it has and will maintain individual employee authorizations. When such certification is provided to the district, the employee organization is not required to submit a copy of the written authorization in order for the payroll deductions to be effective, unless there is a dispute about the existence or terms of the written authorization. The employee organization is required to indemnify the district for any employee claims regarding payroll deductions made by the district in reliance on notification from the employee organization.



## BARGAINING UNITS (continued)

~~When an employee organization declines to provide such certification pursuant to Education Code 45060 and 45168, then the district should request a copy of the employee written authorization before making the payroll deductions. Education Code 45060 and 45168 require that the district honor the terms of the employee's written authorization for payroll deductions, which thus requires the district to first see a copy of such authorization in order to honor its terms.~~

~~Pursuant to Education Code 45060 and 45168, as amended, employee requests to cancel or change authorization for payroll deductions must be directed to the employee organization rather than the district.~~

When drawing an order for the salary or wage payment of a bargaining unit employee of an employee organization, the district shall deduct any amount which has been requested by the employee in a revocable written authorization for the purpose of paying dues or other payments for any service, program, or committee provided or sponsored by the employee organization. (Education Code 45060, 45168)

An employee organization that certifies that it has and will maintain individual employee authorizations shall handle and process employee written authorizations for payroll deductions. When an employee organization provides such a certification to the district, the district shall rely on information from the employee organization regarding the amounts of such payroll deductions and from which employees. The employee organization shall not be required to submit to the district a copy of the written authorization in order for the payroll deductions to be effective. However, when there is a dispute about the existence or terms of the written authorization, a copy of the employee's written authorization shall be submitted to the district. The employee organization shall indemnify the district for any employee claims regarding payroll deductions made by the district in reliance on notification from the employee organization. (Education Code 45060, 45168)

When an employee organization which has declined to certify that it will handle and process employee written authorizations makes a request for payroll deductions, the district shall request a copy of the employee's written authorization before making the payroll deductions. (Education Code 45060, 45168)

A written authorization shall remain in effect until expressly revoked in writing by the employee and pursuant to the terms of the written authorization. Employee requests to cancel or change authorizations for payroll deductions for employee organizations shall be directed to the employee organization rather than the district. The employee organization shall be responsible for processing these requests. The district shall rely on the information provided by the employee organization regarding whether deductions for an employee organization were properly canceled or changed. The employee organization shall be required to indemnify the district for any claims made by an employee for deductions made by the district in reliance on information from the employee organization. (Education Code 45060, 45168)

*Legal Reference: (see next page)*

## BARGAINING UNITS (continued)

### Legal Reference:

#### EDUCATION CODE

45060-45061.5 Deduction of fees from salary or wage payment, certificated employees

45100.5 Senior management positions

45104.5 Abolishment of senior classified management positions

45108.5 Definition of senior classified management employees

45108.7 Waiver of provisions of 45108.5

45168 Deduction of fees from salary or wage payment, classified employees

45220-45320 Merit system, classified employees

#### GOVERNMENT CODE

3540-3549.3 Educational Employment Relations Act, especially:

3540.1 Definitions

3543.4 Management position; representation

3545 Appropriateness of unit; basis

3550-3552 Prohibition on public employers deterring or discouraging union membership

3555-3559 Public employee communication, information and orientation

6205-6210 Confidentiality of addresses for victims of domestic violence, sexual assault or stalking

6254.3 Disclosure of employee contact information to employee organization

6503.5 Joint powers agencies

53260-53264 Employment contracts

#### CODE OF REGULATIONS, TITLE 8

33015-33490 Recognition of exclusive representative; proceedings

33700-33710 Severance of established unit

34020 Petition to rescind organizational security arrangement

34055 Reinstatement of organizational security arrangement

#### COURT DECISIONS

Janus v. American Federation of State, County and Municipal Employees, Council 31, (2018) 138 S.Ct. 2448

Friedrichs v. California Teachers Association, et al., (2016) 136 S.Ct. 1083

County of Los Angeles v. Service Employees International Union, Local 721, (2013) 56 Cal. 4th 905

#### **PUBLIC EMPLOYMENT RELATIONS BOARD RULINGS**

**City of Sacramento, (2019) PERB Dec. No. 2702m**

**East Whittier School District, (2004) PERB Dec. No. 1727**

### Management Resources:

#### WEB SITES

CSBA: <http://www.csba.org>

Association of California School Administrators: <http://www.acsa.org>

California Federation of Teachers: <http://www.cft.org>

California School Employees Association: <http://www.csea.com>

California Teachers Association: <http://www.cta.org>

Public Employment Relations Board: <http://www.perb.ca.gov>

(10/17 7/18) 12/20

### Policy Reference UPDATE Service

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# CSBA Sample Board Policy

Students

BP 5113.2(a)

## WORK PERMITS

Note: The following **optional** policy may be revised to reflect district practice. Education Code 49160 requires **all** minors to obtain a work permit issued by the proper educational officers in order to accept employment, even for periods when school is not in session. See the accompanying administrative regulation for further information about the conditions under which a work permit is required, **specified exceptions**, and the process for issuing permits.

The Governing Board recognizes that part-time employment can provide students with income, **as well as job experience, and valuable life skills** that can help them develop appropriate workplace skills and attitudes **and should be permitted to the extent that such employment does not interfere with a student's education.** ~~Upon obtaining an~~ **Before accepting any** offer of employment, district students who are minors shall obtain work permits from the Superintendent or designee, ~~in accordance with law,~~ regardless of whether the employment will occur when school is in session and/or not in session, **unless otherwise exempted by law.**

*(cf. 6178 - Career Technical Education)*

Note: Education Code 49111, 49112, and 49116 and Labor Code 1391-1391.1 limit the number of hours that students may work on school days and days when school is not in session; see the accompanying administrative regulation. According to the ~~California Department of Education~~ **Department of Industrial Relations' Child Labor Laws**, districts have discretion to establish lower limits than provided by law for the maximum number of work hours and may impose additional requirements such as a minimum grade point average (e.g., 2.0) for issuance of a work permit. **However, Education Code 49200, as added by AB 908 (Ch. 64, Statutes of 2020), prohibits consideration of grades, grade point average, or school attendance in the event the student's school has been physically closed for an extended time due to a natural disaster, pandemic, or other emergency. See the accompanying administrative regulation.**

The following **optional** paragraph should be revised to reflect criteria established by the Board.

In determining whether to grant or continue a work permit, the Superintendent or designee shall consider whether employment is likely to significantly interfere with the student's schoolwork. Students granted work permits **must shall be required to** demonstrate and maintain a 2.0 grade point average and satisfactory school attendance, **except during periods of extended school closure due to an emergency as described in Education Code 49200 and the accompanying administrative regulation.** On a case-by-case basis, the Superintendent or designee may approve a maximum work hour limit that is lower than the limit specified in law and administrative regulation.

*(cf. 5121 - Grades/Evaluation of Student Achievement)*

Students with work permits may be exempted from attendance in a full-time day school provided they attend part-time classes. (Education Code 48230)

**WORK PERMITS (continued)**

*(cf. 5112.1 - Exemptions from Attendance)*

Note: Education Code 49130-49135 specify circumstances under which students between the ages of 14 and 18 may receive a permit to work full time.
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Work permits shall be limited to part-time employment as defined by law, except when the Superintendent or designee determines that circumstances warrant the granting of a permit for full-time employment.

Any student authorized to work full time when school is in session shall be enrolled in part-time continuation classes. A student age 14 or 15 who receives a permit to work full time shall also be enrolled in a work experience education program. (Education Code 49130, 49131, 49135)

*(cf. 6178.1 - Work-Based Learning)*

*(cf. 6184 - Continuation Education)*

*Legal Reference: (see next page)*

## WORK PERMITS (continued)

### Legal Reference:

#### EDUCATION CODE

48230 Exemption from full-time school attendance for students with work permits

48231 Exemption from compulsory attendance for students entering attendance area near end of term

49100-49101 Compulsory attendance

49110-49119 Permits to work

49130-49135 Permits to work full time

49140-49141 Exceptions

49160-49165 Employment of minors; duties of employers

49180-49183 Violations

**49200 Permit to work during extended emergency school closure**

51760-51769.5 Work experience education

52300-52499.66 Career technical education

#### LABOR CODE

1285-1312 Employment of minors

1391-1394 Working hours for minors

#### CODE OF REGULATIONS, TITLE 5

**10120-10121 Work permits**

16023-16027 District records, retention and destruction

#### CODE OF REGULATIONS, TITLE 8

11701-11707 Prohibited and dangerous occupations for minors

11750-11763 Work permits and conditions, minor employed in entertainment industry

#### CODE OF FEDERAL REGULATIONS, TITLE 29

570.1-570.129 Child labor regulations

#### ATTORNEY GENERAL OPINIONS

18 Ops. Cal. Atty. Gen. 114 (1951)

### Management Resources:

#### CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Work Permit Handbook for California Schools: Laws and Regulations Governing the Employment of Minors, 2007

**Permit to Employ and Work, Form B1-4**

**Statement of Intent to Employ a Minor and Request for a Work Permit - Certificate of Age, Form B1-1**

#### CALIFORNIA DEPARTMENT OF INDUSTRIAL RELATIONS PUBLICATIONS

Child Labor Laws, 2000-2013

#### WEB SITES

California Department of Education, Work Experience Education: <http://www.cde.ca.gov/ci/ct/we>

California Department of Education, Office of Regional Occupational Centers and Programs and Workforce Development: <http://www.cde.ca.gov/ci/et/wd>

California Department of Industrial Relations: <http://www.dir.ca.gov>

(11/04 3/08) 12/20

### Policy Reference UPDATE Service

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# CSBA Sample Administrative Regulation

Students

AR 5113.2(a)

## WORK PERMITS

Note: Education Code 49160 requires all minors to obtain a work permit in order to accept employment. Labor Code 1286 defines "minors" as persons under the age of 18 years who are subject to the state's compulsory attendance laws. ~~Once a minor is~~ **Students who are 18 years of age and are** no longer subject to compulsory attendance pursuant to Education Code 49101 ~~(e.g., is age 18, has graduated from high school, or has received a certificate of proficiency)~~, **he/she is are** not required to obtain a work permit **even if they have not yet graduated from high school. Pursuant to Education Code 49114, students who have graduated early from high school or have received a certificate of proficiency need a "certificate of age" to be employed. Pursuant to 5 CCR 10120.1, the certificate of age is contained within the California Department of Education's (CDE) Statement of Intent to Employ a Minor and Request for Work Permit - Certificate of Age (Form B1-1), available on its web site.**

Before accepting employment, a student under the age of 18 who is subject to the state's compulsory attendance law, including **a students** who **have has** not yet graduated from high school or **have has** not received a certificate of proficiency, shall obtain a work permit.

*(cf. 5112.1 - Exemptions from Attendance)*

*(cf. 6146.1 - High School Graduation Requirements)*

*(cf. 6146.2 - Certificate of Proficiency/High School Equivalency)*

Note: State and federal labor laws generally require that minors be at least 14 years of age to be employed, although Education Code 49111 authorizes the issuance of a work permit to a minor who is at least 12 years of age for periods when school is not in session.

The district may issue a permit authorizing employment while school is in session, including employment connected with a work experience education program pursuant to Education Code 51760-51769.5, to a ~~minor~~ **student age-14-17 years of age**. The district also may issue a permit to any ~~minor-age~~ **student 12-17 years of age** to be employed during a regular school holiday, during a regular or specified occasional public school vacation, and when the student is exempt from compulsory school attendance **pursuant to Education Code 48231** because ~~he/she~~ **the student** arrived from another state within 10 days before the end of the school term ~~pursuant to Education Code 48231~~. (Education Code 49111, 49113, 49160)

*(cf. 6178.1 - Work-Based Learning)*

If a ~~minor~~ **student** has obtained an offer of employment in the entertainment industry, ~~he/she~~ **the student** shall request a work permit from the California Department of Industrial Relations, Division of Labor Standards Enforcement, pursuant to Labor Code 1308.5 and 8 CCR 11752-11753.

**A work permit shall not be required for a student who is not receiving pay or financial reimbursement for services rendered in volunteer services or educational purposes, is**

**WORK PERMITS (continued)**

**not in an employer-employee relationship in accordance with the Fair Labor Standards Act, is serving as an unpaid trainee or volunteer or in an in-school placement, and has submitted written parent/guardian permission. (5 CCR 10121)**

Note: The following paragraph reflects exemptions cited in **Education Code 49112 and 49141, Labor Code 1394, and California Department of Education's (CDE) Work Permit Handbook for California Schools** and the Department of Industrial Relations' (DIR) **Child Labor Laws**.

**In addition, a** A student shall not be required to obtain a work permit if **he/she the student** is self-employed; is working at odd jobs such as yard work and babysitting in private homes where **he/she the student** is not regularly employed; is a self-employed news carrier delivering newspapers to consumers on a regular route; is employed **by his/her parent/guardian in agricultural, horticultural, viticultural, or** domestic labor **during non-school hours when the work is performed for or under the control of the parent/guardian and is performed upon** ~~or~~ or in connection with premises the parent/guardian owns, operates, or controls; or is otherwise exempted by law.

**Persons Authorized to Issue Work Permits**

Note: Education Code 49110 specifies persons authorized to issue work permits in the district, including the Superintendent, a designated employee holding a services credential with a specialization in pupil personnel services, a certificated work experience education teacher or coordinator, and, **as amended by AB 66 (Ch. 214, Statutes of 2009)**, a principal or other school administrator designated by the principal. Pursuant to Education Code 49110, if the district does not employ or contract with a person holding a services credential with a specialization in pupil personnel services or a certificated work experience education teacher or coordinator, the Superintendent may provide written authorization for a person without such qualifications to **temporarily** issue work permits when the Superintendent is absent from the district. Education Code 49110 also authorizes a charter school chief executive officer or designee, the County Superintendent of Schools or designee, or private school principal or designee to issue a work permit.

Items #1-3 below may be revised to specify the position(s) of the employee(s) responsible for issuing work permits in the district.

The following individuals are authorized to issue a work permit to a **minor** student in the district: (Education Code 49110)

1. The Superintendent
2. An employee holding a services credential with a specialization in pupil personnel services or a certificated work experience education teacher or coordinator, when authorized by the Superintendent in writing
3. A principal, or another school administrator designated by the principal, provided that **he/she the principal or designee:**

**WORK PERMITS (continued)**

- a. Provides a self-certification that **he/she the principal or designee** understands the requirements of law for issuing a work permit
- b. Does not issue a work permit to **his/her the principal's or designee's** own child

If the person designated to issue work permits is not available and delay in issuing a permit would jeopardize a student's ability to secure work, the Superintendent may **temporarily** authorize another person to issue the permit. (Education Code 49110)

**Approval Process Application**

The student's parent/guardian, foster parent, caregiver with whom the student resides, or residential shelter services provider shall file a written request for a work permit. (Education Code 49110)

Note: The request for a permit must be submitted to the district on a form approved by CDE pursuant to Education Code **49117 and 49162-49163** (CDE Form B1-1, "Statement of Intent to Employ a Minor and Request for Work Permit - **Certificate of Age**").

The request for a work permit shall be submitted to the Superintendent or designee on a form approved by the California Department of Education (CDE). **The Superintendent or designee shall have discretion to determine whether or not to issue the work permit.**

**If the student is applying for a full-time work permit, the student and the student's parent/guardian shall generally be required to appear before, and submit the application to, the Superintendent or designee. (Education Code 49132)**

Note: Education Code 49200, as added by AB 908 (Ch. 64, Statutes of 2020), and Education Code 49132, as amended by AB 908, establish the following flexibility in the application process in the event of an extended physical closure of the campus due to a natural disaster, pandemic, or other emergency.

**In the event of an extended physical closure of the campus due to a natural disaster, pandemic, or other emergency, the required documentation, including signatures, may be collected electronically. In addition, if the application is for a full-time work permit, the student and parent/guardian shall not be required to appear in person before the Superintendent or designee if the completed application has been successfully submitted electronically and the student and parent/guardian have attended a video conference with the person issuing the work permit. (Education Code 49132, 49200)**



## WORK PERMITS (continued)

### Approval Process

The Superintendent or designee shall have discretion to determine whether or not to issue the work permit.

Note: The following **optional** paragraph should be revised to reflect any criteria established by the Governing Board for the issuance of work permits; see the accompanying Board policy.

In determining whether to approve a work permit, the Superintendent or designee shall verify the student's date of birth, the type of work permit to be issued, and whether the student meets any other criteria established by the Governing Board. The Superintendent or designee may inspect the student's records and/or may confer with at least one of the student's teachers for evidence of satisfactory grades and school attendance and to determine whether the student possesses the motivation and maturity to maintain academic progress while working.

*(cf. 5121 - Grades/Evaluation of Student Achievement)*

Note: Although districts generally have the authority to impose additional requirements on the issuance of work permits, Education Code 49200, as added by AB 908, prohibits consideration of grades, grade point average, or school attendance in the event of an extended physical closure of the campus due to a natural disaster, pandemic, or other emergency.

However, a work permit shall not be denied based on a student's grades, grade point average, or school attendance under either of the following circumstances: (Education Code 49120, 49200)

1. The student's school has been physically closed for an extended time due to a natural disaster, pandemic, or other emergency.
2. The student is applying for a work permit in order to participate in a government-administered employment and training program that will occur during the regular summer recess or vacation of the student's school.

**Minors Students** shall not be approved to work in environments declared hazardous or dangerous for young workers or otherwise prohibited by child labor laws. (Labor Code 1290-1298; 29 CFR 570.33, 570.50-570.72)

Note: State and federal regulations pertaining to work hours are summarized on the reverse side of the CDE's "Statement of Intent to Employ Minor and Request for Work Permit" and in the DIR's Child Labor Laws. The following paragraph reflects legal requirements establishing maximum work hours for minors, but may be revised to reflect any more restrictive work hours established by Board policy.

AB 66 (Ch. 214, Statutes of 2009) amended Education Code 49110 to clarify that the hour limitations that apply to a work permit issued by the district must be based on the school calendar of the school that the student attends.

**WORK PERMITS** (continued)

The Superintendent or designee shall ensure that the requested work hours do not exceed the maximum work hours specified in law based on the student's age and whether the employment will occur while school is in session and/or not in session. (Education Code 49111, 49112, 49116; Labor Code 1391-1391.1; 29 CFR 570.35)

Note: Pursuant to Education Code 49130-49131, the district may issue a work permit authorizing full-time employment while school is in session to a student age 14-17. However, for students age 14-15, Education Code 49130 specifies **narrow circumstances under which the student may be issued a permit for full-time employment that the student must have completed elementary school, the permit must expire at the end of the current school year, and either (1) the student's earnings are needed due to a parent/guardian's death or incapacity to work by reason of illness or injury, (2) the earnings are needed due to the student's inability to reside with the family, or (3) a student who is in foster care has written authorization from a social worker, probation officer, or child protective services worker acting as an officer of the court for the purpose of furthering the goal of emancipation.**

Full-time employment may be authorized for students **age 14-17 years of age only**—in accordance with Education Code 49130-49135.

*(cf. 6184 - Continuation Education)*

Note: **Pursuant to Education Code 49117, work permits must be issued on forms prepared and provided by the Superintendent of Public Instruction (SPI), or on forms produced by the district when authorized by the SPI. The district is responsible for printing the permits required for the employment of minors, which must contain the information provided on the CDE's "Permit to Employ and Work" (CDE Form B1-4) is available on its web site.**

All work permits shall be issued **in a format approved and authorized on forms provided by the or authorized by** CDE. (Education Code 49117)

Note: The following two paragraphs reflect information provided in **the CDE's Work Permit Handbook for California Schools DIR's Child Labor Laws.**

Each permit shall authorize work for a specific employer. Whenever a student changes employers, **he/she the student** shall request a new permit.

The student may be issued more than one work permit if **he/she the student** works concurrently for more than one employer, provided that the total number of hours worked does not exceed the total number of hours allowed by law and the district.

Note: The following **optional** paragraph is for use by districts that allow principals or their designees to issue work permits; see item #3 in the section "Persons Authorized to Issue Work Permits" above. **As amended by AB 66 (Ch. 214, Statutes of 2009), Education Code 49110 establishes the following requirement for principals or designees authorized to issue work permits.**

## WORK PERMITS (continued)

Whenever a work permit is issued by a principal or other designated school administrator, the principal or designee shall submit to the Superintendent a copy of each work permit **he/she issued**, along with a copy of the application. (Education Code 49110)

The Superintendent or designee shall periodically inspect the grades and attendance records of students granted work permits to ensure maintenance of academic progress and any additional criteria established in Board policy.

### Expiration of Work Permits

Work permits issued during the school year shall expire five days after the opening of the next succeeding school year. (Education Code 49118)

Note: The following **optional** paragraph may be revised to reflect district practice, including establishing a time period for submitting a renewal request before the permit expires.

Before the work permit expires, a student may apply for a renewed work permit in accordance with the procedures specified in the section "Approval Process" above.

### Revocation of Work Permits

The Superintendent or designee shall revoke a student's work permit whenever **he/she the Superintendent or designee** determines that **the** employment is **interfering with the student's education impairing the health or education of the student**, **that** any provision or condition of the permit is being violated, **or that** the student is performing work in violation of law, **or any condition for the issuance of the permit no longer exists or never existed**. (Education Code 49116, 49164; **Labor Code 1300**)

~~Note: Education Code 49110, as amended by AB 66 (Ch. 214, Statutes of 2009), provides that the Superintendent may revoke a work permit issued by a principal or designee under the circumstances described below.~~

The Superintendent may revoke a work permit issued by a principal of a public or private school located within the district if the Superintendent becomes aware of any grounds upon which the student may be deemed ineligible for a work permit under law. (Education Code 49110)

### Retention of Records

Note: ~~According to the CDE, a~~ **A** work permit is **a "continuing record" which shall not be destroyed until the fourth year after it has been** classified as Class 3 - Disposable Record pursuant to 5 CCR 16026 **and thus should not be destroyed until four years after it was issued**. See AR 3580 - District Records for further information about the classification and disposal of records.

**WORK PERMITS** (continued)

The Superintendent or designee shall retain a copy of the work permit application and the work permit until the end of the fourth year after the work permit was issued. (5 CCR 16026)

*(cf. 3580 - District Records)*

*(cf. 5125 - Student Records)*

# CSBA Sample Board Policy

Students

BP 5126(a)

## AWARDS FOR ACHIEVEMENT

The Governing Board encourages excellence as a goal for all students and wishes to publicly recognize students for exemplary achievement in academic, **athletic, artistic,** extracurricular, **athletic, and or** community service activities.

*(cf. 5121 - Grades/Evaluation of Student Achievement)*

*(cf. 5127 - Graduation Ceremonies and Activities)*

*(cf. 6142.4 - Service Learning/Community Service Classes)*

### District/School Awards

Note: Education Code 44015 authorizes the Governing Board to give district-level awards to students for "excellence" and mandates that the district adopt rules and regulations implementing any such awards program. See the accompanying administrative regulation for language implementing this mandate.

**Pursuant to Education Code 44015, when such an awards program is established in a district, the Board must budget funds for this purpose, but may authorize awards from funds under its control whether or not budgeted funds have been provided or the budgeted funds are exhausted.**

Student awards may include verbal recognition, a letter, a certificate, a Board resolution, public ceremony, trophy, gift, plaque, or **cash monetary** gift.

The Superintendent or designee shall develop criteria for the selection of student award recipients.

### Golden State Seal Merit Diploma

Note: The following **optional** section is for use by districts that maintain high schools. Education Code 51450-51455 establish the Golden State Seal Merit Diploma which may be awarded by the Superintendent of Public Instruction (SPI) and the State Board of Education to students identified as demonstrating mastery of the high school core curriculum. See the accompanying administrative regulation for eligibility criteria.

At graduation from high school, **special recognition shall be awarded to those** students whose academic achievements in core curriculum areas have been outstanding **shall receive special recognition.**

The Superintendent or designee shall identify **graduating** high school students who have demonstrated mastery of the high school curriculum qualifying them for the Golden State Seal Merit Diploma. (Education Code 51454)

*(cf. 6162.51 - State Academic Achievement Tests)*

**AWARDS FOR ACHIEVEMENT** (continued)**State Seal of Biliteracy Award**

Note: The following **optional paragraph section** is for use by districts maintaining one or more high schools. Education Code 51460-51464 establish the State Seal of Biliteracy, a voluntary program which recognizes high school graduates who have attained a high level of proficiency in one or more languages in addition to English. The SPI will provide an insignia that can be affixed to the diploma or transcript of eligible students. See the accompanying administrative regulation for eligibility criteria for the award. Districts that choose to adopt their own criteria and present a district-level biliteracy award may revise the following paragraph accordingly.

The district shall present the State Seal of Biliteracy to each graduating high school student who has attained a high level of proficiency in speaking, reading, and writing in one or more languages in addition to English. (Education Code 51460-51464)

*(cf. 6142.2 - World ~~Foreign~~ Language Instruction)*  
*(cf. 6174 - Education for English Learners)*

Note: The following **optional paragraph** is for use by districts that choose to present biliteracy awards at other grade levels, and should be revised to reflect district practice. Californians Together, a statewide coalition working to enhance the success of English learners, recommends issuing local "pathway awards" recognizing benchmarks toward biliteracy at preschool, grade 3, end of elementary school, ~~and~~ end of middle school, **and when a student who is an English learner is reclassified as fluent English proficient.**

In order to affirm the value of bilingualism and encourage students' enrollment in world language programs, the Superintendent or designee may present awards at appropriate grade levels to recognize the pursuit and/or attainment of grade-level proficiency in one or more languages in addition to English. **The Superintendent or designee may also present awards to English learners who are reclassified as fluent English proficient to recognize proficiency in both English and the student's native language.**

**State Seal of Civic Engagement**

Note: The following **optional section** is for use by districts that recognize students who have demonstrated excellence in civics education and participation and an understanding of the U.S. Constitution, the California Constitution, and the democratic system of government. Education Code 51470-51474 establish the State Seal of Civic Engagement, a voluntary program which encourages and creates pathways for students in elementary and secondary schools to become civically engaged in democratic governmental institutions at the local, state, and national levels.

**The SPI will provide an insignia that can be affixed to the diploma or transcript of eligible students. See the accompanying administrative regulation for eligibility criteria for the award.**

**The Superintendent or designee shall present the State Seal of Civic Engagement to each student who demonstrates excellence in civics education and participation and has demonstrated an understanding of the U.S. Constitution, the California Constitution, and the democratic system of government. (Education Code 51470-51474)**

## AWARDS FOR ACHIEVEMENT (continued)

**Note: The following paragraph reflects information on the California Department of Education's web site emphasizing that the criteria are written to ensure that no student is excluded from the opportunity to earn the State Seal of Civic Engagement based on academic ability, alternative school settings, or unique or unconventional expressions of civic engagement.**

**All district students shall be afforded the opportunity to earn the State Seal of Civic Engagement, regardless of their background, communities, or experiences. No student shall be denied such opportunity based on academic ability, alternative school setting, or unique or unconventional expression of civic engagement.**

*(cf. 0410 - Nondiscrimination in District Programs and Activities)*

*(cf. 0415 - Equity)*

*(cf. 6157 - Distance Learning)*

*(cf. 6158 - Independent Study)*

*(cf. 6159 - Individualized Education Program)*

*(cf. 6172 - Gifted and Talented Student Program)*

*(cf. 6181 - Alternative Schools/Programs of Choice)*

*(cf. 6183 - Home and Hospital Instruction)*

*(cf. 6184 - Continuation Education)*

## Scholarship and Loan Fund

Note: The following section is for use by districts that choose to establish and maintain a scholarship and loan fund pursuant to Education Code 35310-35319. If the district chooses to establish such a fund, it should revise the following paragraph to reflect only those purposes for which it wishes to make funds available.

The Board shall establish and maintain a scholarship and loan fund which **shall may** be used to provide interest-free loans for educational advancement, scholarship, **and/or** grants-in-aid to bona fide organizations, students, or graduates of district schools. (Education Code 35310, 35315)

*(cf. 1260 - Educational Foundation)*

*(cf. 3290 - Gifts, Grants and Bequests)*

**Note: If the district establishes a committee to administer the scholarship and loan fund, or if the number of Board members who serve on the committee constitutes a majority of the Board, the committee is required to comply with open meeting laws pursuant to Government Code 54950-54963 (the Brown Act). See AR 1220 - Citizen Advisory Committees and BB 9130 - Board Committees.**

The district's scholarship and loan fund shall be administered by a district committee composed of Board members, the Superintendent, and such other community, staff, administrative, and/or student representatives as determined by the Board. (Education Code 35310)

**AWARDS FOR ACHIEVEMENT** (continued)

Note: If the district chooses to establish and maintain a scholarship and loan fund, it is **mandated** pursuant to Education Code 35310 to develop rules and regulations specifying the term of office and method of selection **of the community, faculty, administrative, and student representative members** of the committee appointed to administer the fund. The following paragraph may be revised to reflect district practice.

The Board shall select its own representatives to the committee. Staff, community, and/or student representatives shall be selected by the Superintendent. Members of this committee shall serve two-year terms.

*(cf. 1220 - Citizen Advisory Committees)*

*(cf. 9140 - Board Representatives)*

The committee may accept gifts, donations, and bequests made for the purposes of the fund and may prescribe conditions or restrictions on these gifts and bequests. If the donor imposes any conditions, the committee shall review the conditions and make a recommendation to the Board as to the compatibility of such conditions with the intent and purpose of the fund. The Board may prohibit the committee from accepting any donation under conditions it finds incompatible with the fund's intents and purposes. (Education Code 35313)

The Superintendent or designee shall report to the Board at least annually regarding the status and activity of the fund. (Education Code 35319)

*Legal Reference: (see next page)*



**AWARDS FOR ACHIEVEMENT (continued)**

*Legal Reference:*

EDUCATION CODE

220 Nondiscrimination

35160 Authority of governing boards

35310-35319 Scholarship and loan funds

44015 Awards to employees and students

51243-51245 Credit for private school foreign language instruction

51450-51455 Golden State Seal Merit Diploma

51460-51464 State Seal of Biliteracy

**51470-51474 State Seal of Civic Engagement**

52164.1 Assessment of English language skills of English learners

GOVERNMENT CODE

**54950-54963 Brown Act open meeting laws**

CODE OF REGULATIONS, TITLE 5

876 Golden State Seal Merit Diploma

1632 Credit for private school foreign language instruction

**11517.60-11519.56 English Language Proficiency Assessments for California Assessment of English language development**

*Management Resources:*

**CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS**

**SSCE Implementation Guidance**

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education: <http://www.cde.ca.gov>

Californians Together: <http://www.californianstogether.org>

# CSBA Sample Administrative Regulation

Students

AR 5126(a)

## AWARDS FOR ACHIEVEMENT

### District/School Awards

Note: Education Code 44015 authorizes the Governing Board to give district-level awards to students for "excellence." Before any awards are given under the authority of this law, the district is **mandated** to adopt rules and regulations implementing the awards program. The Board may delegate the authority to establish criteria for these awards to the Superintendent or designee; see the accompanying Board policy. The following section should be revised to reflect any such rules and regulations adopted by the district.

The Superintendent or designee may appoint an awards committee at each school which may consist of school administrators, **staff members teachers**, parents/guardians, community members, and student representatives. The committee shall submit recommendations for student awards to the Superintendent or designee for approval.

*(cf. 1220 - Citizen Advisory Committees)*

Individual awards in excess of \$200 must be expressly approved by the Governing Board. (Education Code 44015)

### Golden State Seal Merit Diploma

Note: The following **optional** section is for use by districts that maintain high schools. Education Code 51450-51455 require the State Board of Education (SBE) to determine the means, **and the** performance standards, **and or** achievement levels that demonstrate mastery of the curriculum for the purpose of awarding the Golden State Seal Merit Diploma. ~~In November 2014, the SBE adopted new eligibility criteria for students graduating in 2015 to reflect changes in the state assessment system and established a workgroup to develop a plan for students graduating in 2016 and beyond.~~ Eligibility criteria are published on the California Department of Education (CDE) web site **and described below**.

To be eligible to receive the Golden State Seal Merit Diploma upon graduation from high school, a student shall complete all requirements for a high school diploma and **shall** demonstrate, ~~in accordance with the means adopted by the State Board of Education,~~ mastery of the curriculum in mathematics, English language arts, science, ~~United States~~ **U.S.** history, and two other subject matter areas selected by the student **by meeting at least one of the following criteria for each subject:** (Education Code 51451, 51452; 5 CCR 876)

#### 1. **Mathematics and English language arts**

- a. **A grade of at least B+ or the numerical equivalent in a single course each semester completed in grade 9, 10, or 11**

**AWARDS FOR ACHIEVEMENT (continued)**

- b. An achievement level of "Standard Met" or above for the high school Smarter Balanced Summative Assessment**

**2. Science**

- a. A grade of at least B+ or the numerical equivalent in a single course each semester completed in grade 9, 10, or 11**
- b. An achievement level of "Standard Met" or above for the high school California Science Test taken in grade 10 or 11**

**3. U.S. history**

- a. A grade of at least B or the numerical equivalent in the required U.S. history course each semester**
- b. A qualifying score that demonstrates mastery of the subject as determined by the district for an exam produced by a private provider or the district**

**4. Two additional subject areas of the student's choosing**

- a. Any additional qualifying grade or score listed above, earned for the subject of English language arts, mathematics, science, or U.S. history not already used to meet eligibility**
- b. A grade of at least B or the numerical equivalent upon completion of high school courses in other subjects**
- c. A qualifying score that demonstrates mastery of other subjects, as determined by the district, for an exam produced by a private provider or the district**

*(cf. 6143 - Courses of Study)*

*(cf. 6146.1 - High School Graduation Requirements)*

*(cf. 6146.11 - Alternative Credits Toward Graduation)*

*(cf. 6162.51 - State Academic Achievement Tests)*

The Superintendent or designee shall maintain appropriate records to identify students who ~~are eligible for the merit diploma~~ **have earned the Golden State Seal Merit Diploma** and shall affix an insignia to the **high school** diploma and transcript of each **such** student ~~awarded the merit diploma~~. (Education Code 51454)

*(cf. 5125 - Student Records)*

**AWARDS FOR ACHIEVEMENT** (continued)

Note: ~~The~~ CDE requires each district to annually submit one districtwide insignia request on a form provided by ~~the~~ CDE. ~~The~~ CDE's web site encourages districts to submit the request far enough in advance of the graduation ceremony date to allow sufficient time for processing by ~~the~~ CDE and for district staff to place the insignias on the diplomas. ~~The~~ CDE begins mailing requested insignias the first week of April.

The Superintendent or designee shall submit an insignia request form to the California Department of Education in sufficient time to allow **for** processing of the request prior to the high school graduation ceremony.

**State Seal of Biliteracy Award**

Note: The following **optional** section is for use by districts that maintain high schools and choose to recognize graduating students' bilingual/multilingual proficiency with the State Seal of Biliteracy pursuant to Education Code 51460-51464; see the accompanying Board policy. Districts that choose to present **district level** biliteracy awards to students at other grade levels may revise the following section to add eligibility criteria for those awards.

~~For students whose primary language is other than English, Education Code 51461 also requires attainment of the early advanced proficiency level on the state's English language proficiency assessment. The state expects to transition to the English Language Proficiency Assessments for California (ELPAC) in 2018.~~

**Pursuant to Education Code 51461, as amended by SB 98 (Ch. 24, Statutes of 2020), the Superintendent of Public Instruction (SPI) may provide alternative criteria for students on track to graduate in 2020 or 2021 who did not receive a letter grade in English language arts or were not able to take the English Language Proficiency Assessments for California (ELPAC) or due to COVID-19. The SPI has determined that students who were unable to take the ELPAC may meet the requirement based on their prior ELPAC score and consultation with the student's teachers. In addition, the requirement to take the California Assessment of Student Performance and Progress is waived for students who were not able to take the exam, and students who completed all required English language arts courses through distance learning but did not receive a letter grade due to COVID-19 are eligible to earn the State Seal of Biliteracy if all other requirements are met. For further information, see CDE's State Seal of Biliteracy FAQs located on its web site.**

To be eligible to receive the State Seal of Biliteracy upon graduation, a student shall demonstrate, ~~in accordance with state criteria,~~ **a high level of** proficiency in English and at least one other language, which may include American Sign Language, **by meeting all of the following state-established criteria:** ~~A student whose primary language is other than English shall also attain the required proficiency level on the state test of English language proficiency.~~ (Education Code 51461)

- 1. Completion of all English language arts requirements for graduation with an overall grade point average of at least 2.0 in those classes**
- 2. Passage of the California Assessment of Student Performance and Progress for English language arts or any successor test administered in grade 11 at or above the "Standard Met" achievement level**

## AWARDS FOR ACHIEVEMENT (continued)

3. Proficiency in one or more languages other than English, demonstrated through one of the following methods:
- a. Passage of a world language Advanced Placement (AP) exam with a score of 3 or higher or an International Baccalaureate (IB) exam with a score of 4 or higher
  - b. Successful completion of a four-year high school course of study in a world language, attaining an overall grade point average of at least 3.0 in that course of study, and oral proficiency in the language comparable to that required on an AP or IB exam
  - c. If no AP exam or off-the-shelf language test exists, passage of a district language exam that can be certified to meet the rigor of a four-year high school course of study in a given language and, at a minimum, assesses speaking, reading, and writing in a language other than English at the proficient level or higher
  - d. If a language is not characterized by listening, speaking, or reading, or for which there is no written system, passage of an assessment on the modalities that characterize communication in that language at the proficient level or higher
  - e. Passage of the SAT II world language exam with a score of 600 or higher

*(cf. 6141.4 - International Baccalaureate Program)*

*(cf. 6141.5 - Advanced Placement)*

*(cf. 6142.2 - World/Foreign Language Instruction)*

*(cf. 6174 - Education for English Learners)*

**To be eligible to receive the State Seal of Biliteracy, a student whose primary language is other than English shall also attain the level which demonstrates English language required proficiency level on the state's test of English Language Proficiency Assessments for California. (Education Code 51461)**

*(cf. 6174 - Education for English Learners)*

Note: The CDE requires each district to submit one districtwide insignia request on a form provided by the CDE. The CDE recommends submitting the online form, which can be found on CDE's web site, four weeks prior to the graduation date to allow sufficient time for CDE to mail the insignias and for the district to affix the insignias to the diplomas. CDE will mail the insignias within two weeks of receiving the online request begins mailing requested insignias the first week of April.

**AWARDS FOR ACHIEVEMENT** (continued)

The Superintendent or designee shall maintain appropriate records to identify high school students who ~~qualify for the award~~ **have earned the State Seal of Biliteracy** and shall affix the insignia to the **high school** diploma or transcript of each **such** student ~~who earns the award~~. (Education Code 51463)

**State Seal of Civic Engagement**

**Note:** The following optional section is for use by districts that choose to present the State Seal of Civic Engagement to students who have demonstrated excellence in civics education and participation and an understanding of the U.S. Constitution, the California Constitution, and the democratic system of government pursuant to Education Code 51470-51474; see the accompanying Board policy. The following criteria, adopted by SBE in September 2020, are intended to provide districts with a framework for making determinations of student qualifications based on local contexts.

**CDE's SSCE Implementation Guidance, available on its web site, offers ideas and considerations for districts in the implementation of the criteria.**

**To be eligible to receive the State Seal of Civic Engagement, a student shall meet district requirements for all of the following state-established criteria:**

- 1. Be engaged in academic work in a productive way**
- 2. Demonstrate a competent understanding of U.S. and California Constitutions, functions and governance of local governments, tribal government structures and organizations, the role of the citizen in a constitutional democracy, and democratic principles, concepts, and processes**
- 3. Participate in one or more informed civic engagement project(s) that address real-world problems and require students to identify and inquire into civic needs or problems, consider varied responses, take action, and reflect on efforts**
- 4. Demonstrate civic knowledge, skills, and dispositions through self-reflection**
- 5. Exhibit character traits that reflect civic-mindedness and a commitment to positively impact the classroom, school, community and/or society**

**Note:** CDE provides the insignias to be affixed to students' diplomas or transcripts indicating the award of the State Seal of Civic Engagement. When ordering the insignias, districts will self-certify that students earned the award based on locally created criteria.

**The Superintendent or designee shall maintain appropriate records to identify students who have earned the State Seal of Civic Engagement and shall affix the insignia to the high school diploma or transcript of each such student. (Education Code 51473)**

**AWARDS FOR ACHIEVEMENT** (continued)**Scholarship and Loan Fund**

Note: The following section is for use by any district that has established a scholarship and loan fund pursuant to Education Code 35310-35319; see the accompanying Board policy. Districts that have not established such a program should delete this section.

The Superintendent shall serve as chief executive officer of the scholarship and loan fund and as chairperson of the district committee established to administer the fund. The committee shall meet at least once each fiscal year and at other such times as it may be called into session by the Superintendent. (Education Code 35311, 35312)

Scholarship and loan funds shall be deposited, administered, and audited in accordance with Education Code 35314 and 35318.

*(cf. 3400 - Management of District Assets/Accounts)*

*(cf. 3460 - Financial Reports and Accountability)*

Note: If the district has chosen to maintain a scholarship and loan fund, it is **mandated** by Education Code 35316 to adopt regulations governing applications, provided such regulations do not limit student eligibility based on any conditions listed in Education Code 220; see BP 0410 - Nondiscrimination in District Activities and Programs. The following paragraph may be expanded to describe the district's application procedures.

The Superintendent or designee shall establish criteria, procedures, and deadlines for student applications for scholarships and/or loans from the fund. As applicable, the Superintendent or designee may require the student to submit letters of recommendation or other supplementary materials providing evidence of the student's accomplishments and/or need.

*(cf. 0410 - Nondiscrimination in District Activities and Programs)*

**Notifications**

Note: The following **optional** section may be revised to reflect programs offered by the district.

The Superintendent or designee shall annually distribute information about eligibility requirements for the Golden State Seal Merit Diploma, State Seal of Biliteracy, **State Seal of Civic Engagement**, and/or any district awards programs to students at the applicable grade levels.

(3/12 4/15) 12/20

# CSBA Sample Board Policy

Students

BP 5141.31(a)

## IMMUNIZATIONS

To protect the health of all students and staff and to curtail the spread of infectious diseases, the Governing Board shall cooperate with state and local public health agencies to encourage and facilitate immunization of all district students against preventable diseases.

*(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)*

*(cf. 5141.22 - Infectious Diseases)*

*(cf. 5141.26 - Tuberculosis Testing)*

*(cf. 6142.8 - Comprehensive Health Education)*

Note: The following **optional** paragraph should be revised to reflect the grade levels and programs offered by the district.

Health and Safety Code 120335 requires districts to ensure that students are fully immunized prior to admission, **and** ~~In addition, beginning July 1, 2016, Health and Safety Code 120335, as amended by SB 277 (Ch. 35, Statutes of 2015), requires districts to ensure that students~~ are fully immunized against all specified diseases before advancing to grade 7. See the accompanying administrative regulation for requirements pertaining to the immunization record, including the diseases for which students must be immunized.

Health and Safety Code 120335, ~~as amended by SB 277, further provides that students must be exempted from immunizations for any one of the following reasons: (1) a licensed physician indicates that a student should be exempted for medical reasons, (2) such immunization requirements do not apply when~~ a parent/guardian files a letter or affidavit prior to January 1, 2016 stating his/her personal beliefs opposed to immunization (effective only until the student enters the next grade span), ~~or (3) a student is enrolled in independent study and does not receive classroom-based instruction, or a student who qualifies for an individualized education program (IEP) is accessing any special education and related services required by the student's IEP. Additionally, Health and Safety Code 120730, as amended by SB 276 (Ch. 278, Statutes of 2019) and SB 714 (Ch. 281, Statutes of 2019), and Health and Safety Code 120372, as added by SB 276 and amended by SB 714, specify the conditions under which a medical exemption is effective.~~ See the accompanying administrative regulation for further information about exemptions.

Each student enrolling for the first time in a district ~~elementary or secondary~~ school, preschool, or child care and development program or, ~~after July 1, 2016,~~ enrolling in or advancing to grade 7 shall present an immunization record from any authorized private or public health care provider certifying that ~~he/she~~ **the student** has received all required immunizations in accordance with law. Students shall be excluded from school or exempted from immunization requirements only as allowed by law.

*(cf. 5112.1 - Exemptions from Attendance)*

*(cf. 5112.2 - Exclusions from Attendance)*

*(cf. 5141.32 - Health Screening for School Entry)*

*(cf. 5148 - Child Care and Development)*

*(cf. 5148.3 - Preschool/Early Childhood Education)*



**IMMUNIZATIONS** (continued)

Note: 17 CCR 603570 allows a ~~transfer~~ student **transferring from another school in the United States** to be conditionally admitted for up to 30 **school** days while waiting for the transfer of immunization records from **the student's his/her** previous school; see the accompanying administrative regulation. However, the California Department of Public Health's California Immunization Handbook for **Pre-kindergarten (Child Care) Programs and Schools** recommends that schools request parents/guardians to bring their child's personal immunization record from **his/her the child's** health care provider to registration, rather than waiting for the cumulative file, especially if the student's former school is located outside the United States. **In this way, districts would only need to request the record from the previous district for those students who could not present an adequate record at the time of entry.**

Pursuant to 42 USC 11431 and Education Code 48853.5, homeless children and foster youth must be immediately enrolled even if they are unable to produce records normally required for enrollment, including medical records. See AR 6173 - Education for Homeless Children and AR 6173.1- Education for Foster Youth. In addition, pursuant to Education Code 49701, children of military families must be allowed 30 days from the date of enrollment to obtain required immunizations; see AR 6173.2 - Education of Children of Military Families. These exceptions are also addressed in the accompanying administrative regulation.

~~Each transfer student~~ shall be requested to present **his/her** immunization records, ~~if possible,~~ upon registration at **a district schools if possible.**

*(cf. 6173 - Education for Homeless Children)*

*(cf. 6173.1 - Education for Foster Youth)*

*(cf. 6173.2 - Education of Children of Military Families)*

Note: The following **optional** paragraph is for use by districts that permit medical personnel to administer immunizations at school as authorized by Education Code 49403. Pursuant to Education Code 49403, immunizations may be provided by a licensed physician or, if acting under the direction of a supervising physician, a registered nurse (including a school nurse), physician assistant, nurse practitioner, licensed vocational nurse, or nursing student acting under the supervision of a registered nurse. The authority of any health care practitioner, other than a licensed physician, to administer immunizations in a school immunization program is limited to immunizations for annual seasonal influenza, influenza pandemic episodes, and other diseases that represent a current or potential outbreak as declared by a federal, state, or local public health officer. Whenever a health care provider is authorized to administer immunizations at school, the school nurse must be notified and must maintain control, as necessary, as the supervisor of health in accordance with Education Code 44871 and other statutes.

The Superintendent or designee may arrange for an authorized health care provider to administer immunizations at school to any student whose parent/guardian has consented in writing. At the beginning of the school year, parents/guardians shall be notified of their right to provide consent for the administration of an immunization to their child at school. (Education Code **48980**, 49403)

*(cf. 5141.3 - Health Examinations)*

*(cf. 5141.6 - School Health Services)*

*(cf. 5145.6 - Parental Notifications)*

*Legal Reference: (see next page)*

## IMMUNIZATIONS (continued)

### Legal Reference:

#### EDUCATION CODE

- 44871 *Qualifications of supervisor of health*
- 46010 *Total days of attendance*
- 48216 *Immunization **and exclusion from attendance***
- 48853.5 *Immediate enrollment of foster youth*
- 48980 *Required notification of rights*
- 49403 *Cooperation in control of communicable disease and immunizations*
- 49426 *Duties of school nurses*
- 49701 *Flexibility in enrollment of children of military families*
- 51745-51749.6 *Independent study*

#### HEALTH AND SAFETY CODE

- 120325-120380 *Immunization against communicable disease, especially:*
- 120335 *Immunization requirement for admission*
- 120372 *Statewide medical exemption electronic standardized form***
- 120395 *Information about meningococcal disease, including recommendation for vaccination*
- 120440 *Disclosure of immunization information*

#### CODE OF REGULATIONS, TITLE 5

- 430 *Student records; **definition***

#### CODE OF REGULATIONS, TITLE 17

- 6000-6075 *School attendance immunization requirements*

#### UNITED STATES CODE, TITLE 20

- 1232g *Family Educational Rights and Privacy Act*

#### UNITED STATES CODE, TITLE 42

- 11432 *Immediate enrollment of homeless children*

#### CODE OF FEDERAL REGULATIONS, TITLE 34

- 99.1-99.67 *Family Educational Rights and Privacy*

### Management Resources:

#### CALIFORNIA DEPARTMENT OF PUBLIC HEALTH

*California Immunization Handbook for Child Care Programs and Schools, August 2015*

#### **Exemptions FAQs**

*Guide to Immunizations Requirements for Pre-kindergarten (Child Care)*

*Guide to Immunizations Requirements for K-12<sup>th</sup> Grade School Entry*

*Parents' Guide to Immunizations Required for Pre-kindergarten (Child Care)*

*Parents' Guide to Immunizations Required for School Entry*

#### **Vaccinations and Medical Exemptions Questions and Answers**

*California Immunization Handbook for Pre-kindergarten (Child Care) Programs and Schools, 10<sup>th</sup>*

*Edition, July 2019-August 2015*

#### EDUCATION AUDIT APPEALS PANEL PUBLICATIONS

*Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting, July 2015*

#### U.S. DEPARTMENT OF EDUCATION GUIDANCE

*Family Educational Rights and Privacy Act (FERPA) and H1N1, October 2009*

Management Resources continued: (see next page)

## IMMUNIZATIONS (continued)

*Management Resources: (continued)*

WEB SITES

California Department of Education: <http://www.cde.ca.gov>

California Department of Public Health, Immunization Branch:

<https://www.cdph.ca.gov/programs/cid/dcdc/pages/immunize.aspx>

<http://www.cdph.ca.gov/programs/immunize>

California Department of Public Health, Shots for Schools: <http://shotsforschools.org>

<https://www.shotsforschool.org>

California Health & Human Services Agency: <https://www.chhs.ca.gov>

Centers for Disease Control and Prevention: <http://www.cdc.gov>

Education Audit Appeals Panel: <http://www.eaap.ca.gov>

U.S. Department of Education: <http://www.ed.gov>

(11/10 10/15) 12/20

# CSBA Sample Administrative Regulation

Students

AR 5141.31(a)

## IMMUNIZATIONS

### Required Immunizations

Note: The following **optional** paragraph may be revised to reflect district practice. The California Department of Public Health's (CDPH) California Immunization Handbook for (Child Care) Programs and Schools recommends that districts provide parents/guardians with a written notice of immunization requirements. The CDPH's Parents' Guide to Immunizations Required for School Entry and Parents' Guide to Immunizations Required for **Pre-kindergarten (Child Care)**, **available on its web site**, may be used for this purpose.

**Upon a student's registration at a district school,** the Superintendent or designee shall provide **the student's** parents/guardians, ~~upon school registration,~~ a written notice summarizing the state's immunization requirements.

Note: The following paragraph should be revised to reflect the grade levels and programs offered by the district. Health and Safety Code 120335 requires districts to ensure that students are fully immunized prior to admission **and when entering grade 7**. See 17 CCR ~~6020~~ **6025** and the CDPH's California Immunization Handbook for **Pre-kindergarten (Child Care)** Programs and Schools for details regarding the ages/grades at which specific immunizations are required and the doses needed.

~~Pursuant to Health and Safety Code 120335, districts must ensure that students entering grade 7 are fully immunized against pertussis. Beginning July 1, 2016, Health and Safety Code 120335, as amended by SB 277 (Ch. 35, Statutes of 2015), also requires districts to ensure that students are fully immunized against all specified diseases before advancing to grade 7.~~

The Superintendent or designee shall not unconditionally admit any student to a district ~~elementary or secondary~~ school, preschool, or child care and development program for the first time nor, ~~after July 1, 2016,~~ admit or advance any student to grade 7, unless the student has been fully immunized. The student shall present documentation of full immunization, in accordance with the age/grade and dose required by the California Department of Public Health (CDPH), against the following diseases: (Health and Safety Code 120335; 17 CCR ~~6020-6025~~)

1. Measles, mumps, and rubella (~~MMR~~)
2. Diphtheria, tetanus, and pertussis (whooping cough) (~~DTP, DTaP, or Tdap~~)
3. Poliomyelitis (polio)
4. Hepatitis B
5. Varicella (chickenpox)

**IMMUNIZATIONS** (continued)

6. Haemophilus influenza type b (Hib meningitis)
7. Any other disease **designated deemed appropriate** by ~~the~~ CDPH

*(cf. 5141.22 - Infectious Diseases)*  
*(cf. 5148 - Child Care and Development)*  
*(cf. 5148.3 - Preschool/Early Childhood Education)*  
*(cf. 6170.1 - Transitional Kindergarten)*

However, full immunization against hepatitis B shall not be a condition by which the Superintendent or designee shall admit or advance any student to grade 7. (Health and Safety Code 120335)

Note: State law does not exempt from vaccination requirements students who qualify for an individualized education program (IEP). However, Health and Safety Code 120335, ~~as amended by SB 277 (Ch. 35, Statutes of 2015),~~ specifies that its provisions do not prohibit a student who qualifies for an IEP from "accessing any special education and related service" required by **the student's his/her** IEP. The district should consult legal counsel if it has questions about how to ensure compliance with vaccination requirements consistent with a student's IEP. The district may want to consider holding an IEP meeting to resolve any potential conflicts with the IEP.

A student who qualifies for an individualized education program (IEP), unless otherwise exempt, shall be fully immunized in accordance with Health and Safety Code 120335 and this regulation. However, the district shall continue to implement the student's IEP and shall not prohibit the student from accessing any special education and related services required by **the student's his/her** IEP regardless of whether the student is fully immunized. (Health and Safety Code 120335)

*(cf. 6159 - Individualized Education Program)*

Note: According to ~~the~~ CDPH's California Immunization Handbook for **Pre-kindergarten (Child Care) Programs and Schools**, the immunization record ~~must~~ **may** be ~~either~~ a personal record with entries made by the physician or agency performing the immunization, ~~or a school immunization record from the student's previous school (either~~ **the California School Immunization Record (often referred to as the "blue card") or equivalent school record,** ~~the California School Immunization Record~~ ~~or another state's or country's school record),~~ **or a record accessed through the California Immunization Registry (CAIR).** 17 CCR 6070 specifies the information that must be included in the record.

**School personnel shall record information for each student regarding all doses of required immunizations and the status of all requirements in accordance with 17 CCR 6070.** ~~The school records shall be based on the student's immunization record shall be provided by the student's health care provider, or from the student's previous school immunization record, or through the California Immunization Registry (CAIR). The record must show at least the month and year for each dose., except that the day, month, and year must be shown for the MMR doses given during the month of the first birthday and for the Tdap dose given during the month of the seventh birthday.~~ (17 CCR 6070)

**IMMUNIZATIONS** (continued)**Exemptions**

Exemption from one or more immunization requirements shall be granted under any of the following circumstances:

**Note:** Pursuant to Health and Safety Code 120372, as added by SB 276 (Ch. 278, Statutes of 2019), starting January 1, 2021, the Governing Board will only be able to accept a medical exemption request that is made by a licensed physician or surgeon on an electronic, standardized, statewide form developed by CDPH and transmitted using CAIR. If a medical exemption was authorized prior to adoption of a statewide standardized form, the parent or guardian must submit, by January 1, 2021, a copy of the exemption for inclusion into the state database in order for the exemption to remain valid.

Health and Safety Code 120370, as amended by both SB 276 and SB 714 (Ch. 281, Statutes of 2019), requires that a student who has a medical exemption issued prior to January 1, 2020 be allowed to continue enrollment until the next grade span, except that, after July 1, 2021 a student may not be admitted or advanced to grade 7 unless the student has been immunized pursuant to Health and Safety Code 120335 or a medical exemption form has been filed in compliance with Health and Safety Code 120372.

Pursuant to Health and Safety Code 120372.05, as added by SB 276, a parent/guardian may appeal the revocation of a student's medical exemption to the Secretary of California Health and Human Services.

For more information about the revocation of a student's medical exemption, see CDPH's [Vaccination and Medical Exemptions Questions and Answers](#), available on its website.

1. **A medical exemption is submitted using the standardized form developed by CDPH and transmitted using CAIR which includes, but is not limited to, a description of the medical basis for which the exemption for each individual immunization is sought and whether the medical exemption is permanent or temporary. (Health and Safety Code 120372)**

~~The parent/guardian files with the district a written statement by a licensed physician to the effect that the physical condition of the child is such, or medical circumstances relating to the child are such, that immunization is not considered safe. The statement shall indicate the specific nature and probable duration of the medical condition or circumstances, including, but not limited to, family medical history, for which the physician does not recommend immunization. (Health and Safety Code 120372.05; 17 CCR 6051)~~

**A student who has a medical exemption issued prior to January 1, 2020 shall be allowed to continue enrollment until the next grade span, except that after July 1, 2021, a student may not be admitted or advanced to grade 7 unless the student has been immunized or a medical exemption form filed as stated above. (Health and Safety Code 120370)**

## IMMUNIZATIONS (continued)

**A temporary exemption shall not exceed one year, and all medical exemptions shall not extend beyond the grade span. (Health and Safety Code 120372)**

**If a student's medical exemption is revoked by CDPH on the basis that the exemption does not meet applicable criteria for medical exemptions, the student shall continue in attendance and, within 30 calendar days of the revocation, commence the immunization schedule required for conditional admittance pursuant to 17 CCR 6050, as described below. (Health and Safety Code 120372)**

**The student's parent/guardian may appeal a revocation to the Secretary of California Health and Human Services. If a revocation is appealed, the student shall continue in attendance and shall not be required to commence the immunization schedule required for conditional admittance provided the appeal is filed within 30 calendar days of the revocation. (Health and Safety Code 120372, 120372.05)**

Note: ~~Health and Safety Code 120365, which exempted a student from one or more immunization requirements if his/her parent/guardian stated in writing that the immunizations are contrary to his/her beliefs, was repealed by SB 277 (Ch. 35, Statutes of 2015). However, SB 277 also amended Health and Safety Code 120335 to provide~~ that a personal beliefs exemption may be granted for any student whose parent/guardian files a letter or affidavit prior to January 1, 2016 stating ~~his/her~~ beliefs opposed to immunization, and that such exemption shall be effective until ~~he/she~~ **the student** enters the next grade span. For this purpose, Health and Safety Code 120335 defines three grade spans: birth through preschool, grades K-6 (including TK), and grades 7-12. For example, a student granted a personal beliefs exemption in preschool must be immunized when entering kindergarten, and a student granted such an exemption in grade 4 must be immunized when entering grade 7. The district may revise item #2 to reflect grade levels offered by the district.

2. The student's parent/guardian ~~filed~~ with the district, before January 1, 2016, a letter or written affidavit stating that an immunization is contrary to ~~his/her~~ **the student's** personal beliefs, in which case the student shall be exempted from the immunization until ~~he/she~~ **the student** enrolls in the next applicable grade span requiring immunization (birth to preschool, grades K-6, grades 7-12). (Health and Safety Code 120335)

*(cf. 6141.2 - Recognition of Religious Beliefs and Customs)*

Note: The following paragraph reflects ~~the~~ CDPH's **Exemptions FAQs** ~~Senate Bill 277 Frequently Asked Questions~~, which indicate that a personal beliefs exemption filed before January 1, 2016 may be transferred to another school or child care facility within the same district or in another school district within California, **but may not be transferred if a student transfers from another state or country.** ~~The~~ CDPH's position is that a personal beliefs exemption from another state or country is not valid. The district should consult legal counsel if any question arises regarding the validity of a student's personal beliefs exemption.

When a student transfers to a different school within the district or transfers into the

**IMMUNIZATIONS** (continued)

district from another school district in California, **the student's his/her** personal beliefs exemption filed before January 1, 2016, shall remain in effect until the next applicable grade span. A student transferring from a school outside the district shall present a copy of the personal beliefs exemption upon enrollment. **When a student transfers into the district from outside California and presents a personal beliefs exemption issued by another state or country prior to January 1, 2016, the Superintendent or designee may consult with legal counsel regarding the applicable immunization requirements.**

**Note: Health and Safety Code 120335, as amended by SB 277 (Ch. 35, Statutes of 2015), exempts certain students enrolled in independent study, as provided below.**

3. The student is enrolled in an independent study program pursuant to Education Code 51745-51749.6 and does not receive classroom-based instruction. **(Health and Safety Code 120335)**

*(cf. 6158 - Independent Study)*

**Conditional Enrollment**

The Superintendent or designee may conditionally admit a student with documentation from an authorized health care provider that: **(Health and Safety Code 120340; 17 CCR 6000, 6035)**

1. ~~The~~ **the** student has not received all the immunizations required for **the student's his/her** age group, but has commenced receiving doses of all required vaccines and is not due for any other doses at the time of admission. **The Superintendent or designee shall notify the student's parents/guardians of the date by which the student must complete all the remaining doses as specified in 17 CCR 6035. (Health and Safety Code 120340; 17 CCR 6035)**
2. ~~The student has a temporary exemption from immunization for medical reasons pursuant to item #1 in the section "Exemptions" above.~~

~~The Superintendent or designee shall notify the student's parents/guardians of the date by which the student must complete all the remaining doses as specified in 17 CCR 6035.~~

*(cf. 5145.6 - Parental Notifications)*

In addition, a transfer student may be conditionally admitted for up to 30 school days while **the student's his/her** immunization records are being transferred from the previous school. If such documentation is not presented within 30 days, the student shall be excluded from school until the required immunizations have been administered. (17 CCR ~~6070~~ **6035**)



**IMMUNIZATIONS** (continued)

~~The Superintendent or designee shall review the immunization record of each student admitted conditionally every 30 days until that student has received all the required immunizations. If the student does not receive the required immunizations within the specified time limits, he/she shall be excluded from further attendance until the immunizations are received. (Health and Safety Code 120375; 17 CCR 6070)~~

The Superintendent or designee shall immediately enroll homeless students, foster youth, and students of military families even if their immunization records are missing or unavailable at the time of enrollment. School or district staff shall work with the student's prior school to obtain the student's immunization records or shall ensure that **the student he/she** is properly immunized. (Education Code 48853.5, 49701; Health and Safety Code 120341; 42 USC 11432)

*(cf. 6173 - Education for Homeless Children)*

*(cf. 6173.1 - Education for Foster Youth)*

*(cf. 6173.2 - Education of Children of Military Families)*

~~The Superintendent or designee shall review the immunization record of each student admitted conditionally every 30 days until that student has received all the required immunizations. If the student does not receive the required immunizations within the specified time limits, **the student he/she** shall be excluded from further attendance until the immunizations are received. (Health and Safety Code 120375; 17 CCR **6040, 6070**)~~

**Exclusions Due to Lack of Immunizations**

~~Any student without the required evidence of immunization may be excluded from school until the immunization is obtained or an exemption is granted in accordance with the section "Exemptions" above.~~

~~*(cf. 5112.2 - Exclusions from Attendance)*~~

~~*(cf. 6183 - Home and Hospital Instruction)*~~

~~Before an already admitted student is excluded from school attendance because of a lack of immunization~~ **If an enrolled student who was previously believed to be in compliance with immunization requirements is subsequently discovered to not be in compliance with requirements for unconditional or conditional admission,** the Superintendent or designee shall notify the parent/guardian that ~~he/she has 10 school days to supply evidence of proper immunization or an appropriate exemption~~ **must be provided within 10 school days.** This notice shall refer the parent/guardian to the student's usual source of medical care or, if the student has no usual source of medical care, then to the county health department or school immunization program, if any. (Education Code 48216; 17 CCR 6040)

~~*(cf. 5112.2 - Exclusions from Attendance)*~~

~~*(cf. 5141.6 - School Health Services)*~~

**IMMUNIZATIONS** (continued)

The Superintendent or designee shall exclude from further attendance ~~any already admitted~~ **an enrolled** student who fails to obtain the required immunization within 10 school days following the parent/guardian's receipt of the notice specified above. The student shall remain excluded from school until ~~he/she provides~~ documentation **is provided indicating** that **the student he/she** has received a dose of each required vaccine due at that time. ~~The student shall also be reported to the attendance supervisor or principal.~~ (17 CCR **6040, 6055**)

The student shall also be reported to the attendance supervisor or principal.

**Exclusion Due to Exposure to Disease**

If the district has good cause to believe that a student has been exposed to a disease listed in the section "Required Immunizations" above and **the student's his/her** documentation of immunization does not show proof of immunization against that disease, that student may be temporarily excluded from the school until the local health officer ~~informs the district in writing that he/she~~ is satisfied that the student is no longer at risk of developing or transmitting the disease. (Health and Safety Code 120370)

**Records**

Note: ~~The CDPH requires that school staff record all immunization dates from each student's personal immunization record onto the California School Immunization Record (often referred to as the "blue card") and then complete the documentation section of the card which includes the type of record provided and the status of the student's immunizations. The record also may be maintained electronically.~~

An immunization record that is directly related to a student is an "education record" subject to the Family Educational Rights and Privacy Act (20 USC 1232g; 34 CFR 99.1-99.67) and therefore generally requires parent/guardian consent to be lawfully disclosed. However, pursuant to 20 USC 1232g and 34 CFR 99.31 and 99.36, an exception exists when knowledge of the information is necessary to address an articulable and significant threat to the health or safety of the student or other individuals.

~~The Superintendent or designee shall record each new entrant's immunizations in the California School Immunization Record and retain it~~ **Each student's immunization record shall be retained** as part of the student's mandatory permanent student record. District staff shall maintain the confidentiality of immunization records and may disclose such information to state and local health departments only in accordance with law. (Health and Safety Code 120375, 120440; 17 CCR 6070)

*(cf. 5125 - Student Records)*

The district shall also retain in the mandatory student record any physician or health officer statement, personal beliefs letter or affidavit, reason for conditional enrollment, or any other documentation related to the student's immunization record or exemptions.

## IMMUNIZATIONS (continued)

**Note:** Pursuant to Health and Safety Code 120375, as amended by SB 276, the district is required to file the written report on the immunization status of new students to CDPH and the local department of public health annually. The required forms are available on CDPH's ShotsforSchool web site.

**At least annually, the Superintendent or designee shall file a written report on the immunization status of new students with CDPH and the local department of public health on forms prescribed by CDPH. (Health and Safety Code 120375; 17 CCR 6075)**

### Audits

Note: The Education Audit Appeals Panel's Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting requires an audit of the immunization records for any school which, in the previous year, (1) failed to submit immunization assessment reports to the CDPH for kindergarten or grade 7 or (2) reported a **combined** conditional admission **and overdue** rates greater than **10 25** percent in kindergarten **or grade 7**. The CDPH's **ShotsforSchool** web site contains information as to whether a school meets either of these conditions.

If an audit reveals deficiencies in the district's reporting procedures, the Superintendent or designee shall present the Board with a plan to remedy such deficiencies.

(11/12 10/15) 12/20

# CSBA Sample Board Policy

Students

BP 5148.3(a)

## PRESCHOOL/EARLY CHILDHOOD EDUCATION

Note: The following **optional** policy may be used by districts that operate their own preschool/early childhood education programs and/or collaborate to provide preschool opportunities within the community. CSBA's publication *What Boards of Education Can Do about Kindergarten Readiness* provides information about characteristics of effective preschool programs and actions that the district and Governing Board can take to encourage and/or provide high-quality preschool education. ~~Education Code 8492, as added by AB 1808 (Ch. 32, Statutes of 2018), establishes the Early Education Expansion Program to provide grants for the purpose of increasing access to inclusive early care and education programs for children with and without disabilities.~~

The Governing Board recognizes the value of high-quality preschool experiences to enhance children's social-emotional development, knowledge, skills, abilities, and attributes necessary for a successful transition into the elementary education program. The Board desires to provide children ages 3-4 years access to developmentally appropriate activities in a safe, adequately supervised, and cognitively rich environment.

Note: The following **optional** paragraphs may be used by all districts, regardless of whether they provide their own preschool programs, and may be revised to reflect district practice.

Education Code 8499-8499.7 establish county-level child care and development planning councils, with members selected by the County Board of Supervisors and County Superintendent of Schools, to identify local priorities for child care, including preschool programs, and to develop policies to meet identified needs; see BP 5148 - Child Care and Development. Such councils may also develop centralized student eligibility lists; see section on "~~Eligibility and Enrollment~~ **Priority**" in the accompanying administrative regulation.

The Superintendent or designee shall collaborate with the local child care and development planning council, the county office of education, other public agencies, organizations, and/or private preschool providers to assess the availability of preschool programs in the community and the extent to which the community's preschool needs are being met. The Board encourages the development of a comprehensive districtwide and/or countywide plan to increase children's access to high-quality preschool programs.

*(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)*

*(cf. 1700 - Relations Between Private Industry and the Schools)*

*(cf. 5148 - Child Care and Development)*

The Superintendent or designee shall provide information about preschool options in the community to parents/guardians upon request.

### District Preschool Programs

Note: The following **optional** section is for use by districts that choose to provide preschool/early childhood education programs for children ages 3-4 years and should be revised to reflect district practice.

**PRESCHOOL/EARLY CHILDHOOD EDUCATION (continued)**

The district may contract with the California Department of Education (CDE) to offer a program through the California State Preschool Program (CSPP) pursuant to Education Code 8235-8239.1. The CSPP consolidates a number of state programs that serve children ages 3-4, including state preschool programs (Education Code 8235-8237), family literacy programs (Education Code 8238-8238.4), and general child care and development programs to the extent that they serve children ages 3-4 (Education Code 8240-8244). Children ages 3-4 years from low-income or otherwise disadvantaged families may be eligible for subsidized services. See the accompanying administrative regulation for major program requirements for CSPP.

Preschool programs may also receive funding through the state migrant child care and development program (Education Code 8230-8233), child care and development services for children with special needs program (Education Code 8250-8252), federal Head Start program (42 USC 9831-9852), Title I preschool program (20 USC 6311-6322), or other funding sources available to the district.

When the Board determines that it is feasible, the district may contract with the California Department of Education (CDE) to provide preschool services in facilities at or near district schools, either directly or through a subcontract with a public or private provider.

Note: Beginning July 1, 2019 or upon the adoption of emergency regulations, whichever comes first, Health and Safety Code 1596.792, as amended by AB 99 (Ch. 15, Statutes of 2017) and AB 1808 (Ch. 32, Statutes of 2018), exempts CSPP programs from specified licensure and regulation requirements if they Pursuant to Health and Safety Code 1596.792, CSPP programs that are operated in a school building by a school district under contract with CDE are exempted from specified licensure and regulation requirements of Health and Safety Code 1596.70-1597.21. However, such CSPP programs are required to comply with other specified health and safety requirements, including the Field Act, California Building Standards Code, requirements for kindergarten classrooms specified in 5 CCR 14001-14306, and requirements for CSPP programs specified in 5 CCR 18000-18308.

District preschool programs shall comply with all health and safety laws and regulations, including, when applicable, licensure requirements pursuant to 22 CCR 101156.

Note: 5 CCR 18130 specifies the state regulations for child care and development programs that are applicable to CSPP programs, including the requirement in 5 CCR 18271 that the Board approve a written philosophical statement, goals, and objectives addressing each program component specified in 5 CCR 18272-18281. See the accompanying administrative regulation and AR 5148 - Child Care and Development for further information about these required program components.

The Board shall approve, for the district's preschool program, a written philosophical statement, goals, and objectives that reflect the cultural and linguistic characteristics of the families to be served and address the program components specified in 5 CCR 18272-18281 and the accompanying administrative regulation. (5 CCR 18271)

The Board shall set priorities for establishing or expanding services as resources become available, giving consideration to the benefits of providing early education programs for at-risk children and/or children residing in the attendance areas of the lowest performing district schools.

**PRESCHOOL/EARLY CHILDHOOD EDUCATION (continued)**

*(cf. 6171 - Title I Programs)*

Preschool classroom needs shall be addressed in the district's facilities master plan, including an assessment as to whether adequate and appropriate space exists on school sites. As necessary, the Superintendent or designee shall provide information to the Board regarding facilities financing options for preschool classrooms and/or facilities available through partnering organizations or agencies.

*(cf. 1330.1 - Joint Use Agreements)*  
*(cf. 7110 - Facilities Master Plan)*  
*(cf. 7210 - Facilities Financing)*

Because parents/guardians are essential partners in supporting the development of their children, the Superintendent or designee shall involve them in program planning.

*(cf. 5020 - Parent Rights and Responsibilities)*  
*(cf. 6020 - Parent Involvement)*

Note: The following **optional** paragraph provides for coordination of the preschool program with the transitional kindergarten (TK) program and may be revised to reflect district practice. Pursuant to Education Code 48000, children whose fifth birthday is between September 2 and December 2 must be offered a TK program which operates as the first year of a two-year kindergarten program; see BP 6170.1 - Transitional Kindergarten.

The Superintendent or designee shall coordinate the district's preschool program, transitional kindergarten program (TK), and elementary education program to provide a developmental continuum that builds upon children's growing skills and knowledge.

*(cf. 6011 - Academic Standards)*  
*(cf. 6170.1 - Transitional Kindergarten)*

Note: CDE has developed voluntary "preschool learning foundations" which describe the knowledge, skills, and competencies that children are expected to exhibit as they complete their first or second year of preschool. These standards address essential skills in the subject areas listed below. The standards and companion preschool curriculum frameworks are available on CDE's web site.

The district's program shall be aligned with preschool learning foundations and curriculum frameworks developed by CDE which identify the knowledge, skills, and competencies that children typically attain as they complete their first or second year of preschool. The program shall be designed to facilitate children's development in essential skills in the areas of language and literacy, mathematics, physical development, health, visual and performing arts, science, history-social science, English language development, and social-emotional development.

**PRESCHOOL/EARLY CHILDHOOD EDUCATION (continued)**

The district's preschool program shall provide appropriate services to support the needs of at-risk children.

- (cf. 0415 - Equity)*
- (cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)*
- (cf. 6173 - Education for Homeless Children)*
- (cf. 6173.1 - Education for Foster Youth)*
- (cf. 6173.2 - Education of Children of Military Families)*
- (cf. 6174 - Education for English Learners)*
- (cf. 6175 - Migrant Education Program)*

To maximize the ability of children to succeed in the preschool program, the program shall support children's health through proper nutrition and physical activity and shall provide or make referrals to available health and social services as needed.

- (cf. 3550 - Food Services/Child Nutrition Program)*
- (cf. 5030 - Student Wellness)*
- (cf. 5141.31 - Immunizations)*
- (cf. 5141.32 - Health Screening for School Entry)*
- (cf. 5141.6 - School Health Services)*

The district shall encourage volunteerism in the program and shall communicate frequently with parents/guardians of enrolled children regarding their child's progress.

- (cf. 1240 - Volunteer Assistance)*

Note: The Commission on Teacher Credentialing issues permits for child development program directors, site supervisors, master teachers, teachers, associate teachers, and assistants pursuant to criteria established in Education Code 8360-8370 and 5 CCR 80105-80125. The district may request from CDE a waiver of the qualification requirements for a site supervisor upon demonstration of a compelling need, in accordance with Education Code 8208(aa) and 5 CCR 18295.

Health and Safety Code 1596.7995 requires that employees and volunteers at a day care center be immunized against influenza, pertussis, and measles, with specified exemptions. In addition, Health and Safety Code 1597.055 requires that teachers in a day care center obtain a tuberculosis clearance. See the accompanying administrative regulation.

Education Code 8450 authorizes the district to create a reserve fund and use 10 percent of it for purposes of professional development for CSPP instructional staff. Professional development resources pertaining to preschool/early childhood education are available through CDE and organizations such as the California Preschool Instructional Network.

The Superintendent or designee shall ensure that administrators, teachers, and paraprofessionals in district preschool programs possess the appropriate permit(s) issued by the Commission on Teacher Credentialing, meet any additional qualifications established by the Board, and participate in professional development opportunities designed to continually enhance their knowledge and skills.

**PRESCHOOL/EARLY CHILDHOOD EDUCATION (continued)**

*(cf. 4112.2 - Certification)*  
*(cf. 4112.4/4212.4/4312.4 - Health Examinations)*  
*(cf. 4112.5/4212.5/4312.5 - Criminal Record Check)*  
*(cf. 4131 - Staff Development)*  
*(cf. 4222 - Teacher Aides/Paraprofessionals)*  
*(cf. 4231 - Staff Development)*  
*(cf. 4331 - Staff Development)*

Note: Pursuant to 5 CCR 18130, CSPP programs are subject to the requirements of 5 CCR 18105. 5 CCR 18105 **mandates** that districts offering a CSPP program develop written admissions policies and procedures that conform to the requirements of 22 CCR 101218, as provided in the following paragraph. See the accompanying administrative regulation for additional language that fulfills this mandate.

Preschool admissions policies and procedures shall be in writing and available to the public. Such policies and procedures shall include criteria designating those children whose needs can be met by the program and services, the ages of children who will be accepted, program activities, any supplementary services provided, any field trip provisions, any transportation arrangements, food service provisions, and a health examination requirement. (CCR 18105; 22 CCR 101218)

Note: Education Code 8263 and 5 CCR 18106 establish eligibility criteria and priorities for subsidized preschool services, as provided below and in the accompanying administrative regulation.

Eligibility is generally limited to children who reside within district boundaries. However, Education Code 8322 and 5 CCR 18107 authorize the Board to enter into an agreement with the boards of other districts to serve children who reside within those districts. The district may revise the following paragraph to reflect any such agreement approved by the Board.

The Superintendent or designee shall ensure that subsidized preschool is provided to eligible families to the extent that state and/or federal funding is available and shall establish enrollment priorities in accordance with Education Code 8263 and 5 CCR 18106.

Note: The following paragraph is **optional**. Pursuant to Education Code 8235, programs operated under the CSPP are part-day programs only. Education Code 8239 encourages the provision of "wraparound child care services" which combine part-day preschool and general child care services to provide a full day of services for qualifying families. See the accompanying administrative regulation for program requirements.

The Superintendent or designee shall recommend strategies to link the district's preschool program with other available child care and development programs in the district or community in order to assist families whose child care needs extend beyond the length of time that the district's part-day preschool program is offered.

Note: 5 CCR 18279-18281 require an annual evaluation using CDE's standardized "Desired Results for Children and Families" system. The system requires a self-evaluation that includes, but is not limited to, an assessment of the program by staff and the Board, a parent survey, and an environment rating scale using



**PRESCHOOL/EARLY CHILDHOOD EDUCATION (continued)**

forms selected by CDE. In addition, every three years, CDE conducts a Federal Program Monitoring/Contract Monitoring Review (FPM/CMR) process with each contract agency which reviews compliance with program requirements. The FPM/CMR instrument is available on CDE's web site.

Education Code 8203.1 establishes the early learning quality rating and improvement system (QRIS) block grant to support continuous local improvement efforts that increase the number of low-income children in high-quality preschool programs. Grant funds may be awarded to eligible local consortia, which then allocate funds to districts and other agencies contracting to provide CSPP programs. Pursuant to Education Code 8203.1, QRIS is based on a tiered rating structure with progressively higher quality standards for each tier. It is designed to (1) provide supports and incentives for programs, teachers, and administrators to reach higher levels of quality; (2) monitor and evaluate program impacts on child outcomes; and (3) disseminate information to parents/guardians and the public about program quality. For further information about the QRIS block grant, see CDE's web site and its publication Dream Big for Our Youngest Children.

The Superintendent or designee shall develop and implement an annual plan of evaluation which conforms to state requirements. (5 CCR 18279)

Note: ~~The following paragraph may be revised to reflect programs offered by the district. Education Code 8235.5, as added by AB 1808 (Ch. 32, Statutes of 2018), requires CSPP programs that are exempt from licensing pursuant to Health and Safety Code 1596.792 to utilize district complaint procedures, with modifications as necessary, to resolve any deficiencies related to the CSPP health and safety requirements of Health and Safety Code 1596.7925. The bill summary clarifies that the Williams uniform complaint procedures established pursuant to 5 CCR 4680-4687 are the applicable procedures. See BP/AR 1312.4 - Williams Uniform Complaint Procedures.~~ **The following paragraph is for use by districts that offer a CSPP program and may be revised to reflect the type(s) of programs offered by the district. Education Code 8235.5 requires districts to use the uniform complaint procedures, with modifications as necessary, to investigate and resolve health and safety complaints in license-exempt CSPP programs. 5 CCR 4610 requires that such complaints be addressed through the procedures described in 5 CCR 4690-4694, as added by Register 2020, No. 21. See BP/AR 1312.3 - Uniform Complaint Procedures.**

The district's **Williams** uniform complaint procedures, with modifications as necessary, shall be used to investigate and resolve complaints alleging violation of applicable health or safety requirements for license-exempt programs operating under the California State Preschool Program. However, licensed programs shall refer complaints alleging health and safety violations to the California Department of Social Services. (Education Code 8235.5; 5 CCR 4610, 4611, **4690-4694**)

~~(cf. 1312.4 - Williams Uniform Complaint Procedures)~~  
**(cf. 1312.3 - Uniform Complaint Procedures)**

The Superintendent or designee shall regularly report to the Board regarding enrollment in district preschool programs and the effectiveness of the programs in preparing preschoolers for transition into the elementary education program.

(cf. 0500 - Accountability)

Legal Reference: (see next page)

**PRESCHOOL/EARLY CHILDHOOD EDUCATION (continued)**

*Legal Reference:*

EDUCATION CODE

8200-8499.10 *Child Care and Development Services Act, especially:*  
8200-8209 *General provisions for child care and development services*  
8230-8233 *Migrant child care and development program*  
8235-8239.1 *California State Preschool Program*  
8240-8244 *General child care and development programs*  
8250-8252 *Programs for children with special needs*  
8263 *Eligibility and priorities for subsidized child development services*  
8263.3 *Disenrollment of families due to reduced funding levels*  
8264.8 *Center-based child care programs, staffing ratios*  
8273.1 *Family fees*  
8360-8370 *Personnel qualifications*  
8400-8409 *Contracts, administrative appeal procedure*  
8493-8498 *Facilities, capital outlay*  
8499.3-8499.7 *Local child care and development planning councils*  
44065 *Interchange between certificated and classified positions*  
44256 *Credential types*  
48000 *Transitional kindergarten*  
48985 *Notification, primary language other than English*

HEALTH AND SAFETY CODE

1596.70-1596.895 *California Child Day Care Act*  
1596.90-1597.21 *Day care centers*  
120325-120380 *Immunization requirements*

CODE OF REGULATIONS, TITLE 5

~~4680-4687 *Williams uniform complaint procedures*~~  
**4600-4670 *Uniform complaint procedures***  
**4690-4694 *Health and safety complaints in license-exempt preschool programs***

18000-18434 *Child care and development programs, especially:*  
18130-18136 *California State Preschool Program*  
18295 *Waiver of qualifications for site supervisor*  
80105-80125 *Permits authorizing service in child development programs*

CODE OF REGULATIONS, TITLE 22

101151-101239.2 *General requirements, licensed child care centers, especially:*  
101151-101163 *Licensing and application procedures*  
101212-101231 *Continuing requirements*  
101237-101239.2 *Facilities and equipment*

UNITED STATES CODE, TITLE 20

1400-1482 *Individuals with Disabilities Education Act*  
6311-6322 *Title I, relative to preschool*  
6371-6376 *Early Reading First*  
6381-6381k *Even Start family literacy programs*  
6391-6399 *Education of migratory children*

UNITED STATES CODE, TITLE 42

9831-9852c *Head Start programs*  
9857-9858r *Child Care and Development Block Grant*

CODE OF FEDERAL REGULATIONS, TITLE 45

1301.1-1305.2 *Head Start*

*Management Resources: (see next page)*

**PRESCHOOL/EARLY CHILDHOOD EDUCATION (continued)**

*Management Resources:*

CSBA PUBLICATIONS

*What Boards of Education Can Do About Kindergarten Readiness, Governance Brief, May 2016*

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

California Preschool Learning Foundations

*Dream Big for Our Youngest Children: Final Report of the California Early Learning Quality Improvement System Advisory Committee, 2010*

*Preschool English Learners: Principles and Practices to Promote Language, Literacy, and Learning, 2nd ed., 2009*

*Prekindergarten Learning Development Guidelines, 2000*

*First Class: A Guide for Early Primary Education, 1999*

U.S. DEPARTMENT OF EDUCATION PUBLICATIONS

*Policy Statement on Expulsion and Suspension Policies in Early Childhood Settings, 2016*

*Good Start, Grow Smart, April 2002*

WEB SITES

CSBA: <http://www.csba.org>

California Association for the Education of Young Children: <http://www.caeyc.org>

California County Superintendents Educational Services Association: <http://www.ccsesa.org>

California Department of Education: <http://www.cde.ca.gov>

California Head Start Association: <http://caheadstart.org>

California Preschool Instructional Network: <http://www.cpin.us>

Child Development Policy Institute: <http://www.cdpi.net>

Cities, Counties, and Schools Partnership: <http://www.ccspartnership.org>

First 5 Association of California: <http://www.ccfc.ca.gov>

National Institute for Early Education Research: <http://nieer.org>

U.S. Department of Education: <http://www.ed.gov>

(7/15 10/18) 12/20

# CSBA Sample Administrative Regulation

**Students**

AR 5148.3(a)

## **PRESCHOOL/EARLY CHILDHOOD EDUCATION**

Note: The following administrative regulation reflects the major requirements of the California State Preschool Program (CSPP) pursuant to Education Code 8235-8239.1. The CSPP consolidates state preschool programs (Education Code 8235-8237), family literacy programs (Education Code 8238-8238.4), and general child care and development programs to the extent that they serve children 3-4 years of age (Education Code 8240-8244).

The following administrative regulation does not reflect all requirements for other state and federally funded preschool program(s). The district may revise this administrative regulation to reflect other preschool program(s) it offers, such as the state migrant child care and development program (Education Code 8230-8233), child care and development services for children with special needs program (Education Code 8250-8252), federal Head Start program (42 USC 9831-9852), Title I preschool program (20 USC 6311-6322), or preschool program developed and funded by the district.

In addition to the program requirements described below, preschool programs may be subject to other policies contained throughout the district's policy manual (e.g., BP/AR 1240 - Volunteer Assistance, AR 3514.2 - Integrated Pest Management, BP/AR 3550 - Food Service/Child Nutrition Program, and BP/AR 5148 - Child Care and Development). Districts should consult legal counsel if they have questions regarding the applicability of other laws to the district's preschool program.

When approved by the California Department of Education (CDE) under the California State Preschool Program (CSPP), the district may operate one or more part-day preschool programs in accordance with law and the terms of its contract with CDE.

*(cf. 5148 - Child Care and Development)*

Note: 5 CCR 18130 specifies the state regulations for child care and development programs that are applicable to CSPP programs. These requirements include, but are not limited to, the program components listed in 5 CCR 18272-18281. See AR 5148 - Child Care and Development for details regarding these required program components.

The district's preschool program shall include all required program components, as described in 5 CCR 18272-18281 and AR 5148 - Child Care and Development, for the educational program, the creation of a developmental profile for each child, staff development, parent involvement and education, community involvement, health and social services, nutrition, and program evaluation. (5 CCR 18271-28281)

### **Minimum Hours/Days of Operation**

The district's part-day preschool program shall operate a minimum of three hours per day, excluding time for home-to-school transportation, and for a minimum of 175 days per year unless otherwise specified in the program's contract. (Education Code 8235; 5 CCR 18136)

## **PRESCHOOL/EARLY CHILDHOOD EDUCATION (continued)**

### **Staffing**

The preschool program shall maintain an adult-child ratio of at least one adult for every eight children and a teacher-child ratio of at least one teacher for every 24 children. If the district cannot recruit a sufficient number of parents/guardians or volunteers to meet the required adult-child ratio, teacher aides shall be hired as necessary. (5 CCR 18135, 18290)

*(cf. 1240 - Volunteer Assistance)*

*(cf. 6020 - Parent Involvement)*

Note: Health and Safety Code 1596.7995 requires employees and volunteers at a day care center to be immunized against influenza, pertussis, and measles, with specified exemptions. Health and Safety Code 1597.055 adds a requirement for such teachers to obtain a tuberculosis clearance. Pursuant to Health and Safety Code 1596.76, a day care center includes a preschool. See AR 5148 - Child Care and Development for further information regarding immunization requirements for staff and volunteers. Districts that have not adopted AR 5148 - Child Care and Development may revise the following paragraph accordingly and expand it to include the exemptions specified in Health and Safety Code 1596.7995.

Any person employed at a district preschool and any volunteer who provides care and supervision to children at a preschool shall, unless exempted by law, be immunized against influenza, pertussis, and measles in accordance with Health and Safety Code 1596.7995 and AR 5148 - Child Care and Development. Documentation of required immunizations, or applicable exemptions, shall be maintained in the employee's personnel file. (Health and Safety Code 1596.7995)

*(cf. 4112.4/4212.4/4312.4 - Health Examinations)*

*(cf. 4112.6/4212.6/4312.6 - Personnel Files)*

In addition, preschool teachers shall present evidence of a current tuberculosis clearance and meet other requirements as specified in Health and Safety Code 1597.055.

### **Wraparound Child Care Services**

Note: The following section is **optional**. Because preschool programs operated under the CSPP are part-day programs only, Education Code 8329 encourages districts to contract with the California Department of Education (CDE) to offer "wraparound child care services" which combine preschool and general child care services to provide a full day of services for eligible families. Such programs must be consistent with requirements for general child care and development programs offered pursuant to Education Code 8240-8244; see BP/AR 5148 - Child Care and Development.

In accordance with its contract with CDE, the district may offer full-day services to meet the needs of eligible families through a combination of part-day preschool and wraparound child care services that are offered for the remaining portion of the day or year following

**PRESCHOOL/EARLY CHILDHOOD EDUCATION (continued)**

completion of the preschool services. Child care and development services offered through this program shall meet the requirements of general child care and development programs pursuant to Education Code 8240-8244. (Education Code 8239)

Wraparound services shall operate a minimum of 246 days per year unless otherwise specified in the contract. Within this period of time, the part-day preschool program shall operate 175-180 days. After the completion of the preschool program, a part-time general child care and development program may operate a full day for the remainder of the year. (Education Code 8239)

**Family Literacy Services**

Note: The following section is **optional**. Contingent upon funding in the state Budget Act, Education Code 8238 and 8238.4 provide for the Superintendent of Public Instruction to distribute family literacy supplemental grant funds to qualifying CSPP contractors for the purposes described below.

When any district preschool program receives funding for family literacy services pursuant to Education Code 8238.4, the Superintendent or designee shall coordinate the provision of: (Education Code 8238)

1. Opportunities for parents/guardians to work with their children on interactive literacy activities, including activities in which parents/guardians actively participate in facilitating their children's acquisition of prereading skills through guided activities such as shared reading, learning the alphabet, and basic vocabulary development
2. Parenting education for parents/guardians of children in participating classrooms to support their child's development of literacy skills, including, but not limited to, parent education in:
  - a. Providing support for the educational growth and success of their children
  - b. Improving parent-school communications and parental understanding of school structures and expectations
  - c. Becoming active partners with teachers in the education of their children
  - d. Improving parental knowledge of local resources for the identification of and services for developmental disabilities, including, but not limited to, contact information for the district special education referral
3. Referrals to providers of adult education and instruction in English as a second language as necessary to improve academic skills of parents/guardians

*(cf. 6200 - Adult Education)*

**PRESCHOOL/EARLY CHILDHOOD EDUCATION (continued)**

4. Staff development for teachers in participating classrooms that includes, but is not limited to:
  - a. Development of a pedagogical knowledge, including, but not limited to, improved instructional and behavioral strategies
  - b. Knowledge and application of developmentally appropriate assessments of the prereading skills of children in participating classrooms
  - c. Information on working with families, including the use of on-site coaching, for guided practice in interactive literacy activities
  - d. Providing targeted interventions for all young children to improve kindergarten readiness upon program completion

*(cf. 4131 - Staff Development)*

**Eligibility and Enrollment**

Note: The following section reflects eligibility criteria and enrollment priorities for the CSPP pursuant to state law and regulations. 5 CCR 18105 **mandates** that a district operating a CSPP program develop written admissions policies and procedures that conform to the requirements of 22 CCR 101218, including, but not limited to, criteria designating those children whose needs can be met by the program and services and the ages of children who will be accepted. **AB 2626 (Ch. 945, Statutes of 2018) amended Education Code 8208 to change the birthdate by which children are eligible for CSPP, as provided below.**

Children eligible for the district's CSPP program include those who will have their third or fourth birthday on or before December 1 of the fiscal year that they are being served. Children who have their third birthday on or after December 2 may be enrolled on or after their third birthday. (Education Code 8208, 8235, 8236)

~~Note: Pursuant to 5 CCR 18082-18083, the parent/guardian must submit an application for services which contains specified information and documentation. The application form is available on CDE's web site. Upon receiving an application, a person designated by the district must certify the family's or child's eligibility.~~

**Eligibility for the CSPP program shall be as follows: To be eligible for subsidized services, families shall meet at least one requirement in each of the following areas: (Education Code 8235, 8239, 8263, 8263.1)**

1. ~~Children shall be eligible for subsidized preschool services if their~~ **The** family is a current aid recipient, income eligible, ~~or homeless,~~ and/or **one whose** ~~the~~ children are recipients of protective services or have been identified as being, or at risk of being, abused, neglected, or exploited. **(Education Code 8235, 8263, 8263.1)**

**PRESCHOOL/EARLY CHILDHOOD EDUCATION (continued)**

2. ~~Children shall be eligible for subsidized wraparound preschool and child care services if their~~ **The family meets at least one of the criteria specified in item #1 above and needs child care services due to either of the following circumstances: (Education Code 8239, 8263)**
- a. The child is identified by a legal, medical, or social services agency, the district liaison for homeless students, a Head Start program, or an emergency or transitional shelter as being a recipient of protective services, as being or at risk of being neglected, abused, or exploited, or as being homeless.

*(cf. 6173 - Education for Homeless Children)*

**Note: Education Code 8263, as amended by AB 273 (Ch. 689, Statutes of 2017), provides that eligibility for child care and development programs may be established by parent/guardian engagement in an educational program for English learners or for attainment of a high school diploma or general educational development certificate.**

- b. The parents/guardians are engaged in vocational training leading directly to a recognized trade, paraprofession, or profession; are engaged in an educational program for English language learners or for the attainment of a high school diploma or general educational development certificate; are employed or seeking employment; are seeking permanent housing for family stability; or are incapacitated.

**Note: Pursuant to Education Code 8263, as amended by SB 75 (Ch. 51, Statutes of 2019), a family may be eligible for a full-day CSPP program without meeting the requirements related to the need for child care services if all families meeting those requirements have been enrolled.**

**If all families meeting at least one of the criteria specified in item #2 have been enrolled, a full-day CSPP program may provide services to families who do not meet any of those criteria, provided the criteria in item #1 are met. (Education Code 8263)**

**Enrollment Priority**

**Note: The following paragraph may be revised to reflect district practice. Unless state funding is allocated to support the "centralized eligibility list" established in each county pursuant to Education Code 8499.5, such lists will be maintained only if locally funded. In situations where there is no locally funded centralized eligibility list or the district elects not to participate in the local list, the district must establish its own waiting list in accordance with admission priorities pursuant to 5 CCR 18106.**

The Superintendent or designee shall consult the county's centralized eligibility list, when available, or shall maintain a district waiting list in accordance with admission priorities. As vacancies occur, applicants shall be contacted in order of their priority. (5 CCR 18106)



**PRESCHOOL/EARLY CHILDHOOD EDUCATION (continued)**

First priority for enrollment in a preschool program shall be given to neglected or abused children ages 3-4 who are recipients of child protective services or who, based upon written referral from a legal, medical, or social service agency, are at risk of being neglected, abused, or exploited. If unable to enroll a child in this category, the district shall refer the child's parent/guardian to local resource and referral services so that services for the child can be located. (Education Code 8236, **8236.3**; 5 CCR 18131)

*(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)*

*(cf. 1700 - Relations Between Private Industry and the Schools)*

Note: Pursuant to Education Code 8236, second priority for enrollment must be granted to children 4 years of age who are not enrolled in a transitional kindergarten (TK) program, as provided in the following paragraph:

Education Code 8236, as amended by AB 2626 (Ch. 945, Statutes of 2018), eliminates the requirement, for CSPP programs operating with funding that was initially allocated in a prior fiscal year, that at least one-half of the children enrolled at a preschool must be children who are age 4 years.

After all children with first priority are enrolled, the district shall give second priority to eligible children 4 years of age who are not enrolled in a transitional kindergarten (TK) program prior to enrolling eligible children 3 years of age. (Education Code 8236, **8236.3**)

Note: Education Code 8236.3, as added by SB 75, establishes enrollment priorities for schools where at least 80 percent of students are eligible for free or reduced-price meals. First and second priority for enrollment in such programs is the same as for other programs as described in the preceding two paragraphs.

**If a CSPP program is operating within the attendance boundaries of a school where at least 80 percent of the students are eligible for free or reduced-price meals, third priority for enrollment shall be for families who meet the criteria of Education Code 8263 specified in items #1-2 in the section "Eligibility" above. Any remaining slots may be open to any families not otherwise eligible, provided that the families prove residency within the attendance boundary of the school and priority is given to families with the lowest income. (Education Code 8236.3)**

Note: Education Code 8235, as amended by AB 99 (Ch. 15, Statutes of 2017), allows CSPP programs to provide services to children with disabilities whose family income is above the income eligibility threshold. Such children do not count towards the 10 percent limitation for otherwise ineligible children as described below.

After all otherwise eligible children have been enrolled, the program may provide services to children with disabilities who are ages 3-4 and whose family income is above the income eligibility threshold. (Education Code 8235)

**PRESCHOOL/EARLY CHILDHOOD EDUCATION (continued)**

In addition, after enrolling all eligible children, up to 10 percent of the program's enrollment, calculated throughout the entire contract, may be filled with children who exceed the age limitations and children whose family income exceeds the income eligibility threshold by no more than 15 percent. (Education Code 8235; 5 CCR 18133)

The district may certify eligibility and enrollment up to 120 calendar days prior to the first day of the beginning of the preschool year. After establishing eligibility at the time of initial enrollment, a child shall remain eligible for the remainder of the program year. (Education Code 8237; 5 CCR 18082)

**Notice of Action**

Note: Pursuant to 5 CCR 18082-18083, the parent/guardian must submit an application for services which contains specified information and documentation. The application form is available on CDE's web site. Upon receiving an application, a person designated by the district must certify the family's or child's eligibility.

**Upon receiving a parent/guardian's application for services, the Superintendent or designee shall review the application and documentation and shall certify the eligibility of the family or child.**

Note: Pursuant to 5 CCR 18130, CSPP programs are subject to 5 CCR 18094 and 18118, which require the district to provide written notification to parents/guardians as to whether their application for subsidized services has been approved or denied. For this purpose, the district should use the Notice of Action form available on CDE's web site. If the services are denied, the parent/guardian may appeal the decision in accordance with 5 CCR 18120-18122; see section "Parent Hearing" below.

The district's decision to approve or deny a child's enrollment shall be communicated to the family through a written Notice of Action mailed or delivered within 30 days from the date the application is signed by the parent/guardian. (5 CCR 18094, 18095, 18118)

*(cf. 5145.6 - Parental Notifications)*

Note: 5 CCR 18095 and 18119 require the district to notify a parent/guardian of any change in services or fees as described below. For such notification, the district should use the Notice of Action form available on CDE's web site. Parents/guardians may appeal such actions pursuant to 5 CCR 18120-18122; see section "Parent Hearing" below.

Subsequently, the Superintendent or designee shall mail or deliver a Notice of Action to a parent/guardian at least 14 calendar days before any intended change in services, including, but not limited to, an increase or decrease in fees, an increase or decrease in the amount of services, or termination of services, due to any of the following circumstances: (5 CCR 18095, 18119)

**PRESCHOOL/EARLY CHILDHOOD EDUCATION (continued)**

1. A determination during recertification or update of the application that the need or eligibility requirements are no longer being met or the fee or amount of service needs to be modified
2. Failure of the parent/guardian to document the family's need or eligibility after the district requested such documentation in writing
3. An indication by the parent/guardian that ~~he/she~~ **the parent/guardian** no longer wants the service
4. The death of a parent/guardian or child
5. The conclusion of a limited-term agreement, provided that the parent/guardian has been informed in writing of the date that the services would terminate

For each child enrolled in the district's preschool program, the Superintendent or designee shall maintain a family data file including, but not limited to, a completed and signed application for services, documentation of income eligibility, and a copy of all Notices of Action. For each child not receiving subsidized services, the family data file shall also include records of the specific reason(s) for enrolling each child, the child's family income, and evidence that the district has made a diligent search for children eligible for subsidized services. (5 CCR 18130, 18133, 18081, 18084)

*(cf. 1340 - Access to District Records)*

*(cf. 3580 - District Records)*

*(cf. 5125 - Student Records)*

**Combined Preschool/Transitional Kindergarten Classroom**

Note: **AB 1808 (Ch. 32, Statutes of 2018) amended** Education Code 8235 and 48000 ~~to~~ allow districts to place 4-year-old children enrolled in a CSPP program into a TK program and to commingle children from both programs in the same classroom as long as all of the requirements of each program are met and the district adheres to the requirements listed in the following section. See BP 6170.1 - Transitional Kindergarten for eligibility requirements pertaining to the TK program pursuant to Education Code 48000.

When a child is eligible for both the preschool program and the district's TK program, the district may place the child in a classroom which is commingled with children from both programs as long as the commingled program meets all of the requirements of each program as well as the following requirements: (Education Code 8235, 48000)

1. An early childhood environment rating scale, as specified in 5 CCR 18281, shall be completed for the classroom.

**PRESCHOOL/EARLY CHILDHOOD EDUCATION (continued)**

2. All children enrolled for 10 or more hours per week shall be evaluated using the Desired Results Developmental Profile, as specified in 5 CCR 18272.
3. The classroom shall be taught by a teacher who holds a credential issued by the Commission on Teacher Credentialing in accordance with Education Code 44065 and 44256.
4. The classroom shall comply with the adult-child ratio specified in Education Code 8264.8.
5. Contractors of the district shall report the services, revenues, and expenditures for children in the preschool program in accordance with 5 CCR 18068.
6. The classroom shall not include children enrolled in TK for a second year or children enrolled in a regular kindergarten classroom.

*(cf. 5111 - Admission)*

*(cf. 6170.1 - Transitional Kindergarten)*

**Fees and Charges**

Fees for participation in the district's preschool program shall be assessed and collected in accordance with the fee schedule established by the Superintendent of Public Instruction (SPI). (Education Code 8273; 5 CCR 18078)

*(cf. 3260 - Fees and Charges)*

However, no fee shall be charged to an income-eligible family whose child is enrolled in a part-day preschool program or a family that is receiving CalWORKs cash aid. (Education Code 8273.1; 5 CCR 18110)

~~Note: Education Code 8273.1, as amended by AB 99 (Ch. 15, Statutes of 2017), extends the length of time, from three months to 12 months, for which a family who establishes preschool eligibility on the basis of abuse or neglect may be exempt from family fees.~~

A family may be exempt from the fees for up to 12 months if the child qualifies for preschool on the basis of being the recipient of child protective services or as being, or at risk of being, abused or neglected. (Education Code 8273.1)

Note: Education Code 8273.3 authorizes a district offering a CSPP program to charge a fee for field trips and/or to require parents/guardians to provide diapers, but **mandates** that the district adopt policy to include parents/guardians in the decision-making about such fees, as provided below. Pursuant to Education Code 8273.3, the fees cannot exceed \$25 per child in the contract year. The following paragraph may be modified to delete diapers as appropriate for the age of the children served.

**PRESCHOOL/EARLY CHILDHOOD EDUCATION (continued)**

The Superintendent or designee shall establish a process that involves parents/guardians in determining whether to require parents/guardians to provide diapers and/or whether and how much to charge parents/guardians for field trip expenses, within the limit specified in law. A child shall not be denied participation in a field trip due to the parent/guardian's inability or refusal to pay the fee, and no adverse action shall be taken against a parent/guardian for that inability or refusal. (Education Code 8273.3)

**Disenrollment Based on Reduced Funding**

Note: Education Code 8263.3 specifies the order by which families will be disenrolled from child care and development services when funding levels are reduced. The following list applies that order of disenrollment to CSPP programs but takes into account the priority specified in Education Code 8236 to enroll children 4 years of age before enrolling children 3 years of age.

When necessary due to a reduction in state reimbursements, families shall be disenrolled in the following order: (Education Code 8236, 8263.3)

1. Children 3 years of age whose families have the highest income in relation to family size shall be disenrolled first, followed by children 4 years of age whose families have the highest income in relation to family size.

At each age level, if two or more families have the same income ranking, the child with disabilities shall be disenrolled last. If there are no families that have a child with disabilities, the child who has received services the longest shall be disenrolled first.

2. Families of children 3 or 4 years of age who are receiving child protective services or who have been documented to be at risk of being neglected or abused, regardless of income, shall be disenrolled last.

**Expulsion/Unenrollment Based on Behavior**

Note: Education Code 8239.1, as added by AB 752 (Ch. 708, Statutes of 2017), prohibits the expulsion or unenrollment of a child from a CSPP program because of the child's behavior unless the district has followed the steps specified below.

A district preschool program shall not expel or unenroll a child based on the child's behavior, unless the district first takes the following actions to address the child's behavior: (Education Code 8239.1)

1. Inform the parents/guardians of the child's persistent and serious challenging behaviors and consult with the parents/guardians and teacher in an effort to maintain the child's safe participation in the program

**PRESCHOOL/EARLY CHILDHOOD EDUCATION (continued)**

2. If the child has an individualized family service plan (IFSP) or individualized education program (IEP), with written parent/guardian consent, contact the agency or district employee responsible for such plan or program to seek consultation in regard to serving the child

*(cf. 6159 - Individualized Education Program)*

3. If the child does not have an IFSP or IEP, consider if it is appropriate to complete a universal screening of the child, including, but not limited to, screening the child's social and emotional development, referring the parents/guardians to community resources, implementing behavior supports within the program, and considering an IEP for the child

If the district has taken the actions specified in items #1-3 above and the child's continued enrollment would present a serious safety threat to the child or other enrolled children, the district shall refer the parents/guardians to other potentially appropriate placements, the local child care resource and referral agency, or any other referral service available in the local community. Within 180 days of the start of the process, the district may unenroll the child. (Education Code 8239.1)

Note: A joint statement by the U.S. Department of Education and U.S. Department of Health and Human Services, Policy Statement on Expulsion and Suspension Policies in Early Childhood Settings, clarifies that preschool children with disabilities who are eligible for services under the Individuals with Disabilities Education Act (IDEA) (20 USC 1400-1482) are entitled to the same disciplinary protections that apply to all other IDEA-eligible students with disabilities, may not be subjected to impermissible disciplinary changes of placement for misconduct that is caused by or related to their disability, and must continue to receive educational services consistent with their right to a free appropriate public education. The statement indicates the need for the child's individualized education program (IEP) team to consider the use of positive behavioral interventions and supports when developing or modifying the IEP to reduce the need for discipline of a child with disabilities and avoid suspension or expulsion from a preschool program.

Children with disabilities may only be suspended or expelled in conformance with the procedures and limitations of the Individuals with Disabilities Education Act.

**Parent Hearing**

Note: Pursuant to 5 CCR 18130, districts are subject to the requirements of 5 CCR 18120-18122 to provide due process to parents/guardians who disagree with certain district actions, such as when services are denied, there is a change in services or fees, or their child is disenrolled.

If a parent/guardian disagrees with any district action to deny **his/her the** child's eligibility for subsidized preschool services, disenroll the child due to a funding shortage, increase or decrease fees, increase or decrease the amount of services, terminate services, or otherwise change the level of services, **he/she the parent/guardian** may file a request for a hearing

**PRESCHOOL/EARLY CHILDHOOD EDUCATION (continued)**

with the Superintendent or designee within 14 calendar days of the date the Notice of Action was received. Within 10 calendar days of receiving the request for a hearing, the Superintendent or designee shall notify the parent/guardian of the time and place of the hearing, which, to the extent possible, shall be convenient for the parent/guardian. (5 CCR 18120)

The hearing shall be conducted in accordance with the procedures specified in 5 CCR 18120 by a district administrator who is at a staff level higher in authority than the staff person who made the contested decision. Within 10 calendar days after the hearing, the district administrator shall mail or deliver a written decision to the parent/guardian. If the parent/guardian disagrees with the written decision, ~~he/she~~ **the parent/guardian** may, within 14 calendar days, appeal the decision to CDE. (5 CCR 18120-18122)

(10/16 10/18) 12/20

# CSBA Sample Board Policy

Instruction

BP 6146.2(a)

## CERTIFICATE OF PROFICIENCY/HIGH SCHOOL EQUIVALENCY

**Note: The following Board policy is for use by districts that maintain grades 9-12.**

The Governing Board desires that every student have the opportunity to earn a high school diploma through successful completion of ~~class work and examination~~ **district graduation requirements**. However, when a student is unable to do so, the Board encourages completion of an alternative program that allows ~~him/her~~ **the student** to obtain an equivalent certificate.

*(cf. 5147 - Dropout Prevention)*

*(cf. 6146.1 - High School Graduation Requirements)*

*(cf. 6200 - Adult Education)*

Eligible persons ~~may obtain a certificate of proficiency or a high school equivalency certificate in accordance with law, Board policy and administrative regulation.~~ **who pass the California High School Proficiency Examination may obtain a certificate of proficiency from the State Board of Education (SBE). Eligible persons who pass a general educational development test designated by the SBE may obtain a high school equivalency certificate from the testing service.**

The Superintendent or designee shall make information available to interested persons regarding the eligibility and examination requirements of each program.

*(cf. 6164.2 - Guidance/Counseling Services)*

**Interested persons shall register for the test directly with the testing service and pay the applicable fee. However, the fee shall be waived for a homeless or foster youth who is under age 25 years, meets all other registration requirements, and submits certification of homeless or foster youth status. (Education Code 48412; 5 CCR 11524-11526, 11533-11534.1)**

*Legal Reference: (see next page)*



**CERTIFICATE OF PROFICIENCY/HIGH SCHOOL EQUIVALENCY (continued)**

*Legal Reference:*

EDUCATION CODE

48400-48403 Persons subject to compulsory continuation education

48410 Persons exempt from continuation classes

48412 Certificate of proficiency; examination fees

48413 Enrollment in continuation classes

48414 Reenrollment in district

51420-51427 High school equivalency certificate

52052 Accountability; numerically significant student subgroups

CODE OF REGULATIONS, TITLE 5

11520-11523 Proficiency examination and certificate

11530-11532 High school equivalency certificate

*Management Resources:*

CDE PUBLICATIONS

Adult Education Handbook for California, 1997

WEB SITES

CDE California Department of Education, California High School Proficiency Examination:

<http://www.cde.ca.gov/ta/tg/sp>

CDE California Department of Education, High School Equivalency Tests:

<http://www.cde.ca.gov/ta/tg/gd>

California High School Proficiency Examination: <https://www.chspe.net>

General Educational Development Test: <https://ged.com>

High School Equivalency Test: <https://hiset.ets.org>

# CSBA Sample Administrative Regulation

Instruction

AR 6146.2(a)

## CERTIFICATE OF PROFICIENCY/HIGH SCHOOL EQUIVALENCY

### Certificate of Proficiency

Note: Pursuant to Education Code 48412, the State Board of Education (SBE) will award a "certificate of proficiency" to persons who pass the California High School Proficiency Examination (CHSPE) established by the California Department of Education (CDE) to assess proficiency in reading, writing, and mathematics skills. A list of test centers and testing dates (~~once in the fall and once in the spring~~) is available on the CHSPE web site. **As amended by SB 820 (Ch. 110, Statutes of 2020), Education Code 48412 requires CDE to schedule testing dates at least once in the fall semester and once in the spring semester.** The CDE will keep a permanent record of the issuance of all certificates.

5 CCR 11523 requires the principal of each high school to distribute information about the exam to students in grades 11-12. A flyer that may be used for this purpose is available on CDE's web site in both English and Spanish. At their discretion, districts may revise the following paragraph to require distribution of such information to students in grade 10.

The principal of each **high** school ~~maintaining grades 11 and 12~~ shall distribute to each student in ~~those~~ grades **11-12** an announcement explaining the California High School Proficiency Examination (CHSPE). Announcements from the California Department of Education (CDE) or its contractor shall be distributed early enough to enable interested students to register for the test to be given in the fall of that year. (5 CCR 11523)

*(cf. 5145.6 - Parental Notifications)*

Note: The following **optional** paragraph reflects CHSPE's Frequently Asked Questions on ~~the~~ CDE's web site.

The principal also shall advise students that the certificate of proficiency awarded upon passing the CHSPE, while equivalent to a high school diploma, is not the equivalent of completing all coursework required for high school graduation and therefore students should contact the admissions office of the college or university they are interested in attending to determine if the certificate satisfies college admission requirements.

**Any** student may take the CHSPE if ~~he/she~~ **the student** meets one of the following conditions: (Education Code 48412)

1. Is age 16 or older
2. Has been enrolled in the 10th grade for one school year or longer
3. Will complete one school year of enrollment in 10th grade at the end of the semester during which the CHSPE will be administered

## CERTIFICATE OF PROFICIENCY/HIGH SCHOOL EQUIVALENCY (continued)

If a student receives the certificate of proficiency, the district shall indicate the student's accomplishment and the date of the award on the student's official transcript. (5 CCR 11521)

*(cf. 5125 - Student Records)*

**Note: Pursuant to 5 CCR 11522, the district must develop a consent form that may be used by persons receiving the certificate of proficiency to be exempted from compulsory school attendance. See the accompanying exhibit for a sample consent form.**

Any student who has received the certificate of proficiency may be exempted from compulsory school attendance upon ~~his/her~~ **the student's** request, with verified parent/guardian consent as appropriate. **For this purpose, the Superintendent or designee shall provide a consent form which contains at least the following information:** (Education Code 48410; 5 CCR 11522)

*(cf. 5112.1 - Exemptions from Attendance)*

~~The consent form to be exempted from compulsory school attendance shall be provided by the Superintendent or designee and shall contain at least the following information: (5 CCR 11522)~~

1. A general explanation of the student's rights of exemption from compulsory attendance and of re-enrollment in the public **high** schools
2. The date of issuance of the certificate of proficiency
3. The signature of the parent/guardian and the date
4. The signature of the school administrator who has personally confirmed the authenticity of the parent/guardian's signature and the date

*(cf. 5112.1 - Exemptions from Attendance)*

If a student age 16 or 17 terminates ~~his/her~~ enrollment after receiving the high school proficiency certificate, ~~he/she~~ **the student** may re-enroll in the district. If ~~he/she~~ **the student** subsequently terminates enrollment again, ~~he/she~~ **the student** may be denied re-enrollment until the beginning of the following semester. (Education Code 48414)

*(cf. 6184 - Continuation Education)*

### High School Equivalency Certificate

Note: Education Code 51420-51427 provide that persons may be awarded the California High School

**CERTIFICATE OF PROFICIENCY/HIGH SCHOOL EQUIVALENCY (continued)**

Equivalency Certificate by taking a general educational development test and receiving a score that is at least as high as that determined by SBE to be equal to the standard of performance expected from high school graduates. ~~5 CCR 11530-11532, as amended by Register 2013, No. 39, delete the requirement to use only the General Educational Development (GED) test adopted by the General Educational Development Testing Service for the purpose of awarding a high school equivalency certificate. Subsequently, in March 2014, the~~ **As of January 1, 2020, SBE has approved the use of three two tests for this purpose: the General Educational Development (GED) test adopted by the General Educational Development Testing Service and the High School Equivalency Test (HiSET) provided by the Educational Testing Service, and the Test Assessing Secondary Completion (TASC) provided by CTB/McGraw Hill. Local testing centers will have the option to offer one or more of these tests.**

An eligible person may earn a high school equivalency certificate by passing a general educational development test designated by the State Board of Education pursuant to Education Code 51420, including the General Educational Development (GED) test, **or the High School Equivalency Test (HiSET), or the Test Assessing Secondary Completion (TASC).**

Any person is eligible to take a test leading to a high school equivalency certificate if **he/she the person** is a resident of California or a member of the armed forces assigned to duty in California and meets any one of the following criteria: (Education Code 51420; 5 CCR 11532)

1. Is 18 years of age or older, or is within 60 days of **his/her the person's** 18th birthday, regardless of enrollment status
2. Is not currently enrolled in school and is within 60 days of when **he/she the person** would have graduated from high school had **he/she the person** remained in school and followed the usual course of study
3. Is 17 years of age, has been out of school for at least 60 consecutive days, and provides a letter of request for the test from the military, a postsecondary educational institution, or a prospective employer
4. Is 17 years of age, has accumulated fewer than 100 units of high school credit, is confined to a state or county hospital or to an institution maintained by a state or county correctional facility, and meets other criteria listed in 5 CCR 11532
5. Is 17 years of age, has accumulated fewer than 100 units of high school credit prior to enrollment in an academic program offered by a dropout recovery high school as defined in Education Code 52052, and has successfully completed the dropout recovery high school's instructional program which is aligned to state standards, offers the opportunity for a high school diploma, and provides services for at least one year

(7/12 8/14) 12/20

# CSBA Sample Exhibit

Instruction

E 6146.2(a)

## CERTIFICATE OF PROFICIENCY/HIGH SCHOOL EQUIVALENCY

**Note:** The following exhibit is for use by districts that maintain grades 9-12. Pursuant to Education Code 48410, any student who passes the California High School Proficiency Examination and receives a certificate of proficiency may be exempted from compulsory school attendance upon request by the student and, if the student is under age 18 years, with the consent of the student's parent/guardian. 5 CCR 11522 requires the district to develop a consent form for this purpose. The following exhibit may be revised to reflect district practice.

### **NOTICE AND CONSENT TO DISCONTINUE SCHOOL ATTENDANCE FOR STUDENTS WITH A CERTIFICATE OF PROFICIENCY**

**Notice of Student Rights:** Students who pass the California High School Proficiency Examination (CHSPE) and receive a Certificate of Proficiency issued by the State Board of Education may continue to attend school, but upon request will be exempted from compulsory school attendance pursuant to Education Code 48410. If the student is under 18 years of age, the student's parent/guardian must also provide approval in order for the student to discontinue school attendance.

If the student leaves school after receiving a Certificate of Proficiency and is under 18 years of age, the student may later decide to re-enroll in the district with no adverse consequences. In this case, the student may be required to meet new or additional requirements established since the student was previously enrolled. If the student re-enrolls and then leaves school again, the student may be denied re-admittance until the beginning of the following semester.

For further information about leaving school after obtaining the Certificate of Proficiency, contact the principal or school guidance counselor.

Student's name: \_\_\_\_\_

School: \_\_\_\_\_

Date on which the Certificate of Proficiency was issued: \_\_\_\_\_

**To be completed by student:** I understand the rights granted to students who are awarded the Certificate of Proficiency to disenroll from school, and to re-enroll if desired before the age of 18. I hereby notify the school district of my intent to disenroll from school.

**CERTIFICATE OF PROFICIENCY/HIGH SCHOOL EQUIVALENCY (continued)**

**Student's signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**To be completed by parent/guardian:** I hereby grant consent for my minor child to disenroll from school.

**Parent/guardian's name (please print):** \_\_\_\_\_

**Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**To be completed by school administrator:** I hereby verify the parent/guardian's signature and date recorded above.

**Name of school administrator (please print):** \_\_\_\_\_

**Position:** \_\_\_\_\_

**Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

# CSBA Sample Board Policy

**Instruction**

BP 6170.1(a)

## TRANSITIONAL KINDERGARTEN

Note: The following policy is for use by districts that maintain kindergarten and may be revised to reflect district practice. Education Code 48000 provides that children are eligible for kindergarten enrollment if they have their fifth birthday on or before September 1 in that school year; see AR 5111 - Admission. Pursuant to Education Code 48000, any child whose fifth birthday is between September 2 and December 2 must be offered a transitional kindergarten (TK) program.

Education Code 48000 defines TK as the first year of a two-year kindergarten program that uses a modified kindergarten curriculum that is age and developmentally appropriate. Many of the requirements applicable to kindergarten (e.g., class size, minimum school day, facilities) are also applicable to TK. The district will receive funding based on average daily attendance (ADA) for students in a TK program that meets the requirements specified in Education Code 48000.

For guidance on implementing TK programs, see the [Transitional Kindergarten Implementation Guide: A Resource for California Public School District Administrators and Teachers](#), published by the California Department of Education (CDE).

The Governing Board desires to offer a high-quality transitional kindergarten (TK) program for eligible children who do not yet meet the minimum age criterion for kindergarten. The TK program shall assist students in developing the academic, social, and emotional skills **they need needed** to succeed in kindergarten and beyond.

The district's TK program shall be the first year of a two-year kindergarten program. (Education Code 48000)

The Board encourages ongoing collaboration among district preschool staff, other preschool providers, elementary teachers, administrators, and parents/guardians in the development, implementation, and evaluation of the district's TK program.

*(cf. 1220 - Citizen Advisory Committees)*

*(cf. 6020 - Parent Involvement)*

### Eligibility

The district's TK program shall admit children whose fifth birthday is from September 2 through December 2. (Education Code 48000)

Note: **The** CDE's "Transitional Kindergarten FAQs" clarify that children are required to have documentation of required immunizations or a valid exemption prior to admission to TK. For information about required immunizations and exemptions, see BP/AR 5141.31 - Immunizations.

Parents/guardians of eligible children shall be notified of the availability of the TK program

## TRANSITIONAL KINDERGARTEN (continued)

and **of the** age, residency, immunization, and any other enrollment requirements. Enrollment in the TK program shall be voluntary.

*(cf. 5111 - Admission)*

*(cf. 5111.1 - District Residency)*

*(cf. 5141.22 - Infectious Diseases)*

*(cf. 5141.3 - Health Examinations)*

*(cf. 5141.31 - Immunizations)*

*(cf. 5141.32 - Health Screening for School Entry)*

Note: The following paragraph is **optional**. If the district chooses to allow kindergarten-eligible children to enroll in the TK program, CDE recommends that the district establish criteria to determine selection requirements. The parent/guardian of a kindergarten-eligible child who is enrolled in TK must, at the end of the year, sign a Kindergarten Continuance Form verifying **that he/she agrees to have agreement with** the child enrolling in kindergarten the following year; see section "Continuation in Kindergarten" below.

**On a case-by-case basis, a child whose fifth birthday is on or before September 1 may be admitted into the district's TK program** ~~Upon request of a child's parents/guardians, the district may, on a case-by-case basis after~~ **if** the Superintendent or designee determines that it is in the child's best interest, ~~admit into the district's TK program a child whose fifth birthday is on or before September 1 and who is therefore eligible for kindergarten.~~

Note: The following paragraph is **optional**. Pursuant to Education Code 48000, the district may, at its discretion, determine whether to allow admittance of children whose fifth birthday is after December 2. Such students may be admitted at any time during the school year, including at the beginning of the year. Education Code 48000 provides that districts will not receive ADA apportionment for a child whose birthday is after December 2 until the child's **reaches his/her** fifth birthday.

At any time during the school year, the district may admit into the TK program a child whose fifth birthday is after December 2 of that same school year, provided that the Superintendent or designee recommends that enrollment in a TK program is in the child's best interest and the child's parents/guardians approve. Prior to such enrollment, the child's parents/guardians shall be provided information regarding the advantages and disadvantages and any other explanatory information about the effect of early admittance. (Education Code 48000)

## Curriculum and Instruction

The district's TK program shall be based on a modified kindergarten curriculum that is age and developmentally appropriate. (Education Code 48000)

*(cf. 6141 - Curriculum Development and Evaluation)*

*(cf. 6161.1 - Selection and Evaluation of Instructional Materials)*



**TRANSITIONAL KINDERGARTEN** (continued)

Note: Education Code 48000 states the Legislature's intent that the TK curriculum be aligned to the California Preschool Learning Foundations developed by CDE. These standards address essential **knowledge and** skills in the subject areas listed below. The standards and companion preschool curriculum frameworks are available on CDE's web site.

The program shall be aligned with the preschool learning foundations and preschool curriculum frameworks developed by the California Department of Education (CDE). It shall be designed to facilitate students' development in essential **knowledge and** skills related to language and literacy, mathematics, physical development, health, visual and performing arts, science, history-social science, English language development, and social-emotional development.

*(cf. 5148.3 - Preschool/Early Childhood Education)*

*(cf. 6011 - Academic Standards)*

*(cf. 6174 - Education for English Learners)*

Note: The following **optional** paragraph may be revised to reflect district practice. Education Code 37202 permits districts to maintain TK and kindergarten classes for different lengths of time during the school day, either at the same or a different school site. Districts offering TK classes for different lengths of time are still required to meet the minimum and maximum length of school day provided in law. Pursuant to Education Code 46111, 46115, and 46117, at the kindergarten and TK level the minimum school day is three hours (180 minutes), including recess but excluding noon intermission, and the maximum school day is four hours (240 minutes), excluding recess, unless the district has adopted an extended-day kindergarten pursuant to Education Code 8973. However, pursuant to Education Code 46119, if the district has fewer than 40 kindergarten students, the Governing Board may apply to the Superintendent of Public Instruction to maintain two kindergarten classes of 150 minutes each, including recesses, taught on the same day by the same teacher. Also see AR 6112 - School Day.

Pursuant to Education Code 48003, districts are required to provide an annual report to CDE regarding the type of kindergarten program offered by the district, including part day, full day, or both. The **California Basic Educational Data System (CBEDS)** School Information Form-~~2017~~, located on ~~the~~ CDE's web site, requires a report on the type of TK program offered.

The Board shall establish the length(s) of the school day in the district's TK program, **which shall be at least three hours but no more than four hours long. If the district has adopted an extended-day kindergarten, the length of the school day for the TK program may be different than the length of the school day for the kindergarten program** ~~TK programs may be maintained for different lengths of time either at the same or different school sites, as long as the school day is at least three hours but no more than four hours.~~ The Superintendent or designee shall annually report to CDE as to whether the district's TK programs are offered full day, part day, or both. (Education Code **8973**, 37202, 46111, 46115, 46117, 48003)

*(cf. 6111 - School Calendar)*

*(cf. 6112 - School Day)*

**TRANSITIONAL KINDERGARTEN (continued)**

Note: The following **optional** paragraph may be revised to reflect district practice. According to CDE's "Transitional Kindergarten FAQs," it is the intent of the law to provide separate and unique experiences for TK and kindergarten students. However, districts have flexibility to determine how best to meet the curricular needs of each child and whether TK and kindergarten students may be enrolled in the same classrooms.

TK students may be placed in the same classrooms as kindergarten students when necessary, provided that the instructional program is differentiated to meet student needs.

Note: AB 1808 (Ch. 32, Statutes of 2018) amended Education Code 8235 and 48000 to allow districts to place 4 year old children enrolled in a California State Preschool Program into a TK program and to commingle children from both programs in the same classroom as long as all of the requirements of each program are met and the district adheres to specified requirements, including that the classroom does not contain children enrolled in TK for a second year or children enrolled in a regular kindergarten. Also see BP/AR 5148.3 - Preschool/Early Childhood Education.

TK students may be ~~placed in a classroom~~ commingled **in the same classroom** with **4 four-** year-old students from a California State Preschool Program as long as **all of the requirements of each program are met and** the classroom does not include students enrolled in TK for a second year or students enrolled in a regular kindergarten. (Education Code 8235, 48000)

*(cf. 5148.3 - Preschool/Early Childhood Education)*

**Staffing**

Note: To be qualified to teach a TK class, the teacher must possess an appropriate multiple subjects or early childhood education credential issued by the Commission on Teacher Credentialing authorizing instruction in TK. Education Code 48000 establishes additional requirements for credentialed teachers who are first assigned to a TK class after July 1, 2015, as provided below.

TK assignments are subject to assignment monitoring and reporting by the County Superintendent of Schools in accordance with Education Code 44258.9.

The Superintendent or designee shall ensure that teachers assigned to teach in TK classes possess a teaching credential or permit from the Commission on Teacher Credentialing (CTC) that authorizes such instruction.

*(cf. 4112.2 - Certification)*

Note: Education Code 48000, as amended by SB 98 (Ch. 24, Statutes of 2020), extends until August 1, 2021, the requirement for credentialed teachers who are first assigned to a transitional kindergarten class to meet additional qualifications, as described below.

**TRANSITIONAL KINDERGARTEN (continued)**

A credentialed teacher who is first assigned to a TK class after July 1, 2015, shall, by August 1, **2020 2021**, have at least 24 units in early childhood education and/or child development, comparable experience in a preschool setting, and/or a child development teacher permit issued by CTC. (Education Code 48000)

The Superintendent or designee may provide professional development as needed to ensure that TK teachers are knowledgeable about the standards and effective instructional methods for teaching young children.

*(cf. 4131 - Staff Development)*

**Continuation to Kindergarten**

Note: The following section is consistent with guidance in CDE's "Transitional Kindergarten FAQs."

Students who complete the TK program shall be eligible to continue in kindergarten the following school year. Parents/guardians of such students shall not be required to submit a signed Kindergarten Continuance Form for kindergarten attendance.

Note: The following **optional** paragraph is for use by districts that allow kindergarten-eligible children to enroll in TK; see "Eligibility" section above. When such students are subsequently enrolled in kindergarten, the district is required to obtain a signed Kindergarten Continuance Form in order to receive kindergarten ADA for those children since they would otherwise be age-eligible for first grade. CDE recommends that approval for a student to continue in kindergarten not be sought until near the end of the year of TK, since permission obtained unreasonably far in advance could be found invalid.

However, whenever children who would otherwise be age-eligible for kindergarten are enrolled in TK, the Superintendent or designee shall obtain a Kindergarten Continuance Form signed by the parent/guardian near the end of the TK year consenting to the child's enrollment in kindergarten the following year.

Note: Pursuant to Education Code 46300, the district may not include for ADA purposes the attendance of any student for more than two years in **kindergarten or for more than two years in** a combination of TK and kindergarten.

A student shall not attend more than two years in a combination of TK and kindergarten. (Education Code 46300)

*(cf. 5123 - Promotion/Acceleration/Retention)*

**Assessment**

Note: The following section may be revised to reflect district practice. One assessment resource for TK students is CDE's Desired Results Developmental Profile, which is designed to assess the developmental progression of all children from early infancy to kindergarten entry.

**TRANSITIONAL KINDERGARTEN (continued)**

The Superintendent or designee may develop or identify appropriate formal and/or informal assessments of TK students' development and progress. ~~He/she~~ **The Superintendent or designee** shall monitor and regularly report to the Board regarding program implementation, ~~and~~ the progress of students in meeting related academic standards, **and student preparedness for future education.**

(cf. 0500 - Accountability)

(cf. 6162.5 - Student Assessment)

*Legal Reference:*EDUCATION CODE

8235 California State Preschool Program

89~~70-897473~~ **Early primary programs; E**extended-day kindergarten

37202 School calendar; equivalency of instructional minutes

44258.9 Assignment monitoring by county superintendent of schools

46111 Kindergarten, hours of attendance

46114-46119 Minimum school day, kindergarten

46300 Computation of ADA, inclusion of kindergarten and transitional kindergarten

48000 Age of admission, kindergarten and transitional kindergarten

48002 Evidence of minimum age required to enter kindergarten or first grade

48003 Kindergarten annual report

48200 Compulsory education, starting at age six

*Management Resources:*CSBA PUBLICATIONS

*What Boards of Education Can Do About Kindergarten Readiness, Governance Brief, May 2016*

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

*Transitional Kindergarten FAQs*

*Desired Results Developmental Profile, 2015*

*Transitional Kindergarten Implementation Guide: A Resource for California Public School District Administrators and Teachers, 2013*

*California Preschool Curriculum Framework, Vol. 3, 2013*

*California Preschool Learning Foundations, Vol. 3, 2012*

*California Preschool Curriculum Framework, Vol. 2, 2011*

*California Preschool Learning Foundations, Vol. 2, 2010*

*California Preschool Curriculum Framework, Vol. 1, 2010*

*California Preschool Learning Foundations, Vol. 1, 2008*

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education: <http://www.cde.ca.gov>

California Kindergarten Association: <http://www.ckanet.org>

Commission on Teacher Credentialing: <http://www.ctc.ca.gov>

Transitional Kindergarten California: <https://www.tkcalifornia.org>

(10/17 10/18) 12/20

**Policy Reference UPDATE Service**

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# CSBA Sample Board Bylaw

Board Bylaws

BB 9012(a)

## BOARD MEMBER ELECTRONIC COMMUNICATIONS

Note: The following **optional** Board bylaw should be modified to reflect district practice. The Brown Act (Government Code 54950-54963) requires that Governing Board members conduct district business at properly noticed and agendized public meetings. In general, Board members should keep in mind that, for purposes of the Brown Act, electronic communications are subject to the same conditions and the same rules of confidentiality that are applicable to other forms of communication, such as individual conversations, telephone calls, or paper copies of documents. However, the ease with which electronic communication can be shared and forwarded requires extra caution.

Furthermore, although Board members are not considered employees, there may be tax implications if the district provides Board members with laptop computers or subsidies for an Internet connection. In some circumstances, such provision or reimbursement may be considered a taxable benefit. Also see AR 3513.1 - Cellular Phone Reimbursement.

The Governing Board recognizes that electronic communication is an efficient and convenient way for Board members to communicate and expedite the exchange of information within the district and with members of the public. Board members shall exercise caution so as to ensure that electronic communications are not used as a means for the Board to deliberate outside of an agendized Board meeting, **nor to circumvent the public's right to access records regarding district business, or restrict access to a public forum.**

*(cf. 1100 - Communication with the Public)*

*(cf. 9000 - Role of the Board)*

*(cf. 9322 - Agenda/Meeting Materials)*

Note: Government Code 54952.2 defines a "meeting" as any congregation of a majority of the members of the Board at the same time and **location place, including teleconference location as permitted by Government Code 54953,** to hear, discuss, ~~or deliberate,~~ **or take action** upon any item that is within the subject matter jurisdiction of the Board. Government Code 54952.2 prohibits a serial meeting, defined as a series of communications **of any kind, directly or through intermediaries,** involving a majority of the Board to discuss, deliberate, or take action on any item of district business outside of an authorized meeting. Thus, a series of emails, as well as other electronic communications such as postings on an online forum, that ultimately include a majority of the Board could lead to a Brown Act violation. While the safest course of action is to not send an email to another Board member that, if forwarded, could lead to a discussion about district business by a majority of the Board, given the prevalence of email, such a practice may not be practical. However, in order to help prevent an inadvertent violation, Board members may wish to consider including a "do not reply/forward alert" in the subject line of emails, as appropriate.

A majority of the Board shall not, outside of an authorized meeting, use a series of electronic communications of any kind, directly or through intermediaries, to discuss, deliberate, or take action on any item that is within the subject matter jurisdiction of the Board. (Government Code 54952.2)

*(cf. 9320 - Meetings and Notices)*

**BOARD MEMBER ELECTRONIC COMMUNICATIONS** (continued)

Note: CSBA's **Agenda-Online GAMUT Meetings** is an electronic board meeting **management application agenda-service** for use by districts and county offices of education **that streamlines meeting preparation and provides easy and secure access to meeting materials, including** ~~which allows development of and access to~~ Board meeting agendas, supporting documents, and minutes ~~from any computer that has Internet access~~. Further information ~~can be found~~ **is available** on CSBA's web site.

Examples of permissible electronic communications concerning district business include, but are not limited to, dissemination of Board meeting agendas and agenda packets, reports of activities from the Superintendent, and reminders regarding meeting times, dates, and places.

Note: Pursuant to Government Code 54952.2, as amended by AB 992 (Ch. 89, Statutes of 2020), Board members may engage in separate conversations or communications with members of the public on an Internet-based social media platform that is open and accessible to the public as long as a majority of the Board does not use the platform to discuss among themselves business within the subject matter jurisdiction of the Board and members do not comment on or use digital icons (e.g., "likes" or emojis) to express reactions to communications made by other Board members. Consequently, a Board member is prohibited from responding directly to any communication from other members of the Board on a social media platform regarding matters that are within the subject matter jurisdiction of the Board.

**Board members may engage in separate conversations or communications with members of the public on a social media platform to answer questions, provide information, or solicit information regarding a matter that is within the subject matter jurisdiction of the Board, as long as a majority of the Board does not use the platform to discuss among themselves any business of a specific nature that is within the subject matter jurisdiction of the Board. A Board member is prohibited from responding directly to any communication from other Board members regarding matters that are within the subject matter jurisdiction of the Board or using digital icons (e.g., "likes" or emojis) to express reactions to communications made by other Board members. (Government Code 54952.2)**

Note: Board members who use a social media platform to communicate with the public about district business or Board activities should be cautious about blocking access to members of the public. In **Knight First Amendment Institute at Columbia University v. Trump**, the court held that President Donald Trump's twitter account was a public forum from which the government may not exclude people based on their views and that blocking critics from viewing and replying to the account excluded individuals from a public forum in violation of the First Amendment. While there is not a clearly defined rule as to whether a board member's social media account is a public forum, the holding has been used in cases restricting school board members from blocking members of the public from their social media. See **Garnier v. Poway Unified School District**.

**Whenever a Board member uses a social media platform to communicate with the public about district business or Board activities, the Board member shall not block access to a member of the public based on the viewpoint expressed by that individual.**

**BOARD MEMBER ELECTRONIC COMMUNICATIONS** (continued)

Note: The prohibitions in the Brown Act apply only to discussions regarding district business. Like other citizens, Board members are permitted to use email to discuss personal, nondistrict matters.

~~In addition,~~ Board members may use electronic communications to discuss matters that do not pertain to district business, regardless of the number of Board members participating in the discussion.

Note: The following **optional** paragraph may be revised to reflect district practice. Many districts have established bylaws or other protocols describing how the Board has agreed to handle questions, concerns, or complaints received from members of the community. For example, see BB 9200 - Limits of Board Member Authority and BP 1112 - Media Relations.

Board members shall make every effort to ensure that their electronic communications conform to the same standards and protocols established for other forms of communication. A Board member may respond, as appropriate, to an electronic communication received from a member of the community and should make clear that **the his/her** response does not necessarily reflect the views of the Board as a whole. Any complaint or request for information should be forwarded to the Superintendent in accordance with Board bylaws and protocols so that the issue may receive proper consideration and be handled through the appropriate district process. As appropriate, communication received from the media shall be forwarded to the designated district spokesperson.

*(cf. 1112 - Media Relations)*  
*(cf. 1312.1 - Complaints Concerning District Employees)*  
*(cf. 1312.2 - Complaints Concerning Instructional Materials)*  
*(cf. 1312.3 - Uniform Complaint Procedures)*  
*(cf. 1312.4 - Williams Uniform Complaint Procedures)*  
*(cf. 3320 - Claims and Actions Against the District)*  
*(cf. 9005 - Governance Standards)*  
*(cf. 9121 - President)*  
*(cf. 9200 - Limits of Board Member Authority)*

Note: Electronic communications received and sent by Board members are subject to disclosure upon request pursuant to the California Public Records Act (CPRA) (Government Code 6250-6270) depending on the content of the communication and whether it is "prepared, owned, used, or retained" by the district in its normal course of business. District legal counsel should be consulted as appropriate. Also see BP/AR 1340 - Access to District Records and BP/AR 3580 - District Records.

In City of San Jose v. Superior Court, the California Supreme Court held that a public official's communications about public business, even if sent or received on the official's personal account or device, are public records and are not categorically excluded from disclosure under the CPRA. The court observed that the CPRA requires public agencies to use "reasonable effort" to locate existing records in response to a public records request, but that such searches need not be extraordinarily **extensive** or intrusive. For further information, see CSBA's Legal Alert: Tips for Governing Boards in Response to Public Records Act Ruling on Electronic Communications.

## **BOARD MEMBER ELECTRONIC COMMUNICATIONS (continued)**

To the extent possible, electronic communications regarding any district-related business shall be transmitted through a district-provided device or account. When any such communication is transmitted through a Board member's personal device or account, **the Board member he/she** shall copy the communication to a district electronic storage device for easy retrieval.

*(cf. 1340 - Access to District Records)*

*(cf. 3580 - District Records)*

### *Legal Reference:*

#### EDUCATION CODE

35140 *Time and place of meetings*

35145 *Public meetings*

35145.5 *Agenda; public participation; regulations*

35147 *Open meeting law exceptions and applications*

#### GOVERNMENT CODE

6250-6270 *California Public Records Act*

11135 *State programs and activities, discrimination*

54950-54963 *The Ralph M. Brown Act, especially:*

54952.2 *Meeting, defined*

54953 *Meetings to be open and public; attendance*

54954.2 *Agenda posting requirements, board actions*

#### COURT DECISIONS

***Garnier v. Poway Unified School District, No. 17-cv-2215-W (JLB), 2019 WL 4736208 (S.D. Cal. September 26, 2019)***

***Knight First Amendment Institute at Columbia University v. Trump, 928 F.3d 226 (2019)***

*City of San Jose v. Superior Court (2017) 2 Cal.5th 608*

### *Management Resources:*

#### CSBA PUBLICATIONS

*Legal Alert: Tips for Governing Boards in Response to Public Records Act Ruling on Electronic Communications, March 2017*

*The Brown Act: School Boards and Open Meeting Laws, rev. 2014 2019*

#### ATTORNEY GENERAL PUBLICATIONS

*The Brown Act: Open Meetings for Legislative Bodies, 2003*

#### WEB SITES

CSBA: <http://www.csba.org>

CSBA, ~~Agenda Online~~ **GAMUT Meetings:**

<https://www.csba.org/ProductsAndServices/AllServices/AgendaOnline.aspx> **GamutMeetingsPolicy**

California Attorney General's Office: <https://oag.ca.gov>

(11/08 5/17) 12/20

### **Policy Reference UPDATE Service**

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# CSBA Sample Board Bylaw

Board Bylaws

BB 9320(a)

## MEETINGS AND NOTICES

Meetings of the Governing Board are conducted for the purpose of accomplishing district business. In accordance with state open meeting laws (Brown Act), the Board shall hold its meetings in public and shall conduct closed sessions during such meetings only as authorized by law. To encourage community involvement in the schools, Board meetings shall provide opportunities for questions and comments by members of the public. All meetings shall be conducted in accordance with law and the Board's bylaws, policies, and administrative regulations.

*(cf. 9321 - Closed Session ~~Purposes and Agendas~~)*

*(cf. ~~9321.1 - Closed Session Actions and Reports~~)*

*(cf. 9322 - Agenda/Meeting Materials)*

*(cf. 9323 - Meeting Conduct)*

A Board meeting exists whenever a majority of Board members gather at the same time and **location place, including teleconference location,** to hear, discuss, ~~or~~ deliberate, **or take action** upon any item within the subject matter jurisdiction of the Board or district. (Government Code 54952.2)

Note: The Brown Act prohibits serial meetings, defined under Government Code 54952.2 as a series of communications of any kind, directly or through intermediaries, to discuss, deliberate, or take action on any item of district business. ~~However, Government Code 54952.2 specifies that briefings between staff and Board members are permissible in order to answer questions or to provide information, as long as the briefing is not used to communicate the comments or position of any other Board member. Thus, Superintendent briefings involving less than a majority of the Board are allowed, but participants must ensure that the comments or positions of one member are not shared with other members.~~

This prohibition against serial meetings also applies to communications via technology. Email exchanges, chat room threads, or comments posted on a blog **or social media account** that result in a majority of the Board "discussing" an item within the subject matter jurisdiction of the Board could result in a Brown Act violation. **Pursuant to Government Code 54952.2, as amended by AB 992 (Ch. 89, Statutes of 2020), Board members may engage in separate conversations or communications with members of the public on an Internet-based social media platform that is open and accessible to the public as long as a majority of the Board does not use the platform to discuss among themselves business within the subject matter jurisdiction of the Board and members do not comment on or use digital icons (e.g., "likes" or emojis) to express reactions to communications made by other Board members. Consequently, a Board member is prohibited from responding directly to any communication from other members of the Board on a social media platform regarding matters that are within the subject matter jurisdiction of the Board.** See BB 9012 - Board Member Electronic Communications.

In 84 Ops.Cal.Atty.Gen. 30 (2001), the Attorney General opined that Government Code 54952.2 prohibits a majority of the Board from sending emails to each other to develop a collective concurrence as to action to be taken by the Board even if the emails are (1) sent to the secretary and chairperson, (2) posted on the

**MEETINGS AND NOTICES** (continued)

district's web site, and (3) distributed at the next meeting. Although the Attorney General recognized that those three conditions would allow the deliberations to be conducted, to some extent, "in public," the emails were prohibited by the Brown Act because all debate would be completed before the meeting and members of the public who did not have Internet access would be excluded from the debate.

A majority of the Board shall not, outside of an authorized meeting, use a series of communications of any kind, directly or through intermediaries, **including social media and other electronic communications**, to discuss, deliberate, or take action on any item that is within the subject matter jurisdiction of the Board. **(Government Code 54952.2)**

**Note:** Government Code 54952.2 specifies that briefings between staff and Board members are permissible in order to answer questions or to provide information, as long as the briefing is not used to communicate the comments or position of any other Board member. Thus, Superintendent briefings involving less than a majority of the Board are allowed, but participants must ensure that the comments or positions of one member are not shared with other members.

However, an employee or district official may engage in separate conversations with Board members in order to answer questions or provide information regarding an item within the subject matter jurisdiction of the Board, as long as that employee or district official does not communicate the comments or position of any Board members to other Board members. (Government Code 54952.2)

*(cf. 9012 - Board Member Electronic Communications)*

Note: Government Code 54953.2 requires that all Board meetings meet the protections of the Americans with Disabilities Act (42 USC 12132) and implementing regulations (28 CFR 35.160, 36.303). Such protections require the district to ensure that the meeting is accessible to persons with disabilities and, upon request, to provide disability-related accommodations, such as auxiliary aids and services. Auxiliary aids and services may include accommodations at the actual meeting, such as a sign-language interpreter, or accommodations to the supporting documentation, such as Braille translation of the agenda packet. Government Code 54954.2 requires that the agenda specify how, when, and to whom a request for accommodation should be made; see BB 9322 - Agenda/Meeting Materials.

In order to help ensure the participation of individuals with disabilities at Board meetings, the Superintendent or designee shall provide appropriate disability-related accommodations or modifications upon request in accordance with the Americans with Disabilities Act. (Government Code 54953.2, 54954.1, **54954.2**)

**Regular Meetings**

Note: Education Code 35140 and Government Code 54954 **mandate** the Board to fix the time and place for its regular meetings by rule and regulation.

The Board shall hold one regular meeting each month. Regular meetings shall be held at 5:30 p.m. on the second Tuesday of each month unless noted otherwise on the Board approved meeting schedule and held at various school sites throughout the District.

**MEETINGS AND NOTICES (continued)**

Note: Pursuant to Government Code 54954.2, the agenda for a regular meeting must be posted at least 72 hours prior to the meeting, at a location that is freely accessible to the public. ~~As amended by AB 1344 (Ch. 692, Statutes of 2011).~~ Government Code 54954.2 also requires that the agenda be posted on the district's Internet web site, if it has one. Any district that does not have a web site should delete the reference to it in the following paragraph.

The Attorney General has determined in 78 Ops.Cal.Atty.Gen. 327 (1995) that weekend hours may be counted as part of the 72-hour period for posting of the agenda prior to a regular meeting. In the same opinion, the Attorney General found that the term "freely accessible" requires that the agenda be posted in a location where it can be read by the public at any time during the 72 hours immediately preceding the meeting. For example, if a building where the agenda is posted is closed during the evening hours, the agenda must also be posted in a location accessible during evening hours, such as a lighted display case outside of the building. The Attorney General also opined in 88 Ops.Cal.Atty.Gen. 218 (2005) that the agenda may be posted on a touch screen electronic kiosk, in lieu of a paper copy on a bulletin board, as long as the kiosk is accessible without charge to the public 24 hours a day, seven days a week.

At least 72 hours prior to a regular meeting, the agenda shall be posted at one or more locations freely accessible to members of the public and on the district's Internet web site. (Government Code 54954.2)

*(cf. 1113 - District and School Web Sites)*

Note: Pursuant to Government Code 54957.5, the agenda must list any address where the public can inspect agenda materials that are distributed to Board members less than 72 hours before a regular meeting; see BB 9322 - Agenda/Meeting Materials. In addition, pursuant to the California Public Records Act (Government Code 6252-6270), agenda materials related to an open session of a Board's regular meeting are "public records" and are subject to the inspection of any member of the public. For a list of documents subject to disclosure by the district, see BP/AR 1340 - Access to District Records.

Whenever agenda materials relating to an open session of a regular meeting are distributed to the Board less than 72 hours before the meeting, the Superintendent or designee shall make the materials available for public inspection at a public office or location designated for that purpose. (Government Code 54957.5)

*(cf. 1340 - Access to District Records)*

**Special Meetings**

Note: Education Code 35144 and Government Code 54956 allow the Board to hold special meetings to address any matter that requires timely action. For example, the Board may hold a special meeting to discuss the need for an emergency state apportionment when the district is in financial distress; see AR 3460 - Financial Reports and Accountability. However, pursuant to Government Code 54956, ~~as amended by AB 1344 (Ch. 692, Statutes of 2011).~~ certain specified matters, as described below, may not be addressed in a special meeting.

**MEETINGS AND NOTICES** (continued)

Special meetings of the Board may be called at any time by the presiding officer or a majority of the Board members. However, a special meeting shall not be called regarding the salary, salary schedule, or other compensation of the Superintendent, assistant superintendent, or other management employee as described in Government Code 3511.1. (Government Code 54956)

(*cf.* 2121 - Superintendent's Contract)

Note: Pursuant to Government Code 54956, written notice of a special meeting may be delivered personally or by other means, including email or fax. ~~AB 1344 (Ch. 692, Statutes of 2011) amended~~ Government Code 54956 ~~to require~~ any district that has its own Internet web site to also post the notice on its web site. Any district that does not have its own web site should delete reference to it in the following paragraph.

Written notice of special meetings shall be delivered personally or by any other means to all Board members and the local media who have requested such notice in writing. The notice also shall be posted on the district's Internet web site. The notice shall be received at least 24 hours before the time of the meeting. The notice shall also be posted at least 24 hours before the meeting in a location freely accessible to the public. The notice shall specify the time and ~~place~~ **location** of the meeting and the business to be transacted or discussed. No other business shall be considered at this meeting. (Education Code 35144; Government Code 54956)

Any Board member may waive the 24-hour written notice requirement prior to the time of the meeting by filing a written waiver of notice with the clerk or secretary of the Board or by being present at the meeting at the time it convenes. (Government Code 54956)

Every notice of a special meeting shall provide an opportunity for members of the public to directly address the Board concerning any item that has been described in the meeting notice, before or during the item's consideration. (Government Code 54954.3)

**Emergency Meetings**

Note: Government Code 54956.5 authorizes a closed session during emergency meetings, as long as two-thirds of the members present at the meeting agree on the need for the closed session **or, if less than two-thirds of the members are present, by unanimous vote of the members present.** See BB 9321 - Closed Session ~~Purposes and Agendas~~ and E(1) 9323.2 - Actions by the Board.

In the case of an *emergency situation* for which prompt action is necessary due to the disruption or threatened disruption of public facilities, the Board may hold an emergency meeting without complying with the 24-hour notice and/or 24-hour posting requirement for special meetings pursuant to Government Code 54956. The Board shall comply with all other requirements for special meetings during an emergency meeting. (Government Code 54956.5)

## MEETINGS AND NOTICES (continued)

An *emergency situation* means either of the following: (Government Code 54956.5)

1. An emergency, which shall be defined as a work stoppage, crippling activity, or other activity that severely impairs public health and/or safety as determined by a majority of the members of the Board

*(cf. 4141.6/4241.6 - Concerted Action/Work Stoppage)*

2. A dire emergency, which shall be defined as a crippling disaster, mass destruction, terrorist activity, or threatened terrorist act that poses peril so immediate and significant that requiring the Board to provide one-hour notice before holding an emergency meeting may endanger the public health and/or safety as determined by a majority of the members of the Board

*(cf. 3516 - Emergencies and Disaster Preparedness Plan)*

Except in the case of a dire emergency, the Board president or designee shall give notice of the emergency meeting by telephone at least one hour before the meeting to the local media that have requested notice of special meetings. All telephone numbers provided by the media in the most recent request for notification must be exhausted. If telephone services are not functioning, the notice requirement of one hour is waived and, as soon after the meeting as possible, the Board shall notify those media representatives of the meeting and shall describe the purpose of the meeting and any action taken by the Board. In the case of a dire emergency, the Board president or designee shall give such notice at or near the time **he/she notifies notification is given to** the other members of the Board about the meeting. (Government Code 54956.5)

The minutes of the meeting, a list of persons the Board president or designee notified or attempted to notify, a copy of the roll call vote, and any actions taken at the meeting shall be posted for at least 10 days in a public place as soon after the meeting as possible. (Government Code 54956.5)

### Adjourned/Continued Meetings

**A majority vote by** The Board may adjourn/continue any regular or special meeting to a later time and **place location** that shall be specified in the order of adjournment. Less than a quorum of the Board may adjourn such a meeting. If no Board members are present, the secretary or the clerk may declare the meeting adjourned to a later time and shall give notice in the same manner required for special meetings. (Government Code 54955)

Within 24 hours after the time of adjournment, a copy of the order or notice of adjournment/continuance shall be conspicuously posted on or near the door of the place where the meeting was held. (Government Code 54955)

## MEETINGS AND NOTICES (continued)

### Study Sessions, Retreats, Public Forums, and Discussion Meetings

Note: The following section is **optional** and may be revised to reflect district practice. Pursuant to Government Code 54954.2, the Board must still comply with the **72 hours** public notice requirements when holding a study session, retreat, public forum or other such meeting.

The Board may occasionally convene a study session or public forum to study an issue in more detail or to receive information from staff or feedback from members of the public.

The Board may also convene a retreat or discussion meeting to discuss Board roles and relationships.

*(cf. 2000 - Concepts and Roles)*

*(cf. 2111 - Superintendent Governance Standards)*

*(cf. 9000 - Role of the Board)*

*(cf. 9005 - Governance Standards)*

*(cf. 9400 - Board Self-Evaluation)*

Public notice shall be given in accordance with law when a quorum of the Board is attending a study session, retreat, public forum, or discussion meeting. All such meetings shall comply with the Brown Act and shall be held in open session and within district boundaries. Action items shall not be included on the agenda for these meetings.

### Other Gatherings

Attendance by a majority of Board members at any of the following events is not subject to the Brown Act provided that a majority of the Board members do not discuss specific district business among themselves other than as part of the scheduled program: (Government Code 54952.2)

1. A conference or similar public gathering open to the public that involves a discussion of issues of general interest to the public or to school board members
2. An open, publicized meeting organized by a person or organization other than the district to address a topic of local community concern
3. An open and noticed meeting of another body of the district
4. An open and noticed meeting of a legislative body of another local agency
5. A purely social or ceremonial occasion

## **MEETINGS AND NOTICES** (continued)

6. An open and noticed meeting of a standing committee of the Board, provided that the Board members who are not members of the standing committee attend only as observers

*(cf. 9130 - Board Committees)*

Individual contacts or conversations between a Board member and any other person are not subject to the Brown Act. (Government Code 54952.2)

### **Location of Meetings**

Meetings shall not be held in a facility that prohibits the admittance of any person on the basis of ancestry or any characteristic listed in Government Code 11135, ~~including, but not limited to, religion, sex, or sexual orientation~~. In addition, meetings shall not be held in a facility which is inaccessible to individuals with disabilities or where members of the public must make a payment or purchase in order to be admitted. (Government Code 54961)

*(cf. 0410 - Nondiscrimination in District Programs and Activities)*

Meetings shall be held within district boundaries, except to do any of the following: (Government Code 54954)

1. Comply with state or federal law or court order or attend a judicial or administrative proceeding to which the district is a party
2. Inspect real or personal property which cannot conveniently be brought into the district, provided that the topic of the meeting is limited to items directly related to the property
3. Participate in meetings or discussions of multiagency significance, provided these meetings are held within one of the other agencies' boundaries, with all participating agencies giving the notice required by law
4. Meet in the closest meeting facility if the district has no meeting facility within its boundaries or if its principal office is located outside the district
5. Meet with elected or appointed state or federal officials when a local meeting would be impractical, solely to discuss legislative or regulatory issues affecting the district over which the state or federal officials have jurisdiction
6. Meet in or near a facility owned by the district but located outside the district, provided the meeting agenda is limited to items directly related to that facility

**MEETINGS AND NOTICES** (continued)

7. Visit the office of the district's legal counsel for a closed session on pending litigation, when doing so would reduce legal fees or costs
8. Attend conferences on nonadversarial collective bargaining techniques
9. Interview residents of another district regarding the Board's potential employment of an applicant for Superintendent of the district
10. Interview a potential employee from another district

Meetings exempted from the boundary requirements, as specified in items #1-10 above, shall still be subject to the notice and open meeting requirements for regular and special meetings when a quorum of the Board attends the meeting.

If a fire, flood, earthquake, or other emergency renders the regular meeting place unsafe, meetings shall be held for the duration of the emergency at a **place location** designated by the Board president or designee, who shall so inform all news media who have requested notice of special meetings by the most rapid available means of communication. (Government Code 54954)

**Teleconferencing**

A teleconference is a meeting of the Board in which Board members are in different locations, connected by electronic means through audio and/or video. (Government Code 54953)

The Board may use teleconferences for all purposes in connection with any meeting within the Board's subject matter jurisdiction. All votes taken during a teleconference meeting shall be by roll call. (Government Code 54953)

During the teleconference, at least a quorum of the members of the Board shall participate from locations within district boundaries. (Government Code 54953)

Agendas shall be posted at all teleconference locations and shall list all teleconference locations whenever they are posted elsewhere. Additional teleconference locations may be provided to the public. (Government Code 54953)

Note: In 84 Ops.Cal.Atty.Gen. 181 (2001), the Attorney General opined that a city is not required under the Americans with Disabilities Act to provide, as an accommodation for a **disabled** city council member **with disabilities** who was unable to attend a regularly scheduled meeting, a teleconference connection to the member's house where the public would not be permitted to be present. According to the Attorney General, Government Code 54953 requires that members of the public be permitted to be present at any teleconference location.



**MEETINGS AND NOTICES** (continued)

All teleconference locations shall be accessible to the public. All teleconferenced meetings shall be conducted in a manner that protects the statutory and constitutional rights of the parties or the public appearing before the Board, including the right of the public to address the Board directly at each teleconference location. (Government Code 54953)

All Board policies, administrative regulations, and bylaws shall apply equally to meetings that are teleconferenced. The Superintendent or designee shall facilitate public participation in the meeting at each teleconference location.

*Legal Reference:*EDUCATION CODE

- 35140 *Time and place of meetings*
- 35143 *Annual organizational meeting, date, and notice*
- 35144 *Special meeting*
- 35145 *Public meetings*
- 35145.5 *Agenda; public participation; regulations*
- 35146 *Closed sessions in connection with a student*
- 35147 *Open meeting law exceptions and applications*

GOVERNMENT CODE

- 3511.1 *Local agency executives*
- 11135 *State programs and activities; prohibition of discrimination*
- 54950-54963 *The Ralph M. Brown Act, especially:*
- 54953 *Meetings to be open and public; attendance*
- 54954 *Time and place of regular meetings*
- 54954.2 *Agenda posting requirements, board actions*
- 54956 *Special meetings; call; notice*
- 54956.5 *Emergency meetings*

UNITED STATES CODE, TITLE 42

- 12101-12213 *Americans with Disabilities Act*
- CODE OF FEDERAL REGULATIONS, TITLE 28
- 35.160 *Effective communications for individuals with disabilities*
- 36.303 *Auxiliary aids and services for individuals with disabilities*

COURT DECISIONS

***Garnier v. Poway Unified School District, No. 17-cv-2215-W (JLB), 2019 WL 4736208 (S.D. Cal. September 26, 2019)***

***Knight First Amendment Institute at Columbia University v. Trump, 928 F.3d 226 (2019)***

*Wolfe v. City of Fremont, (2006) 144 Cal.App. 4th 54433*

ATTORNEY GENERAL OPINIONS

- 88 *Ops. Cal. Atty. Gen. 218 (2005)*
- 84 *Ops. Cal. Atty. Gen. 181 (2001)*
- 84 *Ops. Cal. Atty. Gen. 30 (2001)*
- 79 *Ops. Cal. Atty. Gen. 69 (1996)*
- 78 *Ops. Cal. Atty. Gen. 327 (1995)*

*Management Resources: (see next page)*

**MEETINGS AND NOTICES (continued)**

*Management Resources:*

CSBA PUBLICATIONS

*The Brown Act: School Boards and Open Meeting Laws*, rev. ~~2014~~ 2019

INSTITUTE FOR LOCAL GOVERNMENT PUBLICATIONS

*The ABCs of Open Government Laws*

LEAGUE OF CALIFORNIA CITIES PUBLICATIONS

*Open and Public IV: A Guide to the Ralph M. Brown Act*, 2<sup>nd</sup> Ed., 2010

WEB SITES

CSBA: <http://www.csba.org>

CSBA, **GAMUT Meetings Agenda Online:**

**<https://www.csba.org/ProductsAndServices/AllServices/GamutMeetingsPolicy>**

~~<http://www.csba.org/Services/Services/GovernanceTechnology/AgendaOnline.aspx>~~

California Attorney General's Office: **<https://oag.ca.gov/home>** ~~<http://www.ag.ca.gov>~~

Institute for Local Government: <http://www.ca-ilg.org>

League of California Cities: <http://www.cacities.org>

(11/08 11/11) 12/20

**BOARD OF TRUSTEES  
RIVER DELTA UNIFIED SCHOOL DISTRICT**

445 Montezuma Street  
Rio Vista, California 9457-1561

**BOARD AGENDA BRIEFING**

Meeting Date: February 16, 2021

Attachments: X

From: Nicole Latimer, Chief Educational Services Officer

Item Number: 13

Type of item: (Action, Consent Action or Information Only): Action

**SUBJECT:**

Request to approve the adoption and purchase of Campbell Biology AP 12<sup>th</sup> Edition published by Pearson for our AP Biology class at Delta High School and Rio Vista High School for a cost not to exceed \$12,439.66.

**BACKGROUND:**

Campbell Biology AP 12<sup>th</sup> Edition delivers a trusted, accurate, current, and innovative experience that guides students to a true understanding of biology.

**STATUS:**

The Curriculum Committee recommends Campbell Biology AP 12<sup>th</sup> Edition by Pearson for River Delta USD's AP Biology classes at Rio Vista High and Delta High Schools.

**PRESENTER:**

Nicole Latimer, Chief Educational Services Officer

**OTHER PEOPLE WHO MIGHT BE PRESENT:**

**COST AND FUNDING SOURCES:**

Not to exceed \$12,439.66 from Educational Services funding.

**RECOMMENDATION:**

That the Board approves the the adoption and purchase of Campbell Biology AP 12<sup>th</sup> Edition published by Pearson for our AP Biology class at Delta High School and Rio Vista High School for a cost not to exceed \$12,439.66.

Time allocated: 3 minutes



Trisha Salomon

River Delta Unified Sch Dist  
 445 Montezuma St  
 Rio Vista, CA 94571-1699  
 United States

Quote Number: 139683-2

Quote Creation Date: 02-02-2021

Quote Expiration Date: 09-30-2021

Quote Release: 2

River Delta Unified Sch Dist - Campbell Bio, 12e

Price Quote Summary

Solution	Base Amount	Total
Campbell: Biology	\$ 11,518.20	\$ 11,518.20
<b>Solution Subtotal</b>	<b>\$ 11,518.20</b>	<b>\$ 11,518.20</b>
	Shipping & Handling	\$ 921.46
	<b>Total</b>	<b>\$ 12,439.66</b>

Price Quote Detail

ISBN	Description	Price	Charged Qty	Total Charged
<b>Campbell: Biology</b>				
Campbell Biology 12th Edition, AP® Edition ©2021 with Mastering® Biology with Pearson eText, Urry et al.,				
9780136811145	CAMPBELL BIOLOGY AP EDITION WITH TEST PREP WORKBOOK	\$191.97	60	\$11,518.20
	<b>Campbell Biology 12th Edition, AP® Edition ©2021 with Mastering® Biology with Pearson eText, Urry et al., Subtotal</b>			<b>\$ 11,518.20</b>
	<b>Campbell: Biology Subtotal</b>			<b>\$ 11,518.20</b>
	<b>Solution Subtotal</b>			<b>\$ 11,518.20</b>
	Shipping and Handling			\$ 921.46
	<b>Total</b>			<b>\$ 12,439.66</b>

**BOARD OF TRUSTEES  
RIVER DELTA UNIFIED SCHOOL DISTRICT**

445 Montezuma Street  
Rio Vista, California 94571-1561

**BOARD AGENDA BRIEFING**

Meeting Date: February 16, 2021

Attachments: \_\_\_\_\_

From: Katherine Wright, Superintendent

Item Number: 14

Type of item: (Action, Consent Action or Information Only): Action

**SUBJECT:**

Request to approve the allowable sports programs at Rio Vista and Delta High Schools for the current season

**BACKGROUND:**

The River Delta USD Return to Athletics Plan for the 2020-2021 school year was Board approved on June 23, 2020. All provisions of that plan are being strictly adhered to. CIF released an All Schools Guidelines document which indicates which color tier each sport can practice and compete in. Districts can use this guidance document to inform district level decisions.

**STATUS:**

The safety of students, staff members, families and community members will remain the District's top priority regardless of which sports programs are allowed to practice and participate in competitions. RDUSD needs direction and approval, based on the CIF color tier guidance, on which sports programs can practice and participate in competitions beginning immediately.

**PRESENTER:**

Katherine Wright, Superintendent; Vicky Turk, RVHS Principal; Christine Mabery, CMS-DHS Principal; Katherine Ingalls, CMS-DHS Athletic Director; Noelle Gomes, RVHS Athletic Director

**COST AND FUNDING SOURCES:**

Budgeted operating costs of the athletic programs; no new allocations

**RECOMMENDATION:**

That the Board approves which sports programs are allowed to practice and compete effectively immediately.

Time allocated: 5 minutes



## 2020-21 BADMINTON GUIDELINES & COVID-19 MODIFICATIONS

### Foundational Statement

The following guidelines and modifications were created to allow for the safe participation of student-athletes during the Covid-19 Pandemic. The following guidelines follow best practices and recommendations from the CIF, the National Federation of State High School Associations (NFHS), and will continue to remain within the scope of all state public health orders.

MODERATE

### General Guidelines

- Masks should be worn at all times by all individuals participating in the activity, even with heavy exertion as tolerated.
- Social distancing measures shall be in place at all times other than when engaged in competition.

### Event Limitations

- 24 matches permitted during the season.
- Adhere to local county guidelines.

### Pre-Game Conference

- Limit attendees to the official and the head coach from each team.
- All individuals maintain a social distance of 6-feet or greater.
- Suspend handshakes prior to and following the Pre-game Conference.

### Pre/Post-Game Ceremony

Replace handshakes before and after the match with a social distance acknowledgment of the team's choosing.

### Game Shuttlecock/Birdie Sanitation

- Athletes can provide their own shuttlecock/birdie and retrieve their own implements.
- If athletes cannot provide their own implements, then it is recommended that implements be sanitized between each use.
- Display signage reminders when possible.



### Equipment & Accessories

- Limit the use of coaching equipment such as target cones.
- Encourage players to use their racquet/foot to return shuttlecocks.
- Disinfect the nylon birdies before and after using them.
- Cloth face coverings are required to be worn at all times by all attendees present.
- Gloves are permissible.
- Players shall utilize their own equipment bin for all personal gear on the sideline.

### Water Bottles & Hydration Stations

- Team members shall not share water bottles.
- Hydration stations may be utilized but shall be touched only by a single appointed monitor.

### Officials' Uniform & Equipment

- By state association adoption, long-sleeved shirts are permissible. (5-1-3)
- Wash hands frequently. Bring personal hand sanitizer.
- Do not share equipment.
- Follow social distancing guidelines.
- Consider using electronic whistle.
- Officiating personnel may always wear permissible face coverings.
- Gloves are permissible.



## 2020-21 BASEBALL GUIDELINES & COVID-19 MODIFICATIONS

### Foundational Statement

The following guidelines and modifications were created to allow for the safe participation of student-athletes during the Covid-19 Pandemic. The following guidelines follow best practices and recommendations from the CIF, the National Federation of State High School Associations (NFHS), and will continue to remain within the scope of all state public health orders.

SUBSTANTIAL

### General Guidelines

- Masks should be worn at all times by all individuals participating in the activity, even with heavy exertion as tolerated.
- Social distancing measures shall be in place at all times other than when engaged in competition.

### Event Limitations

- Adhere to local county guidelines.

### Pre-Game Conference

- Limit attendees to Head Coach of both teams and game umpires.
- Participants must maintain social distancing protocols during the conference.
- No line-up card exchange.
- No handshakes.

### Team Dugouts

- Coaches, game personnel and players only permitted in the dugout.
- Social distance requirements must be observed by all in the dugout.
- If the dugout area is not large enough to provide for social distance requirements, players and game personnel may move outside of the immediate dugout area to practice social distance requirements.
- Spectators shall not be permitted near the dugouts and/or the immediate area of the dugout.

### Post-Game Procedures

Replace handshakes after the game with a social distance acknowledgment of the team's choosing.

### Official Scorekeeping Area

Limited to one (1) person from each team and must observe social distance requirements behind the backstop.





### Equipment Sanitation

- Each team provides sanitized balls (bucket) while on defense.
- Have a “dirty” ball bucket available, so they can be sanitized after the game.
- Sanitize bases after each game.

### Equipment & Accessories

- Permissible face coverings are required to be worn at all times by all attendees present.
- Players shall utilize their own equipment bin for all personal gear in the dugout.
- Minimize the sharing of playing equipment (bats, batting helmets and catchers gear). Equipment must be sanitized between usage of multiple players.
- Batting gloves are encouraged to minimize contact with bats, balls and bases.
- Sanitize all equipment and accessories after each game.

### Uniforms

Long sleeves are encouraged to reduce skin contact with the ball and bases.

### Water Bottles & Hydration Stations

- Team members shall not share water bottles.
- Hydration stations may be utilized but shall be touched only by a single appointed monitor.

### Umpires

- No line-up card exchanges.
- Observe social distance requirements when communicating with coaches, players and other umpires.
- Face coverings are required at all times.
- Carry hand sanitizer and use frequently.

### Game Personnel Considerations (coaches, players, umpires)

- No sunflower seeds, spitting or gum.
- Carry hand sanitizer and use frequently.
- If a pitcher puts his/her hands to their mouth and touches the ball, “TIME” is called, the pitcher must sanitize their hands and a new ball is inserted before throwing the next pitch.

### Regional Championships

- All games played at host school sites.
- Championships shall be single elimination.
- No pre-game player introduction assemblies on the foul lines.
- Awards ceremonies will be limited to ensure safe social distancing and to minimize mass gatherings.



## 2020-21 BASKETBALL GUIDELINES & COVID-19 MODIFICATIONS

### Foundational Statement

The following guidelines and modifications were created to allow for the safe participation of student-athletes during the Covid-19 Pandemic. The following guidelines follow best practices and recommendations from the CIF, the National Federation of State High School Associations (NFHS), and will continue to remain within the scope of all state public health orders.

MINIMAL

### General Guidelines

- Masks should be worn at all times by all individuals participating in the activity, even with heavy exertion as tolerated.
- Social distancing measures shall be in place at all times other than when engaged in competition.

### Event Limitations

- 28 games permitted during the season.
- Adhere to local county guidelines.

### Pre-Game Conference

- Limit attendees to the referee and the head coach from each team with each coach standing on the center circle on each side of the division line.
- All individuals maintain a social distance of 6-feet or greater at the center circle.
- Suspend handshakes prior to and following the Pregame Conference.

### Team Benches

- Limit the number of bench personnel to observe social distancing of 6-feet or greater.
- Place team benches opposite the spectator seating whenever possible.
- Additional chairs or rows may be added to allow bench personnel to observe social distancing of 6-feet or greater.
- Personnel not in the game should adhere to any required local/state face covering requirements.

### Substitution Procedures

Maintain social distancing of 6-feet between the second referee and the player and limit contact between players when substituting.

### Officials' Table

- The host should sanitize the table before the game and at half-time.
- Place officials table sufficiently away from the sideline to allow for additional space for substitutes.
- Limit to essential personnel which includes home team scorer and shot clock timer with a distance of 6-feet between individuals.
- Visiting team personnel (scorer, statisticians, etc.) are not deemed essential personnel and will need to find an alternative location.
- Table personnel should adhere to any required local/state face covering requirements.



### Pre/Post-Game Ceremony

Replace handshakes before and after the match with a social distance acknowledgment of the team's choosing.

### Basketball Sanitation

Ball given to officials in the locker room, where it is sanitized as recommended by the ball manufacturer and not used for warm-ups. Game ball should be cleaned at the end of each quarter.

### Equipment & Accessories

- Permissible face coverings are required to be worn at all times by all attendees present.
- Gloves are permissible.
- Players shall utilize their own equipment bin for all personal gear on the sideline.

### Water Bottles & Hydration Stations

- Team members shall not share water bottles.
- Hydration stations may be utilized but shall be touched only by a single appointed monitor.

### Officials' Uniform & Equipment

- By state association adoption, long-sleeved shirts are permissible. (5-1-3)
- Officials should not be required to wear jackets during pre-game court/player observation.
- Electronic whistles are permissible (supplies are limited).
  - Choose a whistle whose tone will carry inside
  - Check the market for choices
- Permissible face coverings are permissible.
- Gloves are permissible.

### State Championships

- Qualifying teams reduced to eight (8) per division.
- All games played at host school sites.
- Championship shall be single elimination.
- Awards ceremonies will be limited to ensure safe social distancing and to minimize mass gatherings.



## 2020-21 COMPETITIVE CHEER GUIDELINES & COVID-19 MODIFICATIONS

### Foundational Statement

The following guidelines and modifications were created to allow for the safe participation of student-athletes during the Covid-19 Pandemic. The following guidelines follow best practices and recommendations from the CIF, the National Federation of State High School Associations (NFHS), and will continue to remain within the scope of all state public health orders.

MINIMAL

### General Guidelines

- Masks should be worn at all times by all individuals participating in the activity, even with heavy exertion as tolerated.
- Social distancing measures shall be in place at all times other than when engaged in competition.

### Event Modifications

- Participants should be appropriately spaced on the court, field or sideline to ensure proper social distancing.

### Pre-Post Meet Ceremony

Replace handshakes before and after the match with a social distance acknowledgment of the team's choosing.

### Water Bottles & Hydration Stations

- Team members shall not share water bottles.
- Hydration stations may be utilized but shall be touched only by a single appointed monitor.



## 2020-21 CROSS COUNTRY GUIDELINES & COVID-19 MODIFICATIONS

### Foundational Statement

The following guidelines and modifications were created to allow for the safe participation of student-athletes during the Covid-19 Pandemic. The following guidelines follow best practices and recommendations from the CIF, the National Federation of State High School Associations (NFHS), and will continue to remain within the scope of all state public health orders.

WIDESPREAD

### General Guidelines

- Cross country meets should consider using staggered, wave or interval starts.
- Masks shall be worn at all times by all individuals in attendance other than when engaged in competition.
- Social distancing measures shall be in place at all times other than when engaged in competition.

### Event Modifications

- Consider widening the course to at least 6-feet at its narrowest point.
- Finish line area should be enlarged to provide for social distancing guidelines

### Pre-Post Meet Ceremony

Do not shake hands before or after the races/events.

### Pre-Post Meet Conference

- Follow social distancing guidelines:
  - Pre and Post Meet conferences,
  - Clerking at the start line,
  - Tabulations and posting of results.
- Officials continue to use their own personal equipment

### Water Bottles & Hydration Stations

- Team members shall not share water bottles.
- Hydration stations may be utilized but shall be touched only by a single appointed monitor.



## 2020-21 FIELD HOCKEY GUIDELINES & COVID-19 MODIFICATIONS

### Foundational Statement

The following guidelines and modifications were created to allow for the safe participation of student-athletes during the Covid-19 Pandemic. The following guidelines follow best practices and recommendations from the CIF, the National Federation of State High School Associations (NFHS), and will continue to remain within the scope of all state public health orders.

SUBSTANTIAL

### General Guidelines

- Masks should be worn at all times by all individuals participating in the activity, even with heavy exertion as tolerated.
- Social distancing measures shall be in place at all times other than when engaged in competition.

### Event Limitations

- Adhere to local county guidelines.

### Pre-Game Conference

Move the location of the pre-match conference to the center of the field with one coach and one referee on either side of the center line. All four individuals maintain social distance guidelines of 6-feet.

### Officials

- Bring personal hand sanitizer. Wash hands frequently
- Don't share equipment.
- Follow social distancing guidelines. Consider six feet minimum distance when carding or talking to others (players, coaches, other officials).
- Do not shake hands.
- Use of radios to communicate with partner is permissible.
- Officials personnel may wear cloth face coverings at all times.
- By local association adoption, long-sleeved shirt/sweater are permissible.
- Gloves are permissible.

### Pre/Post-Game Ceremony

Replace handshakes after the game with a social distance acknowledgment of the team's choosing.



### Equipment & Accessories

Players shall utilize their own equipment bin for all personal gear on the sideline.

### Uniform

- Long sleeves are encouraged to reduce skin contact with the ball.
- Long pants and undergarments are permissible.

### Water Bottles & Hydration Stations

- Team members shall not share water bottles.
- Hydration stations may be utilized but shall be touched only by a single appointed monitor.



## 2020-21 FOOTBALL GUIDELINES & COVID-19 MODIFICATIONS

### Foundational Statement

The following guidelines and modifications were created to allow for the safe participation of student-athletes during the Covid-19 Pandemic. The following guidelines follow best practices and recommendations from the CIF, the National Federation of State High School Associations (NFHS), and will continue to remain within the scope of all state public health orders.

MODERATE

### General Guidelines

- Masks should be worn at all times by all individuals participating in the activity, even with heavy exertion as tolerated.
- Social distancing measures shall be in place at all times other than when engaged in competition.

### Event Limitations

- 10 games permitted during the season.
- Adhere to local county guidelines.

### Pre-Game Conference

- Limit attendees to one captain from each team, Head referee and Umpire.
- Coin toss should take place in the center of the field with designated individuals maintaining social distancing of 6-feet.
- No handshakes prior to and following the coin toss.
- Maintain social distancing of 6 feet while performing all pregame responsibilities with all officiating crew members, game administration staff, line-to-gain crew, clock operators, individuals handling the balls during the game and team personnel.

### Team Benches

- The team box may be extended on both sides of the field to the 10-yard lines (for players only) in order for more social-distancing space for the teams.
- Maintain social distancing of 6-feet at all times while in the team box.

### Pre/Post-Game Ceremony

Replace handshakes after the game with a social distance acknowledgment of the team's choosing.

### Football Sanitation

Games shall utilize a three-ball rotation, ensuring that anytime a ball goes out of play it shall be sanitized thoroughly with a bleach wipe before returning to the rotation.





### Equipment & Accessories

- Permissible face coverings are required to be worn at all times by all attendees present.
- Gloves are permissible.
- Players shall utilize their own equipment bin for all personal gear on the sideline.

### Uniform

- Long sleeves are encouraged to reduce skin contact with the ball.
- Long pants and undergarments are permissible.

### Water Bottles & Hydration Stations

- Team members shall not share water bottles.
- Hydration stations may be utilized but shall be touched only by a single appointed monitor.

### Officials' Uniform & Equipment

- By local association adoption, long-sleeved shirts are encouraged.
- Do not share uniforms, towels and other apparel and equipment
- Permissible face coverings are required.
- Gloves are permissible.



## 2020-21 GOLF GUIDELINES & COVID-19 MODIFICATIONS

### Foundational Statement

The following guidelines and modifications were created to allow for the safe participation of student-athletes during the Covid-19 Pandemic. The following guidelines follow best practices and recommendations from the CIF, the National Federation of State High School Associations (NFHS), and will continue to remain within the scope of all state public health orders.

WIDESPREAD

### General Guidelines

- Masks should be worn at all times by all individuals participating in the activity, even with heavy exertion as tolerated.
- Only essential personnel are permitted on the course. These are defined as players, coaches, athletic trainers, and officials.
- Social distancing measures shall be in place at all times other than when engaged in competition.

### Event Modifications

- Golf equipment – Players should use their own equipment and golf balls. Players should not touch other players equipment or golf balls.
- Course equipment – Players should not touch the flagstick, bunker rakes or ball cleaning devices on the course.

### Pre-Post Meet Ceremony

Replace handshakes before and after the match with a social distance acknowledgment of the team's choosing.

### Water Bottles & Hydration Stations

- Team members shall not share water bottles.
- Hydration stations may be utilized but shall be touched only by a single appointed monitor.

### State Championship

- Awards ceremonies will be limited to ensure safe social distancing and to minimize mass gatherings.
- Social distancing measures shall be in place at all times other than when engaged in competition.



## 2020-21 GYMNASTICS GUIDELINES & COVID-19 MODIFICATIONS

### Foundational Statement

The following guidelines and modifications were created to allow for the safe participation of student-athletes during the Covid-19 Pandemic. The following guidelines follow best practices and recommendations from the CIF, the National Federation of State High School Associations (NFHS), and will continue to remain within the scope of all state public health orders.

MODERATE

### General Guidelines

- Masks should be worn at all times by all individuals participating in the activity, even with heavy exertion as tolerated.
- Social distancing measures shall be in place at all times other than when engaged in competition.

### Event Limitations

- Adhere to local county guidelines.

### Pre-Meet Conference

- Limit attendees to the official and the head coach from each.
- All individuals maintain a social distance of 6-feet or greater.
- Suspend handshakes prior to and following the Pregame Conference.

### Pre/Post-Meet Ceremony

Replace handshakes before and after the game with a social distance acknowledgment of the team's choosing.



### Equipment & Accessories

- Social distancing of at least 6-feet should be maintained at all times. No hugging, shaking hands, or fist bumps for support/encouragement.
- Remove common chalk bowls. Chalk bowls frequently become talking places for athletes.
- Consider wearing a permissible facial covering for non-coaching staff, coaching staff, and student-athletes.
- Student-athletes should consider wearing cloth facial covering while in the facility and when moving from each apparatus, but not while participating on the equipment as the mask could come off, move, or become a distraction and increase the risk of injury.
- Permissible face coverings are required to be worn at all times by all attendees present.
- Players shall utilize their own equipment bin for all personal gear on the sideline.

### Water Bottles & Hydration Stations

- Team members shall not share water bottles.
- Hydration stations may be utilized but shall be touched only by a single appointed monitor.

### Judges Uniform & Equipment

- Bring personal hand sanitizer. Wash hands frequently
- Don't share equipment.
- Follow social distancing guidelines.
- Space judges 3-6 feet apart at judging tables.
- Do not shake hands and follow pre and post meet ceremony guidelines established by state associations.
- Judges and meet personnel may wear permissible face coverings.



## 2020-21 BOYS LACROSSE GUIDELINES & COVID-19 MODIFICATIONS

### Foundational Statement

The following guidelines and modifications were created to allow for the safe participation of student-athletes during the Covid-19 Pandemic. The following guidelines follow best practices and recommendations from the CIF, the National Federation of State High School Associations (NFHS), and will continue to remain within the scope of all state public health orders.

MODERATE

### General Guidelines

- Masks should be worn at all times by all individuals participating in the activity, even with heavy exertion as tolerated.
- Social distancing measures shall be in place at all times other than when engaged in competition.

### Event Limitations

- Adhere to local county guidelines.

### Pre-Game Conference

- Pregame equipment checks should be conducted after the players have placed their equipment on the field and left the field. Officials then may inspect the equipment and blow the whistle to alert the teams to get their equipment and find the results of the equipment check.
- Meeting with Captains: One captain for each team, official wears a mask, captains stay apart, official shows coin result to each captain.
- No line up. Coaches to relay information to their teams.
- No meeting with faceoff players (if performed).
- Eliminate handshakes following pre-game meeting and at the conclusion of the game.

### Team Benches

Team bench areas should be more clearly marked to remind players of proper location.

### Facing Off

Consider only performing the faceoff during the beginning of the game and at the beginning of the third quarter. If necessary, at the beginning of overtime play. If reduced faceoffs is implemented, then alternating possession shall be used.

### Penalty Enforcement

If there is a violation, blow the whistle quick and award ball.



### Officials' Table

Officials should wear a mask when instructing table personnel. Table personnel should wear mask. Minimize table personnel – official scorer and timekeeper, visiting team personnel should be at their team bench and not at the table. Extend the table if needed.

### Pre/Post-Game Ceremony

- Replace handshakes after the game with a social distance acknowledgment of the team's choosing.

### Equipment & Accessories

- Permissible face coverings are required to be worn at all times by all attendees present.
- Clear, molded, and non-rigid face shields approved by the helmet manufacturer are allowed.
- Players shall utilize their own equipment bin for all personal gear on the sideline.

### Uniform

- Long sleeves are encouraged to reduce skin contact with the ball.
- Long pants and undergarments are permissible.

### Water Bottles & Hydration Stations

- Team members shall not share water bottles.
- Hydration stations may be utilized but shall be touched only by a single appointed monitor.

### Officials' Uniform & Equipment

- By local association adoption, long-sleeved shirt/sweater are permissible.
- Permissible face coverings are required.
- Gloves are permissible.



## 2020-21 GIRLS LACROSSE GUIDELINES & COVID-19 MODIFICATIONS

### Foundational Statement

The following guidelines and modifications were created to allow for the safe participation of student-athletes during the Covid-19 Pandemic. The following guidelines follow best practices and recommendations from the CIF, the National Federation of State High School Associations (NFHS), and will continue to remain within the scope of all state public health orders.

SUBSTANTIAL

### General Guidelines

- Masks should be worn at all times by all individuals participating in the activity, even with heavy exertion as tolerated.
- Social distancing measures shall be in place at all times other than when engaged in competition.

### Event Limitations

- Adhere to local county guidelines.

### Pre-Game Conference

- Limit attendees to one coach from each team and lead official.
- Ensure the pre-game meeting is away from sideline and all individuals maintain a social distance of 6-feet. Masks must be worn by coach and official during the meeting.
- Suspend the use of the coin toss. The visiting team will start with possession and the home team will choose goal to defend.
- Eliminate handshakes following pre-game meeting and at the conclusion of the game.

### The Draw

- Alternate start at the center with draw positioning to start each half and after goals. This is not alternate possession (AP) and does not impact AP for penalty administration during the game. The start of play is on the whistle for these starts. No other changes to player positioning rules.
- The goalie should roll or throw the ball to the official after a goal.

### 8 Meter Positioning

Only one player per hash on 8-meter setup, the existing rule that allows the defense to adjacent hashes remains in force.



### Substitution Procedures & Sideline Protocol

- Ensure that players substituting, coaches, and the table personnel are maintaining social distancing. Split sub box so that each team subs in from their own half of the sub box.
- If available, recommend that a penalty area be marked off that allows social distancing between penalized players, substitutes, and the table personnel.

### Table Personnel

Limit to essential personnel only at the table. Statisticians or visiting scorer personnel are not essential. Home team scorer and timer are essential.

### Pre/Post-Game Ceremony

Replace handshakes after the game with a social distance acknowledgment of the team's choosing.

### Equipment & Accessories

- Permissible face coverings are required to be worn at all times by all attendees present.
- Players and officials may wear permissible face masks, gloves, and long undergarments.
- Players shall utilize their own equipment bin for all personal gear on the sideline.
- Pre-game stick and equipment checks will be completed by one official per team. Each team will place their sticks on their restraining line during pre-game meeting. One official will check sticks per team. Recommend glove use by the officials for stick checks. Players return to collect their own stick after pre-game check is completed.

### Uniform

- Long sleeves are encouraged to reduce skin contact with the ball.
- Long pants and undergarments are permissible.

### Water Bottles & Hydration Stations

- Team members shall not share water bottles.
- Hydration stations may be utilized but shall be touched only by a single appointed monitor.

### Officials' Uniform & Equipment

- By local association adoption, long-sleeved shirt/sweater are permissible.
- Permissible face coverings are required.
- Gloves are permissible.





## 2020-21 SKIING/SNOWBOARDING GUIDELINES & COVID-19 MODIFICATIONS

### Foundational Statement

The following guidelines and modifications were created to allow for the safe participation of student-athletes during the Covid-19 Pandemic. The following guidelines follow best practices and recommendations from the CIF, the National Federation of State High School Associations (NFHS), and will continue to remain within the scope of all state public health orders.

WIDESPREAD

### General Guidelines

- Masks should be worn at all times by all individuals participating in the activity, even with heavy exertion as tolerated.
- Social distancing measures shall be in place at all times other than when engaged in competition.

### Event Modifications

- All individual athlete and staff equipment should be sanitized before and after the on-snow/sport-specific training session.
- All “team/site equipment” should be sanitized before, during, and after the on-snow/sport-specific training session.
- Athletes do not need to wear face covering when on course, but should do so when not on course.
- Maintain physical distancing of a minimum of 6-feet at all times, including chairlift lines, on hill and during ski/snowboard service.
- It is recommended to be a single rider on a chairlift, or with teammates. Limit sharing chairlifts with public people outside of your training group.

### Pre-Post Meet Ceremony

Do not shake hands before or after the races/events.

### Pre-Post Meet Conference

Follow social distancing guidelines:

- Pre and Post Meet conferences,
- Clerking at the start line,
- Tabulations and posting of results.

Officials continue to use their own personal equipment

### Water Bottles & Hydration Stations

- Team members shall not share water bottles.
- Hydration stations may be utilized but shall be touched only by a single appointed monitor.



## 2020-21 SOCCER GUIDELINES & COVID-19 MODIFICATIONS

### Foundational Statement

The following guidelines and modifications were created to allow for the safe participation of student-athletes during the Covid-19 Pandemic. The following guidelines follow best practices and recommendations from the CIF, the National Federation of State High School Associations (NFHS), and will continue to remain within the scope of all state public health orders.

MODERATE

### General Guidelines

- Masks should be worn at all times by all individuals participating in the activity, even with heavy exertion as tolerated.
- Social distancing measures shall be in place at all times other than when engaged in competition.

### Event Limitations

- 28 matches permitted during the season.
- Adhere to local county guidelines.

### Pre-Game Conference

- Limit attendees to head or center referee, the head coach and a single captain from each team.
- Move the location of the pre-game conference to the center of the field.
- Participants must maintain social distancing protocols during the conference.
- No handshakes.

### Team Benches

- Coaches, game personnel and players only permitted in the team bench area.
- Social distance requirements must be observed by all in the team bench area.
- Team bench areas may be located on opposite sides of the field.
- Spectators shall not be permitted behind the team benches.

### Post-Game Procedures

Replace handshakes after the game with a social distance acknowledgment of the team's choosing.

### Official Scorekeeping Area

Limited to home team scorekeeper and timer. Maintain social distance requirements. Visiting team personnel (scorekeeper, statistician, timer) are not deemed essential personnel and will need to find an alternative location.



### Substitution Procedures

Maintain social distance of at least 6-feet between referees, opponents and/or teammates.

### Equipment Sanitation

Games shall utilize a three-ball rotation, ensuring that anytime a ball goes out of play it shall be sanitized thoroughly with a bleach wipe before returning to the rotation.

### Equipment & Accessories

- Permissible face coverings are required to be worn at all times by all attendees present.
- Players shall utilize their own equipment bin for all personal gear on the sideline.
- Long sleeves and long pants are permissible.
- Gloves are permissible.
- Undergarments are permissible but must be of a similar length for the individual and a solid-like color of the team.
- Sanitize all equipment and accessories after each game.

### Water Bottles & Hydration Stations

- Team members shall not share water bottles.
- Hydration stations may be utilized but shall be touched only by a single appointed monitor.

### Referees

- Observe social distance requirements when communicating with coaches, players and other umpires.
- Face coverings are required at all times.
- Long-sleeved shirts/jackets are permissible.
- Gloves are permissible.

### Regional Championships

- All games played at host school sites
- Championships shall be single elimination
- Suspend pre-game world cup introduction line and send players to their field positions for introductions.
- Awards ceremonies will be limited to ensure safe social distancing and to minimize mass gatherings.



## 2020-21 SOFTBALL GUIDELINES & COVID-19 MODIFICATIONS

### Foundational Statement

The following guidelines and modifications were created to allow for the safe participation of student-athletes during the Covid-19 Pandemic. The following guidelines follow best practices and recommendations from the CIF, the National Federation of State High School Associations (NFHS), and will continue to remain within the scope of all state public health orders.

SUBSTANTIAL

### General Guidelines

- Masks should be worn at all times by all individuals participating in the activity, even with heavy exertion as tolerated.
- Social distancing measures shall be in place at all times other than when engaged in competition.

### Event Limitations

- Adhere to local county guidelines.

### Pre-Game Conference

- Limit attendees to Head Coach of both teams and game umpires.
- Participants must maintain social distancing protocols during the conference.
- No line-up card exchange.
- No handshakes.

### Team Dugouts

- Coaches, game personnel and players only permitted in the dugout.
- Social distance requirements must be observed by all in the dugout.
- If the dugout area is not large enough to provide for social distance requirements, players and game personnel may move outside of the immediate dugout area to practice social distance requirements.
- Spectators shall not be permitted near the dugouts and/or the immediate area of the dugout.

### Post-Game Procedures

Replace handshakes after the game with a social distance acknowledgment of the team's choosing.

### Official Scorekeeping Area

Limited to one (1) person from each team and must observe social distance requirements behind the backstop.



### Equipment Sanitation

- Each team provides sanitized balls (bucket) while on defense.
- Have a “dirty” ball bucket available, so they can be sanitized after the game.
- Sanitize bases after each game.

### Equipment & Accessories

- Permissible face coverings are required to be worn at all times by all attendees present.
- Players shall utilize their own equipment bin for all personal gear in the dugout.
- Minimize the sharing of playing equipment (bats, batting helmets and catchers gear). Equipment must be sanitized between usage of multiple players.
- Batting gloves are encouraged to minimize contact with bats, balls and bases.
- Sanitize all equipment and accessories after each game.

### Uniforms

Long sleeves are encouraged to reduce skin contact with the ball and bases.

### Water Bottles & Hydration Stations

- Team members shall not share water bottles.
- Hydration stations may be utilized but shall be touched only by a single appointed monitor.

### Umpires

- No line-up card exchanges.
- Observe social distance requirements when communicating with coaches, players and other umpires.
- Face coverings are required at all times.

### Game Personnel Considerations (coaches, players, umpires)

- No sunflower seeds, spitting or gum.
- Carry hand sanitizer and use frequently.
- If a pitcher puts his/her hands to their mouth and touches the ball, “TIME” is called, the pitcher must sanitize their hands and a new ball is inserted before throwing the next pitch.

### Regional Championships

- All games played at host school sites.
- Championships shall be single elimination.
- No pre-game player introduction assemblies on the foul lines.
- Awards ceremonies will be limited to ensure safe social distancing and to minimize mass gatherings.



## 2020-21 SWIM & DIVE GUIDELINES & COVID-19 MODIFICATIONS

### Foundational Statement

The following guidelines and modifications were created to allow for the safe participation of student-athletes during the Covid-19 Pandemic. The following guidelines follow best practices and recommendations from the CIF, the National Federation of State High School Associations (NFHS), and will continue to remain within the scope of all state public health orders.

WIDESPREAD

### General Guidelines

- Masks shall be worn at all times by all individuals in attendance other than when engaged in competition.
- Social distancing measures shall be in place at all times other than when engaged in competition.

### Event Limitations

- 14 meets permitted during the season.
- Adhere to local county guidelines.
- Athlete clerking areas should be eliminated.

### Pre-Meet Conference

- Decrease number of participants or hold one conference with coaches and one meeting with captains while maintaining proper social distance guidelines.
- The referee can use P.A. system or starting system microphone to allow participants to hear but keep them properly separated.

### Team Seating & Lane Placement

Keep the teams on opposite sides of the pool and require the home team to compete in lanes 1-3 and visitors to swim in lanes 4-6.

### Swimming Warm-up Areas

Establish multiple sessions for warm-up periods to limit number of swimmers per lane. Restrict the number of swimmers in competition area. Limit number of swimmers per lane during warm-up and warm-down periods.

### Diving Warm-up Areas

Limit number of divers during warm-up by creating multiple sessions. During competition, divers may not approach the board until their turn to compete. Hot tubs should not be permitted. Dive order sheets should be posted in multiple areas to reduce number of divers viewing at the same time.

### Meet Officials

Officials responsible for information processing are often located together at a desk/table adjacent to the competition course or in an office/remote location. Develop alternative methods for submitting entries (3-2) and movement of non-electronic information. Require a distance of 3-6 feet between individuals seated at the desk/table.



### Diving Officials

Alternative methods for submitting entries (3-2) and movement of non-electronic information will be required. Recommendations include a distance of 3-6 feet between individuals seated at the desk/table. Create a 3-6 foot space between judges by spacing groups of judges on opposite sides of boards or on one side of the board on a multi-level platform.

### Referee & Starter

Various rules require interactions between officials, coaches and athletes. Alternative methods of communications include utilization of the P.A. system, hand signals or written communication.

### Submission of Entries to Referee

Alternative forms of entry submission can be designed to reduce face-to-face interaction when submitting a proper entry, where/how/to whom entries are submitted, and a reduction or elimination of certain penalties currently attached to improper entries

### Timers

- Timers must assemble at the finish of each race, at the edge of the pool within the 6-8 feet confines of the lane which they are timing.
- Timers should wear permissible facial coverings.

### Relay Takeoff Judges

- Require all takeoff judging from the sides of the pool.
- Space relay swimmers apart from one another.
- Timers and relay takeoff judges should wear permissible facial coverings.

### Equipment & Accessories

- Permissible face coverings are required to be worn at all times by all attendees present.
- Gloves are permissible.
- Players shall utilize their own equipment bin for all personal gear on the sideline.

### Notification of Disqualification

Notification shall occur from a distance via use of hand signals or the P.A. system.

### Water Bottles & Hydration Stations

- Team members shall not share water bottles.
- Hydration stations may be utilized but shall be touched only by a single appointed monitor.

### Officials' Uniform & Equipment

- By local association adoption, long-sleeved, all-white collared polo shirt/sweater are permissible.
- Electronic whistles shall be utilized to minimize the spread of respiratory particles.
- Permissible face coverings are required.
- Gloves are permissible.

### State Championship

At this time there are no changes to qualification procedures for the state tournament. This is subject to change without advanced notice.



## 2020-21 TENNIS GUIDELINES & COVID-19 MODIFICATIONS

### Foundational Statement

The following guidelines and modifications were created to allow for the safe participation of student-athletes during the Covid-19 Pandemic. The following guidelines follow best practices and recommendations from the CIF, the National Federation of State High School Associations (NFHS), and will continue to remain within the scope of all state public health orders.

WIDESPREAD

### General Guidelines

- Masks should be worn at all times by all individuals participating in the activity, even with heavy exertion as tolerated.
- Social distancing measures shall be in place at all times other than when engaged in competition.

### Event Limitations

- 24 matches permitted during the season.
- Adhere to local county guidelines.

### Pre-Match Conference

- Limit attendees to the official and the head coach from each.
- All individuals maintain a social distance of 6-feet or greater.
- Suspend handshakes prior to and following the Pregame Conference.

### Pre/Post-Match Ceremony

Replace handshakes before and after the game with a social distance acknowledgement of the team's choosing.

### Tennis Ball Sanitation

- Practice caution with the tennis balls and avoid letting the participants touch them.
- Try to restrict balls to a particular group, court or day of the week. One idea is to label them with a permanent marker.
- Consider spraying tennis balls briefly with a disinfectant spray (e.g., Lysol or Clorox) at the conclusion of play.
- Using new balls on a very regular basis is highly encouraged.





### Equipment & Accessories

- Use alcohol-based disinfectant to clean all tennis gear, including racquets, towels, target cones, ball machines, etc.
- Permissible face coverings are required to be worn at all times by all attendees present.
- Gloves are permissible.
- Players shall utilize their own equipment bin for all personal gear on the sideline.

### Water Bottles & Hydration Stations

- Team members shall not share water bottles.
- Hydration stations may be utilized but shall be touched only by a single appointed monitor.

### Officials' Uniform & Equipment

- By state association adoption, long-sleeved shirts are permissible. (5-1-3)
- Face coverings are permissible.
- Gloves are permissible.



## 2020-21 TRACK & FIELD GUIDELINES & COVID-19 MODIFICATIONS

### Foundational Statement

The following guidelines and modifications were created to allow for the safe participation of student-athletes during the Covid-19 Pandemic. The following guidelines follow best practices and recommendations from the CIF, the National Federation of State High School Associations (NFHS), and will continue to remain within the scope of all state public health orders.

WIDESPREAD

### General Guidelines

- Masks shall be worn at all times by all individuals in attendance other than when engaged in competition.
- Social distancing measures shall be in place at all times other than when engaged in competition.

### Event Modifications

- To limit contact: athletes can provide their own implements (that pass inspection) and retrieve their own implements after all throws.  
If athletes can't provide their own implements, then it is recommended that implements be sanitized between each use.
- To lower the risk of these events meets can cover high jump or pole vault pits with a tarp that is removed and disinfected after each athlete (therefore multiple tarps needed to keep event moving).
- Sprint, Hurdle, relay events run entirely in lanes, may use every other lane to assist with distancing.

### Pre-Post Meet Ceremony

Do not shake hands before or after the races/events.

### Pre-Post Meet Conference

- Follow social distancing guidelines:  
Clerking at the start line,  
Tabulations and posting of results.
- Officials continue to use their own personal equipment

### Equipment Sanitation

- Blocks should be disinfected after each heat/race.
- Schools/competitors can bring their own batons, or they should be disinfected after each heat/race.



### Equipment & Accessories

- Permissible face coverings are required to be worn at all times by all attendees present.
- Players shall utilize their own equipment (implements, vaulting poles).
- Sanitize all equipment and accessories.

### Water Bottles & Hydration Stations

- Team members shall not share water bottles.
- Hydration stations may be utilized but shall be touched only by a single appointed monitor.

### State Championship

- Awards ceremonies will be limited to ensure safe social distancing and to minimize mass gatherings.
- Social distancing measures shall be in place at all times other than when engaged in competition.



## 2020-21 VOLLEYBALL GUIDELINES & COVID-19 MODIFICATIONS

### Foundational Statement

The following guidelines and modifications were created to allow for the safe participation of student-athletes during the Covid-19 Pandemic. The following guidelines follow best practices and recommendations from the CIF, the National Federation of State High School Associations (NFHS), and will continue to remain within the scope of all state public health orders.

MODERATE

### General Guidelines

- Masks should be worn at all times by all individuals participating in the activity, even with heavy exertion as tolerated.
- Social distancing measures shall be in place at all times other than when engaged in competition.

### Event Limitations

- 28 matches permitted during the season.
- Adhere to local county guidelines.

### Pre-Game Conference

- Move the location of the pre-match conference to center court with one coach and one referee positioned on each side of the net. All four individuals maintain a social distance of 6-feet.
- Limit attendees to one coach from each team, first referee and second referee.
- Suspend the use of the coin toss to determine serve/receive. The visiting team will serve first in set 1 and alternate first serve for the remaining non-deciding sets.
- Suspend roster submission at the pre-match conference. Rosters are submitted directly to the officials' table before the 10-minute mark.

### Team Benches

- Suspend the protocol of teams switching benches between sets.
- Chairs shall not be permitted on the sideline except for coaching staff. Players shall stand while observing social distance requirements. Coaching staff may sit but must also honor social distance requirements.
- Spectators shall not be permitted behind team benches.

### Deciding Set Procedures

Move the location of the deciding set coin toss to center court with team captains and the second referee maintaining the appropriate social distance of 6-feet. A coin toss, called by the home team, will decide serve/receive.



### Substitution Procedures

Maintain social distancing of 6 feet between the second referee and the player and substitute by encouraging substitutions to occur within the substitution zone closer to the attack line.

### Officials' Table

Limit to essential personnel which includes home team scorer, libero tracker and timer with a distance of 6-feet between individuals. Visiting team personnel (scorer, statisticians, etc.) are not deemed essential personnel and will need to find an alternative location.

### Pre/Post-Game Ceremony

Replace handshakes before and after the match with a social distance acknowledgment of the team's choosing.

### Volleyball Sanitation

Games shall utilize a three-ball rotation, ensuring that anytime a ball goes out of play it shall be sanitized thoroughly with a bleach wipe before returning to the rotation.

### Equipment & Accessories

- Permissible face coverings are required to be worn at all times by all attendees present.
- Gloves are permissible.
- Players shall utilize their own equipment bin for all personal gear on the sideline.

### Uniform

- Long sleeves are encouraged to reduce skin contact with the ball.
- Long pants and undergarments are permissible.

### Water Bottles & Hydration Stations

- Team members shall not share water bottles.
- Hydration stations may be utilized but shall be touched only by a single appointed monitor.

### Officials' Uniform & Equipment

- By local association adoption, long-sleeved, all-white/all-blue collared polo shirt/sweater are permissible.
- Electronic whistles shall be utilized to minimize the spread of respiratory particles.
- Permissible face coverings are required.
- Gloves are permissible.

### Regional Championships

- Qualifying teams reduced to eight (8) per division.
- All games played at host school sites.
- Championships shall be single elimination.
- Awards ceremonies will be limited to ensure safe social distancing and to minimize mass gatherings.



## 2020-21 WATER POLO GUIDELINES & COVID-19 MODIFICATIONS

### Foundational Statement

The following guidelines and modifications were created to allow for the safe participation of student-athletes during the Covid-19 Pandemic. The following guidelines follow best practices and recommendations from the CIF, the National Federation of State High School Associations (NFHS), and will continue to remain within the scope of all state public health orders.

MODERATE

### General Guidelines

- Masks shall be worn at all times by all individuals in attendance other than when engaged in competition.
- Social distancing measures shall be in place at all times other than when engaged in competition.

### Event Limitations

- Adhere to local county guidelines.

### Pre-Game Captains Meeting

- Limit attendees to Head Coach and one participant of both teams and officials.
- Participants must maintain social distancing protocols during the conference.
- No handshakes.

### Team Benches

- Teams should be seated on opposite sides of the pool and away from the officials table.
- To promote social distancing, substitute players may be in the water behind the goal line outside the re-entry area, at least 2-meters from the goal, provided this is possible on both ends of the field of play.
- Head coaches shall sit or stand behind the goal line in the team area when the team is on defense and shall maintain 6-feet of distance from players and officials. Spectators shall not be permitted near the pool deck.
- Suspend the protocol of teams switching benches between game quarters, unless this leads to an unfair advantage due to sunlight.
- Spectators shall not be permitted behind team benches.

### Post-Game Procedures

Replace handshakes after the game with a social distance acknowledgment of the team's choosing.



### Game Officials

- Require a distance of 6-feet between individuals seated at the desk/table.
- Officials should wear permissible facial coverings.
- The re-entry areas should be set up on the opposite side from the score table with the goal judges situated on the same side as the score table, each on the goal line at the end of the field of play. If facility constraints make this difficult, configure the deck set-up in a way that promotes 6-feet of social distancing.
- The game timer can also act as shot clock timer, consolidating working positions at the table.
- The duties of the exclusion secretary can be combined with the scorekeeper to consolidate working positions at the table.

### Equipment Sanitation

Games shall utilize a three-ball rotation, ensuring that anytime a ball goes out of play it shall be sanitized thoroughly with a bleach wipe before returning to the rotation.

### Equipment & Accessories

- Permissible face coverings are required to be worn at all times by all attendees present.
- Players shall utilize their own equipment (swim cap).
- Sanitize all equipment and accessories after each game.

### Water Bottles & Hydration Stations

- Team members shall not share water bottles.
- Hydration stations may be utilized but shall be touched only by a single appointed monitor.

### Referees Control Over Conduct

- After the pre-game captains meeting, the head coach and captain(s) are the only individuals authorized to address the referees.
- Alternative methods of communication should be established to encourage 6-feet of social distancing.

### Submission of Entries to Referee

Alternative forms of roster submission can be designed to reduce face-to-face interaction when submitting a proper roster, where/how/to whom entries are submitted, and a reduction or elimination of certain penalties currently attached to improper entries.

- For example, teams may provide a pre-printed roster for all levels prior to the game so that only the game secretary is handling the game book and writing utensils.



## 2020-21 WRESTLING GUIDELINES & COVID-19 MODIFICATIONS

### Foundational Statement

The following guidelines and modifications were created to allow for the safe participation of student-athletes during the Covid-19 Pandemic. The following guidelines follow best practices and recommendations from the CIF, the National Federation of State High School Associations (NFHS), and will continue to remain within the scope of all state public health orders.

MINIMAL

### General Guidelines

- Masks should be worn at all times by all individuals participating in the activity, even with heavy exertion as tolerated.
- Social distancing measures shall be in place at all times other than when engaged in competition.

### Event Limitations

- 40 matches permitted during the season.
- Teams may have more than one team dual in a day but must keep teams separated to meet social distancing guidelines. Only two teams will be allowed to compete at the same time.
- Contests must be scheduled to allow for appropriate cleaning and sanitizing when a new team comes to the facility.
- Adhere to local county guidelines.

### Weigh-ins

Weigh-ins should be completed one team at a time.

### Team Benches

Adhere to physical distancing guidelines. Only one coach and one athlete per team will be permitted on the mat during a match.

### Warm-ups

When a wrestling room is available, the home team should use the wrestling room for their warm-up.

### Officials' Table

Assigned seating for essential bench personnel is recommended with a distance of 6-feet between them.





### Pre/Post-Game Ceremony

Replace handshakes before and after the match with a social distance acknowledgment of the team's choosing.

### Mat Sanitation

Contests must be scheduled to allow for appropriate cleaning and sanitizing when a new team comes to the facility.

### Equipment & Accessories

- Permissible face coverings are required to be worn at all times by all attendees present.
- Players shall utilize their own equipment bin for all personal gear on the sideline.

### Uniform

- Compression shirts are encouraged to reduce skin contact.
- Long pants and undergarments are permissible.

### Water Bottles & Hydration Stations

- Team members shall not share water bottles.
- Hydration stations may be utilized but shall be touched only by a single appointed monitor.

### Officials' Uniform & Equipment

- By local association adoption, long-sleeves are permissible.
- Electronic whistles shall be utilized to minimize the spread of respiratory particles.
- Permissible face coverings are required.
- Gloves are permissible.
- Pre-and post-game handshakes will no longer be used. An alternate form of social distancing acknowledgment may be used.

### State Championships

At this time there are no changes to qualification procedures for the state tournament. This is subject to change without advanced notice.

**BOARD OF TRUSTEES**  
**RIVER DELTA UNIFIED SCHOOL DISTRICT**

445 Montezuma Street  
Rio Vista, California 9457-1561

**BOARD AGENDA BRIEFING**

Meeting Date: February 16, 2021

Attachments: X

From: Katherine Wright, Superintendent

Item Number: 15

Type of item: (Action, Consent Action or Information Only): Action

**SUBJECT:**

Request to approve the 2021 Districtwide Comprehensive Safety Plan (Safety Plan)

**BACKGROUND:**

Districts with an enrollment of under 2,500 students are authorized to prepare a Districtwide Comprehensive Safety Plan. RDUSD's Safety Committee held a meeting on September 12, 2019 inviting law enforcement, fire departments and other first responders. The Safety Plan was reviewed and suggestions and edits were made. The Safety Committee updated Board Policies and made revisions to reflect the changes in procedures and action steps.

Each school site has inserted site specific information such as: Incident Commander Flowcharts, Staff Job Assignments, Phone Trees, and Staff Lists, which are located in the confidential materials section. All School Site Councils (SSC) approved the Safety Plan for 2021 prior to February 1, 2021.

**STATUS:**

The Safety Plan must be approved by the Board prior to the first of March of each year.

**PRESENTER:**

Katherine Wright, Superintendent

**OTHER PEOPLE WHO MIGHT BE PRESENT:**

Staff

**COST AND FUNDING SOURCES:**

No cost to the District to review and update the Safety Plan

**RECOMMENDATION:**

That the Board approves the Districtwide Comprehensive Safety Plan as submitted

Time allocated: 5 minutes



# River Delta Unified School District



**2021**

## **Comprehensive District Safety Plan**

**Bates Elementary School - 180 Primasing, Courtland**  
**D.H. White Elementary School - 500 Elm Way, Rio Vista**  
**Isleton Elementary School - 412 Union Street, Isleton**  
**Walnut Grove Elementary School - 14181 Grove Street, Walnut Grove**  
**Clarksburg Middle School - 52870 Netherlands, Clarksburg**  
**Riverview Middle School - 525 South 2<sup>nd</sup> Street, Rio Vista**  
**Delta High School - 52810 Netherlands, Clarksburg**  
**Rio Vista High School - 410 South 4<sup>th</sup> Street, Rio Vista**  
**River Delta High/Elementary School - 400 Elm Way, Rio Vista**  
**River Delta Community Day School - 160 Courtland High School Ln, Courtland**  
**Mokelumne High School - 160 Courtland High School Ln, Courtland**

*This Comprehensive School Safety Plan was developed by the district's safety planning committee, reviewed by district employees, School Site Councils (SSC), local law enforcement, fire districts and adopted by the River Delta Unified School District Governing Board on February 16, 2021*

***RDUSD Board Approval Confirmed by:***

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Name	Title	Signature	Date
<i>Jennifer Stone</i>	<i>Board President</i>		<i>February 16, 2021</i>
<i>Katherine Wright</i>	<i>Superintendent</i>		<i>February 16, 2021</i>

*This document is to be maintained for public inspection in the district office during regular business hours or on the district's website [www.riverdelta.org](http://www.riverdelta.org)*

## RDUSD Safety Plan – Table of Contents

<b>Comprehensive Safety Plan Purpose &amp; Compliance .....</b>	<b>4</b>
<b>RDUSD Vision, Mission and Core Values .....</b>	<b>6</b>
Vision.....	6
Mission.....	6
Core Values.....	6
Safety Plan Vision.....	7
<b>Components of the Comprehensive School Safety Plan.....</b>	<b>8</b>
RDUSD Safety Planning Committee.....	8
Assessment of School Safety .....	8
District/Campus Safety Strategies and Programs .....	8
(A) Child Abuse Reporting Procedures.....	8
(B) Emergency Preparedness and Crisis Response Plan .....	9
(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines.....	10
(D) Procedures to Notify Teachers of Dangerous Pupils.....	11
(E) Discrimination and Harassment Policies.....	11
(F) School-wide Dress Code.....	13
(G) Procedure for Safe Ingress and Egress to and from School.....	14
(H) A Safe and Orderly School Environment Conducive to Learning.....	14
(I) School Discipline Rules and Consequences .....	20
(J) Hate Crime Reporting Procedures and Policies.....	22
Safety Plan Review, Evaluation and Amendment Procedures .....	23
<b>Safety Plan Appendices .....</b>	<b>24</b>
Protected Information .....	24
Appendix A: Emergency Preparedness Guidelines .....	25
Appendix B: District Crisis Response Plan .....	26
Appendix B.1: District Staff Emergency Contacts – Confidential.....	27
Appendix B.2: Connect Ed Use Procedures – Confidential.....	28
Appendix B.3: Crisis Response/Community Emergency Contacts .....	29
Appendix B.4: RDUSD Incident Command System.....	31
Appendix B.5: District/Campus Emergency Evacuation Plans.....	33
Appendix C: Emergency Response Guidelines .....	35
Appendix D: Types of Emergencies & General Procedures.....	39
Appendix E: Power Failure / Outage Procedures .....	42
Appendix F: Catapult EMS Initiated Procedures .....	43

Appendix G: Injury and Illness Prevention Program

Appendix H: Hybrid Learning Plan

Appendix I: Remote Learning Plan

Appendix J: Health & Safety Plan

## Comprehensive Safety Plan Purpose & Compliance

The California Education Code (sections 32280-32288) outlines the requirements of all schools operating any kindergarten and any grades 1 to 12, inclusive, to write and develop a school safety plan relevant to the needs and resources of that particular school.

In 2004, the Legislature and Governor recast and renumbered the Comprehensive School Safety Plan provisions in SB 719 and AB 115. It is the intent of the Legislature in enacting the provisions to support California public schools as they develop their mandated comprehensive safety plans that are the result of a systematic planning process, that include strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on school campuses.

The historical requirement of the Comprehensive School Safety Plan was presented in Senate Bill 187, which was approved by the Governor and chaptered in 1997. This legislation contained a sunset clause that stated that this legislation would remain in effect only until January 1, 2000. Senate Bill 334 was approved and chaptered in 1999 and perpetuated this legislation under the requirement of the initial legislation.

Comprehensive School Safety Plans must include the following elements:

- Assessment of school crime committed on school campuses and at school-related functions
- Child abuse reporting procedures
- Disaster procedures
- Suspension and expulsion policies
- Procedures to notify teachers of dangerous pupils
- Discrimination and harassment policies
- School wide dress code policies
- Procedures for safe ingress and egress
- Policies enacted to maintain a safe and orderly environment
- Rules and procedures on school discipline
- Hate crime reporting procedures

The Comprehensive School Safety Plan will be reviewed and updated by March of each year. In July of every year, the school will report on the status of its school safety plan including a description of its key elements in the annual school accountability report card.

Small school districts (with an enrollment of 2,500 students or less) may develop a comprehensive district safety plan to encompass all schools within the district, which would fulfill each individual school's comprehensive safety plan requirement. It is not required that small school districts have their safety plans developed or approved by site councils or designated safety committees; the plans must only be approved by the district board of trustees. However, a district plan should be developed in cooperation with local law enforcement agencies, community leaders, parents, pupils, teachers, administrators, and others who may be interested in the prevention of campus crime and violence.

As defined in **RDUSD Board Policy 0450**, the Board of Trustees recognizes that students and staff have the right to a safe and secure campus where they are free from physical and psychological harm. The Board is fully committed to maximizing school safety and creating a positive learning environment that teaches strategies for violence prevention and emphasizes high expectations for student conduct, responsible behavior, and respect for others.

The Board shall review the comprehensive district wide and/or school safety plan(s) in order to ensure compliance with state law, Board policy and administrative regulation. Approval of the plan shall occur at a regularly scheduled meeting.

A copy of the comprehensive district safety plan shall be available for review without the confidential sections at the River Delta Unified School District office.

***Declaration regarding RDUSD board policy and administrative regulation references:***

*Except when specifically quoted, the RDUSD Board Policies and Administrative Regulations included in this safety plan are for reference only and may include only a summarized version of the official policy language. To review these policies and regulations in their entirety, please see the district office during regular business hours.*



## RDUSD Vision, Mission and Core Values

### Vision

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In a diverse community, rich in agricultural and family traditions, the River Delta Unified School District will provide a safe, supportive, rigorous, student-centered education in which all students are prepared to achieve their maximum potential and become productive members of society.

### Mission

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Our Mission is to develop a professional learning community devoted to student success in the 21st century by:

- Providing a safe, respectful, and nurturing school environment
- Providing exemplary, standards-based, fiscally sustainable programs
- Fostering the development of each individual through enrichment, extra-curricular, and other support programs
- Employing, training, and retaining highly qualified professional staff
- Forging partnerships and collaboration opportunities with community shareholders

### Core Values

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We work together every day in the spirit of:

- **Curriculum**  
We will implement curriculum and instruction aligned with state and local standards and assessment to ensure articulated K-12 continuous learning.
- **Facilities**  
We will utilize and update all of our resources and facilities to their fullest potential for the educational benefits and safety of our students and for our community.
- **Growth and Update**  
We will address the needs of each community and take appropriate action based on anticipation of growth and updates of existing structures.
- **School Efficiency**  
We will design and implement a strategic plan which addresses planning and communication among teachers, students, parents, administrators and community.
- **Social Issues**  
We will implement age-appropriate programs that will educate students and parents about physical, emotional and social development and responsibility.
- **Technology**  
We will utilize technology to enhance student learning; improve communication with families, communities and district staff and manage data and equipment.

## **Safety Plan Vision**

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To support the Vision, Mission and Core Values of the River Delta Unified School District, we strive for a safe, respectful and nurturing learning environment where students are empowered to achieve through strong connectedness to their school and community.

Working together with our community partners, we will provide a safe campus environment by effectively identifying and addressing issues that deteriorate our schools' social and physical climate.

## Components of the Comprehensive School Safety Plan

*As a small school district (enrollment of 2,500 or below), the RDUSD Comprehensive District Safety Plan encompasses all eleven schools. Site-specific procedures to implement the components of this plan will be included within the body or appendices of this document. The Plan is reviewed and approved by site councils prior to Board Approval.*

### RDUSD Safety Planning Committee

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- Katherine Wright, District Superintendent
- Nicole Latimer, Chief Educational Services Officer
- Tom Anderson, Director of Special Education
- Jennifer Gaston, District Executive Assistant
- Ken Gaston, Director of MOT
- Carmen Arias, MOT Secretary
- Marcy Rossi, Site Principal

### Assessment of School Safety

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*Education Code, Section 32282 (a) 1*

In the 2017-2018 California Healthy Kids Survey, conducted among district 7<sup>th</sup> graders - 61%, 9<sup>th</sup> graders – 54%, and 11<sup>th</sup> grade – 55% of students reported they feel safe at school all of the time. The same survey also showed that more than half of the students reported high levels of caring relationships with a teacher or other adult at their school and high levels of personal school connectedness. Each of these elements are key indicators of school safety, and these results show that RDUSD has developed for their students, a safe social and physical climate. The only concern that has arisen recently based on discipline data is an increase in drug offenses at the upper grades, which site administrators and counselors are addressing.

A review of school suspension and expulsion data, campus policies and procedures, and interviews with school administration showed an overall safe campus climate and a district commitment to student safety. Site security assessments conducted at each location found facilities to be in good repair and safe. Recommendations made following site security assessments conducted at schools in the district included: replacing door handles with handles lockable from the inside; adding fencing and lockable gates; posting additional signs to guide visitors to each school office; and strengthening lockdown procedures in emergency plans.

### District/Campus Safety Strategies and Programs

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*Education Code 32282 (a) 2 (A)-(J)*

As written in **RDUSD Board Policy 5142**, The Board of Trustees recognizes the importance of providing a safe school environment that is conducive to learning and helps ensure student safety and the prevention of student injury. The Superintendent or designee shall implement appropriate practices to minimize the risk of harm to students, including, but not limited to, practices relative to school facilities and equipment, the outdoor environment, educational programs, and school-sponsored activities.

#### **(A) Child Abuse Reporting Procedures**

*Additional code references: Education Code 35294.2 (a) (2); Penal Code 11166*

According to **RDUSD Board Policy 5141.4** The Board of Trustees is committed to supporting the safety and well-being of district students and desires to facilitate the prevention of and response to child abuse and neglect. The Superintendent or designee shall develop and implement strategies for preventing, recognizing, and promptly reporting known or suspected child abuse and neglect.

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

The district's instructional program shall include age-appropriate and culturally sensitive child abuse prevention curriculum. This curriculum shall explain students' right to live free of abuse, include instruction in the skills and techniques needed to identify unsafe situations and react appropriately and promptly, inform students of available support resources, and teach students how to obtain help and disclose incidents of abuse.

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

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

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

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

The Superintendent or designee shall provide training regarding the duties of mandated reporters.

### ***(B) Emergency Preparedness and Crisis Response Plan***

*Additional code references: Educational Code 35295-35297; Government Code 8607 and 3100*

In **RDUSD Board Policy 3516**, the Governing Board recognizes that all district staff and students must be prepared to respond quickly and responsibly to emergencies, disasters, and threats of disaster. The Superintendent or designee shall develop and maintain a disaster preparedness plan which details provisions for handling emergencies and disasters and which shall be included in the district's comprehensive school safety plan. In developing the district and school emergency plans, the Superintendent or designee shall collaborate with city and county emergency responders, including local public health administrators. The Superintendent or designee shall use state-approved Standardized Emergency Management System guidelines and the National Incident Command System when updating district and site-level emergency and disaster preparedness plans.

The River Delta Unified School District Crisis Response Plan is included in the appendices, and accomplishes the following: providing emergency preparedness guidelines and the district crisis response plan, which incorporates strategies of the Incident Command System (ICS), SEMS and NIMS; as well as emergency contact information and site-specific procedures.

**(i) Earthquake and Multi-hazard Emergency Response Procedure System**

RDUSD has defined emergency response procedures for earthquakes and other hazards in the Crisis Response Plans described in the appendices of this plan. This district follows the recommended “drop, cover and hold on” procedures for earthquake response. The plans also align with standards established by NIMS and SEMS and call for response actions to be coordinated using ICS. Additional details on the implementation of these plans, including roles and responsibilities for school personnel, are included as part of the District Emergency Operations Plan and School Emergency Response Procedures flipcharts. These additional supporting plans are provided to school personnel as references and are not included as part of this public document.

**(ii) Use of School Buildings for Emergency Shelters**

The Board shall grant the use of school buildings, grounds, and equipment to public agencies, including the American Red Cross, for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. The Board shall cooperate with such agencies in furnishing and maintaining whatever services they deem necessary to meet the community’s needs.

**(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines**

*Additional code reference: Education Code 48900, 48915 (d) and (c)*

As stated in **RDUSD Board Policy 5144** The Board of Trustees is committed to providing a safe, supportive, and positive school environment which is conducive to student learning and achievement and desires to prepare students for responsible citizenship by fostering self-discipline and personal responsibility. The Board believes that high expectations for student behavior, use of effective school and classroom management strategies, provision of appropriate intervention and support, and parent/guardian involvement can minimize the need for disciplinary measures that exclude students from instruction as a means for correcting student misbehavior.

Through **RDUSD Board Policy 5144.1 and 5144.2**, The Board of Trustees desires to provide district students access to educational opportunities in an orderly school environment that protects their safety and security, ensures their welfare and well-being, and promotes their learning and development. The Board shall develop rules and regulations setting the standards of behavior expected of district students and the disciplinary processes and procedures for addressing violations of those standards, including suspension and/or expulsion.

The policy also describes the guidelines in accordance with state and federal law, Student Due Process, On-Campus Suspension Program, Required Parental Attendance and the Decision to Not Enforce Expulsion Order available to the school board.

*For campus-specific guidelines for suspension and expulsion of students, including behavior that may result in suspension or expulsion on the first offense, please refer to student and parent handbook distributed to all students at the start of each school year. Current versions will be available for review alongside this comprehensive safety plan in the district office.*

## ***(D) Procedures to Notify Employees of Dangerous Pupils***

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*Additional code reference: Education Code 49079*

As described in **RDUSD Board Policy 4158**: the Superintendent or designee shall develop strategies for protecting employees from potentially dangerous persons and situations and for providing necessary assistance and support when emergency situations occur.

Any employee against whom violence or any threat of violence has been directed in the workplace shall notify the Superintendent or designee immediately. As appropriate, the Superintendent or designee shall initiate legal and security measures to protect the employee and others in the workplace.

The Superintendent or designee shall ensure that employees receive training in crisis prevention and intervention techniques in order to protect themselves and students. Staff development may include training in classroom management, effective communication techniques, procedures for responding to an active shooter situation, and crisis resolution.

## ***(E) Discrimination and Harassment Policies***

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*Additional code reference: Education Code 200-262.4*

A comprehensive prohibition of discrimination and harassment across all district programs and activities is identified in **RDUSD Board Policy 0410**, which states that the Board of Trustees is committed to providing equal opportunity for all individuals in district programs and activities. District programs, activities, and practices shall be free from unlawful discrimination, including discrimination against an individual or group based on race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, marital status, pregnancy, parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or genetic information; a perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics.

Among the policies included in this comprehensive set of anti-discrimination and harassment policies are two that clearly define the expectations and procedures regarding occurrences of discrimination and sexual harassment:

**RDUSD Board Policy 5145.3** states that district's academic, extracurricular, and other educational support programs and activities prohibit unlawful discrimination, including discriminatory harassment, intimidation, and bullying, targeted at any student by anyone, based on the student's actual or perceived race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, marital status, pregnancy, parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or association with a person or group with one or more of these actual or perceived characteristics.

The Board of Trustees desires to provide a safe school environment that allows all students equal access and opportunities in the district's academic, extracurricular, and other educational support programs, services, and activities.

Students who engage in unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, in violation of law, Board policy, or administrative regulation shall be subject to appropriate consequence or discipline, which may include suspension or expulsion when the behavior is severe or pervasive.

As written in **RDUSD Board Policy 5145.7**, The Board of Trustees is committed to maintaining a safe school environment that is free from harassment and discrimination. The Board prohibits, at school or at school-sponsored or school-related activities, sexual harassment targeted at any student by anyone.

The Board also prohibits retaliatory behavior or action against any person who reports, files a complaint or testifies about, or otherwise supports a complainant in alleging sexual harassment.

The Superintendent or designee shall ensure that all district students receive age-appropriate information on sexual harassment. Such instruction and information shall include:

1. What acts and behavior constitute sexual harassment, including the fact that sexual harassment could occur between people of the same sex and could involve sexual violence
2. A clear message that students do not have to endure sexual harassment under any circumstance
3. Encouragement to report observed incidents of sexual harassment even where the alleged victim of the harassment has not complained
4. A clear message that student safety is the district's primary concern, and that any separate rule violation involving an alleged victim or any other person reporting a sexual harassment incident will be addressed separately and will not affect the manner in which the sexual harassment complaint will be received, investigated, or resolved
5. A clear message that, regardless of a complainant's noncompliance with the writing, timeline, or other formal filing requirements, every sexual harassment allegation that involves a student, whether as the complainant, respondent, or victim of the harassment, shall be investigated and prompt action shall be taken to stop any harassment, prevent recurrence, and address any continuing effect on students
6. Information about the district's procedure for investigating complaints and the person(s) to whom a report of sexual harassment should be made
7. Information about the rights of students and parents/guardians to file a civil or criminal complaint, as applicable, including the right to file a civil or criminal complaint while the district investigation of a sexual harassment complaint continues
8. A clear message that, when needed, the district will take interim measures to ensure a safe school environment for a student who is the complainant or victim of sexual harassment and/or other students during an investigation and that, to the extent possible, when such interim measures are taken, they shall not disadvantage the complainant or victim of the alleged harassment

Upon investigation of a sexual harassment complaint, any student found to have engaged in sexual harassment or sexual violence in violation of this policy shall be subject to disciplinary action. For students in grades 4-12, disciplinary action may include suspension and/or expulsion, provided that, in imposing such discipline, the entire circumstances of the incident(s) shall be taken into account.

As written in **RDUSD Board Policy 5131.2** the Board of Trustees recognizes the harmful effects of bullying on student well-being, student learning, and school attendance and desires to provide a safe school environment that protects students from physical and emotional harm. Any employee who permits or engages in bullying or retaliation related to bullying shall be subject to disciplinary action, up to and including dismissal.

No individual or group shall, through physical, written, verbal, visual, or other means, harass, sexually harass, threaten, intimidate, cyberbully, cause bodily injury to, or commit hate violence against any student or school personnel, or retaliate against them for filing a complaint or participating in the complaint resolution process.

### ***(F) School-wide Dress Code***

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*Additional code reference: Education Code 35183*

As described in **RDUSD Board Policy 5132**, The Board of Trustees believes that appropriate dress and grooming contribute to a productive learning environment. The Board expects students to wear clothing that is suitable for the school activities in which they participate. Students shall not wear clothing that presents a health or safety hazard or is likely to cause a substantial disruption to the educational program.

The principal or designee is authorized to enforce this policy and shall inform any student who does not reasonably conform to the dress code.

*For campus-specific detailed dress code requirements, please refer to the student and parent handbook that are distributed to all students at the start of each school year. Current versions will be available for review alongside this comprehensive safety plan in the district office.*



## ***(G) Procedure for Safe Ingress and Egress to and from School***

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Through a collection of Board Policies, River Delta Unified School District has established procedures to ensure the Safe Ingress and Egress of students, parents, and school employees to and from school. The list below shows applicable board policies and administrative regulations and how they contribute to this safety component:

- BP 5142: “To assist students in safely crossing streets adjacent to or near school sites, the Board may employ crossing guards and/or establish a safety patrol at any district school. The Superintendent or designee shall periodically examine traffic patterns within school attendance areas in order to identify locations where crossing assistance may be needed.”
- AR 3543: provides a framework for school bus transportation safety plans and procedures including, student and parent education, bus evacuation exercises, limitations on school bus operation in limited visibility conditions and exceptions to school bus capacity limits in emergency situations where students must be moved immediately to ensure safety.
- BP 5131: holds students accountable for conduct not only on campus but also on their way to and from school.
- BP 5131.7: prohibits the possession of weapons, imitation firearms or other dangerous instruments, as defined in law and administrative regulation, in school buildings, on school ground or buses, at school-related or school-sponsored activities away from school, or while going to or coming from school.

Each school site will also identify emergency evacuation routes identifying locations where students may assemble in response to fire, earthquake, bomb threats or other similar hazards. A map showing emergency evacuation procedures for each campus is included in Appendix B.5: District/Campus Emergency Evacuation Plans.

In addition to the safety measures defined above, student safety will also be ensured through the control of the ingress and egress of campus visitors as defined in **RDUSD Board Policy 1250**:

All outsiders, as defined in law and administrative regulation, shall register immediately upon entering any school building or grounds when school is in session (Penal Code 627.2).

The principal or designee may provide a visible means of identification for all individuals who are not students or staff members while on school premises.

*Additional code references: Education Code 32210-32211, Penal Code 627*

## ***(H) A Safe and Orderly School Environment Conducive to Learning***

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As intended by Educational Code 32282 (b) the action plans shown in the tables on the following pages were developed using strategies presented in the handbook developed and distributed by the School/Law Enforcement Partnership Program entitled “Safe Schools: A Planning Guide for Action”.

Each goal is supported by objectives, which will be accomplished through the defined action steps, using designated resources available, and coordinated or reported on by the designated lead person. Outcome measures are also listed and may be used to assess the progress in achieving the objectives.

<b>Safe Physical Climate Goal:</b>	<b>Our schools are a source of pride in our community with safe, clean and healthy facilities where our students can learn, achieve and thrive.</b>			
<b>Objectives</b>	<b>Action Steps</b>	<b>Resources</b>	<b>Project Lead</b>	<b>Outcomes</b>
1) Identify and address security vulnerabilities and hazards	Maintain visibility from the building and surrounding environment by pruning landscape and moving potential obstacles (All Sites)	District	Gardener	M&O Supervisor will conduct regular site checks to ensure visibility is maintained
	Staff will keep classroom doors of the building locked at all times (All Sites). District will provide magnet strips to sites for doorways.	District, site	Site Administrators, M&O	Policy is enforced by the principal and door remain locked
	Security cameras at D.H. White Elementary School, Isleton Elementary School, Riverview Middle School and Bates Elementary	Site funds	Site Administrators, M&O	Cameras are installed, maintained and operational by site. Must be approved by MOT department.
2) Identify and address communication issues within the district and community that affect the safety and wellbeing of students	District will continue to utilize CatapultEMS Safety management system districtwide.	Donations District	Site Administrators District Office	Provide an emergency communication system for the safety of the students and staff.
	All sites and programs are connected to and have the ability to send out messages via School Messenger	District	Ed Services, site principals	Integrated communication system for all programs

<b>Safe Physical Climate Goal:</b>	<b>Our schools are a source of pride in our community with safe, clean and healthy facilities where our students can learn, achieve and thrive.</b>			
<b>Objectives</b>	<b>Action Steps</b>	<b>Resources</b>	<b>Project Lead</b>	<b>Outcomes</b>
	All sites will develop and maintain a current phone tree		Site Administrators	Current contact information for all site personnel
	Meet with community in a site/district forum annually to address school and community safety		District, Site Administrators	Identify and address safety concerns connected with the schools
	Provide each site with a Red Emergency Analog Phone to be used when experiencing power loss and the VOIP phones are disabled	District	Director of MOT, Site Administrators	Phone number will be left unlisted and private so outbound calls can be made during an emergency.
3) Identify and address traffic flow, pedestrian safety and visitor influence concerns	Crossing guards will safely cross students and families across the street to school (Where applicable)		Staff	Staff will ensure pedestrian safety
	Provide staff to: Supervise students being picked-up at dismissal time Supervise students before school on the main playground, including lining up in specific places		Administrators, staff	Students are supervised during pick-up times Reduction in the amount of parents/students walking through campus before school
	Ensure visitors (non-district employees), have and wear site-issued badges		Site Administrators	All visitors will can be easily identified on school campuses

<b>Safe Physical Climate Goal:</b>	<b>Our schools are a source of pride in our community with safe, clean and healthy facilities where our students can learn, achieve and thrive.</b>			
<b>Objectives</b>	<b>Action Steps</b>	<b>Resources</b>	<b>Project Lead</b>	<b>Outcomes</b>
	Provide signage to all sites – Office sign is clear, dusk to Dawn and alcohol/drug free	M&O funds	M&O, Ed Services	Physical spaces are clearly defined and policies are clearly communicated to the public
	Continue to use a digital sign-in system at Riverview Middle, D.H. White Elementary, Rio Vista High Riverview Middle and Bates Elementary for the 2020-21 school year	District LCAP and site funds	Site Administrator	All visitors to DH White. Riverview, Rio Vista High will sign in digitally and receive a visitor badge, decreasing unidentified individuals on campus and signaling security risks.
4) Practice the activation of crisis response plans and tools	Work with local emergency response partners to conduct and monitor drills and to advise on access issues (all schools)	Local sheriff/police/fire	Site Administrators, District Safety Coordinator	Drills will be conducted regularly and emergency response partners will be informed/invited to all
	Train all staff and students on standard response protocols: 1. Evacuate 2. Shelter 3. Lockdown 4. Lockout and practice per Ed Code 5. Active Shooter	Standard Response Protocol, district, local sheriff/police/fire	Site Administrator	Students and staff have common and easy to remember protocols for crisis responses

Use CatapultEMS to notify and monitor staff and student status during emergency situations and drills	District Donations	Site Administrators	Students and Staff have a communication and efficient protocols for crises responses
Classrooms will be equipt with emergency supplies such as a lockdown toilet, privacy tent or equivalent, a LED lantern and a two way radio.	District funds	District Office and M & O	Provide necessary supplies for the health, safety and welfare of students and staff members during an emergency.
Each school site will participate In a Great Shake-Out Earthquake Drill each school year.	No cost to the district to participate	Site Administrators	Staff and students will be prepared in the event of an earthquake.

<b>Safe Physical Climate Goal:</b>	<b>Our schools are a source of pride in our community with safe, clean and healthy facilities where our students can learn, achieve and thrive.</b>			
<b>Objectives</b>	<b>Action Steps</b>	<b>Resources</b>	<b>Project Lead</b>	<b>Outcomes</b>
	Develop a mental health response protocol and train all staff	Crisis response organizations (fire, police, etc.)	Ed Services & Site Administrator	Consistent response to mental health crises that are based on best practices

<b>Safe Social Climate Goal:</b>	<b>Our students and staff thrive together in an environment of mutual respect, self-discipline and a commitment to excellence.</b>			
<b>Objectives</b>	<b>Action Steps</b>	<b>Resources</b>	<b>Project Lead</b>	<b>Outcomes</b>
1) Promote social emotional learning and decrease behaviors that affect student safety	Continue implementation of Student Success Teams and Second Step (4-6)	District funds	Site administrator or designee	# of students referred to, and served by Student Success Teams and Second Step services  Classroom referrals connected with harassment will decrease  Definition of Bullying will be defined in the student handbook.

<b>Safe Social Climate Goal:</b>	<b>Our students and staff thrive together in an environment of mutual respect, self-discipline and a commitment to excellence.</b>			
<b>Objectives</b>	<b>Action Steps</b>	<b>Resources</b>	<b>Project Lead</b>	<b>Outcomes</b>
	Maintain 1 part-time counselor for each elementary site and 1 FTE for each high school.	District funds, SCOE Bullying Prevention grant	Ed Services, site administrator	Counselors will educate and support students in social emotional learning and anti-bullying behavior
	Provide parents education annually on bullying behavior	SCOE Bullying prevention program	Ed Services, site administrator	Parents will have clearer understanding of what is and isn't bullying  Parents will understand and use complaint procedures to address potential bullying
	Monitor and address bullying behavior; staff will intervene on ALL bullying behavior		Site administrator, supported by all school personnel	All staff will be trained in bullying prevention and use strategies and supports in classroom, as well as investigate all bullying claims

<b>Safe Social Climate Goal:</b>	<b>Our students and staff thrive together in an environment of mutual respect, self-discipline and a commitment to excellence.</b>			
<b>Objectives</b>	<b>Action Steps</b>	<b>Resources</b>	<b>Project Lead</b>	<b>Outcomes</b>
2) Strengthen staff resources available for prevention programs	Site administration will continue to serve as the district’s liaison and prevention coordinator in addition to the services already in place	Tools and resources from SCOE safety plan training	Site administration team	Staff are trained in current research on bullying and provide a safe and supportive classroom and school climate
	Prevention program will be provided at middle school to address drug and alcohol use		District, site administrator	Reduction of drug and alcohol use as reported in California Healthy Kids Survey
3) Strengthen administrative knowledge around current disciplinary practices and legal requirements around school safety	Provide annual training to district administrators on discipline, investigative process and expulsions	District	Ed Services	Consistent application of district and state disciplinary policies
	Identify and train district expulsion officers	SCOE, district	Ed Services	Ensure due process for all students and all paperwork is completed and presented to district and/or school board



## ***(I) School Discipline Rules and Consequences***

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*Additional code references: Education Code 35291 and 35291.5*

**RDUSD Board Policy 5131** identifies district-wide standards for student conduct:

The Board of Trustees believes that all students have the right to be educated in a positive learning environment free from disruptions. Students shall be expected to exhibit appropriate conduct that does not infringe upon the rights of others or interfere with the school program while on school grounds, while going to or coming from school, while at school activities, and while on district transportation.

The Superintendent or designee shall ensure that each school site develops standards of conduct and discipline consistent with Board policies and administrative regulations. Students and parents/guardians shall be notified of district and school rules related to conduct.

Prohibited student conduct includes but is not limited to:

1. Conduct that endangers students, staff or others, including, but not limited to, physical violence, possession of a firearm or other weapon, and terrorist threats
2. Discrimination, harassment, intimidation, or bullying of students or staff, including sexual harassment, hate-motivated behavior, cyberbullying, hazing or initiation activity, extortion, or any other verbal, written or physical conduct that causes or threatens to cause violence, bodily harm, or substation disruption
  - a. “Cyberbullying” includes the transmission of harassing communications, direct threats, or other harmful texts, sounds, images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person’s electronic account and assuming that person’s identity in order to damage that person’s reputation.
3. Conduct that disrupts the orderly classroom or school environment
4. Willful defiance of staff’s authority for grades 7-12.
5. Damage to or theft of property belonging to students, staff or the district
6. Obscene acts or use of profane, vulgar or abusive language
7. Possession, use, or being under the influence of alcohol, tobacco, cannabis, smokeless tobacco products, and electronic cigarettes or other prohibited drug in violation of school rules
8. Possession or use of laser pointers, unless used for a valid instructional or other school-related purpose
  - a. Prior to bringing a laser pointer on school premises for a valid instructional or school-related purpose, students shall obtain permission from the principal or designee.
9. Use of a cellular/digital telephone, pager, or other mobile communications device during instructional time
  - a. Such devices shall be turned off in class, except when being used for a valid instructional or other school-related purpose as determined by the teacher or other district employee, and at any other time directed by a district employee. Any device with a camera, video or voice recording shall not be used in any manner which infringes on the privacy rights of any other person.
  - b. No student shall be permitted from possessing or using an electronic signaling device that is determined by a licensed physician or surgeon to be essential for the student’s health and the use of which is limited to purposes related to the student’s health.

10. Plagiarism or dishonesty in schoolwork or on tests
11. Inappropriate attire
12. Tardiness or unexcused absence from school
13. Failure to remain on school premises in accordance with school rules

Students who violate district or school rules and regulations may be subject to discipline including, but not limited to, suspension, expulsion, transfer to alternative programs, referral to a student success team or counseling services, or denial of participation in extracurricular or cocurricular activities or other privileges in accordance with Board policy and administrative regulation. The superintendent or designee shall notify law enforcement as appropriate.

Students also may be subject to discipline, in accordance with law, Board policy, or administrative regulation, for any off-campus conduct during non-school hours which poses a threat or danger to the safety of students, staff, or district property, or substantially disrupts school activities.

*For campus-specific rules and comprehensive description of conduct and student behavior expectations, please refer to student and parent handbook distributed to all students at the start of each school year. Current versions will be available for review alongside this comprehensive safety plan in the district office.*

**RDUSD Board Policy 5144** describes standards for discipline and provides administrative guidance for the consequences of misconduct:

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

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

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

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

At all times, the safety of students and staff and the maintenance of an orderly school environment shall be priorities in determining appropriate discipline. When misconduct occurs, staff shall attempt to identify the causes of the student's behavior and implement appropriate discipline. When choosing between different disciplinary strategies, staff shall consider the effect of each option on the student's health, well-being, and opportunity to learn.

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

**Additional Board Policies** are listed below, which describe overarching discipline standards for specific areas of concern. Violation of these items will result in student referral to campus administration at the minimum and may lead to suspension or expulsion. These include:

- **Weapons:** The Board prohibits any student from possessing weapons, imitation firearms, or other dangerous instruments, as defined in law, and administrative regulation, in school buildings, on school grounds or buses, at school-related or school-sponsored activities away from school, or while coming to or coming from school. Under the power granted to the Board to protect the safety of students, staff and others on district property and to maintain order and discipline in the schools, any school employee is authorized to confiscate any prohibited weapon, imitation firearm, or dangerous instrument from any student on school grounds. **RDUSD Board Policy 5131.7**

### ***(J) Hate Crime Reporting Procedures and Policies***

*Additional code references: Penal Code 628*

As stated in **RDUSD Board Policy 5145.9**, The Board of Trustees is committed to providing a safe learning environment that protects students from discrimination, harassment, intimidation, bullying, and other behavior motivated by a person's hostility towards another person's real or perceived ethnicity, national origin, immigrant status, sex, gender, sexual orientation, religious belief, age, disability, or any other physical or cultural characteristic. The Superintendent or designee shall design strategies to promote harmonious relationships among students, prevent incidents of hate-motivated behavior to the extent possible, and address such incidents if they occur.

The Superintendent or designee shall collaborate with regional programs and community organizations to promote safe environments for youth. Such collaborative efforts shall focus on ensuring an efficient use of district and community resources, developing effective prevention strategies and response plans, providing assistance to students affected by hate-motivated behavior, and/or educating students who have perpetrated hate-motivated acts.

The district shall provide students with age-appropriate instruction that includes the development of social-emotional learning, promotes their understanding of and respect for human rights, diversity, and acceptance in a multicultural society, and provides strategies to manage conflicts constructively.

A student or parent/guardian who believes the student is a victim of hate-motivated behavior is strongly encouraged to report the incident to a teacher, the principal, or other staff member. Any complaint of hate-motivated behavior shall be investigated and, if determined to be discriminatory, shall be resolved in accordance with law and the district's uniform complaint procedures specified in AR 1312.3 - Uniform Complaint Procedures. If, during the investigation, it is determined that a complaint is about nondiscriminatory behavior, the principal or designee shall inform the complainant and shall take all necessary actions to resolve the complaint.

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

## **Safety Plan Review, Evaluation and Amendment Procedures**

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The River Delta Unified School District comprehensive safety plan will be reviewed, evaluated and amended (if necessary) in November of each school year.

Pursuant to Education Code Section 35294.6(a), the River Delta Unified School District adopted this annual comprehensive school safety plan at the regular meeting of the Governing Board as noted on the cover page. An opportunity for public comment was provided during this meeting, prior to the plan's adoption. Documentation of this meeting, which may include the meeting agenda, minutes and copies of materials provided for the plan presentation, will be filed alongside the plan at the district office.

An updated file containing all appropriate or required safety related plans and materials are available for public inspection in the River Delta Unified School District Office.

## Safety Plan Appendices

### Protected Information

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The preceding Comprehensive School Safety Plan is a public document to be available for review in the district office at any time during regular business hours, as mandated by Education Code 32282 (e). However, some appendices within this section may include proprietary information that shall not be released to the general public including personal contact information for staff members, detailed security procedures for campus crisis response and campus vulnerability assessment information.

As protected under the California Public Records Act (Government Code 6254 parts *c* and *aa*) and prescribed by RDUSD Administrative Regulation 1340, the following items will be identified as “**Confidential**”, reviewed only in a closed session of the RDUSD Governing Board and withheld from public release of the Comprehensive District Safety Plan:

- Any appendices containing personnel information that the disclosure of which would constitute an unwarranted invasion of personal privacy.  
*(Further detail on protected information is also defined in GC 6254.3.)*
- Any appendices prepared to assess district and/or school site vulnerabilities to terrorist or other criminal acts intended to disrupt student instruction or safety.

According to the procedures developed by the Department of Homeland Security and defined in DHS Management Directive 11042.1, the following items will be designated “**For Official Use Only (FOUO)**”, will be reviewed only in a closed session of the RDUSD Governing Board and released only for official safety assurance or crisis response use:

- Any appendices containing detailed crisis response information that, if disclosed, would undermine plans or procedures designed to protect students from harm by revealing safety strategies such as but not limited to critical communications systems, crisis response facilities (i.e. command post, staging areas, etc.), and supplies storage.

## **Appendix A: Emergency Preparedness Guidelines**

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Please see attached flip chart, which includes emergency preparedness guidelines followed by the school district.

## **Appendix B: District Crisis Response Plan**

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The following sections provide key information for crisis response for RDUSD. While this information represents the basic tools needed for an effective crisis response, RDUSD will continue to assess, revise and expand on the plan for continuous improvement in student safety. Additional documentation, including a stand-alone emergency operations plan will be referenced in this Comprehensive District Safety Plan as it is developed and implemented. Also, site- specific information is attached for use by site personnel and district personnel.

(FOR OFFICIAL USE ONLY)

***Appendix B.1: District Staff Emergency Contacts – Confidential***

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(FOR OFFICIAL USE ONLY)



***Appendix B.2: School Messenger Use Procedures – Confidential***

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(FOR OFFICIAL USE ONLY)

**Appendix B.3: Crisis Response/Community Emergency Contacts**

**For all emergencies, call 911!**

**Public Health and Safety**

Number	Purpose/Subject
<b>Emergency - 911</b>	
916-876-8309	Non-emergency
1-800-TELL-CHPP	Non-emergency
916-875-5437	Regular hours reports
916-875-5437	After hours reports
1-800-544-8596	Regular hours reports
1-800-544-8596	After hours reports
530-669-2345	Regular hours reports
1-888-400-0022	After hours reports
916-874-4670	Natural & Man-made disaster services coordination, procedures, resources and preparedness programs
707-784-1600	After hours reports
530-406-4930	Natural & Man-made disaster services coordination, procedures, resources and preparedness programs
916-875-5881	
707-784-8070	
	Health and public safety resources
530-666-8645	Health and public safety resources David Gordon
916-228-2410 dgordon@scoe.net	
916-875-1055	
800-547-0495	General Access Line
707-428-1131	24 hour Crisis Line
916-666-8645	Regular Hours

Number	Purpose/Subject
800-733-2767	Customer Service
800-876-4766	24 hr. HOTLINE
800-876-4766	24 hr. HOTLINE
800-876-4766	24 hr. HOTLINE

### **Communications – Media**

Agency	Number	Purpose/Subject
<b>Radio Stations</b>		
KRVH	(707) 374-6336	Emergency Broadcast
<b>Newspapers</b>		
The Fairfield Recorder	(903) 389-3334	General
The Sacramento Bee	(916) 321-1000	General
<b>Television</b>		

### **Transportation and Utilities**

Agency	Number	Purpose/Subject
Cal Trans	(800) 427-7623	Highway Conditions
Delta Breeze	(707) 374-2878	Public transportation
River Delta USD Transportation	(707) 374-2494	South Transportation Office
River Delta USD Transportation	(916) 775-1491	North Transportation Office
PG&E	(800) 743-5000	24-hour contact
SMUD	(888) 742-7683	

## ***Appendix B.4: RDUSD Incident Command System***

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### **Standardized Emergency Management System/ Incident Command System Overview**

The California Standardized Emergency Management System (SEMS) uses the Incident Command System (ICS) 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 agencies participating in response to an emergency.

ICS consists of five functions:

#### **Management**

During an emergency, the Incident Commander directs response actions from a designated Command Post. To effectively do this, 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.

#### **Planning & Intelligence**

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. These activities are performed by a single person who reports directly to the Incident Commander.

#### **Operations**

All response actions are implemented under by Operations. This includes staff performing first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students.

In the organizational structure described on the preceding page, the Operations Chief supervises five teams: First Aid and Student Health, Student Evacuation Transportation, Critical Incident Stress Response, Parent Coordination and Reunification and Student Accountability.

#### **Logistics**

Logistics supports the response by coordinating personnel; assembling and deploying volunteers; providing supplies, equipment, and services; and facilitating communications among emergency responders.

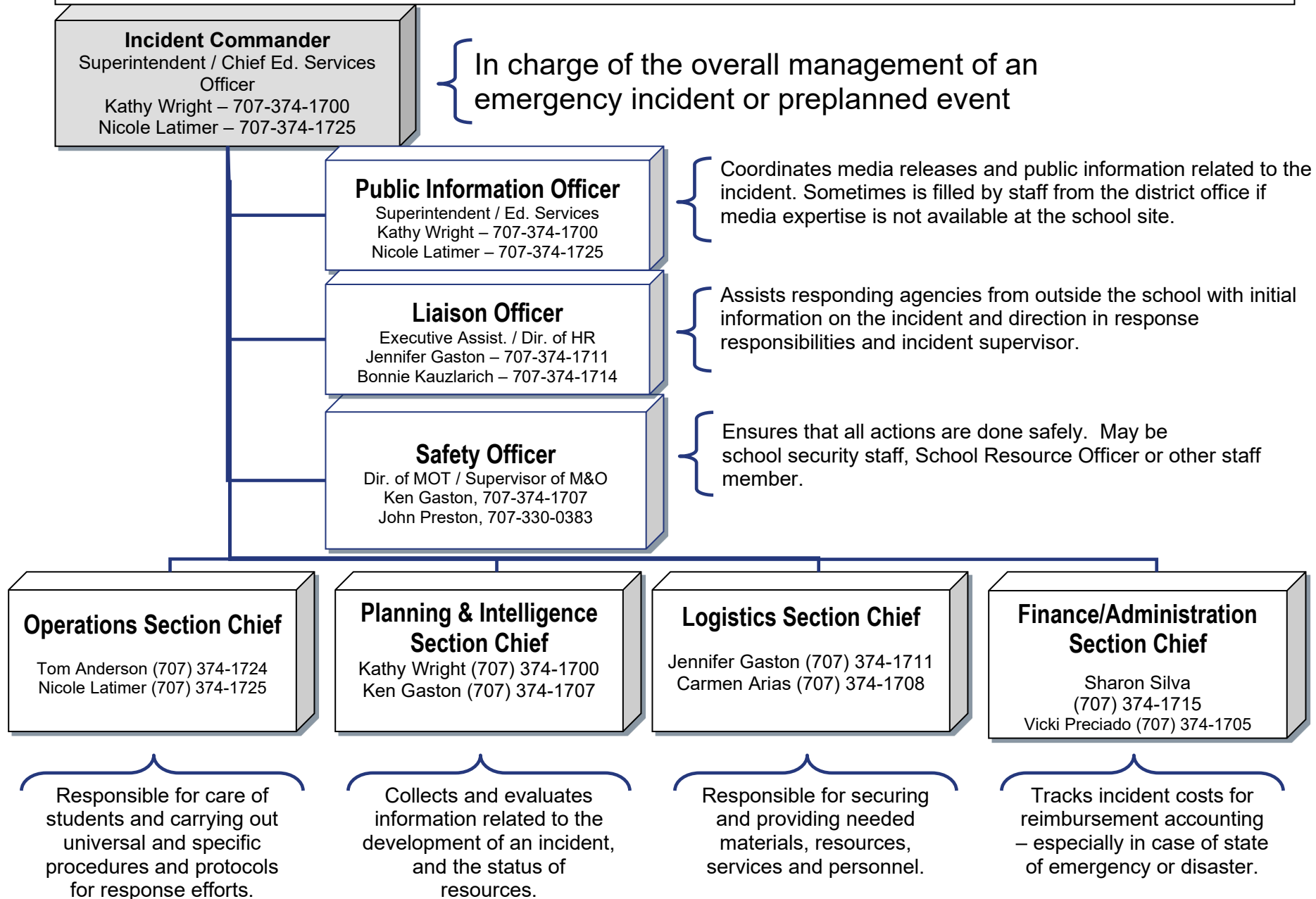
#### **Finance & Administration**

Finance & Administration involves the purchasing of all necessary materials, tracking financial records, timekeeping for emergency responders, and recovering school records following an emergency. These activities are performed by a single person who reports directly to the Incident Commander.

# RDUSD DISTRICT OFFICE Incident Response Team

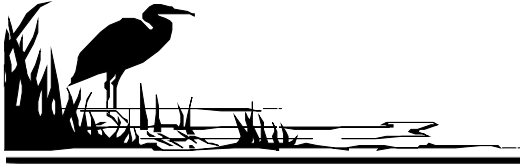
Last Updated: 9/12/19

Updated by: Jennifer Gaston (707) 374-1711



Appendix B.5: District/Campus Emergency Evacuation Plans

(FOR OFFICIAL USE ONLY)



**RIVER DELTA UNIFIED SCHOOL DISTRICT**

**445 Montezuma Street**  
**Rio Vista, California 94571-1651**  
(707) 374-1700 Fax (707) 374-2995  
<http://riverdelta.org>

**STUDENT START & RELEASE TIMES**  
**2020-2021**

	<b>START</b>	<b>RELEASE</b>	<b>WED</b>	<b>MINI</b>
		<b>M-T-T-F</b>		
<b>D.H. WHITE</b>	<b>8:30 AM</b>	<b>2:30 PM</b>	<b>1:36</b>	<b>12:35</b>
<b>RIVERVIEW</b>	<b>8:20 AM</b>	<b>3:00 PM</b>	<b>1:45</b>	<b>12:45</b>
<b>R.V.H.S.</b>	<b>8:10 AM</b>	<b>3:10 PM</b>	<b>2:05</b>	<b>1:10</b>
<b>ISLETON</b>	<b>8:20 AM</b>	<b>3:00 PM</b>	<b>1:45</b>	<b>12:45</b>
<b>WALNUT GROVE</b>	<b>7:55 AM</b>	<b>2:30 PM</b>	<b>1:15</b>	<b>12:18</b>
<b>MOKELUME H.S.</b>	<b>8:45 AM</b>	<b>2:15 PM</b>	<b>1:00</b>	<b>12:00</b>
<b>BATES</b>	<b>8:30 AM</b>	<b>3:00 PM</b>	<b>1:40</b>	<b>12:40</b>
<b>CLARKSBURG</b>	<b>8:15 AM</b>	<b>3:12 PM</b>	<b>2:02</b>	<b>1:05</b>
<b>DELTA H.S.</b>	<b>8:15 AM</b>	<b>3:12 PM</b>	<b>2:02</b>	<b>1:05</b>
<b>Community Day</b>	<b>8:00 AM</b>	<b>3:00 PM</b>	<b>2:00</b>	<b>3:00</b>

## Appendix C: Emergency Response Guidelines

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### STEP ONE: IDENTIFY THE TYPE OF EMERGENCY

The first response to an emergency is to determine the type of emergency that has occurred. Procedures for 18 different types of emergencies are listed in the following section.

### STEP TWO: IDENTIFY THE 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, there is a three-tiered rating below:

- **Level 1 Emergency:** A *minor* emergency that is handled by school personnel without the 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 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.

### STEP THREE: DETERMINE THE IMMEDIATE RESPONSE ACTION

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 & Cover:** Students and staff protect themselves by crouching under a table, desk, or chair until the danger passes.
- **Shelter in Place:** Students and staff are kept indoors in order to isolate them from the outdoor environment. The heating and air conditioning system is also shut down.
- **Lock Down:** Students and staff are kept in a designated locked area until a danger has passed, such as an intruder being on campus.
- **Evacuate Building:** Students and staff are escorted outside to an assembly area if it has been determined that it is too dangerous to remain indoors.
- **Evacuate Campus:** Students and staff are escorted to an off-site assembly area if it has been determined that it is too dangerous to remain on campus.
- **All Clear:** Notification is given that normal school operations should resume.

### STEP FOUR: COMMUNICATE THE APPROPRIATE RESPONSE ACTION (CatapultEMS)

Once the type of *immediate response action* is determined, the incident commander must inform the site’s staff which response action to take, using CatapultEMS, paging systems, or any other means necessary. The most appropriate method of communication depends on the response action selected. When announcing what response to take, avoid codes, jargon, or any other potentially confusing vocabulary. Be calm, direct, and clear in your announcements.



- **Duck & Cover:** Immediately use the site’s school-wide communication system to instruct students and staff to protect themselves by moving into a “duck & cover” position by crouching under a table, desk, or chair until the danger passes. Time is the most urgent matter with this response action as the emergency may take place before the announcement can be made. However, do not assume that all members of the site are already in a “duck & cover” position. Make the announcement even if the immediate crisis has passed.
- **Shelter in Place:** Immediately use the site’s school-wide communication system to instruct students and staff that they are to stay indoors until further notice, even if the heating and air conditioning system is disabled.
- **Lock Down:** Immediately use the site’s school-wide communication system to instruct staff to lock all exterior doors, to close any open windows, and to keep students as far away as possible from any windows until further notice
- **Lockout:** Immediately use the site’s school-wide communication system to instruct staff to lock all exterior doors, to close any open windows. Business as usual inside classroom.
- **Evacuate Building:** Immediately use the site’s fire alarm bell system to notify students and staff that they are to proceed to the site’s outside assembly area.
- **Evacuate Campus:** Immediately use the site’s fire alarm bell system to notify students and staff that they are to proceed to the site’s outside assembly area. From there, notify staff and students using a bullhorn that it has been determined that it is too dangerous to remain on campus. Provide instructions on how staff and students will be relocated.
- **All Clear:** Use the site’s school-wide communication system to notify staff and students that normal school operations should resume.



**STANDARD RESPONSE PROTOCOL FLYER**

**IN AN EMERGENCY WHEN YOU HEAR IT, DO IT FLYER**

## **Appendix D: Types of Emergencies & General Procedures**

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### ***AIRCRAFT CRASH***

The administrator or designee will initiate appropriate actions, which may include Duck & Cover, Shelter-in-Place, Evacuate Building, or Evacuate Campus depending on the nature of the accident, the location of damage, and the existence of any chemical and/or fuel spills.

### ***ANIMAL DISTURBANCE***

This procedure should be implemented when the presence of a coyote, mountain lion, or any other wild animal threatens the safety of students and staff. The administrator or designee will initiate appropriate actions, which may include Lock Down or Evacuate Building.

### ***ARMED ASSAULT ON CAMPUS***

This involves one or more individuals who attempt to take hostages or cause physical harm to students and staff. Such an incident may involve individuals who possess a gun, a knife or other harmful item. The administrator or designee will decide the appropriate response, which may include Shelter-in-Place, Lock Down, Evacuate Building, or Evacuate Campus.

### ***BIOLOGICAL OR CHEMICAL RELEASE***

This 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. The administrator or designee will initiate appropriate actions, which may include Shelter-in-Place or Evacuate Building.

### ***BOMB THREAT / THREAT OF VIOLENCE***

This occurs upon the discovery of a suspicious package on campus grounds or receipt of a threatening phone call that may or may not present a risk of an explosion. 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*. The person answering the threat call should ask the questions listed on the “Bomb Threat Checklist”. In coordination with law enforcement, the administrator or designee will initiate appropriate actions, which may include Duck & Cover, Lock Down, or Evacuation.

### ***DISORDERLY CONDUCT***

This involves a student or staff member exhibiting threatening or irrational behavior who does not have a weapon. The administrator or designee will initiate appropriate actions, which may include Shelter-in-Place, Lock Down, Evacuate Building, or Evacuate Campus.

## ***EARTHQUAKE***

Earthquakes 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. The administrator or designee will initiate appropriate actions, which may include Duck & Cover, Evacuate Building, or Evacuate Campus.

## ***EXPLOSION OR RISK OF EXPLOSION***

This involves an explosion on school property, the risk of an explosion on school property, an explosion or risk of explosion near the school, or a nuclear explosion involving radioactive materials. The administrator or designee will initiate appropriate actions, which may include Duck & Cover, Shelter-in-Place, Evacuate Building, or Evacuate Campus.

## ***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. After calling the local fire department in an effort to determine the seriousness of the fire, the administrator or designee will initiate appropriate actions, which may include Shelter-in-Place, Lock Down, Evacuate Building, or Evacuate Campus.

## ***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. 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 administrator or designee. The administrator or designee will immediately initiate the Evacuate Building action. If the size of the fire is beyond the control of staff on site, call 911 for immediate assistance from the fire department.

## ***FLOODING***

This 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. The administrator or designee will initiate appropriate actions, which may include Shelter-in-Place, Evacuate Building, or Evacuate Campus.

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

This 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. The administrator or designee will initiate appropriate actions, which may include Shelter-in-Place or Evacuate Building.

## ***MOTOR VEHICLE CRASH***

This procedure addresses situations involving a motor vehicle crash on or immediately adjacent to school property. Given the nature of the crash, there may also be a danger from a fuel spill, which should be considered when deciding which action(s) to take. The administrator or

designee will initiate appropriate actions, which may include Duck & Cover, Shelter-in-Place, Evacuate Building, or Evacuate Campus.

### ***PSYCHOLOGICAL TRAUMA***

When the administrator or designee feels that there has been an event that causes a psychological impact on students and/or 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, he or she should contact the local law enforcement office to request support in conducting a critical incident stress debriefing. Emergencies like these 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, and 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 emotional and psychological needs of others.

### ***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. The administrator or designee will isolate the suspected contaminated food/water to prevent consumption, and will restrict access to the area. Second, the administrator or designee will notify the district safety coordinator of the problem and await further instructions. Meanwhile, a list will be made of all potentially affected students and staff, which will be provided to responding authorities. Law enforcement should be contacted if there is evidence of individuals purposefully contaminating the food or water source.

### ***UNLAWFUL DEMONSTRATION OR WALKOUT***

An unlawful demonstration or walkout is any unauthorized assemblage on or off campus by staff or students for the purpose of protest or demonstration. Upon indication that an unlawful demonstration or walkout is about to begin, personnel should immediately notify the administrator or designee. The administrator or designee will initiate the Shelter-in-Place action. Students who ignore this action and leave campus shall be asked to sign his or her name and record address, telephone number and time entered or departed. If students leave the campus, the administrator or designee will designate appropriate staff members to accompany them. These staff members will attempt to guide and control the actions of students while offsite. The administrator or designee should proceed in good judgment on the basis of police or other legal advice, in taking action to control and resolve the situation.

## Appendix E: Power Failure / Outage Procedures

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### Power Failure/Outage Procedures

During any given day, schools may experience a power failure at various locations ranging from a few minutes to several days. Typically, we do not close school unless there is a compelling reason to do so. Classrooms are equipped with emergency supplies, including lanterns, flashlights and walkie talkies. In most short-term power outage situations, there is adequate light from windows and emergency lighting, as well as warm enough conditions for instruction to continue. Teachers are prepared to cope with a short-term power failure and will continue their regular curriculum and/or appropriate substitute assignments.

**In the case of a power failure at a school site, River Delta Unified School District will follow these procedures:**

- The first day of the power failure/outage, the school will be open, and classes held unless otherwise directed by the Superintendent.
  - If power failure/outage lasts for more than four hours,
    - the parents will receive a phone call from the District authorizing them to check their child out of school for the day.
    - District transportation will still be provided based on regularly scheduled routes.
    - All school staff will remain on site to supervise students who have not been check out of school.
- Food will be prepared by our Food Services Department and served to our students.
- If the school operates on a water well system, portable restrooms and hand sanitizing stations will be ordered and delivered to the site(s). If a generator is available to power the water well(s), it will be connected as soon as possible to restore the water supply.
- If the power is not on by 4:00 a.m. on the second consecutive day, the Superintendent and Director of Maintenance, Operations and Transportation will decide together whether the closing of the school site is necessary. Only the Superintendent can order the closing of a school site.
- If the Superintendent decides to close a school for the day, the Superintendent's office will communicate the information to the community via:
  - District's All-Call System
  - District Website
  - School Website
  - Notices posted at the school site(s):
  - Local Radio Station (if possible)
- Sites not directly affected by a power failure/outage will remain open.

River Delta Unified School District may update these procedures periodically. Please check with your child's school to be sure you are aware of the most current procedures in place.

## Appendix F: Catapult EMS Initiated Procedures

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### **THE 4 TYPES OF EMERGENCY DRILLS/PROCEDURES:**

#### **Each drill will be initiated in the Catapult EMS**

- 1) **EVACUATE! Drill/Procedure** – This is essentially the Fire Drill that we have often practiced in school. Signal is the “fire alarm” buzzer (repeated in all rooms). **TEACHER WILL ASSESS DANGER IN AND AROUND THE CLASSROOM ~ HOLDING STUDENTS IN THE CLASSROOM UNLESS DANGER IS IMMINENT.** Admin will make PA system announcement to remain in class, conduct full evacuation, or conduct partial evacuation. If evacuating, all classes exit QUIETLY and in a single file line from the classroom to the designated area for evacuation. Students wait in a single file line in the evacuation area for the duration of the drill/emergency - - OR they wait for additional instructions to be given if buildings cannot be re-entered. Teachers confirm that all students are present and hold up a GREEN card or a RED card to communicate that there is a problem or someone is missing. **Communicate problems via text message, phone tree, or Catapult.** Everyone re-enters the building @ the “all clear” signal (a regular bell).
- 2) **LOCKDOWN! Drill/Procedure** – This procedure is to be used if there is a need to secure classrooms from an outside threat. **Lockdown will be initiated with Catapult EMS.** You will then hear a voice announcement by the principal over the PA system: **“Lockdown! Locks, lights, out of sight.” This will be repeated 2 times.** All doors should be secured and blinds closed (if applicable). Students should move away from windows and sit on the floor out of view. Teacher utilizes Catapult EMS to declare status and account for all students. Teacher puts a GREEN card up in the window to signify all is well, RED card if there is a problem; NO CARD indicates a teacher has a problem that may require law enforcement entry. Phone lines are to be kept clear for administrative calls into the room. **Communicate problems via Catapult.** Wait for Catapult and PA announcement that the lock down has ended or to receive further information.
- 3) **LOCKOUT! (“All In”) Drill/Procedure** – This procedure is to be used for any purpose in which we need to bring students in from outside to keep them safe indoors with the doors locked. **Catapult EMS is activated by a staff member.** You will then hear the PA message: **“Lockout! Secure the perimeter,” repeated 3 times.** All staff/personnel will open exterior doors and direct students to the nearest open door for entry; staff will blow whistles to alert students to available doors for entry. Classroom is then locked down, as described above, with door locked and students out of view. Teacher utilizes Catapult EMS to declare status and account for all students. A GREEN card is put up if all is well, a RED card is put up if there is a problem, and NO CARD indicates a problem that may require law enforcement entry. **Communicate problems via text message phone tree.**
- 4) **SHELTER!/Shelter in Place Drill** - In case of a hazard evacuation **OR** when students need to be secured in their current location for a period of time for any reason. **Shelter drill will be initiated with Catapult EMS.** You will then hear a voice announcement by the principal over the PA system: **“Shelter in place. Seal your classroom.” This will be repeated 2 times.** All doors should be secured and students should remain in the classroom. Phone lines are to be kept clear for administrative calls into the room. **Communicate problems and account for students via Catapult.** Wait for Catapult and PA announcement that the “Shelter in Place” has ended or to receive further information.





**RIVER DELTA UNIFIED SCHOOL DISTRICT**  
**445 Montezuma Street**  
**Rio Vista, California 94571-1651**  
[www.riverdelta.org](http://www.riverdelta.org)

**2020/2021**

**INJURY AND ILLNESS PREVENTION**

**PROGRAM**

## TABLE OF CONTENTS

TOPIC	PAGE
RDUSD Injury and Illness Prevention Program	
Introduction	4
District Commitment	5
Safety and Health Policy	
Objectives of the Injury and Illness Prevention Program	5
Location of the Written Injury and Illness Prevention Program	5
Responsibilities for Safety and Health	5
Program Administrator	6
Superintendents/Assistant Superintendents	7
Principals/Department Heads/Supervisors	8
Employees	10
Parents	10
Hazard Identification, Evaluation and Control	11
Inspections	11
Purpose	11
Scheduled Inspections	11
Unscheduled Inspections	12
Red Tagging of Unsafe Facilities or Equipment	12
Documentation of Inspections	12
Employee Hazard Reporting Procedure	12
Job Hazard Analysis	12
Hazard Evaluation and Control	13
Imminent Hazards	13
Safety and Health Training	13
When Training will Occur	13
Training of Supervisors	14
Areas of Training	14
Documentation of Training	14

<b>TOPIC</b>	<b>PAGE</b>
Communication with Employees on Safety and Health	15
Safety Meetings	15
Anonymous Notification Procedures	15
Posters and Signs	15
Newsletter	15
Training	15
Safety Committees	16
District Safety Committee	16
School and Departmental Safety Committees	17
Responsibilities of Committee Chairperson and Secretary	17
Accident Investigation	18
Purpose	18
District Policy	18
Responsibility for Accident Investigation	18
Procedures for Investigation of Accidents	18
Emergencies	19
Emergency Action Plan	19
Earthquake Procedures	19
Fire Prevention Program	19
Appendix	
A - Accident Investigations	
B – Hazard Alert Form	
C – Safety and Health Policy Statement	
D – Safety Meetings	
E – Section 3203, Title 8, CCR	
F – Safety Trainings	
G – Inspections	
H – S.B. 198	
I – Safety Rules	

## Introduction

On October 2, 1989, former Governor Deukmejian signed Senate Bill 198 into law. S.B. 198 mandates that all employers establish and maintain a written Injury and Illness Prevention Program. S.B. 198 also required the Cal/OSHA Standards Board to develop regulations. These regulations may be found in Section 3203, Title 8, CCR (General Industry Safety Orders). See Appendix A for a copy of S.B. 198 and Appendix B for a copy of Section 3203, Title 8, CCR.

The Injury and Illness Prevention Program must:

- Be in writing
- Identify the person or persons with authority and responsibility for implementing the program.
- Provide a means for identifying job safety and health hazards.
- Establish routine documented inspections and corrective steps taken to eliminate any hazards discovered.
- Document training of new and current employees (including supervisors) in general safe work practices and specific hazards related to their job assignment.
- Provide a method for assuring compliance with safety requirements, including disciplinary action.
- Provide a method for conducting accident and exposure investigations.
- Describe a system for communicating with employees on safety and health matters that assures employee participation. A management/labor safety and health committee is suggested as a means of meeting this element of the standard.

## INJURY AND ILLNESS PREVENTION PROGRAM

### I. DISTRICT COMMITMENT TO SAFETY AND HEALTH

A. Safety and Health Policy

**in Appendix A**

B. Objectives of the Injury and Illness Prevention Program.

The District's Injury and Illness Prevention Program is designed to prevent injuries, illnesses and accidents in the workplace. The primary purpose of the program is to ensure the safety and health of the district's employees and to provide a safe and healthful work environment.

C. Location of the Written Injury and Illness Prevention Program.

A copy of the District's written Injury and Illness Prevention Program shall be kept at each site. A master copy of the Districts' written Injury and Illness Prevention Program shall be kept by the Program Administrator or his/her designee. Electronic copies of the IIPP will be accessible to all staff.

D. Responsibilities for Safety and Health

District employees at every level have a special obligation to work safely and maintain a safe and healthful work environment. Safe job performance is an integral part of overall job performance. Each employee is fully responsible for implementing the provisions of this program as it pertains to operations under his/her jurisdiction.

**1. Program Administrator (Title 8 California Code of Regulations, Sec. 3203(a)(1))**

The person(s) with overall responsibility and authority for implementing the Injury and Illness Prevention Program is (are) listed below:

NAME: Katherine Wright

TITLE: Superintendent

PHONE NUMBER: (707) 374-1700

DESCRIPTION OF AUTHORITY AND RESPONSIBILITY:

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NAME: Ken Gaston

TITLE: Director of Maintenance, Operations and Transportation

PHONE NUMBER: (707) 374-1707

DESCRIPTION OF AUTHORITY AND RESPONSIBILITY:

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## Objectives of the Injury and Illness Prevention Program

The Program Administrator's duties include, but are not limited to:

- a. Maintaining a safety program that will incorporate the current practices and policies adopted by the safety profession and Cal/OSHA as being most effective in preventing injuries, occupational diseases, vehicular collisions, liabilities, and damage to equipment and material.
- b. Consulting directly with management personnel and employees on loss prevention matters and provide guidance necessary to assure effective administration of this program.
- c. Periodically evaluating compliance with the program within the district and its school sites. Make periodic inspections of worker compliance with Cal/OSHA standards. He/she should have full authority to stop jobs when safety precautions are not being enforced. The verbal notification to stop a job must be followed by a written report directly to the Superintendent.
- d. Ensuring that managers and supervisors are trained in workplace safety and are familiar with the safety and health hazards to which employees under their immediate direction or control may be exposed, as well as applicable laws, regulations and District safety rules and policies.
- e. Ensuring that employees are trained in accordance with this Program.
- f. Developing methods for abating workplace hazards.
- g. Ensuring that workplace hazards are abated in a timely and effective manner.

The Program Administrator may assign all or some of these tasks to other individuals within the District.

### 2. Superintendents, Assistant Superintendents

Management, at all levels, has the responsibility to provide employees and students with a safe school and work environment by promoting safe

practices and maintaining safe facility conditions. Although personnel exposure varies widely from school site to school site, it is expected that an unrelenting effort will be directed toward controlling injuries, collisions, liabilities and waste of materials at each site. To meet this goal, management will do the best of their knowledge and ability to:

- a. Ensure that the policies and procedures set forth herein are complied with by all personnel under their direction. Ensure adherence to all safety directives and standards.
- b. Provide the leadership and direction necessary for administering school and/or departmental safety policies, such as rules and regulations.
- c. Devote a portion of staff meetings, as necessary, to review departmental accidents and to discuss plans to reduce losses.
- d. Promote safety training and education.
- e. Establish a policy of regular safety inspections of equipment, facilities and crews to ensure the safe operation and protection of District personnel and assets and to follow federal, state and local safety standards and regulations.
- f. Ensure that the District has an effective Hazard Communication Program in place.
- g. Ensure that all accidents are immediately investigated and reported promptly to the Safety Coordinator.
- h. Hold each principal/department head/supervisor fully accountable for an explanation of the preventable injuries, collisions, and liabilities incurred by his/her employees. An excessive number is an indication that some management policies and practices need re-evaluation.

### **3. Principals, Department Heads, Supervisors**

Each Principal/Department Head/Supervisor shall be fully responsible and accountable to the Superintendent/Assistant Superintendent for compliance with the provisions of the program within his/her school site/department. He/she should ensure that:

- a. All personnel are briefed and fully understand work procedures and policies and enforce their use for each job class.
- b. All employees, full-time or part-time, permanent or temporary, are trained upon hire and retrained, when necessary, in the way each



job must be accomplished.

- c. All employees are instructed and understand the use and need for protective equipment relating to the job.
- d. Necessary safety equipment and protective devices for each job are available and used properly.
- e. Initiative is taken in recommending correction of deficiencies noted in facilities, work procedures, employee job knowledge, or attitudes that adversely affect district loss control efforts.
- f. Safety meetings are conducted as necessary to review accidents, analyze their causes, and promote a free discussion of hazardous work problems and possible solutions.
- g. All serious accidents are thoroughly investigated, recorded and promptly reported to the Safety Coordinator.
- h. Prompt, corrective action is taken wherever hazards are recognized or unsafe acts are observed. Each principal/department head/supervisor is accountable for the preventable injuries, collisions, and liabilities incurred by his/her employees.
- i. Written documentation is maintained at each site reflecting that each employee is fully trained for the job he/she is assigned to do, that he/she is familiar with the published work rules, and that he/she has received information indicating that compliance is mandatory.
- j. Employees are properly evaluated by indicating to the employees that: Following safe work procedures is required of all district employees; adherence to district safety policies is considered on performance evaluations; failure to comply with safety rules is grounds for disciplinary action.
- k. In-service educational programs are planned at least bi-annually for all employees and that documentation is maintained for all educational activities.
- l. Proper safety procedures are prepared and used for all hazardous operations.
- m. All periodic inspections within his/her jurisdiction are completed as scheduled.
- n. Chemical hazards are known to employees, safety data sheets are available, and employees are trained on the safe use of such chemicals.

#### 4. Employees

Employees are required, as a condition of employment, to exercise due care in the course of their work to prevent injuries to themselves and to their fellow workers and to be mentally and physically alert to safety issues. To accomplish this goal, employees will:

- a. Adhere to all safety policies and procedures.
- b. Report potential unsafe conditions to the immediate supervisor.
- c. Keep work areas clean and orderly at all times and use all safeguards and safety equipment.
- d. Wear safety protective devices as necessary (or when instructed to do so).
- e. Report injuries immediately and seek immediate medical attention when required.
- f. Learn to lift and handle materials properly.
- g. Cooperate and take part in the District Safety Program, workshops, training, and safety meetings as appropriate.
- h. Operate only machinery or equipment that he/she has been authorized to operate by his/her supervisor.
- i. Use only the prescribed equipment for the job and utilize it properly.

#### 5. Parents

Parents shall be encouraged to:

- a. Teach safety standards to children in the home.
- b. Support district safety requirements for employees and pupils.
- c. Help the school in its hazard correction activities.
- d. Serve on school safety committees when appointed.

II. HAZARD IDENTIFICATION, EVALUATION AND CONTROL (Title 8 CCR, Sec. 3203 (a)(4))

A. Inspections.

1. **Purpose**

A safety inspection program is essential to disclose unsafe acts or conditions, determine reasons for their existence, and to recommend corrective action.

2. **Scheduled Inspections**

Annually

Inspections of District facilities will be conducted as follows:

<b><u>District Facility</u></b>	<b><u>Frequency</u></b>	<b><u>Conducted by</u></b>
SCHOOL SITES	Quarterly	Principal/Custodian
PLAYGROUNDS	Check Daily Monthly Report	Principal/Custodian Principal/Custodian
SPECIAL HAZARD AREAS Science Labs School Shops Maintenance Shop Transportation Shop Home Economics Gymnasium Athletic Field Cafeteria Print Shop	Check Daily Monthly Report	Science Teacher Shop Teacher Shop Foreman Shop Foreman Teacher Athletics Director Athletics Director Food Service Director Print Shop Supervisor
Auditorium	Check immediately prior to use. Monthly written report.	Custodian
Bleachers	Check immediately prior to use. Quarterly written report.	Custodian
Automotive Equipment	Check daily by operator. Yearly report by California Highway Patrol for School Bus	Vehicle Operator

### 3. **Unscheduled Inspections**

In addition to scheduled inspections and ongoing review, the Program Administrator will arrange for unscheduled, unannounced inspections. The list of subjects for these inspections will be chosen randomly, but with particular emphasis on:

- General housekeeping
- Storage and handling of hazardous materials
- Use of Personal Protective Equipment
- Proper guarding of equipment and machinery
- Playgrounds/Fitness Courses/Athletic Fields

### 4. **Red Tagging of Unsafe Facilities or Equipment**

Facilities and equipment noted to be unsafe for use should be tagged on the spot by the inspector. Personnel who continue to use any item that has been so tagged or who willfully removes the tag before the unsafe condition is corrected shall be subject to disciplinary action up to and including dismissal.

### 5. **Documentation of Inspections**

Copies of completed inspection reports should be filed in the Injury and Illness Prevention Program binder at each site and at the District Office. The original should be forwarded to Risk Management, Maintenance and Operations with the appropriate work orders.

#### B. Employee Hazard Reporting Procedure.

Employees should make every effort to correct hazards immediately within their control. Other hazards should be reported immediately to the employee's supervisor. Employees may also use the Employee Hazard Reporting Form to report hazards (anonymously, if they so wish). The form should be submitted to Risk Management and Maintenance and Operations].

#### C. Job Hazard Analysis

Each supervisor shall maintain and periodically update a Job Hazard Analysis or Code of Safe Work Practices for the job classifications within his/her jurisdiction. A JHA will focus on the job tasks as a way to identify hazards before they occur. The JHA or Code of Safe Work Practices will be used to train new employees and provide on-going training for existing employees. The applicable JHA or Code of Safe Work Practices shall be maintained in the Injury and Illness Prevention Program binder at each site.

D. Hazard Evaluation and Control

All Inspection Reports should be forwarded to Risk Management, Maintenance and Operations] with appropriate work orders, if needed. Employee Hazard issues should be forwarded to Risk Management, Maintenance and Operations] where appropriate work orders will be completed if needed. Any work orders dealing with safety issues will be prioritized according to the seriousness of the hazard and completed in a timely manner.

E. Imminent Hazards

Whenever possible, it is the District's intent to abate immediately any hazard which gives rise to a risk of imminent harm. When such a hazard exists which the District cannot abate immediately without endangering employees and/or property, all exposed personnel will be removed from the area of potential exposure except those necessary to correct the hazardous condition. All employees involved in correcting the hazardous condition will receive appropriate training in how to do so and will be provided with necessary safeguards and personal protective equipment.

III. SAFETY AND HEALTH TRAINING

Awareness of potential health and safety hazards, as well as knowledge of how to control such hazards, is critical to maintaining a safe and healthful work environment and preventing injuries, illnesses, and accidents in the workplace. The District is committed to instructing all employees in safe and healthful work practices. To achieve this goal, the District will provide training to each employee regarding general safety procedures and with regard to any hazards or safety procedures specific to that employee's work assignment.

A. When Training Will Occur

Training will be provided as follows:

1. Upon hiring.
2. Whenever an employee is given a new job assignment for which training has not previously been provided.
3. Whenever new substances, processes, procedures or equipment which represent a new hazard are introduced into the workplace.
4. Whenever the District is made aware of a new or previously unrecognized hazard; and
5. Whenever the District believes that additional training is necessary.

B. Training of Supervisors

The District will be responsible for providing and developing formal safety training in specific areas for supervisors.

C. Areas of Training

1. Hazard Communication, Employee Right-to-Know
2. Personal Protective Equipment
3. Fire Safety
4. Hand Tools and Portable Power Tools
5. Machinery and Machine Guarding
6. Back Injury Prevention/Proper Lifting Techniques
7. Cardiac Pulmonary Resuscitation (CPR) and First Aid
8. Office Safety
9. Defensive Driving
10. Accident Investigation for Supervisors
11. Forklift Operators Safety Training
12. Other programs as necessary

D. Documentation of Training

Documentation of training shall be maintained in the Injury and Illness Prevention Program binder.

#### IV. COMMUNICATION WITH EMPLOYEES ON SAFETY AND HEALTH ISSUES

##### A. Safety Meetings

Safety meetings will be conducted by principals, supervisors, managers, etc. as needed or required. During these meetings, each safety meeting leader shall discuss with the employees under his or her direct supervision such issues as:

1. New hazards that have been introduced or discovered in the workplace.
2. Causes of recent accidents or injuries and the methods adopted by the District to prevent similar incidents in the future; and
3. Any health or safety issue deemed by the manager to require reinforcement.

These safety meetings will be documented and placed in the site binder

##### B. Anonymous Notification Procedures

The District has a system of anonymous notification whereby employees who wish to inform the District of workplace hazards may do so anonymously by sending a written notification to the Risk Management, Maintenance and Operations using the Employee Hazard Report Form. The Risk Management, Maintenance and Operations team shall investigate all such reports in a prompt and thorough manner.

##### C. Posters/Signs

The District will distribute in a timely manner all safety and health posters to the appropriate facilities and ensure their use. Where appropriate, signs and posters will be utilized to help maintain a high level of safety awareness on the job.

##### D. Newsletter

The District will distribute the Schools Insurance Authority's *Wellness & Safety* newsletter to all employees in a timely manner. Sample issues will be maintained in the Injury and Illness Prevention Program binder at the District Office and at each site.

##### E. Training

The District has training requirements designed to instruct each employee on general safety procedures as well as on safety procedures specific to the employee's job. These training requirements are described in greater detail in Section III of this program.

##### F. Safety Committees

1. **District Safety Committee**

The District Safety Committee shall include representatives from school sites, district departments and management to meet the district's needs.

The District Safety Committee will serve in an advisory capacity and shall:

- a. Assist in the development of safety policies, regulations, inspection techniques, schedules, and methods of coping with high incidence safety problem areas for implementation by principals, department heads, and school or departmental committees.
- b. Aid the in the review and analysis of accident reports.
- c. Make recommendations regarding the elimination of safety hazards or unsafe practices.
- d. Assist in conducting periodic on-site safety inspections.
- e. Assist in the development of in-service safety training programs and/or their use.
- f. Assist in the review and selection of literature and other material suitable for distribution throughout the district to assist in training or advertising the Injury and Illness Prevention Program.
- g. Assist in developing a budget for the implementation of the Injury and Illness Prevention Program.

The Safety Committee should meet annually to develop safety programs and consider district safety needs.

It is the responsibility of the Safety Committee to share with the schools and service departments the safety posters, videos, pamphlets, accident data, and other safety and health information.



**2. School and Departmental Safety Committees**

School Safety Committees shall be chaired by the principal or an assistant principal of the school and should include representatives from each department (i.e., teachers, cafeteria, transportation, custodial/maintenance, etc.).

School and Department Safety Committees shall:

- a. Establish written safety regulations for the particular needs of the respective school or department within the framework of District Policy, Administrative Regulations, and Title 8, California Code of Regulations.
- b. Conduct safety inspections utilizing school or department employees, as required.
- c. Assist in the accomplishment of inspections in coordination with the District Safety Committee or Program Administrator in response to an accident or unsafe condition complaint.
- d. Submit to the Site Administrator all reports relative to accidents or safety problems.
- e. Post and distribute safety materials provided.
- f. Provide safety in-service training and orientation to employees and pupils.

The School and/or Departmental Safety Committee should meet annually to develop safety programs and consider school/departmental safety needs.

**3. Responsibilities of Committee Chairperson and Secretary**

Each committee should elect a chairperson and a secretary.

It should be the responsibility of the chairperson to:

- \* Schedule all meetings
- \* Prepare an agenda for all meetings
- \* Conduct all meetings
- \* Follow up on committee recommendations

It should be the responsibility of the secretary to:

- \* Notify all members of meetings and transmit agendas
- \* Keep minutes of all meetings
- \* Convey a copy of meeting minutes to the Site Coordinator

## V. ACCIDENT INVESTIGATION

### A. Purpose

The purpose of accident investigation is to determine the causes of accidents and what can be done to prevent similar accidents from recurring. The objective of any investigation is FACT FINDING, NOT FAULT FINDING.

### B. District Policy

All work-related accidents involving employee injuries and/or property damage will be investigated by the District in a timely manner. Minor incidents and near misses will be investigated as well as serious accidents. A near miss is an incident which, although not serious in itself, could have resulted in a serious injury or significant property damage. Investigation of these instances may avoid serious accidents in the future. Accident investigations will be documented in writing using the Accident Investigation Report Form.

### C. Responsibility for Accident Investigation

The Principal/Department Head/Supervisor shall be responsible for conducting the accident investigation in a timely manner.

### D. Procedures for Investigation of Accidents

The following facts should be gathered by the accident investigator:

1. WHO was involved? Include injured employees and witnesses.
2. WHAT happened? Describe what took place and include any equipment/machinery/tools which were involved.
3. WHEN did the accident occur? What time of day, day of the week, shift, break period did the accident occur? Was an employee working overtime involved?
4. WHERE did the accident occur? Describe the location where the accident occurred and any special characteristics.

Based on these facts, determine:

5. WHY the accident occurred? Was an involved employee properly trained? Were proper operating procedures followed? Was faulty equipment involved?
6. HOW could this accident have been prevented? Determine whether the accident was PREVENTABLE OR NONPREVENTABLE. List the reasons why the accident was PREVENTABLE or NONPREVENTABLE.

Finally, describe:

7. WHAT action has been taken to prevent similar accidents from occurring in the future?

## VI. EMERGENCIES

### A. Emergency Action Plan

**[Identify the District's separate written emergency action plan]**

### B. Earthquake Procedures

**[Identify the District's separate written earthquake procedures]**

### C. Fire Prevention Program

The District maintains a fully automatic fire alarm system in accordance with the requirements of its insurer, the Schools Insurance Authority. The District also conducts fire drills in accordance with Section 32110 of the California Education Code.

**Appendix A-**

**River Delta Unified School District  
Accident / Exposure Investigation Report**

Date and Time of Accident: \_\_\_\_\_

Location: \_\_\_\_\_

\_\_\_\_\_

Accident Description: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Employees Involved: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Preventive Action Recommendations: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Corrective Actions Taken: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Manager Responsible: \_\_\_\_\_ Date Completed: \_\_\_\_\_

**Appendix B-**

**River Delta Unified School District  
Hazard Alert Form**

Instructions: This form is to be used by district employees to report potential hazards or unsafe conditions.

Person reporting: \_\_\_\_\_  
Name

Department \_\_\_\_\_ Extension \_\_\_\_\_

Date of report: \_\_\_\_\_

Location of Hazard: \_\_\_\_\_  
School Site/Department/Other

Description of Unsafe Condition or Hazard (attach pictures if available):  
\_\_\_\_\_  
\_\_\_\_\_

Description of Incident:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Recommendations to Correct the Condition or Hazard:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Follow-up:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Appendix C –**

**River Delta Unified School District  
Safety and Health Policy Statement**

It is the policy of the River Delta Unified School District to provide safe working conditions for all employees and to promote continuing, safety awareness at all levels, from top management to the individual worker. It is our belief that safety awareness is the basis on which a safety program must be founded.

The River Delta Unified School District recognizes its responsibility to furnish a place of employment which shall be safe for employees and visitors; to provide safety devices and mechanical safeguards; to use methods and processes to protect the life, health and safety and welfare of employees, visitors and the general public, and to maintain and enforce a program to fulfill this responsibility.

Therefore, it shall be considered each person's responsibility not only to assure his/her own personal safety, but to develop a concern for safety for all who work with him/her. Employees shall at all times, while on District property, conduct themselves and perform work in a safe manner consistent with existing safety rules.

**River Delta Unified School District Health and Safety Plan**



RDUSD Health  
Safety Plan FINAL\_9.

**Appendix D-**

**River Delta Unified School District  
Safety Committee Meeting Minutes**

Meeting Date: \_\_\_\_\_

Time: \_\_\_\_\_

Committee Members Present:

Name:

Position:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Review and Status of Old Business:

Recent accidents:

Safety Concerns:

Safety Education for Staff:

New Business:

Supervisor: \_\_\_\_\_ Date: \_\_\_\_\_

Next meeting and Location: \_\_\_\_\_





# COVID-19 Prevention Program (CPP)

In accordance with TITLE 8, DIVISION 1, CHAPTER 4,  
Subchapter 7. General Industry Safety Orders Section 3205, COVID-19 Prevention



**River Delta Joint Unified School District**

445 Montezuma Street

Rio Vista, CA 94571

(707) 374-1700 ♦FAX: (707) 374-2995

<https://rdusd-ca.schoolloop.com/>

# COVID-19 Prevention Program (CPP) for River Delta Joint Unified School District

This CPP is designed to control exposures to the SARS-CoV-2 virus that may occur in our workplace.

**Date:** 2/12/21

## **Authority and Responsibility**

The Superintendent or Designee has overall authority and responsibility for implementing the provisions of this CPP in our workplace. In addition, all managers and supervisors are responsible for implementing and maintaining the CPP in their assigned work areas and for ensuring employees receive answers to questions about the program in a language they understand.

All employees are responsible for using safe work practices, following all directives, policies and procedures, and assisting in maintaining a safe work environment.

## **Identification and Evaluation of COVID-19 Hazards**

We will implement the following in our workplace:

- Conduct workplace-specific evaluations using the **Appendix A: Identification of COVID-19 Hazards** form.
- Evaluate employees' potential workplace exposures to all persons at, or who may enter, our workplace.
- Review applicable orders and general and industry-specific guidance from the State of California, Cal/OSHA, and the local health department related to COVID-19 hazards and prevention.
- Evaluate existing COVID-19 prevention controls in our workplace and the need for different or additional controls.
- Conduct periodic inspections using the **Appendix B: COVID-19 Inspections** form as needed to identify unhealthy conditions, work practices, and work procedures related to COVID-19 and to ensure compliance with our COVID-19 policies and procedures.

## Employee participation

Employees and their authorized employees' representatives are encouraged to participate in the identification and evaluation of COVID-19 hazards by being acutely aware of the safety protocols and procedures set forth in the Covid Safety Plan (CSP) and reporting to their supervisor if they notice or witness anything that is in contradiction to the CSP. All employees will be committed to the "If you see something, say something!" motto for identifying and evaluating COVID safety hazards.

## Employee screening

**RDUSD** requires all staff entering a site or school bus to be screened for illness, including a temperature check and review of signs and symptoms of illness. Any staff member with a temperature of 100.4 degrees or higher, or signs or symptoms of illness per Stay-at-Home requirements shall return home. Staff must enter through required controlled entry and exit locations at each site. Sites shall set up controlled entry and exit screening locations and ensure staff and students understand and follow disease prevention precautions. Staff approaching the entry must be wearing a cloth face covering (if able). Face coverings will be available for those who do not have their own. Staff must self-screen for symptoms at home daily. Signs of illness include fever or chills (100.4 degrees or higher), cough, shortness of breath or difficulty breathing, fatigue, muscle or body aches, headache, new loss of taste or smell, sore throat, congestion or runny nose, nausea or vomiting, and diarrhea per CDC guidelines.

If a person is sick or exhibits symptoms of COVID-19, they may not come to school and will follow Stay at Home and Return to School Requirements as written in our District Health and Safety Plan.

## Correction of COVID-19 Hazards

Unsafe or unhealthy work conditions, practices or procedures will be documented on the **Appendix B: COVID-19 Inspections** form, and corrected in a timely manner based on the severity of the hazards, as follows:

The supervisor receiving the report of the unsafe situation will immediately contact the Director of Health Services who will assess the situation, determine the corrective measures that need to be taken, who must be contacted to remedy the unsafe situation, identify a timeframe for the correction to be completed and follow up with the supervisor when the situation is resolved.

## Control of COVID-19 Hazards

### Physical Distancing

Where possible, we ensure at least six feet of physical distancing at all times in our workplace by:

- Eliminating the need for workers to be in the workplace – e.g., telework or other remote work arrangements.
- Reducing the number of persons in an area at one time, including visitors.
- Visual cues such as signs and floor markings to indicate where employees and others should be located or their direction and path of travel.

- Staggered arrival, departure, work, and break times.
- Adjusted work processes or procedures, such as reducing production speed, to allow greater distance between employees.

Individuals will be kept as far apart as possible when there are situations where six feet of physical distancing cannot be achieved.

## Face Coverings

We provide clean, undamaged face coverings and ensure they are properly worn by employees over the nose and mouth when indoors, and when outdoors and less than six feet away from another person, including non-employees, and where required by orders from the California Department of Public Health (CDPH) or local health department.

*Cloth face coverings protect our community from the spread of COVID-19:*

- All RDUSD staff, ALL students, parents/guardians and visitors are required to wear a cloth face covering unless it is not recommended by a physician or is inappropriate for the developmental level of the individual. A list of exceptions can be found below:
- Face coverings should be worn at all times including:
  - » While entering or exiting school grounds or district spaces
  - » While on school grounds with few exceptions
  - » While on a school bus
  - » Engaged in work, whether at the workplace or performing work off-site, when:
    - ◇ Interacting in-person with any member of the public;
    - ◇ Working in any space visited by members of the public, regardless of whether anyone from the public is present at the time.

The following are exceptions to the use of face coverings in our workplace:

- When an employee is alone in a room.
- While eating and drinking at the workplace, provided employees are at least six feet apart and outside air supply to the area, if indoors, has been maximized to the extent possible.
- Employees wearing respiratory protection in accordance with CCR Title 8 section 5144 or other safety orders.
- Employees who cannot wear face coverings due to a medical or mental health condition or disability, or who are hearing-impaired or communicating with a hearing-impaired person. Alternatives will be considered on a case-by-case basis.

- Specific tasks that cannot feasibly be performed with a face covering, where employees will be kept at least six feet apart. Any employee not wearing a face covering, face shield with a drape or other effective alternative, or respiratory protection, for any reason, shall be at least six feet apart from all other persons unless the unmasked employee is tested at least twice weekly for COVID-19.

### **Engineering controls**

We implement the following measures for situations where we cannot maintain at least six feet between individuals.

We maximize, to the extent feasible, the quantity of outside air for our buildings with mechanical or natural ventilation systems by:

- Sites will replace all HVAC filters 2-3 times per year to meet all state standards.
- Sites will run continuous HVAC fans operating throughout district per the scheduled daily operating hours.
- Reprogram HVAC systems to run when windows and doors are not open.
- During optimal weather, keep windows and doors open, if possible, to increase airflow.
- Identifying circumstances where the amount of outside air needs to be minimized due to other hazards, such as heat and wildfire smoke
- Adhere to properly maintenance and adjustment scheduled for the ventilation system
- Assess the possibility to increase filtration efficiency to the highest level compatible with the existing ventilation system

### **Cleaning and disinfecting**

We implement the following cleaning and disinfection measures for frequently touched surfaces:

- Ensuring adequate supplies and adequate time for it to be done properly.
- Informing the employees and authorized employee representatives of the frequency and scope of cleaning and disinfection.
- Regularly disinfect high-touch areas throughout the day. Frequently touched surfaces in the school include, but are not limited to door handles, sink handles, bathroom surface, tables, student desks and chairs.

### **Shared tools, equipment and personal protective equipment (PPE)**

PPE must not be shared, e.g., gloves, goggles and face shields.

Items that employees come in regular physical contact with, such as phones, headsets, desks, keyboards, writing materials, instruments and tools must also not be shared, to the extent feasible. Items that employees coming regular contact with, such as phones, headsets, desks, keyboards, writing materials, instruments and tools must also not be shared, to the extent feasible. RDUSD will Provide plexiglass barriers when close contact is likely such as at the front desks that do not allow for physical distancing of at least 6 feet. All staff desks have been arranged at least 6 feet apart. RDUSD

has provided individualized supplies for each workstation, thus limiting the number of individuals using shared objects. Where there must be sharing, staff has been provided additional access to hand washing or hand sanitizer, especially near shared objects like photocopiers, etc. Additionally, frequently touched surfaces have been provided additional cleaning measures throughout the day to support the frequency of touches. These surfaces include, but are not limited to:

- Door handles
- Light switches
- Sink handles
- Bathroom surfaces
- Tables
- Student desks
- Chairs

Sharing of Vehicles will be minimized to the extent feasible, and high touch points (for example, steering wheel, door handles, seat belt buckles, armrests, shifter, etc.) will be disinfected between users.

Sharing of vehicles will be minimized to the extent feasible, and high-touch points (for example, steering wheel, door handles, seatbelt buckles, armrests, shifter, etc.) will be disinfected between users.

### **Hand sanitizing**

In order to implement effective hand sanitizing procedures, we:

- Evaluate handwashing facilities.
- Determine the need for additional facilities.
- Encourage and allowing time for employee handwashing.
- Provide employees with an effective hand sanitizer, and prohibit hand sanitizers that contain methanol (i.e. methyl alcohol).
- Encourage employees to wash their hands for at least 20 seconds each time.

### **Personal protective equipment (PPE) used to control employees' exposure to COVID-19**

We evaluate the need for PPE (such as gloves, goggles, and face shields) as required by CCR Title 8, section 3380, and provide such PPE as needed.

When it comes to respiratory protection, we evaluate the need in accordance with CCR Title 8 section 5144 when the physical distancing requirements are not feasible or maintained.

We provide and ensure use of eye protection and respiratory protection in accordance with section 5144 when employees are exposed to procedures that may aerosolize potentially infectious material such as saliva or respiratory tract fluids.

## **Investigating and Responding to COVID-19 Cases**

This will be accomplished by using the Appendix C: Investigating COVID-19 Cases form.

Employees who had potential COVID-19 exposure in our workplace will be:

- Offered COVID-19 testing at no cost during their working hours.
- Encouraged to contact their medical provider for expert advice

## **System for Communicating**

Our goal is to ensure that we have effective two-way communication with our employees, in a form they can readily understand, and that it includes the following information:

- Clearly understand that they should report any possible exposure or symptoms to their supervisors immediately via the quickest means of communication available
- That employees can report symptoms and hazards without fear of reprisal.
- Our procedures or policies for accommodating employees with medical or other conditions that put them at increased risk of severe COVID-19 illness.
- Where testing is not required, how employees can access free COVID-19 testing every Thursdays from 1-4:55pm in the cafeteria at Walnut Grove Elementary School.
- In the event we are required to provide testing because of a workplace exposure or outbreak, we will communicate the plan for providing testing and inform affected employees of the reason for the testing and the possible consequences of a positive test.
- Information about COVID-19 hazards employees (including other employers and individuals in contact with our workplace) may be exposed to, what is being done to control those hazards, and our COVID-19 policies and procedures.

## **Training and Instruction**

We will provide effective training and instruction that includes:

- Our COVID-19 policies and procedures to protect employees from COVID-19 hazards.
- Information regarding COVID-19 related benefits to which the employee may be entitled under applicable federal, state or local laws.
- The fact that:
- Covid 19 is an infectious disease that can be spread through the air.
- Covid-19 may be transmitted when a person touches a contaminated object and then touches their eyes, nose, or mouth.
- An infectious person may have no symptoms.
- Methods of physical distancing of at least six feet and the importance of combining physical distancing with the wearing of face coverings.

- The fact that particles containing the virus can travel more than six feet, especially indoors, so physical distancing must be combined with other controls, including face coverings and hand hygiene, to be effective.
- The importance of frequent hand washing with soap and water for at least 20 seconds and using hand sanitizer when employees do not have immediate access to a sink or hand washing facility, and that hand sanitizer does not work if the hands are soiled.
- Proper use of face coverings and the fact that face coverings are not respiratory protective equipment- face coverings are intended to primarily protect other individuals from the wearer of the face covering.
- COVID-19 symptoms, and the importance of obtaining a COVID-19 test and not coming to work if the employee has COVID-19 symptoms.

**Appendix D: COVID-19 Training Roster will be used to document this training.**

## **Exclusion of COVID-19 Cases**

Where we have a COVID-19 case in our workplace, we will limit transmission by:

- Ensuring that COVID-19 cases are excluded from the workplace until our return-to-work requirements are met.
- Excluding employees with COVID-19 exposure from the workplace for 14 days after the last known COVID-19 exposure to a COVID-19 case.
- Continuing and maintaining an employee's earnings, seniority, and all other employee rights and benefits whenever we've demonstrated that the COVID-19 exposure is work related.
- Providing employees at the time of exclusion with information on available benefits.

## **Reporting, Recordkeeping, and Access**

It is our policy to:

- Report information about COVID-19 cases at our workplace to the local health department whenever required by law, and provide any related information requested by the local health department.
- Report immediately to Cal/OSHA any COVID-19-related serious illnesses or death, as defined under CCR Title 8 section 330(h), of an employee occurring in our place of employment or in connection with any employment.
- Maintain records of the steps taken to implement our written COVID-19 Prevention Program in accordance with CCR Title 8 section 3203(b).
- Make our written COVID-19 Prevention Program available at the workplace to employees, authorized employee representatives, and to representatives of Cal/OSHA immediately upon request.



- Use the **Appendix C: Investigating COVID-19 Cases** form to keep a record of and track all COVID-19 cases. The information will be made available to employees, authorized employee representatives, or as otherwise required by law, with personal identifying information removed.

## **Return-to-Work Criteria**

- COVID-19 cases with COVID-19 symptoms will not return to work until all the following have occurred:
  - o At least 24 hours have passed since a fever of 100.4 or higher has resolved without the use of fever-reducing medications.
  - o COVID-19 symptoms have improved.
  - o At least 10 days have passed since COVID-19 symptoms first appeared.
- COVID-19 cases who tested positive but never developed COVID-19 symptoms will not return to work until a minimum of 10 days have passed since the date of specimen collection of their first positive COVID-19 test.
- A negative COVID-19 test will not be required for an employee to return to work.
- If an order to isolate or quarantine an employee is issued by a local or state health official, the employee will not return to work until the period of isolation or quarantine is completed or the order is lifted. If no period was specified, then the period will be 10 days from the time the order to isolate was effective, or 14 days from the time the order to quarantine was effective.

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**Superintendent**



## Appendix B: COVID-19 Inspections

[This form is only intended to get you started. Review the information available at [www.dir.ca.gov/dosh/coronavirus/](http://www.dir.ca.gov/dosh/coronavirus/) for additional guidance on what to regularly inspect for, including issues that may be more pertinent to your particular type of workplace. You will need to modify form accordingly.]

Date: [enter date]

Name of person conducting the inspection: [enter names]

Work location evaluated: [enter information]

Exposure Controls	Status	Person Assigned to Correct	Date Corrected
<b>Engineering</b>			
Barriers/partitions			
Ventilation (amount of fresh air and filtration maximized)			
Additional room air filtration			
[add any additional controls your workplace is using]			
[add any additional controls your workplace is using]			
<b>Administrative</b>			
Physical distancing			
Surface cleaning and disinfection (frequently enough and adequate supplies)			
Hand washing facilities (adequate numbers and supplies)			
Disinfecting and hand sanitizing solutions being used according to manufacturer instructions			
[add any additional controls your workplace is using]			

<p style="text-align: center;"><b>[add any additional controls your workplace is using]</b></p>			
<p>PPE (not shared, available and being worn)</p>			
<p>Face coverings (cleaned sufficiently often)</p>			
<p style="text-align: right;">Gloves</p>			
<p style="text-align: right;">Face shields/goggles</p>			
<p style="text-align: right;">Respiratory protection</p>			
<p style="text-align: center;"><b>[add any additional controls your workplace is using]</b></p>			

## Appendix C: Investigating COVID-19 Cases

All personal identifying information of COVID-19 cases or symptoms will be kept confidential. All COVID-19 testing or related medical services provided by us will be provided in a manner that ensures the confidentiality of employees, with the exception of unredacted information on COVID-19 cases that will be provided immediately upon request to the local health department, CDPH, Cal/OSHA, the National Institute for Occupational Safety and Health (NIOSH), or as otherwise required by law.

All employees' medical records will also be kept confidential and not disclosed or reported without the employee's express written consent to any person within or outside the workplace, with the following exceptions: (1) Unredacted medical records provided to the local health department, CDPH, Cal/OSHA, NIOSH, or as otherwise required by law immediately upon request; and (2) Records that do not contain individually identifiable medical information or from which individually identifiable medical information has been removed.

Date: [enter date]

Name of person conducting the investigation: [enter name(s)]

<b>Employee (or non-employee*) name:</b>		<b>Occupation (if non-employee, why they were in the workplace):</b>	
<b>Location where employee worked (or non-employee was present in the workplace):</b>		<b>Date investigation was initiated:</b>	
<b>Was COVID-19 test offered?</b>		<b>Name(s) of staff involved in the investigation:</b>	
<b>Date and time the COVID-19 case was last present in the workplace:</b>		<b>Date of the positive or negative test and/or diagnosis:</b>	
<b>Date the case first had one or more COVID-19 symptoms:</b>		<b>Information received regarding COVID-19 test results and onset of symptoms (attach documentation):</b>	

<p><b>Results of the evaluation of the COVID-19 case and all locations at the workplace that may have been visited by the COVID-19 case during the high-risk exposure period, and who may have been exposed (attach additional information):</b></p>		
<p><b>Notice given (within one business day, in a way that does not reveal any personal identifying information of the COVID-19 case) of the potential COVID-19 exposure to:</b></p>		
<p><b>All employees who may have had COVID-19 exposure and their authorized representatives.</b></p>	<p><b>Date:</b></p>	
	<p><b>Names of employees that were notified:</b></p>	
<p><b>Independent contractors and other employers present at the workplace during the high-risk exposure period.</b></p>	<p><b>Date:</b></p>	
	<p><b>Names of individuals that were notified:</b></p>	

<p><b>What were the workplace conditions that could have contributed to the risk of COVID-19 exposure?</b></p>		<p><b>What could be done to reduce exposure to COVID-19?</b></p>	
<p><b>Was local health department notified?</b></p>		<p><b>Date:</b></p>	

\*Should an employer be made aware of a non-employee infection source COVID-19 status.

## Appendix D: COVID-19 Training Roster

Date: [enter date]

Person that conducted the training: [enter name(s)]

Employee Name	Signature





## RIVER DELTA UNIFIED SCHOOL DISTRICT

445 Montezuma Street

Rio Vista, California 94571-1651

(707) 374-1700 Fax (707) 374-2995

[www.riverdelta.org](http://www.riverdelta.org)

# COVID-19 Safety Plan (CSP)

**The COVID-19 pandemic has immensely changed our lives in so many ways. As we wait for a vaccine and treatment, we must work together to mitigate the risk in our community, while still educating and supporting the health and well-being of our students.**

We are establishing new norms within our schools and office spaces - understanding it will take time and constant positive reinforcement to teach and learn these new ways of being.

We urge our community to lean into this new normal and create a physically and emotionally safe space for everyone.

Physical distancing does not come naturally or easy. Maintaining physical distance violates so many of our social norms, especially for those we are closest with. As we adjust to this new normal, it is okay to politely correct one another when we breach public health measures.

The medical community teaches “gratitude - not attitude” when anyone corrects each other about safety precautions - no matter their role or title.

As we navigate our new normal, we must support each other in remaining humble and flexible. We continue to learn about COVID-19, and as the science changes our responses may need to change as well. We may find ourselves adopting new strategies or measures - and quickly having to revise our plans.

Flexibility is key as we try to contain the spread of COVID-19. As the **CDC** advises, there may be times when we need to return to remaining safer at home. In any situation, we will work together with our community, relying on our collective ingenuity and creativity to help us respond and address changes as needed.

## TABLE OF CONTENTS

<b>INTRODUCTION</b>	<b>1</b>
<i>Table of Contents</i>	<b>2</b>
<b>PUBLIC HEALTH RECOMMENDATIONS</b>	<b>4</b>
<b>OPENING &amp; CLOSING SCHOOLS CRITERIA</b>	<b>5</b>
<b>COVID-19 TESTING</b>	<b>6</b>
<b>HEALTH PRECAUTIONS FOR STUDENTS AND STAFF</b>	<b>7</b>
<b><i>Health Screening: Stay Home if You are Sick</i></b>	<b>8</b>
Passive Screening	8
Active Screening - Temperature Checks and Procedures	9
Process for Daily Student Screening	9
<b><i>Physical Distancing</i></b>	<b>11</b>
<b><i>Face Coverings</i></b>	<b>11</b>
Cloth face coverings	11
Face Shields	11
Guidance for daily use of face coverings	12
How to remove a face covering	12
<b><i>Practice Hand Hygiene</i></b>	<b>13</b>
<b><i>Respiratory Hygiene</i></b>	<b>13</b>
<b>STAFF WORKING IN THE COMMUNITY</b>	<b>13</b>
<b>MITIGATION STANDARDS FOR RDUSD SITES</b>	<b>14</b>
Ventilation and Air Flow	14
Entrances & Exits (Pick-Up & Drop-Off)	14
Office Spaces	14
Designated “care room”	15
Classrooms	15
Common areas	15
Support areas	16
Bathrooms	16
Hallways	16
Recess/yards and playspaces	16
Large gatherings	16
PE Classes/Athletics	17
School Bus/Transportation	17

<b>RDUSD DISINFECTING MATERIALS</b>	<b>18</b>
Hand Sanitizer	18
Disinfecting Wipes	18
<b>DISINFECTING PROCEDURES</b>	<b>19</b>
Inventory Controls	19
Responsibilities of School Site Staff	20
<b>COMMUNICABLE DISEASE RESPONSE PROTOCOLS</b>	<b>22</b>
Responsibilities of School Nurses and Designated Site Administrators	22
Notification of a Confirmed Case of COVID-19	23
Notification of a Confirmed Exposure to COVID-19	23
Classroom, School Site, or District-Wide Closures	23
<b>SCHOOL SITE ROLES &amp; RESPONSIBILITIES</b>	<b>24</b>
Administrator Checklist	24
Office Staff/Attendance Staff Checklist	26
Operations/Custodial Staff Checklist	27
Food Service Staff Checklist	27
Teacher Checklist	28
School Nurse Checklist	29
Bus Drivers/Transportation Checklist	30
Support Staff Checklist	31
Student Checklist	32
Parents/Guardian Checklist	32
<b>KEY COMMUNICATION POINTS AND STRATEGY</b>	<b>33</b>
Messaging Before School Starts	<b>33</b>
Messaging During Opening	<b>33</b>
Ongoing Communications	<b>34</b>
Messaging on Resources/Support	<b>34</b>
Communication Strategies for School Site Staff and Administration	<b>34</b>
<b>REFERENCES</b>	<b>35</b>

- Appendix A - Annual Parent Notice Insert - COVID-19 Precautions for 20-21 School Year
- Appendix B - Stay at Home and Return to School Requirements for Students and Staff during COVID-19
- Appendix C - Screening Requirements for Persons Entering School Sites
- Appendix D - Personal Hygiene Requirements for Students and Staff during COVID-19 Pandemic
- Appendix E - First Aid, Nursing Procedures, Medications, and Taking Care of Sick Students
- Appendix F - Guidelines for Taking Care of Sick Students during COVID-19 Pandemic
- Appendix G - Training for Staff, Parents and Students
- Appendix H - Ideas for Setting up Classrooms for Teachers
- Appendix I - Ideas for Hand Washing Routines for Teachers
- Appendix J - Immunization Planning, Public Health Office
- Appendix K - Respiratory Hygiene/Cough and Sneeze Etiquette

## PUBLIC HEALTH RECOMMENDATIONS

This plan was developed using recommendations from **River Delta Unified School District, Solano County Public Health, the Sacramento County Office of Education, Sacramento County Public Health, California School Nurses Organization, California Department of Public Health, California Department of Education** and the **Centers for Disease Control** to meet the unique needs of our school community. Special thank you to Sacramento City Unified School District for allowing RDUSD to use their Health & Safety Plan as a template.

**California Department of Public Health Schools Guidance FAQs** issued on August 3, 2020 states:

“Under the operative executive orders (PDF) and 2020-21 Budget Act, schools must comply with orders and guidance issued by the California Department of Public Health (CDPH) and relevant local public health departments. Schools may comply with guidance from other federal, state, local, and non-governmental sources, to the extent those guidelines are consistent with state and local public health directives.”

RDUSD will remain flexible in responding to changing public health conditions and will continue to revise our Return to Health plans in accordance with the most current orders or guidance provided by the CDPH. Resources:

- 2020-21 School Year Planning Guide, Sacramento County Office of Education. June 2, 2020
- COVID-19 Health Services Recovery Plan, California School Nurse Organization
- COVID\_19 Industry Guidance: Schools and School-based Programs, California Department of Public Health Considerations for Schools, Centers for Disease Control (CDC) Resources
- CDE Opening Schools Guidance, California Department of Education (CDE)
- Cal/OSHA COVID-19 General Checklist for Schools and School-Based Programs. July 17, 2020
- Sacramento Health Alerts and Advisory
- COVID-19 Industry Guidance: Schools and School-Based Programs. August 3, 2020
- COVID-19 and Reopening In-Person Learning Elementary Education. August 3, 2020.
- Covid-19 and Reopening In-Person Instruction Framework and Public Health Guidance for K-12 Schools in California, 2020-2021 school Year (Jan 14, 2021)

## OPENING & CLOSING SCHOOLS CRITERIA

### In-Person Reopening Criteria

Schools and school districts are permitted to reopen for in-person instruction once off the county monitoring list for 14 days. In addition, RDUSD is looking at many other important factors, and will work with Sacramento County Public Health (SCPH) to determine when to reopen based on additional criteria including:

- Local epidemiological data including cases per 100,000 population
- Testing capacity
- Rate of test positivity
- Communicable disease follow-up capacity
- Local preparedness to support a health care surge
- Vulnerable populations
- Ability to implement and adhere to public health measures

### Closing Criteria

Individual school closure is recommended based on the number of cases, the percentage of the teacher/students/staff that are positive for COVID-19, and following consultation with the SCPH. Individual school closure may be appropriate in either of the following situations:

- There are multiple cases in multiple cohorts at a school
- At least 5% of the total number of teachers/student/staff are cases within a 14-day period, depending on the size and physical layout of the school

In consultation with SCPH, district-wide school closures will be considered if 25% or more of schools in the district have closed due to COVID-19 within 14 days. For example, 19 schools are closed within the same two-week span due to COVID-19. SCPH may also determine school and/or district-wide closure is warranted for other reasons, including results from public health investigation or other local epidemiological data. For further details on closing criteria, please see the section titled Communicable Disease Response Protocols.

## COVID-19 TESTING

Once schools are physically reopened to at least some in-person instruction, California Department of Public Health (CDPH) recommends that surveillance and response testing be implemented based on the local disease trends. If epidemiological data indicates concern for increasing community transmission, schools should increase testing of staff to detect potential cases as lab testing capacity allows. School staff are essential workers, which includes teachers, school nurses, support staff, para-professionals, cafeteria workers, janitors, bus drivers, or any other school employee that may have contact with students or other staff.

School districts and schools shall test staff periodically, as testing capacity permits and as practicable. Testing Cadences with Committed Support from the State of California for K-12 schools is as follows:

	Yellow CR <2%	Orange CR 1-3.9* TP 2-4.9%	Red CR 4-7* TP 5-8%	Purple CR >7-13.9* TP >8%	CR >14*
Staff	Symptomatic and response testing.	Symptomatic and response testing.	Symptomatic and response testing + Every 2 weeks asymptomatic testing	Symptomatic and response testing + Every 2 weeks asymptomatic testing	Symptomatic and response testing + Weekly asymptomatic (PCR or twice weekly antigen testing)**.
Students K-12	Symptomatic and response testing.	Symptomatic and response testing.	Symptomatic and response testing + Every 2 weeks asymptomatic testing.	Symptomatic and response testing + Every 2 weeks asymptomatic testing	Symptomatic and response testing + Weekly asymptomatic (PCR or twice weekly antigen testing)**.

Students or staff who have tested positive for active infection with SARS-CoV-2 virus within the last 90 days are exempt from asymptomatic testing. Any school currently open is subject to the minimum testing requirement standards established by Cal/OSHA. These standards include response testing for exposed cases and outbreak testing for everyone weekly until no longer considered an outbreak. Please refer to Cal/OSHA guidance for complete details.

*RDUSD will work closely with the SCPH to further determine testing protocols and strategies and will update this section when further guidance by CDPH or SCPH is provided.*

**Testing Students and Parental Consent**

The testing approach for students includes the option of supervised self-collection for students in any grades, which has demonstrated feasibility and acceptability even in the youngest groups. 5 Because SARS-CoV2 is recognized as a communicable disease, which is required to be reported, California state law provides that minors 13 years and older can consent to diagnosis and treatment of COVID-19. Accordingly, for students under the age of 13, the parent or guardian must provide consent, and use their email/phone to obtain results. A parent or guardian can receive the results on behalf of a child (ages under 13) when they provide consent on behalf of that child. Students ages 13-17 may consent on their own and receive results through their own contact information or through their parent’s contact information. Consent can be obtained once through the school for the duration of the testing program throughout the school year, as has been done elsewhere. Consent can be gathered from parents and from school staff using the technology platform engaged by the state. Additional information on school-centered testing, including the CDPH Playbook for implementation, can be found in here. Below is a table that outlines the testing consent requirements by age group.

Age Range	Consent	Results Reporting
< 13	Parental consent required	Parent Only
13-17	Parental consent possible, but not necessary	Student by default, parent can be added
>=18	Parental consent possible, but not necessary	Student Only

**HEALTH PRECAUTION FOR STUDENTS AND STAFF**

**How COVID-19 Spreads**

As we discuss mitigation measures, it is important for our community to know how COVID-19 is spread and controlled. COVID-19 is mostly spread by respiratory droplets released when people talk, sing, laugh, cough, or sneeze. There is also evidence that the virus spreads from contaminated surfaces to hands and then to the nose, mouth, or eyes, causing infection.

## MITIGATION REQUIREMENTS FOR STUDENTS AND STAFF

To help prevent additional spread and to keep our schools open, our students and staff will be required to practice the following personal prevention measures:

- Physical distancing
- Hand hygiene
- Face coverings
- Cough/sneeze etiquette
- Active and Passive screening



### *Health Screening*

#### **Passive (Self) Screening**

Staff and students must self-screen for symptoms at home daily. This is called passive screening. (See Appendix B)

#### *Symptoms of illness*

If a person is sick or exhibits symptoms of COVID-19, they may not come to school and will follow **Stay at Home and Return to School Requirements (Appendix B)**. Signs of illness include fever or chills (100.4 degrees or higher), cough, shortness of breath or difficulty breathing, fatigue, muscle or body aches, headache, new loss of taste or smell, sore throat, congestion or runny nose, nausea or vomiting, and diarrhea per CDC guidelines. They must stay home until they have had no fever without the use of medicine for at least 24 hours, their symptoms are improving, and at least 10 days have passed since the day the symptoms first appeared.

#### *Chronic Conditions*

Individuals with non-infectious chronic conditions should not be excluded from attending school or work. For instance, an individual with allergy symptoms may have congestion, but is not a reason to exclude them from attending work or school. Individuals with chronic conditions are advised to consult with their physician about their condition. A doctor may diagnose an illness other than COVID-19 and provide a note for return to school earlier than 10 days. If there are questions about individual cases, contact your school nurse or health services. Individuals may return to work/school if released by their physician.

#### *Exposed to COVID-19*

If a person has had close contact, defined as within 6 feet for at least 15 minutes within the last 14 days, with a person with confirmed COVID-19 they must stay home in quarantine for 14 days from the last date of contact.



### *Travel*

If you have traveled outside the country (including Mexico and Canada), you must stay home in quarantine for 14 days from the date you returned home, monitor your health, and practice physical distancing. CDC recommends you avoid all nonessential international travel. If you must travel, follow the recommendations in the Global COVID-19 Pandemic Notice, in addition to any travel health recommendations provided on the webpage for your destination and in relevant notices below.

### **Active Screening - Temperature Checks and Identifying Ill Persons on Site**

Active screening requires all students and staff entering a site to be screened for illness including a temperature check and review of signs and symptoms of illness. Any student or staff with symptoms of COVID or who are required to quarantine per CDC guidelines may not enter the school site and will be advised to return home.

Students and staff must enter through required controlled entry and exit locations at each site. Sites shall set up controlled entry and exit screening locations and ensure staff and students understand and follow disease prevention precautions. Students and staff approaching the entry must be wearing a cloth face covering (if able). Face coverings will be available for those who do not have their own. Parent/ guardians should remain with their student until the student is admitted to the site in case the student needs to return home.

### **Process for Daily Student Screening:**

- Students must self-screen for symptoms at home daily. Signs of illness include fever or chills (100.4 degrees or higher), cough, shortness of breath or difficulty breathing, fatigue, muscle or body aches, headache, new loss of taste or smell, sore throat, congestion or runny nose, nausea or vomiting, and diarrhea per CDC guidelines
- If a person is sick or exhibits symptoms of COVID-19, they may not come to school and will follow **Stay at Home and Return to School Requirements** (Page 33/Appendix B).
- Students will wait in a line with appropriate physical distancing, and visual cues will be used to indicate spacing. Signage with reminders about distancing, masks, hygiene, and stay at home rules will be posted.
- Parents/guardians and students must wear a face cloth covering if able.
- If possible, have the parent/guardian remain with the student while screening occurs, in case the student is not well enough to attend school.
- Staff instructions for student screening will include the following:
  - Take temperature.
  - Ask if any signs or symptoms of illness – how are you today? Are you sick at all?
  - Look at the person for any visible signs of illness.
- **If the temperature is less than 100.4 degrees**, the student reports no sign or symptoms of illness, no exposure to COVID-19, no recent international travel and the student appears well, then direct the student to wash hands and enter campus.

If the student has any sign of illness, or has been exposed to COVID-19, or has returned from international travel within 14 days, the student must be sent home immediately with instructions for when they can return to school. (Appendix B).

- If the parent is not present, send them to a designated isolation space to call the parent and return home. Provide the parent with the Stay at Home Policy (Appendix B) information sheet.
- If staff is unable to reach the parent, the student must be isolated in a Sick Student Area following the Guidelines for Caring for Sick Children on site until the parent can be reached.





## *Physical Distancing*

---

### **Everyone must practice physical distancing.**

This means keeping at least 6 feet from other people at all times. Maintaining adequate space is one of the best tools available to avoid exposure to COVID-19 and slow its spread. Appropriate physical distancing can sometimes be difficult to maintain, such as when walking in a busy hallway or in large crowds, making required face coverings even more vital.

Staff who work in a space together, such as an office or classroom, must ensure they maintain physical distance of at least 6 feet at all times, and must wear a face covering when in space with other individuals.

**Staff may not create their own bubble where these measures are breached.**



## *Face Coverings*

---

### **Wear a cloth face covering.**

Wearing a cloth face covering prevents a person from spreading respiratory droplets while talking, singing, breathing, or coughing. They are primarily meant to protect other people in case the wearer is unknowingly infected (many people who have COVID-19 do not have symptoms). Cloth face coverings are not surgical masks, respirators, or personal protective equipment.

### **Cloth face coverings protect our community from the spread of COVID-19:**

- All RDUSD staff, *ALL* students, parents/guardians and visitors are required to wear a cloth face covering unless it is not recommended by a physician or is inappropriate for the developmental level of the individual. Students in TK-2nd grade are strongly encouraged to wear face coverings. A list of exceptions can be found below.
- Face coverings should be worn at all times including:
  - » While entering or exiting school grounds or district spaces
  - » While on school grounds with few exceptions
  - » While on a school bus
  - » Engaged in work, whether at the workplace or performing work off-site, when:
    - ◇ Interacting in-person with any member of the public;
    - ◇ Working in any space visited by members of the public, regardless of whether anyone from the public is present at the time.

### **Face Shields**

- Face shields with a cloth drape may be used by teachers to enable students to see their faces and to avoid potential barriers to phonological instructions.
- Face shields with a cloth drape can be used for those who are unable to wear face coverings for medical reasons. Per Cal/OSHA, considerations for face shields should include a cloth drape attached across the bottom and tucked into the shirt.
- Staff must maintain physical distance from other, to the extent practicable.
- Staff must return to wearing a face covering outside of the classroom.



## *Face Coverings (continued)*

### **Guidance for daily use of face coverings**

- Use a freshly washed or clean face covering for each on-site visit.
- Clean your hands with soap and water or hand sanitizer before touching the face covering.
- If you are not already wearing it, apply your face covering before coming onto the worksite.
- Avoid eating or drinking while wearing the face covering.
- Cloth face coverings should not have valves, as these permit droplet release from the covering, putting others nearby at risk. RDUSD will not permit face coverings with valves.

### **How to remove a face covering**

- Wash your hands with soap and water or use hand sanitizer before touching the face covering. Avoid touching the front of the covering, which may be contaminated.
- Only handle the face covering by the ties, bands or loops.
- Throw any disposable face covering in a waste container.
- Wash your cloth face covering by hand with warm water and soap or in the washing machine.
- Wash your hands with soap and water or use hand sanitizer.

### **A cloth face covering should not be worn in the following situations:**

- Young children, especially those under age 2
- A physician has recommended avoiding use due to an existing condition, for example individuals with respiratory health conditions, such as asthma.
- For those with hearing impairments, or communicating with a person who is hearing impaired, where the ability to see their mouth is essential for communication. Face shields would be recommended in this situation.
- Persons with a medical condition, mental health condition, or disability that prevents wearing a face covering. This includes persons with a medical condition for whom wearing a face covering could obstruct breathing or who are unconscious, incapacitated, or otherwise unable to remove a face covering without assistance.
- Persons who are eating or drinking, provided that they are able to maintain a distance of at least six feet away from persons who are not members of the same household or residence.
- Persons who are engaged in outdoor work or recreation when alone and able to maintain a distance of at least six feet from others.

The cloth face covering guidance is based on the current public health orders, however these procedures may be revised if additional relevant guidance is issued.



## *Practice Hand Hygiene*

### **Wash or Sanitize Hands Frequently**

All students and staff must wash hands frequently. If soap and water are not available use district approved greater than 60% alcohol-based hand sanitizer. This district will provide written instruction and signage on proper hand washing techniques. The following guidelines are recommended for school settings. At minimum, students and staff must wash their hands or use hand sanitizer:

- Upon arrival to the school site
- Before lunch
- Before leaving the site
- Upon entry to any new classroom
- When using the restroom
- When visibly dirty
- After using a tissue, coughing into hands
- Upon arriving home



## *Use Respiratory Hygiene*

### **Use respiratory hygiene at all times on site.**

Once a tissue is used, throw it away in a waste container and then wash hands with soap and water or use hand sanitizer. Do not touch the face. Reinforce respiratory hygiene or cough/sneeze etiquette, including use of tissues and elbows by using signage, training, and lessons. See Appendix K for signage.

## STAFF WORKING IN THE COMMUNITY

When going into the community for essential contact such as home visits, always use personal hygiene and distancing precautions. This includes hand washing/sanitizing, wearing a cloth face covering, distancing at least 6 feet, and respiratory hygiene. Consult with Health Services for specific questions, or for recommendations about situations that may put you at higher risk of exposure or may expose others to communicable disease such as COVID-19.

## MITIGATION STANDARDS FOR RDUSD SITES

To protect students, staff and visitors to school sites, RDUSD staff will evaluate all spaces and make modifications in order to maximize ventilation and meet physical distancing requirements of at least 6 feet. When staff and students return to campus, they will return to a physical space that enables all individuals to follow recommended health precautions. This includes signage in every space with occupancy limits and health hygiene reminders. To limit potential exposure, physical spaces will be designed in a way to limit close contact between individuals. Below is a list of standards to be followed at each RDUSD site.

### Ventilation and Air Flow

- Sites will replace all HVAC filters 2-3 times per year to meet all state standards.
- Sites will run continuous HVAC fans operating throughout district per the scheduled daily operating hours.
- Reprogram HVAC systems to run when windows and doors are not open.
- During optimal weather, keep windows and doors open, if possible, to increase airflow.

### Entrances & Exits (Pick-Up & Drop-Off)

RDUSD will take every measure to minimize crowding at drop-off and pick-up times:

- Consider staggering start and end times.
- Student pick-up and drop-off should occur outside the school gates/entrance. Encourage parents to stay in cars when picking students up.
- Add visual cues or barriers to direct traffic flow and ensure distancing if there is queuing.
- Develop signage and processes to minimize interactions between families.
- If possible, divide student entry points rather than funneling all students through the same entry space. These approaches can limit the amount of close contact between students in high-traffic situations and times.
- Schools may need to lock entrances that are not set up with screening staff.
- Provide access to hand washing or hand sanitizer and cloth face coverings at entrances.

### Office Spaces

- Provide plexiglass barriers when close contact is likely such as at the front desk that do not allow for physical distancing of at least 6 feet.
- Arrange staff desks at least 6 feet apart.
- Arrange desks and equipment away from flow of other staff members using the office.
- Provide individualized supplies for each workstation - limiting the number of individuals using shared objects.
- Provide additional access to hand washing or hand sanitizer - especially near shared objects like photocopiers, etc.

### **Designated “Care Room”**

- Sites must designate an area for sick individuals where they can be isolated while waiting to be assessed and go home.
- Ensure good ventilation.
- Ensure the following supplies are available: hand sanitizer, face coverings, disinfectant, thermometer, trash can with liner.
- Room must be disinfected after each use.
- Room must be close to staff and supervised.
- If more than one individual is sick, maintain as much physical distance and ventilation as possible.

### **Classrooms**

- Hand sanitizer will be placed in every classroom.
- Classrooms should open windows and doors, if possible, to maximize ventilation during optimal weather.
- Classroom layout should include:
  - » 6 feet of distance between all student desks/seating
  - » Continuous spacing of 6 feet must be provided for teaching staff at the front of the classroom
  - » Enough room near walls for students to move out of their desks
  - » Limited use of large tables where students may slide around and breach the 6 ft of spacing between individuals. If using tables, mark off areas and alternate seating at each end of the table to ensure distancing
- Develop activities that model and reinforce good hygiene and physical distancing practices
- Limit sharing of materials/supplies; consider individual supply bags versus communal bins
- For younger students:
  - » Modify activities that bring students close together to maintain distance between students
  - » Use classroom materials to help students visualize the required 6-foot distance between people
- Provide supplies and protocol for disinfecting surfaces between classes or when student groups change
- Provide access to hand washing or hand sanitizer and cloth face coverings at entrances.
- If necessary, utilize other campus spaces for instructional activities (e.g..., lecture halls, gyms, auditoriums, cafeterias, outdoors).

### **Common areas**

- Evaluate areas such as yards, quads, library, cafeteria, playground, and make modifications to encourage social distancing, for example: dots 6 feet apart, squares, lines, arrows, and taped off barriers.
- Drinking fountains may be closed. Encourage the use of reusable water bottles for students to use throughout the day.

### **Support areas**

- Consider providing a safe place for students who need additional supports, study areas, after school tutoring, or internet access during distance learning.
- Set up these areas to comply with distancing guidelines using tape, signage etc.
- Provide access to hand washing or hand sanitizer and cloth face coverings at entrances.
- Post clear signage for occupancy, hygiene, distancing.
- Provide supplies for disinfecting surfaces between students.

### **Bathrooms**

- Ensure all bathrooms have soap and paper towels, refuse containers.
  - » Paper towels will be provided and are recommended for use over air dryers.
- Evaluate stalls and urinals to ensure at least 6 feet distancing of users. Tape off or install barriers.
- Post clear signage for occupancy, hygiene, distancing.
- Avoid taking large groups to the bathrooms at once (e.g., avoid having all classes use the bathroom right after lunch or recess) or maintain distancing in a line.

### **Hallways**

- Evaluate traffic flow and post arrows, signs and floor decals to guide flow in one direction. Provide delineator cones, stanchions or guide-ropes that create lanes in larger hallways.
- Post signage that encourages safe greetings, the use of cloth face coverings, and reminders to stop talking, yelling, singing, etc. while moving along hallways.

### **Recess/yards and play spaces**

- Maintain cohorts or small groups; discourage mixing of large groups of students.
- Stagger playground use rather than allowing multiple classes to play together.
- Limit activities where multiple classes interact.
- Wash hands or use hand sanitizer before and after recess.
- Maintain at least 6 feet of space from other children as much as possible.
  - » When possible, build in visual cues that demonstrate physical spacing.
- Evaluate feasibility of opening play structures with the need to disinfect, as well as the risks of disinfecting high touch areas of the play structure between groups.
- If picnic benches or seating is available outside, provide visual cues to reinforce 6-foot spacing.

### **Large gatherings (e.g. field trips, assemblies, etc.)**

- Cancel activities and events like field trips, participant assemblies, athletic events, practices, special performances, program-wide meetings, or spirit nights where large groups would gather.
- Transition field trips to free virtual opportunities.
- Change events to a virtual format, where appropriate.



### PE Classes/Athletics

- Physical education (PE) and intramural/interscholastic athletics should be limited to activities that do not involve physical contact with other students or equipment until advised otherwise by state/local public health officials.
- Ensure **Personal Hygiene Requirements (p. 35/ Appendix D)** in locker rooms, including physical distancing of 6 feet and use of face masks. This will result in fewer students in the locker room at a time.

### School Bus/Transportation

All Personal Hygiene Requirements must be followed on the school bus.

In order to practice physical distancing on a school bus, the seating capacity must be reduced. This may necessitate the use of a seating chart to designate which seats are available.

- Ensure 6-foot distancing at bus stops and while loading and unloading.
- Educate parents and students on the steps they must take to keep others safe during loading and unloading.
- For active screening, the driver must screen each rider per **Screening Requirements for Entering School Sites, (Appendix C)** for symptoms before boarding the bus. If a student's temperature is over 100.4 degrees or the student is symptomatic, the student will not board the bus to school. Parents will be asked to take the student home and follow **Stay at Home Requirements (Appendix B)**.
- All riders should wear a cloth face covering while waiting for the bus and while riding the bus, unless contraindicated.
- Each rider must use hand sanitizer before entering the bus.
- Any bus seating arrangement will meet 6-foot physical distancing objectives. This may be accomplished in one of the following ways:
  - » Seat one student to a bench on both sides of the bus, skipping every other row. Members of the same family are allowed to be seated together.
  - » Mark or block seats that must be left vacant.
- Ensure good ventilation with open/partially open windows.
- Prevent students from walking past each other by taking the following measures:
  - » Seat students from the rear of the bus forward.
  - » Board afternoon runs based on the order in which students will be dropped off. Students who get off first should board last and sit in the front.
- Buses should be thoroughly cleaned and disinfected daily and after transporting any individual who is exhibiting symptoms of COVID-19.
- Bus drivers should be provided disinfectant and disposable gloves to support disinfection of frequently touched surfaces during the day.

## RDUSD DISINFECTING MATERIALS

Due to the unprecedented nature of the Coronavirus (COVID-19), and the awareness surrounding it, the River Delta Unified School District understands the desire to protect students and ourselves from possible infection.

Some items an individual may normally use at home are not allowed for use in schools due to State and Federal policies in place for student health and safety, unless properly trained by the California Department of Pesticide Regulations.

Aerosol spray containers are not allowed on school property for safety reasons.

While the district is making every effort to ensure that supplies are replenished at our school sites, the following is a list of items recommended for individual procurement and use:

### **Hand Sanitizer**

It is recommended that hand sanitizer be at least 60%-65% alcohol based in order to kill the virus and any other bacteria.

### **Disinfecting Wipes**

Disinfecting wipes are effective and allowable, but it is important to read and follow all instructions. If the product is not allowed to dwell on the surface long enough (typically 5 minutes) it will not kill all virus or bacteria. Also the wipe is only effective for use in a small area. For example, a large table or multiple desks would require more than one wipe.

**It is critical that individuals read and follow the directions for any cleaning product every time before use.**

## PROPER DISINFECTING PROCEDURES

Regularly disinfect high-touch areas throughout the day. Frequently touched surfaces in the school include, but are not limited to:

- Door handles
- Light switches
- Sink handles
- Bathroom surfaces
- Tables
- Student Desks
- Chairs

### Inventory Controls

- Order supplies for start and plan for inventory management:
  - » Cloth face coverings — for students and staff, individuals can be encouraged to use their own cloth face covering
  - » Disposable masks for Care Room
  - » Hand sanitizer — in every room, used by every individual entering
  - » Spray bottles and disinfectant and paper towels — every room to clean surfaces
  - » Gloves, masks and thermometers for use in care of sick or injured individuals
  - » Handwashing stations if insufficient sink access at sites
- Back stock of PPEs
- Proper ordering procedures from central location/system
- Use of district-approved products only



## Communicable Disease Response Protocols

Communicable Disease Response protocols will help the district quickly identify communicable diseases, prevent the spread within the RDUSD community, and reduce potential harm.

The response plan is contingent upon the type of disease and direction from Sacramento County Public Health (SCPH).

There are three levels of communicable disease response:

- **Incident Management** (Case-by-Case or Isolated Incident)
- **Outbreak** (10% of school population or 25% of classroom with confirmed cases)
- **Epidemic/Pandemic** (widespread disease over large population or worldwide)

During a pandemic, the district will follow enhanced preventative measures and heightened surveillance as directed by the state and county health departments. Protocols and procedures may change depending on the public health situation and the decisions and direction of public health leadership.

### Responsibilities of School Site Staff

1. Sites must prepare for when someone gets sick. Individuals who have symptoms of illness must be immediately separated to prevent possible transmission of disease to others. Individuals who are sick should go home or to a healthcare facility depending on the severity of their symptoms. (See Appendix E for more information and ideas for setting up a sick room vs. first aid room on your campus, and Appendix F for How to Take Care of Sick Students during COVID-19 Pandemic).

#### **Sick students and sick staff must:**

- » Be quickly separated from other students/staff until picked up by parent/guardian.
- » Maintain more than 6 feet of distance from others, preferably in a separate room that is well ventilated.
- » Wear a disposable mask.
- » Attending staff must use standard precautions when assisting a sick individual. For suspected COVID-19 this includes, disposable face mask, eye covering/face shield and gloves.
- » Call parent/guardian for immediate pick up.
  - i. If a parent/guardian cannot pick up students, consider procedures for arranging transportation to their home.
  - ii. Provide parent/guardian or staff member with Stay at Home/When to Return to School instructions.
- » Disinfect all surfaces after the student/staff leaves and before use by others.
- » If COVID-19 is suspected contact your school nurse. Follow Communicable Disease Response Protocols for notifying Health Services for possible outbreaks of infectious disease

### Responsibilities of School Site Staff (continued)

2. Collect and track illness-related absence information at the time of student or staff absence.
  - » Train attendance staff to support contact tracing as directed by the Sacramento County Health Department
  - » School site staff responsible for entering attendance data into Aeries will also list reasons for illness, symptoms, and date of onset in the “Attendance Notes” section
  
3. Follow HIPAA confidentiality laws noting that **communicable disease concerns are confidential**. All staff are expected to protect health information except to report to SSSH per below.
  
4. Contact **Health Services** and **Student Support** (in the order listed below) if notified of staff, student, or family member with a COVID-19 diagnosis or exposure:
  1. Holly Pauls, RN for DHS/CMS, Bates, WG — (916) 417-1121
  2. Angela Patin, RN for DHW, IES, RMS, RVHS — (916) 417-0352
  3. Yazmin Granados, DHS/CMS Health Assistant — (916) 744-1717
  4. Nicole Latimer, Chief Educational Services Office — (707) 374-1725
  
5. Designated Health Services staff will report all COVID-19 diagnoses, as well as any unusually high number of illness-related student and staff absences, to the appropriate county health department: Sacramento/Yolo/Solano County Public Health. **(See Appendix L : County Public Health Numbers)**
  
6. Require students and staff to remain home per Stay at Home Requirements (p. 33/Appendix B).
  - Stay home if experiencing the following symptoms of illness: fever or chills (100.4 degrees or higher), cough, shortness of breath or difficulty breathing, fatigue, muscle or body aches, headache, new loss of taste or smell, sore throat, congestion or runny nose, nausea or vomiting, or diarrhea.
    - \* Subject to change as revised by CDC.
  - Stay home if advised to isolate or quarantine by your doctor or the health department due to COVID-19 precautions. Reasons may include:
    - » Recent contact with a person with COVID-19
    - » Recent diagnosis with COVID-19
    - » Recent travel from somewhere outside the U.S.
  - On the 11<sup>th</sup> day, you may return to activities if you are fever free for more than 24 hours, without taking fever reducing medication
  
7. Additional activities may be required as advised by Student Support and Health Services following county health department orders.

## Responsibilities of the School Nurses

1. School Nurses will work to verify any reported concern, including speaking directly to families and/or staff when appropriate.
2. **Communicable disease concerns are confidential and all staff are expected to protect this health information and mitigate any public concern or fear.**
3. School Nurses will consult with and verify all information with the appropriate County Public Health Office (CPHO).
4. Advise staff or family that the CPHO will provide documentation should a staff member or student be required to quarantine due to COVID-19 exposure.
5. School Nurses will inform the Chief Educational Services Officer of any confirmed cases or confirmed exposures.
6. School Nurses will update school site administrators regarding the guidance received from CPHO.
7. Based on the guidance provided by CPHO, School Nurses will communicate with school site and department staff regarding any next steps or additional resources needed (i.e. maintenance crews, nurses, counselors, psychologists, and safety and security measures).
8. School Nurses staff will advise schools to follow any specific CPHO guidance on cleaning and disinfecting. CDC's "Reopening Guidance" for cleaning and disinfecting of school buildings includes disinfecting hard, horizontal, and frequently touched surfaces such as tables, desks, chairs, handrails, equipment, and door handles in buildings and rooms with a CDC-approved product rated for SARS-CoV-2, Rhinovirus or Human Coronavirus.
9. School Nurses will collaborate with the Chief Educational Services Officer and school sites to provide any required family communication. The most accurate and up-to-date medical information will be used for all communication.
10. The established communication channels listed below will be used depending on level of exposure and public health recommendations. Translation of communications will be provided based on the threshold languages of the community.
  - Parent Letters (printed, email, SMS, phone)
  - School and District Websites
  - School and District Social Media
  - All-Call

### **Notification of a Confirmed Case of COVID-19**

- The Centers for Disease Control (CDC) has designated COVID-19 as a reportable communicable disease. Therefore, in the event a student or staff member tests positive for COVID-19, the appropriate County Public Health Office (CPHO) will notify the student or staff member. CPHO will issue directions and recommendations to the patient. It is our expectation that CPHO will also notify the school district.
- If a student or staff member notifies school or district staff that they have been diagnosed with COVID-19, staff must immediately contact the Chief Educational Services Officer, (for students) or the Director of Personnel (for staff) per above.
- School Nurses will verify all reported information with the patient and CPHO, following all guidance or directives provided by CPHO.
- School Nurses will inform district and site level staff with the guidance provided by CPHO.

### **Notification of a Confirmed Exposure of COVID-19**

A contact is a person who has been exposed to a person who tested positive for COVID-19. Contacts are notified by the county health department and given instructions for quarantine and return to work/school guidelines. Currently CPHO defines a contact as someone who has been within 6 feet or less of distance for at least 15 minutes without a face covering.

- The contact must follow public health orders to stay at home for any period directed, which is at least 14 days.
- The contact should request documentation from a medical provider or health department for quarantine orders and provide it to the school (student) or Director of Personnel (staff).
- Note that quarantine guidelines only apply to those who have had recent close contact with an individual infected with COVID-19. Other contacts of the quarantined individual do not need to stay home from school.

### **Classroom, School Site, or District Wide Closures**

If a confirmed case of COVID-19 is identified within the district, the appropriate County Public Health Office (CPHO) will provide guidance on the required measures. Responses depend on the risk of transmission of COVID-19 in schools. Many factors are considered, including timing of the course of the illness and the number and type of contacts at school. If there is determined to be risk of disease transmission at school, responses may include identifying and quarantining contacts or closing classrooms, school sites, or the district for several days or longer. For this reason, all schools and programs must have contingency plans for potential short term and long term closures.

## SCHOOL SITE ROLES & RESPONSIBILITIES

*These roles and responsibilities must be widely shared with responsible staff and also be included in Staff Handbooks, Student/Parent Handbooks, planners or other communication means.*

### Site Administrator Checklist

- Follow all Individual Health Precautions for Students and Staff and Mitigation Standards for RDUSD Sites.
  - Personal prevention practices, such as physical distancing, hand hygiene, cloth face coverings and cough/sneeze etiquette are important principles to reduce the spread of COVID-19. (CDC)
- Actively model and support all required public health measures. Teach everyone it is OK to correct each other — use “please” and “thank you” to everyone when reminded about public health measures.
- Make changes to site physical spaces and/or implement policies to enforce mitigation measures, including proper floor signage indicating 6 feet spacing.
- Provide frequent communication about COVID-19 and cold/flu prevention efforts for students and staff. Use all modalities — email, announcements on speakers, announcements by teachers, signage, and direct instructions at staff meetings.
- Respond to COVID-19 concerns. Employees should know the most effective way to contact you.
- Ensure posters are placed in impactful areas. Signage should be visible in all bathrooms, classrooms, and public spaces. Post information on social media regularly. Distribute flyers and posters widely on the following topics:
  - Signs and Symptoms of COVID-19
  - Physical distancing
  - Face covering guidance
  - Stay home when sick guidelines
  - Cough and sneeze hygiene
  - Occupancy limits
  - Mental Well-Being and Crisis Support Lines
- Know and ensure that staff follows Communicable Disease Response Protocols for Illness during COVID-19 Pandemic. Contact Health Services immediately if:
  - A student or staff is diagnosed with, is suspected of having, or has been exposed to COVID-19 or other reportable communicable disease
  - 25% or more of a classroom, or 10% or more of the school population is sick with similar symptoms



**Administrator Checklist (continued)**

- Ensure teaching staff provides students with distance learning opportunities, full-credit options, and extended time to complete missing assignments due to illness related absences.
- Ensure staff and student attendance is entered in a timely manner on a daily basis. Document and take notice of any patterns of absences with similar symptoms.
- Encourage electronic communication, including submitting and/or sharing electronic forms (i.e. documents requiring signature, homework submission, etc.).
- Provide designated space and supervision for sick students until they are able to go home (i.e. Care Room) that is not used by other individuals).
- Provide designated space and supervision for students who need first aid, medication administration, procedures at school, etc. (i.e. Well Student Area).
- Reinforce Stay at Home Requirements (Appendix B) by sending home any students or staff who have signs or symptoms of illness.
- Ensure office staff have appropriate resources to support sick students or staff including non-touch thermometer, face covering/mask, water and hand soap, hand sanitizer, facial tissues, gloves, goggles or face shields.
- Follow any guidance provided by School Nurse and appropriate Sacramento County Public Health (SCPH).
- Ensure all appropriate staff are aware of students with health needs and are familiar with any Emergency Care Plans, including all substitute staff.
- Encourage activities and strategies that promote positive coping for adults and children during times of stress.
- Direct any person with heightened concerns to District resources and SCPH resources. Discuss concerns with School Nurse.
- Responsible for weekly compliance checks to make sure staff and students are following guidance provided in Safety Plan.
- Purchase water station filters and replace as recommended by manufacturer.
- Provide training to staff on use of proper cleaning disinfectant allowing teachers to properly clean classroom in between classes.

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**Office Staff/Attendance Staff Checklist**

- Follow all Individual Health Precautions for Students and Staff and Mitigation Standards for RDUSD Sites.
  - Personal prevention practices, such as physical distancing, hand hygiene, cloth face coverings and cough/sneeze etiquette are important principles to reduce the spread of COVID-19.  
<https://www.cdc.gov/>
- Actively model and support all required public health measures. Teach everyone it is okay to correct each other. Use “please” and “thank you” to everyone when reminded about public health measures.
- Distribute flyers and posters widely on the following topics: physical distancing, face cloth coverings, hand hygiene, cough/cold hygiene, and staying home when sick. Ensure posters are placed near the entrance in every classroom, bathroom and other impactful areas. Post information on social media regularly.
- Encourage electronic communication, including submitting and/or sharing electronic forms (i.e. documents requiring signature).
- Ensure office staff have appropriate resources to support sick students or staff, including face mask/shield, non-touch thermometer, water and hand soap, facial tissues, gloves, and goggles.
- Reinforce Stay at Home Requirements (Appendix B) by sending home any students or staff who are sick.
- Offer a Care Room for sick students and staff until they are able to go home.
- Reinforce health precautions for parents - wear mask, use hand sanitizer, maintain distance.
- Ensure staff and student attendance is entered in a timely manner on a daily basis.
  - Follow procedures if directed to document student illness symptoms in Aeries.
- Know and communicate to parents the Stay at Home Requirements (Appendix B) for sick and exposed students.
- Work with the School Nurse to follow protocols that lower the risk of infectious students being on campus.
- Direct health related questions to the school nurse or to their family doctor.
- Follow Communicable Disease Response Protocols for Illness during COVID-19 Pandemic if the following situations occur - **contact School Nurses:**
  - Student or staff are diagnosed with, are suspected of having, or have been exposed to COVID-19 or other communicable disease
  - 25% or more of a classroom, or 10% or more of the school, are our sick with similar symptoms
- Ensure all appropriate staff are aware of students with health needs and are familiar with any Emergency Care Plans, including all substitute staff.

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**Operations/Custodial Staff Checklist**

- Follow all Individual Health Precautions for Students and Staff and Mitigation Standards for RDUSD Sites.
  - Personal prevention practices, such as physical distancing, hand hygiene, cloth face coverings and cough/sneeze etiquette are important principles to reduce the spread of COVID-19. (CDC)
- Actively model and support all required public health measures. Teach everyone it is OK to correct each other. Use “please” and “thank you” to everyone when reminded about public health measures.
- Ensure school has adequate supplies of handwashing materials, facial tissues, district-approved disinfecting cleaner, etc.
- Maintain a stock of cleaning materials and personal protective equipment to ensure readiness - order additional supplies as needed.
- Routine disinfecting: On a daily basis, disinfect all common spaces and classroom areas.
  - High-touch areas and areas where sick students or staff were present should be routinely disinfected, following established district guidelines.
- Follow all established district protocols for cleaning and disinfecting.
- Contact Operations Department if a large-scale deep disinfecting/cleaning is required.
- Encourage electronic communication, including submitting and/or sharing electronic forms (i.e. documents requiring signature or orders).

**Food Service Staff Checklist**

- Follow all Individual Health Precautions for Students and Staff and Mitigation Standards for RDUSD Sites.
  - Personal prevention practices, such as physical distancing, hand hygiene, cloth face coverings and cough/sneeze etiquette are important principles to reduce the spread of COVID-19. (CDC)
- Actively model and support all required public health measures. Teach everyone it is OK to correct each other — use “please” and “thank you” to everyone when reminded about public health measures.
- Follow department policies that reduce risk of disease transmission:
  - Establish one-way passage ways through meal delivery.
  - Increase ventilation for enclosed areas (open doors and windows).
  - Follow all Nutrition Services Disinfectant protocols and procedures.
  - Ensure your space has the following supplies – hand sanitizer, facial tissue, garbage cans with liners (changed daily), disinfectant wipes or spray, paper towels, gloves and face coverings.

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**Teacher Checklist**

- Follow all Individual Health Precautions for Students and Staff and Mitigation Standards for RDUSD Sites.
  - Personal prevention practices, such as physical distancing, hand hygiene, cloth face coverings and cough/sneeze etiquette are important principles to reduce the spread of COVID-19. (CDC)
- Actively model and support all required public health measures. Teach everyone it is okay to correct each other. Use “please” and “thank you” to everyone when reminded about public health measures.
- Reinforce and follow health precautions with your students:
  - Physical distancing at all times — at least 6 feet.
  - Ensure compliance with maximum occupancy of individuals in each classroom.
  - Provide highly visible floor markings in all shared spaces.
  - Desks must face in the same direction.
  - Establish regular times for hand washing/hand sanitizer — including upon entry to school/class, before eating, whenever entering a new room, before going home.
  - Proper handwashing is one of the best ways to prevent illness — show videos that teach the proper procedures for handwashing.
  - Open doors and windows. Maximize ventilation through the room.
  - Have students remain together during recess or mealtimes (cohorting).
  - Ensure distancing protocols during meals — use alternative locations such as the classroom or outside.
  - Close shared spaces in classrooms. Remove reading corners or hang-out spaces.
  - Ensure all students have individual supplies and no sharing of food or items. Store personal items-backpack/jacket/lunch bag at the student desk.
  - Ensure your classroom has the following district approved supplies — hand sanitizer, facial tissue, garbage cans with liners (changed daily), disinfectant spray and paper towels.
  - Disinfect shared equipment such as desks, computers, piano keyboards, lab equipment, wood or auto shop tools, etc. after each student.
  - Limit visitors/volunteers to the classroom — permit only those that are essential.
- Send any visibly sick students or students who say they do not feel well to the office: i.e. student has symptoms such as unusual fatigue, coughing, sneezing, runny nose, vomiting, diarrhea, appears to have a fever/flushed cheeks, diaphoretic without exercise, red/crusty eyes.
- Ensure you are aware of any students in your class with health needs and are familiar with their Emergency Care Plans, including providing this information for substitute teachers.

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**School Nurse Checklist**

- Follow all Individual Health Precautions for Students and Staff and Mitigation Standards for RDUSD Sites.
  - Personal prevention practices, such as physical distancing, hand hygiene, cloth face coverings and cough/sneeze etiquette are important principles to reduce the spread of COVID-19. (CDC)
- Actively model, teach, positively reinforce, support, check compliance and re-teach all required public health measures. We must establish “new” norms — understanding it will take time and constant positive reinforcement. Teach everyone it is okay to correct each other — teach “please” and “thank you” to everyone when reminded about public health measures.
- Keep up to date on public health and district guidance for communicable disease management and support administrators and staff with accurate information about disease risks and precautions.
- Follow CPH guidelines to support contact tracing and other public health measures.
- Provide training and information as needed to site administrators and staff.
- Work with attendance to support Stay at Home Requirements (Appendix B). Provide training, monitoring and reinforcement of district procedures and any new procedures required by the health department as a result of contact tracing.
- Encourage precautions and measures that reduce risk of disease transmission. Identify risks and work with staff to improve behaviors.
- Look for visible signs of illness in students or staff - assist to ensure sites have supplies including a thermometer to check temperature.
- When possible, school nurses, or other community partners will provide lessons on staying healthy and preventing cold/flu (i.e., handwashing and coughing/sneezing etiquette).
- Reinforce standard wellness protocols by training staff to recognize and send home any students or staff who are sick per Stay at Home Requirements (Appendix B).
- Follow Communicable Disease Response Protocols for Illness during COVID-19 Pandemic for all communicable disease per Communicable Disease Chart, and contact appropriate staff members as required.
- Encourage electronic communication, including submitting and/or sharing electronic forms (i.e. documents requiring signature, etc.).

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**Bus Drivers/Transportation Checklist**

- Follow all Individual Health Precautions for Students and Staff and Mitigation Standards for RDUSD Sites.
  - Personal prevention practices, such as physical distancing, hand hygiene, cloth face coverings and cough/sneeze etiquette are important principles to reduce the spread of COVID-19. (CDC)
- Actively model and support all required public health measures. Teach everyone it is okay to correct each other. Use “please” and “thank you” to everyone when reminded about public health measures.
- Ensure adequate space for physical distancing at bus stops and school loading and unloading zones, including proper floor signage indicating 6 feet spacing.
- Reinforce with parent and students steps they must take to keep students and staff safe during loading and unloading.
- For active screening, the driver or bus aide must screen each rider per Screening Guidelines for Entering School Sites (Appendix C) for symptoms before boarding the bus. If the temperature is over 100.4 degrees or symptomatic, the student will not board the bus to school. Parents/guardians will be asked to take the student home and follow Stay at Home Requirements (Appendix B) .
- All riders should wear cloth face covering while waiting for the bus and on the bus, unless contraindicated.
- Each rider must use hand sanitizer before entering the bus.
- Bus seating arrangement will meet 6-foot physical distancing objectives. Mark or block seats that must be left vacant.
- Ensure good ventilation with open/partially open windows.
- Buses should be thoroughly cleaned and disinfected daily and after transporting any individual who is exhibiting symptoms of COVID-19.

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**Support Staff Checklist**

- Follow all Individual Health Precautions for Students and Staff and Mitigation Standards for RDUSD Sites.
  - Personal prevention practices, such as physical distancing, hand hygiene, cloth face coverings and cough/sneeze etiquette are important principles to reduce the spread of COVID-19. (CDC)
- Actively model and support all required public health measures. Teach everyone it is okay to correct each other. Use “please” and “thank you” to everyone when reminded about public health measures.
- Look for visible signs of illness in students or staff. Refer visibly sick students and staff to the office or school nurse. Be aware of the district Stay at Home Requirements (Appendix B).
- Encourage activities and strategies that promote positive coping during times of stress for adults and children.
- Encourage electronic communication rather than in person, including submitting and/or sharing electronic forms (i.e. documents requiring signature, etc.).
- Provide tele-supports rather than in-person when feasible.
- Report any concerns about suspected communicable diseases to school site Administrators or school nurse.

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**Student Checklist**

- Follow all Individual Health Precautions for Students and Staff and Mitigation Standards for RDUSD Sites
  - Personal prevention practices, such as physical distancing, hand hygiene, cloth face coverings and cough/sneeze etiquette are important principles to reduce the spread of COVID-19. (CDC)
- Let your parent/guardian know if you feel sick and remain home if you have a fever or other symptoms.
- If you become ill during the school day go immediately to the school office or health office to be checked.
- Be kind and understanding with others. Use “please” and “thank you” when talking about or being reminded about public health.
- Let others make their own choices. Do not tease or bully people who look, behave, or believe differently than your family.

**Parents/Guardian Checklist**

- Parents must screen their students for symptoms at home daily before school. Symptoms can include: Signs of illness include fever or chills (100.4 degrees or higher), cough, shortness of breath or difficulty breathing, fatigue, muscle or body aches, headache, new loss of taste or smell, sore throat, congestion or runny nose, nausea or vomiting, and diarrhea per CDC guidelines.
- Keep your child home per the Stay at Home Requirements (Appendix B). Contact your school office or school nurse if there are any questions about the Health Precaution guidelines.
- Call the school office when your child is sick. Report symptoms of illness.
- Call the school office if anyone in your household has been diagnosed with COVID-19 or has had close personal contact with someone with COVID-19.
- While on school site follow all Individual Health Precautions for Students and Staff.
  - Personal prevention practices, such as physical distancing, hand hygiene, cloth face coverings and cough/sneeze etiquette are important principles to reduce the spread of COVID-19. (CDC)
- Teach your child the public health guidelines — reinforce and practice these measures when in public.
- Be accepting of other people’s choices who may look, behave, or believe differently than your family.
- Staff and students must self-screen for symptoms at home daily. This is called passive screening.
- If a person is sick or exhibits symptoms of COVID-19, they may not come to school and will follow **Stay at Home and Return to School Requirements** (Page 33/Appendix B).

NOTES

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# KEY COMMUNICATION POINTS AND STRATEGY

## Messaging Before School Starts

- Student and staff safety is our top priority.
- School will reopen in fall 2020 with modifications to programs and services to protect children and staff from COVID-19 infection. The district will follow the guidance of state and county health departments for implementation of precautions and modifications to school programs.
- The physical and mental health and safety of our community is the responsibility of each of us. Our behaviors affect each other.
- The current CDC guidelines outline five key components: isolation of ill individuals, personal hygiene, physical distancing, use of cloth face coverings, and disinfection of surfaces. In the absence of a vaccine or herd immunity, these actions together significantly reduce the risk of spreading COVID-19.
- Print Keep Each Other Safe Guidelines, Appendix A in annual parent notification.
- Ask parents/guardians to consider making cloth face coverings for reuse when in public and sending children to school with a cloth face covering. Face coverings will be provided if a child does not have one.
- Prevention of the spread of COVID-19 and the ability of our school to remain open depends on all of us following the Personal Hygiene Guideline (Appendix D) and the Stay at Home Requirements (Appendix B).
- We are in this together.

## Messaging During Opening

- Student and staff safety is our top priority.
- The situation is not stable and ongoing evaluation and modifications will be necessary.
- The district will follow state and county orders. District and school staff are working closely with appropriate Sacramento County Public Health, Sacramento County Office of Education, and surrounding districts to monitor the current situation, address concerns, inform and educate students.
- Routine cleaning protocols are being followed. High-touch areas and areas where sick students or staff were present will be disinfected, following established district guidelines.
- Prevention of the spread of COVID-19 and the ability of our school to remain open depends on all of us following the Personal Hygiene Guideline (Appendix D) and the Stay at Home Requirements (Appendix B).

### **Ongoing Communications**

- We prepare for the cold and flu season every year, by providing immunization clinics for eligible families, and conducting awareness campaigns to help prevent the spread of communicable diseases.
- Keep students home from school when sick and seek the advice of a healthcare provider for COVID-19 symptoms.
- Should we receive a concern regarding the exposure or confirmation of case of COVID-19, RDUSD will respond immediately using our established protocols and guidance provided by COPH officials and the California Department of Public Health - School Guidance on COVID-19.
- Prevention of the spread of COVID-19 and the ability of our school to remain open depends on all of us following the Personal Hygiene Guideline (Appendix D) and the Stay at Home Requirements (Appendix B).
- We are in this together.

### **Messaging on Resources/Support**

- We know this is an anxious time for our community and our hearts go out to those who are ill, have lost family members, who have lost jobs and are experiencing hardships brought on by the pandemic and mitigation measures.
- Our thoughts are with all of our families and children who are affected.
- Please note that there have been reports of students and others being stigmatized or bullied. We urge our community members to help prevent any discrimination and to respect the privacy of our community members. We encourage everyone in our community to treat each other with compassion, respect, and kindness as we work together to keep our community healthy and physically and emotionally safe.
- See COVID-19 Frequently Asked Questions on the RDUSD website.

### **Communication Strategies for School Site Staff and Administration**

- Establish and advertise widely a single source/webpage for up to date information on the planning, pandemic response and expectations for staff, students, and families.
- Utilize Communications to distribute accurate information.
- Training of community liaisons currently at school sites.
- Meetings with PTA/PTC.
- Announcements during school hours - before school, between classes, before recess and at lunch to reinforce personal hygiene guidelines.
- Designate a staff/community liaison or liaisons to be responsible for responding to COVID-19 concerns. Employees should know who they are and how to contact them.
- Use all-calls, all emails, superintendent letters, school site websites, remind texts.
- Use electronic billboards/marquis.
- Use banners, signage through the school to reinforce messaging.
- Translation of communications should be provided based on the threshold languages of the community.

## REFERENCES

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- CDE (2020) Opening Schools Guidelines. California Department of Education. Retrieved from: <https://drive.google.com/open?id=1yxOJt5mygELSPP8ypKF3xXS8OpNQJvto>
- CDC (2020). Considerations for Schools. Updated May 19, 2020. Retrieved from: <https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html>
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- OSHA (2020). Guidance on Preparing Workplaces for COVID-19. Retrieved from: <https://www.osha.gov/Publications/OSHA3990.pdf>
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- San Francisco Department of Public Health (2020). How to Put On and Remove a Face Mask. Retrieved from: <https://www.sfgdp.org/communicable-disease/healthy-habits/how-to-put-on-and-remove-a-face-mask>
- Order of the Health Officer of the County of Sacramento Directing All individuals living in the County to Continue to Stay at Home or at Their Place of Residence and Relaxing Restrictions on Low-Risk Businesses Consistent with Direction from the State of California. (June 12, 2020) County of Sacramento. Retrieved from: <https://www.saccounty.net/COVID-19/Documents/2020-06-12-HealthOrderStayatHome-SIGNED.pdf>

# KEEPING EACH OTHER HEALTHY DURING COVID-19

The guidelines below will reduce the risk of spreading illness at school. Guidelines may change over time.

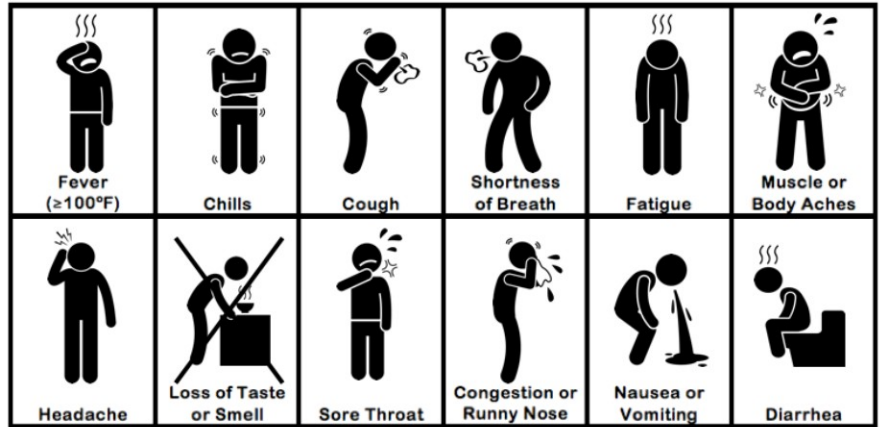


## ***Health Screening***

**Every Day Before School:** Check your child's temperature and look for signs of illness.

Your child should stay home if they:

- Have any of these symptoms, or have been diagnosed with COVID-19
- Have been told to isolate or quarantine by your doctor or the health department
- Had recent contact with someone with COVID-19
- Recently traveled somewhere outside the U.S.



Please note that your child may be required to stay home and participate in distance learning for up to 10-14 days based on public health guidelines. Report your child's absence and symptoms to the school each day.



## ***Use Cough/Sneeze Hygiene***

Teach children to sneeze into a tissue or elbow. Throw tissue away in a waste container. Wash hands with soap and water or use hand sanitizer. Do not touch face.



## ***Practice Hand Hygiene***

Students should wash hands before leaving home and upon returning home. All students will wash hands often or use hand sanitizer at school.



## ***Use Cloth Face Coverings at School***

Children should come to school with a cloth face covering, unless a doctor says not to, or the child can't safely wear one due to their developmental level. Wash cloth face coverings daily at home. Face coverings may be available at school if needed.



## ***Maintain Physical Distancing at School***

Keep at least 6 feet away from other people. Space is the best way to avoid the spread of COVID-19. Do not form groups with other parents during drop off and pick up.

# Stay at Home and Return to School REQUIREMENTS

## *For Students and Staff During COVID-19*

These policies are based on public health guidance from the CDC. For any return to school outside of these guidelines students must bring a doctor's note. Contact your school nurse if you have questions about returning to school after illness.

### **Keep your child home if they have any of the following symptoms:**

- Fever or chills
- Cough
- Shortness of breath or difficulty breathing
- Fatigue
- Muscle or body aches
- Headache
- New loss of taste or smell
- Sore throat
- Congestion or runny nose
- Nausea or vomiting
- Diarrhea

### **Keep your child home if they have been told to quarantine or isolate due to COVID-19 precautions:**

- Advised to isolate or quarantine by your doctor or the health department
- Recently had contact with a person with COVID-19
- Has been diagnosed with COVID-19
- Recently traveled somewhere outside the U.S.

### **If your child misses school call the school office daily and report your child's symptoms.**

### **Your child may return to school after:**

- They have had no symptoms listed above for at least 24 hours (one full day) without the use of medicine.  
**AND**
- At least 10 days have passed since the day the symptoms first appeared.

\*These return to school guidelines omit "other symptoms have improved" from the CDC recommended guidelines with the intention of keeping people with any symptoms of illness away from school to protect the health of other students and staff. In all cases, follow the guidance of your doctor and local health department. For return to school outside of these guidelines students must bring a doctor's note or receive clearance from the school nurse.

Children with non-infectious chronic conditions should not be excluded from attending school. For instance, a child with allergy symptoms may have congestion, but is not a reason to exclude that child from school. Please notify the school if your child has a chronic condition such as allergies, asthma, or migraines to prevent unnecessary exclusion. If there are questions about individual cases, contact your school nurse or health services.

### **Sources:**

[Considerations for Schools. Updated May 19, 2020. CDC](#)

[Steps to prevent the spread of COVID-19 if you are sick. CDC](#)

[Quarantine and Isolation. CDC](#)

# SCREENING REQUIREMENTS

## *For All Persons Entering School Sites*

Universal screening procedures of students and staff reduce the risk of transmitting infectious disease including COVID-19 at school.

**All students and staff entering a site must be screened for illness.**

Any student or staff with a temperature of 100.4 degrees or higher, or any sign or symptoms of illness per Stay at Home Requirements (Appendix B) shall return home.

Sites shall set up controlled entry and exit locations in order to effectively screen all persons entering to ensure they understand and follow disease prevention precautions. Post signage conspicuously — if you are sick do not come to school, distancing, face covering, and hand hygiene rules.

Students and staff approaching the entry must be wearing a cloth face covering. Provide face coverings for those who do not have their own.

If possible, the parent/guardian will remain with the student while screening occurs, in case the student is not well enough to attend school and needs to return home. Students will wait in a line with physical distancing. Place spot markers on the ground to indicate spacing. Post signage - indicating symptoms being screened for.

**Staff will screen student:**

- Take temperature.
- Ask if any signs or symptoms of illness – how are you today? Are you sick at all?
- Look at the student.

**If the temperature is less than 100.4 degrees, and the student reports no sign or symptoms of illness, and the student appears well then release to wash hands and enter campus.**

- If the student has a sign of illness send to a designated isolation area to call the parent and return home with Stay at Home Requirements (Appendix B) information for the parent.
- If staff is unable to reach the parent the student must be isolated in a separate “isolation area” following the Guidelines for Caring for Sick Children (Appendix F) on site until the parent can be reached.

**Sources:**

[Opening Schools Guidelines. California Department of Education. June 2020](#)  
[COVID-19 Health Services Recovery Plan Resource in Educational Settings, California School Nurse Organization. June 8, 2020.](#)

[Considerations for Schools. Updated May 19, 2020, CDC.](#)

[Sacramento County 2020-2021 School Year Planning Guide. Sacramento County Office of Education. June 2, 2020.](#)

[Steps to prevent the spread of COVID-19 if you are sick. CDC](#)  
[Quarantine and Isolation. CDC](#)

## Personal Hygiene Requirements

### *For Students and Staff During COVID-19 Pandemic*

COVID-19 is mostly spread by respiratory droplets released when people talk, sing, laugh, cough, or sneeze. It is thought that the virus may spread to hands from a contaminated surface and then to the nose, mouth, or eyes causing infection. Personal prevention practices, such as handwashing, using masks and cough/sneeze etiquette are important principles to reduce spread. (CDC)

#### **Wash Hands Frequently**

All students and staff should wash hands frequently. If soap and water are not available use alcohol-based hand sanitizer. The following guidelines are recommended for school settings.

#### **Wash hands or use hand sanitizer:**

- Upon arrival to the school site
- Before lunch
- Before leaving the site
- Upon entry to any new classroom
- When using the restroom
- When visibly dirty
- After using a tissue, coughing into hands
- Upon arriving home

\*Visible signage and reminders effective hand washing and use of sanitizer to all students and staff.

#### **Use Face Masks**

A cloth face covering should be worn by all individuals on school sites unless it is not recommended by a physician or is inappropriate for the developmental level of the individual

#### **When can you take the mask off?**

- Persons who are eating or drinking, provided that they are able to maintain a distance of at least six feet away from persons who are not members of the same household or residence.
- Persons who are engaged in outdoor work or recreation when alone and able to maintain a distance of at least six feet from others.

\* Visible signage reminders on appropriate use and handling of face masks to all students and staff.

#### **Promote Respiratory Hygiene**

Reinforce cough/sneeze etiquette including use of tissues and elbows using signage, training, lessons.

#### **Maintain at least 6 feet distance from others.**

Keeping distance from others is the best way to avoid being exposed to respiratory secretions that are expelled into the air when other people talk, cough or breathe.

#### **Sources:**

[Considerations for Schools. Updated May 19, 2020, CDC.](#)

[When and How to Wash Hands, CDC.](#)

[Use of Face Coverings to Help Slow the Spread of COVID-19, CDC.](#)

<https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/prevention.html>

<https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/cloth-face-cover-faq.html>

## FIRST AID, NURSING PROCEDURES, MEDICATION

### *And Expanded Needs to Isolate Sick Students*

First aid situations, to the degree possible, should be handled by the student and in the classroom to prevent office congregation and possible cross exposure. The following recommendations are made:

All classrooms should be provided with first aid supplies for minor concerns. (e.g. minor scrapes, nosebleeds, bug bites). Items may include bandaids, gloves, gauze, soap, paper towels, etc. To the extent possible, students provide self-care. Students who are not feeling well will wear a cloth face covering when sent to the office and should take their belongings with them.

Students needing first aid, medication, medical procedures, who are ill, or who were previously cared for in the health office will now need to be separated into designated **well care and sick care areas**. The sick care area must be an isolated space set up to keep students with possible COVID-19 symptoms separate from well students.

As students enter the office with unscheduled needs, if they complain of illness symptoms ask if they have been around someone with COVID-19 or have signs and symptoms of COVID-19. If yes, send immediately to COVID-19 isolation (sick room), call parent, and send home.



APPENDIX E - First Aid, Nursing Procedures, Medication, Sick Student Isolation

Well Student Area	Sick Student Area/COVID-19 Symptom Area
First Aid      Seizures Medications    Hungry Diabetes        Behavior Asthma Care    Tired Allergies Anxiety	Fever (100 degrees or higher)      New loss of taste or smell Cough                                        Sore throat Shortness of breath or                    Congestion or runny nose Difficulty breathing                        Nausea or vomiting, diarrhea Muscle or body aches Headache
<b>Staffing:</b> A trained staff member, school nurse, or medical staff provides care.	<b>Staffing:</b> A trained staff member, school nurse, or medical staff assesses and provides care. If this is a separate room, additional staff may be necessary to monitor students if not visible by the staff member providing well-student care.
<b>PPE:</b> Staff delivering care will wear cloth face covering and use standard precautions if at risk of exposure to blood or body fluids.	<b>PPE:</b> Staff must wear gloves, disposable mask, and eye protection/face shield.
<b>Room requirements:</b> Consider using the current nurse office already set up for first aid. <ul style="list-style-type: none"> <li>• Sink, soap, and paper towels available</li> <li>• Have access to the bathroom</li> <li>• Cot and/or chairs for resting students</li> <li>• Table, counter, or desk</li> <li>• First aid supplies</li> <li>• Medication and procedure</li> <li>• Computer or laptop to access IC to contact parents</li> </ul>	<b>Room requirements:</b> Consider using a separate room or move sick care to a large room that can separate well and sick students by more than 6 feet and barrier. <ul style="list-style-type: none"> <li>• The room must be well-ventilated (open windows and door)</li> <li>• Consider a barrier such as plexiglass between staff and sick students</li> <li>• Have a sink, soap, and paper towels</li> <li>• Have access to restroom nearby</li> <li>• Cot and chairs for waiting students</li> <li>• Phone</li> <li>• Table, counter, or desk</li> <li>• Computer or laptop to access IC to contact parents</li> </ul>
<b>Supplies</b> <ul style="list-style-type: none"> <li>• First aid supplies</li> <li>• PPE - gloves and masks</li> <li>• Soap and paper towels</li> <li>• Water for drinking</li> <li>• Cot cover paper</li> <li>• Disinfecting supplies - solution and paper towels</li> </ul>	<b>Supplies</b> <ul style="list-style-type: none"> <li>• PPE - gloves, masks, face shield</li> <li>• Vomit bags</li> <li>• Thermometer</li> <li>• Water for drinking</li> <li>• Soap and paper towels</li> <li>• Disinfecting supplies - solutions and paper towels</li> <li>• Cot cover paper</li> </ul>
<b>Well student procedure:</b> <ul style="list-style-type: none"> <li>• Student must wash hands upon arrival</li> <li>• Place face covering on student if not already wearing one</li> <li>• Use standard precautions when assisting students in first aid or procedures</li> <li>• Disinfect surfaces after student leaves and before use by others</li> </ul>	<b>Sick student procedure</b> <ul style="list-style-type: none"> <li>• Student must wash hands upon arrival</li> <li>• Place a surgical mask on the sick student</li> <li>• Use standard precautions when assisting sick students - for suspected COVID-19 this includes, mask, face shield, and gloves</li> <li>• Provide care keeping as much distance and little contact as possible</li> <li>• Ask if they have been around someone with COVID-19 or have signs and symptoms of COVID-19</li> <li>• Take temperature. Ask about and document any symptoms</li> <li>• Call parent/guardian for immediate pickup</li> <li>• If a parent/guardian cannot pick up students, consider procedures for arranging transportation to their home</li> <li>• Provide parent/guardian with Stay at Home/When to Return to School guidelines (Appendix B)</li> <li>• Disinfect all surfaces after the student leaves and before use by others</li> <li>• If symptoms indicate that COVID-19 is suspected contact your school nurse or Health Services:</li> <li>• Follow Communicable Disease Guidelines for notifying Health Services for possible outbreaks of infectious disease</li> </ul>

## GUIDELINES FOR TAKING CARE OF SICK STUDENTS

Sites must prepare taking care of students and staff when they get sick at school. Due to the risk of possibly transmitting COVID-19 to others, individuals who have symptoms of illness must be immediately separated to an isolation area. Individuals who are sick should go home or to a healthcare facility depending on the severity of their symptoms.

Sick students must stay in the isolated Sick Student Area until picked by parent/guardian.

- The room must be well-ventilated - doors left wide open.
- Maintain at least 6 feet distance from others
- Sick individual must wear a disposable mask.
- Staff must use COVID-19 standard precautions when assisting sick students
- Wear a disposable mask, face shield, and gloves
- Maintain as much distancing and limit contact as possible.

Provide parent/guardian with Stay at Home and When to Return to School instructions.

If the parent/guardian cannot pick up students, consider procedures for arranging transportation to their home.

Disinfect all surfaces after the student leaves and before use by others.

If COVID-19 is suspected follow Communicable Disease Guidelines for notifying Student Support & Health Services of possible outbreaks of infectious disease.

### Sources:

Opening Schools Guidelines. California Department of Education. June 2020

COVID-19 Health Services Recovery Plan Resource in Educational Settings, California School Nurse Organization. June 8, 2020.

Considerations for Schools. Updated May 19, 2020, CDC.

When and How to Wash Hands, CDC.

Use of Face Coverings to Help Slow the Spread of COVID-19, CDC.

Sacramento County 2020-2021 School Year Planning Guide. Sacramento County Office of Education. June 2, 2020.

## TRAINING FOR STAFF, PARENTS, AND STUDENTS

### Staff Training

- Rationale for district guidelines
- Self-screening and when to stay home
- Physical distancing guidelines and their importance
- Use of face coverings
- Screening practices
- COVID-19 symptom identification and what to do
- Cleaning and disinfection training

### Student Training





- What is Covid-19?
- Self-screening and when to stay home.
- Precautions we are taking and why - distancing, face covering, hand washing, stay at home guidelines.
- Handwashing How To
- How to use a facemask.
- What is 6 feet
- Cleaning their space

### Parent/Guardian Training

- What is COVID-19?
- Rationale for district guidelines
- Self-screening. When to keep students home if they are ill and the length of time they must stay home.
- Taking and monitoring temperatures at home.
- Hygiene precautions - distancing, face covering, hand washing
- Need for accurate contact information and multiple emergency contacts
- Importance of coming to school quickly to pick up their child, if called

# Suggestions for setting up classrooms

In order to reduce the spread of COVID-19 at school, we will use a combination of measures to prevent the spread of COVID-19 and break the chain of infection. Every space and group of kids will be different, the idea is to minimize risk of transmission using

 <b>Physical Distancing</b>	 <b>Hand Hygiene &amp; High Touch Surfaces</b>	 <b>Cloth Face Coverings</b>	 <b>Cough/Sneeze Etiquette</b>
<p><b>Rearrange desks and common seating spaces</b> to maximize the space (6ft) between participants and at the front of the room). Use visual aids to help communicate proper distance (e.g. hula hoop, tape on carpet, arm span).</p>	<p><b>Create a hand washing or hand sanitizer routine</b> upon entering the classroom. Place bottles of hand sanitizer at the entrance. <b>Allow time for handwashing</b> or use of alcohol-based hand sanitizer before eating and upon returning to the classroom.</p>	<p><b>Model wearing a face covering</b> in the classroom. Provide access to face cloth coverings at entrances. <a href="#">Cloth Face Coverings for Children During COVID-19</a></p>	<p>Have facial tissue available in the classroom, or packets of tissue in a baggie for each student.</p>
<p><b>Turn desks to face in the same direction</b> (rather than facing each other) to reduce transmission caused from virus-containing droplets (e.g., from talking, coughing, sneezing).</p>	<p><b>Avoid community supplies when possible.</b> If shared supplies are necessary, consider using designated bins for clean and used supplies. Community supplies are considered high-touch and should be cleaned frequently.</p>	<p><b>Decorate cloth face coverings as a class activity.</b></p>	<p>Hang Cover Your Cough posters, Wash Your Hands, and Stay Home if You Are Ill posters in your room.</p>
<p><b>Hold classes outside</b> and encourage participants to spread out whenever possible</p>	<p>Ensure adequate supplies to minimize the sharing of high-touch materials to the extent possible, assign supplies to a single student, or limit the use of supplies and equipment by one group of children at a time and clean and disinfect between use</p>	<p><b>Encourage students to wear a cloth face covering correctly.</b> Review how to put one on and take it off. Encourage students to avoid touching their face with their hands as much as possible.</p>	<p>Have an open-top wastebasket available in the classroom, or baggies at individual desks to reduce children walking around the classroom.</p>
<p><b>Consider use of cardboard “offices”</b> as a mechanical barrier between students</p>	<p><b>Do not share equipment</b> between staff, volunteers, and participants when possible</p>	<p><b>Hang pictures of students and staff both with and without a mask.</b></p>	<p>Show videos that teach proper cough/sneeze etiquette and handwashing.</p>
<p><b>Use visual cues to demonstrate physical spacing</b> (spacing dot/markers).</p>	<p><b>Do not allow students to bring toys or personal items</b> to school. Avoid sharing electronic devices, toys, books, and other games or learning aids.</p>	<p><b>Develop a system for students to express their frustrations or feelings</b> (e.g. desk cards, email, etc.) since facial expressions can be difficult to discern while wearing a cloth face covering.</p>	<p>Consider ways to accommodate the needs of children and families at risk for serious illness from COVID-19. Look for visible signs of illness in students or staff. Send any visibly sick students to the office.</p>
<p><b>Use visual aids (e.g., painter’s tape, stickers) to illustrate traffic flow</b> and appropriate spacing to support social distancing.</p>	<p><b>Keep child’s belongings separated from others</b> and in individually labeled containers, cubbies, or areas. Store backpacks/jackets at desks.</p>	<p><b>For group work, group students in the virtual setting</b> to reduce movement of students around the room.</p>	<p>Limit volunteers to the classroom.</p>
<p><b>Allow children to alternate sitting and standing</b> at their desk rather than walking around the room. Encourage stretching.</p>	<p><b>Give students their own fidget toys,</b> or create their own calm down space rather than a fidget box or classroom time out space</p>		

# HAND HYGIENE: ROUTINE IDEAS FOR TEACHERS

When teaching handwashing reinforce the concept of classroom community, protecting and caring for each other. Use videos to teach and demonstrate handwashing. Practice hand washing yourself.

- Video for young children: CDC - Wash Your Hands! (30 seconds)
- Video for older children: CDC -Fight Germs, Wash Your Hands! (3 minutes)
- Classroom resources for teaching about handwashing: Minnesota Department of Health

## Hand Washing Routine: Teaching Younger Students

Proper handwashing, especially for the younger students, can be challenging. Establishing a routine at the entrance to the classroom at the beginning of the day, after recess and before lunch helps to keep students and staff healthy while ensuring washing is lasting long enough to rid the hands of germs. Engaging helpers (if desired) makes this a community activity of protecting one's self, as well as protecting your fellow classmates and teacher.

### Supplies

- Spray bottle with clean water
- District approved pump hand soap
- Paper towels and tongs
- 3-4 student helpers (wash hands first, put on face cover)

### Procedure

1. When lining up to enter the classroom (while ensuring proper distancing)
  - a. Helper 1 with spray bottle wets the lined-up student's outstretched hands
  - b. Helper 2 dispenses small amount of soap onto the wetted hands
2. Student scrubs hands together and begins counting to 20 or humming Happy Birthday (quietly to self) or going through the ABCs as they slowly make their way to the sink.
3. Student rinses hands after 20 seconds of vigorous scrubbing.
4. Helper 3 provides towel (with clean tongs –fine motor skill practice)
5. Helper 4 ensures used towels are properly disposed of.

## Hand Washing Routine: Idea for Rooms without a Sink

For rooms without a sink you may have all students use the same process as above at a sink near the classroom. If this is not feasible use hand sanitizer with >60% alcohol.

**Supplies:** Hand Sanitizer >60% alcohol in pump use multiple bottles

### Procedure:

1. Students line up to enter the classroom separated 6 feet apart.
2. Helpers with hand sanitizer pumps a dime sized amount into the lined-up student's outstretched hands
3. Students rub hands together being sure to wet thoroughly all parts of hands, top and in between fingers.

## Immunization Planning and Public Health Departments

### IMMUNIZATION PLANNING:

Educational settings in California are home to 6.3 million children and comprise 15% of California's population. School-based vaccination has been shown to be an effective measure in immunizing mass numbers of children and adolescents. When a COVID-19 vaccine becomes available the district will coordinate with Sacramento County public health to provide immunizations. In counties throughout California, where school nurses have delivered influenza vaccinations it has been shown to reduce pediatric hospitalizations and increase student attendance when compared to other counties where such services were unavailable.

### COUNTY PUBLIC HEALTH NUMBERS:

Solano County Public Health Main Line: (707) 784-8600

Solano County COVID-19 Warmline: (707) 784-8944

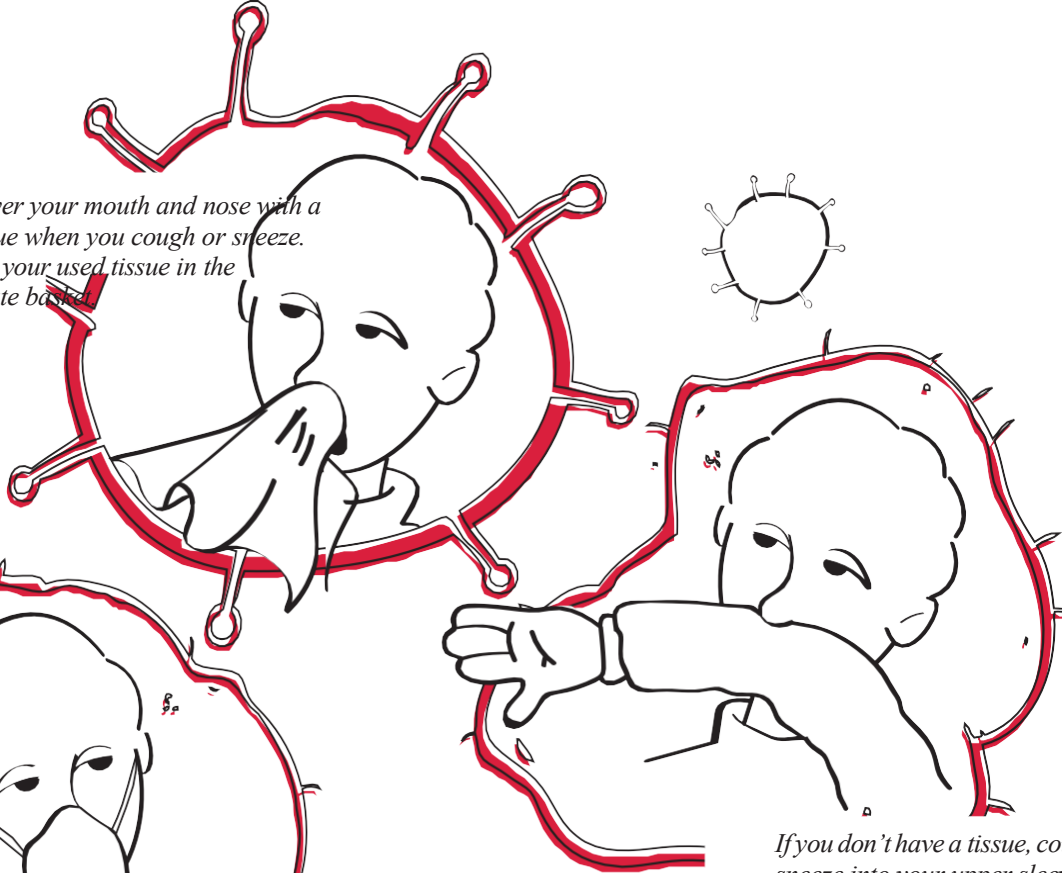
Sacramento County Public Health: (916)661-7331

Yolo County Public Health: (916)375-6380

# Cover Cough

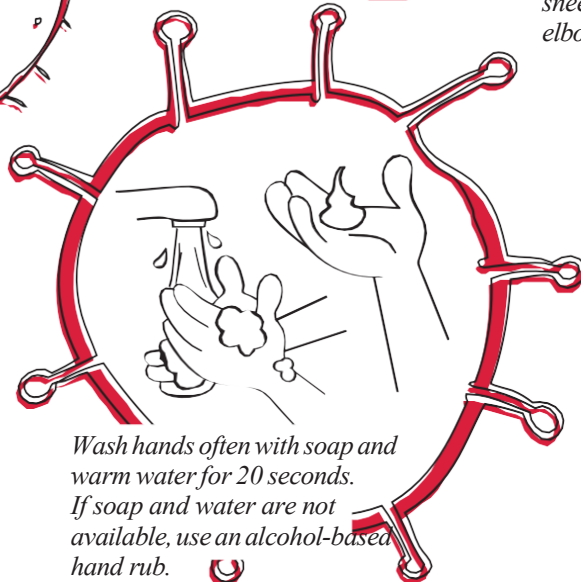
— *Stop the spread of germs that can make you and others sick!* —

*Cover your mouth and nose with a tissue when you cough or sneeze. Put your used tissue in the waste basket.*



*If you don't have a tissue, cough or sneeze into your upper sleeve or elbow, not your hands.*

*You may be asked to put on a facemask to protect others.*



*Wash hands often with soap and warm water for 20 seconds. If soap and water are not available, use an alcohol-based hand rub.*



# COVID-19 School Guidance Checklist

January 14, 2021

CALIFORNIA  
**ALL**

Your Actions  
Save Lives





Date: \_\_\_\_\_

## 2021 COVID-19 School Guidance Checklist

Name of Local Educational Agency or Equivalent: River Delta Joint Unified

Number of schools: 11

Enrollment: 1738

Superintendent (or equivalent) Name: Katherine Wright

Address: 445 Montezuma Street

Phone Number: 707-374-1700

Rio Vista, CA 94571

Email: kwright@rdusd.org

Date of proposed reopening:  
3/1/21

County: Sacramento

Grade Level (check all that apply)

Current Tier: Purple

TK  2<sup>nd</sup>  5<sup>th</sup>  8<sup>th</sup>  11<sup>th</sup>

*(please indicate Purple, Red, Orange or Yellow)*

K  3<sup>rd</sup>  6<sup>th</sup>  9<sup>th</sup>  12<sup>th</sup>

Type of LEA: Public

1<sup>st</sup>  4<sup>th</sup>  7<sup>th</sup>  10<sup>th</sup>

**This form and any applicable attachments should be posted publicly on the website of the local educational agency (or equivalent) prior to reopening or if an LEA or equivalent has already opened for in-person instruction. For those in the Purple Tier and not yet open, materials must additionally be submitted to your local health officer (LHO) and the State School Safety Team prior to reopening, per the [Guidance on Schools](#).**

The email address for submission to the State School Safety for All Team for LEAs in Purple Tier is:

[K12csp@cdph.ca.gov](mailto:K12csp@cdph.ca.gov)

**LEAs or equivalent in Counties with a case rate  $\geq 25/100,000$  individuals can submit materials but cannot re-open a school until the county is below 25 cases per 100,000 (adjusted rate) for 5 consecutive days.**

### For Local Educational Agencies (LEAs or equivalent) in ALL TIERS:

■ I, \_\_\_\_\_, post to the website of the local educational agency (or equivalent) the COVID Safety Plan, which consists of two elements: the **COVID-19 Prevention Program (CPP)**, pursuant to CalOSHA requirements, and this **CDPH COVID-19 Guidance Checklist** and accompanying documents,

which satisfies requirements for the safe reopening of schools per CDPH [Guidance on Schools](#). For those seeking to open while in the Purple Tier, these plans have also been submitted to the local health officer (LHO) and the State School Safety Team.

I confirm that reopening plan(s) address the following, consistent with guidance from the California Department of Public Health and the local health department:

**Stable group structures (where applicable):** How students and staff will be kept in stable groups with fixed membership that stay together for all activities (e.g., instruction, lunch, recess) and minimize/avoid contact with other groups or individuals who are not part of the stable group.

Please provide specific information regarding:

How many students and staff will be in each planned stable, group structure? (If planning more than one type of group, what is the minimum and maximum number of students and staff in the groups?)

12:1

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If you have departmentalized classes, how will you organize staff and students in stable groups?

Students are assigned to either Cohort A or B with a portable shield

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If you have electives, how will you prevent or minimize in-person contact for members of different stable groups?

Every student will have their own portable plexi-glass shields

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**Entrance, Egress, and Movement Within the School:** How movement of students, staff, and parents will be managed to avoid close contact and/or mixing of cohorts.

**Face Coverings and Other Essential Protective Gear:** How CDPH's face covering requirements will be satisfied and enforced for staff and students.

**Health Screenings for Students and Staff:** How students and staff will be screened for symptoms of COVID-19 and how ill students or staff will be separated from others and sent home immediately.

**Healthy Hygiene Practices:** The availability of handwashing stations and hand sanitizer, and how their safe and appropriate use will be promoted and incorporated into routines for staff and students.

**Identification and Tracing of Contacts:** Actions that staff will take when there is a confirmed case. Confirm that the school(s) have designated staff persons to support contact tracing, such as creation and submission of lists of exposed students and staff to the local health department and notification of exposed persons. Each school must designate a person for the local health department to contact about COVID-19.

**Physical Distancing:** How space and routines will be arranged to allow for physical distancing of students and staff.

Please provide the planned maximum and minimum distance between students in classrooms.

Maximum: 6 feet

Minimum: 6 feet. If this is less than 6 feet, please explain why it is not possible to maintain a minimum of at least 6 feet.

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**Staff Training and Family Education:** How staff will be trained and families will be educated on the application and enforcement of the plan.

**Testing of Staff:** How school officials will ensure that students and staff who have symptoms of COVID-19 or have been exposed to someone with COVID-19 will be rapidly tested and what instructions they will be given while waiting for test results. Below, please describe any planned periodic asymptomatic staff testing cadence.

Staff asymptomatic testing cadence. Please note if testing cadence will differ by tier:

Weekly

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**Testing of Students:** How school officials will ensure that students who have symptoms of COVID-19 or have been exposed to someone with COVID-19 will be rapidly tested and what instructions they will be given while waiting for test results. Below, please describe any planned periodic asymptomatic student testing cadence.

Planned student testing cadence. Please note if testing cadence will differ by tier:

Weekly

**Identification and Reporting of Cases:** At all times, reporting of confirmed positive and suspected cases in students, staff and employees will be consistent with [Reporting Requirements](#).

**Communication Plans:** How the superintendent will communicate with students, staff, and parents about cases and exposures at the school, consistent with privacy requirements such as FERPA and HIPAA.

**Consultation: (For schools not previously open)** Please confirm consultation with the following groups

Labor Organization

Name of Organization(s) and Date(s) Consulted:

Name: CSEA

Date: 1/21/21

Parent and Community Organizations

Name of Organization(s) and Date(s) Consulted:

Name: District Advisory Committee

Date: 11/2/2020

*If no labor organization represents staff at the school, please describe the process for consultation with school staff:*

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### **For Local Educational Agencies (LEAs or equivalent) in PURPLE:**

**Local Health Officer Approval:** The Local Health Officer, for (state Local Health Jurisdiction ) Sacramento County. Local Health Jurisdiction has certified and approved the CSP on this date: TBD. If more than 7 business days have passed since the submission without input from the LHO, the CSP shall be deemed approved.

#### **Additional Resources:**

[Guidance on Schools](#)

[Safe Schools for All Hub](#)

Note: This checklist was amended on January 29th to delete language regarding the need to submit this checklist to a County Office of Education. The CSP does not need to be submitted to the County Office of Education as part of the public health guidance, though the County Office of Education may request the CSP as part of other processes.

RIVER DELTA  
UNIFIED  
SCHOOL DISTRICT



# HYBRID LEARNING PLAN 2020-2021





# RIVER DELTA UNIFIED SCHOOL DISTRICT

445 Montezuma Street  
Rio Vista, California 94571-1651  
(707) 374-1700 Fax (707) 374-2995  
<http://riverdelta.org>

Dear River Delta Families,

First and foremost, I hope all of you and your extended families are safe and healthy. To say we are in challenging times is an understatement. We appreciate your patience as we carefully monitored the impacts of the virus and associated guidelines and developed plans to return to our school campuses.

The education of your children is our number one priority. You, your children, and all the staff in RDUSD have done an extraordinary job adjusting to a total transformation of education as we closed out 2019-20 school year in the midst of a pandemic. Along with the Board of Trustees, Cabinet and Principals, we made the best decisions we could for the health and safety of our students and staff based on our many years of experience working in schools, collaborating frequently with other school districts' administration, and following the guidelines by health experts and state and federal officials. We will continue to monitor developments while also focusing on the beginning this new school year, how the future will look and how we will return to school buildings and classrooms.

Throughout it all, our goal remains to provide as much in-person learning as possible. As an administrative team, we believe nothing can replace face-to-face time with our teachers and support staff. Our hybrid model is temporary and transitional and will require us to be flexible, move smoothly in and out of various learning and teaching environments, and approach our students, families and each other with understanding, concern, and cooperation. Although we never imagined that this pandemic would still be influencing the way we operate schools, we remain committed to giving every student the needed academic support while keeping them safe. Since we do not know what the state of the coronavirus will be in the future, we will monitor and adjust as the circumstances warrant. Our school staffs are prepared to be flexible and accommodating.

Now more than ever, our partnership is vital to the success of students and their educational outcomes. Working together, we will build a strong, safe, and bright future for our school community to help your children/our students be the best they can be.

I thank you for all that you do, your initiative, your caring attitude, your patience and understanding, and for your hard work as our partners through all of this. I look forward to doing what needs to be done to make it the best school year it can be.

Respectfully,

Kathy Wright  
Superintendent  
River Delta Unified School District

*Creating Excellence To Ensure That All Students Learn*

Bates Elementary School	Isleton Elementary School	Walnut Grove Elementary School	Delta High School	Wind River Adult School
Clarksburg Middle School	Riverview Middle School	D. H. White Elementary School	Rio Vista High School	Mokelumne High School
River Delta High/Elementary School		River Delta Community Day School	Delta Elementary Charter School	

## INTRODUCTION

### Purpose

We have created this plan to facilitate our safe return to school because we believe the social, emotional, academic, mental benefits of being present in an educational setting outweighs the risk of physical illness, even during a global pandemic.

### Guiding Principles

1. **QUALITY INSTRUCTION** - Whether distance learning or in-person, quality instruction continues to be the linchpin to the success of the educational programs since coursework delivered through hybrid modalities must continue to be available (on-campus and distance learning) and should meet the same standards as coursework offered only on-campus. We will need to give educators “space and grace” as they work to improve the delivery of the content through multiple modalities.
2. **COMMIT TO EQUITY** - All students have the opportunity to achieve academic success that are accessible, personalized, culturally relevant, and responsive. Schools have a responsibility to be culturally and linguistically responsive and meet the continued needs of ALL students from low-income backgrounds.
3. **ADOPT A WHOLE SCHOOL WELLNESS APPROACH** – Take a systems approach to promoting student academic, social and emotional learning, physical well-being, and college, career, and civic readiness. Adopt a whole school wellness approach to ensure student and adult success in school, work, and community.
4. **PARTNER WITH STUDENTS, FAMILIES, COMMUNITY, AND LABOR GROUPS** – Engage with students, families, community parties, and labor groups to build collective impact and support public health. Maximize the resources of the entire community, including health care, expanded learning, early learning, and family and community partnerships to implement health and safety protocols and to advance alternative learning modalities.
5. **LEARN AND IMPROVE** – Adopt continuous improvement practices and use evidence to guide decision making while aiming to enhance the quality of student learning opportunities. Use data to inform improvement of instructional and school practices. We are committed to working together, leveraging our collective positive effect through advocacy, and sharing best practices and resources. To maximize impact, SCOE and district leaders will establish an infrastructure designed to promote ongoing collaboration and sharing of best practices among districts.

STUDENT COHORTS

<p><b>HYBRID (SMALL COHORT) MODEL</b></p> <p>Classes/grade levels would be divided into two smaller cohorts: Cohort A and Cohort B. Cohort A would attend school in-person every Monday and Tuesday and Cohort B would attend school in-person every Thursday and Friday. On Wednesday instruction would be delivered through Remote Learning (RL) for all students. Wednesday was selected as the RL day to allow for proper sanitization and deep cleaning between Cohort A and Cohort B in-person learning sessions.</p>	<p><b>PROTOCOLS</b></p> <ul style="list-style-type: none"> <li>• Students will remain in their cohort at all times, including structured recess and lunch times.</li> <li>• Students are not to share instructional spaces unless thorough cleaning occurs between uses.</li> <li>• Students will have a designated workspace in their classroom solely for their individual use.</li> <li>• Students and staff will not share spaces or supplies.</li> <li>• Outdoor spaces will be utilized as much as possible for instruction and activities.</li> </ul>
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	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
COHORT A	In-Person Learning	In-Person Learning	Remote Learning	Independent Practice/ Asynchronous Learning	Independent Practice/ Asynchronous Learning
COHORT B	Independent Practice/ Asynchronous Learning	Independent Practice/ Asynchronous Learning	Remote Learning	In-Person Learning	In-Person Learning
COHORT A-B	In-Person Learning	In-Person Learning	Remote Learning	In-Person Learning	In-Person Learning



### REMOTE LEARNING BY CHOICE

RDUSD is here to serve our community to the best of its ability. We understand that some students will need to learn from home throughout this pandemic or families may choose to keep their child(ren) at home. We will offer an opportunity for full-time Remote Learning program to all families who actively participated in the Remote Learning program in the Spring and Fall of 2020. This program provides livestreamed instruction into the homes of students who are eligible. These classes will be designed to support students from their homes. Your child may be enrolled in a different RDUSD school than the school they are currently enrolled in if you choose this option. Some elective courses at the secondary level may not be available through this program. We will not require families to state a specific reason why they requested this program but will emphasize that it will not be appropriate in all cases (e.g. in a home with limited or no access).

### SCHEDULES & ROUTINES

#### DROP OFF

**Drop off times will be staggered, see each school site's specific schedule and procedure**

**Protocol:** All sites will create plans to stagger use of common areas including drop off and pick up zones. Students arriving by district-owned vehicles will enter the school campus as directed by school personnel and go to their designated classrooms. Students arriving in personal vehicles will be directed to enter the school campus through the limited but clearly marked and communicated entrance areas. Parents must remain in their vehicles at all times. Students will go to their designated classrooms. Staff members will be present at all times to assist the students.

#### RECESS & LUNCH

- All school bell schedules will be modified to best isolate grade-level cohort groups from each other. All sites will create plans to stagger use of common areas including cafeteria, playgrounds, quads, media centers, multi-purpose room, gymnasium, etc.
- Students may be limited to specific areas depending on the guidelines at the time. This includes hardcourt, play structures and grass areas.
- Students are not allowed to bring personal items from home to use at recess.
- Recess protocols will be dependent on weather.

### PICK UP

**Pick up times will be staggered, see each school site's specific schedule and procedure**

**Protocol:** All sites will create plans to stagger use of common areas including drop off and pick up zones. The front office will be closed to in-person service from 2-3:30pm. Students will be in socially distanced pods while awaiting to be picked up. Students will be dismissed one at a time. Those families picking up by personal vehicles will be directed by staff members to the limited but clearly marked and communicated pick up areas. Parents must wait their turn in line and remain in their vehicles at all times during pick up. Families should depart from campus as soon as their child(ren) are safe and secure in their vehicle.

### MOVEMENT

- Pedestrian traffic flow patterns for each school will be mapped out and shared with staff and families prior to the first day of reopening schools.
- Signage denoting pedestrian traffic patterns will be posted.
- Students and staff will be expected to follow these patterns during all daily transitions.
- Time will be provided for hand washing/sanitizing prior to and after transitions.
- Reasonable attempts will be made to minimize student transitions throughout the day and/or between classrooms.

## **SCREENING**

To help prevent the spread of Covid and reduce the potential risk of exposure to our employees, RDUSD is expecting the following protocols to be practiced daily.

**STUDENT & STAFF HOME CHECKS:** Prior to leaving for school each day, families are strongly encouraged to take the temperature of their children daily before they leave their homes for school. Any child with a fever of 100.4 F or higher must stay home, notify the school nurse, and seek a medical doctors' advice for being tested for COVID-19 and quarantined. Symptomatic individuals must be symptom-free for 72 hours before they will be allowed to return to the school's campus. Staff members with notable symptoms while at home will be expected to report them to their supervisor and remain at home.

Parents should also screen their children for common COVID-19 symptoms such as:

- Cough
- Shortness of breath
- Sore throat
- Muscle pain
- Chills
- Fatigue
- Loss of taste and/or smell
- Nausea or vomiting
- Congestion or runny nose
- Known close contact with a person who is lab-confirmed to have COVID-19.

Students experiencing these symptoms must not attend school.

**STUDENT ENTRY POINT CHECKS:** School employees will serve as designated screeners for all students and non-employees at the designated entry points at each school site. Our screeners will use an infrared, non-contact thermometer. A temperature check will be conducted for all persons entering the campus. The maximum temperature for someone to be admitted to the campus is 100.3 degrees Fahrenheit. A person with a temperature of 100.4 degrees or higher will be sent home and advised to seek a medical doctors' advice for being tested for Covid and quarantined. Symptomatic individuals must be symptom-free for 72 hours before they are allowed to return to the school's campus.

**BUS STOP CHECKS:** Eligible bus riders will be screened for body temperature daily. Any child with a fever of 100.4 F or higher will not be allowed to board the school bus. If the sick child is 12 years old or younger, a parent or older sibling must take him/her home and consult with the doctor. If there is no family member available for the child, the bus driver will place a mask on the child, seat them in an isolated seat in the front of the bus and transport them to the nearest school on the route. The student will be placed in the care of the school nurse or principal.

**DURING SCHOOL HOURS:** The school nurses will provide teachers and staff with a quick reference sheet to use when a child appears to be sick or self-reports that he/she is not feeling well. The teachers and staff will follow the site-based protocols established by the school nurse for reporting the case of illness. Staff who report to the front office with COVID-19 symptoms will be allowed to go home without being docked sick leave for that day. Students who report to the front office with COVID-19 symptoms will be immediately relocated to the Care Room on site for isolation. The school nurse or principal will evaluate the individual using the COVID-19 Screening Flowchart.

**REGULAR COVID TESTING FOR STAFF:** In partnership with Sacramento County Office of Education, RDUSD will have no-cost Covid testing available for all staff members weekly. The day of the week and timeframe will be communicated to all staff members as soon as it is provided to the District.

### PROTECTIVE GEAR

Protective gear is not a substitute for social distancing or proper hygiene. In order to minimize exposure to COVID- 19, protective gear is needed to prevent certain exposures.

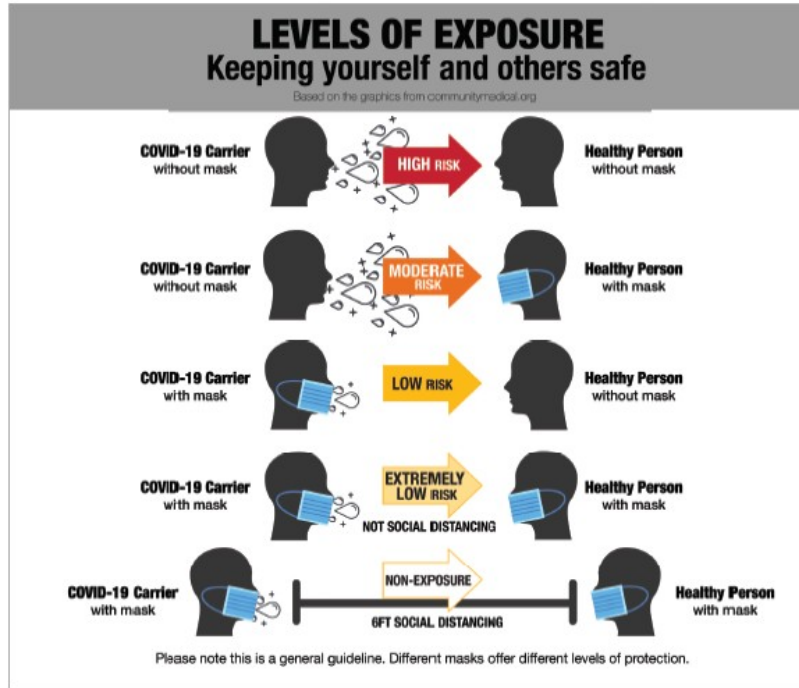
- **FACE COVERINGS:** Face coverings are an essential part of community protection, as well as personal hygiene, social distancing, and frequent cleaning efforts. Masks are required for Grades 3-8 and all adults. All face coverings will be in compliance with the Board-adopted dress code. *Those not adhering to face covering protocols will not be allowed on school premises.*

*Everyone on campus must wear masks*, with the following exceptions:

- Grades TK-2 students while seated at their desks
- When students are engaging in outdoor physical activity socially distanced
- **In limited situations**, where face coverings cannot be used for pedagogical or developmental reasons, (i.e., communicating or assisting young children or those with special needs) a **face shield** can be used by staff in the classroom instead of a cloth face covering as long as the wearer maintains physical distance from others. Staff must return to wearing a face covering outside of the classroom.

- Administrative employees when they are seated behind their desks and not in the presence of others
- Teachers, aides, and other support personnel when not in the presence of others

### WHY WEAR A MASK?



*This illustration is based on recommendations from the Centers for Disease Control and California Department of Public Health.*

### Do's and Don'ts with Masks:

#### DO

- ✓ Cover mouth and nose fully
- ✓ Ensure your mask fits snug against the sides of your face
- ✓ Secure to prevent slipping
- ✓ Avoid touching your face as much as possible
- ✓ Always store your mask in a clean place
- ✓ Keep your mask clean
- ✓ Clean hands with soap and water or hand sanitizer immediately, before putting on, adjusting, touching, or after taking your mask off
- ✓ Remove your mask for meals, snacks, naptime, and outdoor activities

#### DON'T

- ✗ Share your mask with anyone else. You should be the only one using your mask
- ✗ Pull your mask below your nose or chin while wearing it
- ✗ Forget your mask!

- **Gloves: All custodians and food services personnel must wear gloves.** Other staff are required to wear gloves when cleaning or in direct contact with a student that is ill or adjusting mask. Touching your face with contaminated hands, whether gloved or not, poses a significant risk of infection. Wearing gloves does not diminish the need to wash your hands. Please remember to wash your hands properly as it is the most effective defense against any virus. Additionally, the proper removal of gloves reduces the risk of being exposed to contamination.

In addition to using PPE, please remember to:

- Wash your hands often with soap and water for at least 30 seconds. Use hand sanitizer with at least 70% alcohol if soap and water are not available
- Avoid touching your eyes, nose, and mouth
- Cover your mouth and nose or use the inside of your elbow when you cough or sneeze

### CLASSROOM MANAGEMENT

- Social distancing rules will be taught, reinforced and enforced throughout the school day
- Open windows, if possible
- Avoid sharing learning materials and supplies; if sharing is necessary, cleaning and disinfecting between uses
- Increased use of outdoor spaces for instruction
- Implement procedures for turning in assignments that minimize student contact
- Student desks must be arranged to be facing in the same direction and to maximize the distance between each desk
- Additional rugs and furniture should be removed to allow space for the spacing of student desks
- Visitors or classroom volunteers will not be permitted in the classrooms
- In the event snacks or lunch is served in the classroom, students are not allowed to share food or drinks

### TRANSPARENT BARRIERS

- Installed in all school offices
- Installed in any indoor space where six feet of physical distancing cannot be achieved based on site-specific plans

### PROPER HYGIENE PRACTICES

#### HEALTH EDUCATION

- Teachers will provide short lessons to their students on recommended health education topics that are related to good hygiene habits and will teach them in whatever manner they deem most appropriate for their students.
- Teachers and staff will be provided with a link to an online course on the recommended ways to contribute to the cleaning and sanitation of their classroom, classroom equipment, and supplies.
- Site-based leadership classes will be engaged in planning and preparing site-based messaging for social distancing protocols and proper hygiene practices.

#### HAND WASHING

- All students and staff will be encouraged and reminded to wash their hands regularly.
- Proper handwashing and covering of cough and sneeze will be taught and reinforced with all staff and students.
- Proper handwashing procedure visual aides will be posted by all sinks.
- Handwashing will be encouraged prior to transitions.
- Adequate supplies for healthy hygiene practices such as soap, hand sanitizer, and paper towels will be provided.
- Resources
  - K-3: <https://www.youtube.com/watch?v=S9VjeIWLnEg>
  - 4-12: <https://www.youtube.com/watch?v=B3eq5fLzAOo>
  - How Do Germs Get in the Body? <https://www.youtube.com/watch?v=AYhPftJwvj0>
  - Good Germs vs. Bad Germs <https://www.youtube.com/watch?v=qDluMg9lqn8>

#### HAND SANITIZER

- Hand sanitizer can be used by students and staff if handwashing is not an option.
- Ethyl alcohol-based hand sanitizers are preferred and should be used.
- Do not use hand sanitizer that contain or may contain methanol.

### CLASSROOM SUPPLIES & MATERIALS

- Schools will limit the sharing of supplies and materials between students and disinfect them between uses if sharing is unavoidable.
- Students will have their own designated desk with their own supplies to use.
- Students are welcome to bring their own supplies from home.

### PHYSICAL DISTANCING

**SCHOOL OFFICES:** The pathway leading up to the office door will be marked with waiting spots that are six feet apart for parents and students.

#### TRAFFIC FLOW

- For private vehicles, schools will design a site-specific plan that allows for student drop off to stagger drop off and abide by social distancing protocols.
- For foot traffic, schools will map out the traffic flow for common spaces and share their plan with staff and families. Signage will denote the proper flow of foot traffic. Students and staff will follow these patterns during all daily transitions.

**CARE ROOM:** Each site will identify and use a Care Room for students that exhibit symptoms during the school day. The Care Room will be located in an area that can be monitored by an adult at all times.

### TRANSPORTATION

**SPACING:** One student per seat, staggered every other seat, unless seated with a family member or with others who they have been in close contact with during the quarantine. The spacing and social distancing of students in the busses/vans/cars is subject to change based on the guideline from the County Public Health Officials. Windows will be partially open when weather permits.

**ELIGIBILITY:** During the Covid-19 crisis, there will be a very limited number of students eligible to take advantage of the transportation services from the district. Students will be identified based on greatest need. Any violation of the bus conduct and safety rules will immediately eliminate a student of his/her bus eligibility. All eligible students will be issued a bus pass. A parent/guardian or siblings who are 14 years or older will remain with students 12 years or younger at the bus stop until the students have been cleared to board the bus. Parents will provide the bus driver with the contact information of three emergency contacts that will respond immediately if a student begins exhibiting symptoms while in route. Failure to respond immediately will result in the immediate removal of bus riding privileges.

**CLEANING SCHEDULE:** The District vehicles will be cleaned by the driver after each trip.



**CLASSROOMS**

**SPACING:** All student desks will be positioned 6 ft apart.

**NUMBER OF STUDENTS:** The number of students that can be allowed to attend at one time is determined by the size of the room and being positioned 6 ft apart.

**COVID SYMPTOMS & CASE RESPONSE**

*Steps to Take in Response to Confirmed/Suspected COVID-19 Cases and Close Contacts (TABLE 1)*

SCENARIO	IMMEDIATE ACTIONS	COMMUNICATION
<p><b>SCENARIO 1:</b> A student or staff member either answers “yes” to a health screening question</p> <p><b>-OR-</b></p> <p>Exhibits the following COVID-19 <a href="#">symptoms</a></p>	<ul style="list-style-type: none"> <li>Student/staff are isolated at the site until they can be sent home or to a healthcare facility per <a href="#">CDPH</a> guidance</li> </ul> <p><b>To return to school:</b> Wait at least 10 days after symptom onset AND 24-hours after symptoms begin to improve AND at least 24 hours without a fever (without the use of fever reducing medications).</p> <p><b>-OR-</b></p> <p>If medical attention is needed, the individual should contact their healthcare provider. The healthcare provider will determine if the individual needs a COVID-19 test.</p> <ul style="list-style-type: none"> <li>If student/staff tests positive, see Scenario 3.</li> <li>If student/staff tests negative, see Table 2 below.</li> <li>In addition, the individual may have a medical note by a physician that provides an alternative explanation for symptoms and reason for not having a COVID-19 test (e.g., seasonal allergies)</li> </ul> <p><b><u>School site will remain open</u></b></p>	<p>COVID-19 symptoms letter provided to individual or individual’s guardian</p>
<p><b>SCENARIO 2:</b> A family member or someone in close contact with a student or staff member (<b>outside the school community</b>) tests positive for COVID-19</p>	<ul style="list-style-type: none"> <li>Student/staff sent home</li> <li>RD &amp; COVID-19 School Liaison notified</li> <li>Student/staff instructed to quarantine/monitor for symptoms, even if they test negative, <b>for a full 14 days after:</b></li> </ul> <p>The date of last exposure to a COVID-19 positive non-household contact</p> <p><b>-OR-</b></p> <p>The date COVID-19 positive household member completes their isolation</p> <ul style="list-style-type: none"> <li>If student/staff begin to show COVID-19 like symptoms, it is recommended to be tested.</li> <li>If student/staff test positive, see Scenario 3</li> </ul> <p><b><u>School site will remain open</u></b></p>	<p><b>Student (Guardian) or Staff:</b> Immediately notify the COVID-19 School Liaison if they are defined as a close contact of a confirmed case</p>

<p><b>SCENARIO 3:</b> A student or staff member tests positive for COVID-19</p>	<ul style="list-style-type: none"> <li>• Student/staff sent home, if not already at home</li> <li>• School administration, RD and county COVID-19 School Liaison notified</li> <li>• Public Health – School Unit (PHSU) notified</li> <li>• Close off and clean any areas used by the person who tested positive, per <a href="#">CDPH</a> and <a href="#">CDC</a> guidance</li> <li>• <b>Student/staff that tested positive:</b> will isolate for 10 days after symptom onset or test date</li> <li>• <b>School-based close contacts:</b> identified and instructed to self-quarantine and monitor symptoms for 14 days.</li> </ul> <p>If close contacts begin to show COVID-19 like symptoms, it is recommended to be tested. Testing does <b>not</b> shorten 14-day quarantine</p> <ul style="list-style-type: none"> <li>• <b>School site will remain open.</b></li> </ul>	<p><b>COVID-19 positive</b></p> <p><b>Individual:</b> Notify school administration and/or COVID-19 School Liaison immediately</p> <p><b>School Site:</b></p> <ul style="list-style-type: none"> <li>• Contact PHSU</li> <li>• Close Contact letter and Self-Quarantine Instructions sent to school close contacts within 48 hours.</li> <li>• Confirmed COVID-19 case notification sent to school community</li> </ul>
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Steps to Take in Response to Negative COVID-19 Test Result (TABLE 2)

SCENARIO	IMMEDIATE ACTIONS	COMMUNICATION
<p><b>SCENARIO 1:</b> A student or staff member tests negative for COVID-19 after Scenario 1 (symptomatic)</p>	<ul style="list-style-type: none"> <li>• Student/staff may return to school after 24 hours with no fever (without fever reducing medicine) and improvement in other symptoms.</li> </ul>	<p>Student family/staff to bring evidence of negative COVID-19 test or medical note if testing not performed</p>
<p><b>SCENARIO 2:</b> A student or staff member tests negative after Scenario 2 (close contact)</p>	<ul style="list-style-type: none"> <li>• Student/staff must remain in quarantine <b>for a full 14 days after:</b> <ol style="list-style-type: none"> <li>1. The date of last exposure to COVID-19 positive non-household contact</li> </ol> <p style="text-align: center;">-OR-</p> <ol style="list-style-type: none"> <li>2. The date that COVID-19 positive household member completes their isolation</li> </ol> </li> </ul>	<p>No action is needed</p>
<p><b>SCENARIO 3:</b> A student or staff member tests negative after routine surveillance testing (no symptoms and no close contact to a confirmed COVID-19 case)</p>	<ul style="list-style-type: none"> <li>• Can return to school/work immediately</li> </ul>	<p>No action is needed</p>

(†) A contact is defined as a person who is <6 feet from a case for >15 minutes. In some situations, it may be difficult to determine whether individuals have met this criterion and an entire cohort or other group may need to be considered exposed, particularly if they have shared time indoors.

(††) A cohort is a stable group with fixed membership that stays together for all courses and activities (e.g., lunch, recess, etc.) and avoids contact with other persons or cohorts.

Chart sourced from **COVID-19 and Reopening In-Person Learning Framework for K-12 Schools in California, 2020-2021 School Year** July 17, 2020

**RETURN GUIDELINES:** If diagnosed with COVID-19, student or staff may return to school when all criteria are met:

1. At least 3 days (72 hours) passed since recovery (no fever without the use of fever-reducing medications and improvement in respiratory symptoms); and at least 10 days have passed since symptoms first appeared.
2. Improved respiratory symptoms
3. Resident county HHS confirms release to return safely to work

*\*If you have symptoms that could be COVID-19 and do not get evaluated by a medical professional or tested for COVID-19, it is assumed that you have COVID-19 and may not return to school until the three criteria listed above have been met.*

### COMMUNICATION GUIDELINES

Guidelines for communication when a student or a students' family member tests positive for COVID:

- When a student or a students' family member tests positive for COVID, the parent will inform the principal or school nurse immediately
- The principal or designee will immediately contact public health to initiate appropriate practices per county HHS guidelines, and then will communicate with the school's regional director
- Close classroom, office, or space where the community member was based. Space will not be used until after thorough cleaning and disinfecting
- The affected party will not return to campus until cleared to return to school by their physician per county public health directives
- A positive test result by a student of a cohort could result in the entire cohort moving to Remote Learning for a period of fourteen days from diagnosis
- Any siblings or household members of a community member who tests positive for COVID will also move to Remote Learning until they are cleared to return to school by their physician per county public health directives
- If multiple cohorts are impacted, the school could be required to move to distance learning for a 14-day period. Any decision to move the school to Remote Learning will be made in collaboration with the Superintendent and county public health officer
- The school will communicate a positive test result per county health directives
- If a cohort or the school moves to Remote Learning for any period of time, the school will sanitize spaces used by the cohort or cohorts per CDC guidelines
- Support students who are at higher risk for severe illness or who cannot safely distance from household contacts at higher risk by providing options for distance and/or independent learning

**School Closure and Subsequent Reopening:** River Delta Unified School District, in consultation with Public Health, will determine if a partial or full school closure is needed based on guidance and recommendations from CDPH. Please refer to the most current guidance, currently as follows:

**State Criteria for Allowing In-Person Instruction ([as of July 17, 2020](#)):**

- **Closure:** A school must close in-person instruction if the County is identified for Purple Tier (Widespread). If the County is identified for Purple Tier 1, schools must conduct distance learning until the county has been in Tier 2 for 14 consecutive days. If the County is identified in Purple Tier 1, Superintendents (in consultation with labor, parent, and community organizations) may request a waiver from County Public Health Officials for elementary schools for in-person instruction.
- **Reopening:** The school can reopen in-person instruction after the County has moved from Purple Tier 1 (widespread) into Red Tier 2 (Substantial) and remains there for 14 consecutive days.

**Local Criteria for Closure and Re-opening in response to COVID-19 Cases:**

- **Individual School Closure:** Closure is recommended based on the number of cases, the percentage of the teacher/students/staff that are positive for COVID-19 following consultation with the County Health Officer. For example, school closure may be appropriate in any of the following scenarios:
  - Multiple cases in multiple cohorts at a school
  - There are at least 10 cases or 5 percent of the total number of teachers/student/staff cases within a 14-day period, depending on the size and physical layout of the school.
  - Public health investigation or other local epidemiological data results in the County Health Officer recommending school closure.
- **School District Closure:** Closure by the Superintendent is recommended when 25% or more of schools in a district have closed due to COVID-19 within 14 days, and in consultation with the local public health department.
- **Reopening:** Public Health and the school will be in communication throughout this process. School and school districts can typically reopen after 14 days and the following:
  - Cleaning and disinfection have occurred.
  - Public health investigation is complete.
  - Local public health is consulted and has no concerns with re-opening.
- Principals, in consultation with the District, will notify the school community about reopening of schools.

**RIVER DELTA UNIFIED SCHOOL DISTRICT**  
**SECTION 2: HEALTH & SAFETY PROTOCOLS - Continued**

**SANITATION:** The safety of our employees and students are our first priority. Upon reopening, our schools have been completely cleaned and disinfected, and we will continue to adhere to all necessary safety precautions. Sites have considered the CDC guidelines for reopening buildings after an extended closure. In addition to the deep clean of the office and school before employees and students return, the steps outlined below will routinely serve to protect everyone and reduce the risk of spread of infection.

**Cleaner:** When choosing disinfecting products, use the approved for use against COVID-19 on the Environmental Protection Agency (EPA) approved list (“N”).

**General Disinfection Measures**

Category	Area	Frequency
<b>Workspaces</b>	Classrooms, Offices	At the end of each use/day
<b>Appliances</b>	Refrigerators, Microwaves, Coffee Machines	Daily
<b>Electronic Equipment</b>	Copier machines, Computer Monitors, Televisions, Telephones, Keyboards	At the end of each use/day and/or between use
<b>General Used Objects</b>	Handles, Light Switches, Sinks, Restrooms	Daily
<b>Common Areas</b>	Cafeteria, Library, Conference Rooms, Gyms, Common Areas	At the end of each use/day; between groups

**SHARED SPACES:** Employees are encouraged to disinfect their workspace multiple times throughout the day, giving special attention to commonly touched surfaces. Our site has alcohol-based hand sanitizers and cleaning products accessible throughout the workplace to disinfect frequently touched objects and surfaces such as telephones and keyboards. The site custodial team will clean all workspaces at their designated cleaning time and all rooms will be disinfected each evening. When necessary, trained custodial staff will disinfect identified spaces with electrostatic foggers. Proper equipment such as acceptable disinfectant and PPE will be used when cleaning individual workspaces.

There will be limited access to certain workspaces to reduce exposure to risks and ensure employee safety. Workspace usage is as follows:

**Office Capacity** – Staff will self-monitor the number of persons in the office and will decide when it is safe to enter.

**Conference Rooms** – Certain conference rooms will be closed until further notice. Signage indicating closure/capacity limits will be placed on conference room doors. All meetings are required to use Zoom as a virtual option, even for employees in the same office or school.

**Breakrooms or Teacher Lounge/Multipurpose Room** – These spaces will be closed for use until further notice. This includes the use of shared appliances such as coffee machines, refrigerators, and microwaves.

**Copy Room** – There will be limited access to the copy room. Signage indicating restrictions will be posted as each phase is implemented. Staff will self-monitor the number of persons in the Copy Room and will decide when it is safe to enter.

The custodial staff will be supplied with proper sanitation supplies and follow the CDC guidelines for sanitizing all areas of the school campus and will ensure that soap and paper towels supplies are carefully monitored and refilled in all locations of the school.

### **HVAC & Air Circulation Considerations**

- Introduce fresh outdoor air as much as possible
- Open windows as much as possible
- Check and clean air filters to ensure proper air quality and circulation
- Ensure proper ventilation during cleaning and disinfecting
- Allow sufficient air ventilation of student spaces when cleaning prior to student arrival
- Plan as much cleaning when students are not present

### GRADE LEVEL CONTENT AREA STANDARDS

Instruction for all grade level content area standards are expected to be delivered to all students through in-person and/or an online platform. At this time, the California Department of Education has not released a reduced list of standards for teachers to use to guide the planning and delivering of their instruction. No reinforcement assignments, activities, and projects will be assigned to a student without the student having the opportunity to receive instruction from his/her teacher.

Core content area instruction will be covered during the in-person instruction days. Additional areas of instruction will be covered on the days when all teachers, support staff, and students are engaging in Distance Learning. Counselors will co-facilitate the social emotional learning lessons.

### ACADEMIC CONTINUITY

Successful and rigorous learning requires that RDUSD expects teachers to lean into the best teaching practices while promoting student pride and ownership in the product of their work.

Each teacher will work to establish conditions where students have a clear sense of purpose, opportunities to express themselves, and experiences that allow them to work toward mastery. This will help students stay motivated and engaged in learning, even when they are not physically at school.

In the Hybrid and Remote Learning program, RDUSD teachers will be designing and delivering:

- direct instruction (instruction provided live and directly by an RDUSD educator)
- guided practice opportunities (learning opportunities provided to students with guided live support by an RDUSD educator)
- independent opportunities (self-guided learning opportunities where students work independently on assigned activities).

These three components will be planned and delivered in coordination, as they are essential components of effective instruction.

The following chart offers examples of instructional opportunities that will be provided by teachers as well as the learning modalities that can be used to aid instruction. *Please note: these are examples and not a comprehensive list.*

Instructional Components	What does it look like?	What tools do we use?
Engagement	Brainstorming Asking Questions Accessing Prior Knowledge	Google Classroom Zoom FlipGrid WeVideo Curriculum Based Resources Teacher Created Videos
Exploration	Research Watch Videos Read Articles Offline Task Discuss	Web Searches Google Classroom questions Google Hangout Shared slide decks Curriculum Based Resources
Explanation	Direct Instruction	Google Meet (shared screen) Google Hangout Screencastify Zoom FlipGrid Curriculum Based Resources
Elaboration	Guided Practice Opportunities Making Connections Applying Learning to new situations Explaining how Student-Created study materials and resources	Shared Google Docs, slides, Prezis FlipGrid Kahoot! Curriculum Based Resources

**INSTRUCTIONAL EXPECTATIONS**

**IN-PERSON LEARNING:** Students will be provided direct live instruction two days a week which will cover content equivalent to four instructional days. All core content area lessons will be specially designed to include instruction aimed at mastery of Integrated English Language Development (ELD) standards. Designated ELD instruction will be provided daily.

**INDEPENDENT PRACTICE/ASYNCHRONOUS LEARNING:** Students will be provided self-guided learning opportunities where students work independently on assigned activities. Student will be provided all independent practice assignments that are directly associated with the direct live instruction they receive during their in-person learning days. These assignments are expected to be completed when they are not present at the school site for in-person learning days. This work will not replace the direct instruction and guided practice work taking place during the school day.



**REMOTE LEARNING (WEDNESDAYS):** Our students will be provided direct instruction and independent practice on Wednesday. Students will receive their live instruction through Zoom and access their assignments and learning activities through Google Classroom.

Instruction will be recorded and posted to each Google Classroom as a resource for students needing support as well as students who are unable to access live instruction during the designated block of time it is provided. Recorded lessons will be provided to all students who do not have access to the internet. Those students will be provided an extension for response to assignments and prompts equivalent to the length of time for which they do not have access.

Teachers will provide an independent practice assignment to students that is related to the direct live instruction they provided remotely. This work will not replace the direct instruction and guided practice work taking place during the school day.

**DIFFERENTIATED INSTRUCTION:** Differentiation will be easier with less students in person per day. Teachers will be included in the formation of the cohort to provide input on separating students; however, all parties acknowledge that transportation needs are the first priority. Each school site will utilize its established Multi-Tiered Systems of Support (MTSS) in a variety of capacities.

**GRADING/EVALUATION:** It is our goal to ensure equitable access of all instruction and materials to all students, so we can hold all students accountable for their learning work products. Understanding the current status of each student's home environment status, particularly in regard to connectivity, is now a major focal point of our teachers' instructional planning.

Student will be graded on material for which they have been provided direct instruction. If a child does not have access to direct instruction opportunities on Wednesdays, they will be provided opportunities to view recorded instruction and receive clarification, tutorials, questions and support during office hours. Students will be provided an extension of time to match the duration of time missed from the initial lesson to the time of the student being provided access to the lesson and opportunities for support. If a student is not provided access to the material and adequate opportunities for support, they will not be graded on the material.

**ASSESSMENT:** Students will be provided formative and summative assessments to evaluate student progress, comprehension and mastery of content. Projects, presentations and collaborative work will be assigned by teachers as appropriate to align with subject matter. Teachers will be utilizing the following assessment prior to, during and after delivering their high-quality instruction:

- Pearson
- Interim Benchmarks
- STAR/AR
- Lexia
- IXL
- MAP
- SIPPS
- Think Central
- Wonders Diagnostic
- Corrective Reading
- Read Naturally

**PROFESSIONAL DEVELOPMENT:** Training for all staff members on the following topics have been identified as the most urgent needs:

- Implicit Bias
- Culturally Responsive
- Racial Sensitivity
- Digital Community Building
- Designated and Integrated English Language Development (ELD)
- Mindfulness

The following have been identified as the most effective ways to deliver professional development to our staff:

- Grade level collaboration
- Site level collaboration
- Interest-based groups

### **OUTDOOR ACTIVITIES**

The site principals will designate outdoor areas that are allowed to be used, based on social distancing protocols. Each area will only be used by one cohort/class at a time on a rotating schedule.

Each school will schedule outdoor eating as much as possible, when weather permits it.

The site principals will develop a Rainy Day Recess Schedule that adheres to the social distancing protocols.

The outdoor spaces will be optimized and utilized whenever possible. The use of play structures, permanent and mobile communal equipment will be prohibited.

Teachers have the option to open classrooms for students as always.

### **TRANSITION SCHEDULES**

Each school may decide to schedule Physical Education activities in stations for early arrivers, transition times and recess.

Labeled locations for transition times will be marked at each school site.

In the secondary schools, passing periods times will be increased to allow time for the staff to assist the custodial staff in sanitizing high touch areas and furniture.

### **EXTRACURRICULAR ACTIVITIES**

A RDUSD 'Return to Athletics' Plan was developed that promotes a phased approach to reopening of sports, clubs and activities.

Field trips are not permitted until further notice.

Each site will explore the idea of having livestreamed assemblies and/or rallies.

Club leaders with groups of 10 people or more are encouraged to explore options for digital connection with its membership.

The schools that are awarded the after-school program services will be reviewing and acting upon their guidelines for providing childcare for RDUSD staff members and other Essential Workers in their communities.

### SERVICES

School psychologists and school counselor will provide continued training for students/staff and parents on signs and symptoms and offer tips and advice for addressing the student privately.

Staff will communicate their site-based referral process when they are concerned about a student exhibiting the signs and symptoms that potentially indicate that the student is struggling emotionally and mentally.

On-site staff will provide the parents with facts and current statistics regarding the illness.

Training on distinguishing characteristics and factors of desired behaviors (PBIS) versus disciplining for the violation of Covid-10 protocols will be provided.

### ATTENDANCE

Student attendance is critically important for access to instruction, maintaining our students' mental health and ensuring safety. For these reasons, student attendance will be taken Monday-Friday. The District will design a system that works best for them to take attendance on their students' independent DL days. Students will be given credit for attendance if they watch the recorded version of their teacher's instruction.

### CONNECTEDNESS

The following actions will be implemented in an effort to regain students' connectedness to their school community:

- Maintain consistency with the implementation of site-based Positive Behavior Intervention and Support (PBIS) system
- Provide consistent routine and structure
- Prepare the students for the event of reverting back to full-time Distance Learning
- Train for motivation and accountability

## **SOCIALIZATION**

Staff must continue their efforts to gain and maintain heightened awareness of their students' personal state of mind and home environment conditions to allow for continued support.

The following strategies were identified to increase social distanced socialization:

- Digital socialization
- Zoom Breakout Rooms
- Class Meetings
- Opposite Cohort Buddies/Pen Pals

## **COMMUNITY PARTNERSHIPS**

The District will continue to seek out community partners that are willing to assist with the social, emotional, and mental health of our staff and students.

The District will continue their partnership with Rio Vista Care to offer therapy and support for students and staff members. Rio Vista Care has funds available from Solano County Mental Health to provide teachers mental health education.

The District will continue their partnership with local area colleges' intern programs, to help support students and educate staff.

The school staffs will discuss and explore options for establishing a system for pairing up teachers and students to connect with in a time of need

# **River Delta Unified School District**

***Delta High School and Clarksburg Middle School***

***52810 Netherlands Road***

***Clarksburg, CA 95612***

**<https://dhs-rdusd-ca.schoolloop.com/>**

## **COMPREHENSIVE SCHOOL SAFETY PLAN 2020-2021**

Prepared by Emergency Preparedness Committee

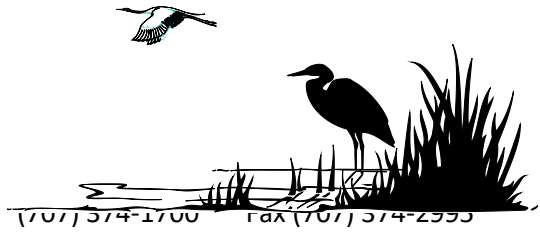
**Christine Mabery, Principal  
Vianey Estrada, Student  
Jeffrey Nelson, Teacher  
Gloria White, Parent**

**Nanci Rose, Vice Principal  
Alex Gallegos, Teacher  
Joe Diaz, Classified Staff  
Nicole Keller, Parent**

**Stephanie Estrada, SSC Chairperson  
Kristin Schroer, Teacher  
Mary McAllister, Parent  
Marbella Estrada, ELAC Rep.**

**Reopening of School under COVID Guidelines is attached in Appendix A**

**At-home Safety Check Questionnaire is attached in Appendix B**



**RIVER DELTA UNIFIED SCHOOL DISTRICT**

**445 Montezuma Street**

**Rio Vista, California 94571-1651**

<http://rdusd-ca.schoolloop.com/>

## **BOARD OF EDUCATION**

***2020-2021***

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Kathy Wright

# **DELTA HIGH SCHOOL**

## **CLARKSBURG MIDDLE SCHOOL**

### **Comprehensive School Safety Plan – 2020-2021**

#### **Introduction**

Safe schools are orderly and purposeful places where students and staff are free to learn, teach, and work without the threat of physical and psychological harm. Delta High School (DHS) and Clarksburg Middle School (CMS) promote educationally and psychologically healthy environments for all students and staff. Both schools recognize that there are comprehensive broad factors directly related to a safe school environment such as the school programs, facilities, staff, parents, students, and the community. Both schools further recognize that safe school practices make major contributions to academic and school improvement efforts and the health and well-being of students. Keeping our students safe requires a community-wide effort; however, schools are the most critical component in this undertaking. School efforts and goals are illustrated below.

#### **School Profile**

DHS and CMS are located on a combined, small campus located in the rural farming community of Clarksburg, CA, in the Sacramento Delta. DHS and CMS serve the rural communities of Clarksburg, Hood, Courtland, Walnut Grove, and Ryde, plus families residing in agricultural areas around these communities. We also draw students from South Sacramento and West Sacramento who are attracted to our small, rural campus and programs. DHS and CMS share campuses, administration, and faculty supporting a separate 7-8 and 9-10-11-12 environment for students. For funding and other purposes, DHS serves grades 10-12 and CMS serves students in grades 7-9. However, 9<sup>th</sup> grade students are considered freshmen at DHS and take advantage of all high school programs, both academic and extra-curricular. There is one Principal, one Assistant Principal and one Counselor for both schools. Due to this unique dynamic, the School Site Council (SSC) also acts for both schools as permitted by a waiver issued by the California Department of Education.

The community surrounding Delta High School focuses primarily on agriculture. Many of our students are students of farm workers or have parents involved in the agriculture industry. There are very few amenities located in Clarksburg, and the community focuses primarily on involvement with the school and local churches. A total of 57% of our students receive free or reduced lunch. English and Spanish are the two languages predominantly used.



### **School Crime Status and Reporting**

Early in the 2018 school year, DHS and CMS began using the STOPit app which allows students to report unsafe behavior anonymously. Unsafe behavior could include self-harm, bullying, or potential acts of violence. We believe STOPit has contributed to the positive school climate and decreased conflicts and office referrals.

### **Description of School Grounds**

Both schools are closed campuses with external doors locked during school hours. There is a large playfield for sports located behind the school. The football field/track is the only fenced-in area, leaving both schools accessible to the public at any time during the school day. Staff members and administration provide campus supervision during passing periods and lunch.

### **Maintenance of School Buildings/Classrooms**

The school's physical facility is maintained and well kept. District personnel periodically examine the school's physical facility and help eliminate obstacles to school safety. Additionally, health and fire department inspectors contribute to school safety. The classrooms are monitored for safety and appearance by the administration and individual classroom teachers. It is the practice of DHS and CMS to remove all graffiti from school property before students arrive to begin their school day, and other acts of vandalism are promptly addressed. The students are encouraged to take pride in the appearance of the school.

### **Internal Security Procedures**

Each school maintains a copy of the district's behavior expectations and harassment policies in the respective main office, and the policy is available on request. The district's behavior and harassment policies contain dissemination plans, applicable definitions, reporting requirements, investigation procedures, enforcement regulations, and information related to suspension of students. Additionally, a notice summarizing these policies appears in the *Parent & Student Handbook*. This handbook is distributed at the beginning of each school year to all parents and students.

To ensure the safety of students and staff, all visitors to the campus must register immediately upon entering any school building or grounds when school is in session and when students are present. District employees that are not assigned to DHS or CMS wear appropriate identification badges while on campus conducting business.

Discipline procedures focus on finding the cause of problems and working with all concerned to reach appropriate resolutions, restoration practices and consequences. The discipline plan for both schools begins at the classroom level. Teachers are expected to use a visible classroom management plan to communicate classroom rules and promote positive behavior and interventions to reduce unacceptable conduct. Appropriate consequences are administered based on the severity of student actions,

the adopted school discipline rules and procedures, and the disciplinary guidelines of the district. The Principal and Assistant Principal contribute to a positive school climate and promote positive student behavior by being visible on campus, making connections, and building relationships with all students. DHS and CMS employees comply with all legal mandates, regulations, and reporting requirements for all instances of suspected child abuse or endangerment.

This section of the Comprehensive School Safety Plan will describe strategies in place at our school as well as strategies and programs of our SSC for continued improvement in providing a safe school environment conducive to learning.

### **School Safety Strategy #1:**

***Positive student interpersonal relationships are developed by encouraging students to feel comfortable assisting others to get help when needed and teaching students alternative, socially appropriate responses to frustration or anger, including, but not limited to problem solving and anger-control skills. Staff members will contact the Principal and Assistant Principal so that outside agencies such as community/counseling agencies and/or mental health resources can assist parents and students with prevention and intervention of issues. The school uses a variety of methods to communicate to students, parents, and the greater community that all students are valued and respected.***

- **Preventing and Intervening: Student Aggressive Behavior**

Creating a safe school requires having in place many preventive measures for student's mental and emotional health. Schools can reduce the risk of violence by teaching students appropriate strategies for dealing with feelings, expressing anger in appropriate ways, and resolving conflicts. DHS and CMS use a comprehensive approach to school violence prevention. When students show inappropriate or aggressive behavior, the student first speaks with an administrator who works to find the cause of the behavior. Interventions continue with communication with parent or guardian, and then a plan is put in to place to correct the behavior. Intervention strategies by teacher and/or counselor and/or administration, referral to nurse, school psychologist, outside counseling, or a Student Study Team (SST) meeting with student and family may also take place.

- **Mental Health Programs**

DHS and CMS staff are aware of the emotional difficulties many students face as they are navigating the trials, joys, and tribulations of being a teenager, related to both school and home stressors. Communication with our school psychologist and outside counseling agencies, as well as appropriate communication with the family assist our students in facing challenges. In incidences of possible suicide, school/district psychologist or law enforcement crisis response units may be contacted. Teachers at both schools are aware of the whole development of the child and are cognizant of cues or stressors that may affect the emotional state of our students. Any concern

over a student's mental health is reported to our counselor or administrators who talk with the student to learn about their emotional state and to determine next steps be it collaboration with parents, consultation with school psychologist/social worker, a referral to outside agencies or the law enforcement crisis intervention team.

- **Professional Development**

Our district provides professional development for teachers and parents at the beginning of every school year and throughout as needed based on student, teacher, or the family needs of our school community. The goals of such programs are to help students establish and nurture a healthy sense of self-confidence and self-control, to develop personal and social responsibility, and to enhance academic success. Training assists the parents in understanding child development, how to combat bullying, signs for possible depression in their child, and book studies for teachers in how to respond to students that have faced trauma and academic best practices.

**School Safety Strategy #2:**

***DHS and CMS prohibits harassment of students due to disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, physical or mental disability or association with a person or group with one or more of these actual or perceived characteristics, or any other basis. Physical complaints of students "just horsing around" via poking, hitting, touching, etc; verbal complaints of students "just joking or playing around" or remarks that are perceived by the recipient as offensive, threatening, annoying, embarrassing, etc, and comments or behavior, either physical or verbal that are sexual in nature, and which degrades, humiliates, or embarrasses another person, are investigated promptly and thoroughly. A student that is involved in any type of behavior listed above, whether directly or indirectly, will first speak with an administrator to discuss the incident and the administrator will then work collaboratively with parents on changing the behavior and teaching students about the severity of making these types of remarks. Restorative practices are used as much as possible in this situation. Consequences are determined on a case-by-case basis with input from all parties involved; however, the final decision on consequences is always determined by administration.***

**Nondiscrimination and Fair Treatment of Students**

A major source of conflict in many schools is the perceived or real problem of bias and unfair treatment of students because of ethnicity, gender, race, social class, religion, disability, nationality, sexual orientation, physical appearance, or some other factor. Effective schools convey the attitude that all students can achieve academically and behave appropriately, while at the same time appreciating individual differences.

Effective schools communicate to students and the greater community that all students are valued and respected.

To maximize the successful education of all students and help them become productive citizens and lifelong learners in a diverse society, all individuals including student, parents, staff, and community members:

- Shall be treated with dignity, respect and equity.
- Shall encourage and maintain high expectations for all students.
- Shall model an understanding for socio-economic, cultural, ethnic, gender, and religious diversity; and
- Shall contribute to an environment of mutual respect, kindness and cooperation.

Students, parents, staff and community members shall join together to share a sense of belonging and take pride in our school, and programs through participation and cooperation in support of the education of all students.

A copy of the Parent Student Handbook is provided to each parent/student annually or upon enrollment. This handbook includes information pertaining to student rights to physical safety, to the protection of personal property, to respect from adults, and to be free of discrimination on the basis of gender, race, color, religion, ancestry, national origin, ethnic group, marital or parental status, physical or mental disability, sexual orientation or the perception of one or more of such characteristics. The district's policies on nondiscrimination and sexual harassment support these protections and serve to promote the fair treatment of all students.

### **Discipline Policy**

Effective and safe schools develop and consistently enforce, school-wide rules that are clear, broad-based, and equitable. School safety can be enhanced by the development of a school-wide disciplinary policy that includes a code of conduct, specific rules and consequences that can accommodate student differences on a case-by-case basis. Discipline consequences should be commensurate with the offense, should be written, applied in a nondiscriminatory manner, and accommodate cultural diversity. Direct teaching of social problem-solving and social decision-making is incorporated in instruction.

DHS and CMS use both classroom and school-wide discipline codes that clearly communicate the behavioral expectancies and consequences for students.

### **School Safety Strategy #3:**

***DHS and CMS administrators, teachers, families, students, support staff, and community members recognize and make appropriate use of the early warning signs related to violence, substance abuse, and other at-risk concerns.***

## **Crisis Intervention and Disaster Planning**

The staff of DHS and CMS increase school safety by evaluating and addressing serious behavioral and academic concerns. Weapons (on campus and in the community), bomb threats, intruders on campus, explosives, fights, natural disasters, accidents, and suicides call for immediate, planned action, and long-term, post-crisis intervention. Planning for such contingencies reduces chaos and trauma.

DHS and CMS conduct annual fire, lockdown, and other emergency drills with all students. We are constantly reviewing our procedures and protocol to improve our ability to keep our students and staff safe. In 2018, both schools implemented Catapult EMS, a school emergency alert notification and crisis alert management system that allows the school site to conduct real time student accounting, reunification, staff location check-ins, and more.

## **Teacher Notice of Disciplinary History**

Local law enforcement shall provide to the administration of DHS and CMS information on each student who has: (1) during the previous three school years, engaged in any act that led to a student's suspension or expulsion (except E.C. 48900) or (b) committed a crime reported to the district by a family member, local law enforcement, probation department or social services. This information is used to create a student plan for return to school, determines which services can be provided to the student and/or recommended to the parent/guardian. This information is shared with those staff members that will have direct contact with the student.

- **Alternative Programs**

Research has shown that effective alternative programs can have long-term positive results by reducing expulsions and court referrals. DHS and CMS has access to an Independent Study Program, and a "Home-Hospital Study Program" and may make a referral to the Office of Child Welfare and Attendance for placement in one of the programs offered through the Sacramento County Department of Education. These alternative programs, when matched to a student's needs, can produce positive outcomes.

- **Drug and Violence Prevention Programs**

The goals of the district's drug, alcohol and tobacco education program and other related community programs include providing all K-12 students with a comprehensive drug and violence prevention program and providing all students in grades four through eight with comprehensive tobacco use prevention education. In 2019, the district contracted K.I.D.S. (Kontraband Interdiction and Detection

Services) that uses canines to find illegal substances brought on to the school campus. Although this service was suspended for the 2020-2021 school year due to COVID, it will continue once students return to campus.

- **Attendance Compliance**

DHS and CMS recognize the importance of punctuality and regular attendance. All teachers accurately record the attendance for all students with school secretaries verifying all information for auditing purposes. Students with poor attendance will have a conference with a counselor and/or administrator and parents/guardians will also be contacted. Students with poor attendance due to medical issues will be referred to the school nurse. Should attendance problems continue, official action is to be taken, which could result in a referral to the School Attendance Review Board or a referral to the Sacramento County District Attorney's Office with a request for prosecution of the parent and/or the student.

- **Megan's Law Notification**

The staff of DHS and CMS receive Megan's Law Sex Offender Information from local law enforcement and that information is communicated with the public so that the information can be used to protect students and families. Megan's Law provides the public with photographs and descriptive information on serious or high-risk sex offenders residing in California who have been convicted of committing sex crimes and are required to register.

#### **School Safety Strategy #4:**

***Plans and methods are available to identify isolated and troubled students, help foster positive relationships between school staff and students, and promote meaningful parental and community involvement.***

#### **Parent/Guardian Involvement**

Staff members in effective and safe schools make persistent efforts to involve parents/guardians by: informing them about discipline policies, procedures, and rules, and about their student's behavior, both positive and inappropriate; involving them in making decisions concerning school-wide disciplinary policies and procedures; and encouraging them to participate in prevention programs, intervention programs and crisis planning. Parents/guardians are also involved in a conversation when discipline issues arise with their student.

DHS and CMS:

- Effectively use the School Site Council.
- Notify parents about and encourage participation in parenting programs.
- Has an established a school visitation procedure.



- Provides weekly announcements to parents through prerecorded messages sent to parent/guardian's phones in both English and Spanish.
- Provides other announcements via text message or email via the Remind! App.
- Provides daily announcements to parents in a daily bulletin via email.
- Provides several opportunities for Teacher-Parent conferences.
- Maintains an effective homework policy.
- Uses Back-to-School Night and other methods for meeting regularly with parents.

Each classroom is arranged to help prevent aggressive behavior. High traffic areas are free of congestion. Students are in full view of the teacher so the teacher can easily monitor students' behavior. Teaching materials and student supplies are readily accessible to minimize student-wait time. Seats are arranged so students can easily see instructional presentations and to reduce the opportunity for off-task behavior.

- **Parent Training: Promoting the Use of Community Resources**

DHS and CMS advocate for the provision of community resources to help maximize the development of positive behavior and the intervention of inappropriate behavior. Such training promises to maximize the parent's contribution to academic excellence and noteworthy social development.

- **Problem Solving Teams**

School communities can enhance their effectiveness by identifying factors that result in violence and other problem behaviors, or prohibits academic success. Building collaborative problem-solving teams are essential to successful prevention and intervention with aggressive behavior. DHS and CMS rely on SSTs to help address issues of behavior that is not conducive to learning or positive interpersonal relationships. These problem-solving efforts bring together school staff, parents, the student and involved community-based agencies when appropriate. The goal is to help identify, clarify, analyze, and resolve issues concerning a students', educational and familial concerns. The SST is flexible enough to address individual problems and school-wide matters.

- **Community Outreach**

When working with parents and students with specific issues, the staff at DHS and CMS will provide information to the families regarding available community resources. Both schools work closely with recognized local city, county, and state agencies.

### **School Safety Strategy #5:**

***Specific employees use unique strategies to promote school safety.***

- **Administrative Positions**

Schools can enhance physical safety by monitoring the surrounding school grounds-

including landscaping, parking lots, and bus stops. Students can also be a good source of information. Peers often are the most likely group to know in advance about potential school violence.

DHS and CMS employ an administrative team whose role is designed to increase school safety, prevent prohibited offenses, and promote positive student relationships. The administrative team has developed procedures to monitor the school campus, the surrounding areas, and has designated a safe entrance and exit routes to school. Furthermore, recognizing that students are often the first to know of dangerous plans or actions, the administrative team is available for a student and/or parent to safely report troubling behaviors which may lead to dangerous situations. DHS and CMS use the STOPit app which allows students to anonymously report incidents which may result in student harm. Effective relationships between the administrative team and students help initiate appropriate investigations, help staff learn of suspects in school offenses, and help collect important knowledge about community conflicts that may have an impact on school safety. School employees are considered disaster service workers and are subject to disaster service activities assigned to them (Government Code 3100).

- **Campus Disturbances and Crimes**

DHS and CMS recognize that campus disturbances and crimes may be committed by visitors and outsiders to the campus. Several steps have been taken to protect the school, staff, and students from safety threats by individuals visiting the campus area. The staff maintains in the student's record custody documentation provided by families and will request assistance from local law enforcement and the Office of Child Welfare and Attendance, as needed. If an emergency were to occur, the situation would be assessed by the administration.

- **Visitors and Disruptions to Educational Process**

DHS and CMS is aware of the laws, policies and procedures which govern the conduct of visitors to the school campus. Access to school grounds is supervised on a regular basis by individuals such as the administration, teachers, and staff familiar with the student body. Campus traffic, both pedestrian and vehicular, is directed through signage, gates, and supervision.

To ensure the safety of students and staff and avoid potential disruptions, all visitors to the campus, except students of the school and staff members, must register immediately upon entering any school building or grounds when school is in session.

DHS and CMS have established a visible means of identification for visitors while on school premises (i.e. name tag). Furthermore, the principal or designee may direct an individual to leave school grounds if he/she has a reasonable basis for concluding that the person is committing an act that is likely to interfere with the



peaceful conduct of school activities or that the person has entered the campus with the purpose of committing such an act.

DHS and CMS use the Catapult Emergency Management System. If a visitor or outsider is causing a disturbance, staff members will use the Catapult System to alert other staff and students on campus. For continuing disruptive behavior by a visitor or outsider, administration will contact the district office to determine whether to file for a temporary restraining order and injunction.

### **School Safety Strategy #6:**

***At DHS/CMS, effective procedures will be followed to maintain a safe physical school site.***

- **Enhancing Physical Safety Practices**

Schools can enhance physical safety by adjusting traffic flow patterns to limit potential for conflicts or altercations. Schools can enhance physical safety by having adults visibly present throughout the school building. This includes encouraging parents to visit the school.

Schools can enhance physical safety by conducting a building safety audit in consultation with the Office of Child Welfare and Attendance and/or law enforcement. Recent safety audits of DHS and CMS, have identified the following:

- DHS and CMS operate a closed campus, where students must have permission to leave the campus during school hours.
- DHS and CMS have prioritized keeping buildings clean and maintained.
- DHS and CMS have covered drainpipes so they cannot be climbed.
- DHS and CMS keep trees and shrubs closely trimmed to limit outside hiding places for people or weapons.
- DHS and CMS keep a complete list of staff members who have keys and codes to building(s).
- DHS and CMS remove graffiti as soon as it is discovered. The procedure involves following the three "R's" after discovery of graffiti-read, record (i.e. photograph or videotape), and remove. Inflammatory restroom graffiti is removed daily upon discovery.
- DHS and CMS provide supervision in heavy traffic areas.
- DHS and CMS have established two-way communication between the front office and each classroom.
- DHS and CMS offer school-based activities for students after school (athletics, clubs, drama, music, etc).

**DELTA HIGH SCHOOL/  
CLARKSBURG MIDDLE SCHOOL  
(DHS/CMS)**

**SITE EMERGENCY PLAN**

**Supplement to  
School Safety Plan  
2/3/2020**

**Approved by:**

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Christine Mabery, Principal DHS/CMS

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Stephanie Estrada, SSC Chairperson

# DHS and CMS

## Disaster Preparedness Job Assignment Sheet

Name	Assignment
Christine Mabery, Principal	Serves as Incident Commander for the emergency until it is resolved or assumed by the Superintendent. Coordinates with other agencies and support services.
Jennifer Walker, Assistant Principal	Under the supervision of the principal/VP, serves as the Director of Operations as it relates to staff, student safety and welfare.
Donna Hiromoto, Secretary Mary Weathers, Secretary Carly Bryant	Responsibility for all attendance matters / early released students / late arrivals / visitors on campus / staff absences. Give directions and monitor student/parent release process.
Yazmin Granados, Health Assistant	Coordinates the distribution of emergency supplies and related services. Works first aid to assure the safe transport of any injured.
Shanan Spears, Lead Teacher Caroline Nilsson	Assists in searching rooms for trapped or injured persons or property damage. Reports via phone, text or Catapult any area where an injury or damage is located.
Joe Diaz, Head Custodian	Serves under the direction of the principal, as Damage Control Coordinator, inspects utilities for leaks, shut off utilities, assesses usability of buildings, clears debris, deals with initial fire suppression, and works closely with rescue personnel when they arrive. Direct emergency vehicles and checks portable classrooms and all utility rooms and closets.
Carmen Lomeli, Night Custodian	Serves under the direction of the principal, as Damage Control Coordinator in absence of Head Custodian, inspects utilities for leaks, shut off utilities, assesses usability of buildings, clears debris, deals with initial fire suppression, and works closely with rescue personnel when they arrive. Direct emergency vehicles and checks portable classrooms and all utility rooms and closets.
Teachers	Take attendance and report absentees or injuries to Director of Operations through Catapult. Keep students calm, assist the Director of Operations with monitoring student/parent release process. Checks their own classroom, ensuring that all doors are closed.

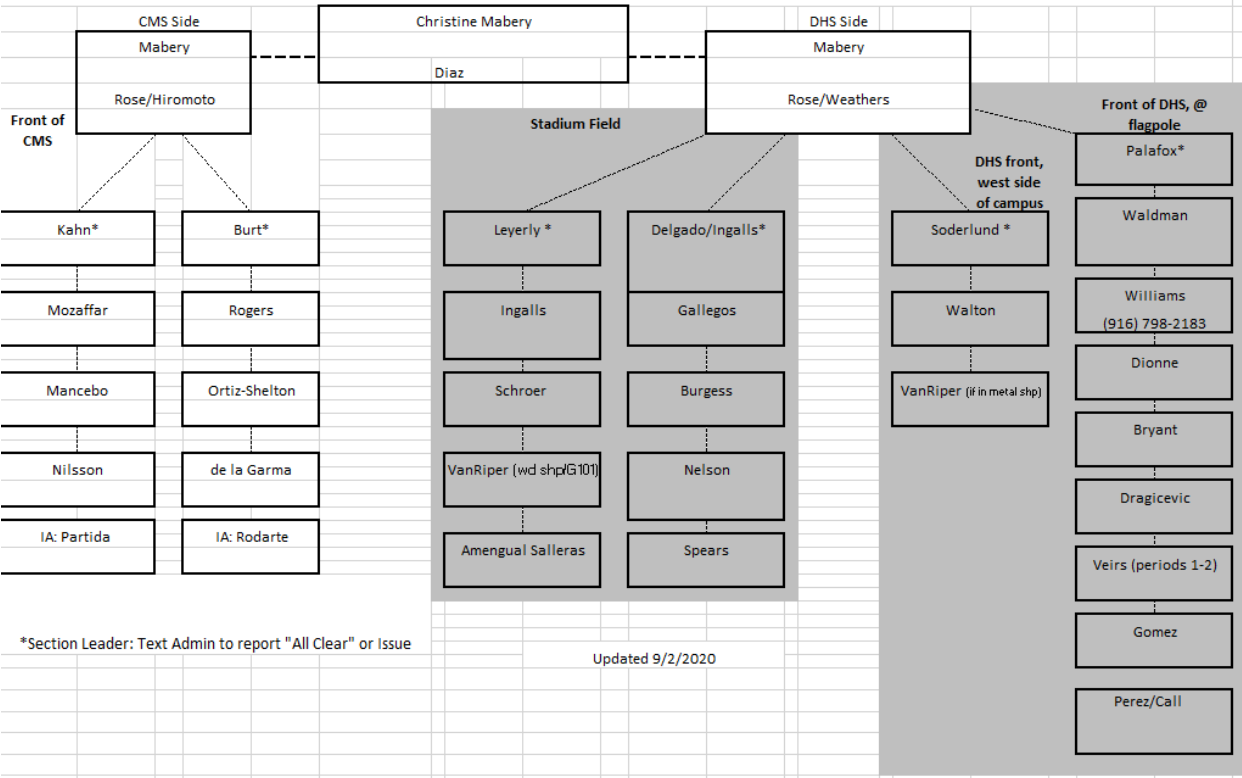
# DHS AND CMS

## Emergency Preparedness Staff Groups

The staff groups are arranged by classroom locations. The teacher names with an \* are in charge of reporting attendance from their group to the Director of Operations via text message.

Everyone in a staff group is responsible to assist in compiling attendance and directing students to a safe location. They are to keep the students together until released to their parents or until given further directions from the Incident Commander.

**\*Confidential\* DHS / CMS Evacuation and Emergency Contact Tree**



## **THE 4 TYPES OF EMERGENCY DRILLS/PROCEDURES:**

### **Each drill will be initiated in the Catapult EMS**

- 1) **EVACUATE! Drill/Procedure** – this is essentially the Fire Drill that we have often practiced in school. Signal is the “fire alarm” buzzer (repeated in all rooms). If evacuating, all classes exit QUIETLY and in a single file line from the classroom to the designated area for evacuation. Students wait in a single file line in the evacuation area for the duration of the drill/emergency - - OR they wait for additional instructions to be given if buildings cannot be re-entered. Teachers confirm that all students are present and hold up a GREEN card or a RED card to communicate that there is a problem or someone is missing. **Communicate problems via text message, phone tree, or Catapult.** Everyone re-enters the building @ the “all clear” signal (a regular bell).
  
- 2) **LOCKDOWN! Drill/Procedure** – this procedure is to be used if there is a need to secure classrooms from an outside threat. **Lockdown will be initiated with Catapult EMS.** You will then hear a voice announcement by the principal over the PA system: “Lockdown! Locks, lights, out of sight.” This will be repeated 2 times. All doors should be secured and blinds closed (if applicable). Students should move away from windows and sit on the floor out of view. Teacher utilizes Catapult EMS to declare status and account for all students. Teacher puts a GREEN card up in the window to signify all is well, RED card if there is a problem; NO CARD indicates a teacher has a problem that may require law enforcement entry. Phone lines are to be kept clear for administrative calls into the room. **Communicate problems via Catapult.** Wait for Catapult and PA announcement that the lock down has ended or to receive further information.
  
- 3) **LOCKOUT! (“All In”) Drill/Procedure** – this procedure is to be used for any purpose in which we need to bring students in from outside to keep them safe indoors with the doors locked. **Catapult EMS is activated by a staff member.** You will then hear the PA message: “Lockout! Secure the perimeter,” repeated 3 times. All staff/personnel will open exterior doors and direct students to the nearest open door for entry; staff will blow whistles to alert students to available doors for entry. **Wait for additional voice command to determine if classroom is then locked down, as described above, with door locked and students out of view. Alternate plan would be to shelter in place, as described below.** Teacher utilizes Catapult EMS to declare status and account for all students. A GREEN card is put up if all is well, a RED card is put up if there is a problem, and NO CARD indicates a problem that may require law enforcement entry. **Communicate problems via Catapult.** Wait for Catapult and PA announcement that the shelter in place has ended or to receive further information.
  
- 4) **SHELTER!/Shelter in Place Drill** - - in case of a hazard evacuation **OR** when students need to be secured in their current location for a period of time for any reason. **Shelter drill will be initiated with Catapult EMS.** You will then hear a voice announcement by the principal over the PA system: “Shelter in place. Seal your classroom.” This will be repeated 2 times. All doors should be secured and students should remain in the classroom. Phone lines are to be kept clear for administrative calls into the room. **Communicate problems and account for students via Catapult.** Wait for Catapult and PA announcement that the shelter in place has ended or to receive further information.

## Designated Assembly Area for Evacuation

### **Primary Locations**

Staff and students will assemble in the DHS Main Gym or football field, depending upon emergency. Students will form lines with their classmates by assigned teacher. If the campus needs to be evacuated entirely, students and staff will travel across Netherlands Road to the levee or adjacent parking area.

### **Alternative Safe Locations**

If the campus needs and adjacent areas need to be evacuated entirely, administrators will seek access to the community church or the parking lot on the levee above the old school house.

### **Basic Evacuation Procedures**

*Things to keep in mind.*

1. Our primary goal is the safety of the students as well as ourselves.
2. Each incident is unique and each of us will have to act accordingly.
3. Each of us needs to have a plan that allows for options.
4. We must be familiar with the plan and we must practice the plan.
5. When you evacuate your room;
  - a. Take all your personal belongings.
  - b. Take your roll/attendance list and/or a device to access Catapult. Be able to communicate where you are, who is with you, and who is not with you.
  - c. Take your personal cell phone or work-issued cell phone if you have one.
  - d. Take the classroom first aid kit.
  - e. Keep your students together.
  - f. Do not leave any student unattended at any time.

## Utilities Cut-Off Chart

Maps and shut off valves identified for all utilities in Principal's red Emergency binder in the front office of Delta High School.

### General Information/Signals

If a life threatening or pending disaster occurs, the site administrators or designee will first: Contact the Superintendent and then the District Facilities and Maintenance. The site administrator will take appropriate emergency action to save lives and mitigate the effects of the disaster by accomplishing the following:

- A. Lead students/staff to safety.
- B. Communicate with parents and authorities.
- C. Render appropriate first aid.
- D. Maintain students/staff morale.

### Basic Emergency Signals

DHS and CMS uses the Catapult Emergency Management System. Catapult is an emergency communication system that keeps teachers, sites, district and law enforcement informed, using real-time student accounting, reunification, staff location check-ins, threat report management. In the case of an emergency, information is sent out via Catapult to staff emails and cell phones. Staff uses the system to check-in and account for students.

There are two emergency signals that should remain standard in emergency situations:

#### **Lockdown –**

1. PA announcement.
2. Activate Catapult System.
3. Find nearest safety shelter.
4. Take cover, lock doors, and windows. Close window coverings and stay away from windows. Wait for further instructions. Some situations which may use this signal are:
  - A. Fire Drill – staff and students will go into lockdown mode during a fire drill until it is ascertained that there is in fact a fire and not a ruse to get students to exit the building.
  - B. Harmful Intruder
  - C. Dangerous Animal
  - D. Chemical Spill
  - E. Bomb Threat

#### **Evacuate –**

1. Announce the evacuation over the PA system.
2. Activate Catapult.
3. Leave building quickly and in orderly fashion. Use posted exit routes, primary or alternate (on room wall).
4. Assemble in pre-determined assembly area or where directed.

## **Bomb Threat**

Site Action (Staff member receiving bomb threat):

- A. Gather as much information about the caller/source as possible.
- B. Write down exact responses to questions.
- C. Note voice (gender, age, tone, emotion) and background sounds.
- D. Let source do as much talking as possible.
- E. Ask specific questions-when, where, who (name), what, why, how.
- F. **Do not touch or remove any suspicious objects.**

Site Administrator or designee:

- A. Assess Information.
- B. Determine whether or not to evacuate building (s) / premises. If evacuation is ordered, carry out similar to fire drill and go to the far corner of school blacktop.
- C. Activate Catapult System.
- D. Notify appropriate law enforcement of event and action.
- E. **No one is touch or remove any suspicious object(s).**
- F. If item is found, evacuate area to a minimum of 300 feet.
- G. Secure area.
- H. Send an automated phone call to students' families.
- I. **Avoid non-emergency use of electronics.**
- J. Re-enter only upon authorities' direction.
- K. Keep appropriate documentation (report) of event.

Teacher Action:

- A. Stay with class and report your status as well as your student's status on Catapult.
- B. Follow instructions to either stay in building or evacuate.
- C. **Do not allow students to touch/remove any suspicious object(s).** Note anything unusual or suspicious on school grounds and report to authorities.
- D. **Avoid non-emergency use of electronics.**

## **Hazardous Matter/Chemical Spill**

A chemical spill could be a potentially life-threatening disaster whether from a spill or chemical(s) on school grounds, or more likely, from an overturned truck, or boat close to the school's grounds. Winds may carry fumes rapidly. Notification warning from fire/police departments may or may not precede the spill effects. Take the following actions:

Site Action:

- A. **Be cautious.**
- B. **Do not attempt to smell, touch or taste any material.**
- C. **Activate Catapult System and call 911 if necessary.**
- D. **Remain Calm. Assess possible harm.**
- E. Render first aid as necessary.



- F. Site administrator determines whether the students/staff should evacuate or shelter-in-place.
- G. If ordered to shelter-in-place, provide maximum protection from airborne chemical effects by taping windows and doors. Shut off heaters and air conditioning.
- H. When signaled to evacuate, move in a calm and orderly fashion to the assembly area.
  - a. **Move UP** (uphill, upwind, upstream) to lessen exposure possibilities.
- I. If spill is limited to ground contamination, secure the area (barricade) and keep personnel away.
- J. Notify Superintendent, Chief Business Officer, and Director of Maintenance and Operations.
- K. Send an automated phone call to students' families.
- L. Do **NOT** return to contaminated site until directed by a competent authority.
- M. Log the incident. Keep written report, records.

District Action:

- A. Coordinate emergency support of site, students, and personnel.
- B. Maintenance will assist in response.
- C. Superintendent or District Office will handle all media contacts.

### **Water Contamination/Food Contamination**

Water

Site Action:

- A. If water contamination is suspected or has been verified, the site administration or designee will instruct teachers/managers to move students/staff away from drinking fountains or sinks.
- B. **Do not utilize or drink contaminated water.**
- C. Notify Maintenance.
- D. Send an automated phone call to students' families.

District Action:

- A. Dispatch Maintenance personnel to the scene.
- B. Arrange for potable water as required.
- C. Notify Water Quality Control Board.
- D. Notify utility or appropriate county health agency.

Food

An incident of food-related poisoning is defined as a cluster of individuals who report similar symptoms following the consumption of food items from a common source.

Site Action:

- A. Refer all suspected food poisoning cases to site administrator or designee, or in critical cases, **call 911** and report the incident.
- B. If food poisoning is suspected, the site administrator or designee will issue an order to cease all food service operations.
- C. Notify Food Services Supervisor, who will take appropriate measures.
- D. Notify Superintendent.
- E. Send an automated phone call to students' families.

District Action:

- A. Notify County Health Department.
- B. Dispatch Food Services Supervisor.
- C. Keep the Superintendent and appropriate personnel informed of all activities.

**Fire**

Site Action:

- A. Activate Fire Alarm**
- B. Call 911**
- C. Give exact address, location, directions to fire.
- D. Activate Catapult System**
- E. Shut doors and evacuate area according to posted evacuation routes. Proceed to assembly area. Keep students/staff away from the fire area.
- F. Designated staff will verify building is evacuated, if safe to do so.
- G. Designated staff will meet response vehicles/personnel.
- H. Extinguish fire, if safe to do so.
- I. Notify site administrator through Catapult System of absent/injured students, staff.
- J. Do not re-enter building until directed to do so by authorities or bell system.**
- K. Leave the fire scene undisturbed for investigation.
- L. Send an automated phone call to students' families.

District Action:

- A. Dispatch Maintenance to fire emergency.
- B. Maintenance Director, Maintenance Supervisor, Chief Business Officer and Superintendent will coordinate with local authorities and agencies (fire, police, utility, etc.).
- C. Secure area for investigation, clean-up and repair.

**2019-20 Fire/Lockdown Drill\* Schedule**

**Per Board Policy 3516**

***The principal shall also hold fire drills at least once a month at the elementary level, four times every school year at the intermediate level, and not less than twice every school year at the secondary level. (Education Code [32001](#)).***

## Crime Scene/Harmful Intruder/Abduction or Hostage

### Site Action:

- A. Find nearest safety shelter.
- B. Activate Catapult System. Announce **Lockdown** over PA system.
- C. Call 911.**
- D. Take cover, lock doors, and windows. Cover windows if possible, stay away from windows and turn out lights. Wait for further instructions
- E. **ONLY** after being directed to do so by Police or competent authorities, evacuate calmly and quickly.
- F. Remain calm and alert.
- G. Send an automated phone call to students' families.
- H. Log information-write down as much as possible about incident, suspect, situation, and timing.
- I. Leave the scene undisturbed for investigation.
- J. Refer media to District Office.

### District Action:

- A. Support and coordinate legal authorities.
- B. In attempted abduction, Superintendent or designee will notify other schools in area and direct a "Parent Alert Notice."

## Earthquake

### Site Action:

#### Inside Building:

- A. Follow "Duck and Cover" routine, (Duck, Cover, Hold).
- B. Stay away from windows, overhead fixtures, falling items.
- C. Crouch under solid cover (desk, table, or doorway).
- D. Cover head with arms, protect face.
- E. Remain calm.
- F. Avoid exposed wires, pipes, or other hazards.
- G. Assess the situation when shaking has stopped. If safe, get way from structures.
- H. Activate Catapult System if possible.
- I. Evacuate quickly and calmly.
- J. Designate staff to verify building evacuation if safe to do so.
- K. Take note of absent/injured.
- L. Administer first aid and call 911 as necessary.
- M. Do not re-enter building until damage safety is assessed.**
- N. If known, disconnect electrical controls and turn off gas.
- O. Send an automated phone call to students' families.

#### Outside Building:

- A. Move away from structures, power lines.
- B. Be prepared for aftershocks.
- C. Report to pre-determined assembly areas if possible.
- D. Do not enter building until damage/safety is assessed.

District Action:

- A. Activate District Emergency Plan.
- B. Maintenance will organize and assess damage, secure utilities in cooperation with local and governmental agencies.
- C. Maintenance will lead recovery effort.

**Utility: Major System(s) Failure**  
**Gas, Electric, Phone, Water**

Site Action:

**Power Failure:** Contact District Office. Send an automated phone call to students' families if necessary.

**Downed Power Lines:** Evacuate area and keep clear. Contact District Office. Send an automated phone call to students' families if necessary.

**Broken Gas Main:** Contact District Office. Treat as chemical spill. Send an automated phone call to students' families if necessary.

**Main Phone Failure:** Use nearest operational phone (cell phone). Contact District Office. Send an automated phone call to students' families if necessary.

**Water Services Disruption:** Discontinue use of water facilities. Contact District Office. Send an automated phone call to students' families if necessary.

District Action:

Dispatch appropriate Maintenance personnel to site.

Establish emergency communications as necessary.

Coordinate emergency response from Transportation, Food Services, etc.

Act as liaison with utility companies.

## Emergency Contact Numbers

Use 911 for emergency services 24/7

Yolo County Sherriff's Office at 530-666-6612

Kathy Wright Superintendent Community Relations	707-374-1711
Ken Gaston Maintenance, Transportation, Operations Environmental Services Communications	707-430-1334
Holly Pauls Angela Patin Health Services	916-417-1121 916-417-0352
Ray Camacho School Site Utilities Location Water, Power, Gas	916-997-1821
Maria Elena Becerra Carina Palafox Psychological Services Crisis Intervention Team Mental Health Services Coordinators	916-207-6737 916-270-5129
Gabriel Espinoza at Datapath Technology Services	209-481-7794
Yolo County Sherriff's Office Non-emergency Line Emergency Planning/Crisis Response Safe School Office	530-6685280

**All students are subject to all school rules, including the dress code and behavior expectations, from the time they leave home in the morning until they arrive back home directly after school (including riding the bus).**

**Arrival and Departure times:**

- We provide student supervision starting at 7:30am. Students are to be seated in their classroom ready to learn at 8:15am, or they will be considered tardy to school and to class. If tardy, students need to report to the office for an admit slip
- DHS and CMS are grades 7-9 and 10-12 schools, and accordingly has a closed campus\*. If you need to pick-up your child before 3:12 p.m. (2:02 p.m. on Wednesdays; 1:05 p.m. on Minimum Days), a note must be given to the office by for appropriate action. You may also call the school office to give notice of picking up your child early. You (the parent or guardian) will need to personally sign the office log before leaving with your student.
- Students are dismissed at 3:12 p.m. to go home or to take the bus. (2:02 p.m. on Wednesdays; 1:05 p.m. on Minimum Days). Students must leave the campus as soon as school is dismissed or go to their after-school activities; all those who walk home, or ride bicycles, should leave the school grounds and go directly home immediately after the last class of the day.
- Parents are encouraged to drop off and pick up their students on Netherlands Road. Do not park or wait in the bus loading area. Quick drop offs or pickups are allowed when buses are not present. Parents are urged not to make a u-turn on Netherlands to drop off or pickup their student as this causes an unsafe situation and it increases traffic on Netherlands.

**Closed Campus:** Students shall not leave the school grounds at any time during the school day without written permission of their parents/guardians. Students who leave school without proper authorization shall be classified truant and subject to disciplinary action. Parent must personally sign out in the office before a student leaves campus for any reason (See Board Policy 5112.5).

**Tardy:** Instruction begins at 8:15 a.m., and students must be in their classrooms ready to learn when the 8:15 bell rings. Students will receive consequences for tardies to school and from class to class. Possible consequences include lunch detentions, after school detentions and parent teacher conferences.

\*California Education Code 48260 (a) classifies as Truant any student who is tardy, without a valid excuse, for more than 30-minutes on three occasions in one school year.

**Messages to students:** Please make arrangements with your child about after school plans prior to them leaving for school in the morning. We do not deliver messages to students except in true emergencies.

**Passes:** All students are expected to have a pass or a specific visible item from the teacher when leaving a classroom during scheduled class time, or when leaving the office. Students may not leave the room during the first or last ten minutes or the last ten minutes of the class period. Parents are to register in the office and have a visible pass on them while on campus.

**Buses:** Riding the bus to and from school is a privilege. Students who do not follow bus rules may be cited by the bus driver and may lose their bus privileges. The transportation department has the authority to deny a child transportation privileges for disciplinary reasons. ***If a student receives a third Bus Conduct referral in a semester, the student will be suspended from the bus for a week. School rules still apply on the bus. Consequences may be issued for infractions on the bus.*** DHS AND CMS does not accept notes from parents to have students ride a different bus than they are assigned.

**Bicycles/Helmets:** California law **mandates** that a person under 18 years of age shall not operate a bicycle, or ride upon a bicycle as a passenger, upon a street, bike way, or any other public bicycle path or trail unless that person is wearing a properly fitted and fastened helmet that meets bicycle helmet standards. Students should walk bikes on sidewalks around school. Students are to walk their bikes at all times while on campus. A bicycle parking area is not provided on school grounds. If a student plans to ride a bike to school, he/she should notify the front office. Skateboards are not allowed to be ridden on campus. Students may lock leave the skateboard in the office during the day.

**Dress Code:** Student dress should be comfortable, practical, non-distracting and free of hazard or reason to cause a student embarrassment or create a disruption in the school program\*. All students must adhere to the Dress Code policy for **ALL** academic, extra-curricular, and social functions at school or sponsored by the school; they are as follows:

1. Pants are to be in good repair (no holes or rips above finger length) and worn at the waist. Belts are to be worn appropriately.
2. Shorts or skirts need to be longer than finger-length when arms are straight at your side. Swimming trunks, cutoffs, short shorts or short skirts are not allowed.
3. Pajamas, blankets or bedroom slippers are not appropriate wear for school.
4. All shirts or blouses must have a shoulder strap width of at least two inches. Tank tops, off the shoulder or low-cut tops, bare midriffs, and clothing that in any way reveals underclothing are not acceptable dress for school and are banned.
5. Clothing, jewelry, backpacks, and other personal articles shall be free of writing, pictures or any other insignias, which are crude, vulgar, profane, or sexually suggestive. Clothing may not have gang references, drug, alcohol or tobacco advertising, promotions or likenesses, and may not advocate racial, ethnic, or religious prejudices. For safety reasons, no spiked collars, or chains are to be worn around the neck or other areas of the body.
6. Wearing any gang symbols such as handkerchiefs, hanging suspenders, hairnets, jewelry, jackets, clothing, red or blue shoelaces, beads or devices associated with group intimidation or gang affiliation are strictly prohibited.
7. Oversized T-shirts (Tall-tees), and oversized pants are not appropriate wear for school and are banned.
8. Hats, caps, hoods, scarves, sunglasses, or other head coverings shall not be worn indoors. Cap brims are to be worn facing forward.
9. State law requires that students wear shoes at all times. Tennis shoes must be worn for P.E. Slip-on shoes (without heel straps) may not be worn. Platform shoes and high heel (over 2 inches) are considered unsafe and should not be worn.
10. Long earrings or large hoop earrings can be unsafe and should not be worn at school. Rings may be worn, but those that can be used as a weapon will be confiscated and appropriate disciplinary measures will follow.

**\*Students wearing inappropriate attire or footwear will be sent to the office and asked to call a parent. Students will be given the opportunity to change clothing if available at the site, or request the parent to bring a change of clothing or footwear. Special considerations can be made with the discretion of the administration after a parent conference.**

**Harassment:** DHS and CMS maintain a strict policy prohibiting harassment of students because of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, physical or mental disability or association with a person or group with one or more of these actual or perceived characteristics, or any other basis. Physical harassment often called "just playing around," includes actions such as pushing, poking, throwing things, play fighting, and similar activities. Verbal harassment includes remarks that are offensive, threatening, annoying, embarrassing, or which are used to spread rumors, hearsay, etc. Sexual harassment includes any behavior, either physical or verbal (this includes comments or jokes), that is sexual in nature, and which degrades, humiliates, or embarrasses another person. It includes behavior that may have been acceptable or laughed about in the past. All such harassment is unlawful. Violation of this policy by any student will result in disciplinary action, which may include suspension or expulsion.

**Bullying:** DHS and CMS maintains a strict policy prohibiting all forms of bullying; bullying is unlawful and will not be tolerated. No student shall through physical, written, verbal, or other means, harass, sexually harass, threaten, intimidate, cyberbully, cause bodily injury to, or commit hate violence against any other students or school personnel. Cyberbullying includes the transmission of harassing communication, direct threats, or harmful texts, sounds, or images on the Internet, social media or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

**What to do** if harassment or bullying occurs:

- **refuse** any engagement in the bullying
- **respond** to the conduct immediately in a way that clearly communicates the behavior is NOT wanted
- **report** it immediately to a staff member or responsible adult.

Ignoring bullying, or laughing at it, can be misinterpreted as supporting the behavior. Violation of this policy by any student may result in disciplinary action, which may include suspension or expulsion. (Please refer to BP 5131.2(a)).

A student found to have committed or attempted to commit a criminal sexual assault or battery will be referred for expulsion and to the police.

**Prohibited Items:** In an effort to provide a safe learning environment for all students on campus and on the bus, we prohibit certain items and activities. This list is not all-inclusive but contains those items that can potentially cause problems. These items will be confiscated and returned only to parents.

**Medication:** Parents / guardians must check with the School Secretary to arrange for the dispensation of prescription and over-the-counter medicine to students. All medicine must have specific instructions for use from a physician. Students must take all medications in the Main Office. All medications, including cough drops, aspirin, etc., must be kept in the school office and dispensed by school personnel.

**Telephone Usage:** The office phone is for business purposes and is not to be used by students unless there is an emergency. Forgetting homework is not an emergency. Please convey to your student all arrangements, and social plans before coming to school. **Cell phones** should be turned off and in students' backpacks during the school day. Cell phones may be confiscated by teachers and other staff



members if a cell phone is seen or heard without the express permission and instructions of the teacher to use the cell phone in class. If a phone is seen or heard in class, students will be expected to immediately give it to the teacher to be held for the remainder of the day. Phones can be picked up at the end of the school day in the DHS Principal's Office. After the first offense, a parent or guardian will be required to pick up the phone at the end of the day. DHS AND CMS will **NOT** be held responsible for the loss or damage of cell phones or any other electronic equipment or items brought to school.

**Library:** Students are not allowed in the library if not accompanied by a teacher or an instructional assistant. Loud talking is not appropriate or conducive to library study.

**Computer Use:** Computer and Chromebook use must be appropriate for school and adhere to the district technology protocols. Technology use is a privilege and any damage done to a Chromebook or computer on campus may result in student discipline and restitution for the damaged item. Fines will be assessed at the cost to replace the damaged part or the entire computer, if necessary.

**Extracurricular Activities - Eligibility Standards:** We are looking forward to an exciting year filled with many enriching activities. To be eligible to participate in extracurricular activities including school related excursions, team sports, drama, art, yearbook, and school clubs, each student must maintain the following standards:

1. Maintain good citizenship by following school rules as measured by not earning any suspension (including in-school suspensions) during the eligibility period.
2. Must not be failing more than one class.
3. Clear all debts (book loss, library fines, damage, etc.) 5 days prior to the event.
4. Attend all periods of the day on the day of the activity.
5. Maintain at least a 2.0 GPA during the previous Quarter.

**Student Council:** The purpose of the Student Council is to promote a closer relationship between faculty and students; make policy and determine appropriation of student funds; promote school spirit and involvement; represent the student body and demonstrate good leadership. Student Council officers are elected by the students in elections held at the start of the year. All officers must maintain a minimum grade point average of 2.0 during their year term and model good citizenship at all times.

**The student discipline code for DHS and CMS is contained in the Back-to-School packet for parents, as well as in the student planner issued to all students. To bring about student success, all students should follow all school rules. Restorative Practices\* are also implemented to foster positive changes in student behavior.**

\*The fundamental premise of restorative practices is that people are happier, more cooperative and productive, and more likely to make positive changes when those in positions of authority do things *with* them, rather than *to* them or *for* them. In schools, restorative practices have been shown to reliably reduce misbehavior, bullying, violence and crime among students and improve the overall climate for learning. The aim of restorative practices is to develop community and to manage conflict and tensions by repairing harm and building relationships.

# Delta High School

## Clarksburg Middle School

# COVID-19

# Reopening Plan

Hello Students and Families, Certificated and Classified Staff, and the Clarksburg Community! I am so excited to have our students back on campus. So many people have come together and have been diligently working to ensure that every student, staff member, and visitor to both of our schools will be safe, and to bring some normalcy back to our lives. The following information outlines all of the work that has been done behind the scenes to prepare for our reopening. However, please keep in mind that our plan can only be as effective as we make it! Please follow every procedure as outlined and don't forget to wear those masks! **Mask it up to stay open!!**

**Safety Starts at Home and at the Bus--For everyone!**

**Staff and students should begin the day by doing home checks!**

**STUDENT HOME CHECKS:** Families must take the temperature of their children daily before they leave their homes for school. Any child with a fever of 100.4 F° or higher must stay home. Parents should screen their children for respiratory symptoms such as a fever, cough and shortness of breath prior to leaving for school each day. The school nurses will provide parents with a quick reference guide for parents to use when screening their children. Students experiencing those symptoms must not attend school. You may use this code with your cell or computer to take you to our safety questionnaire--

**STAFF SELF-CHECKS:** Staff must perform a self-check of their health each day before arriving on campus by answering a series of Yes/No questions associated with known symptoms of the virus: temperature, cough, shortness of breath, and lacking taste and/or smell. They will also be asked to record their temperature daily.

**BUS STOP CHECKS:** Eligible bus riders will be screened for body temperature daily. Any child with a fever of 100.4 F or higher will not be allowed to board the school bus. If the sick child is 12 years old or younger, a parent or older sibling must take him/her home and consult with the doctor. If there is no family member available for the child, the bus driver will either place a mask on the child, seat him/her in an isolated seat on the bus and transport the child to the nearest school on the route, then place him/her in the care of the school nurse or principal.

**Yay! We've Arrived at School!**

**Please arrive at school at your designated arrival time; any earlier or later will affect traffic flow and the number of students/staff gathered in one area! Please follow the instructions of all staff members working at all outside drop-off areas. Please be considerate to our buses and yield to their entry/exit at all times.**

**ARRIVING TO CAMPUS**

<p><b>Staggered Arrivals*</b></p> <p><b>*Subject to change based on finalized transportation routes!</b></p>	<ul style="list-style-type: none"> <li>● Bus 1 and Students A-I             <ul style="list-style-type: none"> <li>○ 7:50</li> </ul> </li> <li>● Bus 2 and Students J-R             <ul style="list-style-type: none"> <li>○ 8:00</li> </ul> </li> <li>● Bus 3 and students S-Z             <ul style="list-style-type: none"> <li>○ 8:10</li> </ul> </li> </ul>
--	--

<b>Hybrid Class Schedule</b>		
<p><b>All Cohort Days at School</b></p> <p><b>Mon/Tues and Thurs/Fri</b></p>	<p>DHS</p> <p>1st Period: 8:15-9:30</p> <p>2nd Period: 9:40-10:55</p> <p>3rd Period: 11:05-12:20</p> <p>Lunch: 12:20-12:50</p> <p>4th Period: 1:00-2:15</p>	<p>CMS</p> <p>1st Period: 8:15-9:30</p> <p>2nd Period: 9:40-10:55</p> <p>Lunch: 10:55-11:25</p> <p>3rd Period: 11:35-12:50</p> <p>4th Period: 1:00-2:15</p>

<b>Online Wednesdays</b>  <b>One Schedule for ALL students at both schools</b>	Teacher office hours: 7:50-9:00  1st Period: 9:10-10:10  2nd Period: 10:20-11:20  School-wide Lunch: 11:20-11:50  3rd Period: 12:00-1:00  4th Period: 1:10-2:10  Staff Meeting: 2:15-3:15
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**STUDENT ENTRY POINT CHECKS:** School employees will serve as designated screeners for all students and non-employees at the designated entry points. Our screeners will use an infrared, non-contact thermometer. A temperature check will be conducted for all persons entering the campus. The maximum temperature for someone to be admitted to the campus is 100.3 degrees Fahrenheit. A person with a temperature of 100.4 degrees or higher will be sent home and advised to seek a medical doctor’s advice for being tested for Covid and quarantined. Symptomatic individuals must be symptom-free for 72 hours before they are allowed to return to the school’s campus. Students arriving to campus on district transportation will not be screened a second time.

The school nurses will provide teachers and staff with a quick reference sheet to use when a child appears to be sick or self-reports that he/she is not feeling well. The teachers and staff will follow the site-based protocols established by the school nurse for reporting the case of illness.

**DROP-OFF AND SCREENING LOCATIONS:**

All students, staff members, and visitors must wear face coverings in the appropriate manner from the time they exit their vehicle and while on campus. The mask needs to be placed over both the mouth and nose. **Mask it up to stay open!**

Every person to campus is expected to follow all directional signage. Directional arrows have been placed in all buildings and outside on the walking paths. For the most part, there is one way traffic only; please follow this signage! If you have questions or are unclear about anything, please call either school office.

**SCREENING**

All vehicles entering the school will enter at the middle entrance.

- **Students that are being dropped off in private vehicles** will enter and turn right to the screening area in front of CMS. Please do not exit your vehicle at this time. Please wait for a screener to approach the vehicle to get a temperature check and if clear, the student may exit; if not, the student continues home.
- **Students that are riding the bus** will exit at the designated drop-off area. These students should then follow signage to the correct campus/classroom area.

- **All high school drivers** will enter the middle entrance, turn left to follow the buses and stay in the lane closest to the cafeteria. A screener will approach to take a temperature check and please wait for your turn patiently. If cleared, turn right to the parking lot and please park as far away from the walking path as possible. If not cleared, please head home.

**Whew! We have made it to campus, and we all get to see each other in person! Woo-Hoo! What's Next??! No one has worked harder than our custodial staff to prepare for this opening. Please do not disturb the location of any desks in all classrooms, do not deface any signage, and follow all instructional arrows to the T. And don't forget. . .**

**Mask it up to stay open!**

### **STUDENTS ON CAMPUS**

Upon arriving on campus and clearing the screening, please proceed directly to your first period class, following all directional arrows, no matter how inconvenient they may seem. Remember, there are only half of you here everyday, so hallways and walkways won't be near as crowded! Lockers will not be available and have been taped off. Please do not remove the tape or use a locker.

### **IN CLASS**

All desks/seating areas have been spaced to allow for social distancing of 6ft. in all directions. Please do not move desks for any reason. Students will either choose or be assigned a seat and will sit in that seat for the remainder of the term. Students should bring all necessary school supplies that they will need for every class, as materials (pens, markers, rulers, calculators, etc.) cannot be shared at any time. Students are expected to sign in and sign out should they have to leave the room for any reason.

During class, all students and staff members will wear face coverings in the appropriate manner, covering nose and mouth. Doors and windows will be open throughout the class period to help with air circulation.

All classrooms/offices are equipped with a PPE kit to include: extra masks, disinfectant spray/wipes, hand sanitizer, tissues, and paper towels. At the end of the period, the teacher will spray every desk with disinfectant and the students will wipe down their desks before leaving the classroom. A passing period of 10 minutes has been allotted to accommodate for cleaning between periods and to allow students to use the restroom.

## **PASSING PERIODS**

Class has ended when the teacher has dismissed you; there will be no bells. Next, do your best to stay 6 ft. apart when walking around campus and sit accordingly to the maximum capacity of the room, lunch table, or lunch area. Wear a mask at all times and become familiar with the map outlining walking routes; enjoy the route, no matter how inconvenient you think it is! Remember, we are here to stay safe

## **LUNCH**

Lunch will be picked up in the cafeteria. There is a one-way walking traffic flow. Enter the cafeteria by the doors facing DHS, follow the arrows to the far right door to the kitchen, grab your lunch and head out the side door to the pavilion. Please comply with the maximum number of seating of 4 students per table. Students must wear a face covering immediately after eating and we will eat outside as much as the weather allows.

Outside eating locations:

- Picnic tables in the grass
- Quad area in front of DHS in a marked zone
- Grassy area outside of the cafeteria/band room closest to the parking lot

Inside eating locations:

- Teacher classrooms as allowed--TBD
- Media Center
- Computer labs in A building

## **RESTROOMS**

Please follow the maximum capacity per student allowed in the bathrooms (2 students at a time). Please respect the areas that have been closed off: sinks, toilets, urinals. Bathrooms will not be open during class time. Should an emergency arise, the office will be notified and will help out. There will be adults monitoring the restroom capacity.

The restrooms available are:

- CMS bathrooms
- Science/Ag Building bathrooms

## **CAMPUS VISITORS**

Should a parent/guardian need to come on campus, we will require the use of a face covering and a health screening prior to entering any school facilities. Please wait at marked entrances for staff to take your temperature and to ask the health screening questions.

## Facilities and Supplies

### Supplies:

Need	Plan
Soap and paper towels for all restrooms	All restrooms are stocked with soap and paper towels.
Hand sanitizer for each room on campus and common areas on campus	Hand sanitizer has been delivered to every classroom. When sanitizer is running low, let the office know and more will be delivered immediately.
Tissues for each room on campus	Tissues have been delivered to every classroom. When tissues are running low, let the office know and more will be delivered immediately.
Cleaning and disinfection supplies	Disinfectant and paper towels have been delivered to every classroom. When products are running low, please let the office know and more will be delivered immediately.
Face Coverings	Each classroom has been stocked with extra face coverings.  When running low, please let the office know and more will be delivered immediately.  Campus staff have extra masks as well.  State will replenish stock every two months.
Door Stops	Door stops will be delivered to every classroom. If you do not see yours, alert the office as soon as possible. Teachers are asked to prop open doors during passing periods to lessen chances of students touching the door. Doors may be left open during class to encourage air circulation.
Arrow Signs	Arrow stickers are placed in hallways to guide students and are painted on walkways. Please follow directional signage.
Enter/Exit Here Signs	Enter and exit signs are placed on buildings and directions should be followed when students or staff move around campus.

**Facilities:**

<b>Need</b>	<b>Plan</b>
Ensure students are able to sit socially distanced (6' + apart) and that all desks face the same direction.	Classroom furniture has been placed utilizing social distancing guidelines. Teachers should designate where students will sit. Please do not move furniture without contacting the office first.
Physical guides, such as tape on floors to guide movement and promote social distancing.	Red arrows for travel Table limitation posted Grass areas for eating identified
Student desks and high touch areas in all classrooms will be thoroughly cleaned each night by the night custodial team.	
Throughout the school day, the day custodian will be frequently checking and cleaning restroom facilities.	This cleaning is in addition to the nightly deep cleaning performed by the night custodial staff.



## Daily Home Screening for Students

*Parents: Please complete this short check each morning and report your child's information [INSERT YOUR SCHOOL REPORTING INSTRUCTIONS] in the morning before your child leaves for school.*

### SECTION 1: Symptoms

If your child has any of the following symptoms, that indicates a possible illness that may decrease the student's ability to learn and also put them at risk for spreading illness to others. Please check your child for these symptoms:

<input type="checkbox"/>	Temperature 100.4 degrees Fahrenheit or higher when taken by mouth
<input type="checkbox"/>	Sore throat
<input type="checkbox"/>	New uncontrolled cough that causes difficulty breathing (for students with chronic allergic/asthmatic cough, a change in their cough from baseline)
<input type="checkbox"/>	Diarrhea, vomiting, or abdominal pain
<input type="checkbox"/>	New onset of severe headache, especially with a fever

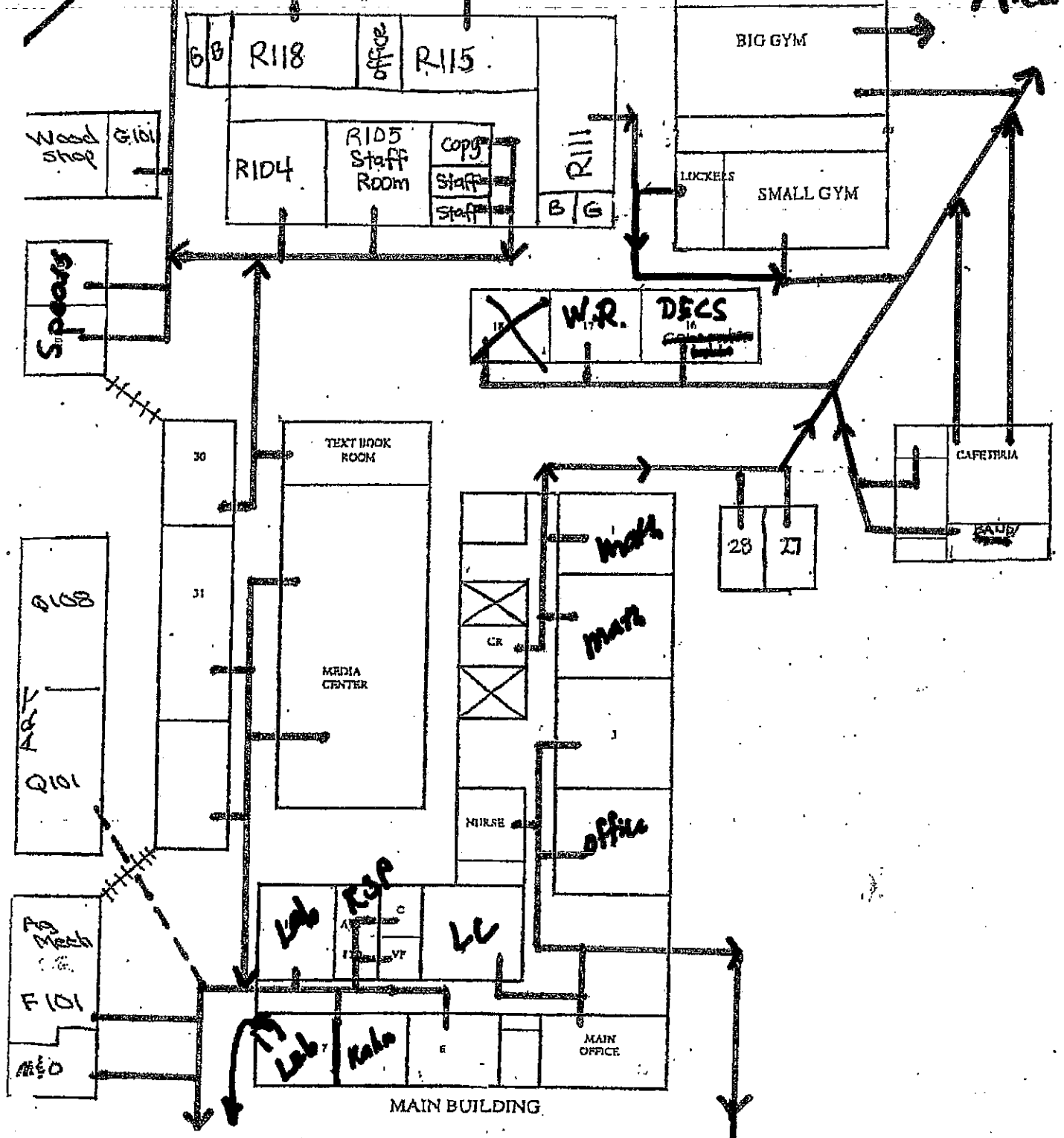
### SECTION 2: Close Contact/Potential Exposure

<input type="checkbox"/>	Had close contact (within 6 feet of an infected person for at least 15 minutes) with a person with confirmed COVID-19
<input type="checkbox"/>	Traveled to or lived in an area where the local, Tribal, territorial, or state health department is reporting large numbers of COVID-19 cases as described in the <a href="#">Community Mitigation Framework</a>
<input type="checkbox"/>	Live in areas of high community transmission (as described in the <a href="#">Community Mitigation Framework</a> ) while the school remains open

Area 2  
(football field)

(Baseball Field)  
Area 3

DELTA HIGH SCHOOL MAP



Area 1  
(Front lawn)

# DHS/CMS Remote Learning Schedule

## MTThF

Per 1	8:15a – 9:45a
Per 2	9:53a – 11:23a
<b>CMS Lunch</b>	<b>11:23a – 11:53a</b>
Per 3 DHS	11:31a – 1:01p
<b>DHS Lunch</b>	<b>1:01p – 1:31p</b>
Per 3 CMS	12:01p – 1:31p
Per 4	1:39p – 3:12p

## Wed

8:15a – 9:30a
9:38a – 10:53a
<b>10:53a – 11:23a</b>
11:01a – 12:16p
<b>12:16p – 12:46p</b>
11:31a – 12:46p
12:53p – 2:02p

## Mini Day Schedule

Per 1	8:15a – 9:18p
Per 2	9:26a – 10:29a
<b>CMS Break</b>	10:29a – 10:44a
Per 3	10:52a – 11:55a
Per 3 DHS	10:37a – 11:40a
<b>DHS Break</b>	11:40a – 11:55a
Per 4	12:03p – 1:05p

# **River Delta Unified School District**

***Bates Elementary School***

***180 Primasing Avenue***

***Courtland, CA 95615***

**[www.bates.riverdelta.org](http://www.bates.riverdelta.org)**

## **COMPREHENSIVE SCHOOL SAFETY PLAN**

Prepared by Emergency Preparedness Committee

Emergency Preparedness Committee

**Maria Elena Becerra, Principal**

**Approved by Site Council on: September 28, 2020**

**COVID-19 Plan Included**



## RIVER DELTA UNIFIED SCHOOL DISTRICT

445 Montezuma Street  
Rio Vista, California 94571-1651

(707) 374-1700 Fax (707) 374-2995

[www.riverdelta.k12.ca.us](http://www.riverdelta.k12.ca.us)

## BOARD OF EDUCATION

***2020-2021***

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Kathy Wright

### **Coordinator, Emergency Planning/Crisis Response**

Kathy Wright

# TABLE OF CONTENTS

<b><u>Title</u></b>	<b><u>Page Number (s)</u></b>
<b>Comprehensive School Safety Plan</b>	<b>4-13</b>
• School Safety Strategy 1	6
• School Safety Strategy 2	7
• School Safety Strategy 3	8
• School Safety Strategy 4	10
• School Safety Strategy 5	11
• School Safety Strategy 6	13
<b>School Emergency Plan</b>	<b>14-29</b>
• Disaster Preparedness Job Assignments	15-16
• Emergency Preparedness Staff Groups	17
• Assembly Areas for Evacuations	18
• Utilities Cut-off Locations	18
• Emergency Signals	19
• Bomb Threat	19
• Hazardous Matter	20
• Levee Break	21
• Water/Food Contamination	22
• Fire Procedures	23-25
• Fire Drill/Lockdown Schedule	26
• Harmful Intruder (Lockdown)	27
• Earthquake	27
• Major System Failure	28
• Emergency Contact Numbers (District Level)	29
<b>Emergency Operations Chart (Teams) and Responsibilities</b>	<b>30-38</b>
• Team Members	30
• Incident Commander Duties	32
• Communications Team Duties	33
• First Aid/Mental Health Crisis Team	34
• Light Search and Rescue Team	35
• Emergency Assembly Area Team	36
• Reunification Team	37
• Site Team (Security, Utilities, Sanitation & Shelter)	38
<b>Debriefing Summary</b>	<b>39</b>
<b>Emergency Response Team Log</b>	<b>40</b>
<b>RDUSD Guidelines for Disciplinary Actions</b>	<b>41-54</b>

**COVID-19 Safety Plan**



# Bates Elementary School

## Comprehensive School Safety Plan – 2020-2021

### **Introduction**

Safe schools are orderly and purposeful places where students and staff are free to learn, teach, and work without the threat of physical and psychological harm. Bates Elementary School promotes educationally and psychologically healthy environments for all children and youth. Bates Elementary School recognizes that there are comprehensive broad factors directly related to a safe school environment such as the school programs, facilities, staff, parents, students and the community. Bates Elementary School further recognizes that safe school practices make major contributions to academic and school improvement efforts. Although keeping children safe requires a community-wide effort, schools are an important piece of the undertaking. Bates Elementary School's efforts and goals are illustrated below which broaden the safety planning and incorporate an expansive range of strategies and programs in the school safety plan.

### **School Profile**

Bates Elementary School is a K-6 school with 124 students currently enrolled (2019-2020). The ethnic makeup of the pupil population is 95.16% Hispanic/Latino and 4.84% White/Caucasian. In addition, 61.09% English Language Learners, 79.03% if LEP (EL and selected RFEP), 38.71% of our school population is in the Migrant Education Program, 4.84% of Special Education and 91.13% of socio-economically disadvantaged. A couple pupils have recently arrived from a foreign country while others have been born and raised here. Our district is unique, in that it covers three counties: Sacramento, Solano, and Yolo, and over 500 square miles along the Sacramento River. Bates Elementary includes students living in Courtland and Clarksburg. The school is in Courtland, which is located along CA State Route 160 and the Sacramento River. Our staff is well known within the community.

Experienced staff is dedicated to challenging all students to their highest potential. Bates Elementary School prides itself on maintaining a safe school. The school works with the Sacramento County Sheriff's Department to help with disciplinary or safety issues regarding the students. Bates Elementary School is committed to creating the safest possible environment for students and staff.

### **School Crime Status and Reporting**

While bullying is a serious issue that is addressed at Bates Elementary School, it does not make for the bulk of discipline referrals. The majority of referrals are for students disrupting the learning environment. Most staff members handle classroom discipline issues within their classroom management plan.



### **Description of School Grounds**

The school site is a closed campus in an “open-field”, rural environment. The buildings have multiple doors, including emergency exit doors. There is a large playfield for sporting activities located along the south side of the school, as well as behind the school. Although portions of this area are fenced in, the parking area and front office area is very accessible to the public. Classroom doors remain open, but locked, with a quick door shut mechanism to close the door quickly. During the school day, staff members and the principal provide campus supervision. Identified problem areas receive increased supervision to reduce discipline, crime, or other school safety concerns. It is the practice of Bates Elementary School to remove any graffiti from school property before pupils arrive to begin their school day, and other acts of vandalism are promptly addressed.

### **Maintenance of School Buildings/Classrooms**

The school's physical facility is maintained and well-kept. District personnel periodically examine the school's physical facility and help eliminate obstacles to school safety. Additionally, health and fire department inspectors contribute to school safety. There are entrance alarms and motion sensors placed in strategic locations monitoring movement around campus. These alarms and sensors are linked directly to the alarm service company and Sacramento County Sheriff's Department. The classrooms are monitored for safety and appearance by the administration and individual classroom teachers. The pupils are encouraged to take pride in the appearance of the school.

### **Internal Security Procedures**

Bates Elementary School has established procedures in the following areas: California Safe School Assessment (CSSA) reporting procedures, suspension and expulsion procedures, and alignment with the district discipline policies. Bates Elementary School maintains a copy of the district's sexual harassment policy in the main office/principal's office, and the policy is available on request. The District's Sexual Harassment Policy contains dissemination plans, applicable definitions, reporting requirements, investigation procedures, enforcement regulations, and information related to suspension and/or expulsion for sexual harassment of or by pupils. Additionally, a notice summarizing this sexual harassment policy appears in the *District Parent & Student Handbook*. The parent-student handbook is distributed at the beginning of each school year to all parents and pupils. Included in this Safe School Plan is a school map established by the School Site Council indicating safe entrance and exit areas for pupils, parents and school employees.

To ensure the safety of pupils and staff, all visitors to the campus shall register immediately upon entering any school building or grounds when school is in session and when students are present and be issued a visitor badge. District employees not assigned to Bates Elementary School shall wear appropriate identification badges while on campus conducting business.

Discipline procedures shall focus on finding the cause of problems and working with all concerned to reach the proper, lawful solutions. The school's discipline plan begins at the classroom level. Teachers shall use a visible classroom management plan to communicate classroom rules, promote positive pupil conduct, and reduce unacceptable conduct. Appropriate consequences are administered based on the seriousness of the pupil's misbehavior. Pupil conduct standards and consequences for Bates Elementary School are specifically described in this Comprehensive School Safety Plan including: (a) the adopted school discipline rules and procedures, and (b) District Disciplinary Guidelines. Site administration contributes to a positive school climate, promote positive pupil behavior, and help reduce inappropriate conduct. The principal/designee uses available district and other appropriate records to inform teachers of each pupil identified under E.C. 49079. Law enforcement is contacted and consulted to help maintain and to promote a safe and orderly school environment. Bates Elementary School employees comply with all legal mandates, regulations, and reporting requirements for all instances of suspected child abuse. This section of the Comprehensive School Safety Plan will describe strategies in place at our school as well as strategies and programs of our school site council for continued improvement in providing a safe, orderly, school environment conducive to learning.

**School Safety Strategy #1:**

***Positive pupil interpersonal relations are fostered by teaching social-personal skills, encouraging pupils to feel comfortable assisting others to get help when needed and teaching pupils alternative, socially appropriate replacement responses to violence, including, but not limited to problem solving and anger control skills. When appropriate, staff members will make referrals to recognized community agencies, and/or counseling, and/or mental health resources in the community to assist parents and students with prevention and intervention of issues. The school uses a variety of methods to communicate to pupils, parents, and the greater community that all children are valued and respected.***

□ **Preventing and Intervening: Pupil Aggressive Behavior**

Pupil Aggressive Behavior and Bullying. Creating a safe school requires having in place many preventive measures for children's mental and emotional problems. School can reduce the risk of violence by teaching children appropriate strategies for dealing with feelings, expressing anger in appropriate ways and resolving conflicts. Positive Action is the curriculum that is used in grades K-6 that helps to reduce student aggression. Bates Elementary School uses a comprehensive approach to school violence prevention. When pupils display, in their school career, unwanted behavior and aggressive tendencies, the following measures may take place: teacher observation, teacher communication with student, parent or guardian, disciplinary referrals to office, principal communication with student, teacher, parent or guardian, referral to School Counselor, referral to county agencies (CPS or Sacramento County Sheriff), referral to District Nurse, referral to mental health

organization (Rio Vista CARE), hold a Student Study Team (SST) meeting with student, teacher, and family.

□ **Mental Health Programs**

The staff of Bates Elementary School shall identify students in need and bring forth the student and the family to the school's student study team. The staff of Bates Elementary School shall implement the EDCR Incident Crisis Response Plan for "suicide" in cases where a student exhibits specific characteristics. In incidences of possible suicide, school/district psychologist or police crisis response units shall be contacted. Rio Vista CARE counseling services have been made available to students upon referral.

□ **Professional Development**

The River Delta Unified School District provides professional development for teachers, parents, and community members. Amongst the goals of such programs are to help others establish and nurture a healthy sense of self confidence and self control, to develop personal and social responsibility, and to enhance academic success.

**School Safety Strategy #2:**

***Procedures, programs and strategies used to help eliminate problems of bias or unfair treatment of pupils by staff and by peers because of ethnic group, gender, race, national origin, social class, religion, disability, sexual orientation, physical appearance, color, ancestry, parental status, or other relevant characteristics. The school provides a way for each pupil to safely report and, be protected after reporting, troubling behaviors that the pupil thinks may lead to dangerous situations, such as potential school violence.***

□ **Nondiscrimination and Fair Treatment of Pupils**

A major source of conflict in many schools is the perceived or real problem of bias and unfair treatment of students because of ethnicity, gender, race, social class, religion, disability, nationality, sexual orientation, physical appearance, or some other factor. Effective schools convey the attitude that all children can achieve academically and behave appropriately, while at the same time appreciating individual differences. Effective schools communicate to students and the greater community that all children are valued and respected.

In order to maximize the successful education of all students, and help them become productive citizens and lifelong learners in a diverse society, all individuals including student, parents, staff, and community members:

- Shall be treated with dignity, respect and fairness;
- Shall encourage and maintain high expectations;
- Shall model an appreciation for socio-economic, cultural, ethnic, gender and religious diversity; and
- Shall contribute to an environment of mutual respect, caring and cooperation.

Students, parents, staff and community members shall join together to share a sense of belonging and take pride in our schools, facilities and programs through participation and cooperation in support of the education of all students.

A copy of the Parent Student Handbook is provided to each parent/student annually or upon enrollment. This handbook includes information pertaining to student rights to physical safety, to the protection of personal property, to respect from adults, and to be free of discrimination on the basis of gender, race, color, religion, ancestry, national origin, ethnic group, marital or parental status, physical or mental disability, sexual orientation or the perception of one or more of such characteristics. The District's policies on nondiscrimination and sexual harassment support these protections and serve to promote the fair treatment of all children.

□ **Discipline Policy and Code**

Effective and safe schools, develop, and consistently enforce, school-wide rules that are clear, broad-based, and fair. School safety can be enhanced by the development of a school-wide disciplinary policy that includes a code of conduct, specific rules and consequences that can accommodate student differences on a case-by-case basis when necessary. Discipline consequences should be commensurate with the offense, should be written, applied in a nondiscriminatory manner, and accommodate cultural diversity. Direct teaching of social problem solving and social decision-making is now a standard feature of effective drug and violence prevention programs.

Bates Elementary School uses both classroom and school-wide discipline codes that clearly communicate the behavioral expectancies and consequences for pupils. Bates Elementary School has developed plans to promote positive behaviors in the classrooms, lunchroom, and playground.

**School Safety Strategy #3:**

***Bates Elementary School's administrators, teachers, families, pupils, support staff, and community members recognize and make appropriate use of the early warning signs related to violence, substance abuse, and other at-risk concerns.***

□ **Crisis Intervention and Disaster Planning**

The staff of Bates Elementary School shall increase school safety by evaluating and addressing serious behavioral and academic concerns. Weapons (on campus and in the community), bomb threats, explosives, fights, natural disasters, accidents, and suicides call for immediate, planned action, and long-term, post-crisis intervention. Planning for such contingencies reduces chaos and trauma.

Bates Elementary School benefits from the District's Earthquake Disaster Crisis Response Plan (EDCR). The EDCR Plan includes information on how to respond to

a crisis. Risk factors, response and contingency plans, quick response designs, parent contacts, debriefing, suicide/threat response, violence/aggression response and training/drills to become aware of warning signs are among the areas addressed.

□ **California Safe Schools Assessment**

Bates Elementary School participates in the California Safe Schools Assessment. Data is collected, reported, and reviewed on all crimes committed on the school campus. Bates Elementary School recognizes that a safe school continually assesses its progress by identifying problems, collecting information regarding progress toward solutions, and by sharing this information with students, families, and the community at large.

□ **Teacher Notice of Disciplinary History**

Local law enforcement shall assist in providing to the administration of Bates Elementary School information on each pupil who has: (1) during the previous three school years, engaged in any suspendable or expellable act (except E.C. 48900 (h)) or (b) committed a crime reported to the District by a family member, local law enforcement, Probation Department or social services. This information is used to develop awareness, assigning appropriate discipline consequences, help in allocating resources, and is a factor in determining which services are provided to the pupil or recommended to the parent/guardian. Teachers are made aware of a student's disciplinary history.

□ **Alternative Programs**

Research has shown that effective alternative programs can have long-term positive results by reducing expulsions and court referrals. Bates Elementary School has access to an Independent Study Program, and a "Home-Hospital Study Program" and may make a referral to the Office of Child Welfare and Attendance for placement in one of the programs offered through the Sacramento County Department of Education. These alternative programs, when matched to a pupil's needs, can produce positive outcomes.

□ **Drug and Violence Prevention Programs**

The goals of the district's Drug Alcohol and Tobacco Education Program and other related community program include providing all K-12 pupils with a comprehensive drug and violence prevention program and providing all pupils in grades four through eight with a comprehensive tobacco use prevention education. Each year in late October, Bates participates in a drug, alcohol, and tobacco awareness week.

□ **District Attorney Referral**

Bates Elementary School recognizes the importance of punctuality and regular attendance. The staff of Bates Elementary School shall accurately record the attendance record for all students. Parents of students with poor attendance will be contacted. Students with poor attendance due to medical issues will be referred to the school nurse. Should attendance problems continue, official action is to be taken, which could result in a referral to the School Attendance Review Board or a

referral to the Sacramento County District Attorney's Office with a request for prosecution of the parent and/or the student.

☐ **Megan's Law Notification**

The staff of Bates Elementary School shall receive Megan's Law Sex Offender Information from local law enforcement and that information shall be communicated with the public so that the information can be used to protect students and families. Megan's Law provides the public with photographs and descriptive information on serious or high risk sex offenders residing in California who have been convicted of committing sex crimes and are required to register.

**School Safety Strategy #4:**

***Plan(s) and method(s) are available to identify isolated and troubled pupils, help foster positive relationships between school staff and pupils, and promote meaningful parental and community involvement.***

☐ **Parent/Guardian Involvement**

Staff members in effective and safe schools make persistent efforts to involve parents/guardian by: informing them about discipline policies, procedures, and rules, and about their children's behavior, both desirable and undesirable; involving them in making decisions concerning school-wide disciplinary policies and procedures; and encouraging them to participate in prevention programs, intervention programs and crisis planning.

Bates Elementary School:

- Effectively involves the School Site Council.
- Effectively involves the School PTA.
- Notifies parents about and encourages participation in parent training programs.
- Has established a school visitation procedure.
- Provides Wednesday Messenger information to parents.
- Uses the School Accountability Report Card to disseminate information.
- Provides several opportunities for Teacher-Parent conferences.
- Maintains effective classroom and behavior policies.
- Provides opportunities for input through chats with the Principal.

Each classroom is arranged to help prevent aggressive behavior. High traffic areas are free of congestion. Pupils are in full view of the teacher so the teacher can easily monitor students' behavior. Teaching materials and student supplies are readily accessible to minimize student-waiting time. Seats are arranged so students can easily see instructional presentations, interact with peers, and to reduce the opportunity for off-task behavior.

☐ **Parent Training: Promoting the Use of Community Resources**

Bates Elementary School advocates for the provision of community resources to help maximize the development of positive behavior and the suppression of

antisocial behavior. Such training promises to maximize the parent's contribution to academic excellence and noteworthy social-development.

□ **Problem Solving Teams**

School communities can enhance their effectiveness by identifying factors that result in violence and other problem behaviors. Building collaborative problem-solving teams are essential to successful prevention and intervention with aggressive behavior. Bates Elementary School utilizes a student study team (SST) to help address issues of problem behavior. These problem-solving efforts bring together school staff, parents, and when appropriate, involved community-based agencies and the pupil. The goal is to help identify, clarify, analyze and resolve issues concerning pupil, educational and familial concerns. The student study team is flexible enough to address individual problems and school-wide matters.

□ **Community Linkages**

When working with parents and students with specific issues, the staff at Bates Elementary School will provide information to the families regarding available community and/or District resources. The staff of Bates Elementary School shall work closely with recognized local city, county and state agencies.

**School Safety Strategy #5:**

***Specific employees use unique strategies to promote school safety.***

□ **Administrative Positions**

Schools can enhance physical safety by monitoring the surrounding school grounds- including landscaping, parking lot, and bus stop area. Pupils can also be a good source of information. Peers often are the most likely group to know in advance about potential school violence.

Bates Elementary School employs a principal whose job is designed to help increase school safety, prevent prohibited offenses, and promote positive student relationships. The principal has developed procedures to monitor the school campus, the surrounding areas, and have designated safe entrance and exit routes to school. Furthermore, recognizing that pupils are often the first to know of dangerous plans or actions, the principal at Bates Elementary School makes himself available for a pupil and/or parent to safely report troubling behaviors that may lead to dangerous situations. When it comes to school safety, pupils are taught not to keep secrets. Effective relationships between the principal and pupils help initiate appropriate investigations, help staff learn of suspects in school offenses, and help collect important knowledge about community conflicts that may have an impact on school safety. School employees are considered disaster service workers and are subject to disaster service activities assigned to them (Government Code 3100).

□ **Campus Disturbances and Crimes**

Bates Elementary School recognizes that campus disturbances and crimes may be

committed by visitors and outsiders to the campus. Several steps have been taken to protect the school, staff, and pupils from safety threats by individuals visiting the campus area. Some of these steps include visible night-time lighting, locking gates to the interior school campus, and a resident custodian living on campus. In addition, disputes often occur because of parental custody disputes. The staff of Bates Elementary School will maintain in the student's record custody documentation provided by families and will request assistance from local law enforcement and the Office of Child Welfare and Attendance as needed. If an emergency were to occur, the situation would be assessed by administration.

□ **Visitors and Disruptions to Educational Process**

Bates Elementary School is aware of the laws, policies and procedures which govern the conduct of visitors to the school campus and issues visitors a badge when on campus. Bates Elementary School uses continuing efforts to minimize the number of campus entrance and exit points used daily. Access to school grounds is limited and supervised on a regular basis by individuals such as the administration, teachers and staff familiar with the student body. Campus traffic, both pedestrian and vehicular, flows through areas that can be easily and naturally supervised. Delivery entrances used by vendors are also checked regularly.

To ensure the safety of pupils and staff and avoid potential disruptions, all visitors to the campus must register immediately upon entering any school building or grounds when school is in session.

Bates Elementary School has established a visible means of identification for visitors while on school premises (i.e. tag). Furthermore, the principal or designee may direct an individual to leave school grounds, or leave a field trip, if he/she has a reasonable basis for concluding that the person is committing an act that is likely to interfere with the peaceful conduct of school activities or that the person has entered the campus, or joined a field trip, with the purpose of committing such an act.

Bates Elementary School, when appropriate, exercises the authority to remove a visitor or outsider from the campus. Law enforcement is immediately contacted for individuals engaging in threatening and disruptive conduct, including disturbing the peace.

Bates Elementary School's notice and removal system establishes sufficient documentation for civil law remedies as needed. For continuing disruptive behavior by a visitor or outsider, Bates Elementary School shall contact the district office to determine whether to file for a temporary restraining order and injunction.



## **School Safety Strategy #6:**

***At Bates Elementary School, effective procedures will be followed to maintain a safe physical school site.***

### **□ Enhancing Physical Safety Practices**

Schools can enhance physical safety by adjusting traffic flow patterns to limit potential for conflicts or altercations. Schools can enhance physical safety by having adults visibly present throughout the school building. This includes encouraging parents to visit the school. The town of Courtland has installed speed bumps approaching Bates, which reduces the speed of traffic. Additionally, when students are dismissed at the end of the school day, at least one employee is outside, helping to direct students to the bus.

Schools can enhance physical safety by conducting a building safety audit in consultation with the Office of Child Welfare and Attendance and/or law enforcement. Recent safety audits of Bates Elementary School, has identified the following:

- Bates Elementary School operates a closed campus. Pupils will not be allowed to leave campus, during school hours, without being picked up by a custodial parent/guardian or designee.
- Bates Elementary School has an alarm system with motion sensors.
- Bates Elementary School has set a priority to keep buildings and grounds clean and maintained.
- Bates Elementary School keeps trees and shrubs closely trimmed to limit outside hiding places for people or weapons.
- Bates Elementary School keeps the school grounds free of gravel or loose rock surfaces.
- Bates Elementary School maintains proper levels of ground bark or rubber in the student playground areas.
- Bates Elementary School ensures vehicle access around the building(s) for night surveillance and emergency vehicles.
- Bates Elementary School keeps a complete list of staff members who have keys to building(s).
- Bates Elementary School does not allow graffiti to remain on walls. The procedure involves following the three “R’s” after discovery of graffiti: read, record (i.e. photograph or videotape), and remove. Inflammatory graffiti is removed immediately upon discovery.
- Bates Elementary School has established two-way communication between the front office and each classroom, including school system phones, cell phones, and two-way radios.

**Bates Elementary School**

**SITE EMERGENCY PLAN**

**Supplement to School Safety Plan**

Amy Cage – Member  
Mallory Brown – Member  
Carina Palafox – Member  
Ruth Crisantos – Member and SSC President  
Lidia Flores Villanueva – Member  
Teacher Vacant – Member  
Maria Elena Becerra – Principal

**Approved by:**

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**Principal**

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**Site Council President**

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**Date**

\_\_\_\_\_

**Date**

# Bates Elementary School

## Disaster Preparedness Job Assignment Sheet

Name	Assignments
Kathy Wright, Superintendent	Coordinates with media and local agencies.
Maria Elena Becerra, Principal	Serves as <b>Incident Commander</b> for the emergency until it is resolved or assumed by the Superintendent. Coordinates with local agencies and support services. Checks teacher's lounge, classrooms, and restrooms in main building. Serves as Communications Director. Establishes communications with the District Office, monitors and supports on-site wire and non-wire line communications. Provides information to the District for media briefings, provides parents with information, and relays information to outside emergency response agencies.
Rita Martin, Secretary	Under the supervision of the principal, serves as the <b>Director of Operations</b> as it relates to staff, pupil safety and welfare. Checks the Main Office, restrooms in the Office and Cafeteria/Gym building. Works first aid to assure the safe transport of any injured. Responsibility for all attendance matters / early released students / late arrivals / visitors on campus / staff absences. Give directions and monitors student/parent release process. Acts as Medical Director when Nurse is not on site. Supervises immediate medical needs of students and staff. Works with corresponding agencies to address issues of medication, illness and injury.
Carina Palafox, Counselor	Coordinates the distribution of emergency supplies and related services. Checks Computer Lab, both locker rooms, and the stage.
Ray Camacho, Head Custodian	Serves under the direction of the principal, as <b>Damage Control Coordinator</b> , inspects utilities for leaks, shut off utilities, assesses usability of buildings, clears debris, deals with initial fire suppression, and works closely with rescue personnel when they arrive. Directs emergency vehicles and checks any portable restrooms, all hallways, and all utility rooms and closets. Searches rooms for trapped or injured persons. Tags any area where a fatality is located and report the location to the Director of Operations.

Report to Damage Control Coordinator any known or suspected hazards.

Luis Lopez, Custodian

Serves under the direction of the principal, as ***Damage Control Coordinator in absence of Head Custodian***, inspects utilities for leaks, shut off utilities, assesses usability of buildings, clears debris, deals with initial fire suppression, and works closely with rescue personnel when they arrive. Direct emergency vehicles and checks any portable restrooms, all hallways, and all utility rooms and closets. Searches rooms for trapped or injured persons. Tags any area where a fatality is located and report the location to the Director of Operations.

Teachers

Responsibility to take attendance and report absentees to Director of Operations. Keep students calm, assist the Director of Operations with monitoring student/parent release process. Check their own classroom, ensuring that all doors are closed and windows covered.

# Bates Elementary School

## Emergency Preparedness Staff Groups

The staff groups are arranged by classroom locations. The teacher names in *italics print* and with an asterisk\* are in charge of reporting attendance from their group to the Director of Operations via wire line or assigned non-wire line resources (cell phone and/or two-way radios).

Everyone in a staff group is responsible to assist in compiling attendance and directing students to a safe location. They are to keep the students together until released to their parents or until given further directions from the Incident Commander.

### **Team 1 - Main Office/Conference Room/Gym**

*Rita Martin\**  
Holly Pauls  
Randall Viers  
Cafeteria (Gym)

### **Team 2 – North Wing of Main Building**

*Amy Cage (Room 1)\**  
Gina Chaffin (Room 2) Mallory  
Mallory Brown – ASP (Room 3)  
Lucia Becerra – ASP (Room 3)  
Diann Torgeson (Room 4)

### **Team 3 – South Wing of Main Building**

Stephan de la Rosa (Room 7)\*  
Desiree Fernandez- ASP  
(Room 8)  
Lisa Posnick (Room 11)  
Shane Cooper (Floating)

### **Team 4 – Middle Classrooms**

*Mazie Bird (Room 14)\**  
Lisa Mitchell (Room 13)  
Carina Palafox (Room 15)  
Counseling Intern (Room 16)  
Dianna Tejeda – ASP (Room 5)  
Jessica Contreras - ASP (Room  
6)  
After School Staff– ASP (Room 16)  
Pooja Umesh– (Speech Room)

# DESIGNATED ASSEMBLY AREA FOR EVACUATIONS

## Primary Locations

Staff and students will assemble on the assigned locations: Grades K-4: Lower Grade Blacktop Area, Grades 5-6, Office/Gym: Upper Grade lawn area. Students will form lines with their classmates accompanied by their classroom teacher. If the campus needs to be evacuated entirely, students and staff will travel from their assigned locations on either the north or south side of the school grounds to the **Courtland Auditorium**.

## Alternative Safe Location

If the campus needs to be evacuated entirely, and the Courtland Auditorium is unavailable, students and staff will travel from their assigned locations to the **Moke/CDS building**.

## Basic Evacuation Procedures

### *Things To Keep In Mind*

1. Our primary goal is the safety of the students as well as ourselves.
2. Each incident is unique and each of us will have to act accordingly.
3. Each of us needs to have a plan that allows for options.
4. We must be familiar with the plan and we must practice the plan.
5. When you evacuate your room;
  - a. Take all your personal belongings.
  - b. Take your emergency attendance list, with student phone numbers. Be able to communicate where you are, who is with you, and who is not with you.
  - c. Take your personal cell phone and your two-way radio (walkie-talkie)
  - d. Take a first aid kit if you have one.
  - e. Keep your students together.
  - f. Expect the worse.
    - i. A fire alarm might be set off by an armed intruder.
    - ii. You might think the student parking lot is safe and be the victim of a car bomb.
  - g. Do not leave a student with severe disabilities or a student in a wheelchair unattended at any time.

## UTILITIES CUT-OFF CHART

<u>Utility</u>	<u>Area</u>	<u>Location</u>	<u>Action</u>
<b>Electricity</b>		Custodial Room (Single door), Room between student restrooms in South Hallway, Book Room, Ms. Cage's Room (wall), Ms. Cage's Boiler Room closet, Kindergarten Boiler Room closet, North Hallway (wall), Closet near restrooms on North Hallway	Shut off breakers
<b>Gas</b>		Propane tank outside on South-East side of school	Shut off main valves
<b>Water</b>		Well behind Moke/CDS building (MAIN), South Hallway (on floor), Front entrance valve, Floor Water valve in North Hallway, Green Box in front courtyard ground	Shut off main valves

## GENERAL INFORMATION/SIGNALS

If a life threatening or pending disaster occurs, the site administrators or designee will first: Contact the Superintendent and then the District Contingency Center. The site administrator will take appropriate emergency action to save lives and mitigate the effects of the disaster by accomplishing the following:

- A. Lead students/staff to safety.
- B. Communicate with parents and authorities.
- C. Render appropriate first aid.
- D. Maintain students/staff morale.

### BASIC EMERGENCY SIGNALS – INTRUDER, EARTHQUAKE, CHEMICAL SPILLS, EVACUATION

Emergency signals generally will be electronic. Other means of communication may be used, such as a whistle, bull horn or voice. There are two emergency signals that should remain standard in emergency situations:

**TAKE COVER – Signal: Public System announcement via School Intercom and/or Walkie-Talkie.** Find nearest safety shelter. Take cover, lock doors, and windows. Cover windows if possible, stay away from windows and light fixtures. Wait for further instructions. Some situations which may use this signal are:

- A. Harmful intruder
- B. Earthquake
- C. Chemical spills

**EVACUATE – Signal: Fire Bell.** Leave building quickly and in orderly fashion. Use posted exit routes, primary or alternate (on room wall). Assemble in pre-determined assembly area or where directed.

### BOMB THREAT

Site Action (Staff member receiving bomb threat):

- A. Gather as much information about the caller/source as possible.
- B. Write down exact responses to questions.
- C. Note voice (sex, age, tone, emotion) and background sounds.
- D. Let source do as much talking as possible.
- E. Ask specific questions-when, where, who (name), what, why, how.
- F. **Do not touch or remove any suspicious objects.**

Site Administrator or designee:

- A. Assess Information.
- B. Determine whether or not to evacuate building (s) / premises.
- C. Notify appropriate law enforcement of event and action.
- D. Direct volunteer teams to conduct rapid search of predetermined areas.
- E. **No one is touch or remove any suspicious object(s).**
- F. If item is found, evacuate area to a minimum of 300 feet.

- G. Secure area. Notify appropriate authorities (District Office).
- H. Do not use radio devices.**
- I. Re-enter only upon authorities' direction.
- J. If evacuation is ordered, carry out similar to fire drill and go to the far corner of school blacktop.
- K. Keep appropriate document (report) of event.

Teacher Action:

- A. Stay with class and take roll, note missing/absent or injured student.
- B. If not with class, report to site administrator.
- C. Do not allow students to touch/remove any suspicious object(s).**
- D. Do not use radio or electrical devices.**

## **HAZARDOUS MATTER / CHEMICAL SPILL**

A chemical spill could be a potentially life-threatening disaster whether from a spill or chemical(s) on school grounds, or more likely, from an overturned truck, or boat close to the school's grounds. Winds may carry fumes rapidly. Notification warning from fire/police departments may or may not precede the spill effects. Take the following actions:

Site Action:

- A. Be cautious.**
- B. Do not attempt to smell, touch or taste any material.**
- C. Do not be hasty in action. Assess possible harm first.**
- D. Site administrator/manager determines whether the students/staff should leave or set up a shelter-in-place.
- E. When signaled, move calmly and orderly to shelter-in-place assembly area. Generally, this site will be predetermined. The shelter should offer maximum protection from airborne chemical effects. Tape windows and doors. Shut off heaters and air conditioning.
- F. If spill is limited to ground contamination, secure area (barricade) and keep personnel away.
- G. Call 911 for emergency assistance.
- H. If evacuation is ordered, move quickly calmly, orderly **UP** (uphill, upwind, upstream) to lessen exposure possibilities. Render first aid as necessary.
- I. Notify Superintendent, Chief Business Officer, and Director of Maintenance and Operations.
- J. Do **NOT** return to contaminated site until direction from a competent authority is given.
- K. Log any incident. Keep written report, records.

District Action:

- A. Coordinate emergency support of site, students, and personnel.
- B. Maintenance will assist in response appropriate.
- C. Superintendent or District Contingency Center will handle all media contacts.



## **EMERGENCY EVACUATION PROCEDURES – LEVEE BREAK ON SACRAMENTO RIVER**

### **Levee Failure on East Side of River**

- North Levee Failure (*beyond Hood*) – Evacuate to South. Bus from Bates to Walnut Grove Elementary. Parents pick up students at WG.
- North Levee Failure (*1+ mile from Courtland to Hood*) – Evacuate to South. Bus from Bates to Walnut Grove Elementary. Parents pick up students at WG.
- North Levee Failure (*within a mile of Courtland*) – Determine location of break from Fire Department. High ground is the boardwalk in front of Courtland Market. Load buses there and evacuate to South. Bus from Bates to Walnut Grove Elementary. Parents pick up students at WG. If levee break is in Courtland proper, we find the highest location at the school site.
- South Levee Failure (*within a mile of Courtland*) – Water will flow south. May need to evacuate to boardwalk in front of Courtland Market and load buses there. Evacuate to North. Bus from Bates/Courtland Market to Clarksburg Middle School/Delta High School. Parents pick up students at CMS/DHS.
- South Levee Failure (*1+ mile from Courtland*) – Assess situation. Most likely no evacuation needed. Water will flow south. If necessary, evacuate to North. Bus from Bates to Clarksburg Middle School/Delta High School. Parents pick up students at CMS/DHS.

### **Levee Failure on West Side of River**

Most likely, no need to evacuate. Keep students who live on west side of river wait in Bates cafeteria until picked up by parents.

## **WATER CONTAMINATION/FOOD CONTAMINATION**

### **Water**

Site Action:

- A. If water contamination is suspected or has been verified, the site administration or designee will instruct teachers/managers to move students/staff away from drinking fountains or sinks.
- B. Do not utilize or drink contaminated water.**
- C. Notify Maintenance.

District Action:

- A. Dispatch Maintenance personnel to the scene.
- B. Arrange for potable water as required.
- C. Notify Water Quality Control Board.
- D. Notify utility or appropriate county health agency.

### **Food**

An incident of food-related poisoning is defined as a cluster of individuals who report indicative symptoms following the consumption of food items from a common source.

Site Action:

- A. If food poisoning is suspected, the site administrator or designee will issue an order to cease all food service operations.
- B. Notify Food Services Supervisor, who will take appropriate measures.
- C. Refer all suspected food poisoning cases to site administrator or designee, or in critical cases, **call 911** and report the incident.
- D. Notify Superintendent.

District Action:

- A. Notify County Health Department.
- B. Dispatch Food Services Supervisor.
- C. Keep the Superintendent and appropriate personnel informed of all activities.

## **FIRE**

### Site Action:

- A. Evacuate area according to posted evacuation routes.
- B. Shut doors.
- C. Call 911.**
- D. Give exact address, location, directions to fire.
- E. Have someone prepared to meet response vehicles/personnel to direct.
- F. If no phone, send messenger to school office.
- G. Extinguish all small fires, if safe.
- H. Keep all students/staff away from area.
- I. Assemble in determined fire drill assembly area.
- J. Take roll and notify site administrator/manager of absent/injured students, staff.
- K. Do not re-enter building until directed to do so by authorities or bell system.**
- L. Notify Superintendent.
- M. Report **ALL** fires to maintenance.
- N. Leave fire scene undisturbed pending investigation. This is essential!**

### District Action:

- A. Dispatch Maintenance to fire emergency.
- B. Maintenance Director, Maintenance Supervisor, Chief Business Officer and Superintendent will coordinate with local authorities and agencies (fire, police, utility, etc).
- C. Secure area for investigation, clean-up and repair.

## **PROCEDURES FOR FIRE ALARM/DRILL DURING LUNCH/RECESS**

### **FOR STUDENTS:**

- If students are on either of the **playgrounds** (or anywhere outside the classroom) and the fire alarm is heard, they are to follow the instructions of the Yard Supervisors and walk to the previously identified safety area that they normally go to with their class during fire drills. *4<sup>th</sup> Grade students are the exception. Because they are already on the Upper Grade playground at recess, they will stay there and line up with their class next to the 5<sup>th</sup> and 6<sup>th</sup> grade students.* Students are to wait with their classmates for their classroom teacher or other school personnel to arrive and check the students in the class. Students are NOT to try to re-enter the school building.
- If students are in the **cafeteria** when the fire alarm is heard, they are to follow the instructions of the Cafeteria Workers and leave their food/lunch box on the tables, and walk outside with the cafeteria workers to the previously identified safety area that they normally go to with their class during fire drills. Students are to wait with their classmates for their classroom teacher or other school personnel to arrive and check the students in the class.
- If students are in the **bathroom/hallway** when the fire alarm is heard, they are to exit the school through the nearest exit (or follow the instructions of any adults still in the building) and walk toward the previously identified safety area that they normally go to with their class during fire*

*drills. Students are to wait with their classmates for their classroom teacher or other school personnel to arrive and check the students in the class.*

### **FOR TEACHERS:**

- If teachers are in the **staff room** when the fire alarm is heard, they are to go out the back door of the staff room and walk to the previously identified safety area that they normally go to with their class during fire drills. Teachers are to identify which students from the class, if any, are not lined up with the class in the safety area.
- If teachers are in their **classrooms** when the fire alarm is heard, they are to take their walkie-talkie and their class list with them out the emergency exit of the classroom and walk to the previously identified safety area that they normally go to with their class during fire drills. Teachers are to identify which students from the class, if any, are not lined up with the class in the safety area.
- If teachers are **off-campus** and return to the school while a fire alarm is ongoing, they are to walk to the previously identified safety area that they normally go to with their class during fire drills and assume responsibility for their students. Teachers are to identify which students from the class, if any, are not lined up with the class in the safety area.

### **FOR YARD SUPERVISORS:**

- If a fire alarm is heard during a recess, yard supervisors are to direct all students to the previously identified safety area that they normally go to with their class during fire drills. It is imperative that yard supervisors ensure that students DO NOT go back into the building when the fire alarm is heard. If necessary, yard supervisors are to keep all students together with them until teachers or other school personnel arrive and help divide the students into their classes.

### **FOR CAFETERIA PERSONNEL:**

- If a fire alarm is heard while students are in the cafeteria, the cafeteria worker(s) are to ensure that all ovens/heating equipment are turned off and then orderly gather the students in the cafeteria and lead them to the previously identified safety area that corresponds to their grade level. It is imperative that cafeteria personnel ensure that students DO NOT go back into the school building when the fire alarm is heard. For students K-3, cafeteria personnel will lead them along the fire road to the back playground and for students 4-6, cafeteria personnel will lead them out the side cafeteria door to their safety areas. If some students from K-3 are with students from 4-6, or vice-versa, all students will stay together with cafeteria personnel. Students will be identified through the administration check of each class and reporting by cafeteria personnel.

### **FOR SECRETARY:**

- If a fire alarm is heard during a recess, the school secretary is to take with her any students who are in the office or nurse's office, her walkie-talkie, and a copy of class lists (with phone numbers) out with her as she goes to her previously identified safety area during fire drills. She is to allow use of her walkie-talkie to other school personnel as a means of communicating with teachers or administration.

### **FOR OTHER SCHOOL STAFF:**

- If a fire alarm is heard during a recess, staff is to take their walkie-talkie with them, and follow the emergency route to the previously identified safety area of the school. If staff sees any students, parents, or volunteers inside the building on their way to the safety area, they are to have those individuals go with them to the identified safety area.

### **FOR ADMINISTRATOR:**

- If a fire alarm is heard during a recess, the administrator is to take with him/her a copy of class lists (with phone numbers) and his/her walkie-talkie and do a visual check of the interior of the school before going to the safety areas. The administrator will communicate with the teacher of each class (or appropriate other school personnel) to determine the location of the students of each class. When all is safe and clear and all students are accounted for, the administrator will ensure that the “all clear” bell is sounded and students may return to their class. *In case of an actual fire, it is the responsibility of the administrator to communicate with emergency personnel the status of the school and persons at the school. If the administrator is not on campus, it is the responsibility of the Teacher-In-Charge to do the duties of the administrator.*

### **FOR CUSTODIAN:**

- If a fire alarm is heard during a recess, the custodian is to take his/her walkie-talkie and do a visual check of the interior of the school before going to the safety areas. For fire drills, the custodian is responsible for informing the alarm company of the drill, turning on the fire alarm, receiving “all clear” report from administration, turning off the fire alarm, sounding the “all clear” bell, and resetting the alarm.

## **2020-2021 FIRE DRILL / LOCKDOWN SCHEDULE**

**Per Board Policy 3516**

***The principal shall also hold fire drills at least once a month at the elementary level, four times every school year at the intermediate level, and not less than twice every school year at the secondary level. (Education Code [32001](#)).***

**2020-2021 LOCKDOWN DRILL SCHEDULE – We will conduct Fire Drills monthly and follow Social Distancing Protocols**

<b>SEMESTER</b>
<b>Fall</b>
<b>Spring</b>

## **CRIME SCENE/HARMFUL INTRUDER/ABDUCTION OR HOSTAGE**

### **Site Action:**

If a crime scene is imminent, institute "Lockdown"  
Shut and lock doors, windows, secure entrances, pull drapes.

### **Call 911**

1. Instruct all students, staff to remain inside until given further direction by law enforcement authorities.
2. Evacuate calmly and quickly ONLY after being directed to do so by Police or competent authorities.
3. Notify site administrator who will contact Superintendent.
4. Remain calm and alert.
5. In a critical incident, DO NOT evaluate or judge; DO listen to suspect, DO allow a suspect to ventilate.
6. Log information-write down as much as possible about incident, suspect, situation, and timing.
7. Isolate area if possible.
8. Refer all media and parents to District Contingency Center.

### **District Action:**

1. Set up District Contingency Center and other emergency measures as necessary.
2. Support and coordinate legal authorities.
3. In attempted abduction, Superintendent or designee will notify other schools in area and direct a "Parent Alert Notice" to students at affected school.

## **EARTHQUAKE**

### **Site Action:**

Warning may be when the earth begins to shake: a warning signal may not be possible.  
This may require putting site emergency plans/teams into action.

#### **Inside Building:**

1. Follow "Duck and Cover" routine, (Drop, Cover, Hold).
2. Stay away from windows, overhead fixtures, falling items.
3. Crouch under solid cover (desk, table, or doorway).
4. Cover head with arms, protect face.
5. Remain calm.
6. Avoid exposed wires, pipes, or other hazards.
7. Assess the situation when shaking has stopped.
8. Evacuate quickly and calmly.
9. If safe, get away from structures.
10. Take note of absent/injured and assist as directed.
11. If known, disconnect electrical controls and turn off gas.
12. Notify Superintendent and Maintenance.

#### **Outside Building:**

1. **Do not re-enter building until damage safety is assessed.**
2. Move away from structures, power lines.
3. Be prepared for aftershocks.
4. Report to pre-determined assembly areas if possible.

**District Action:**

1. Activate District Emergency Plan
2. Maintenance will organize and assess damage, secure utilities in cooperation with local and governmental agencies.
3. Maintenance will lead recovery effort.

**UTILITY: MAJOR SYSTEM(S) FAILURE, GAS, ELECTRIC, PHONE,  
WATER**

**Site Action:**

**Power failure:** Contact site administrator who should notify Maintenance and appropriate community agency.

**Downed Power lines or broken gas mains:** Evacuate area away from and upwind from leaks. Do not touch or move any power lines. Call Maintenance and appropriate utility company.

**Main phone failure:** Use nearest operational phone (pay phone, cell phone, residence). Call Superintendent's office.

**Water services disruption:**

Discontinue use of water facilities.

Contact Maintenance.

**District Action:**

Dispatch appropriate Maintenance personnel to site.

Establish emergency communications as necessary.

Coordinate emergency response from Transportation, Food Services, etc.

Act as liaison with utility companies.



## Emergency Contact Numbers

**RDUSD Emergency Services - 911 (24 hours a day)**

**Kathy Wright – Superintendent – 707-374-1711**

**Ken Gaston - Maintenance Department – 707-430-1334**

**Health Services – 916-417-1121 (Holly Pauls), 916-417-0352 (Angela Patin)**

**Ken Gaston - District Bus Transportation – 707-430-1334**

**School Site Utilities Location (water, power, gas) – 916-997-1821 (Ray Camacho)**

**Psychological Services Crisis Intervention Team – Maria Elena Becerra – 916-207-6737 Carina Palafox – 916- 823-6312 Wk Cell or 916-270-5129**

**Emergency Planning/Crisis Response, Safe School Officer - 916-874-5115 Sac County Sheriff NON-Emergency Line**

**Mental Health Services Coordinator – Maria Elena Becerra – 916-**

**207-6737 -Carina Palafox – 916-270-5129**

**Community Relations – 707-374-1711 – Kathy Wright**

**Environmental Services – 707-430-1334 – Ken Gaston**

**Communications – 707-430-1334 – Ken Gaston**

**Technology Services – Gabriel Espinoza, Datapath – 209-481-7794**

## Emergency Operations Chart

POSITION	ACTION REQUIRED	RESPONSIBLE STAFF
<b>Incident Commander</b>	Direct and coordinate all emergency operations. Assign staff role adapting for absentees or injuries. Credential emergency personnel.	<b>1. Principal, Maria Elena Becerra</b> <b>2. Teacher in Charge, Lisa Posnick / Greg Davis</b>
<b>Communications Team</b>	Coordinate external communications to other schools, district, media and relay official communications from Incident Commander to staff, students, parents and public.  (Superintendent speaks to media.)	<b>1. Rita Martin</b> <b>2. Gina Chaffin</b> <b>3. Stephan de la Rosa*</b>
<b>First Aid / Mental Health Team</b>	Ensure that all first aid supplies are up-to-date, available, and properly administered.	<b>1. Holly Pauls</b> <b>2. Amy Cage</b> <b>3. Ray Camacho*</b> <b>4. Carina Palafox</b>
<b>Light Search and Rescue Team</b>	Coordinate light search and rescue operations, inform Incident Commander of fires and put out small fires.	<b>1. Ray Camacho</b> <b>2. Luis Lopez</b> <b>3. Carina Palafox</b>
<b>Reunification Team:</b>	Receive parents and reunite them with their children at the Reunion Gate.	<b>1. Diann Torgeson</b> <b>2. Carina Palafox</b> <b>3. Alicia Nolasco</b>
<b>Emergency Assembly Area Team</b>	Account for all students. Supervise. Check periodically. Assist with locating and reunification. Implement buddy system for use of restrooms and other assistance.	<b>1. Lisa Posnick</b> <b>2. Gina Chaffin</b>
<b>Site Team</b> Security, Utilities, Sanitation & Shelter	Secure campus, direct parents to reunion gate, check and shut off utilities as necessary, provide sanitation and shelter sites.	<b>1. Ray Camacho</b> <b>2. Luis Lopez</b> <b>3. Rita Martin</b> <b>4. Mallory Brown</b> <b>5. Lucia Becerra</b>

# **BATES ELEMENTARY SCHOOL**

## **EMERGENCY TEAM DUTIES AND RESPONSIBILITIES**

<b>INCIDENT COMMANDER</b>	<b>PAGE 32</b>
<b>COMMUNICATIONS TEAM</b>	<b>PAGE 33</b>
<b>FIRST AID/MENTAL HEALTH CRISIS TEAM</b>	<b>PAGE 34</b>
<b>LIGHT SEARCH AND RESCUE TEAM</b>	<b>PAGE 35</b>
<b>EMERGENCY ASSEMBLY AREA TEAM</b>	<b>PAGE 36</b>
<b>REUNIFICATION TEAM</b>	<b>PAGE 37</b>
<b>SITE TEAM</b>	<b>PAGE 38</b>
<b>DEBRIEFING SUMMARY</b>	<b>PAGE 39</b>
<b>EMERGENCY RESPONSE TEAM LOG</b>	<b>PAGE 40</b>

## **Incident Commander**

**LOCATION: BATES ELEMENTARY SCHOOL OFFICE, COURTLAND AUDITORIUM\* (If Bates is not available)**

*The Incident Commander (IC) is responsible for directing emergency operations and shall remain at the Command Post to observe and direct all operations. The IC will normally be the school principal, assistant principal or their designee. In the absence of the normal IC, anyone may assume the duties of the IC until someone more qualified can take over.*

### **PROCEDURES:**

1. Report to incident Command Center.

### **RESPONSIBILITIES:**

1. Begin and end emergency response.
2. Assess type and scope of emergency.
3. Determine threat to human life and structures and need for outside assistance.
4. Set up command post.
5. Set up and coordinate emergency assignments as needed for:
  - a. Accounting for all students and staff
  - b. Communications with District Office, Internal Communications, and External communications with media
  - c. Campus security/Utilities Team, First Aid/Crisis Team Leader, Search & Rescue Team Coordinator
  - d. Reunification Team at Reunion Gate, Support to Site Team with Resources and Volunteers, and Sanitation, Nutrition and Shelter
6. Direct Communications Team and initiate all official messages to district office, staff, students and parents.

### **SUPPLIES/EQUIPMENT:**

1. Table, chair, desk supplies
2. Sets of Master keys
3. Walkie-talkies
4. Portable PA system
5. AM/FM Portable Radio
6. Notebook containing the following items:
  - a. Faculty/Staff Roster
  - b. Master Student Roster
  - c. Copies of every team's duties
  - d. School Emergency Operations Chart
  - e. School Information Map
  - f. Emergency Response Team Log

## **Communications Team**

**LOCATION: BATES ELEMENTARY SCHOOL OFFICE, COURTLAND AUDITORIUM\* (If Bates is not available)**

*Communications Team will assist Incident Commander with external and internal communications as needed.*

### **PROCEDURES:**

1. Bring class out and take roll.
2. Complete and turn in "Drill/Emergency Status Report".
3. Sign-off at Incident command Center.

### **RESPONSIBILITIES:**

1. Support Incident Commander by facilitating and delivering communications.
2. Set-up public address system.
3. Use Blackboard Connect (All call system), cell phone short messages, walkie-talkies, messengers and any other means needed to communicate between school, emergency services and district office as needed. Will also relay official communications from IC to staff and students in assembly area, and parents and public as needed.

### **SUPPLIES/EQUIPMENT:**

1. Paper
2. Cell phone
3. Clip Board
4. Pens
5. Walkie-Talkies

## **First Aide/Mental Health Crisis Team**

LOCATION: **BATES ELEMENTARY SCHOOL OFFICE, COURTLAND AUDITORIUM\* (If Bates is not available)**

### **PROCEDURES:**

1. Bring class out and take roll.
2. Complete and turn in "Drill/Emergency Status Report".
3. Sign-off at Incident command Center.

### **RESPONSIBILITIES:**

1. Set up first aid area in a safe place.
2. Secure first aid supplies.
3. Coordinate Search and Rescue Teams.
4. Determine need for medical assistance.
5. Administer first aid as needed.
6. Keep record of types of injuries and aid provided.
7. Mitigate emotional trauma.
8. Keep log of students that need follow-through and referrals.

### **SUPPLIES/EQUIPMENT:**

6. Table, chair, desk supplies
7. First aid supplies
8. Walkie-talkie
9. Stretchers
10. Blankets
11. Wheelchair
12. Set of A-M, N-Z notebooks with individual emergency forms (Forms to be given to paramedics as requested.)
13. Notebook containing the following items:
  - a. School Emergency Operations Chart
  - b. School Information Map
  - c. Emergency Response Team Log to be used as First Aid Roster

## ***Light Search and Rescue Team***

**LOCATION: BATES ELEMENTARY SCHOOL OFFICE, COURTLAND AUDITORIUM\* (If Bates is not available)**

### **PROCEDURES:**

1. Bring class out and take roll.
2. Complete and turn in "Drill/Emergency Status Report".
3. Sign-off at Incident Command Center

### **RESPONSIBILITIES:**

#### **Search and Rescue Team Coordinator:**

1. Mobilizes Search and Rescue Teams.
2. Maintains contact with Incident Command Center.
3. Receives list of missing/unaccounted students.
4. Checks with Search & Rescue Teams for missing students.

**Search and Rescue Teams will do the following during the first 15-20 minutes after an earthquake/disaster:**

1. 3-member teams search assigned areas; other team members stay with Search & Rescue Coordinator for support.
2. Locate and quickly move victims to a safe location.
3. Spend no more than one minute with each found victim.
4. Record location of victim on Emergency Response Team Log.
5. Report findings to Search & Rescue Team Coordinator.
6. Other Search & Rescue Team Members are dispatched to areas where needed, only after receiving reports on initial search from all Search & Rescue Teams.

### **SUPPLIES/EQUIPMENT:**

1. Master keys.
2. Walkie-talkies.
3. Search & Rescue backpack.
4. Notebook containing the following items:
  - a. School Emergency Operations chart.
  - b. School Information Map.
  - c. Emergency Response Team Log.

## ***Emergency Assembly Area Team***

**LOCATION: BATES ELEMENTARY SCHOOL OFFICE, COURTLAND AUDITORIUM\* (If Bates is not available)**

### **PROCEDURES:**

1. Bring class out and take roll.
2. Complete and turn in "Drill/Emergency Status Report".
3. Remain at Assembly Area on the Main Yard.

### **RESPONSIBILITIES**

#### **TEAM LEADER:**

1. Bring class out and take roll.
2. Complete and turn in "Drill/Emergency Status Report".
3. Implements "buddy" system with neighboring teachers/staff.
4. Help runners locate students being picked up and direct them to the "Reunion Gate".

#### **OTHER STAFF:**

1. Evacuate classrooms using predetermined routes to Assembly Area.
2. Take roll and report class/group status to the Incident Command Center.
3. Supervise and reassure students throughout the duration of the emergency.
4. Conduct recreational and educational activities to maintain order and calm.
5. Provide water to help calm the students.

### **SUPPLIES /EQUIPMENT:**

1. Table, chair, desk supplies.
2. Gate keys.
3. Walkie-Talkie.
4. Student Emergency Information Cards (From Incident Command Center).
5. Clipboard with Release Procedures.
6. Student Release Request Forms (Blue Slips).
7. Record-keeping materials.
8. Master list of Students.
9. Runners (From Reunification or Communication Team)
10. Notebook containing the following items:
  - a. Evacuation Routes Diagram.
  - b. School Emergency Operations Chart.
  - c. School Information Map.
  - d. Emergency Response Team Log.



## ***Reunification Team***

**TEMPORARY LOCATION: COURTLAND AUDITORIUM, MOKE/CDS BUILDING\***

### **PROCEDURES:**

1. Bring class out and take roll.
2. Complete and turn in "Drill/Emergency Status Report".
3. Sign-off at Incident Command Center.
4. Get necessary supplies from the Emergency Supplies Bag.
5. Report to the Reunion Gate location by \_\_\_\_\_.

1 person organizes parents/crowd.
2 people have binders, A-M, N-Z
1 person is the runner

### **RESPONSIBILITIES:**

1. Establish a parent pick up area. (One line A-M, One line N-Z)
2. Confirm parent/student relationship with child. If not a parent, check emergency form for adults listed on the emergency release form in the binder. Do not release any child to an adult who is not listed on the form, without explicit permission from the parent.
3. Runner calls for students in line and sends them to Reunion Gate to be signed out by parent/guardian.(Runner is positioned between Reunification Area and Assembly Area.)
4. Reunite student with designated adult.

### **SUPPLIES/EQUIPMENT:**

1. Table, chair, desk supplies.
2. Gate keys.
3. Walkie-Talkie.
4. Record-keeping materials.
5. Master list of Students.
6. Notebook containing the following items:
  1. Faculty/Staff Roster.
  2. School Emergency Operations Chart.
  3. School Information Map.
  4. Emergency Response Team log.
7. Police Caution Tape
8. Pens

## ***Site Team (Security, Utilities, Sanitation, & Shelter)***

**LOCATION: BATES ELEMENTARY SCHOOL OFFICE, COURTLAND AUDITORIUM\* (If Bates is not available)**

*Personnel designated as Security Personnel will secure building and provide directions to parents to reunion gate, and emergency vehicles access through Emergency Gate.*

*The Security Team Leader will be responsible for school site, including shelter and sanitation.*

### **PROCEDURES:**

1. Bring class out and take roll.
2. Complete and turn in "Drill/Emergency Status Report".
3. Sign-off at Incident Command Center.

### **RESPONSIBILITIES:**

#### **Security Team Leader:**

1. IMMEDIATELY lock all external gates and doors – secure campus
2. Monitor gates and open for emergency vehicles, and direct first responders to area of need.
3. Post signs as needed.
4. Direct parents to the "Reunion Gate".
5. Check utilities and take action to minimize damage to school site.
6. Assess damage to site and report findings to Incident Commander.
7. Establish morgue area, if needed.
8. Work with the cafeteria and ICC to distribute resources such as water, food, power, radio telephones and sanitation supplies.
9. Seek help to create shelter and sanitation teams as needed.

#### **Cafeteria staff:**

1. Provide water and food for those people detained beyond meal times.

### **SUPPLIES/EQUIPMENT:**

1. Master Keys.
2. Walkie-Talkie.
3. Direction and information signs.
4. Supplies/equipment in emergency supply bin.
5. Notebook containing the following items:
  - a. School Emergency Operations Chart.
  - b. School Information Map.
  - c. Emergency Response Team Log.

## DEBRIEFING SUMMARY

**1. What went well?**

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**2. What did not go well?**

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**3. Changes Recommended for Next Time?**

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**4. Top Three Lessons Learned?**

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**5. Any Other Comments?**

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Retain a copy at school site to document response/assistance.

# BATES ELEMENTARY SCHOOL

## COVID-19

# Re-Opening Plan

### Policies and Procedures

**STUDENT HOME CHECKS:** Families are strongly encouraged to take the temperature of their children daily before they leave their homes for school. Any child with a fever of 100.4 F or higher must stay home. Parents should screen their children for respiratory symptoms such as a fever, cough and shortness of breath prior to leaving for school each day. The school nurses will provide parents with a quick reference guide for parents to use when screening their children. Students experiencing those symptoms must not attend school. We will provide a parent screen sheet to complete for students daily at home and turn in at the entry point.

**STAFF SELF-CHECKS:** Staff must perform a self-check of their health each day before arriving on campus by answering a series of Yes/No questions associated with known symptoms of the virus: temperature, cough, shortness of breath, and lacking taste and/or smell. They will also be asked to record their temperature daily.

**STUDENT ENTRY POINT CHECKS:** School employees will serve as designated screeners for all students and non-employees at the designated entry points at each school site. Our screeners will use an infrared, non-contact thermometer. A temperature check will be conducted for all persons entering the campus. The maximum temperature for someone to be admitted to the campus is 100.3 degrees Fahrenheit. A person with a temperature of 100.4 degrees or higher will be sent home and advised to seek a medical doctor's advice for being tested for Covid and quarantined. Symptomatic individuals must be symptom-free for 72 hours before they are allowed to return to the school's campus. In addition, students will turn in the parent screening form and staff will record the temperature and keep for data.

**BUS STOP CHECKS:** Eligible bus riders will be screened for body temperature daily. Any child with a fever of 100.4 F or higher will not be allowed to board the school bus. If the sick child is 12 years old or younger, a parent or older sibling must take him/her home and consult with the doctor. If there is no family member available for the child, the bus driver will either place a mask on the child, seat him/her in an isolated seat on the bus and transport the child to the nearest school on the route, then place him/her in the care of the school nurse or principal.

The school nurses will provide teachers and staff with a quick reference sheet to use when a child appears to be sick or self-reports that he/she is not feeling well. The teachers and staff will follow the site-based protocols established by the school nurse for reporting the case of illness.

## Students on Campus

Time	Plan
Schedule Progression	<ul style="list-style-type: none"> <li>● Instructional Schedule - See attachment</li> </ul>
Hybrid	<ul style="list-style-type: none"> <li>● A/B Cohorts - See Schedule attached               <ul style="list-style-type: none"> <li>○ Cohorts at Bates are not based on siblings joining the same cohort. The cohorts are created based on the grade levels. We have combination classes in grades K-5, so to make it work for our site, we have selected the cohorts based on grade levels.                   <ul style="list-style-type: none"> <li>■ One grade level per cohort.</li> </ul> </li> </ul> </li> </ul>
Arrival Times (Times may change)	<ul style="list-style-type: none"> <li>● Bus 1 and Students A-F               <ul style="list-style-type: none"> <li>○ 7:45 am</li> </ul> </li> <li>● Bus 2 and Students G-M               <ul style="list-style-type: none"> <li>○ 8:10 am</li> </ul> </li> <li>● Bus 3 and students N-Z               <ul style="list-style-type: none"> <li>○ 8:25 am</li> </ul> </li> </ul>
Screening	<ul style="list-style-type: none"> <li>● All students and staff must wear face coverings in the appropriate manner from the time they exit their vehicle and while on campus.</li> <li>● All students and staff are expected to follow directional signage.</li> <li>● School Map - See attachment</li> <li>● Entry Point screening: Students stand 6 ft apart and wait for check               <ul style="list-style-type: none"> <li>○ Walkers &amp; Drop Offs: Front Gate - parking lot</li> </ul> </li> <li>● Students will use hand sanitizer before entering any part of a building.</li> <li>● Students must go directly to their classrooms after check-in.</li> </ul>
Leaving school	<ul style="list-style-type: none"> <li>● Bus 1 and Students A-F               <ul style="list-style-type: none"> <li>○ 1:50 pm</li> </ul> </li> <li>● Bus 2 and and Students G-M               <ul style="list-style-type: none"> <li>○ 2:00 pm</li> </ul> </li> <li>● Bus 3 and students N-Z               <ul style="list-style-type: none"> <li>○ 2:10 pm</li> </ul> </li> </ul>
During passing times	<ul style="list-style-type: none"> <li>● Students are required to follow all directional signage.</li> <li>● Students must remain 6 feet apart.</li> <li>● Students must wear a face covering.</li> <li>● See map above for directions in hallways.</li> </ul>
Lunch (Times may change)	<ul style="list-style-type: none"> <li>● Cohorts will have 4 lunch &amp; dismissal times               <ul style="list-style-type: none"> <li>○ Grades K-1 at 12:45 pm</li> <li>○ Grades 1-2 at 12:55 pm</li> <li>○ Grades 3-5 at 1:10 pm</li> <li>○ Grade 6 at 1:15 pm</li> </ul> </li> <li>● Lunch is grab and go.</li> <li>● Students are required to follow all directional signage.</li> <li>● Students must remain 6 feet apart.</li> <li>● Students must wear a face covering when NOT eating.</li> <li>● (Students will be asked to bring a beach towel to sit on during lunch when the day is longer).</li> <li>● Students are encouraged to eat outside - picnic tables have</li> </ul>

	<ul style="list-style-type: none"> <li>● posted # of students who may be seated <ul style="list-style-type: none"> <li>● Indoor lunches <ul style="list-style-type: none"> <li>○ Outside Quad</li> <li>○ Cafeteria/Gym</li> </ul> </li> </ul> </li> </ul>
Restrooms	<p>Max Capacity signs placed on each door  Social Distancing rules apply in restrooms.  Don't use marked sinks and/or urinals.  We will have a "call out" for students before entering the restrooms to make sure only two students are in there.  Students will wash their hands before and after using the restroom.  Available restrooms:</p> <ul style="list-style-type: none"> <li>● Restroom A - K-1 Grade - Torgeson; 1-2 Grade Chaffin</li> <li>● Restroom B - 3-4 Grade - de la Rosa; ELD - Bird; RSP - Mitchell</li> <li>● Restroom C - Gym - 4-5 Grade - Cage; 6 Grade - Posnick</li> <li>● Staff Restrooms - Staff only</li> </ul>
Restroom Usage	<ul style="list-style-type: none"> <li>● Restrooms will be open before school, break, and lunch</li> <li>● 2 students in restroom at a time</li> <li>● Students will use a "call out" before going into the restroom.</li> <li>● Students will wash their hands before and after using the restroom.</li> <li>● Teachers will allow only one student at a time.</li> <li>● There will be some sinks and urinals closed for use.</li> </ul>
Hallways	<ul style="list-style-type: none"> <li>● All Hallways will have the arrows to help indicate the traffic flow.</li> <li>● Hallway between Rooms 5 and 15 is ONE WAY direction only. The hallway is too narrow.</li> </ul>
Office	<ul style="list-style-type: none"> <li>● All staff will continue to follow sign-in protocol in the office.</li> <li>● Everyone in the office will follow the arrows and the signage on the floor for safety.</li> <li>● Everyone entering the office will have to stay on the other side of the plexiglass.</li> </ul>
In Class	<ul style="list-style-type: none"> <li>● Students will sanitize their hands before entering the classrooms.</li> <li>● Students and staff will wear face coverings in the appropriate manner.</li> <li>● Teachers will be provided with extra masks for emergencies.</li> <li>● Door stops will be provided to each teacher to prop their outside door open.</li> <li>● Doors or/and windows will remain open throughout the class period to help with air circulation.</li> <li>● Seating will be arranged to accommodate 6' social distancing (as best as possible).</li> <li>● Students will be assigned a seat, and should stay in that seat for the remainder of the term.</li> <li>● Students will not be allowed to walk around the classroom during class time.</li> <li>● Students will be given an individual tissue pack and use sanitizer after wiping their nose.</li> <li>● Students will have an individual bankers box and a small trash can to keep student materials/books. All student belongings must remain in the boxes.</li> <li>● Students should bring their own classroom supplies and materials.  <u>No sharing of these items will be allowed</u></li> <li>● Teachers should track classroom attendance and students who use the restroom.</li> </ul>



	<ul style="list-style-type: none"> <li>• At the end of each block, teachers will spray (let sit for 5 minutes) and then wipe each student area.</li> <li>• AR Books - Teachers will be selecting 3-5 books per student for the week. Students will read and will place them in the “Book Quarantine Bin” and will stay there for a week.</li> <li>• Kinder Room <b>ONLY</b> - Restroom - Students will wash their hands before and after using the restroom in the classroom. <ul style="list-style-type: none"> <li>○ ONE student Capacity for this restroom</li> </ul> </li> </ul>
Media Center	<ul style="list-style-type: none"> <li>• ONE student at each table and they are required to use their nose and mouth face masks.</li> <li>• All students in the media center <b>MUST</b> be facing the same direction.</li> <li>• The Media Center has a capacity of 10.</li> <li>• There are arrows indicating traffic flow.</li> </ul>
Staff Room	<ul style="list-style-type: none"> <li>• There is a maximum capacity of TWO</li> <li>• Hands <b>MUST</b> be disinfected before and after going in the room.</li> <li>• It is only open to make copies, use the microwave and use the soda machine.</li> </ul>
Sick Room	<ul style="list-style-type: none"> <li>• Teachers will have non-contact infrared thermometers and take students' temperature when needed.</li> <li>• Students will be sent to the office if they are not feeling well. The students will remain in the nurse's office until a parent/guardian picks up.</li> </ul>
Campus Visitors	Should a parent/guardian need to come on campus, we will require the use of a nose and mouth covering and a health screening prior to entering any school facilities as directed in the Health guidelines. They will be asked to have their temperature checked before entering the building.
Fire Drill	Same as on Safety Plan and following all social distancing protocols

## Facilities and Supplies

### Supplies:

Need	Plan
Soap and paper towels for all restrooms	All restrooms and classrooms with sinks are stocked with soap and paper towels.
Hand sanitizer for each room on campus and common areas on campus	<ul style="list-style-type: none"> <li>• Every entry point to a building will have a hands free hand sanitizer for everyone to use before entering the building.</li> <li>• Hand sanitizer has been delivered to every classroom. When sanitizer is running low, let the office know and more will be delivered immediately.</li> </ul>
Tissues for each room on campus	Tissues have been delivered to every classroom. When tissues are running low, let the office know and more will be delivered immediately.

Cleaning and disinfection supplies	Disinfectant and paper towels have been delivered to every classroom. When products are running low, please let the office know and more will be delivered immediately. <ul style="list-style-type: none"> <li>- PTA, Admin and District have provided additional PPE supplies for a teacher kit.</li> </ul>
Face Coverings	Each classroom has been stocked with extra face coverings. When running low, please let the office know and more will be delivered immediately. Campus staff have extra masks as well.
Door Stops	Door stops will be delivered to every classroom. Teachers are asked to prop open the outside doors throughout the day to lessen the chances of students touching the door. Doors may be left open during class to encourage air circulation.
Arrow Signs	Arrow stickers are placed in hallways and to guide students and staff.
Enter/Exit Here Signs	Enter and exit signs are placed on buildings and directions should be followed when students or staff move around campus.

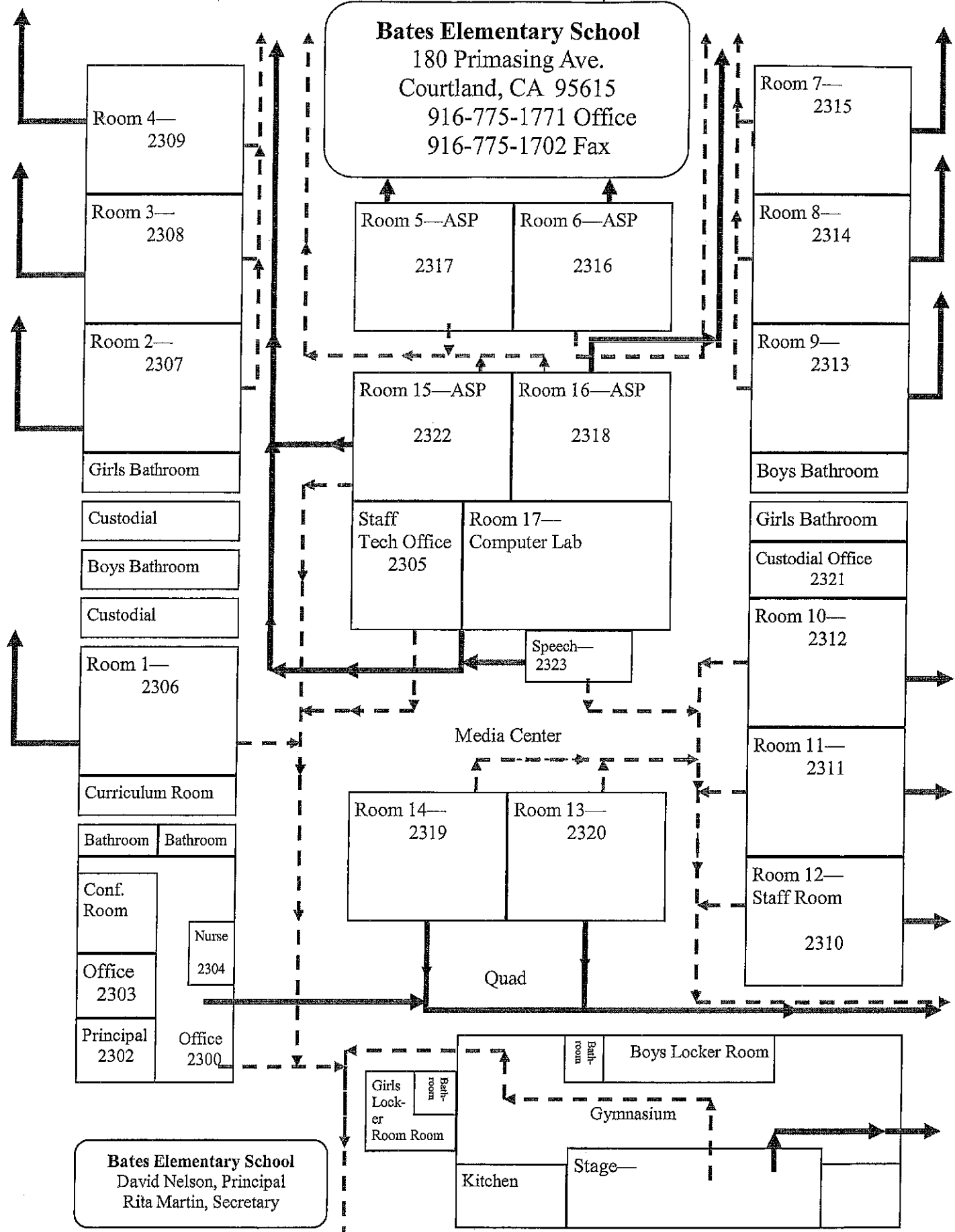
**Facilities:**

Need	Plan
Ensure students are able to sit socially distanced (6' + apart) and that all desks face the same direction.	Classroom furniture has been placed utilizing social distancing guidelines. Teachers will designate where students will sit. Please do not move furniture without contacting the office first.
Physical guides, such as tape on floors to guide movement and promote social distancing.	Red and Blue arrows for travel Table limitation posted Grass areas for eating identified
At the end of each block of the school day, teachers will spray disinfectant and wipe down desks. Students will not be allowed to use a desk without it having been cleaned prior to their use.	Specialized instruction such as ELD and Learning Centers will be disinfected in between students entering the classroom in between sessions.
Student desks and high touch areas in all classrooms will be thoroughly cleaned each night by the night custodial team.	
Throughout the school day, the day custodian will be frequently checking and cleaning restroom facilities.	This cleaning is in addition to the nightly deep cleaning performed by the night custodial staff.

EVACUATION AREA

EVACUATION AREA



**Bates Elementary School**  
 180 Primasing Ave.  
 Courtland, CA 95615  
 916-775-1771 Office  
 916-775-1702 Fax

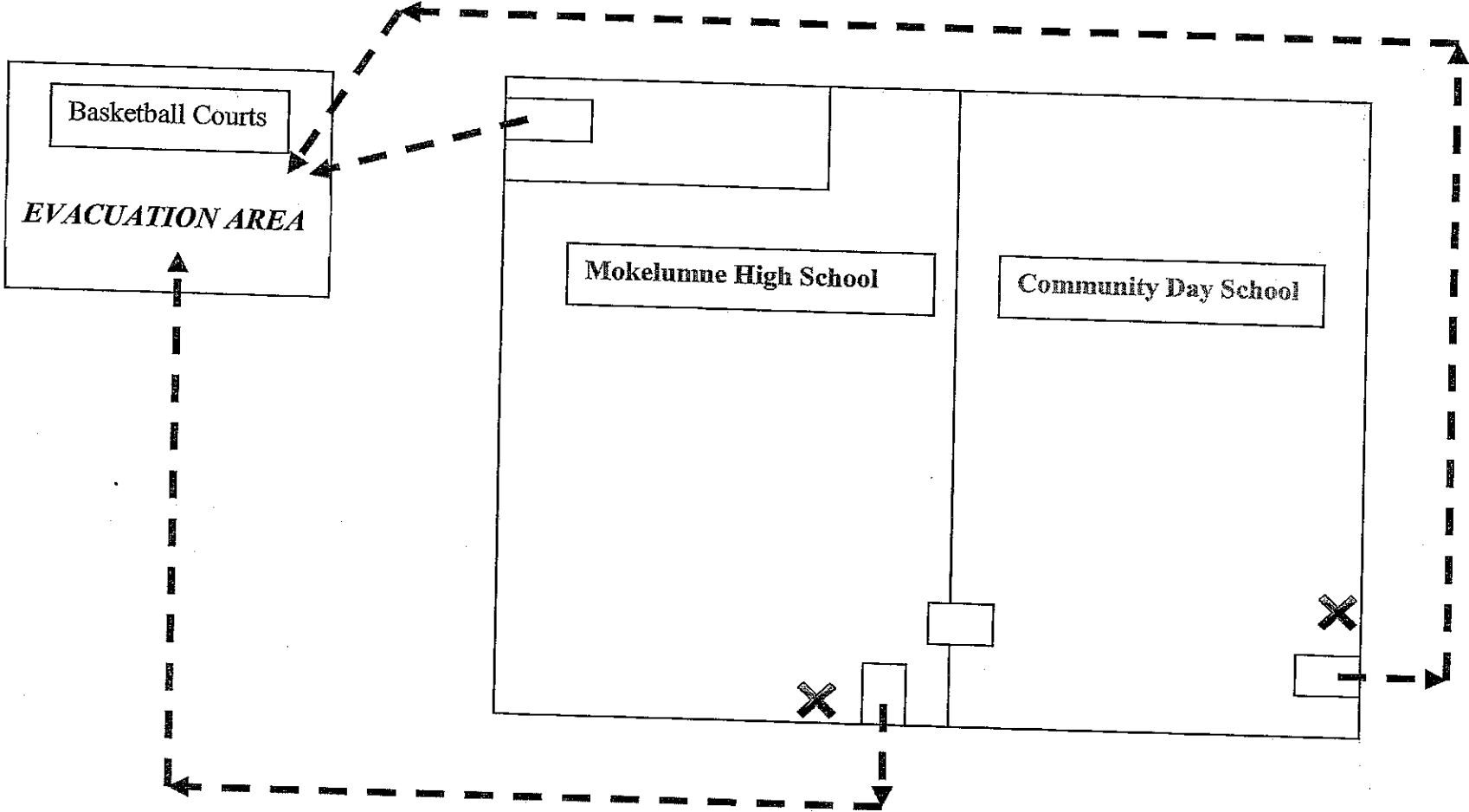


EVACUATION AREA

**Bates Elementary School**  
 David Nelson, Principal  
 Rita Martin, Secretary

Mokelumne High School/Community Day School  
160 Courtland High School Lane  
Courtland, CA 95615  
916-775-9150 916-775-2286

 = Fire Extinguisher  
 = Evacuation Route



Emergency Access Road (Courtland High School Lane)

**Bates Elementary School**

**Kinder – 1<sup>st</sup> – Torgeson**

**Revised: November 2020**

<b>Time</b>	<b>Monday / Tuesday</b>	<b>Wednesday</b>	<b>Thursday/ Friday</b>
8:30 -9:15	Math K – Direct Live Instruction 1 <sup>st</sup> – Independent Work	<b>8:30-9:20</b> K ELA – Live / 1 <sup>st</sup> Independent work	Math K - Direct Live Instruction 1 <sup>st</sup> – Independent Work
9:20-10:15	Math 1 - Direct Live Instruction K- Independent Work	<b>9:20-10:10</b> 1 <sup>st</sup> ELA – Live / K independent work	Math 1 - Direct Live Instruction K- Independent Work
<b>10:15-10:30</b>	<b>Break</b>	<b>Break</b> <b>10:00-10:20</b>	<b>Break</b>
10:35-11:20	ELA/Reading K - Direct Live Instruction 1 <sup>st</sup> – Independent Work	<b>10:20-11:20</b> K Math Live / 1 <sup>st</sup> Independent work	ELA/Reading K - Direct Live Instruction 1 <sup>st</sup> – Independent Work
11:25-11:45	K-1 PE / Small Group, Guided practice, office hours	<b>11:20-11:40</b> Small Group RTI Science/Social Studies	K-1 PE / Small Group, Guided practice, office hours
<b>11:45– 12:25</b>	<b>Lunch</b>	<b>Lunch</b> <b>11:40-12:10</b>	<b>Lunch</b>
12:30-1:15	ELA/Reading 1 <sup>st</sup> - Direct Live Instruction K- Independent Work	<b>12:10 – 1:00</b> 1 <sup>st</sup> Math Live / K Independent  <b>1:00-1:40</b> Office Hours Small Group RTI	ELA/Reading 1 <sup>st</sup> - Direct Live Instruction K- Independent Work
1:15-1:45 Hoang - ELD Torgeson – Enrichment	<b>Kinder - ELD or</b> Enrichment - Direct Live Instruction		<b>Kinder - ELD or</b> Enrichment - Direct Live Instruction
1:50 – 2:25	Whole Group K – Science/Social Science/AVID - Direct Live Instruction Independent Work – 1 <sup>st</sup>		Whole Group 1 <sup>st</sup> – Science/Social Science/AVID - Direct Live Instruction Independent Work – K
2:30-3:00 Hoang - ELD Torgeson – Enrichment	<b>Kinder</b> Small Group, Guided practice, office hours <b>All 1<sup>st</sup> - ELD</b>		<b>Kinder -</b> Small Group, Guided practice, office hours <b>All 1<sup>st</sup> - ELD</b>

**Bates Elementary School**

**1<sup>st</sup> – 2<sup>nd</sup> – Chaffin**

**Revised: November 2020**

<b>Time</b>	<b>Monday/Tuesday</b>	<b>Wednesday</b>	<b>Thursday/Friday</b>
8:30 -9:00 Hoang - ELD Chaffin – Enrichment	<b>2<sup>nd</sup> ELD</b> 1 <sup>st</sup> - Enrichment - Direct Live Instruction	8:30-9:20 1 <sup>st</sup> ELA Live / 2 <sup>nd</sup> Independent	<b>2<sup>nd</sup> ELD</b> 1 <sup>st</sup> - Enrichment - Direct Live Instruction
9:05-9:50	Math 1 - Direct Live Instruction 2 <sup>nd</sup> – Independent Work	9:20-10:10 2 <sup>nd</sup> ELA Live / 1 <sup>st</sup> Independent	Math 1 - Direct Live Instruction 2 <sup>nd</sup> – Independent Work
<b>9:55 – 10:10</b>	<b>Break</b>	<b>Break</b> <b>10:20-10:30</b>	<b>Break</b>
10:15-11:00	Math 2 <sup>nd</sup> - Direct Live Instruction 1 <sup>st</sup> – Independent Work	<b>10:30-11:20</b> 1 <sup>st</sup> Math Live / 2 <sup>nd</sup> Independent	Math 2 <sup>nd</sup> - Direct Live Instruction 1 <sup>st</sup> – Independent Work
11:00-11:25	1-2 PE Small Group, Guided practice, office hours	<b>11:20-12:10</b> 2 <sup>nd</sup> Math Live / 1 <sup>st</sup> Independent	1-2 PE Small Group, Guided practice, office hours
11:30-12:15	ELA/Reading 1 - Direct Live Instruction 2 <sup>nd</sup> – Work Independently	<b>Lunch</b> <b>12:10-12:40</b>  <b>12:40-1:40</b> Small Group Office Hours	ELA/Reading 1 - Direct Live Instruction 2 <sup>nd</sup> – Work Independently
<b>12:15-12:55</b>	<b>Lunch</b>		<b>Lunch</b>
1:00-1:45	ELA/Reading 2 - Direct Live Instruction 1 <sup>st</sup> – Work Independently		ELA/Reading 2 - Direct Live Instruction 1 <sup>st</sup> – Work Independently
1:50 – 2:25	Whole Group 1 <sup>st</sup> – Science/Social Science/AVID - Direct Live Instruction Independent Work – 2 <sup>nd</sup>		Whole Group 2 <sup>nd</sup> – Science/Social Science/AVID - Direct Live Instruction Independent Work – 1 <sup>st</sup>
2:30 - 3:00 Hoang - ELD Chaffin – Enrichment	<b>1<sup>st</sup> – ELD</b> 2 <sup>nd</sup> - Small Group, Guided practice, office hours	<b>12:40-1:40</b> Small Group Office Hours	<b>1<sup>st</sup> – ELD</b> 2 <sup>nd</sup> - Small Group, Guided practice, office hours

**Bates Elementary School**

**3<sup>rd</sup> – 4<sup>th</sup> – de la Rosa**

**Revised in November 2020**

<b>Time</b>	<b>Monday/Tuesday</b>	<b>Wednesday</b>	<b>Thursday/Friday</b>
8:30 -9:15	ELA/Reading 3 <sup>rd</sup> - Direct Live Instruction 4 <sup>th</sup> – Independent Work	<b>8:30-9:20</b> 3 <sup>rd</sup> ELA Live – 4 <sup>th</sup>	ELA/Reading 3 <sup>rd</sup> - Direct Live Instruction 4 <sup>th</sup> – Independent Work
9:20-10:05	Math 3 <sup>rd</sup> - Direct Live Instruction 4 <sup>th</sup> – Math (Cage)	<b>9:20-10:10</b> 4 <sup>th</sup> ELA Live / 3 <sup>rd</sup> Math Live	Math 3 <sup>rd</sup> - Direct Live Instruction 4 <sup>th</sup> - Math (Cage)
10:05-10:25	<b>Break</b>	<b>Break</b> <b>10:10-10:30</b>	<b>Break</b>
10:25-11:10	ELA/Reading 4 <sup>th</sup> - Direct Live Instruction 3 <sup>rd</sup> – Independent Work	<b>10:30-11:20</b> 3 <sup>rd</sup> Math Live / 4 <sup>th</sup> Math	ELA/Reading 4 <sup>th</sup> - Direct Live Instruction 3 <sup>rd</sup> – Independent Work
11:15-11:45	3 <sup>rd</sup> ELD 4 <sup>th</sup> Enrichment Direct Live Instruction	<b>11:20-11:45</b> RTI Small Groups	3 <sup>rd</sup> ELD 4 <sup>th</sup> Enrichment Direct Live Instruction
11:45-12:25	<b>Lunch</b>	<b>Lunch</b> <b>11:45-12:15</b>	<b>Lunch</b>
12:30-1:00	4 <sup>th</sup> ELD 3 <sup>rd</sup> - Enrichment - Direct Live Instruction	<b>12:15-1:00</b> Social Studies/Science Small groups	4 <sup>th</sup> ELD 3 <sup>rd</sup> - Enrichment - Direct Live Instruction
1:05-1:55	3-4 PE Small Group, Guided practice, office hours	1:00-1:40 Office Hours Small group	3-4 PE Small Group, Guided practice, office hours
2:00-3:00	3 <sup>rd</sup> – Science/Social Science/AVID - Direct Live Instruction/AR Independent Work – 4 <sup>th</sup>		4 <sup>th</sup> Science/Social Science/AVID - Direct Live Instruction/AR Independent Work –3 <sup>rd</sup>

**Bates Elementary School**

**4<sup>th</sup> - 5<sup>th</sup> Grade - Cage**

**REVISED November 2021**

<b>Time</b>	<b>Monday/Tuesday</b>	<b>Wednesday</b>	<b>Thursday/Friday</b>
8:30 -9:15	ELA/Reading – 5 <sup>th</sup> - Direct Live Instruction  4 <sup>th</sup> – Independent Work	<b>8:30-9:20</b>  5 <sup>th</sup> ELA Live / 4 <sup>th</sup> Independent	ELA/Reading – 5 <sup>th</sup> - Direct Live Instruction  4 <sup>th</sup> – Independent Work
9:20-10:05	Math 4 <sup>th</sup> - Direct Live Instruction  5 <sup>th</sup> – Independent Work	<b>9:20-10:10</b>  5 <sup>th</sup> Math Live / 4 <sup>th</sup> ELA Live – De la Rosa	Math 4 <sup>th</sup> - Direct Live Instruction  5 <sup>th</sup> – Independent Work
10:10-10:25	<b>Break</b>	<b>Break</b>  <b>10:10-10:30</b>	<b>Break</b>
10:25-11:10	Math 5 <sup>th</sup> - Direct Live Instruction  4 <sup>th</sup> – Cailles ELA	<b>10:30-11:20</b>  4 <sup>th</sup> Math Live / 5 <sup>th</sup> Independent	Math 5 <sup>th</sup> - Direct Live Instruction  4 <sup>th</sup> – Cailles ELA
11:15-11:45	4 <sup>th</sup> -Enrichment  5 <sup>th</sup> , Guided practice, office hours	<b>11:20-11:40</b>  Small Group  RTI	4-5 PE  Small Group, Guided practice, office hours
11:45-12:25	<b>Lunch</b>	<b>Lunch</b>  <b>11:40-12:10</b>	<b>Lunch</b>
<u>12:30-1:00</u> Hoang - ELD	4 <sup>th</sup> ELD – Direct Live Instruction  5 <sup>th</sup> - Enrichment - Direct Live Instruction	<b>12:10-1:00</b>  RTI Small Group  Students work Independently	4 <sup>th</sup> ELD – Direct Live Instruction  5 <sup>th</sup> - Enrichment - Direct Live Instruction
1:05-1:50	4 <sup>th</sup> - Science/Social Science/AR/AVID- Direct Live Instruction  Independent Work – 5 <sup>th</sup>	<b>1:00-1:40</b>  Office Hours  RTI Small Group	5 <sup>th</sup> - Science/Social Science/AR/AVID- Direct Live Instruction  Independent Work – 4 <sup>th</sup>
<u>1:50-2:20</u> Hoang-ELD	5 <sup>th</sup> - ELD  4 <sup>th</sup> - AR		5 <sup>th</sup> - ELD  4 <sup>th</sup> - AR
2:25-3:00	4-5 PE (small group, guided practice, office hours)		4-5 PE (small group, guided practice, office hours)



**Bates Elementary School**

**6<sup>th</sup> Posnick**

**Revised November 2020**

<b>Time</b>	<b>Monday/Tuesday</b>	<b>Wednesday</b>	<b>Thursday/Friday</b>
8:30 -9:15	ELA/Reading – 6 <sup>th</sup> - Direct Live Instruction/Group Work Breakout Rooms	<b>8:30-9:20</b> ELA 6 <sup>th</sup> Grade Live	ELA/Reading – 6 <sup>th</sup> - Direct Live Instruction/Group Work Breakout Rooms
9:20-10:05	Math 6 <sup>th</sup> - Direct Live Instruction/Group Work Breakout Rooms	<b>9:30-10:20</b> Math Live	Math 6 <sup>th</sup> - Direct Live Instruction/Group Work Breakout Rooms
<b>10:05-10:20</b>	<b>Break</b>	<b>Break</b> <b>10:20-10:40</b>	<b>Break</b>
10:25-10:55 Hoang - ELD	6 ELD and/or Enrichment - Direct Live Instruction	<b>10:40-11:25</b> Second Step / AVID Science/Social Studies  <b>11:30-12:00</b> RTI Small Group	6 ELD and/or Enrichment - Direct Live Instruction
11:00-11:50	Writing/AVID	<b>Lunch</b> <b>12:00-12:30</b>	Writing/AVID
<b>11:55-12:40</b>	<b>Lunch</b>	<b>12:30-12:55</b> RTI Small Group	<b>Lunch</b>
12:40 -1:25	Science/Social Studies/Google Classroom Projects	<b>1:00-1:40</b> Small Group Office Hours	Science/Social Studies/Google Classroom Projects
1:30-2:15	Office Hours/Parent-Student Support/PE/Independent Morning ELA and Math student work – Google Classroom and Workbook/Textbooks		Office Hours/Parent-Student Support/PE/Independent Morning ELA and Math student work – Google Classroom and Workbook/Textbooks
2:20 3:00	AR/PE		AR/PE

# Mokelumne High School

## Davis

<b>Time</b>	<b>Monday / Tuesday</b>	<b>Wednesday</b>	<b>Thursday/ Friday</b>
9:00-9:45	Odysseyware -Independent work ELD – Direct Live Instruction	Odysseyware - Independent work ELD – Direct Live Instruction	Odysseyware - Independent work ELD – Direct Live Instruction
9:50 – 10:10	PE / Independent work Small Group for Support Guided practice <b>Office hours - Live Zoom</b> 1 on 1 student support	Odysseyware - Independent work <b>Office hours</b>	PE / Independent work Small Group for Support Guided practice <b>Office hours – Live Zoom</b> 1 on 1 student support
<b>10:10-10:25</b>	<b>Break</b>	<b>Break</b>	<b>Break</b>
10:25-11:20	Odysseyware - Independent work Small Group for Support Guided practice <b>Office hours – Live Zoom</b> 1 on 1 student support	Odysseyware - Independent work Small Group for Support Guided practice <b>Office hours – Live Zoom</b> 1 on 1 student support	Odysseyware - Independent work Small Group for Support Guided practice <b>Office hours – Live Zoom</b> 1 on 1 student support
11:25-12:05	Elective Math – <b>Direct Live Instruction</b> Small Group for Support Guided practice Office hours 1 on 1 student support	Elective Math – <b>Direct Live Instruction</b> Small Group for Support Guided practice Office hours 1 on 1 student support	Elective Math – <b>Direct Live Instruction</b> Small Group for Support Guided practice Office hours 1 on 1 student support
<b>12:05-12:35</b>	<b>Lunch</b>	<b>Lunch</b>	<b>Lunch</b>
12:35-2:00	Odysseyware -Independent work Small Group for Support Guided practice Office hours - Zoom 1 on 1 student support	Teacher Collaboration Planning Small Group Office Hours	Odysseyware - Independent work Small Group for Support Guided practice Office hours - Zoom 1 on 1 student support

# River Delta Community Day

## Freeland

<b>Time</b>	<b>Monday/Tuesday</b>	<b>Wednesday</b>	<b>Thursday/Friday</b>
8:00 -9:15	Odysseyware - Independent work ELD – <b>Direct Live Instruction</b>	Odysseyware - Independent work ELD – <b>Direct Live Instruction</b>	Odysseyware -Independent work ELD – <b>Direct Live Instruction</b>
9:20-9:50	PE / Independent work Small Group for Support Guided practice Office hours – <b>Like Zoom</b> 1 on 1 student support	PE / Independent work Small Group for Support Guided practice Office hours – <b>Live Zoom</b> 1 on 1 student support	PE / Independent work Small Group for Support Guided practice Office hours – <b>Live Zoom</b> 1 on 1 student support
<b>9:55 – 10:10</b>	<b>Break</b>	<b>Break</b>	<b>Break</b>
10:15-11:10	Odysseyware - Independent work Small Group for Support Guided practice Office hours – <b>Live Zoom</b> 1 on 1 student support	Odysseyware - Independent work Small Group for Support Guided practice Office hours – <b>Live Zoom</b> 1 on 1 student support	Odysseyware - Independent work Small Group for Support Guided practice Office hours – <b>Live Zoom</b> 1 on 1 student support
11:15-11:55	Odysseyware - Independent work Small Group for Support Guided practice Office hours - <b>Live Zoom</b> 1 on 1 student support	Odysseyware - Independent work Small Group for Support Guided practice Office hours – <b>Live Zoom</b> 1 on 1 student support	Odysseyware - Independent work Small Group for Support Guided practice Office hours - <b>Live Zoom</b> 1 on 1 student support
<b>11:55 12:25</b>	<b>Lunch</b>	<b>Lunch</b>	<b>Lunch</b>
12:30-1:15	Elective Science – <b>Direct Live Instruction</b> Small Group for Support Guided practice Office hours - Zoom 1 on 1 student support	<b>12:30-1:30</b>	Elective Science – <b>Direct Live Instruction</b> Small Group for Support Guided practice Office hours -Zoom 1 on 1 student support
1:15 -3:00	Odysseyware - Independent work Small Group for Support Guided practice Office hours - Zoom 1 on 1 student support	<b>1:15-2:00</b> Teacher Collaboration Planning Small Group Office Hours	Odysseyware - Independent work Small Group for Support Guided practice Office hours - Zoom 1 on 1 student support

# **Walnut Grove Elementary School**

## **SITE EMERGENCY PLAN**

**(See Addendum A for School Reopening Plan)**

**Supplement to  
District School Safety Plan  
2020-2021**

**Approved by:**

\_\_\_\_\_  
**Principal Facilitator**

\_\_\_\_\_  
**Date**

## Emergency Operations Chart

POSITION	ACTION REQUIRED	RESPONSIBLE STAFF
<b>Incident Commander</b>	Direct and coordinate all emergency operations. Assign staff role adapting for absentees or injuries.  Credential emergency personnel.	1. Principal, Carrie Norris 2. Makayla Heenev
<b>Communications Team</b>	Coordinate external communications to other schools, district, media and relay official communications from Incident Commander to staff, students, parents and public.  (Superintendant speaks to media.)	1. Makayla Heenev 2. Lisa Mitchell 3. Maria Larios
<b>First Aid / Mental Health Team</b>	Ensure that all first aid supplies are up-to-date, available, and properly administered.	1. Holly Pauls 2. Jasmine Randall 3. Carina Palafox
<b>Light Search and Rescue Team</b>	Coordinate light search and rescue operations, inform Incident Commander of fires and put out small fires.	1. Ray Camacho 2. Norma Ruvalcaba 3. Yesenia Camacho
<b>Reunification Team:</b>	Receive parents and reunite them with their children at the Reunion Gate.	1. Kendall Murphy 2. Sandra Martinez 3. Maria Rivera-Garcia 4. Gabino Perez
<b>Emergency Assembly Area Team</b>	Account for all students. Supervise. Check periodically. Assist with locating and reunification. Implement buddy system for use of restrooms and other assistance.	1. Carley Schimmelman TK/K 2. Reina Riebe 5 <sup>th</sup> /6 <sup>th</sup> 3. Elise Wootton 3 <sup>rd</sup> /4 <sup>th</sup> 4. Kristen Edeliant 1 <sup>st</sup> /2 <sup>nd</sup> Ruvi Palafox to help this team.
<b>Site Team</b> Security, Utilities, Sanitation & Shelter	Secure campus, direct parents to reunion gate, check and shut off utilities as necessary, provide sanitation and shelter sites.	1. Ray Camacho 2. Norma Ruvalcaba 3. Esmeralda Sanchez

# EMERGENCY TEAM DUTIES AND RESPONSIBILITIES

<b>INCIDENT COMMANDER</b>	<b>PAGE 17</b>
<b>COMMUNICATIONS TEAM</b>	<b>PAGE 18</b>
<b>FIRST AID/MENTAL HEALTH CRISIS TEAM</b>	<b>PAGE 19</b>
<b>LIGHT SEARCH AND RESCUE TEAM</b>	<b>PAGE 20</b>
<b>EMERGENCY ASSEMBLY AREA TEAM</b>	<b>PAGE 21</b>
<b>REUNIFICATION TEAM</b>	<b>PAGE 22</b>
<b>SITE TEAM</b>	<b>PAGE 23</b>
<b>DEBRIEFING SUMMARY</b>	<b>PAGE 24</b>
<b>EMERGENCY RESPONSE TEAM LOG</b>	<b>PAGE 25</b>

## **Incident Commander**

**LOCATION:** \_\_\_\_\_

*The Incident Commander (IC) is responsible for directing emergency operations and shall remain at the Command Post to observe and direct all operations. The IC will normally be the school principal, assistant principal or their designee. In the absence of the normal IC, anyone may assume the duties of the IC until someone more qualified can take over.*

### **PROCEDURES:**

1. Report to incident Command Center.

### **RESPONSIBILITIES:**

1. Begin and end emergency response.
2. Assess type and scope of emergency.
3. Determine threat to human life and structures and need for outside assistance.
4. Set up command post.
5. Set up and coordinate emergency assignments as needed for:
  - a. Accounting for all students and staff
  - b. Communications with District Office, Internal Communications, and External communications with media
  - c. Campus security/Utilities Team, First Aid/Crisis Team Leader, Search & Rescue Team Coordinator
  - d. Reunification Team at Reunion Gate, Support to Site Team with Resources and Volunteers, and Sanitation, Nutrition and Shelter
6. Direct Communications Team and initiate all official messages to district office, staff, students and parents.

### **SUPPLIES/EQUIPMENT:**

1. Table, chair, desk supplies
2. Sets of Master keys
3. Walkie-talkies
4. Portable PA system
5. AM/FM Portable Radio
6. Notebook containing the following items:
  - a. Faculty/Staff Roster
  - b. Master Student Roster
  - c. Copies of every team's duties
  - d. School Emergency Operations Chart
  - e. School Information Map
  - f. Emergency Response Team Log

## **Communications Team**

**LOCATION:** \_\_\_\_\_

*Communications Team will assist Incident Commander with external and internal communications as needed.*

### **PROCEDURES:**

1. Bring class out and take roll.
2. Complete and turn in "Drill/Emergency Status Report".
3. Sign-off at Incident command Center.

### **RESPONSIBILITIES:**

1. Support Incident Commander by facilitating and delivering communications.
2. Set-up public address system.
3. Use School Messenger (All call system), cell phone short messages via Catapult EMS, messengers and any other means needed to communicate between school, emergency services and district office as needed. Will also relay official communications from IC to staff and students in assembly area, and parents and public as needed.

### **SUPPLIES/EQUIPMENT:**

1. Paper
2. Cell phone
3. Clip Board
4. Pens



## ***First Aide/Mental Health Crisis Team***

LOCATION: \_\_\_\_\_

### **PROCEDURES:**

1. Bring class out and take roll.
2. Complete and turn in "Drill/Emergency Status Report".
3. Sign-off at Incident command Center.

### **RESPONSIBILITIES:**

1. Set up first aid area in a safe place.
2. Secure first aid supplies.
3. Coordinate Search and Rescue Teams.
4. Determine need for medical assistance.
5. Administer first aid as needed.
6. Keep record of types of injuries and aid provided.
7. Mitigate emotional trauma.
8. Keep log of students that need follow-through and referrals.

### **SUPPLIES/EQUIPMENT:**

1. Table, chair, desk supplies
2. First aid supplies
3. Stretchers
4. Blankets
5. Wheelchair
6. Set of A-M, N-Z notebooks with individual emergency forms (Forms to be given to paramedics as requested.)
7. Notebook containing the following items:
  - a. School Emergency Operations Chart
  - b. School Information Map
  - c. Emergency Response Team Log to be used as First Aid Roster

## ***Light Search and Rescue Team***

**LOCATION:** \_\_\_\_\_

### **PROCEDURES:**

1. Bring class out and take roll.
2. Complete and turn in "Drill/Emergency Status Report".
3. Sign-off at Incident Command Center

### **RESPONSIBILITIES:**

#### **Search and Rescue Team Coordinator:**

1. Mobilizes Search and Rescue Teams.
2. Maintains contact with Incident Command Center.
3. Receives list of missing/unaccounted students.
4. Checks with Search & Rescue Teams for missing students.

#### **Search and Rescue Teams will do the following during the **first 15-20 minutes** after an earthquake/disaster:**

1. 3-member teams search assigned areas; other team members stay with Search & Rescue Coordinator for support.
2. Locate and quickly move victims to a safe location.
3. Spend no more than one minute with each found victim.
4. Record location of victim on Emergency Response Team Log.
5. Report findings to Search & Rescue Team Coordinator.
6. Other Search & Rescue Team Members are dispatched to areas where needed, only after receiving reports on initial search from all Search & Rescue Teams.

### **SUPPLIES/EQUIPMENT:**

1. Master keys.
2. Walkie-talkies.
3. Search & Rescue backpack.
4. Notebook containing the following items:
  - a. School Emergency Operations chart.
  - b. School Information Map.
  - c. Emergency Response Team Log.

## ***Emergency Assembly Area Team***

**LOCATION:** \_\_\_\_\_

### **PROCEDURES:**

1. Bring class out and take roll.
2. Complete and turn in "Drill/Emergency Status Report".
3. Remain at Assembly Area on the Main Yard.

### **RESPONSIBILITIES**

#### **TEAM LEADER:**

1. Bring class out and take roll.
2. Complete and turn in "Drill/Emergency Status Report".
3. Implements "buddy" system with neighboring teachers/staff.
4. Help runners locate students being picked up and direct them to the "Reunion Gate".

#### **OTHER STAFF:**

1. Evacuate classrooms using predetermined routes to Assembly Area.
2. Take roll and report class/group status to the Incident Command Center.
3. Supervise and reassure students throughout the duration of the emergency.
4. Conduct recreational and educational activities to maintain order and calm.
5. Provide water to help calm the students.

### **SUPPLIES /EQUIPMENT:**

1. Table, chair, desk supplies.
2. Gate keys.
3. Walkie-Talkie.
4. Student Emergency Information Cards (From Incident Command Center).
5. Clipboard with Release Procedures.
6. Student Release Request Forms (Blue Slips).
7. Record-keeping materials.
8. Master list of Students.
9. Runners (From Reunification or Communication Team)
10. Notebook containing the following items:
  - a. Evacuation Routes Diagram.
  - b. School Emergency Operations Chart.
  - c. School Information Map.
  - d. Emergency Response Team Log

## ***Reunification Team***

**TEMPORARY LOCATION: \_ (Must be a location that makes it manageable to organize and control crowd)**

1 person organizes parents/crowd.  
2 people have binders, A-M, N-Z  
1 person is the runner

### **PROCEDURES:**

1. Bring class out and take roll.
2. Complete and turn in "Drill/Emergency Status Report".
3. Sign-off at Incident Command Center.
4. Get necessary supplies from the Emergency Supplies Bag.
5. Report to the Reunion Gate location by \_\_\_\_\_.

### **RESPONSIBILITIES:**

1. Establish a parent pick up area. (One line A-M, One line N-Z)
2. Confirm parent/student relationship with child. If not a parent, check emergency form for adults listed on the emergency release form in the binder. Do not release any child to an adult who is not listed on the form, without explicit permission from the parent.
3. Runner calls for students in line and sends them to Reunion Gate to be signed out by parent/guardian.(Runner is positioned between Reunification Area and Assembly Area.)
4. Reunite student with designated adult.

### **SUPPLIES/EQUIPMENT:**

1. Table, chair, desk supplies.
2. Gate keys.
3. Walkie-Talkie.
4. Record-keeping materials.
5. Master list of Students.
6. Notebook containing the following items:
  1. Faculty/Staff Roster.
  2. School Emergency Operations Chart.
  3. School Information Map.
  4. Emergency Response Team log.
7. Police Caution Tape

8. Pens

**Site Team (Security, Utilities, Sanitation, & Shelter)**

**LOCATION:** \_\_\_\_\_

*Personnel designated as Security Personnel will secure building and provide directions to parents to reunion gate, and emergency vehicles access through Emergency Gate.  
The Security Team Leader will be responsible for school site, including shelter and sanitation.*

**PROCEDURES:**

1. Bring class out and take roll.
2. Complete and turn in "Drill/Emergency Status Report".
3. Sign-off at Incident Command Center.

**RESPONSIBILITIES:**

**Security Team Leader:**

1. IMMEDIATELY lock all external gates and doors – secure campus
2. Monitor gates and open for emergency vehicles, and direct first responders to area of need.
3. Post signs as needed.
4. Direct parents to the "Reunion Gate".
5. Check utilities and take action to minimize damage to school site.
6. Assess damage to site and report findings to Incident Commander.
7. Establish morgue area, if needed.
8. Work with the cafeteria and ICC to distribute resources such as water, food, power, radio telephones and sanitation supplies.
9. Seek help to create shelter and sanitation teams as needed.

**Cafeteria staff:**

1. Provide water and food for those people detained beyond meal times.

**SUPPLIES/EQUIPMENT:**

1. Master Keys.
2. Walkie-Talkie.
3. Direction and information signs.
4. Supplies/equipment in emergency supply bin.
5. Notebook containing the following items:
  - a. School Emergency Operations Chart.
  - b. School Information Map.
  - c. Emergency Response Team Log.

## **DEBRIEFING SUMMARY**

### **1. What went well?**

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### **2. What did not go well?**

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### **3. Changes Recommended for Next Time?**

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### **4. Top Three Lessons Learned?**

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### **5. Any Other Comments?**

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**DRILL/EMERGENCY STATUS REPORT**

**RETURN TO THE INCIDENT COMMAND CENTER/OFFICE**

TEACHER'S NAME: \_\_\_\_\_ ROOM \_\_\_\_\_ **PRESENT**  
YES \_\_\_ NO \_\_\_

TEACHERS ASSISTANT'S NAME: \_\_\_\_\_ YES \_\_\_ NO \_\_\_

**TYPE OF EMERGENCY DRILL:**

FIRE \_\_\_\_\_ DROP/TAKE COVER \_\_\_\_\_ EARTHQUAKE \_\_\_\_\_ LOCK DOWN \_\_\_\_\_  
IN-PLACE SHELTERING \_\_\_\_\_ OFF-SITE EVACUATION \_\_\_\_\_ CLEAR YARD \_\_\_\_\_  
OTHER \_\_\_\_\_

ALL STUDENTS ACCOUNTED FOR: YES: ___ NO: ___ TEACHER SIGNATURE _____
--

**MISSING OR UNACCOUNTED FOR:**

- 1. \_\_\_\_\_ 4. \_\_\_\_\_
- 2. \_\_\_\_\_ 5. \_\_\_\_\_
- 3. \_\_\_\_\_ 6. \_\_\_\_\_

**INJURED STUDENTS/PERSONS:**

- 1. \_\_\_\_\_ 4. \_\_\_\_\_
- 2. \_\_\_\_\_ 5. \_\_\_\_\_
- 3. \_\_\_\_\_ 6. \_\_\_\_\_

**STUDENTS WHO ARE ABSENT:**

- 1. \_\_\_\_\_ 4. \_\_\_\_\_
- 2. \_\_\_\_\_ 5. \_\_\_\_\_
- 3. \_\_\_\_\_ 6. \_\_\_\_\_

**OTHER: (EXAMPLE: STUDENTS WHO LEFT EARLY, ETC.)**

- 1. \_\_\_\_\_ 4. \_\_\_\_\_
- 2. \_\_\_\_\_ 5. \_\_\_\_\_
- 3. \_\_\_\_\_ 6. \_\_\_\_\_



## Designated Assembly Area

### Primary Locations

Staff and students will assemble in the playfield behind the school. Students will form lines with their classmates. If the campus needs to be evacuated entirely, students and staff will travel through the front passage of the school and safely cross the bus loading area into the Leary Park.

### Alternative Safe Locations

- 1.) Library Parking Lot
- 2.) Lyman's Parking Lot

## Basic Evacuation Procedures

### *Things To Keep In Mind*

1. Our primary goal is the safety of the students as well as ourselves.
2. Each incident is unique and each of us will have to act accordingly.
3. Each of us needs to have a plan that allows for options.
4. We must be familiar with the plan and we must practice the plan.
5. When you evacuate your room;
  - a. Take all your personal belongings.
  - b. Take your red emergency bag. Be able to communicate where you are, who is with you, and who is not with you.
  - c. Take your radio and personal cell phone.
  - d. Keep your students together.
  - e. Expect the worse.
    - i. A fire alarm might be set off by an armed intruder.
    - ii. You might think the student parking lot is safe and be the victim of a car bomb.
  - f. Do not leave a student with severe disabilities or a student in a wheelchair unattended at any time.

# Utilities Cut-Off Chart

Utility	Area	Location	Action
Electricity	New building	Mechanical room West wall	<b>Pull black handle 3 times (up and down)</b>
Gas	New building	In fenced area behind kitchen with air conditioner unit.	<b>Turn valve off. on (propane tank)</b>
Water	New building	In fenced in area behind kitchen.	<b>Turn blue valve off</b>
Gas	Old building	North side of building behind room # 1 in fenced area.	<i>Turn valve off. (propane tank)</i>
Water	Old building	Water tank Room-side of staff Room. Back of water tank .valve closest to the ground	<b>Turn valve off.</b>
electricity	Old building	Old boiler room- north wall.	Pull <b>red</b> handles down

## General Information/Signals

If a life threatening or pending disaster occurs, the site administrators/managers or designee will first: Contact 911 and then contact the Superintendent and then the District Contingency Center. The site administrator/manager will take appropriate emergency action to save lives and mitigate the effects of the disaster by accomplishing the following:

- A. Lead students/staff to safety.
- B. Communicate with parents and authorities.
- C. Render appropriate first aid.
- D. Maintain students/staff morale.

## Basic Emergency Signals

Emergency signals generally will be electronic. Other means of communication may be used, such as a whistle, bull horn or voice. There are two emergency signals that should remain standard in emergency situations:

**Take Cover**-Standard raid siren or long fire bell. Find nearest safety shelter. Take cover and lock doors and windows. Stay away from windows, light fixtures. Wait for further instructions. Some situations which may use this signal are:

- A. Harmful intruder
- B. Earthquake
- C. Chemical spills

**Evacuate**- Fire signals or cadence bell. Leave building quickly and in orderly fashion. Use posted exit routes, primary or alternate (on room wall). Assemble in pre-determined assembly area or where directed.

## Bomb Threat

### Site Action:

Staff member receiving bomb threat:

- A. Gather as much information about the caller/source as possible.
- B. Write down exact responses to questions.
- C. Note voice (sex, age, tone, emotion) and background sounds.
- D. Let source do as much talking as possible.
- E. Ask specific questions-when, where, who (name), what, why, how.
- F. **Do not touch or remove any suspicious objects.**

### Site Administrator/Manager:

- A. Assess Information.
- B. Determine whether or not to evacuate building(s).
- C. Notify appropriate law enforcement of event and action.
- D. Direct volunteer teams to conduct rapid search of predetermined areas.
- E. **No one is touch or remove any suspicious object(s).**
- F. If item is found, evacuate area to a minimum of 300 feet.
- G. Secure area. Notify appropriate authorities.
- H. **Do not use radio devices.**
- I. Re-enter only upon authorities' direction.
- J. If evacuation is ordered-carry out similar to fire drill and go to far back corner of school grounds.
- K. Keep appropriate documentation(report) of event.

### Teacher Action:

- A. Stay with class and take roll, note missing/absent or injured student.
- B. If not with class, report to site administrator.
- C. **Do not allow students to touch/remove any suspicious object(s).**
- D. **Do not use radio or electrical devices.**

## Hazardous Matter/Chemical Spill

A chemical spill could be a potentially life-threatening disaster whether from a spill or chemical(s) on school grounds, or more likely, from an overturned truck, or train close to the school's grounds. Winds may carry fumes rapidly. Notification warning from fire/police departments may or may not precede the spill effects. Take the following actions:

### Site Action:

- A. **Be cautious.**
- B. **Do not attempt to smell, touch or taste any material.**
- C. **Do not be hasty in action. Assess possible harm first.**
- D. Site administrator/manager determines whether the students/staff should leave or set up a shelter-in-place.
- E. When signaled, move calmly and orderly to shelter-in-place assembly area. Generally, this site will be predetermined. The shelter should offer maximum protection from airborne chemical effects. Tape windows and doors. Shut off heaters and air conditioning.
- E. If spill is limited to ground contamination, secure area (barricade) and keep personnel away.
- F. Call 911 for emergency assistance.
- G. If evacuation is ordered, move quickly calmly, orderly **UP** (uphill, upwind, upstream) to lessen exposure possibilities. Render first aid as necessary.
- H. Notify Superintendent, Chief Business Officer, and Director of Maintenance and Operations.
- I. Do **NOT** return to contaminated site until direction from a competent authority is given.
- J. Log any incident. Keep written report, records.

### District Action:

- A. Coordinate emergency support of site, students, and personnel.
- B. Maintenance will assist in response appropriate.
- C. Superintendent or District Contingency Center will handle all media contacts.

## Water Contamination/Food Contamination

### Water

#### Site Action:

- A. If water contamination is suspected or has been verified, the site administration/manger will instruct teachers/managers to move students/staff away from drinking fountains or sinks.
- B. **Do not utilize or drink contaminated water.**
- C. Notify Maintenance.

#### District Action:

- A. Dispatch Maintenance personnel to the scene.
- B. Arrange for potable water as required.
- C. Notify Water Quality Control Board.
- D. Notify utility or appropriate county health agency.

### Food

An incident of food-related poisoning is defined as a cluster of individuals who report indicative symptoms following the consumption of food items from a common source.

#### Site Action:

- A. If food poisoning is suspected, the site administrator/manager will issue an order to cease all food service operations.
- B. Notify Food Services Supervisor, who will take appropriate measures.
- C. Refer all suspected food poisoning cases to site administrator/manager, or in critical cases, **call 911** and report the incident.
- D. Notify Superintendent.

#### District Action:

- A. Notify County Healthy Department.
- B. Dispatch Food Services Supervisor.
- C. Keep the Superintendent and appropriate personnel informed of all activities.

## Fire

### Site Action:

- A. Evacuate area according to posted evacuation routes.
- B. Shut doors.
- C. **Call 911.**
- D. Give exact address, location, directions to fire.
- E. Have someone prepared to meet response vehicles/personnel to direct.
- F. If no phone, send messenger to school office.
- G. Extinguish all small fires, if safe.
- H. Keep all students/staff away from area.
- I. Assemble in determined fire drill assembly area.
- J. Take roll and notify site administrator/manager of absent/injured students, staff.
- K. **Do not re-enter building until directed to do so by authorities or bell system.**
- L. Notify Superintendent.
- M. Report **ALL** fires to maintenance.
- N. Leave fire scene undisturbed pending investigation. **This is essential!**

### District Action:

- A. Dispatch Maintenance to fire emergency.
- B. Maintenance Director, Maintenance Supervisor, Chief Business Officer and Superintendent will coordinate with local authorities and agencies (fire, police, utility, etc).
- C. Secure area for investigation, clean-up and repair.

## Crime Scene/Harmful Intruder/Abduction or Hostage

### Site Action:

- A. If a crime scene is imminent, institute "Lock-Down."
- B. Shut and lock doors, windows, secure entrances, pull drapes.
- C. **Call 911**
- D. Instruct all students, staff to remain inside until given further direction by law enforcement authorities.
- E. Evacuate calmly and quickly ONLY after being directed to do so by Police or competent authorities.
- F. Notify site administrator/manager who will contact Superintendent.
- G. Remain calm and alert.
- H. In a critical incident, DO NOT evaluate or judge; DO listen to suspect, DO allow a suspect to ventilate.
- I. Log information-write down as much as possible about incident, suspect, situation, and timing.
- J. Isolate area if possible.
- K. Refer all media and parents to District Contingency Center.

### District Action:

- A. Set up District Contingency Center and other emergency measures as necessary.
- B. Support and coordinate legal authorities.
- C. In attempted abduction, Superintendent or designee will notify other schools in area and direct a "Parent Alert Notice" to students at affected school.



## Earthquake

### Site Action:

Warning may be when the earth begins to shake: a warning signal may not be possible. This may require putting site emergency plans/teams into action.

### Inside Building:

- A. Follow "Duck and Cover" routine, (Drop, Cover, Hold).
- B. Stay away from windows, overhead fixtures, falling items.
- C. Crouch under solid cover (desk, table, or doorway).
- D. Cover head with arms, protect face.
- E. Remain calm.
- F. Avoid exposed wires, pipes, or other hazards.
- G. Assess the situation when shaking has stopped.
- H. Evacuate quickly and calmly.
- I. If safe, get way from structures.
- J. Take note of absent/injured and assist as directed.
- K. **Do not re-enter building until damage safety is assessed.**
- L. If known, disconnect electrical controls and turn off gas.
- M. Notify Superintendent and Maintenance.

### Outside Building:

- A. Move away from structures, power lines.
- B. Be prepared for aftershocks.
- C. Report to pre-determined assembly areas if possible.
- D. Do not enter building until damage/safety is assessed.

### District Action:

- A. Activate District Emergency Plan
- B. Maintenance will organize and assess damage, secure utilities in cooperation with local and governmental agencies.
- C. Maintenance will lead recovery effort.

**Utility: Major System(s) Failure  
Gas, Electric, Phone, Water**

Site Action:

**Power failure:** Contact site administrator who should notify Maintenance and appropriate community agency.

**Downed Power lines or broken gas mains:** Evacuate area away from and upwind from leaks. Do not touch or move any power lines. Call Maintenance and appropriate utility company.

**Main phone failure:** Use nearest operational phone (pay phone, cell phone, residence). Call Superintendent's office.

**Water services disruption:** Discontinue use of water facilities. Contact Maintenance.

District Action:

Dispatch appropriate Maintenance personnel to site.

Establish emergency communications as necessary.

Coordinate emergency response from Transportation, Food Services, etc.

Act as liaison with utility companies.

# Walnut Grove Elementary School

## *Emergency: Fire Drill/Evacuation Drill*

### Response Actions

- When fire alarm sounds, students file out of the building and form a line as they are walking toward the field. The teacher grabs the walkie-talkie and emergency kit, and must **LOCK ALL CLASSROOM DOORS** and exits the building. **ALL emergency items should be in your RED tote bag, next to the exit.**
- Follow the evacuation route as posted in your classroom, and proceed to the field behind the school.
- **BUILDING SWEEPS:** Ray/Esmeralda sweep old building Riebe/Norris sweep new building.
- Specialists and pull out program teachers should bring students to their classroom teacher's line to be counted on the classroom teacher's roll sheet.
- Classroom teachers take roll and complete the Drill/Emergency Status Sheet. Hold up the green flag if you have all of your students or red flag if you are missing a student.
  - TIC/Carrie will collect the Drill/Emergency form from teachers holding up a red flag.
  - If students cannot be located, TIC/Carrie will radio the secretary and head custodian and ask for an additional sweep of buildings.
  - TIC/Carrie will notify the teacher holding the red flag when the student has been located.
- Once all teachers are holding a green flag and the building has been swept, a bell will ring to notify teachers to return to classrooms with students.
- In the event of an actual evacuation or emergency, all staff will begin Emergency Team Duties, once roll has been taken. (See Emergency Team Duties Packet)

### StUDENT Expectations

- Students are expected to walk to the field silently.
- Once on the field the students are to remain silent, listening for instructions.
- Students should remain in a straight line for the duration of the drill, facing away from the building.

# Walnut Grove Elementary School

## Emergency: LOCKDOWN PROCEDURES

### Response Actions

- **Make sure you have your keys and walkie-talkie at all times.**
- You will be notified that we are going into lockdown by an intercom announcement.
  - *Teacher/staff that have students out on the field gather all the students and bring them to a secure location.*
- When you hear the lockdown announcement “LOCK DOWN”, please do not call the office for information. Do not allow students to use telephones or cell phones.
- Teachers should quickly check halls and get students into classrooms – even if they aren’t in your class.
- Secure your room: Lock all doors (interior and exterior), close blinds, turn off lights, and keep students down and away from the windows and door. **(Stay silent and out of sight.)**
- Cover all exposed windows, including the window to your door.
- During lockdown, no one should be in the halls except Administrators, Security, and Police.
  - Staff without students, who are not in their room, should report to the nearest classroom.
  - Staff without students in the room, should remain in their room and follow the above procedures.
- Administrators and support staff (Esmeralda, Norma, Ray) or their designee, will sweep for loose students.
- Administration will determine the need to notify police of any emergency situation.
- The lockdown is maintained until an “all clear” code is called.
- Children who were the target of the intruder or were frightened by the lock down are referred to the counselor, or appropriate community resource, for support.
- An email explanation will be sent to teachers as soon as possible.
- If you are missing students, please e-mail or text Esmeralda and/or Carrie. (Do not use school phones.)

### special instructions

#### Special Instructions:

- **The Secretary** mans the phone and radios information as needed.
- **Ray, Norma, Admin/ TIC** to lock all outside doors.

# Walnut Grove COVID-19 Re-Opening Plan

## Policies and Procedures

**STUDENT HOME CHECKS:** Families are strongly encouraged to take the temperature of their children daily before they leave their homes for school. Any child with a fever of 100.4 F or higher must stay home. Parents should screen their children for respiratory symptoms such as a fever, cough, body aches, headaches, lost off taste or smell, sore throat, congestion, runny nose, nausea, vomiting, diarrhea and shortness of breath prior to leaving for school each day. The school nurses will provide parents with a quick reference guide for parents to use when screening their children. Students experiencing those symptoms must not attend school.

The school nurses have provided teachers and staff with a quick reference sheet to use when a child appears to be sick or self-reports that he/she is not feeling well. The teachers and staff will follow the site-based protocols established by the school nurse for reporting the case of illness.

**STAFF SELF-CHECKS:** Staff must perform a self-check of their health each day before arriving on campus by answering a series of Yes/No questions associated with known symptoms of the virus: temperature, cough, shortness of breath, and lacking taste and/or smell. They will also be asked to record their temperature daily at home. Free weekly COVID testing is available for all staff, students, families and community members at Walnut Grove Elementary School in the cafeteria every Thursday from 1-4:55pm. Staff may register online at [riverdelta.setmore.com](http://riverdelta.setmore.com) but walk-ins are also accepted.

**STUDENT ENTRY POINT CHECKS:** At Walnut Grove School, Cohort A or B students will enter through the main gate, lining up on designated spots in front of the school to ensure social distancing. The poles in front of the school are over 6 feet apart and letters have been added to the poles as indicators of where to stand. Students in the Essential Worker program will enter through the side of the school at the back of the old gym, where Beyond the Bell staff will administer their health checks. Walnut Grove staff will serve as designated screeners for all students at the front Walnut Grove entrance. Our screeners will use an infrared, non-contact thermometer. The maximum temperature for someone to be admitted to the campus is 100.3 degrees Fahrenheit. A person with a temperature of 100.4 degrees or higher will be sent home and advised to seek a medical doctor's advice for being tested for Covid and quarantined. Nurse will be notified and will follow up with these families with more instructions. Symptomatic individuals must be symptom-free for 72 hours before they are allowed to return to the school's campus. (See RDUSD Health and Safety Plan and Addendums for additional information) At the check-in station, parents are asked to wait in their cars and not to leave until the staff member has indicated that their child will be admitted. Students will be asked about symptoms, have temperature checks, be provided a mask if they

## Addendum A to Site Safety Plan

forgot theirs at home, and have hand sanitizer applied prior to entering the campus. Parents may not accompany their children into the school campus.

**BUS STOP CHECKS:** Bus riders will enter school through the front gate as well. Eligible bus riders will be screened for body temperature daily. Any child with a fever of 100.4 F or higher will not be allowed to board the school bus. If the sick child is 12 years old or younger, a parent or older sibling must take him/her home and consult with the doctor. If there is no family member available for the child, the bus driver will either place a mask on the child, seat him/her in an isolated seat on the bus and transport the child to the nearest school on the route, then place him/her in the care of the school nurse or principal.

**FACE COVERINGS:** Face coverings are an essential part of community protection. Masks are required for ALL students and adults. All face coverings need to be appropriate and in compliance with our board adopted dress code. Face coverings need to be properly worn, covering both the nose and mouth. If a student forgets their facial covering, we will provide one. Those not adhering to face covering protocols will not be allowed on school premises or could be sent home.

**CHROMEBOOKS:** Students who checked out a school chromebook for distance learning should bring their chromebooks and charger to campus on their in-person day. Chromebooks should be fully charged before leaving home in the morning. It is up to the individual teacher if students in the class should bring the computers during the in-person days or keep the computers at home.

**HEALTH AND SAFETY EDUCATION:** Teachers will teach and regularly reinforce social distancing protocols, proper hand washing protocols, proper mask wearing, covering mouths when sneezing or coughing, etc. Parents will be educated about symptoms and protocols for keeping their children at home. Parents will be encouraged to provide multiple emergency contacts to be utilized in the event that a student becomes ill at school. Children are to be picked up in a timely manner when experiencing any symptoms. They will be housed in the isolation room off of the office until they are picked up.

**CAMPUS WALKTHROUGHS:** Site safety inspections were recently administered by district and site admin, district nurse, and custodian. A nurse from Sacramento County Public Health also did a walkthrough of the Walnut Grove campus and went over all safety protocols. Additional weekly walkthroughs by the site admin and safety team will occur to look for any areas where adjustments need to be made, signs replaced, etc to maintain proper safety when reopening. Site custodians to refill soap, paper towels, etc nightly as needed. Teachers will inform the site principal of any safety concern as soon as it arises.

## Students on Campus

Time	Plan
Hybrid	<ul style="list-style-type: none"><li>• A/B Cohorts - See Schedule Below</li></ul>
Arrival Times	<ul style="list-style-type: none"><li>• There will be a staggered drop off time between 7:45-8:15 AM. Once admitted to campus, students will head straight to class, where they will have breakfast waiting for them.</li></ul>
Entering school	<ul style="list-style-type: none"><li>• All students and staff must wear face coverings in the appropriate manner from the time they exit their vehicle and while on campus.</li></ul>

Addendum A to Site Safety Plan

	<ul style="list-style-type: none"> <li>● All students and staff are expected to follow directional signs and arrows.</li> <li>● See attached map</li> <li>● Entry Point screening: Students stand 6 ft apart and wait for a health check.</li> <li>● All areas on campus, including staff rooms, supply closets, copy areas, etc, have maximum capacity signs to allow for social distancing which will be enforced by site admin.</li> <li>● Signs for social distancing, hand washing, and mask wearing are posted all over the school and outside and inside every classroom and learning space.</li> </ul>
Leaving school	<ul style="list-style-type: none"> <li>● Walnut Grove will have staggered release times between 1:15-1:45. Walnut Grove staff will be in the front of the school during this time and will radio as parents arrive. Walkers will be dismissed at intervals with siblings. Bus riders TBD once the transportation schedule is complete. Essential worker program students to be dismissed at 1:45 to the old gym.</li> </ul>
During Arrival, Dismissal, and Moving around campus for Recess, etc.	<ul style="list-style-type: none"> <li>● Students are required to follow all directional signage.</li> <li>● Students must remain 6 feet apart.</li> <li>● Students must wear a face covering.</li> <li>● See attached map for directions in hallways.</li> <li>● All Walnut Grove students will have their own pool noodle assigned with their name on it to be used as a social distancing reminder.</li> </ul>
Breakfast	<ul style="list-style-type: none"> <li>● Breakfast will be available in the classroom, free of charge to anyone who would like it (Walnut Grove Staff to deliver breakfasts to classrooms).</li> <li>● Breakfast will be bagged for easy distribution.</li> <li>● Second Chance Breakfast will not be available at the mid-morning recess</li> </ul>
Lunch	<ul style="list-style-type: none"> <li>● School lunch will be available free of charge to anyone who would like it</li> <li>● School lunches will be bagged for easy pick up and to ensure social distancing</li> <li>● All students will eat in their classrooms with Walnut Grove support staff supervising from a distance.</li> <li>● Students must wear a face mask when not eating.</li> </ul>
Recess	<ul style="list-style-type: none"> <li>● Students will be allowed to use the restrooms during recess, but only 3 students will be allowed into the bathroom at a time. Students will stand on designated spots while waiting.</li> <li>● Shared sports and play equipment is not allowed, such as basketballs and soccer balls. Activities for students to play individually are allowed, such as drawing books, hula hoops, individual jump ropes, etc.</li> <li>● Individual recess areas have been designated into 5 areas. Each class will be assigned an area for the week. No more than one class may be in an area at a time. (See attached Map)</li> </ul>
Restrooms	<ul style="list-style-type: none"> <li>● Max Capacity (3 students) signs placed are listed on each door</li> <li>● Social Distancing rules apply in restrooms.</li> </ul>

Addendum A to Site Safety Plan

	<ul style="list-style-type: none"> <li>● Use only marked restrooms, urinals, and sinks</li> <li>● Restrooms will be open and monitored by staff before school, during recess, and at lunch.</li> <li>● If students need to use the restroom during class time, he/she will use hand sanitizer when leaving and re-entering the classroom.</li> </ul>
In Class	<ul style="list-style-type: none"> <li>● All students will apply hand sanitizer when entering and exiting the classroom.</li> <li>● Students and staff will wear face coverings in the appropriate manner.</li> <li>● All desks are spaced 6 feet apart</li> <li>● Teachers will be provided with extra masks</li> <li>● Doorstops will be provided to each teacher to prop their door open.</li> <li>● Inside doors will remain open throughout the class period to help with air circulation.</li> <li>● Seating will be arranged to accommodate 6' social distancing and will be evaluated daily.</li> <li>● Students will be assigned a seat and should stay in that seat.</li> <li>● Students should bring their own classroom supplies and materials or they will be stored in a separate area, not accessible to the other cohort. No sharing of these items will be allowed. Each student will have either a personal computer or school-issued chrome book. Teachers to determine if the computers are required during in-person days or to be left at home for remote and asynchronous days.</li> <li>● Outside learning areas will be designated for each class to be used at the teacher's discretion. Dots for social distancing to be indicated in all areas.</li> </ul>
Drinking Fountains	<ul style="list-style-type: none"> <li>● Only the water filtration system for filling water bottles will be in operation. All other drinking fountains will be covered. Students are encouraged to bring bottled water from home.</li> </ul>
Campus Visitors	<ul style="list-style-type: none"> <li>● Visitors are allowed in the outside office area only.</li> </ul>



Addendum A to Site Safety Plan

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Cohort A is on campus 8:15am - 1:45pm (7:45-8:15 staggered drop off)</p> <p>Cohort B will work at home independently. Teachers will have office hours from 1:45-2:30 pm to help Cohort B students.</p>	<p>Cohort A is on campus 8:15am - 1:45pm (7:45-8:15 staggered drop off)</p> <p>Cohort B will work at home independently. Teachers will have office hours from 1:45-2:30 pm to help Cohort B students.</p>	<p>All learning is done via live zooms with their teachers and the entire class.</p>	<p>Cohort B is on campus 8:15am - 1:45pm (7:45-8:15 staggered drop off)</p> <p>Cohort A will work at home independently. Teachers will have office hours from 1:45-2:30 pm to help Cohort A students.</p>	<p>Cohort B is on campus 8:15am - 1:45pm (7:45-8:15 staggered drop off)</p> <p>Cohort A will work at home independently. Teachers will have office hours from 1:45-2:30 pm to help Cohort A students.</p>

# **Isleton Elementary School**

## **SITE EMERGENCY PLAN**

**Supplement to  
RDUSD Safety Plan  
2020-21**

**Approved by:**

\_\_\_\_\_  
**Principal Facilitator**

\_\_\_\_\_  
**Date**

## Emergency Operations Chart

POSITION	ACTION REQUIRED	RESPONSIBLE STAFF
<b>Incident Commander</b>	Direct and coordinate all emergency operations. Assign staff role adapting for absentees or injuries.  Credential emergency personnel.	1. Principal, Stacy Wallace 2. Paula Anderson
<b>Communications Team</b>	Coordinate external communications to other schools, district, media and relay official communications from Incident Commander to staff, students, parents and public.  (Superintendent speaks to media.)	1. Kathy Wright 2. Stacy Wallace 3. Gabby Chavez
<b>First Aid / Mental Health Team</b>	Ensure that all first aid supplies are up-to-date, available, and properly administered.	1. Angela Patin 2. Michael Garcia 3. Brittany Terry
<b>Light Search and Rescue Team</b>	Coordinate light search and rescue operations, inform Incident Commander of fires and put out small fires.	1. Lori Valentine 2. Jen Souza 3. Ken Gaston
<b>Reunification Team:</b>	Receive parents and reunite them with their children at the Reunion Gate.	1. Gabby Chavez 2. Alejandra Camacho
<b>Emergency Assembly Area Team</b>	Account for all students. Supervise. Check periodically. Assist with locating and reunification. Implement buddy system for use of restrooms and other assistance.	1. Paula Anderson K/1 2. Heather Dolk 2/3 3. Lauren Tyner 4/5 4. Aaron Sever 6 Nick Glende and Karen Hemman to help this team.
<b>Site Team</b> Security, Utilities, Sanitation & Shelter	Secure campus, direct parents to reunion gate, check and shut off utilities as necessary, provide sanitation and shelter sites.	1. Gabby Chavez 2. Lori Valentine/Jennifer Souza 3. Ken Gaston

# EMERGENCY TEAM DUTIES AND RESPONSIBILITIES

<b>INCIDENT COMMANDER</b>	<b>PAGE 17</b>
<b>COMMUNICATIONS TEAM</b>	<b>PAGE 18</b>
<b>FIRST AID/MENTAL HEALTH CRISIS TEAM</b>	<b>PAGE 19</b>
<b>LIGHT SEARCH AND RESCUE TEAM</b>	<b>PAGE 20</b>
<b>EMERGENCY ASSEMBLY AREA TEAM</b>	<b>PAGE 21</b>
<b>REUNIFICATION TEAM</b>	<b>PAGE 22</b>
<b>SITE TEAM</b>	<b>PAGE 23</b>
<b>DEBRIEFING SUMMARY</b>	<b>PAGE 24</b>
<b>EMERGENCY RESPONSE TEAM LOG</b>	<b>PAGE 25</b>

## **Incident Commander**

**LOCATION:** \_\_\_\_\_

*The Incident Commander (IC) is responsible for directing emergency operations and shall remain at the Command Post to observe and direct all operations. The IC will normally be the school principal, assistant principal or their designee. In the absence of the normal IC, anyone may assume the duties of the IC until someone more qualified can take over.*

### **PROCEDURES:**

1. Report to incident Command Center.

### **RESPONSIBILITIES:**

1. Begin and end emergency response.
2. Assess type and scope of emergency.
3. Determine threat to human life and structures and need for outside assistance.
4. Set up command post.
5. Set up and coordinate emergency assignments as needed for:
  - a. Accounting for all students and staff
  - b. Communications with District Office, Internal Communications, and External communications with media
  - c. Campus security/Utilities Team, First Aid/Crisis Team Leader, Search & Rescue Team Coordinator
  - d. Reunification Team at Reunion Gate, Support to Site Team with Resources and Volunteers, and Sanitation, Nutrition and Shelter
6. Direct Communications Team and initiate all official messages to district office, staff, students and parents.

### **SUPPLIES/EQUIPMENT:**

1. Table, chair, desk supplies
2. Sets of Master keys
3. Walkie-talkies/cell phones
4. Portable PA system
5. AM/FM Portable Radio
6. Notebook containing the following items:
  - a. Faculty/Staff Roster
  - b. Master Student Roster
  - c. Copies of every team's duties
  - d. School Emergency Operations Chart
  - e. School Information Map
  - f. Emergency Response Team Log

## **Communications Team**

**LOCATION:** \_\_\_\_\_

*Communications Team will assist Incident Commander with external and internal communications as needed.*

### **PROCEDURES:**

1. Bring class out and take roll.
2. Complete and turn in "Drill/Emergency Status Report".
3. Sign-off at Incident command Center.

### **RESPONSIBILITIES:**

1. Support Incident Commander by facilitating and delivering communications.
2. Set-up public address system.
3. Use Blackboard Connect (All call system), cell phone short messages, walkie-talkies/cell phones, messengers and any other means needed to communicate between school, emergency services and district office as needed. Will also relay official communications from IC to staff and students in assembly area, and parents and public as needed.

### **SUPPLIES/EQUIPMENT:**

1. Paper
2. Cell phone
3. Clip Board
4. Pens
5. Walkie-Talkies

## ***First Aide/Mental Health Crisis Team***

LOCATION: \_\_\_\_\_

### **PROCEDURES:**

1. Bring class out and take roll.
2. Complete and turn in "Drill/Emergency Status Report".
3. Sign-off at Incident Command Center.

### **RESPONSIBILITIES:**

1. Set up first aid area in a safe place.
2. Secure first aid supplies.
3. Coordinate Search and Rescue Teams.
4. Determine need for medical assistance.
5. Administer first aid as needed.
6. Keep record of types of injuries and aid provided.
7. Mitigate emotional trauma.
8. Keep log of students that need follow-through and referrals.

### **SUPPLIES/EQUIPMENT:**

6. Table, chair, desk supplies
7. First aid supplies
8. Walkie-talkie
9. Stretchers
10. Blankets
11. Wheelchair
12. Set of grade level binders with individual emergency forms (Forms to be given to paramedics as requested.)
13. Notebook containing the following items:
  - a. School Emergency Operations Chart
  - b. School Information Map
  - c. Emergency Response Team Log to be used as First Aid Roster

## ***Light Search and Rescue Team***

**LOCATION:** \_\_\_\_\_

### **PROCEDURES:**

1. Bring class out and take roll.
2. Complete and turn in "Drill/Emergency Status Report".
3. Sign-off at Incident Command Center

### **RESPONSIBILITIES:**

#### **Search and Rescue Team Coordinator:**

1. Mobilizes Search and Rescue Teams.
2. Maintains contact with Incident Command Center.
3. Receives list of missing/unaccounted students.
4. Checks with Search & Rescue Teams for missing students.

#### **Search and Rescue Teams will do the following during the *first 15-20 minutes* after an earthquake/disaster:**

1. 3-member teams search assigned areas; other team members stay with Search & Rescue Coordinator for support.
2. Locate and quickly move victims to a safe location.
3. Spend no more than one minute with each found victim.
4. Record location of victim on Emergency Response Team Log.
5. Report findings to Search & Rescue Team Coordinator.
6. Other Search & Rescue Team Members are dispatched to areas where needed, only after receiving reports on initial search from all Search & Rescue Teams.

### **SUPPLIES/EQUIPMENT:**

1. Master keys.
2. Walkie-talkies.
3. Search & Rescue backpack.
4. Notebook containing the following items:
  - a. School Emergency Operations chart.
  - b. School Information Map.
  - c. Emergency Response Team Log.



## ***Emergency Assembly Area Team***

**LOCATION:** \_\_\_\_\_

### **PROCEDURES:**

1. Bring class out and take roll.
2. Complete and turn in "Drill/Emergency Status Report".
3. Remain at Assembly Area on the Main Yard.

### **RESPONSIBILITIES**

#### **TEAM LEADER:**

1. Bring class out and take roll.
2. Complete and turn in "Drill/Emergency Status Report".
3. Implements "buddy" system with neighboring teachers/staff.
4. Help runners locate students being picked up and direct them to the "Reunion Gate".

#### **OTHER STAFF:**

1. Evacuate classrooms using predetermined routes to Assembly Area.
2. Take roll and report class/group status to the Incident Command Center.
3. Supervise and reassure students throughout the duration of the emergency.
4. Conduct recreational and educational activities to maintain order and calm.
5. Provide water to help calm the students.

### **SUPPLIES /EQUIPMENT:**

1. Table, chair, desk supplies.
2. Gate keys.
3. Walkie-Talkie.
4. Student Emergency Information Cards (From Incident Command Center).
5. Clipboard with Release Procedures.
6. Student Release Request Forms (Blue Slips).
7. Record-keeping materials.
8. Master list of Students.
9. Runners (From Reunification or Communication Team)
10. Notebook containing the following items:
  - a. Evacuation Routes Diagram.
  - b. School Emergency Operations Chart.
  - c. School Information Map.
  - d. Emergency Response Team Log

## ***Reunification Team***

**TEMPORARY LOCATION:** \_(Must be a location that makes it manageable to organize and control crowd)

1 person organizes parents/crowd.  
2 people have binders, A-M, N-Z  
1 person is the runner

### **PROCEDURES:**

1. Bring class out and take roll.
2. Complete and turn in "Drill/Emergency Status Report".
3. Sign-off at Incident Command Center.
4. Get necessary supplies from the Emergency Supplies Bag.
5. Report to the Reunion Gate location by \_\_\_\_\_.

### **RESPONSIBILITIES:**

1. Establish a parent pick up area. (One line A-M, One line N-Z)
2. Confirm parent/student relationship with child. If not a parent, check emergency form for adults listed on the emergency release form in the binder. Do not release any child to an adult who is not listed on the form, without explicit permission from the parent.
3. Runner calls for students in line and sends them to Reunion Gate to be signed out by parent/guardian.(Runner is positioned between Reunification Area and Assembly Area.)
4. Reunite student with designated adult.

### **SUPPLIES/EQUIPMENT:**

1. Table, chair, desk supplies.
2. Gate keys.
3. Walkie-Talkie.
4. Record-keeping materials.
5. Master list of Students.
6. Notebook containing the following items:
  1. Faculty/Staff Roster.
  2. School Emergency Operations Chart.
  3. School Information Map.
  4. Emergency Response Team log.
7. Police Caution Tape
8. Pens

## **Site Team (Security, Utilities, Sanitation, & Shelter)**

**LOCATION:** \_\_\_\_\_

*Personnel designated as Security Personnel will secure building and provide directions to parents to reunion gate, and emergency vehicles access through Emergency Gate.*

*The Security Team Leader will be responsible for school site, including shelter and sanitation.*

### **PROCEDURES:**

1. Bring class out and take roll.
2. Complete and turn in "Drill/Emergency Status Report".
3. Sign-off at Incident Command Center.

### **RESPONSIBILITIES:**

#### **Security Team Leader:**

1. IMMEDIATELY lock all external gates and doors – secure campus
2. Monitor gates and open for emergency vehicles, and direct first responders to area of need.
3. Post signs as needed.
4. Direct parents to the "Reunion Gate".
5. Check utilities and take action to minimize damage to school site.
6. Assess damage to site and report findings to Incident Commander.
7. Establish morgue area, if needed.
8. Work with the cafeteria and ICC to distribute resources such as water, food, power, radio telephones and sanitation supplies.
9. Seek help to create shelter and sanitation teams as needed.

#### **Cafeteria staff:**

1. Provide water and food for those people detained beyond meal times.

### **SUPPLIES/EQUIPMENT:**

1. Master Keys.
2. Walkie-Talkie/cell phones
3. Direction and information signs.
4. Supplies/equipment in emergency supply bin.
5. Notebook containing the following items:
  - a. School Emergency Operations Chart.
  - b. School Information Map.
  - c. Emergency Response Team Log.

## **DEBRIEFING SUMMARY**

### **1. What went well?**

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### **2. What did not go well?**

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### **3. Changes Recommended for Next Time?**

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### **4. Top Three Lessons Learned?**

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### **5. Any Other Comments?**

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**DRILL/EMERGENCY STATUS REPORT**

**RETURN TO THE INCIDENT COMMAND CENTER/OFFICE**

TEACHER'S NAME: \_\_\_\_\_ ROOM \_\_\_\_\_ **PRESENT**  
YES \_\_\_ NO \_\_\_

TEACHERS ASSISTANT'S NAME: \_\_\_\_\_ YES \_\_\_ NO \_\_\_

**TYPE OF EMERGENCY DRILL:**

FIRE \_\_\_\_\_ DROP/TAKE COVER \_\_\_\_\_ EARTHQUAKE \_\_\_\_\_ LOCK DOWN \_\_\_\_\_  
IN-PLACE SHELTERING \_\_\_\_\_ OFF-SITE EVACUATION \_\_\_\_\_ CLEAR YARD \_\_\_\_\_  
OTHER \_\_\_\_\_

ALL STUDENTS ACCOUNTED FOR: YES: ___ NO: ___ TEACHER SIGNATURE _____
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**MISSING OR UNACCOUNTED FOR:**

- 1. \_\_\_\_\_ 4. \_\_\_\_\_
- 2. \_\_\_\_\_ 5. \_\_\_\_\_
- 3. \_\_\_\_\_ 6. \_\_\_\_\_

**INJURED STUDENTS/PERSONS:**

- 1. \_\_\_\_\_ 4. \_\_\_\_\_
- 2. \_\_\_\_\_ 5. \_\_\_\_\_
- 3. \_\_\_\_\_ 6. \_\_\_\_\_

**STUDENTS WHO ARE ABSENT:**

- 1. \_\_\_\_\_ 4. \_\_\_\_\_
- 2. \_\_\_\_\_ 5. \_\_\_\_\_
- 3. \_\_\_\_\_ 6. \_\_\_\_\_

**OTHER: (EXAMPLE: STUDENTS WHO LEFT EARLY, ETC.)**

- 1. \_\_\_\_\_ 4. \_\_\_\_\_
- 2. \_\_\_\_\_ 5. \_\_\_\_\_
- 3. \_\_\_\_\_ 6. \_\_\_\_\_

## Designated Assembly Area

### Primary Locations

Staff and students will assemble in the playfield behind the school, behind the portables, and across street from Rooms 100-102. Students will form lines with their classmates. If the campus needs to be evacuated entirely, students and staff will travel through the front passage of the school and safely cross the bus loading area into the public parking lot on Union Street.

### Alternative Safe Locations

- 1.) Ramos Oil

## Basic Evacuation Procedures

### *Things To Keep In Mind*

1. Our primary goal is the safety of the students as well as ourselves.
2. Each incident is unique and each of us will have to act accordingly.
3. Each of us needs to have a plan that allows for options.
4. We must be familiar with the plan and we must practice the plan.
5. When you evacuate your room;
  - a. Take all your personal belongings.
  - b. Take your red emergency bag. Be able to communicate where you are, who is with you, and who is not with you.
  - c. Take your radio and personal cell phone.
  - d. Keep your students together.
  - e. Expect the worse.
    - i. A fire alarm might be set off by an armed intruder.
    - ii. You might think the student parking lot is safe and be the victim of a car bomb.
  - f. Do not leave a student with severe disabilities or a student in a wheelchair unattended at any time.

# Utilities Cut-Off Chart

Utility	Area	Location	Action
Electricity	Library Courtyard	In fenced area outside courtyard facing D Street	<b>Pull black handle 3 times (up and down)</b>
Gas	Library courtyard	In fenced area inside courtyard	<b>Turn valve off. on (propane tank)</b>
Water	Union Street	Inside fence, front of school (towards post office)	<b>Turn valve off</b>
Water	Gym	Behind gym	<b>Turn valve off.</b>
Water	Union Street	Near Room #100	Turn valve off



## General Information/Signals

If a life threatening or pending disaster occurs, the site administrators/managers or designee will first: Contact 911 and then contact the Superintendent and then the District Contingency Center. The site administrator/manager will take appropriate emergency action to save lives and mitigate the effects of the disaster by accomplishing the following:

- A. Lead students/staff to safety.
- B. Communicate with parents and authorities.
- C. Render appropriate first aid.
- D. Maintain students/staff morale.

## Basic Emergency Signals

Emergency signals generally will be electronic. Catapult is the official system of the district to communicate during emergencies. Other means of communication may be used, such as cell phone, whistle, bull horn or voice. There are four emergency signals that should remain standard in emergency situations:

**Shelter** - Standard raid siren or long fire bell. Find nearest safety shelter. Take cover and lock doors and windows. Stay away from windows, light fixtures. Wait for further instructions. Some situations which may use this signal are:

- A. Earthquake
- B. Chemical spills

**Evacuate**- Fire signals or cadence bell. Leave building quickly and in orderly fashion. Use posted exit routes, primary or alternate (on room wall). Assemble in pre-determined assembly area or where directed.

**Lockdown** – Lock and cover doors and windows. Locks, Lights, Out of Sight. Wait for further instructions.

**Lockout** – Announcement over Loud Speaker. Find nearest safety shelter. Business as usual. Some situations which may use this signal:

- A. Dangerous animal
- B. Police activity that does not require a lockdown.

## Bomb Threat

### Site Action:

Staff member receiving bomb threat:

- A. Gather as much information about the caller/source as possible.
- B. Write down exact responses to questions.
- C. Note voice (sex, age, tone, emotion) and background sounds.
- D. Let source do as much talking as possible.
- E. Ask specific questions-when, where, who (name), what, why, how.
- F. **Do not touch or remove any suspicious objects.**

### Site Administrator/Manager:

- A. Assess Information.
- B. Determine whether or not to evacuate building(s).
- C. Notify appropriate law enforcement of event and action.
- D. Direct volunteer teams to conduct rapid search of predetermined areas.
- E. **No one is touch or remove any suspicious object(s).**
- F. If item is found, evacuate area to a minimum of 300 feet.
- G. Secure area. Notify appropriate authorities.
- H. **Do not use radio devices.**
- I. Re-enter only upon authorities' direction.
- J. If evacuation is ordered-carry out similar to fire drill and go to far back corner of school grounds.
- K. Keep appropriate documentation(report) of event.

### Teacher Action:

- A. Stay with class and take roll, note missing/absent or injured student.
- B. If not with class, report to site administrator.
- C. **Do not allow students to touch/remove any suspicious object(s).**
- D. **Do not use radio or electrical devices.**

## Hazardous Matter/Chemical Spill

A chemical spill could be a potentially life-threatening disaster whether from a spill or chemical(s) on school grounds, or more likely, from an overturned truck, or train close to the school's grounds. Winds may carry fumes rapidly. Notification warning from fire/police departments may or may not precede the spill effects. Take the following actions:

### Site Action:

- A. **Be cautious.**
- B. **Do not attempt to smell, touch or taste any material.**
- C. **Do not be hasty in action. Assess possible harm first.**
- D. Site administrator/manager determines whether the students/staff should leave or set up a shelter-in-place.
- E. When signaled, move calmly and orderly to shelter-in-place assembly area. Generally, this site will be predetermined. The shelter should offer maximum protection from airborne chemical effects. Tape windows and doors. Shut off heaters and air conditioning.
- E. If spill is limited to ground contamination, secure area (barricade) and keep personnel away.
- F. Call 911 for emergency assistance.
- G. If evacuation is ordered, move quickly calmly, orderly **UP** (uphill, upwind, upstream) to lessen exposure possibilities. Render first aid as necessary.
- H. Notify Superintendent, Chief Business Officer, and Director of Maintenance and Operations.
- I. Do **NOT** return to contaminated site until direction from a competent authority is given.
- J. Log any incident. Keep written report, records.

### District Action:

- A. Coordinate emergency support of site, students, and personnel.
- B. Maintenance will assist in response appropriate.
- C. Superintendent or District Contingency Center will handle all media contacts.

## Water Contamination/Food Contamination

### Water

#### Site Action:

- A. If water contamination is suspected or has been verified, the site administration/manger will instruct teachers/managers to move students/staff away from drinking fountains or sinks.
- B. **Do not utilize or drink contaminated water.**
- C. Notify Maintenance.

#### District Action:

- A. Dispatch Maintenance personnel to the scene.
- B. Arrange for potable water as required.
- C. Notify Water Quality Control Board.
- D. Notify utility or appropriate county health agency.

### Food

An incident of food-related poisoning is defined as a cluster of individuals who report indicative symptoms following the consumption of food items from a common source.

#### Site Action:

- A. If food poisoning is suspected, the site administrator/manager will issue an order to cease all food service operations.
- B. Notify Food Services Supervisor, who will take appropriate measures.
- C. Refer all suspected food poisoning cases to site administrator/manager, or in critical cases, **call 911** and report the incident.
- D. Notify Superintendent.

#### District Action:

- A. Notify County Healthy Department.
- B. Dispatch Food Services Supervisor.
- C. Keep the Superintendent and appropriate personnel informed of all activities.

## Fire

### Site Action:

- A. Evacuate area according to posted evacuation routes.
- B. Shut doors.
- C. **Call 911.**
- D. Give exact address, location, directions to fire.
- E. Have someone prepared to meet response vehicles/personnel to direct.
- F. If no phone, send messenger to school office.
- G. Extinguish all small fires, if safe.
- H. Keep all students/staff away from area.
- I. Assemble in determined fire drill assembly area.
- J. Take roll and notify site administrator/manager of absent/injured students, staff.
- K. **Do not re-enter building until directed to do so by authorities or bell system.**
- L. Notify Superintendent.
- M. Report **ALL** fires to maintenance.
- N. Leave fire scene undisturbed pending investigation. **This is essential!**

### District Action:

- A. Dispatch Maintenance to fire emergency.
- B. Maintenance Director, Maintenance Supervisor, Chief Business Officer and Superintendent will coordinate with local authorities and agencies (fire, police, utility, etc).
- C. Secure area for investigation, clean-up and repair.

## Crime Scene/Harmful Intruder/Abduction or Hostage

### Site Action:

- A. If a crime scene is imminent, institute "Lock-Down."
- B. Shut and lock doors, windows, secure entrances, pull drapes.
- C. **Call 911**
- D. Instruct all students, staff to remain inside until given further direction by law enforcement authorities.
- E. Evacuate calmly and quickly ONLY after being directed to do so by Police or competent authorities.
- F. Notify site administrator/manager who will contact Superintendent.
- G. Remain calm and alert.
- H. In a critical incident, DO NOT evaluate or judge; DO listen to suspect, DO allow a suspect to ventilate.
- I. Log information-write down as much as possible about incident, suspect, situation, and timing.
- J. Isolate area if possible.
- K. Refer all media and parents to District Contingency Center.

### District Action:

- A. Set up District Contingency Center and other emergency measures as necessary.
- B. Support and coordinate legal authorities.
- C. In attempted abduction, Superintendent or designee will notify other schools in area and direct a "Parent Alert Notice" to students at affected school.

## Earthquake

### Site Action:

Warning may be when the earth begins to shake: a warning signal may not be possible. This may require putting site emergency plans/teams into action.

### Inside Building:

- A. Follow "Duck and Cover" routine, (Drop, Cover, Hold).
- B. Stay away from windows, overhead fixtures, falling items.
- C. Crouch under solid cover (desk, table, or doorway).
- D. Cover head with arms, protect face.
- E. Remain calm.
- F. Avoid exposed wires, pipes, or other hazards.
- G. Assess the situation when shaking has stopped.
- H. Evacuate quickly and calmly.
- I. If safe, get way from structures.
- J. Take note of absent/injured and assist as directed.
- K. **Do not re-enter building until damage safety is assessed.**
- L. If known, disconnect electrical controls and turn off gas.
- M. Notify Superintendent and Maintenance.

### Outside Building:

- A. Move away from structures, power lines.
- B. Be prepared for aftershocks.
- C. Report to pre-determined assembly areas if possible.
- D. Do not enter building until damage/safety is assessed.

### District Action:

- A. Activate District Emergency Plan
- B. Maintenance will organize and assess damage, secure utilities in cooperation with local and governmental agencies.
- C. Maintenance will lead recovery effort.

**Utility: Major System(s) Failure  
Gas, Electric, Phone, Water**

Site Action:

**Power failure:** Contact site administrator who should notify Maintenance and appropriate community agency.

**Downed Power lines or broken gas mains:** Evacuate area away from and upwind from leaks. Do not touch or move any power lines. Call Maintenance and appropriate utility company.

**Main phone failure:** Use nearest operational phone (pay phone, cell phone, residence). Call Superintendent's office.

**Water services disruption:** Discontinue use of water facilities. Contact Maintenance.

District Action:

Dispatch appropriate Maintenance personnel to site.

Establish emergency communications as necessary.

Coordinate emergency response from Transportation, Food Services, etc.

Act as liaison with utility companies.

**COVID Re-Opening Plan**

See Addendum A



# Isleton Elementary School

## *Emergency: Fire Drill/Evacuation Drill*

### Response Actions

- When fire alarm sounds, students file out of the building and form a line as they are walking toward the field. The teacher grabs the walkie-talkie and emergency kit, and must **LOCK ALL CLASSROOM DOORS** and exits the building. **ALL emergency items should be in your RED tote bag, next to the exit.**
- Follow the evacuation route as posted in your classroom, and proceed to the field behind the school.
- **BUILDING SWEEPS:** Antonia/Jennifer/Lindsay sweep buildings
- Specialists and pull out program teachers should bring students to their classroom teacher's line to be counted on the classroom teacher's roll sheet.
- Classroom teachers take roll and complete the Drill/Emergency Status Sheet. Hold up the green flag if you have all of your students or red flag if you are missing a student.
  - Antonia/Jennifer will collect the Drill/Emergency form from teachers holding up a red flag.
  - If students cannot be located, Antonia/Jennifer will message the secretary and ask for an additional sweep of buildings.
  - Antonia/Pat will notify the teacher holding the red flag when the student has been located.
- Once all teachers are holding a green flag and the building has been swept, a bell will ring to notify teachers to return to classrooms with students.
- In the event of an actual evacuation or emergency, all staff will begin Emergency Team Duties, once roll has been taken. (See Emergency Team Duties Packet)

### STUDENT EXPECTATIONS

- Students are expected to walk to the designated location silently.
- Once on the field the students are to remain silent, listening for instructions.
- Students should remain in a straight line for the duration of the drill, facing away from the building.

# Isleton Elementary School

## Emergency: LOCKDOWN PROCEDURES

### Response Actions

- **Make sure you have your keys and phone (if you have one) at all times.**
- You will be notified that we are going into lockdown by an intercom announcement.
  - *Teacher/staff that have students out on the field gather all the students and bring them to a secure location.*
- When you hear the lockdown announcement “LOCK DOWN Locks, Lights, Out of Sight”, please do not call the office for information. Do not allow students to use telephones or cell phones.
- Teachers should quickly check halls and get students into classrooms – even if they aren’t in your class.
- Secure your room: Lock all doors (interior and exterior), close blinds, turn off lights, and keep students down and away from the windows and door. **(Stay silent and out of sight.)**
- Cover all exposed windows, including the window to your door.
- During lockdown, no one should be in the halls except Administrators, Security, and Police.
  - Staff without students, who are not in their room, should report to the nearest classroom.
  - Staff without students in the room, should remain in their room and follow the above procedures.
- Administrators and support staff (Pat, Carmen) or their designee, will sweep for loose students.
- Administration will determine the need to notify police of any emergency situation.
- The lockdown is maintained until an “all clear” code is called.
- Children who were the target of the intruder or were frightened by the lock down are referred to the counselor, or appropriate community resource, for support.
- An email explanation will be sent to teachers as soon as possible.
- If you are missing students, please e-mail or text Pat and/or Antonia. (Do not use school phones.)

### SPECIAL INSTRUCTIONS

Special Instructions:

- **The Secretary** mans the phone and information as needed.
- **Jennifer Souza, Lori Valentine, Admin/ TIC, or counselor** lock all outside doors.

# Isleton Elementary School

## COVID-19

### Re-Opening Plan

#### Policies and Procedures

**STUDENT HOME CHECKS:** Families are strongly encouraged to take the temperature of their children daily before they leave their homes for school. Any child with a fever of 100.4 F or higher must stay home. Parents should screen their children for any of the following symptoms fever, cough, runny nose, loss of taste or smell, sore throat, congestion, nausea, vomiting, diarrhea, and shortness of breath prior to leaving for school each day. The school nurses will provide parents with a quick reference guide for parents to use when screening their children. Students experiencing those symptoms must not attend school.

The school nurses have provided teachers and staff with a quick reference sheet to used when a child appears to be sick or self-reports the he/she is not feeling well. The teachers and staff will follow the protocols established by the school nurses for reporting an illness.

**STAFF SELF-CHECKS:** Staff must perform a self-check of their health each day before arriving on campus by answering a series of Yes/No questions associated with known symptoms of the virus: temperature, cough, shortness of breath, and lacking taste and/or smell. They will also be asked to record their temperature daily. Free COVID testing is offered weekly on Thursdays at Walnut Grove Elementary for routine health checks for every staff member, student, family member, and/or community member.

**STUDENT ENTRY POINT CHECKS:** School employees will serve as designated screeners for all students and non-employees at the designated entry points. Our screeners will use an infrared, non-contact thermometer. A temperature check will be conducted for all persons entering the campus. The maximum temperature for someone to be admitted to the campus is 100.3 degrees Fahrenheit. A person with a temperature of 100.4 degrees or higher will be sent home and advised to seek a medical doctor's advice for being tested for COVID and quarantined. Symptomatic individuals must be symptom-free for 72 hours before they are allowed to return to the school's campus. Temperature checks for Kindergarten and 1st grade students will be at the front office entry. Temperature checks for 2<sup>nd</sup> grade through 6<sup>th</sup> grade students will be at the front gate to the main building. Students that are being dropped off by car, will be checked by the car prior to the parents driving away. Walk in students will be checked at the check points. Once students have passed the entry point they will be going directly to their classroom for breakfast.

**BUS STOP CHECKS:** Eligible bus riders will be screened for body temperature daily. Any child with a fever of 100.4 F or higher will not be allowed to board the school bus. If the sick child is 12 years old or younger, a parent or older sibling must take him/her home and consult with the doctor. If there is no family member available for the child, the bus driver will either place a mask on the child, seat him/her in an isolated seat on the bus and transport the child to the nearest school on the route, then place him/her in the care of the school nurse or principal.

**FACE COVERINGS:** Face coverings are an essential part of community protection. Every student is required to bring a face mask onto campus, students that do not arrive to campus with a face covering will be given one at the health check point. All adults and student's 3<sup>rd</sup> through 6<sup>th</sup> grad must wear face coverings, students in Kindergarten through 2<sup>nd</sup> grade are always strongly encouraged to wear face coverings. Our staff will promote the proper wearing of face coverings at all times during the day. Face coverings need to be worn properly, covering your nose and mouth.

### Students on Campus

Time	Plan
Hybrid	<ul style="list-style-type: none"> <li>● A/B Cohorts</li> </ul>
Arrival Times	<ul style="list-style-type: none"> <li>● Students A-H               <ul style="list-style-type: none"> <li>○ 8:05 - 8:15</li> </ul> </li> <li>● Students I-P               <ul style="list-style-type: none"> <li>○ 8:15 - 8:25</li> </ul> </li> <li>● Students Q-Z               <ul style="list-style-type: none"> <li>○ 8:25 - 8:35</li> </ul> </li> </ul>
Screening/ Entering School	<ul style="list-style-type: none"> <li>● All students and staff must wear face coverings in the appropriate manner from the time they exit their vehicle and while on campus.</li> <li>● All students and staff are expected to follow directional signage.</li> <li>● Entry Point screening: Students stand 6 ft apart and wait for check for walk-in students. Drive-in students remain in the car until someone comes to check on complete the health safety check.               <ul style="list-style-type: none"> <li>○ K-1 students are screened at the front of the office.</li> <li>○ 2-6 students are screened at the front gate of the main building.</li> </ul> </li> <li>● Students must go directly to their classrooms after check-in, breakfast will be available for students in their classrooms. A free bagged breakfast will be available to all students. There will be no second chance breakfast available.</li> </ul>
Leaving school	<ul style="list-style-type: none"> <li>● Students A-H               <ul style="list-style-type: none"> <li>○ 1:45 - 1:55</li> </ul> </li> <li>● Students I-P               <ul style="list-style-type: none"> <li>○ 1:55 - 2:05</li> </ul> </li> <li>● Students Q-Z               <ul style="list-style-type: none"> <li>○ 2:05 - 2:15</li> </ul> </li> </ul>
Lunch	<ul style="list-style-type: none"> <li>● Cohorts will have 2 lunch times in the cafeteria               <ul style="list-style-type: none"> <li>○ Early lunch 12:00 - 12:20 Grades 4,5, and 6</li> <li>○ Late lunch 12:20 - 12:40 Grades K, 1, 2, and 3</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>● Students are required to follow all directional signage.</li> <li>● Students must remain 6 feet apart.</li> <li>● Directional squares and tables are marked</li> <li>● Students are encouraged to eat outside - picnic tables have posted # of students who may be seated</li> <li>● While the Early lunch group is in the cafeteria the Late Lunch is able to participate in a socially distanced recess, at 12:20 the students in the cafeteria will be released to the playground. The cafeteria will be sanitized and the Late Lunch students will enter for lunch.</li> </ul>
Restrooms	<p>Max Capacity signs placed on each door  Social Distancing rules apply in restrooms.  Don't use marked sinks and/or urinals.</p>
Restroom Usage	<ul style="list-style-type: none"> <li>● 3 students in restroom at a time</li> <li>● Every student will be given a bathroom pass that only they touch, before the student enters the restroom they will place their bathroom pass on one of the 3 hooks outside. If a student approaches a bathroom that already has 3 hooks they need to wait outside on one of the assigned dots until one student leaves the restroom.</li> <li>● Restroom usage will also be monitored by staff.</li> <li>● 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup>, and ELD rooms will be using the inside restrooms during class time. Ms. Kristy's class, the students visiting the counselor, 5<sup>th</sup> and 6<sup>th</sup> grade classes will be using the outside restrooms during class time.</li> </ul>
In Class	<ul style="list-style-type: none"> <li>● Students and staff will wear face coverings in the appropriate manner.</li> <li>● Teachers will be provided with extra masks</li> <li>● Doors or windows will remain open throughout the class period to help with air circulation.</li> <li>● Seating will be arranged to accommodate 6' social distancing.</li> <li>● Students will be assigned a seat, that they will stay in.</li> <li>● Students will be assigned their own classroom supplies. No sharing of these items will be allowed.</li> </ul>
Recess	<ul style="list-style-type: none"> <li>● Students will be provided 15 minutes of recess.</li> <li>● The recess time will be provided in 2 different time frames, Kindergarten through 3<sup>rd</sup> grade from 10:00 to 10:15 and 4<sup>th</sup> grade through 6<sup>th</sup> grade from 10:15 to 10:30.</li> <li>● Students will be with their age level cohort in specific designated areas.</li> <li>● Students are restricted from playing on or with playground equipment at this time.</li> </ul>
Drinking Fountains	<ul style="list-style-type: none"> <li>● Students will be unable to use the drinking fountains at this time. But they are able to utilize the water station and refill a water bottle brought from home.</li> </ul>
Campus Visitors	<p>Should a parent/guardian need to come on campus, we will require the use of a face covering and a health screening prior to entering the school office.</p>

## Facilities and Supplies

### Supplies:

Need	Plan
Soap and paper towels for all restrooms	All restrooms are stocked with soap and paper towels.
Hand sanitizer for each room on campus and common areas on campus	Hand sanitizer has been delivered to every classroom. When sanitizer is running low, let the office know and more will be delivered immediately.
Tissues for each room on campus	Tissues have been delivered to every classroom. When tissues are running low, let the office know and more will be delivered immediately.
Cleaning and disinfection supplies	Disinfectant and paper towels have been delivered to every classroom. When products are running low, please let the office know and more will be delivered immediately.
Face Coverings	Each classroom has been stocked with extra face coverings. When running low, please let the office know and more will be delivered immediately. Campus staff have extra masks as well.
Arrow Signs	Arrow stickers are placed in hallways to guide students.
Enter/Exit Here Signs	Enter and exit signs are placed on buildings and directions should be followed when students or staff move around campus.

### Facilities:

Need	Plan
Ensure students are able to sit socially distanced (6' + apart) and that all desks face the same direction.	Classroom furniture has been placed utilizing social distancing guidelines. Teachers should designate where students will sit. Please do not move furniture without contacting office first
Physical guides, such as tape on floors to guide movement and promote social distancing.	Red arrows for travel Table limitation posted Grass areas for eating identified
Student desks and high touch areas in all classrooms will be thoroughly cleaned each night by the night custodial team.	This cleaning is completed by the night custodian staff at the end of every day.

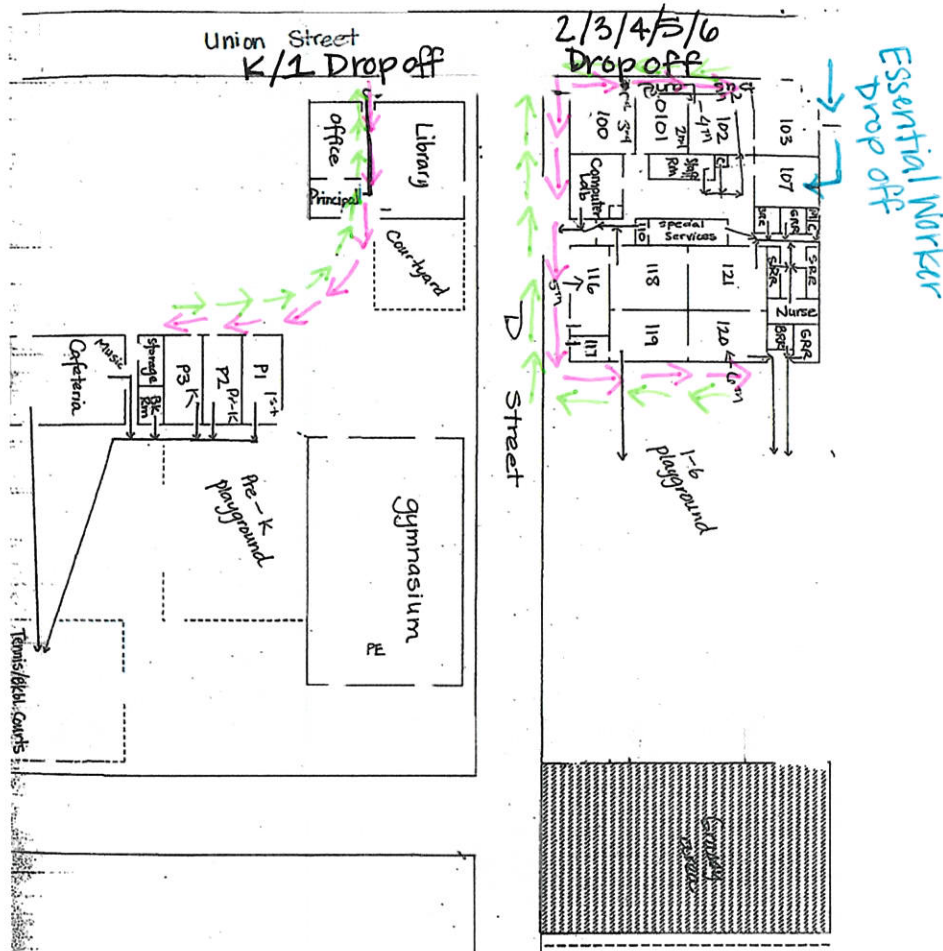
Throughout the school day, the day custodian will be frequently checking and cleaning restroom facilities.

This cleaning is in addition to the nightly deep cleaning performed by the night custodial staff.

### A/B Cohort Weekly Schedule

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Cohort A is on campus doing in person learning.</p> <p>Cohort B will work at home independently and turn in work before the end of the day. Teachers will have office hours to check in with students from 2:15-3:00pm.</p>	<p>Cohort A is on campus doing in person learning.</p> <p>Cohort B will work at home independently and turn in work before the end of the day. Teachers will have office hours to check in with students from 2:15-3:00pm.</p>	<p>All learning will be done via live zooms with their teachers and the entire class following the distance learning schedule.</p>	<p>Cohort B is on campus doing in person learning.</p> <p>Cohort A will work at home independently and turn in work before the end of the day. Teachers will have office hours to check in with students from 2:15-3:00pm.</p>	<p>Cohort B is on campus doing in person learning.</p> <p>Cohort A will work at home independently and turn in work before the end of the day. Teachers will have office hours to check in with students from 2:15-3:00pm.</p>

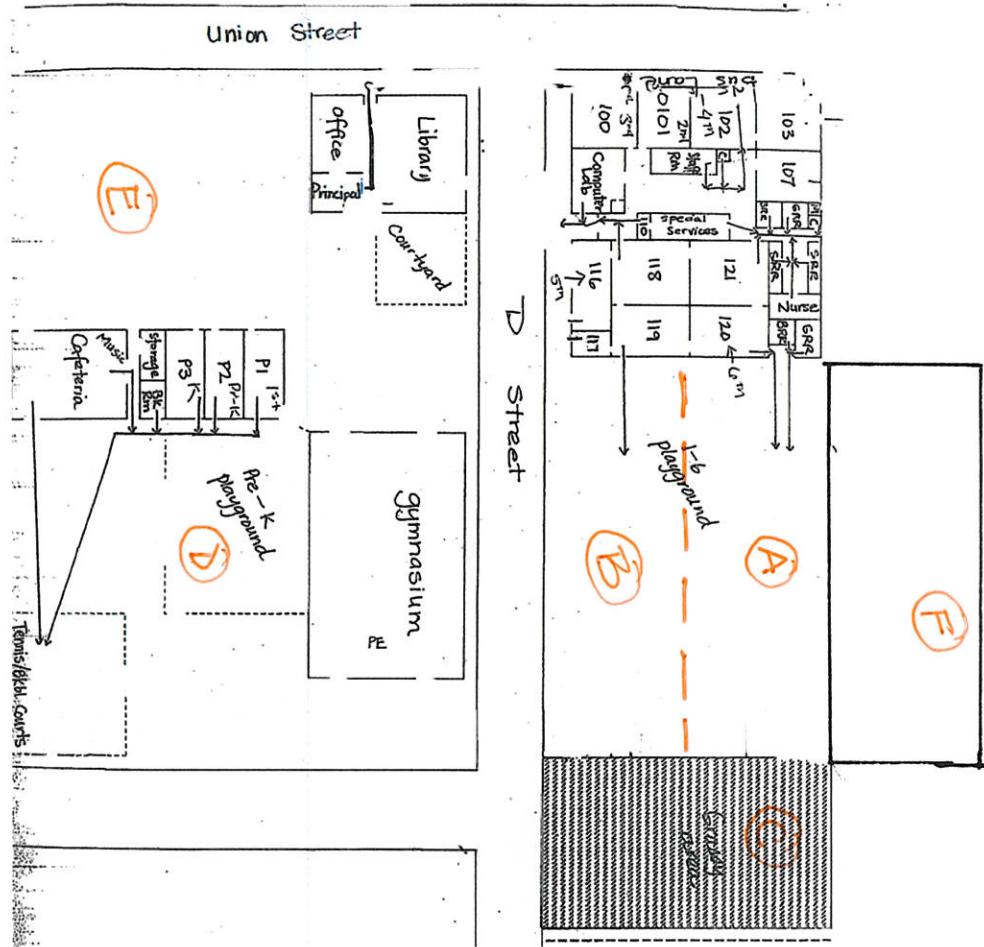
# Isleton Elementary School Flow of Traffic



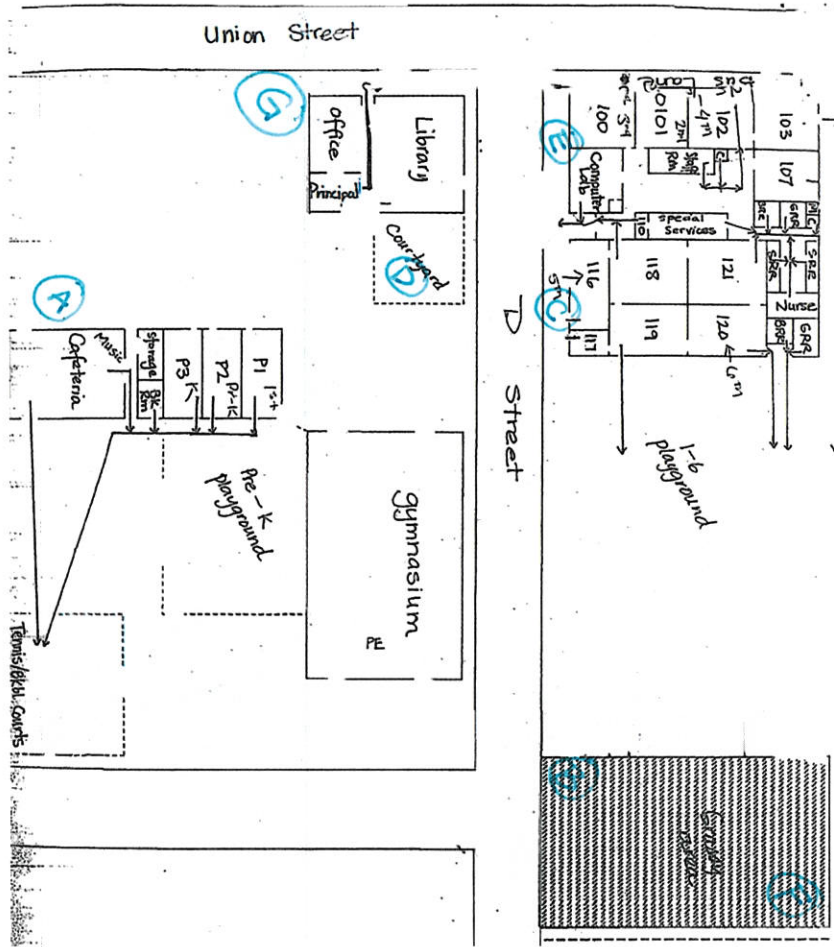
Exit Flow of Traffic  
 Entrance Flow of Traffic



# Isleton Elementary School Recess Areas



# Isleton Elementary School Outside Learning Areas





**River Delta Unified School District**  
***D.H. White Elementary School***

***500 Elm Way***  
***Rio Vista, CA 94571***

**COMPREHENSIVE SCHOOL SAFETY**  
**PLAN**  
**2020-2021**

**(Please also see D.H. White's COVID-19 Re-Opening Plan)**

Prepared by Emergency Preparedness Committee

Emergency Preparedness Committee

**Nicholas Casey, Principal**

**RIVER DELTA UNIFIED SCHOOL DISTRICT**

**445 Montezuma Street**

**Rio Vista, California 94571-1651**

(707) 374-1700 Fax (707) 374-2995

<http://rdusd-ca.schoolloop.com/>

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***2020-2021***

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**Coordinator, Emergency Planning/Crisis Response**

Kathy Wright

Revised January 19, 2021

# Comprehensive School Safety Plan – 2020-21

\*This safety plan was designed to be used in our traditional school setting. The COVID-19 Safety Plan supersedes this plan during our Hybrid Learning.

## **Introduction**

Safe schools are orderly and purposeful places where students and staff are free to learn, teach, and work without the threat of physical and psychological harm. D.H. White Elementary promotes educationally and psychologically healthy environments for all students and staff. D.H. White Elementary School recognizes that there are comprehensive broad factors directly related to a safe school environment such as the school programs, facilities, staff, parents, students, and the community. D.H. White Elementary School further recognizes that safe school practices make major contributions to academic and school improvement efforts. Although keeping children safe requires a community-wide effort, schools are an important component in this undertaking. D.H. White Elementary School's efforts and goals are illustrated below which broaden the safety planning and incorporate an expansive range of strategies and programs in the school safety plan.

## **Description of School Ground**

The school site is a closed campus with all access points locked during school hours, except the main entrance by the office. The buildings, however, have many external doors. There is a large playfield for sporting activities located behind the school. During the school day, staff members and the principal provide campus supervision.

## **Maintenance of School Buildings/Classrooms**

The school's physical facility is maintained and well kept. District personnel periodically examine the school's physical facility and help eliminate obstacles to school safety. Additionally, health and fire department inspectors contribute to school safety. There are security surveillance cameras placed in strategic locations monitoring movement around campus. The classrooms are monitored for safety and appearance by the administration and individual classroom teachers. The pupils are encouraged to take pride in the appearance of the school.

## **Internal Security Procedures**

D.H. White Elementary maintains a copy of the district's behavior expectations and harassment policies in the main office/principal's office, and the policy is available on request. The RDUSD's behavior and harassment policies contains dissemination plans, applicable definitions, reporting requirements, investigation procedures, enforcement regulations, and information related to suspension of students. Additionally, a notice summarizing these policies appears in the *Parent & Student Handbook*. This handbook

is distributed at the beginning of each school year to all parents and pupils. Included in this Safe School Plan is a school map established by the School Site Council indicating safe entrance and exit areas for pupils, parents, and school employees.

To ensure the safety of pupils and staff, all visitors to the campus shall register immediately upon entering any school building or grounds when school is in session and when students are present. District employees, not assigned to D.H. White Elementary School, shall wear appropriate identification badges while on campus conducting business.

Discipline procedures shall focus on finding the cause of problems and working with all concerned to reach the proper, lawful solutions. The school's discipline plan begins at the classroom level. Teachers shall use a visible classroom management plan to communicate classroom rules, promote positive pupil conduct, and reduce unacceptable conduct. Appropriate consequences are administered based on the seriousness of the pupil's misbehavior. Pupil conduct standards and consequences for D.H. White Elementary are specifically described in this Comprehensive School Safety Plan including: (a) the adopted school discipline rules and procedures, and (b) District Disciplinary Guidelines. Site administrator contributes to a positive school climate, promote positive pupil behavior, and help reduce inappropriate conduct. The principal/designee uses available district and other appropriate records to inform teachers of each pupil identified under E.C. 49079. Law enforcement is contacted and consulted to help maintain and to promote a safe and orderly school environment. D.H. White Elementary School employees comply with all legal mandates, regulations, and reporting requirements for all instances of suspected child abuse. This section of the Comprehensive School Safety Plan will describe strategies in place at our school as well as strategies and programs of our school site council for continued improvement in providing a safe, orderly, school environment conducive to learning.

#### **School Safety Strategy #1:**

***Positive pupil interpersonal relations are fostered by teaching social-personal skills, encouraging pupils to feel comfortable assisting others to get help when needed and teaching pupils alternative, socially appropriate replacement responses to violence, including, but not limited to problem solving and anger control skills. When appropriate, staff members will make referrals to recognized community agencies, and/or counseling, and/or mental health resources in the community to assist parents and students with prevention and intervention of issues. The school uses a variety of methods to communicate to pupils, parents, and the greater community that all children are valued and respected.***

- **Preventing and Intervening: Pupil Aggressive Behavior**

Pupil Aggressive Behavior and Bullying. Creating a safe school requires having in place many preventive measures for children's mental and emotional health. School

can reduce the risk of violence by teaching children appropriate strategies for dealing with feelings, expressing anger in appropriate ways, and resolving conflicts. Our school counselor, as well as Rio Vista CARE takes an active part in counseling students who have been recommended by both parents and teachers, especially those who exhibit aggressive behavior. D.H. White uses a comprehensive approach to school violence prevention. When pupils display unwanted behavior and aggressive tendencies, the following measures may take place: teacher intervention, disciplinary referrals to office, communication with parent or guardian, referral to county agencies (CPS or Rio Vista Police), referral to District Nurse or counseling, referral to mental health organization (Rio Vista CARE), hold a Student Study Team (SST) meeting with student and family.

- **Mental Health Programs**

The staff of D.H. White School shall identify students in need and bring forth the student and the family to the appropriate resources. In incidences of possible suicide, school/district psychologist or police crisis response units shall be contacted. Rio Vista CARE counseling services have been made available to students upon referral.

- **Professional Development**

The River Delta Unified School District provides professional development for teachers and parents. Amongst the goals of such programs are to help others establish and nurture a healthy sense of self confidence and self-control, to develop personal and social responsibility, and to enhance academic success.

### **School Safety Strategy #2:**

***D.H. White Elementary School maintains a strict policy prohibiting harassment of students because of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, physical or mental disability or association with a person or group with one or more of these actual or perceived characteristics, or any other basis. Physical harassment often called "just playing around," includes actions such as pushing, poking, throwing things, play fighting, and similar activities. Verbal harassment includes remarks that are offensive, threatening, annoying, embarrassing, or which are used to spread rumors, hearsay, etc. Sexual harassment includes any behavior, either physical or verbal (this includes comments or jokes), that is sexual in nature, and which degrades, humiliates, or embarrasses another person. It includes behavior that may have been acceptable or laughed about in the past. All such harassment is unlawful. Violation of this policy by any student will result in disciplinary action, which may include suspension or expulsion.***

### **Nondiscrimination and Fair Treatment of Pupils**

A major source of conflict in many schools is the perceived or real problem of bias and unfair treatment of students because of ethnicity, gender, race, social class, religion,

disability, nationality, sexual orientation, physical appearance, or some other factor. Effective schools convey the attitude that all children can achieve academically and behave appropriately, while at the same time appreciating individual differences. Effective schools communicate to students and the greater community that all children are valued and respected.

In order to maximize the successful education of all students and help them become productive citizens and lifelong learners in a diverse society, all individuals including student, parents, staff, and community members:

- Shall be treated with dignity, respect and fairness;
- Shall encourage and maintain high expectations;
- Shall model an appreciation for socio-economic, cultural, ethnic, gender, and religious diversity; and
- Shall contribute to an environment of mutual respect, caring and cooperation.

Students, parents, staff and community members shall join together to share a sense of belonging and take pride in our school, and programs through participation and cooperation in support of the education of all students.

A copy of the Parent Student Handbook is provided to each parent/student annually or upon enrollment. This handbook includes information pertaining to student rights to physical safety, to the protection of personal property, to respect from adults, and to be free of discrimination on the basis of gender, race, color, religion, ancestry, national origin, ethnic group, marital or parental status, physical or mental disability, sexual orientation or the perception of one or more of such characteristics. The District's policies on nondiscrimination and sexual harassment support these protections and serve to promote the fair treatment of all children.

- **Discipline Policy and Code**

Effective and safe schools, develop, and consistently enforce, school-wide rules that are clear, broad-based, and fair. School safety can be enhanced by the development of a school-wide disciplinary policy that includes a code of conduct, specific rules and consequences that can accommodate student differences on a case-by-case basis when necessary. Discipline consequences should be commensurate with the offense, should be written, applied in a nondiscriminatory manner, and accommodate cultural diversity. Direct teaching of social problem solving, and social decision-making is now a standard feature of effective drug and violence prevention programs.

D.H. White uses both classroom and school-wide discipline codes that clearly communicate the behavioral expectancies and consequences for pupils. D.H. White



has developed plans to promote positive behaviors in the classrooms, lunchroom, and all common areas.

**School Safety Strategy #3:**

***D.H. White Elementary School School's administrators, teachers, families, pupils, support staff, and community members recognize and make appropriate use of the early warning signs related to violence, substance abuse, and other at-risk concerns.***

- **Crisis Intervention and Disaster Planning**

The staff of D.H. White shall increase school safety by evaluating and addressing serious behavioral and academic concerns. Weapons (on campus and in the community), bomb threats, explosives, fights, natural disasters, accidents, and suicides call for immediate, planned action, and long-term, post-crisis intervention. Planning for such contingencies reduces chaos and trauma.

D.H. White conducts monthly fire and lockdown drills. We are constantly reviewing our procedures and protocol to improve our ability to keep our students and staff safe.

- **Teacher Notice of Disciplinary History**

Local law enforcement shall provide to the administration of D.H. White information on each pupil who has: (1) during the previous three school years, engaged in any suspendable or expellable act (except E.C. 48900 (h)) or (b) committed a crime reported to the District by a family member, local law enforcement, Probation Department or social services. This information is used to develop awareness, assigning appropriate discipline consequences, help in allocating resources, and is a factor in determining which services are provided to the pupil or recommended to the parent/guardian.

- **Alternative Programs**

Research has shown that effective alternative programs can have long-term positive results by reducing expulsions and court referrals. D.H. White has access to River Delta Elementary School, an Independent Study Program, and a "Home-Hospital Study Program" and may make a referral to the Office of Child Welfare and Attendance for placement in one of the programs offered through the Sacramento County Department of Education. These alternative programs, when matched to a pupil's needs, can produce positive outcomes.

- **Drug and Violence Prevention Programs**

The goals of the district's Drug Alcohol and Tobacco Education Program and other related community program include providing all K-12 pupils with a comprehensive

drug and violence prevention program and providing all pupils in grades four through eight with comprehensive tobacco use prevention education.

- **District Attorney Referral**

D.H. White recognizes the importance of punctuality and regular attendance. The staff shall accurately record the attendance record for all students. Parents of students with poor attendance will be contacted. Students with poor attendance due to medical issues will be referred to the school nurse. Should attendance problems continue, official action is to be taken, which could result in a referral to the School Attendance Review Board or a referral to the Sacramento County District Attorney's Office with a request for prosecution of the parent and/or the student.

- **Megan's Law Notification**

The staff of D.H. White shall receive Megan's Law Sex Offender Information from local law enforcement and that information shall be communicated with the public so that the information can be used to protect students and families. Megan's Law provides the public with photographs and descriptive information on serious or high-risk sex offenders residing in California who have been convicted of committing sex crimes and are required to register.

#### **School Safety Strategy #4:**

***Plan(s) and method(s) are available to identify isolated and troubled pupils, help foster positive relationships between school staff and pupils, and promote meaningful parental and community involvement.***

- **Parent/Guardian Involvement**

Staff members in effective and safe schools make persistent efforts to involve parents/guardian by: informing them about discipline policies, procedures, and rules, and about their children's behavior, both desirable and undesirable; involving them in making decisions concerning school-wide disciplinary policies and procedures; and encouraging them to participate in prevention programs, intervention programs and crisis planning.

D.H. White Elementary School:

- Effectively uses the School Site Council.
- Notifies parents about, and encourages participation in, parenting programs.
- Has established a school visitation procedure.
- Provides weekly announcements to parents through prerecorded messages and emails sent to parent/guardian's phones in both English and Spanish.
- Provides several opportunities for Teacher-Parent conferences.

Each classroom is arranged to help prevent aggressive behavior. High traffic areas are free of congestion. Pupils are in full view of the teacher so the teacher can easily monitor students' behavior. Teaching materials and student supplies are

readily accessible to minimize student-wait time. Seats are arranged so students can easily see instructional presentations and to reduce the opportunity for off-task behavior.

- **Parent Training: Promoting the Use of Community Resources**

D.H. White advocates for the provision of community resources to help maximize the development of positive behavior and the suppression of antisocial behavior. Such training promises to maximize the parent's contribution to academic excellence and noteworthy social development.

- **Problem Solving Teams**

School communities can enhance their effectiveness by identifying factors that result in violence and other problem behaviors. Building collaborative problem-solving teams are essential to successful prevention and intervention with aggressive behavior. D.H. White utilizes a Student Study Team to help address issues of problem behavior. These problem-solving efforts bring together school staff, parents, and when appropriate, involved community-based agencies and the pupil. The goal is to help identify, clarify, analyze and resolve issues concerning pupil, educational, and familial concerns. The Student Study Team is flexible enough to address individual problems and school-wide matters.

- **Positive Behavior Incentives and Supports**

D.H. White uses Positive Behavior Incentives and Supports (PBIS) to increase positive student interactions and reduce incidents of misbehavior. PBIS is a tiered system of supports that identifies each students' need and programs to help students be successful based on those needs.

- **Community Linkages**

When working with parents and students with specific issues, the staff at D.H. White will provide information to the families regarding available community resources. The staff of D.H. White shall work closely with recognized local city, county, and state agencies.

### **School Safety Strategy #5:**

***Specific employees use unique strategies to promote school safety.***

- **Administrative Positions**

Schools can enhance physical safety by monitoring the surrounding school grounds-including landscaping, parking lots, and bus stops. Pupils can also be a good source of information. Peers often are the most likely group to know in advance about potential school violence.

D.H. White's principal implements systems to increase school safety, prevent prohibited offenses, and promote positive student relationships. The principal has developed procedures to monitor the school campus, the surrounding areas, and

have designated the safe entrance and exit routes to school. Furthermore, recognizing that pupils are often the first to know of dangerous plans or actions, the principal of D.H. White makes himself available for a pupil and/or parent to safely report troubling behaviors that may lead to dangerous situations. Effective relationships between the principal and pupils help initiate appropriate investigations, help staff learn of suspects in school offenses, and help collect important knowledge about community conflicts that may have an impact on school safety. School employees are considered disaster service workers and are subject to disaster service activities assigned to them (Government Code 3100).

- **Campus Disturbances and Crimes**

D.H. White recognizes that campus disturbances and crimes may be committed by visitors and outsiders to the campus. Several steps have been taken to protect the school, staff, and pupils from safety threats by individuals visiting the campus area. The staff of D.H. White will maintain in the student's record custody documentation provided by families and will request assistance from local law enforcement and the Office of Child Welfare and Attendance as need. If an emergency were to occur, the situation would be assessed by the administration.

- **Visitors and Disruptions to Educational Process**

D.H. White is aware of the laws, policies and procedures which govern the conduct of visitors to the school campus. D.H. White uses continuing efforts to minimize the number of campus entrance and exit points used daily. Access to school grounds is limited and supervised on a regular basis by individuals such as the administration, teachers, and staff familiar with the student body. Campus traffic, both pedestrian and vehicular, flows through areas that can be easily and naturally supervised.

To ensure the safety of pupils and staff and avoid potential disruptions, all visitors to the campus, except pupils of the school and staff members, must register immediately upon entering any school building or grounds when school is in session.

D.H. White has established a visible means of identification for visitors while on school premises (i.e. nametag). Furthermore, the principal or designee may direct an individual to leave school grounds if he/she has a reasonable basis for concluding that the person is committing an act that is likely to interfere with the peaceful conduct of school activities or that the person has entered the campus with the purpose of committing such an act.

D.H. White uses the Catapult Emergency Management System. If a visitor or outsider is causing disturbance, staff members will use the Catapult System to alert other staff and students on campus. For continuing disruptive behavior by a visitor or outsider, D.H. White shall contact the district office to determine whether to file for a temporary restraining order and injunction.



D.H. WHITE  
ELEMENTARY  
SCHOOL COVID-19  
RE-OPENING PLAN

## Policies and Procedures

**STUDENT HOME CHECKS:** Families are strongly encouraged to take the temperature of their children daily before they leave their homes for school. Any child with a fever of 100.4 F or higher must stay home. Parents should screen their children for respiratory symptoms such as a fever, cough and shortness of breath prior to leaving for school each day. The school nurses will provide parents with a quick reference guide to use when screening their children. Students experiencing those symptoms must not attend school.

**STAFF SELF-CHECKS:** Staff must perform a self-check of their health each day before arriving on campus by answering a series of Yes/No questions associated with known symptoms of the virus: temperature, cough, shortness of breath, and lacking taste and/or smell. They will also be asked to record their temperature daily.

**Student Entry Points:** D.H. White will have three designated entry points daily. School employees will serve as designated screeners for all students. Our screeners will use an infrared, non-contact thermometer. A temperature check will be conducted for all persons entering campus. The maximum temperature for someone to be admitted to campus is 100.3 degrees Fahrenheit. A Person with a temperature of 100.4 degrees or higher will not be admitted to campus and will be advised to seek a medical doctor's advice for being tested for Covid and quarantined. Symptomatic individuals must be symptom-free for 72 hours before they are allowed to return to the school campus.

Our entry points are as follows:

Bus Loop on Linda Vista Way: Any students arriving by bus will enter through the gates in the bus loop.

Main Gate & Kindergarten Gate: All students arriving by car in our main loop will be met at their car for temperature checks. Students with an acceptable temperature will be given a hand stamp and told which gate to enter campus through. If you are parked in numbers 1-4, your student will enter through Gate #1 (main gate). If you are parked on numbers 5-8, your student will enter through Gate #2 (kindergarten gate). Please do not have your student get out of the car, until an employee has taken their temperature and cleared them to enter. Parents/Caregivers should not get out of their vehicles and are not permitted on-campus at this time.

If you walk to school and are coming from South of Theresa Way you will enter Gate #1 (Main Gate). If you are North of Laurel Way, you will enter Gate #2 (Kindergarten Gate). If a student walks to school, and has a temperature of 100.4 or higher, the student will be asked to return home and the office staff will call and notify the students main contact.

**BUS STOP CHECKS:** Eligible bus riders will be screened for body temperature daily. Any child with a fever of 100.4 F or higher will not be allowed to board the school bus. If the sick child is 12 years old or younger, a parent or older sibling must take him/her home and consult with the doctor. If there is no family member available for the child, the bus driver will either place a mask on the child, seat him/her in an isolated seat on the bus and transport the child to the nearest school on the route, then place him/her in the care of the school nurse or principal or designee.

**Entering Campus Procedures:**

Upon entering campus, students will report immediately to their classroom. They will sanitize their hands upon entering campus. Teachers will verify that every student entering the classroom has a handstamp. If a student is unmarked, send them to the nearest entry point to have their temperature taken. All students will have a breakfast delivered to the classroom, free of charge, where they can eat, while waiting for instruction to begin. There will be no 2<sup>nd</sup> chance breakfast offered. If students do not eat their breakfast in the morning, they are welcome to eat it during their morning recess time.

Our morning arrivals have been staggered for safety purposes. We are asking that ALL students adhere to their designated arrival time. This is applicable for students being dropped off, as well as walking to school in the mornings. Our school office is closed from 8:00-8:30 a.m. during morning drop-off.

The drop-off schedule has been broken up by student last name. The schedule is as follows:

Last Name:

A-F: 8:00 a.m.

G-M: 8:10 a.m.

N-Z: 8:20 a.m.

Student instruction will begin at 8:30a.m.

If you have siblings with different last names...please choose one of the above drop off times and use it consistently.

**Facial Covering Protocols:**

Face coverings are an essential part of community protection. Masks are required for ALL students (TK-6<sup>th</sup>) grade and all adults. TK-2<sup>nd</sup> grade may remove their masks while seated at their desks, however, we recommend that they keep them on at all times. All face coverings need to be appropriate and in compliance with our board adopted dress code. If a student forgets their facial covering, we will provide one. Those not adhering to face covering protocols will not be allowed on school premises. If student refuses to wear mask, they will be sent home from school.

**Designated Outdoor Space:**

Every student will have a designated outdoor space outside of his/her classroom. This will be a chair that only they use during their cohort, socially distanced 6 feet from any student. Students are to use only the chair assigned to them and are not to move the chairs. Teachers/Staff will regularly check to ensure that chairs remain socially distanced. This designated outdoor space will be used for recess, lunch and any lessons that teachers want to teach outside. Students will have a designated recess "tub" where they can supply things for individual entertainment during recess.

Some examples of things that students can bring are:

-coloring/activity book

- crayons, markers, colored pencils.
- Legos
- playdough
- building blocks

Electronic devices will not be permitted.

During inclement weather, students will eat lunch inside their classrooms, with doors and windows open.

**Classroom Set-up:** All of our classrooms have been set up with student desks properly socially distanced, with a minimum of 6' in all directions. Teachers will design individual classroom systems to ensure social distancing at all times. There will be no shared supplies, snacks, materials, etc.

**Campus Restrooms:** Classrooms are assigned a certain restroom that students will use during recess and lunch times. There are no more than 2 students allowed in a restroom at one time. Students should try to limit using the restroom during class time. Should a student need to use a restroom during class time, they are only allowed to use our single stall restroom near the front office. If there is more than one student needing to use this restroom, they are to wait on the designated floor stickers outside the bathroom. If floor stickers are full, students must return to class and return at a later time.

**Navigating Campus:** Students and staff are expected to maintain social distance at all times while on campus. In order to assist with this, we have arrows painted on the ground to assist students in navigating their way around campus. Please see the attached map that shows our general flow of traffic.

**Lunch Procedures:** Teachers will take a lunch count every morning of students who would like a lunch from school. Those lunches will be delivered to the classroom prior to the students lunch time. Students will eat lunch at their designated outdoor space. In the event of a rainy-day lunch, students will eat in the classroom at their desks. Door and windows will be open to ensure proper ventilation while eating. If a student brings a lunch from home, they will keep their lunch with them. There will be no communal "Lunch buckets" in classrooms.

**Drinking fountains:** Our drinking fountains are closed until further notice. Please bring a bottle of water from home, or a refillable water bottle. Our bottle refill station will remain open.

**Filtration:** As of 10/22/20 All air filtration filters have been replaced with MERV (Minimum Efficiency Reporting Value) filters that will meet or exceed standards. Air will circulate in the classroom according to state standards.

**Dismissal:** Students will be dismissed from school at the end of the day, in a staggered dismissal, once again by last name. The schedule is as follows:

- Walkers: 1:30p.m.
- A-F: 1:35p.m.
- G-M: 1:45p.m.
- N-Z: 1:55p.m.



We ask that parents arrive on-time during their child's scheduled pick up time. Students will be socially distanced while waiting to be picked up. Parents are not to get out of the car or wait anywhere on campus during dismissal. Any student who is walking home, will be dismissed at 1:30p.m. Parents can arrange to meet their student at a designated area off-campus. Our school office is closed during dismissal every day from 1:30-2:30 p.m.

For **SCHOOL STAFF ONLY:**

**PPE/Classroom Supplies:** Each classroom will be given a “care kit” to include:

- Face Shield
- Face coverings
- disinfectant spray
- hand sanitizer spray & gel
- paper towel roll
- soap (when applicable)
- facial tissues

When you notice you are running low, or out of one of these supplies, please notify the office at your earliest convenience and the item will be delivered to your classroom.

**Teacher Lunch Areas:** Teachers will have designated areas that they can eat lunch in should they choose to. We ask that if you eat in one of the designated areas, you clean/disinfect your area when finished, with supplies that will be provided. If you do not want to disinfect your area, you may eat inside your classroom or off-campus.

**Copy Machines:** Copy Machines have been moved to allow for proper social distancing. Please do not congregate in any common areas (copy machines, mailboxes, front office, etc.).

**Teacher Breaks at recess:** Teachers will be responsible for monitoring their own students during morning recess. When needing a break at recess, please partner with a staff member near you, to switch off on supervision. At this time, we will not have a recess duty schedule like we have had in years past.

**ELD instruction:** Teachers will be responsible for their own ELD instruction in his/her self-contained classroom.

**Asynchronous Check-In Time:** Each teacher has a designated 45 minutes at the end of each day to use for asynchronous check-ins, checking work, processing attendance, answering student questions and correspondences, and planning.



## D.H. White Elementary School Bell Schedule 2020-2021 HYBRID

**8:25** 5 Minute warning bell for class start

<b>Grades TK, K</b>	<b>8:30</b>	8:35	Morning Business	0:05
	8:35	9:20	Core ELA / Math	0:45
	9:20	9:35	Recess 1	0:15
	9:35	10:40	ELD	1:05
	10:40	<b>12:30</b>	Handwriting / writing / ELA & Math reteach	1:50
	<b>12:30</b>	1:05	Staggered release/ Independent work / End of day Wrap	0:35
	1:05	1:45	Teacher Lunch	0:40
	1:45	2:30	Asynchronous Check in time	0:45

Recess Schedule				
TK/K	9:20	9:35	Recess 1	0:15
1/2	9:50	10:05	Recess 2	0:15
3/4	10:10	10:25	Recess 3	0:15
5/6	10:30	10:45	Recess 4	0:15

<b>Grade 1, 2</b>	<b>8:30</b>	8:35	Morning Business	0:05
	8:35	9:50	Core ELA / Math	1:15
	9:50	10:05	Recess 2	0:15
	10:05	<b>12:30</b>	ELD / Vocab enrichment	2:25
	<b>12:30</b>	1:05	Staggered release/ Independent work / End of day Wrap	0:35
	1:05	1:45	Teacher Lunch	0:40
	1:45	2:30	Asynchronous Check in time	0:45

Student AM Drop off Schedule	
Last Name	Time
A - F	8:00
G - M	8:10
N - Z	8:20

<b>Grade 3, 4</b>	<b>8:30</b>	8:35	Morning Business	0:05
	8:35	10:10	Core ELA/Math	1:35
	10:10	10:25	Recess 3	0:15
	10:25	<b>12:30</b>	ELD / Vocab enrichment	2:05
	<b>12:30</b>	1:05	Staggered release/ Independent work / End of day Wrap	0:35
	1:05	1:45	Teacher Lunch	0:40
	1:45	2:30	Asynchronous Check in time	0:45

Student PM Release Schedule	
Last Name	Time
Walkers	12:30
A - F	12:35
G - M	12:45
N - Z	12:55

<b>Grades 5, 6</b>	<b>8:30</b>	8:35	Morning Business	0:05
	8:35	10:30	Core ELA/Math	1:55
	10:30	10:45	Recess 4	0:15
	10:45	<b>12:30</b>	Core ELA /Math / RTI / PE / Science / History	1:45
	<b>12:30</b>	1:05	Staggered release/ Independent work / End of day Wrap	0:35
	1:05	1:45	Teacher Lunch	0:40
	1:45	2:30	Asynchronous Check in time	0:45

Bells

**12:25** Five minute warning bell for end of day

### RELEASE TIMES

<b>Cohort A - Monday, Tuesday school out :</b>	<b>12:30 PM</b>
<b>Cohort B - Thursday, Friday school out :</b>	<b>12:30 PM</b>

## **D.H. White Elementary School**

### **Emergency Preparedness Staff Groups**

The staff groups are arranged by classroom locations. The teacher names in *italics print* and with an asterisk\* are in charge of reporting attendance from their group to the Director of Operations via wire line or assigned non-wire line resources (cell phone and/or two-way radios). Everyone in a staff group is responsible to assist in compiling attendance and directing students to a safe location. They are to keep the students together until released to their parents or until given further directions from the Incident Commander.

#### **Team 1 - Main Office/Cafeteria**

*Nick Casey\**  
*Samy D'Amico\**  
*Codi Agan\**  
Shereen Dart  
Angela Patin  
Cafeteria / Custodian  
Speech Team

#### **Team 2- 4th/6th Wing**

*Christina Esperson\**  
Jamie Saldana  
Steve Camacho  
Jenny Emigh  
Annelyse Delucchi  
Katie Kory  
Mandi Friedel  
Janet Allen  
Michael Garcia

#### **Team 3-1<sup>st</sup>/2<sup>nd</sup> Wing**

*Chrissie Snyder\**  
Jenny Wasson  
Janet Allen  
Anthony DePage  
Lea Cates  
Brittany McCormick  
Vicki Preciado

#### **Team 4-3<sup>rd</sup>/Kinder Wing**

*Edith Rodriguez\**  
Molly Close  
Judi Arel  
Amanda Buchanan  
Jonathan Lamb  
Jenny Lindsay  
Annelyse Delucchi

#### **Team 5-5<sup>th</sup> Wing**

*Aaron Pedro\**  
Taylor Grossi

# D.H. White Elementary School

## Disaster Preparedness Job Assignments

Name	Assignments
Kathy Wright, Superintendent	Coordinates with media and local agencies.
Nicholas Casey, Principal	Serves as <b>Incident Commander</b> for the emergency until it is resolved or assumed by the Superintendent. Coordinates with local agencies and support services. Checks teacher's lounge, classrooms, and restrooms in main building. Serves as Communications Director. Establishes communications with the District Office, monitors and supports on-site wire and non-wire line communications. Provides information to the District for media briefings, provides parents with information, and relays information to outside emergency response agencies.
Samy D'Amico	Serves as Incident Commander in the absence of the Principal.
Christina Esperson, teacher	Serves as <b>Incident Commander</b> in absence of the <b>Principal</b> or <b>Vice Principal</b>
Codi Agan, Secretary	Under the supervision of the principal, serves as the <b>Director of Operations</b> as it relates to staff, pupil safety and welfare. Checks the Main Office, restrooms in the Office and Cafeteria/Gym building. Works first aid to assure the safe transport of any injured. Responsibility for all attendance matters / early released students / late arrivals / visitors on campus / staff absences. Give directions and monitors student/parent release process. Acts as Medical Director when Nurse is not on site. Supervises immediate medical needs of students and staff. Works with corresponding agencies to address issues of medication, illness and injury.
Michael Garcia, Counselor	Coordinates the distribution of emergency supplies and related services.

Jennifer Hall, Head Custodian

Serves under the direction of the principal, as **Damage Control Coordinator**, inspects utilities for leaks, shut off utilities, assesses usability of buildings, clears debris, deals with initial fire suppression, and works closely with rescue personnel when they arrive. Directs emergency vehicles and checks any portable restrooms, all hallways, and all utility rooms and closets. Searches rooms for trapped or injured persons. Tags any area where a fatality is located and report the location to the Director of Operation.

Gina Palotta, Custodian

Serves under the direction of the principal, as **Damage Control Coordinator in absence of Head Custodian**, inspects utilities for leaks, shut off utilities, assesses usability of buildings, clears debris, deals with initial fire suppression, and works closely with rescue personnel when they arrive. Direct emergency vehicles and checks any portable restrooms, all hallways, and all utility rooms and closets. Searches rooms for trapped or injured persons. Tags any area where a fatality is located and report the location to the Director of Operations.

Teachers

Responsibility to take attendance and report absentees to Director of Operations. Keep students calm, assist the Director of Operations with monitoring student/parent release process. Check their own classroom, ensuring that all doors are closed and windows covered.

# River Delta Unified School District



*Riverview Middle School*

*525 South Second Street*

*Rio Vista, CA 94571*

<https://rms-rdusd-ca.schoolloop.com>

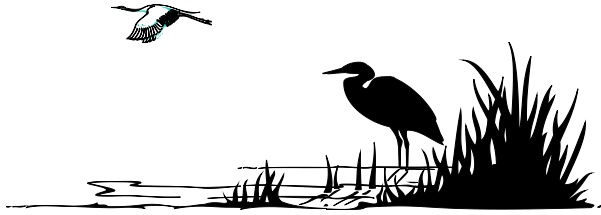
# COMPREHENSIVE SCHOOL SAFETY PLAN 2020-2021

Prepared by Emergency Preparedness Committee

Emergency Preparedness Committee

**Marcy Rossi, Principal**





## **RIVER DELTA UNIFIED SCHOOL DISTRICT**

**445 Montezuma Street**

**Rio Vista, California 94571-1651**

(707) 374-1700 Fax (707) 374-2995

<http://rdusd-ca.schoolloop.com/>

## **BOARD OF EDUCATION**

***2020-2021***

### ***Board of Education***

Jennifer Stone, President

Dan Mahoney, Vice-President

Marilyn Riley, Clerk

Raphaella Casillas

Marcial Lamera

Wanda Apel

Randall Jelly

### **Superintendent of Schools**

Kathy Wright

**Coordinator, Emergency Planning/Crisis Response**

Kathy Wright

# Riverview Middle School

## Comprehensive School Safety Plan – 2020-21

This safety plan was designed to be used in our traditional school setting. Riverview's COVID-19 Hybrid Learning Plan (Addendum A) supersedes this plan during our Hybrid Learning.

### **Introduction**

Safe schools are orderly and purposeful places where students and staff are free to learn, teach, and work without the threat of physical and psychological harm. Riverview Middle School promotes educationally and psychologically healthy environments for all students and staff. Riverview Middle School recognizes that there are comprehensive broad factors directly related to a safe school environment such as the school programs, facilities, staff, parents, students, and the community. Riverview Middle School further recognizes that safe school practices make major contributions to academic and school improvement efforts. Although keeping children safe requires a community-wide effort, schools are an important component in this undertaking. Riverview Middle School's efforts and goals are illustrated below which broaden the safety planning and incorporate an expansive range of strategies and programs in the school safety plan.

### **School Profile**

Riverview Middle School is a 7-8 school with 189 students currently enrolled. The ethnic makeup of the pupil population is 41% Caucasian, 45.5% Hispanic, 1% Filipino, 4% African American, 0.5% American Indian, 0.5% Pacific Islander, and 7.5% two or more races. Our students come from a variety of backgrounds: 57% socioeconomically disadvantaged, 13% English Learners, and 9% students with disabilities. Some pupils have recently arrived from foreign countries while others have never left their neighborhood. Our district is unique, in that it covers three Counties: Sacramento, Solano, and Yolo, and over 500 square miles along the Sacramento River. Rio Vista is located along Highway 12 and the Sacramento River. Our staff is well known within the community. Experienced staff is dedicated to challenging all students to their highest potential. Riverview Middle School prides itself on maintaining a safe school. The school works closely with the Rio Vista Police Department to help with disciplinary or safety issues regarding students. Riverview Middle School is committed to creating the safest possible environment for students and staff.

This year River Delta High School/Elementary School, an independent study program, was added to Riverview's campus. That program is housed in a classroom in the main

building. There is an outside door that students enter and exit through. Therefore, River Delta students do not mix with Riverview students.

### **School Crime Status and Reporting**

A recent analysis of behavior referrals show that disrespectful behavior among students is the main source of behavior referrals at Riverview. Incidents of physical aggression and fighting has dropped dramatically in the last 2 years. Early in the 2019 school year, Riverview began using the STOPit app which allows students to report unsafe behavior anonymously. Unsafe behavior could include self-harm, bullying, or potential acts of violence. We believe STOPit has contributed to the positive school climate.

### **Description of School Ground**

The school site is a closed campus with all access points locked during school hours, except the main entrance by the office. The buildings, however, have many external doors. There is a large playfield for sporting activities located behind the school. During the school day, staff members and the principal provide campus supervision. It is the practice of Riverview Middle School to remove all graffiti from school property before pupils arrive to begin their school day, and other acts of vandalism are promptly addressed.

### **Maintenance of School Buildings/Classrooms**

The school's physical facility is maintained and well kept. District personnel periodically examine the school's physical facility and help eliminate obstacles to school safety. Additionally, health and fire department inspectors contribute to school safety. There are 14 security surveillance cameras placed in strategic locations monitoring movement around campus. The classrooms are monitored for safety and appearance by the administration and individual classroom teachers. The pupils are encouraged to take pride in the appearance of the school.

### **Internal Security Procedures**

Riverview Middle School maintains a copy of the district's behavior expectations and harassment policies in the main office/principal's office, and the policy is available on request. The RDUSD's behavior and harassment policies contains dissemination plans, applicable definitions, reporting requirements, investigation procedures, enforcement regulations, and information related to suspension of students. Additionally, a notice summarizing these policies appears in the *Parent & Student Handbook*. This handbook is distributed at the beginning of each school year to all parents and pupils. Included in this Safe School Plan is a school map established by the School Site Council indicating safe entrance and exit areas for pupils, parents, and school employees.

To ensure the safety of pupils and staff, all visitors to the campus shall register immediately upon entering any school building or grounds when school is in session and when students are present. District employees, not assigned to Riverview Middle

School, shall wear appropriate identification badges while on campus conducting business.

Discipline procedures shall focus on finding the cause of problems and working with all concerned to reach the proper, lawful solutions. The school's discipline plan begins at the classroom level. Teachers shall use a visible classroom management plan to communicate classroom rules, promote positive pupil conduct, and reduce unacceptable conduct. Appropriate consequences are administered based on the seriousness of the pupil's misbehavior. Pupil conduct standards and consequences for Riverview Middle School are specifically described in this Comprehensive School Safety Plan including: (a) the adopted school discipline rules and procedures, and (b) District Disciplinary Guidelines. Site administrator contributes to a positive school climate, promote positive pupil behavior, and help reduce inappropriate conduct. The principal/designee uses available district and other appropriate records to inform teachers of each pupil identified under E.C. 49079. Law enforcement is contacted and consulted to help maintain and to promote a safe and orderly school environment. Riverview Middle School employees comply with all legal mandates, regulations, and reporting requirements for all instances of suspected child abuse. This section of the Comprehensive School Safety Plan will describe strategies in place at our school as well as strategies and programs of our school site council for continued improvement in providing a safe, orderly, school environment conducive to learning.

#### **School Safety Strategy #1:**

***Positive pupil interpersonal relations are fostered by teaching social-personal skills, encouraging pupils to feel comfortable assisting others to get help when needed and teaching pupils alternative, socially appropriate replacement responses to violence, including, but not limited to problem solving and anger control skills. When appropriate, staff members will make referrals to recognized community agencies, and/or counseling, and/or mental health resources in the community to assist parents and students with prevention and intervention of issues. The school uses a variety of methods to communicate to pupils, parents, and the greater community that all children are valued and respected.***

- **Preventing and Intervening: Pupil Aggressive Behavior**

Pupil Aggressive Behavior and Bullying. Creating a safe school requires having in place many preventive measures for children's mental and emotional health. School can reduce the risk of violence by teaching children appropriate strategies for dealing with feelings, expressing anger in appropriate ways, and resolving conflicts. Riverview has started using the Positive Behavior Incentives Systems (PBIS) program for supporting students both behaviorally and academically. Rio Vista CARE takes an active part in counseling students who have been recommended by both parents and teachers, especially those who exhibit aggressive behavior. Riverview Middle School uses a comprehensive approach to school violence prevention. When pupils display unwanted behavior and aggressive tendencies, the

following measures may take place: teacher intervention, disciplinary referrals to office, communication with parent or guardian, referral to county agencies (CPS or Rio Vista Police), referral to District Nurse or counseling, referral to mental health organization (Rio Vista CARE), hold a Student Study Team (SST) meeting with student and family.

- **Mental Health Programs**

The staff of Riverview Middle School shall identify students in need and bring forth the student and the family to the appropriate resources. In incidences of possible suicide, school/district psychologist or police crisis response units shall be contacted. Rio Vista CARE counseling services have been made available to students upon referral.

- **Professional Development**

The River Delta Unified School District provides professional development for teachers and parents. Amongst the goals of such programs are to help others establish and nurture a healthy sense of self confidence and self-control, to develop personal and social responsibility, and to enhance academic success.

### **School Safety Strategy #2:**

***Riverview Middle School maintains a strict policy prohibiting harassment of students because of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, physical or mental disability or association with a person or group with one or more of these actual or perceived characteristics, or any other basis. Physical harassment often called "just playing around," includes actions such as pushing, poking, throwing things, play fighting, and similar activities. Verbal harassment includes remarks that are offensive, threatening, annoying, embarrassing, or which are used to spread rumors, hearsay, etc. Sexual harassment includes any behavior, either physical or verbal (this includes comments or jokes), that is sexual in nature, and which degrades, humiliates, or embarrasses another person. It includes behavior that may have been acceptable or laughed about in the past. All such harassment is unlawful. Violation of this policy by any student will result in disciplinary action, which may include suspension or expulsion.***

### **Nondiscrimination and Fair Treatment of Pupils**

A major source of conflict in many schools is the perceived or real problem of bias and unfair treatment of students because of ethnicity, gender, race, social class, religion, disability, nationality, sexual orientation, physical appearance, or some other factor. Effective schools convey the attitude that all children can achieve academically and behave appropriately, while at the same time appreciating individual differences. Effective schools communicate to students and the greater community that all children are valued and respected.

In order to maximize the successful education of all students and help them become productive citizens and lifelong learners in a diverse society, all individuals including student, parents, staff, and community members:

- Shall be treated with dignity, respect and fairness;
- Shall encourage and maintain high expectations;
- Shall model an appreciation for socio-economic, cultural, ethnic, gender, and religious diversity; and
- Shall contribute to an environment of mutual respect, caring and cooperation.

Students, parents, staff and community members shall join together to share a sense of belonging and take pride in our school, and programs through participation and cooperation in support of the education of all students.

A copy of the Parent Student Handbook is provided to each parent/student annually or upon enrollment. This handbook includes information pertaining to student rights to physical safety, to the protection of personal property, to respect from adults, and to be free of discrimination on the basis of gender, race, color, religion, ancestry, national origin, ethnic group, marital or parental status, physical or mental disability, sexual orientation or the perception of one or more of such characteristics. The District's policies on nondiscrimination and sexual harassment support these protections and serve to promote the fair treatment of all children.

- **Discipline Policy and Code**

Effective and safe schools, develop, and consistently enforce, school-wide rules that are clear, broad-based, and fair. School safety can be enhanced by the development of a school-wide disciplinary policy that includes a code of conduct, specific rules and consequences that can accommodate student differences on a case-by-case basis when necessary. Discipline consequences should be commensurate with the offense, should be written, applied in a nondiscriminatory manner, and accommodate cultural diversity. Direct teaching of social problem solving and social decision-making is now a standard feature of effective drug and violence prevention programs.

Riverview Middle School uses both classroom and school-wide discipline codes that clearly communicate the behavioral expectancies and consequences for pupils.

Riverview Middle School has developed plans to promote positive behaviors in the classrooms, lunchroom, hallways, and assembly areas.

**School Safety Strategy #3:**

***Riverview Middle School School's administrators, teachers, families, pupils, support staff, and community members recognize and make appropriate use of the early warning signs related to violence, substance abuse, and other at-risk concerns.***

- **Crisis Intervention and Disaster Planning**

The staff of Riverview Middle School shall increase school safety by evaluating and addressing serious behavioral and academic concerns. Weapons (on campus and in the community), bomb threats, explosives, fights, natural disasters, accidents, and suicides call for immediate, planned action, and long-term, post-crisis intervention. Planning for such contingencies reduces chaos and trauma.

Riverview conducts quarterly fire and lockdown drills. We are constantly reviewing our procedures and protocol to improve our ability to keep our students and staff safe.

- **Teacher Notice of Disciplinary History**

Local law enforcement shall provide to the administration of Riverview Middle School information on each pupil who has: (1) during the previous three school years, engaged in any suspendable or expellable act (except E.C. 48900 (h)) or (b) committed a crime reported to the District by a family member, local law enforcement, Probation Department or social services. This information is used to develop awareness, assigning appropriate discipline consequences, help in allocating resources, and is a factor in determining which services are provided to the pupil or recommended to the parent/guardian.

- **Alternative Programs**

Research has shown that effective alternative programs can have long-term positive results by reducing expulsions and court referrals. Riverview Middle School has access to River Delta Elementary School, an Independent Study Program, and a "Home-Hospital Study Program" and may make a referral to the Office of Child Welfare and Attendance for placement in one of the programs offered through the Sacramento County Department of Education. These alternative programs, when matched to a pupil's needs, can produce positive outcomes.

- **Drug and Violence Prevention Programs**

The goals of the district's Drug Alcohol and Tobacco Education Program and other related community program include providing all K-12 pupils with a comprehensive drug and violence prevention program and providing all pupils in grades four through eight with comprehensive tobacco use prevention education.

- **District Attorney Referral**

Riverview Middle School recognizes the importance of punctuality and regular attendance. The staff of Riverview Middle School shall accurately record the attendance record for all students. Parents of students with poor attendance will be contacted. Students with poor attendance due to medical issues will be referred to the school nurse. Should attendance problems continue, official action is to be taken, which could result in a referral to the School Attendance Review Board or a

referral to the Sacramento County District Attorney's Office with a request for prosecution of the parent and/or the student.

- **Megan's Law Notification**

The staff of Riverview Middle School shall receive Megan's Law Sex Offender Information from local law enforcement and that information shall be communicated with the public so that the information can be used to protect students and families. Megan's Law provides the public with photographs and descriptive information on serious or high risk sex offenders residing in California who have been convicted of committing sex crimes and are required to register.

**School Safety Strategy #4:**

***Plan(s) and method(s) are available to identify isolated and troubled pupils, help foster positive relationships between school staff and pupils, and promote meaningful parental and community involvement.***

- **Parent/Guardian Involvement**

Staff members in effective and safe schools make persistent efforts to involve parents/guardian by: informing them about discipline policies, procedures, and rules, and about their children's behavior, both desirable and undesirable; involving them in making decisions concerning school-wide disciplinary policies and procedures; and encouraging them to participate in prevention programs, intervention programs and crisis planning.

Riverview Middle School:

- Effectively uses the School Site Council.
- Notifies parents about, and encourages participation in, parenting programs.
- Has established a school visitation procedure.
- Provides weekly announcements to parents through prerecorded messages and emails sent to parent/guardian's phones in both English and Spanish.
- Provides several opportunities for Teacher-Parent conferences.
- Maintains an effective homework policy.

Each classroom is arranged to help prevent aggressive behavior. High traffic areas are free of congestion. Pupils are in full view of the teacher so the teacher can easily monitor students' behavior. Teaching materials and student supplies are readily accessible to minimize student-wait time. Seats are arranged so students can easily see instructional presentations and to reduce the opportunity for off-task behavior.

- **Parent Training: Promoting the Use of Community Resources**

Riverview Middle School advocates for the provision of community resources to help maximize the development of positive behavior and the suppression of antisocial



behavior. Such training promises to maximize the parent's contribution to academic excellence and noteworthy social-development.

- **Problem Solving Teams**

School communities can enhance their effectiveness by identifying factors that result in violence and other problem behaviors. Building collaborative problem-solving teams are essential to successful prevention and intervention with aggressive behavior. Riverview Middle School utilizes a Student Study Team to help address issues of problem behavior. These problem-solving efforts bring together school staff, parents, and when appropriate, involved community-based agencies and the pupil. The goal is to help identify, clarify, analyze and resolve issues concerning pupil, educational, and familial concerns. The Student Study Team is flexible enough to address individual problems and school-wide matters.

- **Positive Behavior Incentives and Supports**

Riverview uses Positive Behavior Incentives and Supports (PBIS) to increase positive student interactions and reduce incidents of misbehavior. PBIS is a tiered system of supports that identifies each students' need and programs to help students be successful based on those needs.

- **Community Linkages**

When working with parents and students with specific issues, the staff at Riverview Middle School will provide information to the families regarding available community resources. The staff of Riverview Middle School shall work closely with recognized local city, county, and state agencies.

### **School Safety Strategy #5:**

***Specific employees use unique strategies to promote school safety.***

- **Administrative Positions**

Schools can enhance physical safety by monitoring the surrounding school grounds-including landscaping, parking lots, and bus stops. Pupils can also be a good source of information. Peers often are the most likely group to know in advance about potential school violence.

Riverview Middle School's principal implements systems to increase school safety, prevent prohibited offenses, and promote positive student relationships. The principal has developed procedures to monitor the school campus, the surrounding areas, and have designated the safe entrance and exit routes to school.

Furthermore, recognizing that pupils are often the first to know of dangerous plans or actions, the principal at Riverview Middle School makes herself available for a pupil and/or parent to safely report troubling behaviors that may lead to dangerous situations. Riverview uses the STOPit app which allows students to anonymously report incidents which may result in student harm. Effective relationships between the principal and pupils help initiate appropriate investigations, help staff learn of suspects in school offenses, and help collect important knowledge about community

conflicts that may have an impact on school safety. School employees are considered disaster service workers and are subject to disaster service activities assigned to them (Government Code 3100).

- **Campus Disturbances and Crimes**

Riverview Middle School recognizes that campus disturbances and crimes may be committed by visitors and outsiders to the campus. Several steps have been taken to protect the school, staff, and pupils from safety threats by individuals visiting the campus area. The staff of Riverview Middle School will maintain in the student's record custody documentation provided by families and will request assistance from local law enforcement and the Office of Child Welfare and Attendance as need. If an emergency were to occur, the situation would be assessed by the administration.

- **Visitors and Disruptions to Educational Process**

Riverview Middle School is aware of the laws, policies and procedures which govern the conduct of visitors to the school campus. Riverview Middle School uses continuing efforts to minimize the number of campus entrance and exit points used daily. Access to school grounds is limited and supervised on a regular basis by individuals such as the administration, teachers, and staff familiar with the student body. Campus traffic, both pedestrian and vehicular, flows through areas that can be easily and naturally supervised.

To ensure the safety of pupils and staff and avoid potential disruptions, all visitors to the campus, except pupils of the school and staff members, must register immediately upon entering any school building or grounds when school is in session.

Riverview Middle School has established a visible means of identification for visitors while on school premises (i.e. tag). Furthermore, the principal or designee may direct an individual to leave school grounds if he/she has a reasonable basis for concluding that the person is committing an act that is likely to interfere with the peaceful conduct of school activities or that the person has entered the campus with the purpose of committing such an act.

Riverview Middle School uses the Catapult Emergency Management System. If a visitor or outsider is causing disturbance, staff members will use the Catapult System to alert other staff and students on campus. For continuing disruptive behavior by a visitor or outsider, Riverview Middle School shall contact the district office to determine whether to file for a temporary restraining order and injunction.

**School Safety Strategy #6:**

***At Riverview Middle School, effective procedures will be followed to maintain a safe physical school site.***

- **Enhancing Physical Safety Practices**

Schools can enhance physical safety by adjusting traffic flow patterns to limit potential for conflicts or altercations. Schools can enhance physical safety by having adults visibly present throughout the school building. This includes encouraging parents to visit the school.

Schools can enhance physical safety by conducting a building safety audit in consultation with the Office of Child Welfare and Attendance and/or law enforcement. Recent safety audits of Riverview Middle School, has identified the following:

- Riverview Middle School operates a closed campus, where pupils must have permission to leave the campus during school hours.
- Riverview Middle School has closed off all unused stairwells and avoids leaving areas of the school unused;
- Riverview Middle School has a camera surveillance system.
- Riverview Middle School has prioritized keeping buildings clean and maintained.
- Riverview Middle School has covered drainpipes so they cannot be climbed.
- Riverview Middle School keeps trees and shrubs closely trimmed to limit outside hiding places for people or weapons.
- Riverview Middle School keeps a complete list of staff members who have keys to building(s).
- Riverview Middle School does not allow graffiti to remain on walls. The procedure involves following the three “R’s” after discovery of graffiti-read, record (i.e. photograph or videotape), and remove. Inflammatory restroom graffiti is removed daily upon discovery.
- Riverview Middle School provides supervision in heavy traffic areas.
- Riverview Middle School has established two-way communication between the front office and each classroom.
- Riverview Middle School offers school-or-community-based activities for students after school.

**Riverview Middle School**

**SITE EMERGENCY PLAN**

**Supplement to  
School Safety Plan  
10/29/2020**

**Approved by:**

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**Marcy Rossi**  
**Principal**

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**Date**

## Riverview Middle School

### Disaster Preparedness Job Assignment Sheet

<b>Name</b>	<b>Assignments</b>
Marcy Rossi, Principal	Serves as Incident Commander for the emergency until it is resolved or assumed by the Superintendent. Coordinates with other agencies and support services. Checks restrooms in the Admin Area, stairs between administrative area and classroom area, library, teacher's lounge, computer lab, restrooms in main building.
Melinda Barkman, Secretary	Under the supervision of the principal, serves as the Director of Operations as it relates to staff, pupil safety and welfare. Checks the main office, art room, restrooms in the gym building, and the both cafeterias. Works first aid to assure the safe transport of any injured. Responsibility for all attendance matters / early released students / late arrivals / visitors on campus / staff absences. Give directions and monitor student/parent release process.
Noeme Silva, Office Assistant	Coordinates the distribution of emergency supplies and related services. Assists the secretary in checking the gym, art room, both locker rooms, the stage, and both cafeterias.
Peter Hamilton, Lead Teacher	Assists in searching rooms for trapped or injured persons or property damage. Reports via phone, text or Catapult any area where an injury or damage is located.
Doug Reynolds, Head Custodian	Serves under the direction of the principal, as Damage Control Coordinator, inspects utilities for leaks, shut off utilities, assesses usability of buildings, clears debris, deals with initial fire suppression, and works closely with rescue personnel when they arrive. Direct emergency vehicles and checks portable classrooms and all utility rooms and closets.
Vicky Jugal, Night Custodian	Serves under the direction of the principal, as Damage Control Coordinator in absence of Head Custodian,

inspects utilities for leaks, shut off utilities, assesses usability of buildings, clears debris, deals with initial fire suppression, and works closely with rescue personnel when they arrive. Direct emergency vehicles and checks portable classrooms and all utility rooms and closets.

Teachers

Responsibility to take attendance and report absentees or injuries to Director of Operations through Catapult. Keep students calm, assist the Director of Operations with monitoring student/parent release process. Checks their own classroom, ensuring that all doors are closed.

# Riverview Middle School

## Emergency Preparedness Staff Groups

The staff groups are arranged by classroom locations. The teacher names in italics print are in charge of reporting attendance from their group to the Director of Operations via wire line or assigned non-wire line resources.

Everyone in a staff group is responsible to assist in compiling attendance and directing students to a safe location. They are to keep the students together until released to their parents or until given further directions from the Incident Commander.

### Team 1 - Main Office/Gym building

Melinda Barkman  
Noeme Silva  
Doug Reynolds  
Vicky Jugal

### Team 2 – Main Building

*Bill Hodges* (room 4)  
*Jenny Strom* (room 5)  
*Katrina Spradling* (room 6)  
*Alyson Stiles* (room 7)  
*Michael Sammis* (room 8)  
*Peter Hamilton* (room 9)  
*Tim Higgs* (room 10)  
*Angie Hagan* (room 12)

### Team 3 – Portables

*Jacque Walrond* (portable 1)  
*Diane Francis* (portable 2)  
*Sefia Rounds* (portable 3)

### Team 4 – Gym Building

*Dominic Ciaramitaro*  
*(gym/outside)*  
*Amy Dyckovsky* (art room)

# **THE 3 TYPES OF EMERGENCY DRILLS/PROCEDURES:**

## **Each drill will be initiated in the Catapult EMS**

- 1) **FireDrill Procedure** – When you hear the fire alarm go off, you should Look, Listen and Smell. If you don't see, hear or smell danger, then you should **Lockdown**:
- Lock all doors and windows
  - Close blinds
  - Log onto Catapult to account for yourself, students and other adults in your room
  - Sit quietly in your classroom until administration, maintenance, or emergency officials give you clearance to exit
  - When given clearance, evacuate the building in an orderly fashion and line up on the blacktop.

If you do see, hear, or smell danger, the teacher/staff member will assess whether Evacuation or Shelter in Place is the best option.

- 2) **LOCKDOWN Drill Procedure** – this procedure is to be used if there is a need to secure classrooms from an outside threat. You will then hear a LOCKDOWN announcement over the PA system. You should:
- Lock all doors and windows
  - Close blinds
  - Log onto Catapult to account for yourself, students and other adults in your room
  - Sit quietly away from windows out of view until administration, maintenance, or emergency officials give you clearance to exit
  - When given clearance, evacuate the building in an orderly fashion and line up on the blacktop.

- 3) **Shelter in Place Drill** - - in case of a hazard evacuation **OR** when students need to be secured in their current location for a period of time for any reason. You will then hear a SHELTER IN PLACE announcement over the PA system. You should:
- Lock all OUTSIDE doors and windows
  - Close blinds
  - Log onto Catapult to account for yourself, students and other adults in your room
  - Students are allowed to move around in the classroom or inside the locked building (to get a drink, use restroom, etc.) Students and staff are not allowed to exit any building.
  - When given clearance, wait for directions on whether to exit the building or stay in place.



## Designated Assembly Area for Evacuation

### **Primary Locations**

Staff and students will assemble on the blacktop beside the fence closest to lower field. Students will form lines with their classmates in the numbered area. If the campus needs to be evacuated entirely, students and staff will travel through the blacktop onto lower field (by the ramp behind the Portables - North) and out to Hamilton Street.

### **Alternative Safe Locations**

If the campus needs to be evacuated entirely, and the Hamilton Street route is unavailable, students and staff will travel through the blacktop go down the ramp closest to the marina (South) and out to Marina Drive.

### **Basic Evacuation Procedures**

#### *Things to Keep In Mind*

1. Our primary goal is the safety of the students as well as ourselves.
2. Each incident is unique and each of us will have to act accordingly.
3. Each of us needs to have a plan that allows for options.
4. We must be familiar with the plan and we must practice the plan.
5. When you evacuate your room;
  - a. Take all your personal belongings.
  - b. Take your roll/attendance list and/or a device to access Catapult. Be able to communicate where you are, who is with you, and who is not with you.
  - c. Take your personal cell phone or work-issued cell phone if you have one.
  - d. Take a first aid buckets if you have one.
  - e. Keep your students together.
  - f. Expect the worse.
    - i. A fire alarm might be set off by an armed intruder.
  - g. Do not leave a student with severe disabilities or a student in a wheelchair unattended at any time.

### **Emergency Evacuation for Staff and Students with Disabilities**

1. Identify students and staff who will require assistance during an emergency evacuation, including students including those with mobility-impairment, cognitive, hearing, speech or visual disabilities.
2. Determine accessible emergency egress from all locations on campus to the evacuation sites and perform a site walk to evaluate the path of travel to the emergency evacuation site from all sites on campus
3. Implement facility signage and emergency notification system is accessible for all persons with disabilities including those who are deaf/hearing-impaired or blind/visually impaired (tactile signage and visual fire alarms). Post accessible room identification and exit signage in all applicable rooms and primary function areas on campus.
4. For those students who have IEP's or Section 504 plans, incorporate emergency evacuation planning into this process, as needed. A joint meeting with the teacher, administrative staff, student and parents will be held to discuss evacuation or other

emergency planning procedures, issues and questions addressed in the individual student evacuation plan.

5. Train all responsible staff and include individuals with access and functional needs in all emergency drills and exercises
6. . Develop advance planning for transportation needs post evacuation
7. Coordinate in advance with the local emergency response teams designated for your facility including the fire and police departments.

## Utilities Cut-Off Chart

Utility	Area	Location	Action
Electricity	Custodial Room (Single door), between student restrooms outside Main Building		Shut off breakers
Gas	South Side Campus, outside Gym Building by Marina Drive, close to Maintenance Garage		Shut off main valves
Water	Hamilton Street by Bus loading area		Shut off main valves
Communication	Teachers' Lounge and Office File room		Turn equipment off

### General Information/Signals

If a life threatening or pending disaster occurs, the site administrators or designee will first: Contact the Superintendent and then the District Facilities and Maintenance. The site administrator will take appropriate emergency action to save lives and mitigate the effects of the disaster by accomplishing the following:

- A. Lead students/staff to safety.
- B. Communicate with parents and authorities.
- C. Render appropriate first aid.
- D. Maintain students/staff morale.

### Basic Emergency Signals

Riverview Middle School uses the Catapult Emergency Management System. Catapult is an emergency communication system that keeps teachers, sites, district and law enforcement informed, using real-time student accounting, reunification, staff location check-ins, threat report management. In the case of an emergency, information is sent out via Catapult to staff emails and cell phones. Staff uses the system to check-in and account for students.

There are two emergency signals that should remain standard in emergency situations:

#### **Lockdown –**

1. PA announcement.
2. Activate Catapult System.
3. Find nearest safety shelter.
4. Take cover, lock doors, and windows. Close window coverings and stay away from windows. Wait for further instructions. Some situations which may use this signal are:
  - A. Fire Drill – staff and students will go into lockdown mode during a fire drill until it is ascertained that there is in fact a fire and not a ruse to get students to exit the building.
  - B. Harmful Intruder
  - C. Dangerous Animal
  - D. Chemical Spill

## E. Bomb Threat

### **Evacuate –**

1. Announce the evacuation over the PA system.
2. Activate Catapult.
3. Leave building quickly and in orderly fashion. Use posted exit routes, primary or alternate (on room wall).
4. Assemble in pre-determined assembly area or where directed.

### **Bomb Threat**

Site Action (Staff member receiving bomb threat):

- A. Gather as much information about the caller/source as possible.
- B. Write down exact responses to questions.
- C. Note voice (gender, age, tone, emotion) and background sounds.
- D. Let source do as much talking as possible.
- E. Ask specific questions-when, where, who (name), what, why, how.
- F. **Do not touch or remove any suspicious objects.**

Site Administrator or designee:

- A. Assess Information.
- B. Determine whether or not to evacuate building (s) / premises. If evacuation is ordered, carry out similar to fire drill and go to the far corner of school blacktop.
- C. Activate Catapult System.
- D. Notify appropriate law enforcement of event and action.
- E. **No one is touch or remove any suspicious object(s).**
- F. If item is found, evacuate area to a minimum of 300 feet.
- G. Secure area.
- H. Send an automated phone call to students' families.
- I. **Avoid non-emergency use of electronics.**
- J. Re-enter only upon authorities' direction.
- K. Keep appropriate documentation (report) of event.

Teacher Action:

- A. Stay with class and report your status as well as your student's status on Catapult.
- B. Follow instructions to either stay in building or evacuate.
- C. **Do not allow students to touch/remove any suspicious object(s).** Note anything unusual or suspicious on school grounds and report to authorities.
- D. **Avoid non-emergency use of electronics.**

### **Hazardous Matter/Chemical Spill**

A chemical spill could be a potentially life-threatening disaster whether from a spill or chemical(s) on school grounds, or more likely, from an overturned truck, or boat close to the school's grounds. Winds may carry fumes rapidly. Notification warning from fire/police departments may or may not precede the spill effects. Take the following actions:

Site Action:

- A. **Be cautious.**
- B. **Do not attempt to smell, touch or taste any material.**
- C. **Activate Catapult System and call 911 if necessary.**
- D. **Remain Calm. Assess possible harm.**
- E. Render first aid as necessary.
- F. Site administrator determines whether the students/staff should evacuate or shelter-in-place.
- G. If ordered to shelter-in-place, provide maximum protection from airborne chemical effects by taping windows and doors. Shut off heaters and air conditioning.
- H. When signaled to evacuate, move in a calm and orderly fashion to the assembly area.
  - a. **Move UP** (uphill, upwind, upstream) to lessen exposure possibilities.
- I. If spill is limited to ground contamination, secure the area (barricade) and keep personnel away.
- J. Notify Superintendent, Chief Business Officer, and Director of Maintenance and Operations.
- K. Send an automated phone call to students' families.
- L. Do **NOT** return to contaminated site until directed by a competent authority.
- M. Log the incident. Keep written report, records.

District Action:

- A. Coordinate emergency support of site, students, and personnel.
- B. Maintenance will assist in response.
- C. Superintendent or District Office will handle all media contacts.

### **Water Contamination/Food Contamination**

#### Water

Site Action:

- A. If water contamination is suspected or has been verified, the site administration or designee will instruct teachers/managers to move students/staff away from drinking fountains or sinks.
- B. **Do not utilize or drink contaminated water.**
- C. Notify Maintenance.
- D. Send an automated phone call to students' families.

District Action:

- A. Dispatch Maintenance personnel to the scene.
- B. Arrange for potable water as required.
- C. Notify Water Quality Control Board.
- D. Notify utility or appropriate county health agency.

### Food

An incident of food-related poisoning is defined as a cluster of individuals who report similar symptoms following the consumption of food items from a common source.

#### Site Action:

- A. Refer all suspected food poisoning cases to site administrator or designee, or in critical cases, **call 911** and report the incident.
- B. If food poisoning is suspected, the site administrator or designee will issue an order to cease all food service operations.
- C. Notify Food Services Supervisor, who will take appropriate measures.
- D. Notify Superintendent.
- E. Send an automated phone call to students' families.

#### District Action:

- A. Notify County Health Department.
- B. Dispatch Food Services Supervisor.
- C. Keep the Superintendent and appropriate personnel informed of all activities.

### Fire

#### Site Action:

- A. Activate Fire Alarm**
- B. Call 911**
- C. Give exact address, location, directions to fire.
- D. Activate Catapult System**
- E. Shut doors and evacuate area according to posted evacuation routes. Proceed to assembly area. Keep students/staff away from the fire area.
- F. Designated staff will verify building is evacuated, if safe to do so.
- G. Designated staff will meet response vehicles/personnel.
- H. Extinguish fire, if safe to do so.
- I. Notify site administrator through Catapult System of absent/injured students, staff.
- J. Do not re-enter building until directed to do so by authorities or bell system.**
- K. Leave the fire scene undisturbed for investigation.
- L. Send an automated phone call to students' families.

#### District Action:

- A. Dispatch Maintenance to fire emergency.

- B. Maintenance Director, Maintenance Supervisor, Chief Business Officer and Superintendent will coordinate with local authorities and agencies (fire, police, utility, etc).
- C. Secure area for investigation, clean-up and repair.

**2020-21 Fire/Lockdown Drill\* Schedule**

**Per Board Policy 3516**

*The principal shall also hold fire drills at least once a month at the elementary level, four times every school year at the intermediate level, and not less than twice every school year at the secondary level. (Education Code [32001](#)).*

***\*\*All fire/lockdowns are suspended until further notice due to school shutdown. When school resumes, we will conduct a drill twice per quarter (one for A Cohort and one for B Cohort).***

MONTH	DATE	TIME
August	TBA	
September	TBA	
October	TBA	
November	TBA	
December	TBA	
January	TBA	
February	TBA	
March	TBA	
April	TBA	
May	TBA	

**\*All Fire drills include a lockdown drill.**

## Crime Scene/Harmful Intruder/Abduction or Hostage

### Site Action:

- A. Find nearest safety shelter.
- B. Activate Catapult System. Announce **Lockdown** over PA system.
- C. Call 911**
- D. Take cover, lock doors, and windows. Cover windows if possible, stay away from windows and turn out lights. Wait for further instructions
- E. **ONLY** after being directed to do so by Police or competent authorities, evacuate calmly and quickly.
- F. Remain calm and alert.
- G. Send an automated phone call to students' families.
- H. Log information-write down as much as possible about incident, suspect, situation, and timing.
- I. Leave the scene undisturbed for investigation.
- J. Refer media to District Office.

### District Action:

- A. Support and coordinate legal authorities.
- B. In attempted abduction, Superintendent or designee will notify other schools in area and direct a "Parent Alert Notice."

## Earthquake

### Site Action:

#### Inside Building:

- A. Follow "Duck and Cover" routine, (Duck, Cover, Hold).
- B. Stay away from windows, overhead fixtures, falling items.
- C. Crouch under solid cover (desk, table, or doorway).
- D. Cover head with arms, protect face.
- E. Remain calm.
- F. Avoid exposed wires, pipes, or other hazards.
- G. Assess the situation when shaking has stopped. If safe, get way from structures.
- H. Activate Catapult System if possible
- I. Evacuate quickly and calmly.
- J. Designate staff to verify building evacuation if safe to do so.
- K. Take note of absent/injured.
- L. Administer first aid and call 911 as necessary.
- M. Do not re-enter building until damage safety is assessed.**
- N. If known, disconnect electrical controls and turn off gas.
- O. Send an automated phone call to students' families.

#### Outside Building:

- A. Move away from structures, power lines.
- B. Be prepared for aftershocks.
- C. Report to pre-determined assembly areas if possible.
- D. Do not enter building until damage/safety is assessed.



District Action:

- A. Activate District Emergency Plan
- B. Maintenance will organize and assess damage, secure utilities in cooperation with local and governmental agencies.
- C. Maintenance will lead recovery effort.

**Utility: Major System(s) Failure**  
**Gas, Electric, Phone, Water**

Site Action:

**Power Failure:** Contact District Office. Send an automated phone call to students' families if necessary.

**Downed Power Lines:** Evacuate area and keep clear. Contact District Office. Send an automated phone call to students' families if necessary.

**Broken Gas Main:** Contact District Office. Treat as chemical spill. Send an automated phone call to students' families if necessary.

**Main Phone Failure:** Use nearest operational phone (cell phone). Contact District Office. Send an automated phone call to students' families if necessary.

**Water Services Disruption:** Discontinue use of water facilities. Contact District Office. Send an automated phone call to students' families if necessary.

District Action:

Dispatch appropriate Maintenance personnel to site.

Establish emergency communications as necessary.

Coordinate emergency response from Transportation, Food Services, etc.

Act as liaison with utility companies.

## RIVERVIEW MIDDLE SCHOOL

# ***MEDICAL EMERGENCY INTERNAL ACTIVATION PROCEDURE***

### **Our AED(s) are placed in the following locations:**

1. Main Office – on the wall to the LEFT of NOEME's office
2. In the Gym entrance hallway, by the bathrooms.

### **Our Emergency Response Plan and Procedure for Use of an AED:**

1. Witness will assess the scene for safety prior to entering area.
2. If someone collapses – tap the victim and shout “Are you OK?”
3. If no response & the victim is not breathing or not breathing normally
  - (a) **CALL SEFIA ROUNDS #1316**
  - (b) **CALL OFFICE** – Melinda #1301 or Noeme #1324 or Marcy #1303
- 4.) Send someone to get the AED
- 5.) Begin Hands Only CPR – Push hard and fast in the center of the chest at a rate of at least 100 compressions per minute, to the beat of “Stayin’ Alive” until:
  - a. Signs of life return
  - b. EMS has arrived
  - c. Physical Exhaustion

### **6.)PROCEDURE FOR USE OF AED:**

- Open the lid and turn on the AED
  - Follow the voice prompts
    - Expose the patient’s chest –if wet, wipe dry
    - Apply the electrode pads to the patient’s exposed chest, as shown in the pictures
    - Listen to the voice prompts –Clear (do not touch) the patient when instructed to do so
    - Press the SHOCK button, if instructed to do so
- 7.)Restart compressions on chest
  - 8.)Continue to follow the voice prompts
  - 9.)If the patient starts moving or breathing normally, stop compressions and place the patient in the recovery position (on left side)

**KEEP AED ATTACHED UNTIL EMS ARRIVES**

## OFFICE

- 1) The person receiving the internal response call will ask the following pertinent questions:
  - a. What is the problem? Where is the victim?
  - b. Is the person breathing, and do they show signs of circulation (coughing or movement)?
  - c. What is being done for the person now?
  - d. Is anyone performing CPR?
  - e. Has SEFIA ROUNDS been called? If not, call #1316
  - f. Has 911 or Police been called?
  - g. Call additional members of the AED Response Team (see below)
- 2) The person receiving the internal response call will:
  - a. Assign an individual to take the AED to site of the incident.
  - b. Assign staff member to wait at the nearest entrance for EMS arrival to assist them with the event location.
  - c. Call Doug Reynolds for maintenance assistance (916) 997-1788
- 3) Notify parents/family of victim.

### **Administrative/Office Team to be involved in all events**

#### Call **AED TEAM MEMBERS:**

- |                    |       |
|--------------------|-------|
| 1. Sefia Rounds    | #1316 |
| 2. Melinda Barkman | #1301 |
| 3. Marcy Rossi     | #1303 |

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

The first thing that happens to a SCA victim is they pass out. They stop breathing, although they may gasp or moan. Since the victim is no longer getting blood and oxygen to the brain, they have only four to six minutes before brain damage begins to occur, and soon after that, brain death. For each minute that passes without medical or bystander intervention, there is an incremental 10% decrease in the chance of victim survival. Even the best emergency response times are six to eight minutes, making the chance of survival low. The average national survival rate from sudden cardiac arrest is less than 10%.

SCA survivors typically have four things in common:

- A passing bystander recognizes the emergency, decides to help, confirms the victim is not responding, and makes sure that 911 is called.

- Someone begins CPR immediately—therefore doubling the victim’s chance of survival.
- An automated external defibrillator (AED) is delivered to the scene ideally within three to five minutes and bystanders utilize it immediately. The device provides the life-saving shock (only when it deems it’s necessary) to the victim’s heart.
- Professional EMS personnel arrive early and provide advanced life-support care

Thank you for helping us create a heart safe place!

**All students are subject to all school rules, including the dress code and behavior expectations; from the time they leave home in the morning until they arrive back home directly after school (including riding the bus).**

**Arrival and Departure times:**

- We provide student supervision starting at 7:45. Students are to be seated in their classroom ready to learn at 8:20, or they will be considered tardy to school and to class. If tardy, students need to report to the office for an admit slip
- Riverview Middle School is a grade 6 to 8 school, and accordingly has a closed campus\*. If you need to pick-up your child before 3:00 p.m. (1:45 p.m. on Wednesdays; 12:45 p.m. on Minimum Days), a note must be given to the office by for appropriate action. You may also call the school office to give notice of picking up your child early. You (the parent or guardian) will need to personally sign the office log before leaving with your student.
- Students are dismissed at 3:00 p.m. to go home or to take the bus. (1:45 p.m. on Wednesdays; 12:45 p.m. on Minimum Days). Students may **NOT** walk to Rio Vista High to catch the bus after school. Students must leave the campus as soon as school is dismissed; all those who walk home, or ride bicycles, should leave the school grounds by the South Second Street entrance and go directly home immediately after the last class of the day.
- Parents are encouraged to drop off and pick up their students either on Hamilton Street, or on Second Street. On Hamilton Street, do not park or wait in the bus loading area. Quick drop offs or pickups are allowed when buses are not present. Parents are urged not to make a u-turn on South Second Street to drop off or pickup their student as this causes an unsafe situation and it increases traffic on South Second Street.

**Closed Campus:** Students shall not leave the school grounds at any time during the school day without written permission of their parents/guardians. Students who leave school without proper authorization shall be classified truant and subject to disciplinary action. Parent must personally sign the office log before a student leaves campus for any reason (See Board Policy 5112.5)

**Tardy:** Instruction begins at 8:20 a.m., and students must be seated in their classrooms ready to learn when the 8:20 bell rings. Students will receive consequences for tardies to school and from class to class. Possible consequences include lunch detentions, after school detentions and parent teacher conferences.

\*California Education Code 48260 (a) classifies as Truant any pupil who is tardy, without a valid excuse, for more than 30-minutes on three occasions in one school year.

**Messages to students** must be received in the office by noon for delivery during the students' lunch; we will **not** interrupt classes to relay a message. Any message received after noon runs the risk of the student not receiving it. **Please make arrangements with your child prior to them leaving for school in the morning.**

**Passes:** All students are expected to have a pass or a specific visible item from the teacher when leaving a classroom during scheduled class time, or when leaving the office. **Students may not leave the room during the first or last ten minutes of the class period.** Parents are to register in the office and have a visible pass on them while on campus.

**Buses:** Riding the bus to and from school is a privilege. Students who do not follow bus rules may be cited by the bus driver and may lose their bus privileges. The transportation department has the authority to deny a child transportation privileges for disciplinary reasons. ***If a student receives a third Bus Conduct referral in a semester, the student will be suspended from the bus for a week. School rules still apply on the bus. Consequences may be issued for infractions on the bus.***

**Bicycles/Helmets:** California law **mandates** that a person under 18 years of age shall not operate a bicycle, or ride upon a bicycle as a passenger, upon a street, bike way, or any other public bicycle path or trail unless that person is wearing a properly fitted and fastened helmet that meets bicycle helmet standards. Students should walk bikes on sidewalks around school and use the crosswalk at the corner of Second and Hamilton Streets. Students are to walk their bikes at all times while on campus. A gated, secure bicycle parking area is provided in the front of the school. Bicycles must be parked and locked in this area. Skateboards are not allowed to be ridden on campus. Students may lock skateboards and scooters in the bike area storage.

**Dress Code:** Student dress should be comfortable, practical, non-distracting and free of hazard or reason to cause a student embarrassment or create a disruption in the school program\*. All students must adhere to the Dress Code policy for **ALL** academic, extra-curricular, and social functions at school or sponsored by the school; they are as follows:

1. Pants are to be in good repair (no holes or rips above finger length) and worn at the waist. Belts are to be worn appropriately.
2. Shorts or skirts need to be longer than finger-length when arms are straight at your side. Swimming trunks, cutoffs, short shorts or short skirts are not allowed.
3. Pajamas, blankets or bedroom slippers are not appropriate wear for school and are banned.
4. All shirts or blouses must have a shoulder strap width of at least two inches. Tank tops, off the shoulder or low-cut tops, bare midriffs, and clothing that in any way reveals underclothing are not acceptable dress for school and are banned.
5. Clothing, jewelry, backpacks, and other personal articles shall be free of writing, pictures or any other insignias, which are crude, vulgar, profane, or sexually suggestive. Clothing may not have gang references, drug, alcohol or tobacco advertising, promotions or likenesses, and may not advocate racial, ethnic, or religious prejudices. For safety reasons, no spiked collars, or chains are to be worn around the neck or other areas of the body.
6. Wearing any gang symbols such as handkerchiefs, hanging suspenders, hairnets, jewelry, jackets, clothing, red or blue shoelaces, beads or devices associated with group intimidation or gang affiliation are strictly prohibited.
7. Oversized T-shirts (Tall-tees), and oversized pants are not appropriate wear for school and are banned.
8. Hats, caps, hoods, scarves, sunglasses, or other head coverings shall not be worn indoors. Cap brims are to be worn facing forward.
9. State law requires that students wear shoes at all times. Athletic shoes must be worn for P.E. Slip-on shoes (without heel straps) may not be worn. Platform shoes and high heel (over 2 inches) are considered unsafe and should not be worn.

10. Long earrings or large hoop earrings can be unsafe and should not be worn at school. Rings may be worn, but those that can be used as a weapon will be confiscated and appropriate disciplinary measures will follow.

**\*Students wearing inappropriate attire or footwear will be sent to the office and asked to call a parent. Students will be given the opportunity to change clothing if available at the site or request the parent to bring a change of clothing or footwear. Consequences increase with successive dress code violations.**

**Special considerations can be made with the discretion of the administration after a parent conference.**

**Harassment:** Riverview Middle School maintains a strict policy prohibiting harassment of students because of sex, race, color, national origin, ethnicity, religion, age, physical or mental disability, blindness or severely impaired vision, or any other basis. Physical harassment often called "just playing around", includes actions such as pushing, poking, throwing things, play fighting, and similar activities. Verbal harassment includes remarks that are offensive, threatening, annoying, embarrassing, or which are used to spread rumors, hearsay, etc. Sexual harassment includes any behavior either visual (i.e., unwanted flirtations, passing notes, displaying sexual drawings, mooning, flashing, giving suggestive looks), verbal (i.e., request for sexual favors, threatening reprisals after a negative response to sexual favors, refusing to take "no" for an answer, sexist or sexual jokes, telling commentary about an individual's body, making comments about a person's sex life, making noises such as whistling) or physical (i.e., touching, grabbing, rubbing, physically blocking a person's movement, assault, rape) that is sexual in nature, and which degrades, humiliates, or embarrasses another person. All such harassment is unlawful. Violation of this policy by any student will result in disciplinary action, which may include suspension or expulsion.

**Bullying:** Riverview Middle School maintains a strict policy prohibiting all forms of bullying; they are unlawful and will not be tolerated. No student shall through physical, written, verbal, or other means, harass, sexually harass, threaten, intimidate, cyberbully, cause bodily injury to, or commit hate violence against any other students or school personnel. Cyberbullying includes the transmission of harassing communication, direct threats, or harmful texts, sounds, or images on the Internet, social media or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

**What to do** if harassment or bullying occurs:

- **refuse** any engagement in the bullying
- **respond** to the conduct immediately in a way that clearly communicates the behavior is NOT wanted
- **report** it immediately to a staff member or responsible adult.

Ignoring bullying, or laughing at it, can be misinterpreted as wanting the behavior to continue. All such bullying is unlawful. Violation of this policy by any student may result in disciplinary action, which may include suspension or expulsion. (Please refer to BP 5131.2(a))

A student found to have committed or attempted to commit a criminal sexual assault or battery will be referred for expulsion and to the police.

**Prohibited Items:** In an effort to provide a safe learning environment for all students on campus and on the bus, we prohibit certain items and activities. This list is not all-inclusive but contains those items that can potentially cause problems. These items will be confiscated and returned only to parents.

**Medication:** Parents / guardians must check with the School Secretary to arrange for the dispensation of prescription and over-the-counter medicine to students. All medicine must have specific instructions for use from a physician. Students must take all medications in the Main Office. All medications, including cough drops, aspirin, etc., must be kept in the school office and dispensed by school personnel.

**Telephone Usage:** The office phone is for business purposes and is not to be used by students unless there is an emergency. Forgetting homework is not an emergency. Please convey to your student all arrangements, and social plans before coming to school. **Cell phones** should be turned off and in students' backpacks during the school day. Cell phones may be confiscated by teachers and other staff members if a cell phone is seen or heard without the express permission and instructions of the teacher to use the cell phone in class. If a phone is seen or heard in class, students will be expected to immediately give it to the teacher to be held for the remainder of the day. Phones can be picked up at the end of the school day. After the first offense, a parent or guardian will be required to pick up the phone at the end of the day. After the 4<sup>th</sup> offense student may be required to leave the phone at home or leave it in the office during the day. Riverview will **NOT** be held responsible for the loss or damage of cell phones or any other electronic equipment or items brought to school.

**Library:** Students are not allowed in the library if not accompanied by a teacher or an instructional assistant. Loud talking is not appropriate or conducive to library study. Library books are loaned for the grading quarter and a fine of 5¢ per day will be charged for every school day the book is late.

**Computer Use:** Computer and Chromebook use must be appropriate for school and adhere to the district technology protocols. Technology use is a privilege and any damage done to a Chromebook or computer on campus may result in student discipline and restitution for the damaged item. Fines will be assessed at the cost to replace the damaged part or the entire computer, if necessary.

**To bring about student success, Riverview Middle School believes that everyone should be Respectful, Responsible, and Safe and follow the School Rules at all times. Riverview will apply Restorative Practices\* to foster positive changes in student behavior.**

\*The fundamental premise of restorative practices is that people are happier, more cooperative and productive, and more likely to make positive changes when those in positions of authority do things *with* them, rather than *to* them or *for* them. In schools, restorative practices have been shown to reliably reduce misbehavior, bullying, violence and crime among students and improve the overall climate for learning. The aim of restorative practices is to develop community and to manage conflict and tensions by repairing harm and building relationships.

Our discipline plan is based on the premise that all students have the right to be educated in a safe learning environment. Teachers are here to teach and students are here to learn, and no one has the right to jeopardize their own, or anyone else's safety or education. Therefore, students will not be allowed to stop a teacher from teaching or stop another student from learning. The following levels of consequence are used at Riverview:

1. Warning (private teacher-student contact)
2. Parent contact
3. Detention
4. Administrative Referral



5. Teacher classroom suspension with a mandatory parent conference
6. Disciplinary actions including administrative detention or suspension

Other means of correction may be used.

At Riverview, students will have opportunities to earn incentives. Positive incentives include school dances, spirit rallies, end-of-the-year pool parties, and field day. Students are rewarded with these activities after maintaining good behavior and grades.

**RULES AND CONSEQUENCES FOR WHICH RIVERVIEW STUDENTS WILL BE HELD ACCOUNTABLE**

These consequences are guidelines, and changes may occur upon the severity of the infraction

The Site Administrator may use alternative means of correction when appropriate

INFRACTION	OCCURRENCE	POSSIBLE CONSEQUENCES	ED CODE
<b>Fighting</b> (mutual combat in which both parties have contributed to the situation by verbal and / or physical actions, or when a fight has been provoked by one person). <b>Aiding and abetting</b> the infliction or attempted affliction of physical injury to others	1st Offense	1-3 day suspension	48900 (a1) 48900 (a2)
	2nd Offense	3-5 day suspension, police contact, possible recommendation for expulsion	
	3rd Offense	5 day suspension, police contact, recommendation for expulsion	
<b>Threatening behavior;</b> expression of intent to harm, initiating fights (pushing, kicking, hitting, poking, instigating a fight, play fighting, horsing around)	1st Offense	1-3 day suspension	48900 (a1)
	2nd Offense	3-5 days suspension, police contact, possible recommendation for expulsion	
	3rd Offense	5 days suspension, police contact, recommendation for expulsion	
Running to <b>watch a fight</b> , or being present to watch a fight	1st Offense	Administrative Detention	48900 (k)
	2nd Offense	1-3 days suspensions	
	3rd Offense	3-5 days suspensions	
<b>Threats, insult, attack, or assault directed to a School Employee</b> or their property - including via Internet	1st Offense	5 days suspension and possible recommendation for expulsion	48900 (a2)
Possession, brandishing, exhibiting, or threatening anyone with a <b>weapon</b> , knife, explosives, fire arms, or any other dangerous instruments or replica, at school, on bus, at school related activity off school ground, or on way to school or home	1st Offense	5 days suspension, possible police contact, possible recommendation for expulsion	48900 (b)
<b>Unlawful possession</b> , use, or being under the influence of any controlled substance (drugs, marijuana, alcohol)	1st Offense	5 days suspension, possible police contact and possible recommendation for expulsion. Any felony possession (i.e. over 1 oz of Marijuana) will constitute immediate recommendation for expulsion. Loss of extra-curricular eligibility for the season. As RDUSD campuses are <b>Drug-Free Zones</b> , penalties for an offender will be doubled by law enforcement agencies.	48900 (c)

	2nd Offense	5 days suspension and recommendation for expulsion, possible police contact. Restriction from participation in all extra-curricular activities for remainder of the year.	
Unlawfully offered, arranged, or negotiated to sell or furnish, or sold, or delivered, any <b>controlled substance</b> or material (drugs, alcohol, or any intoxicant)	1st Offense	5 days suspension, recommendation for expulsion and police contact	48900 (d) 48900 (p)
Unlawful possession, or offered, arranged, or negotiated to sell any <b>drug paraphernalia</b>	1st Offense	5 days suspension, recommendation for expulsion, and police contact	48900 (j)
<b>Tobacco and e-cigarettes or vape pens</b> – River Delta Unified School District is a non-smoking/no tobacco use District	1st Offense	Confiscation of all forms of tobacco and paraphernalia, and 1-3 days suspension	48900 (h)
	2nd Offense	3-5 days Suspension	
<b>Robbery, theft</b> , attempted theft, or received stolen private or school property	1st Offense	Restitution, 3-5 days suspension; possible recommendation for expulsion and possible police contact	48900 (g) 48900 (e) 48900 (L)
Cyber <b>Bullying</b> /Harassment/sexual harassment/Hazing/Hate Crime – includes, but is not limited to, the filming and/or recording of any student behavior for purpose of harassment.	1st Offense	3-5 days suspension, possible police contact, and recommendation for expulsion	48900 (.2) 48900 (.3) 48900 (.4) 48900(o) 48900 (n)
Misuse of <b>Internet</b>	1st Offense	Alternative means of correction and/or loss of Internet Access for the rest of the school year through school computers	48900 (k)
	2nd Offense	Possible suspension	
Intimidating a pupil for the purpose of preventing that pupil from being a witness, or retaliate against a pupil for being a witness	1st Offense	3-5 days suspension, possible police contact, possible recommendation for expulsion	48900 (o)
Cause or attempt to cause damage to school property, <b>vandalism</b> , or destruction of private, personal, or school property, or possession of items used for vandalism	1st Offense	1-5 days suspension; possible police contact	48900 (f)
<b>Arson</b> , attempted arson (set or starting a fire) or activating the fire alarm	1st Offense	5 days suspension, referral to police and Fire Marshall, possible expulsion hearing. If the fire department charges	48900 (f) 48900 (k)

		the school with a fine for the false alarm, this fee will be passed on to the student and/or student's parents.	
Bio-Hazardous Materials/ <b>Bodily Waste</b>	1st Offense	3-5 days suspension, possible referral to authorities and expulsion hearing	48900 (k)
<b>Falsification of Records</b> and/or official documents; falsifying information on any official school document	1st Offense	Parent notification, 3-5 day suspension, zero on assignment of applicable	48900 (L)
	2nd Offense	Parent notification, 5 day suspension, zero on assignment if applicable; possible recommendation for expulsion and notification to Law Enforcement	

Racial or religious slurs / sexual or obscene language and <b>obscene act</b> / verbal abuse / insubordination / habitual <b>vulgarity</b>	1st Offense	1-5 days suspension and/or alternative means of correction	48900 (i)
	2nd Offense	3-5 suspension, parent conference	48900 (k)
	3rd Offense	5 days suspension, possible recommendation for expulsion	48900 (.3)
<b>Public display of affection</b> (i.e., hugging, kissing)	1st Offense	Warning and conference with administrator, parent/guardian	48900 (k)
	2nd Offense	1 Administrative detention and parent conference	
	3rd Offense	Parent conference; alternative means of correction, or possible suspension	
<b>Pictures / symbols</b> of alcohol, gangs, hate, weapon, sexual overtones, drug, tobacco, or any controlled substance	1st Offense	Parent notification, alternative means of correction and/or 1 day suspension	48900 (k)
	2nd Offense	2 Administrative detentions and possible 1day suspension	
	3rd Offense	1 day suspension	
<b>Gang</b> or tagging crew related behavior (i.e., signing, clothing, tagging, displaying tagging on personal property)	1st Offense	1-3 days suspension, confiscation of items and notification of parent. Confiscated items may not be returned. Documentation of gang-related activity with local law enforcement.	48900 (k)
	2nd Offense	3-5 days suspension for defiance for defiance and parent/guardian notification	
	3rd Offense	5 days suspension; possible expulsion hearing; exclusion from all school activities for the remainder of the school year	
<b>Defiance of school authority</b> , argumentative, verbal abuse towards an adult, and failure to follow school regulations and rules, and severe	1st Offense	Referral to administrator, after school detention or other means of correction	48900 (k)

disruption of school activities.			
	2nd Offense	1-5 days suspension, after school detention, and/or alternative means of correction	48900 (k)
<b>Class disruption:</b> students are expected to adhere to all school rules while anywhere on campus. Students are expected to behave in a positive and respectful manner at all times.	1st Offense	Teacher-initiated consequences to include contacting parent and/ or other means of correction	48900 (k)
	2nd Offense	Referral to administrator, teacher and administrator contact parent	
	3rd Offense	Parent, teacher, student, and administrator conference. Student will enter into a behavior contract.	
<b>Forgery,</b> plagiarism or theft of intellectual property, cheating, forgery of parent signature	1st Offense	Parent notification, alternative means of correction and/or 1 day suspension, and zero on assignment if applicable.	48900 (L)
	2nd Offense	3-5 days suspension	
<b>Field Trips</b> - are considered part of the instructional day	1st Offense	Students violating rules will be subject to disciplinary action, and may be sent home at parents' expense. Future trips may be denied based on previous behavior on a field trip	48900 (k)
<b>Walk-out of class</b> without authorization	1st Offense	Parent contact, After school detention	48900 (k)
	2nd Offense	Administrative Detention	
	3 <sup>rd</sup> Offense	1-2 days Suspension	
<b>Refusal to identify oneself</b> or giving false name to school staff or responsible adult (including substitutes)	1st Offense	Parent contact and teacher detention	48900 (k)
	2nd Offense	Administrative Detention	
<b>Tardy</b> to class or school (under 30 minutes)	1st Offense	Warning	48900 (k)
	2nd Offense	Parental notification, loss of morning break	
	3rd Offense	Parental notification and loss of lunch break	
<b>Tardy</b> to class or school ( <b>over 30 minutes</b> without a valid excuse)	1st Offense	Parent notification and lunch detention	48900 (k)
	2nd Offense	Parental notification, lunch or afterschool detention	
	3rd Offense	Parental notification/conference and referral to SARB	
Abuse of <b>hall pass</b> , unusual length of time	1st Offense	Parent contact and teacher detention	48900 (k)
	2nd Offense	Parent contact and after school detention	
	3rd Offense	Parent contact and 1 Administrative detention; possible 1 day suspension	

<b>Default or tardy to Teacher detention</b>	1st Offense	Parental notification and 1 additional detention	48900 (k)
	2nd Offense	Parent notification and 2 additional detentions; possible Administrative detention	
	3rd Offense	Parent notification and Administrative detention	
<b>Dress Code violation</b>	1st Offense	Parent notification and change of clothing	48900 (k)
	2nd Offense	Parental notification to bring a change of clothes	
	3rd Offense	Possible Administrative Detention	

<b>Littering</b> on school grounds, throwing food, or leaving lunch food and trash in eating areas.	1st Offense	1-5 days of picking up trash on campus, and/or alternative means of correction	48900 (k)
	2nd Offense	Parental notification and 1 week of picking up trash on campus and/or alternative means of correction	
	3rd Offense	Parent notification, Administrative Detention, and/or alternative means of correction	
Possession of any <b>electronic equipment</b> , and items that do not have reasonable use at school, i.e., pins, markers, balloons, music player/Cell Phones/iPods or other electronic equipment turned on, in use, or visible.	1st Offense	Confiscation, returned to parent only	48900 (k)
	2nd Offense	Confiscation, returned to parent only and detention, and/or alternative means of correction	
	3rd Offense	Confiscation, returned to parent only and Administrative Detention	
Possession of <b>laser pointers</b> without specific permission of a teacher is strictly prohibited by Penal Code:417.27	1st Offense	Confiscation, parent notification, after school detention	48900 (k)
	2nd Offense	Administrative Detention	
	3rd Offense	3-5 days suspension for defiance	
Unauthorized entry into an <b>unsupervised area</b>	1st Offense	Parent notification and after school detention	48900 (k)
	2nd Offense	Administrative Detention	
	3rd Offense	1 day suspension	
<b>Chewing gum</b> on campus, or eating in class	1 <sup>st</sup> offense	Teacher-initiated consequences, to include contacting parent, and/or alternative means of correction	48900 (k)
	2nd Offense	Referral to administrator, teacher and administrator contact parent	
	3rd Offense	Parent, teacher, student, and administrator conference. Student will enter into a behavior contract.	
<b>Throwing objects:</b> rocks, pebbles, etc	1st Offense	Teacher-initiated consequences, to include contacting parent, and/or alternative means of correction	48900 (k)
	2nd Offense	Referral to administrator, teacher and administrator contact parent	
	3rd Offense	Parent, teacher, student, and administrator conference. Student will enter into a behavior contract.	

# Riverview Middle School

## COVID-19

### Hybrid Learning Plan

#### Policies and Procedures

**STUDENT HOME CHECKS:** Families are strongly encouraged to take the temperature of their children daily before they leave their homes for school. Any child with a fever of 100.4 F or higher must stay home. Parents should screen their children for respiratory symptoms such as a fever, cough, body aches, headaches, lost off taste or smell, sore throat, congestion, runny nose, nausea, vomiting, diarrhea and shortness of breath prior to leaving for school each day. The school nurses will provide parents with a quick reference guide for parents to use when screening their children. Students experiencing those symptoms must not attend school. A student who is symptom free for 72 hours without medicine and has not tested positive for COVID-19 is allowed to return to school. A student who tests positive for COVID-19 should be quarantined for at least 10 days and be symptom free for 24 hour before returning to campus.

The school nurses have provided teachers and staff with a quick reference sheet to use when a child appears to be sick or self-reports that he/she is not feeling well. The teachers and staff will follow the site-based protocols established by the school nurse for reporting the case of illness.

**STAFF SELF-CHECKS:** Staff must perform a self-check of their health each day before arriving on campus by answering a series of Yes/No questions associated with known symptoms of the virus: temperature, cough, shortness of breath, and lacking taste and/or smell. They will also be asked to record their temperature daily at home. Free weekly COVID testing is available for all staff, students, families and community members at Walnut Grove Elementary School every Thursday from 1-4:55pm.

**STUDENT ENTRY POINT CHECKS:** All Riverview students (except bus riders) will enter through the main entrance on 2nd Street, lining up on designated spots in front of the school to ensure social distancing. Riverview staff will serve as designated screeners for all students and non-employees at the front Riverview entrance. Our screeners will use an infrared, non-contact thermometer. The maximum temperature for someone to be admitted to the campus is 100.3 degrees Fahrenheit. A person with a temperature of 100.4 degrees or higher will be sent home and advised to seek a medical doctor's advice for being tested for Covid and quarantined. Symptomatic individuals must be symptom-free for 72 hours before they are allowed to return to the school's campus. **Because Riverview doesn't have a parking lot, we encourage families to have a designated drop off/pick up spot near campus. This will minimize students bunching up in front of the school while they wait.** Free weekly COVID testing is available for all staff, students, families and community members at Walnut Grove Elementary School every Thursday from 1-4:55pm.

**BUS STOP CHECKS:** Bus riders will enter school through the gates on Hamilton Street. Eligible bus riders will be screened for body temperature daily. Any child with a fever of 100.4 F or higher will not be



allowed to board the school bus. If the sick child is 12 years old or younger, a parent or older sibling must take him/her home and consult with the doctor. If there is no family member available for the child, the bus driver will either place a mask on the child, seat him/her in an isolated seat on the bus and transport the child to the nearest school on the route, then place him/her in the care of the school nurse or principal.

**FACE COVERINGS:** Face coverings are an essential part of community protection. Masks are required for ALL students and adults. All face coverings need to be appropriate and in compliance with our board adopted dress code. Face coverings need to be properly worn, covering both the nose and mouth. If a student forgets their facial covering, we will provide one. Those not adhering to face covering protocols will not be allowed on school premises or could be sent home.

Consequences for non-compliance:

1. Student is sent to office; conference with principal; phone call home
2. Student is sent to office; conference with parent and principal regarding ability to follow guidelines and possibility of moving to remote learning
3. Student is transferred to remote learning and/or alternative means of corrections.

**CHROMEBOOKS:** Students who checked out a school chromebook for distance learning should bring their chromebooks and charger to campus on their in-person day. Chromebooks should be fully charged before leaving home in the morning.

## Students on Campus

Time	Plan
Hybrid Schedule	<ul style="list-style-type: none"> <li>● A/B Cohorts - See Schedule Below</li> </ul>
Arrival Times (Walkers and Drop off students)	<ul style="list-style-type: none"> <li>● Our main entrance on 2nd street will open in the morning at 7:45am</li> <li>● Students will wait on the designated, socially distanced spots while waiting to enter</li> </ul> <p>** Because Riverview doesn't have a parking lot, we encourage families to have a designated drop off/pick up spot a block or two away from campus. This will avoid having students bunch up in front of the school while they wait.</p>
Entering school	<ul style="list-style-type: none"> <li>● All students and staff must wear face coverings in the appropriate manner from the time they exit their vehicle and while on campus.</li> <li>● All students and staff are expected to follow directional signs and arrows.</li> <li>● See attached map</li> <li>● Entry Point screening: Students stand 6 ft apart and wait for check               <ul style="list-style-type: none"> <li>○ Walkers &amp; Drop Offs: 2nd Street</li> <li>○ Bus Riders: Hamilton Street</li> <li>○ Hand sanitizing station will be available at both entrances</li> </ul> </li> </ul>
Leaving school	<ul style="list-style-type: none"> <li>● Riverview will have staggered release time with 3 different bells.               <ul style="list-style-type: none"> <li>○ At 2:11pm, bus riders will exit class and wait on the</li> </ul> </li> </ul>

	<p>blacktop for their bus</p> <ul style="list-style-type: none"> <li>○ At 2:13pm, Ms. Stiles and Mr. Hamilton's class will exit through their classrooms outside doors; Ms. Dyckovsky's class will exit through the gym doors; Ms. Strom and Mrs. Walrond's classes will exit through the front gate.</li> <li>○ At 2:16, Mr. Sammis's PE students will go out the gym doors; Ms. Francis, Mrs. Rounds, and Mr. Hodges classes will exit out the front gates; Mrs. Spradling's class will exit through Ms. Stiles's outside door.</li> </ul> <p>** Because Riverview doesn't have a parking lot, we encourage families to have a designated drop off/pick up spot a block or two away from campus. This will avoid having students bunch up in front of the school while they wait.</p>
During passing periods	<ul style="list-style-type: none"> <li>● Students are required to follow all directional signage.</li> <li>● Students must remain 6 feet apart.</li> <li>● Students must wear a face covering.</li> <li>● See attached map for directions in hallways.</li> <li>● Students in the main building will be excused in a staggered manner to ensure social distancing.</li> </ul>
Breakfast	<ul style="list-style-type: none"> <li>● Breakfast will be available free of charge to anyone who would like it</li> <li>● Breakfast will be bagged for easy pick up and to ensure social distancing</li> <li>● All students will eat outside. On rainy days, students will eat in both cafeterias and the gym</li> <li>● Spots to sit/stand are marked with an orange X</li> <li>● Students must remain 6 feet apart</li> <li>● Second Chance Breakfast and snack bar will not be available at the mid-morning recess</li> </ul>
Lunch	<ul style="list-style-type: none"> <li>● School lunch will be available free of charge to anyone who would like it</li> <li>● School lunches will be bagged for easy pick up and to ensure social distancing</li> <li>● All students will eat outside. On rainy days, students will eat in both cafeterias and the gym</li> <li>● Spots to sit/stand are marked with an orange X</li> <li>● Students are required to follow all directional signage</li> <li>● Students must remain 6 feet apart</li> <li>● Students must wear a face mask when not eating</li> </ul>
Recess	<ul style="list-style-type: none"> <li>● Students can stand or sit in spots designated by orange spots during recess</li> <li>● Students will be allowed to use the restrooms during recess, but only 3 students will be allowed into the bathroom at a time. Students will stand on designated spots while waiting.</li> <li>● Shared sports and play equipment is not allowed, such as basketballs and soccer balls. Activities for students to play individually are allowed, such as drawing books, rubik's cubes, etc.</li> </ul>

	<ul style="list-style-type: none"> <li>• During this unprecedented time, students who have signed the cell phone agreement will be able to use their cell phones during recess.</li> </ul>
Restrooms	<ul style="list-style-type: none"> <li>• Max Capacity (3 students) signs placed are listed on each door</li> <li>• Social Distancing rules apply in restrooms.</li> <li>• Use only marked restrooms, urinals, and sinks</li> <li>• Restrooms will be open and monitored by staff before school, during recess, and at lunch. They will also be open for 30 minutes of each period.</li> <li>• Restrooms will be closed the first and last 10 minutes of each class and during passing periods so all staff can supervise students entering and exiting classes.</li> </ul>
In Class	<ul style="list-style-type: none"> <li>• Students and staff will wear face coverings in the appropriate manner.</li> <li>• All desks are spaced 6 feet apart</li> <li>• Teachers will be provided with extra masks</li> <li>• Door stops will be provided to each teacher to prop their door open.</li> <li>• Thermostats and air circulation will meet or exceed the standard required.</li> <li>• Seating will be arranged to accommodate 6' social distancing and will be evaluated daily.</li> <li>• Students will be assigned a seat, and should stay in that seat.</li> <li>• Students should bring their own classroom supplies and materials. No sharing of these items will be allowed. Each student will have either a personal computer or school-issued chrome book.</li> <li>• During passing time, teachers will spray desks and each student will wipe down their desk &amp; chair.</li> </ul>
PE	<ul style="list-style-type: none"> <li>• Locker rooms will be closed so students will not change clothes for PE. Therefore, students should wear clothes appropriate for physical activity to school.</li> <li>• Students will wear masks and practice social distancing. Students are not required to wear masks while completing their weekly run and when participating in outside activities that allow for social distancing (golf, frisbee golf, track, etc.)</li> </ul>
Drinking Fountains	<ul style="list-style-type: none"> <li>• Only the water filtration system for filling water bottles will be in operation. All other drinking fountains will be turned off.</li> </ul>
Campus Visitors	<ul style="list-style-type: none"> <li>• Visitors are allowed in the office area only.</li> </ul>

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Cohort A is on campus 8:00am - 2:15pm</p> <p>Cohort B will work at home independently and turn in work daily.</p> <p>Teachers will have office hours from 2:20-3:00pm to help Cohort B students.</p>	<p>Cohort A is on campus 8:00am - 2:15pm</p> <p>Cohort B will work at home independently and turn in work daily.</p> <p>Teachers will have office hours from 2:20-3:00pm to help Cohort B students.</p>	<p>All learning is done via live zooms with their teachers and the entire class.</p>	<p>Cohort B is on campus 8:00am - 2:15pm</p> <p>Cohort A will work at home independently and turn in work daily.</p> <p>Teachers will have office hours from 2:20-3:00pm to help Cohort A students.</p>	<p>Cohort B is on campus 8:00am - 2:15pm</p> <p>Cohort A will work at home independently and turn in work daily.</p> <p>Teachers will have office hours from 2:20-3:00pm to help Cohort A students.</p>

# Riverview Middle School

## COVID-19 Cell Phone Policy

Covid-19 has brought many challenges and changes to our schools. One of those changes is the way we interact with each other. In an effort to encourage social distancing and provide alternative individual activities for students, Riverview students will be allowed to use their cell phones at school during this period of social distancing at the following times:

- Before School
- Recess
- Lunch
- After school

Cell phones are still not allowed at these times:

- In class (unless teacher permission is given for the phone to be use as part of a lesson)
- Passing times between classes

Below are the guidelines for student cell phone use at school:

- ❖ Students are not allowed to take pictures, video or audio recording of other students
- ❖ Students are not allowed to post about other students on social media without permission

If any student chooses not to follow the above parameters and guidelines, the following consequences will occur:

1st offense: Confiscation, returned to parent only

2nd offense: Student no longer allowed to bring cell phone to school

**\*\*Please note:** Cyberbullying may result in a student no longer being allowed to use a device at school, suspension or expulsion. Below is Riverview's policy on cyberbullying:

Cyberbullying includes the transmission of harassing communication, direct threats, or harmful texts, sounds, or images on the Internet, social media or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation...All such bullying is unlawful. Violation of this policy by any student may result in disciplinary action, which may include suspension or expulsion. (Please refer to BP 5131.2(a))

**This change is only in effect during the current pandemic and we will return to a no cell phone campus when we return to 'normal' conditions.**

Please sign this document that you have read and understand Riverview's COVID-19 Cell Phone Policy.

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Student Name

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Student Signature

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Date

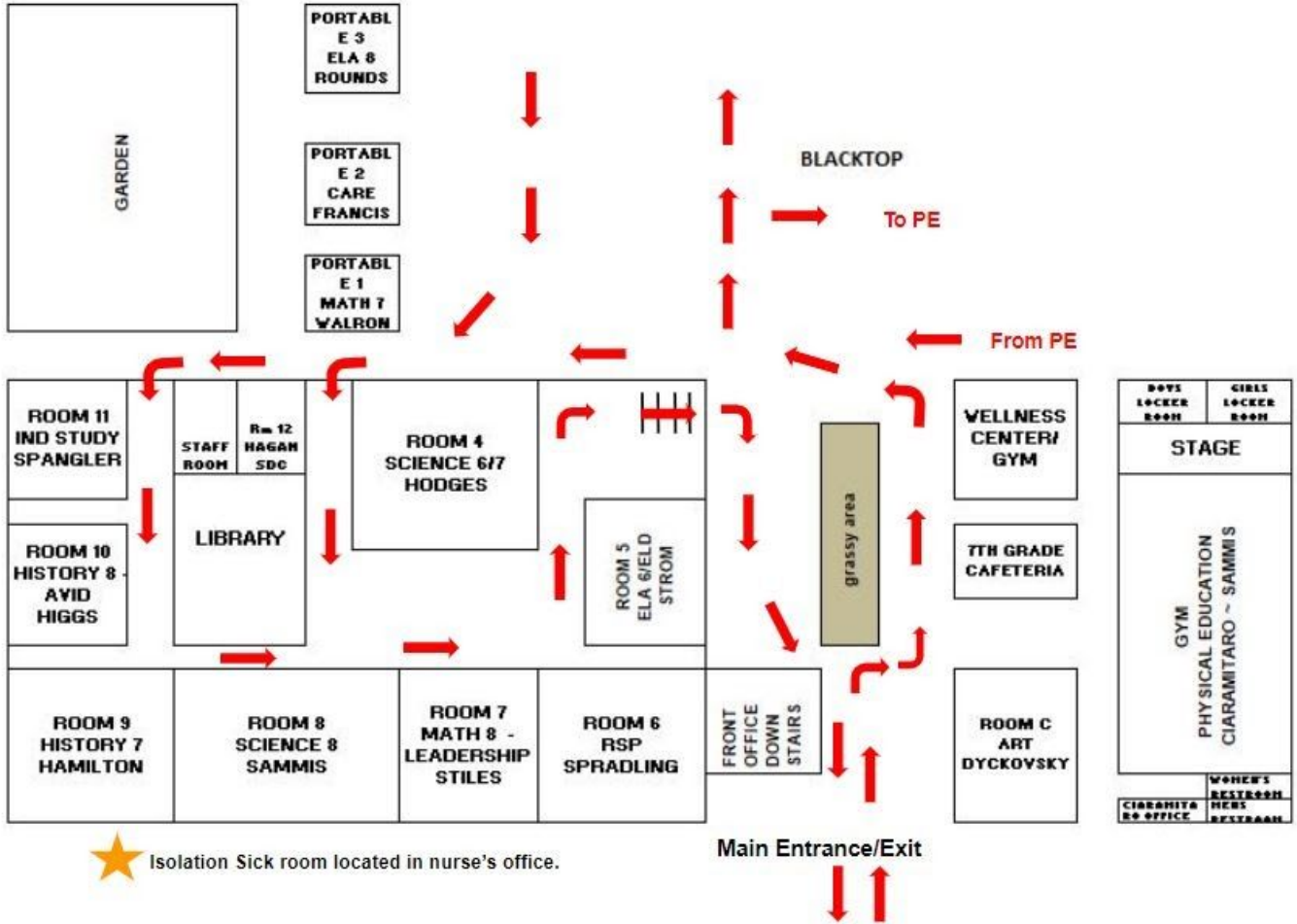
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Parent/Guardian Signature

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Date

RIVERVIEW MIDDLE SCHOOL - CAMPUS MAP



# **Riverview Middle School**

## **COVID-19**

### **Special Population**

# **In-Person Learning Plan**

#### **Policies and Procedures**

**STUDENT HOME CHECKS:** Families are strongly encouraged to take the temperature of their children daily before they leave their homes for school. Any child with a fever of 100.4 F or higher must stay home. Parents should screen their children for respiratory symptoms such as a fever, cough, body aches, headaches, lost off taste or smell, sore throat, congestion, runny nose, nausea, vomiting, diarrhea and shortness of breath prior to leaving for school each day. The school nurses will provide parents with a quick reference guide for parents to use when screening their children. Students experiencing those symptoms must not attend school. A student who is symptom free for 72 hours without medicine and has not tested positive for COVID-19 is allowed to return to school. A student who tests positive for COVID-19 should be quarantined for at least 10 days and be symptom free for 24 hour before returning to campus.

The school nurses have provided teachers and staff with a quick reference sheet to use when a child appears to be sick or self-reports that he/she is not feeling well. The teachers and staff will follow the site-based protocols established by the school nurse for reporting the case of illness.

**STUDENT ENTRY POINT CHECKS:** All Riverview students will enter through the main entrance on 2nd Street, lining up on designated spots in front of the school to ensure social distancing, beginning at 8:00am. Riverview staff will serve as designated screeners for all students and non-employees at the front Riverview entrance. Our screeners will use an infrared, non-contact thermometer. A temperature check will be conducted for all persons entering the campus. The maximum temperature for someone to be admitted to the campus is 100.3 degrees Fahrenheit. A person with a temperature of 100.4 degrees or higher will be sent home and advised to seek a medical doctor's advice for being tested for Covid and quarantined. Symptomatic individuals must be symptom-free for 72 hours before they are allowed to return to the school's campus. Free weekly COVID testing is available for all staff, students, families and community members at Walnut Grove Elementary School every Thursday from 1-4:55pm.

**Face Covering:** Face coverings are an essential part of community protection. Masks are required for ALL students and adults. All face coverings need to be appropriate and in compliance with our board adopted dress code. Face coverings need to be properly worn, covering both the nose and mouth. If a

student forgets their facial covering, we will provide one. Those not adhering to face covering protocols will not be allowed on school premises or could be sent home.

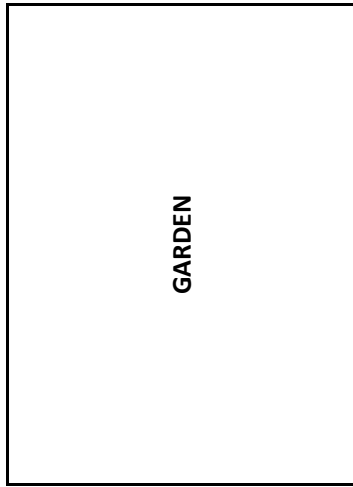
## Students on Campus

Time	Plan
Arrival Times	<ul style="list-style-type: none"> <li>● Our main entrance on 2nd street will open in the morning at 8:00am</li> <li>● Students will wait on the designated, socially distanced spots while waiting to enter</li> </ul>
Entering school	<ul style="list-style-type: none"> <li>● All students and staff must wear face coverings in the appropriate manner from the time they exit their vehicle and while on campus.</li> <li>● All students and staff are expected to follow directional signs and arrows.</li> <li>● Entry Point screening: Students stand 6 ft apart and wait for check</li> <li>● Hand sanitizing station will be available at both entrances</li> </ul>
During passing periods	<ul style="list-style-type: none"> <li>● Students are required to follow all directional signage.</li> <li>● Students must remain 6 feet apart.</li> <li>● Students must wear a face covering.</li> </ul>
Breakfast	<ul style="list-style-type: none"> <li>● A bagged breakfast will be available free of charge to anyone who would like it</li> <li>● All students will eat outside. On rainy days, students will eat in both cafeterias and the gym</li> <li>● Spots to sit/stand are marked with an orange X</li> <li>● Students must remain 6 feet apart</li> </ul>
Lunch	<ul style="list-style-type: none"> <li>● A bagged school lunch will be available free of charge to anyone who would like it</li> <li>● All students will eat outside. On rainy days, students will eat in both cafeterias and the gym</li> <li>● Spots to sit/stand are marked with an orange X</li> <li>● Students are required to follow all directional signage</li> <li>● Students must remain 6 feet apart</li> <li>● Students must wear a face mask when not eating</li> </ul>
Recess	<ul style="list-style-type: none"> <li>● Students can stand or sit in spots designated by orange spots during recess</li> <li>● Shared sports and play equipment is not allowed, such as basketballs. Activities for students to play individually are allowed, such as drawing books, rubik's cubes, etc.</li> </ul>
Restrooms	<ul style="list-style-type: none"> <li>● Max Capacity signs placed are listed on each door</li> <li>● Social Distancing rules apply in restrooms.</li> <li>● Use only marked restrooms, urinals, and sinks</li> </ul>
In Class	<ul style="list-style-type: none"> <li>● Students and staff will wear face coverings in the appropriate manner.</li> <li>● All desks are spaced 6 feet apart</li> <li>● Teachers will be provided with extra masks</li> <li>● Supplies will not be shared. Students are encouraged to bring their</li> </ul>



	<p>own supplies as suggested by their teachers.</p> <ul style="list-style-type: none"> <li>● Door stops are provided to each teacher to prop their door open.</li> <li>● Thermostats and air circulation will meet or exceed the standard required.</li> <li>● Seating will be arranged to accommodate 6' social distancing and will be evaluated daily.</li> <li>● Students will be assigned a seat, and should stay in that seat.</li> <li>● Students should bring their own classroom supplies and materials. No sharing of these items will be allowed. Each student will have either a personal computer or school-issued chrome book.</li> </ul>
PE	<ul style="list-style-type: none"> <li>● Students will complete PE tasks in the gym while being socially distanced</li> </ul>
Drinking Fountains	<ul style="list-style-type: none"> <li>● Only the water filtration system for filling water bottles will be in operation. All other drinking fountains will be turned off.</li> </ul>
Campus Visitors	<ul style="list-style-type: none"> <li>● Visitors are allowed in the office area only.</li> </ul>

**RIVERVIEW MIDDLE SCHOOL - CAMPUS MAP**

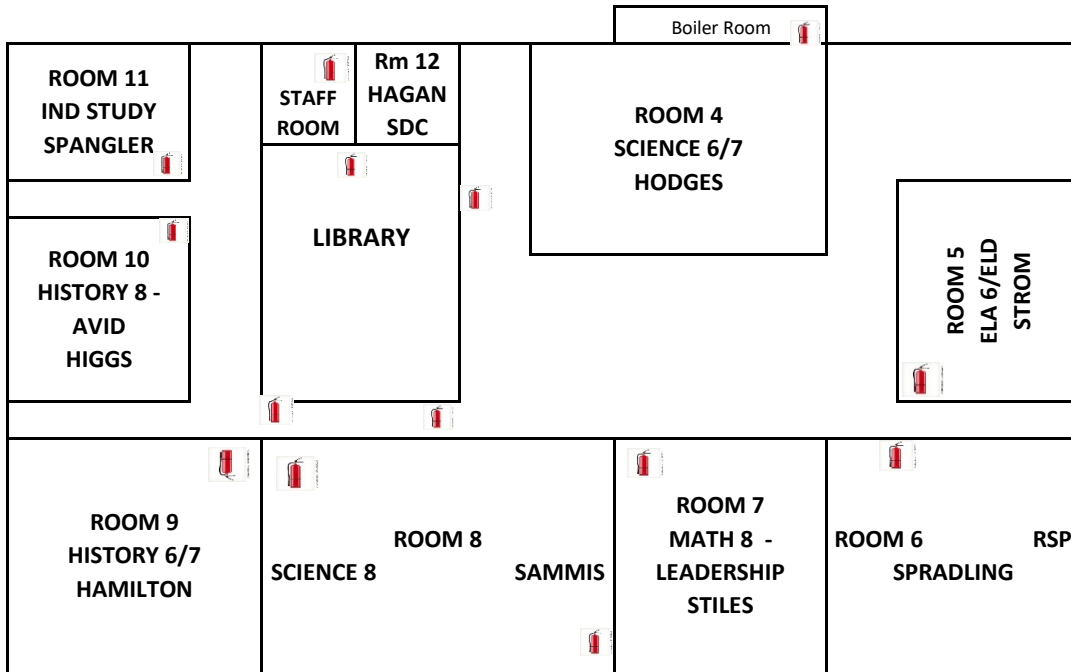


PORTABLE 3  
ELA 7/ 8  
ROUNDS

PORTABLE 2  
CARE  
FRANCIS

PORTABLE 1  
MATH 6/7  
WALROND

BLACKTOP

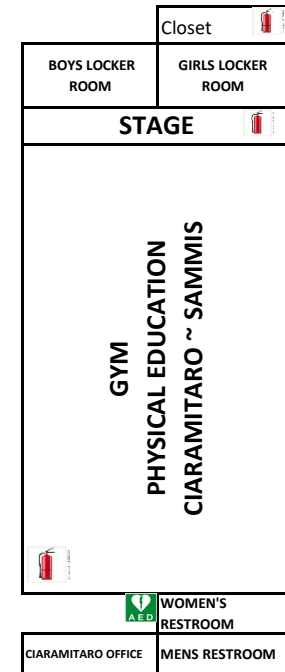


FRONT OFFICE  
↓  
DOWNSTAIRS

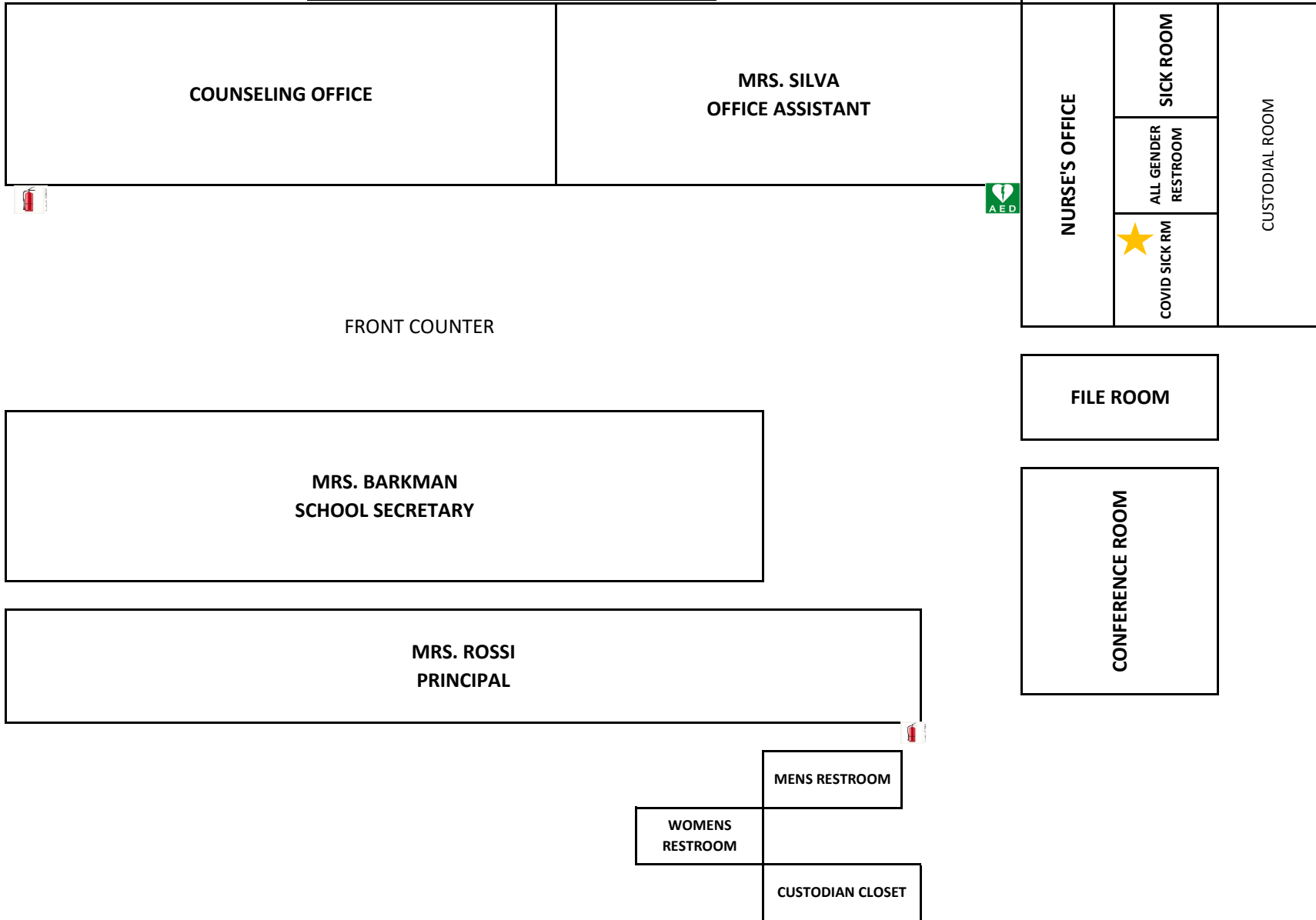
WELLNESS CENTER/GYM

6TH/ 7TH GRADE CAFETERIA

ROOM C ART DYCKOVSKY



**RIVERVIEW MIDDLE SCHOOL OFFICE**



## RIVERVIEW MIDDLE SCHOOL 2020-2021 BELL SCHEDULE

	Mon/Tues/Thurs/Fri	
Teachers on Site		8:00
Passing	8:17	8:20
<b>Period 1</b>	8:20	9:18
Passing	9:18	9:21
<b>Period 2</b>	9:21	10:16
<b>Break</b>	10:16	10:31
Passing	10:31	10:34
<b>Period 3</b>	10:34	11:29
Passing	11:29	11:32
<b>Period 4</b>	11:32	12:27
<b>Lunch</b>	12:27	1:04
Passing	1:04	1:07
<b>Period 5</b>	1:07	2:02
Passing	2:02	2:05
<b>Period 6</b>	2:05	3:00

	Wednesday	
		8:00
Passing	8:17	8:20
<b>Period 1</b>	8:20	9:06
Passing	9:06	9:09
<b>Period 2</b>	9:09	9:52
<b>Break</b>	9:52	10:07
Passing	10:07	10:10
<b>Period 3</b>	10:10	10:53
Passing	10:53	10:56
<b>Period 4</b>	10:56	11:39
<b>Lunch</b>	11:39	12:13
Passing	12:13	12:16
<b>Period 5</b>	12:16	12:59
Passing	12:59	1:02
<b>Period 6</b>	1:02	1:45

	Minimum	
		8:00
Passing	8:17	8:20
<b>Period 1</b>	8:20	8:56
Passing	8:56	8:59
<b>Period 2</b>	8:59	9:32
Passing	9:32	9:35
<b>Period 3</b>	9:35	10:08
<b>Break</b>	10:08	10:23
Passing	10:23	10:26
<b>Period 4</b>	10:26	10:59
Passing	10:59	11:02
<b>Period 5</b>	11:02	11:35
Passing	11:35	11:38
<b>Period 6</b>	11:38	12:11
<b>Lunch</b>	12:11	12:45

	Rally	
		8:00
Passing	8:17	8:20
<b>Period 1</b>	8:20	9:10
Passing	9:10	9:13
<b>Period 2</b>	9:13	10:00
<b>Break</b>	10:00	10:15
Passing	10:15	10:18
<b>Period 3</b>	10:18	11:05
Passing	11:05	11:08
<b>Period 4</b>	11:08	11:55
<b>Lunch</b>	11:55	12:31
Passing	12:31	12:34
<b>Period 5</b>	12:34	1:21
Passing	1:21	1:24
<b>Period 6</b>	1:24	2:11
Passing	2:11	2:14
<b>Rally</b>	2:14	3:00

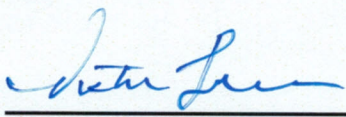
	Short Assembly	
		8:00
Passing	8:17	8:20
<b>Period 1</b>	8:20	9:14
Passing	9:14	9:17
<b>Period 2</b>	9:17	10:09
<b>Break</b>	10:09	10:24
Passing	10:24	10:27
<b>Period 3</b>	10:27	11:19
Passing	11:19	11:22
<b>Period 4</b>	11:22	12:14
<b>Lunch</b>	12:14	12:46
Passing	12:46	12:49
<b>Period 5</b>	12:49	1:41
Passing	1:41	1:44
<b>Period 6</b>	1:44	2:36
Passing	2:36	2:39
<b>Assembly</b>	2:39	3:00

\* Teachers will remain on site until 3:20 p.m.

**Rio Vista High School**

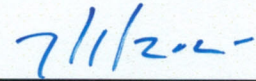
**SITE SAFETY AND EMERGENCY PLAN  
ADDENDUM: COVID-19 SAFETY PLAN**

**Supplement to  
School Safety Plan  
7.1.2020**



**Principal Facilitator**

**Approved by:**



**Date**

## Disaster Preparedness Job Assignment Sheet

### Rio Vista High School

Name	Assignment
Victoria Turk Principal	Serves as Incident Commander for the emergency until it is resolved or assumed by the Superintendent.  Coordinates with other agencies and support services. Checks Main Office, library, cafeteria and restrooms in main building.
Jane Cronin Vice Principal	Under the supervision of the principal, serves as the Director of Operations as it relates to staff, pupil safety and welfare.
Marsha Montgomery Lead Teacher	Coordinates the distribution of emergency supplies and related services. Checks Radio Rio and Building E, including the amphitheater, restrooms and all utility rooms and closets. Search rooms for trapped or injured persons. Work first aid to assure the safe transport of any injured. Tag any area where a fatality is located and report the location to the operations director. Report to Damage Control Coordinator any known or suspected hazards.
Doug Reynolds Head Custodian	Serves under the direction of the principal to inspect utilities for leaks, shut off utilities, assess usability of buildings, clear debris, deal with initial fire suppression, and work closely with rescue personnel when they arrive. Direct emergency vehicles and check Portable Classrooms 1-11, gym, locker rooms, bathrooms, and all utility rooms and closets in gym.
Keith Russell Teacher	Serves under the direction of principal to inspect, manage and direct support personnel with respect to facility maintenance and safety.

Yesenia Alduenda Counselor	Check Woodshop building, classroom 30, teacher's office and the boat yard. Inspect Attendance Office, Guidance Counselor and Nurse's Office, Cafeteria all utility closets and rooms/
Maureen Reis Teacher	Inspect Agriculture classrooms and offices as well as ag workshop. Inspect football Field, and announcing booth.
Leticia Ruiz Jennifer Ratola	Serve as Communications Directors. Establishes wire and non-wire communications with Sacramento County Communications Center and the District Office, monitors and supports on-site wire and non-wire line communications. Provides information to the district for media briefings, provides parents with information, and relays information to outside emergency response agencies.
Angela Patin School Nurse	Acts as Medical Director. Supervises Supervises immediate medical needs of Students and staff. Works with Corresponding agencies to address Issues of medication, illness and injury.
Staff Leaders	Responsible to take attendance and report absentees to Director of Operations. Keep students calm , give directions and monitor student/parent release process.
Brandi Gomes	Inspect Classrooms 103, 104, 105, 109, 110, 111, teacher work area, storage rooms and theater.
Mayra Roman Building F (Upper)	Inspect Classrooms 203, 210, 211, 213, 214, work area, and storage rooms.
Julie Griffin Building F (lower)	Inspect Classrooms 109, 110, 111, teacher work area, and storage rooms.
Noelle Gomes Gymnasium	Inspect gymnasium, locker rooms, storage areas, AD Room, and staff room

Chris Smith

Inspect portables10 and ILS

Rio Vista High School  
Emergency Preparedness Staff Groups

The staff groups are arranged by classroom locations. The teacher names in bold print are in charge of reporting attendance from their group to the Director of Operations via wire line or assigned non-wire-line resources.

Everyone in a staff group is responsible to assist in compiling attendance and directing students to a safe location. They are to keep the students together until released to their parents or until given further directions from the Incident Commander.

Team 1 – Admin Bldg

**Yesenia Alduenda**

Jennifer Ratola

Leticia Ruiz

Vicky Turk

Jane Cronin

Team 2 – Building E

**Brandi Gomes**

Jennifer Simas

Kristy Apple

Donnie Surla

Rebecca Stark

Kelli Mahoney

Jenny Gornto

Team 3 – Building F - Upper

**Mayra Roman**

Mike Porter

Drake Sherman

Elias Rivera

Josiah Tingey

Team 4 - Perimeters

**Noelle Gomes**

Keith Russell

Maureen Reis

Marsha Montgomery

Chris Smith

Ashlyn Bartlett

Bert Baldwin

Team 5 – Building F Lower

**Julie Griffin**

AK Smith

Reilly Moran



## Designated Assembly Area

### Primary Locations

Staff and students in the "Perimeter" area located outside of the gym on the blacktop, staff and students in the gym and staff room, and staff and students in Building F will assemble in the main student parking lot. Students will form lines with their classmates. If this exit is not available, classes will exit the campus through the side entry near the Boat Yard and onto Bruning Avenue. Students will then walk south towards the front of the school and assemble in lines in the staff parking lot.

Staff and students in the upper buildings, Building E and the main office building including the library will exit to the staff parking lot and form lines. If this exit is not available, classes will exit the campus through the side entry near the Boat Yard and onto Bruning Avenue. Students will then walk south towards the front of the school and assemble in lines in the staff parking lot.

### Alternative Safe Locations

- 1.) Portuguese Hall
- 2.) Rio Vista Bus Garage
- 3.) Student Parking Lot
- 4.) Union Baptist church
- 5.) City Park
- 6.) Football Field/Bleachers
- 7.) Riverview Elementary School

## **Basic Evacuation Procedures**

### *Things To Keep In Mind*

1. Our primary goal is the safety of the students as well as ourselves.
2. Each incident is unique and each of us will have to act accordingly.
3. Each of us needs to have a plan that allows for options.
4. We must be familiar with the plan and we must practice the plan.
5. When you evacuate your room;
  - a. Take all your personal belongings.
  - b. Take your roll book. Be able to communicate where you are, who is with you, and who is not with you.
  - c. Take your school phone or personal cell phone.
  - d. Take a first aide kit if you have one.
  - e. Keep your students together.
  - f. Expect the worse.
    - i. A fire alarm might be set off by an armed intruder.
    - ii. You might think the student parking lot is safe and be the victim of a car bomb.
  - g. Do not leave a student with severe disabilities or a student in a wheelchair unattended at any time.

## **Emergency Evacuation Assignments**

Room 30 (Russell)- Instructional staff will remove children from the classroom in a quiet and straight line. Staff will turn off lights/electrical equipment, close the unlocked door behind them and exit to the east side of campus and proceed north into the into the student parking lot. (Alternative exit will be through the main quad and out into the staff parking lot).

Gymnasium (Gomes, N, Baldwin)- Instructional staff will remove children from the classroom in a quiet and straight line. Staff will turn off lights/electrical equipment, close the unlocked door behind them and exit to the east side of campus into the student parking lot. (Alternative exit will be through the main quad and out into the staff parking lot).

E105 (Stark)- Instructional staff will remove children from the classroom in a quiet and straight line. Staff will turn off lights/electrical equipment, close the unlocked door behind them and exit to the west side of campus into the faculty parking lot. (Alternative exit will be through the east side of campus into student parking lot).

E104 Computer Lab (Simas)- Instructional staff will remove children from the classroom in a quiet and straight line. Staff will turn off lights/electrical equipment, close the unlocked door behind them and exit to the west side of campus into the faculty parking lot. (Alternative exit will be through the east side of campus into student parking lot).

E103 (Gomes, B)- Instructional staff will remove children from the classroom in a quiet and straight line. Staff will turn off lights/electrical equipment, close the unlocked door behind them and exit to the west side of campus into the faculty parking lot. (Alternative exit will be through the east side of campus into student parking lot).

Theater- (Surla,) will remove children from the classroom in a quiet and straight line. Staff will turn off lights/electrical equipment, close the unlocked door behind them and exit to the west side of campus into the faculty parking lot. (Alternative exit will be through the east side of campus into student parking lot).

E 109 (Gornto)- Instructional staff will remove children from the classroom in a quiet and straight line. Staff will turn off lights/electrical equipment, close the unlocked door behind them and exit to the east side of campus into the student parking lot. (Alternative exit will be through the main quad and out into the staff parking lot).

E 110 (Mahoney)- Instructional staff will remove children from the classroom in a quiet and straight line. Staff will turn off lights/electrical equipment, close the unlocked door behind them and exit to the east side of campus into the student parking lot. (Alternative exit will be through the main quad and out into the staff parking lot).

E 111 (Surla)- Instructional staff will remove children from the classroom in a quiet and straight line. Staff will turn off lights/electrical equipment, close the unlocked door behind them and exit to the east side of campus into the student parking lot. (Alternative exit will be through the main quad and out into the staff parking lot).

Green Room (Apple) - Instructional staff will remove children from the classroom in a quiet and straight line. Staff will turn off lights/electrical equipment, close the unlocked door behind them and exit to the east side of campus into the student parking lot. (Alternative exit will be through the main quad and out into the staff parking lot).

F203 (Rivera)- Instructional staff will remove children from the classroom in a quiet and straight line. Staff will turn off lights/electrical equipment, close the unlocked door behind them and exit to the east side of campus into the student parking lot. (Alternative exit will be through the main quad and out into the staff parking lot).

F 213 (Tingey)- Instructional staff will remove children from the classroom in a quiet and straight line. Staff will turn off lights/electrical equipment, close the unlocked door behind them and exit to the east side of campus into the student parking lot. (Alternative exit will be through the main quad and out into the staff parking lot).

F 214 (Roman)- Instructional staff will remove children from the classroom in a quiet and straight line. Staff will turn off lights/electrical equipment, close the unlocked door behind them and exit to the east side of campus into the student parking lot. (Alternative exit will be through the main quad and out into the staff parking lot).

F 211 (Sherman)-Instructional staff will remove children from the classroom in a quiet and straight line. Staff will turn off lights/electrical equipment, close the unlocked door behind them and exit to the east side of campus into the student parking lot. (Alternative exit will be through the main quad and out into the staff parking lot).

F 210 (Porter)- Instructional staff will remove children from the classroom in a quiet and straight line. Staff will turn off lights/electrical equipment, close the unlocked door behind them and exit to the east side of campus into the

student parking lot. (Alternative exit will be through the main quad and out into the staff parking lot).

F 109 (Griffin)- Instructional staff will remove children from the classroom in a quiet and straight line. Staff will turn off lights/electrical equipment, close the unlocked door behind them and exit to the east side of campus into the student parking lot. (Alternative exit will be through the main quad and out into the staff parking lot).

F 110 (Smith, AK)- Instructional staff will remove children from the classroom in a quiet and straight line. Staff will turn off lights/electrical equipment, close the unlocked door behind them and exit to the east side of campus into the student parking lot. (Alternative exit will be through the main quad and out into the staff parking lot).

F 111 (Moran)- Instructional staff will remove children from the classroom in a quiet and straight line. Staff will turn off lights/electrical equipment, close the unlocked door behind them and exit to the east side of campus into the student parking lot. (Alternative exit will be through the main quad and out into the staff parking lot).

L101 (Gilliland)- Instructional staff will remove children from the classroom in a quiet and straight line. Staff will turn off lights/electrical equipment, close the unlocked door behind them and exit to the east side of campus into the student parking lot. (Alternative exit will be through the main quad and out into the staff parking lot).

L102 (Reis)- Instructional staff will remove children from the classroom in a quiet and straight line. Staff will turn off lights/electrical equipment, close the unlocked door behind them and exit to the east side of campus into the student parking lot. (Alternative exit will be through the main quad and out into the staff parking lot).

Room 45: (Bartlett) Instructional staff will remove children from the classroom in a quiet and straight line. Staff will turn off lights/electrical equipment, close the unlocked door behind them and exit to the east side of campus into the student parking lot. (Alternative exit will be through the main quad and out into the staff parking lot).

Barn- (Reis, Bartlett) Instructional staff will remove children from the classroom in a quiet and straight line. Staff will turn off lights/electrical equipment, close the unlocked door behind them and exit to the east side of campus into the student parking lot. (Alternative exit will be through the main quad and out into the staff parking lot).

Administration-)- Instructional staff will remove children from the classroom in a quiet and straight line. Staff will turn off lights/electrical equipment, close the unlocked door behind them and exit to the west side of campus into the faculty parking lot. (Alternative exit will be through the east side of campus into student parking lot.

## Utilities Cut-Off Chart

Utility	Area	Location	Action
Electricity	Boiler Room/Main Campus	Closest to Bruning St.	Shut off breakers
Gas	Boiler Room/Main Campus	Closest to Bruning St.	Shut off main valves
Water	Boiler Room/Main Campus	Closest to Bruning St.	Shut off main valves
Ag Shop Electric	Football Stadium	In the podium	Shut off breakers
Communication Equipment (i.e. phone, fax, Modem, etc.)	Office		Turn equipment off

### General Information/Signals

If a life threatening or pending disaster occurs, the site administrators/managers or designee will first: Contact the Superintendent and then the District Contingency Center. The site administrator/manager will take appropriate emergency action to save lives and mitigate the effects of the disaster by accomplishing the following:

- A. Lead students/staff to safety.
- B. Communicate with parents and authorities.
- C. Render appropriate first aid.
- D. Maintain students/staff morale.

### Basic Emergency Signals

Emergency signals generally will be electronic. Other means of communication may be used, such as a whistle, bull horn or voice. There are two emergency signals that should remain standard in emergency situations:

**Take Cover-**Standard raid siren or long fire bell. Find nearest safety shelter. Take cover and lock doors and windows. Stay away from windows, light fixtures. Wait for further instructions. Some situations which may use this signal are:

- A. Harmful intruder
- B. Earthquake
- C. Chemical spills

**Evacuate-** Fire signals or cadence bell. Leave building quickly and in orderly fashion. Use posted exit routes, primary or alternate (on room wall). Assemble in pre-determined assembly area or where directed.

## Bomb Threat

### Site Action:

Staff member receiving bomb threat:

- A. Gather as much information about the caller/source as possible.
- B. Write down exact responses to questions.
- C. Note voice (sex, age, tone, emotion) and background sounds.
- D. Let source do as much talking as possible.
- E. Ask specific questions-when, where, who (name), what, why, how.
- F. **Do not touch or remove any suspicious objects.**

### Site Administrator/Manager:

- A. Assess Information.
- B. Determine whether or not to evacuate building(s).
- C. Notify appropriate law enforcement of event and action.
- D. Direct volunteer teams to conduct rapid search of predetermined areas.
- E. **No one is touch or remove any suspicious object(s).**
- F. If item is found, evacuate area to a minimum of 300 feet.
- G. Secure area. Notify appropriate authorities.
- H. **Do not use radio devices.**
- I. Re-enter only upon authorities' direction.
- J. If evacuation is ordered-carry out similar to fire drill and go to far corner of school grounds.
- K. Keep appropriate document (report) of event.

### Teacher Action:

- A. Stay with class and take roll, note missing/absent or injured student.
- B. If not with class, report to site administrator.
- C. **Do not allow students to touch/remove any suspicious object(s).**
- D. **Do not use radio or electrical devices.**



## Hazardous Matter/Chemical Spill

A chemical spill could be a potentially life-threatening disaster whether from a spill or chemical(s) on school grounds, or more likely, from an overturned truck, or train close to the school's grounds. Winds may carry fumes rapidly. Notification warning from fire/police departments may or may not precede the spill effects. Take the following actions:

### Site Action:

- A. **Be cautious.**
- B. **Do not attempt to smell, touch or taste any material.**
- C. **Do not be hasty in action. Assess possible harm first.**
- D. Site administrator/manager determines whether the students/staff should leave or set up a shelter-in-place.
- E. When signaled, move calmly and orderly to shelter-in-place assembly area. Generally, this site will be predetermined. The shelter should offer maximum protection from airborne chemical effects. Tape windows and doors. Shut off heaters and air conditioning.
- E. If spill is limited to ground contamination, secure area (barricade) and keep personnel away.
- F. Call 911 for emergency assistance.
- G. If evacuation is ordered, move quickly calmly, orderly **UP** (uphill, upwind, upstream) to lessen exposure possibilities. Render first aid as necessary.
- H. Notify Superintendent, Chief Business Officer, and Director of Maintenance and Operations.
- I. Do **NOT** return to contaminated site until direction from a competent authority is given.
- J. Log any incident. Keep written report, records.

### District Action:

- A. Coordinate emergency support of site, students, and personnel.
- B. Maintenance will assist in response appropriate.
- C. Superintendent or District Contingency Center will handle all media contacts.

## Water Contamination/Food Contamination

### Water

#### Site Action:

- A. If water contamination is suspected or has been verified, the site administration/manger will instruct teachers/managers to move students/staff away from drinking fountains or sinks.
- B. **Do not utilize or drink contaminated water.**
- C. Notify Maintenance.

#### District Action:

- A. Dispatch Maintenance personnel to the scene.
- B. Arrange for potable water as required.
- C. Notify Water Quality Control Board.
- D. Notify utility or appropriate county health agency.

### Food

An incident of food-related poisoning is defined as a cluster of individuals who report indicative symptoms following the consumption of food items from a common source.

#### Site Action:

- A. If food poisoning is suspected, the site administrator/manager will issue an order to cease all food service operations.
- B. Notify Food Services Supervisor, who will take appropriate measures.
- C. Refer all suspected food poisoning cases to site administrator/manager, or in critical cases, **call 911** and report the incident.
- D. Notify Superintendent.

#### District Action:

- A. Notify County Healthy Department.
- B. Dispatch Food Services Supervisor.
- C. Keep the Superintendent and appropriate personnel informed of all activities.

## Fire

### Site Action:

- A. Evacuate area according to posted evacuation routes.
- B. Shut doors.
- C. **Call 911.**
- D. Give exact address, location, directions to fire.
- E. Have someone prepared to meet response vehicles/personnel to direct.
- F. If no phone, send messenger to school office.
- G. Extinguish all small fires, if safe.
- H. Keep all students/staff away from area.
- I. Assemble in determined fire drill assembly area.
- J. Take roll and notify site administrator/manager of absent/injured students, staff.
- K. **Do not re-enter building until directed to do so by authorities or bell system.**
- L. Notify Superintendent.
- M. Report **ALL** fires to maintenance.
- N. Leave fire scene undisturbed pending investigation. **This is essential!**

### District Action:

- A. Dispatch Maintenance to fire emergency.
- B. Maintenance Director, Maintenance Supervisor, Chief Business Officer and Superintendent will coordinate with local authorities and agencies (fire, police, utility, etc).
- C. Secure area for investigation, clean-up and repair.

## Fire Drill Evacuation Routes - RVHS

Administration Building and Media Center: Main door to Faculty Parking Lot

Cafeteria: Back door down Bruning to Student Parking Lot

Building E rooms 106, 103, & Computer Lab: Main doors to Faculty Parking Lot

Building E rooms 109, 110, 111, and theater: Main doors around Building E and to Faculty Parking Lot

Woodshop: Main door down Bruning St. to Student Parking Lot

Building F 109, 110, 111 Out doors to Student Parking Lot

Building F 210 & 213: Out doors down Bruning St. to Student Parking Lot

Building F rooms 203, 211, & 214: Down stairs to Student Parking Lot

Home Ec , Brown Trailer: Out door to Student Parking Lot

Building L 101 and 102: Out door to Student Parking Lot

Ag Shop & Barn: Out door to Student Parking Lot

Gym: Out door to Student Parking Lot

Please prepare your students for the drill. They are to file out in a single file line with no talking. Put a responsible student at front of line and you bring up the rear. The class is to stay together and treat this drill seriously. I have attached a map of where your class should line up. Remember to monitor Catapult

## Flood

### Site Action

- A. High ground is Building E, Theater, Building F(upper), and Woodshop
- B. All students and teachers in Building E, Theater, Building F (Upper), and Woodshop remain in rooms. Teacher takes roll and reports students missing to administration
- C. Teachers and students in Media Center, Cafeteria, Portables, Gymnasium, Building F (Lower), and Ag Building evacuate to theater. Teachers lead students up stair in single file line. Take roll after entering theater. Report missing students to administration.
- D. All call to parents informing them of student evacuation and safety.

### District Action

- A. Maintenance Director, Maintenance Supervisor, Chief Business Officer and Superintendent will coordinate with local authorities and agencies.

## Crime Scene/Harmful Intruder/Abduction or Hostage

### Site Action:

- A. If a crime scene is imminent, institute "Duck and Cover."
- B. Shut and lock doors, windows, secure entrances, pull drapes.
- C. **Call 911**
- D. Instruct all students, staff to remain inside until given further direction by law enforcement authorities.
- E. Evacuate calmly and quickly **ONLY** after being directed to do so by Police or competent authorities.
- F. Notify site administrator/manager who will contact Superintendent.
- G. Remain calm and alert.
- H. In a critical incident, **DO NOT** evaluate or judge; **DO** listen to suspect, **DO** allow a suspect to ventilate.
- I. Log information-write down as much as possible about incident, suspect, situation, and timing.
- J. Isolate area if possible.
- K. Refer all media and parents to District Contingency Center.

### District Action:

- A. Set up District Contingency Center and other emergency measures as necessary.
- B. Support and coordinate legal authorities.
- C. In attempted abduction, Superintendent or designee will notify other schools in area and direct a "Parent Alert Notice" to students at affected school.

## Earthquake

### Site Action:

Warning may be when the earth begins to shake: a warning signal may not be possible. This may require putting site emergency plans/teams into action.

### Inside Building:

- A. Follow "Duck and Cover" routine, (Drop, Cover, Hold).
- B. Stay away from windows, overhead fixtures, falling items.
- C. Crouch under solid cover (desk, table, or doorway).
- D. Cover head with arms, protect face.
- E. Remain calm.
- F. Avoid exposed wires, pipes, or other hazards.
- G. Assess the situation when shaking has stopped.
- H. Evacuate quickly and calmly.
- I. If safe, get way from structures.
- J. Take note of absent/injured and assist as directed.
- K. **Do not re-enter building until damage safety is assessed.**
- L. If known, disconnect electrical controls and turn off gas.
- M. Notify Superintendent and Maintenance.

### Outside Building:

- A. Move away from structures, power lines.
- B. Be prepared for aftershocks.
- C. Report to pre-determined assembly areas if possible.
- D. Do not enter building until damage/safety is assessed.

### District Action:

- A. Activate District Emergency Plan
- B. Maintenance will organize and assess damage, secure utilities in cooperation with local and governmental agencies.
- C. Maintenance will lead recovery effort.

**Utility: Major System(s) Failure**  
**Gas, Electric, Phone, Water**

Site Action:

**Power failure:** Contact site administrator who should notify Maintenance and appropriate community agency.

**Downed Power lines or broken gas mains:** Evacuate area away from and upwind from leaks. Do not touch or move any power lines. Call Maintenance and appropriate utility company.

**Main phone failure:** Use nearest operational phone (pay phone, cell phone, residence). Call Superintendent's office.

**Water services disruption:** Discontinue use of water facilities. Contact Maintenance.

District Action:

Dispatch appropriate Maintenance personnel to site.

Establish emergency communications as necessary.

Coordinate emergency response from Transportation, Food Services, etc.

Act as liaison with utility companies.



**EMERGENCY 911  
DISPATCH 707 374-2300**

**Teacher Checklist for Lockdown**

- \_\_\_\_\_ Immediately clear students from the hallway to the nearest available classroom
- \_\_\_\_\_ Close and lock all windows and doors
- \_\_\_\_\_ Close curtains or blinds
- \_\_\_\_\_ Move students away from windows and doors. It is preferable to seat students against an interior wall which will provide them protection
- \_\_\_\_\_ Turn off lights
- \_\_\_\_\_ Move a layer of tables (if possible) in front of students
- \_\_\_\_\_ Account for all students
- \_\_\_\_\_ Office will contact classrooms to account for missing students
- \_\_\_\_\_ Use Catapult Emergency Management System to account for students and communicate with office and first responders
- \_\_\_\_\_ In the event the intruder gains access to the room and begins shooting, instruct the students to leave the building
- \_\_\_\_\_ Remain under lockdown until a police officer, administrator, or all call is sounded

**RELOCATION AREAS**

Admin & E Bldg	to	Riverview School
Bldg F & Woodshop	to	St Joseph's Catholic Church
Gym/Ag/Bowl	to	7 <sup>th</sup> Street to Union Baptist Church

**RESPONSIBILITIES**

Registrar will announce "RVHS in under lockdown"

All staff log on to [www.catapult.ems.com](http://www.catapult.ems.com)

Secretary will lock down office and move students to center room

Registrar – monitor Catapult and determine missing students &

report locations of found students

Counselor – lock down office and media center – move students to Nurse’s Room

Vice Principal – Contact 911 and monitor campus

Principal – Monitor campus

Ident-A-Kid Services of America  
 1780 102nd Avenue North, Suite 100  
 St. Petersburg, FL 33716  
 Phone Number: (800) 890-1000  
 Fax Number: (727) 576-8258  
 ORDERS@IDENTAKID.COM

# QUOTE

DATE	Quote#
11/5/2020	7860

BILL TO
Rio Vista High School 410 S 4th St Rio Vista, CA 94571

SHIP TO
Rio Vista High School 410 S 4th St Rio Vista, CA 94571

QTY	ITEM	DESCRIPTION	PRICE EA	TOTAL
1	6015 Renewal Lic -...	Renewal 1 Year License Ident-A-Kid Visitor Management - includes student, volunteer, staff and visitor tracking.	340.00	340.00
		COVID RELIEF PROGRAM- 6 MONTHS		
		lrui@rdusd.org		

Estimate valid for 30 days. No refunds or exchanges after 30 days.  
 1.5% interest per month will be charged on all invoices not paid within 30 days.

RH

<b>TOTAL</b>	<b>\$340.00</b>
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# Rio Vista High School

## COVID-19

### Re-Opening Plan

(Refer to RDUSD Hybrid Learning Plan and RDUSD Health & Safety Plan)

#### Policies and Procedures

**STUDENT HOME CHECKS:** Families are strongly encouraged to take the temperature of their children daily before they leave their homes for school. Any child with a fever of 100.4 F or higher must stay home. Parents should screen their children for respiratory symptoms such as a fever, cough and shortness of breath prior to leaving for school each day. The school nurses will provide parents with a quick reference guide for parents to use when screening their children. Students experiencing those symptoms must not attend school.

**STAFF SELF-CHECKS:** Staff must perform a self-check of their health each day before arriving on campus by answering a series of Yes/No questions associated with known symptoms of the virus: temperature, cough, shortness of breath, and lacking taste and/or smell.

**STUDENT ENTRY POINT CHECKS:** School employees will serve as designated screeners for all students and non-employees at the designated entry points. Our screeners will use an infrared, non-contact thermometer. A temperature check will be conducted for all persons entering the campus. The maximum temperature for someone to be admitted to the campus is 100.3 degrees Fahrenheit. A person with a temperature of 100.4 degrees or higher will be sent home and advised to seek a medical doctor's advice for being tested for Covid and quarantined. Symptomatic individuals must be symptom-free for 72 hours before they are allowed to return to the school's campus. Temperature checks for Kindergarten and 1st grade students will be at the front office.

**BUS STOP CHECKS:** Eligible bus riders will be screened for body temperature daily. Any child with a fever of 100.4 F or higher will not be allowed to board the school bus. If the sick child is 12 years old or younger, a parent or older sibling must take him/her home and consult with the doctor. If there is no family member available for the child, the bus driver will either place a mask on the child, seat him/her in an isolated seat on the bus and transport the child to the nearest school on the route, then place him/her in the care of the school nurse or principal.



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The school nurses will provide teachers and staff with a quick reference sheet to use when a child appears to be sick or self-reports that he/she is not feeling well. The teachers and staff will follow the site-based protocols established by the school nurse for reporting the case of illness.

## Students on Campus

Time	Plan
Hybrid	<ul style="list-style-type: none"> <li>• A/B Cohorts - Attach Schedule</li> </ul>
Arrival Times	<ul style="list-style-type: none"> <li>• Bus 1 and Students A-I               <ul style="list-style-type: none"> <li>○ 7:50</li> </ul> </li> <li>• Bus 2 and Students J-R               <ul style="list-style-type: none"> <li>○ 8:00</li> </ul> </li> <li>• Bus 3 and students S-Z               <ul style="list-style-type: none"> <li>○ 8:10</li> </ul> </li> </ul>
Screening	<ul style="list-style-type: none"> <li>• All students and staff must wear face coverings in the appropriate manner from the time they exit their vehicle and while on campus.</li> <li>• All students and staff are expected to follow directional signage.</li> <li>• See attached map</li> <li>• Entry Point screening: Students stand 6 ft apart and wait for check               <ul style="list-style-type: none"> <li>○ Walkers &amp; Drop Offs: 4th Street - staff parking lot - remain in car until temperature check</li> <li>○ High School Drivers: Student Parking lot by Ag Room- remain in car until temperature check</li> <li>○ Hand sanitizing station will be available at each entry point</li> <li>○ Bus Riders: Gate by Lower Bldg F</li> </ul> </li> <li>• Students must go directly to their classrooms after check-in.</li> </ul>
Leaving school	<ul style="list-style-type: none"> <li>• Bus 1 and Students A-I               <ul style="list-style-type: none"> <li>○ 2:50</li> </ul> </li> <li>• Bus 2 and and Students J-R               <ul style="list-style-type: none"> <li>○ 3:00</li> </ul> </li> <li>• Bus 3 and students S-Z               <ul style="list-style-type: none"> <li>○ 3:10</li> </ul> </li> </ul>
During passing periods	<ul style="list-style-type: none"> <li>• Students are required to follow all directional signage.</li> <li>• Students must remain 6 feet apart.</li> <li>• Directional squares and tables are marked</li> <li>• Students must wear a face covering.</li> </ul>



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	<ul style="list-style-type: none"> <li>• See map above for directions in hallways.</li> </ul>
Lunch	<ul style="list-style-type: none"> <li>• Cohorts will have 2 lunch dismissal times <ul style="list-style-type: none"> <li>○ Early lunch 12:20 - 12:55 Grades 11/12</li> <li>○ Late lunch 12:25 - 12:55 Grades 9/10</li> </ul> </li> <li>• Students are required to follow all directional signage.</li> <li>• Students must remain 6 feet apart.</li> <li>• Students must wear a face mask</li> <li>• Directional squares and tables are marked</li> <li>• Students must wear a face covering.</li> <li>• Students are encouraged to eat outside - picnic tables have posted # of students who may be seated</li> <li>• Indoor lunches <ul style="list-style-type: none"> <li>○ Media Center</li> <li>○ Ceramics Room</li> <li>○ Gymnasium</li> </ul> </li> </ul>
Restrooms	<p>Max Capacity signs placed on each door  Social Distancing rules apply in restrooms.  Don't use marked sinks and/or urinals.  Available restrooms:</p> <ul style="list-style-type: none"> <li>• Bldg E</li> <li>• Bldg F Lower</li> <li>• Ag Classroom</li> <li>• Gym</li> <li>• Woodshop</li> <li>• Administration Building</li> </ul>
Restroom Usage	<ul style="list-style-type: none"> <li>• Bldg E Restrooms will be open before school, break, and lunch</li> <li>• 2 students in restroom at a time</li> <li>• Admin &amp; Instructional assistants will monitor bathrooms</li> </ul>
In Class	<ul style="list-style-type: none"> <li>• Students and staff will wear face coverings in the appropriate manner.</li> <li>• Teachers will be provided with extra masks</li> <li>• Door stops will be provided to each teacher to prop their door open.</li> <li>• Doors will remain open throughout the class period to help with air circulation,</li> <li>• Thermostats and air circulation will meet or exceed the standard required.</li> <li>• Seating will be arranged to accommodate 6' social distancing and will be evaluated daily.</li> <li>• Students will be assigned a seat, and should stay in that seat for the remainder of the term.</li> <li>• Students should bring their own classroom supplies and materials.</li> </ul>



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	<p>No sharing of these items will be allowed. Each student will have either personal computer or checked out chrome bookLockers will be unavailable at this time.</p> <ul style="list-style-type: none"> <li>• Teachers should track classroom attendance and students who use the restroom.</li> <li>• Students should come to school with a backpack, supplies, and a fully charged electrical device,</li> <li>• Prior to end of period, teacher will spray (let sit for 5 minutes) and each student will wipe down their desk &amp; chair area.</li> </ul>
Campus Visitors	Should a parent/guardian need to come on campus, we will require the use of a face covering and a health screening prior to entering any school facilities.

## Facilities and Supplies

### Supplies:

Need	Plan
Soap and paper towels for all restrooms	All restrooms are stocked with soap and paper towels.
Hand sanitizer for each room on campus and common areas on campus	Hand sanitizer has been delivered to every classroom. When sanitizer is running low, let the office know and more will be delivered immediately.
Tissues for each room on campus	Tissues have been delivered to every classroom. When tissues are running low, let the office know and more will be delivered immediately.
Face Coverings	Each classroom has been stocked with extra face coverings. When running low, please let the office know..
Door Stops	Door stops will be delivered to every classroom. Teachers are asked to prop open doors during passing periods to lessen chances of students touching the door.



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	Doors may be left open during class to encourage air circulation.
Arrow Signs	Arrow stickers are placed in hallways to guide students.
Enter/Exit Here Signs	Enter and exit signs are placed on buildings and directions should be followed when students or staff move around campus.

**Facilities:**

Need	Plan
Ensure students are able to sit socially distanced (6' + apart) and that all desks face the same direction.	Classroom furniture has been placed utilizing social distancing guidelines. Teachers should designate where students will sit. Please do not move furniture without contacting office first
Physical guides, such as tape on floors to guide movement and promote social distancing.	Red arrows for travel Table limitation posted Grass areas for eating identified
At the end of each period of the school day, teachers will spray disinfectant and students wipe down desks. Students will not be allowed to use a desk without it having been cleaned prior to their use.	
Student desks and high touch areas in all classrooms will be thoroughly cleaned each night by the night custodial team.	
Throughout the school day, the day custodian will be frequently checking and cleaning restroom facilities.	This cleaning is in addition to the nightly deep cleaning performed by the night custodial staff.



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# Rio Vista High School

**Admin**

Cafeteria	Girls RR	<b>Counselors Office</b> Ms. Alduenda		Media Center/Library Mrs. Blegen	<b>Main Office</b> Mrs. Ratola Mrs. Ruiz		Mrs. Cronin <b>Vice Principal</b>	Teacher Parking
	Boys RR		Nurse's Office					
Main Hallway					Lockers		Mrs. Turk <b>Principal</b>	

Snack Bar

Woodshop Mr. Russell

Storage

Upstairs

**Bldg. F**

Mr. Rivera <b>F203</b>	Mr. Porter <b>F210</b>	Mr. Sherman <b>F211</b>
	Ms. Roman <b>F214</b>	Mr. Kuchulis <b>F213</b>

Downstairs

Mrs. Griffin/Radio <b>F109</b>	Ms. Gilliland <b>F110</b>	Mr. Kel-Artinian <b>F111</b>
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Student Parking

Mrs. Montgomery  
**Portable 10**

Mr. Smith  
**ILS Classroom**  
Portable

**Weight Room**

**RDUSD**  
Bookroom  
Cafeteria Mngt

**Bldg. K**

**AG Barn**

**Bldg. L**

**Bldg. E**

Girls RR	Ms. Stark <b>E105</b>	Computer Lab <b>E104</b>	Mrs. Gomes <b>E103</b>	Theater
Boys RR	Ms. Gornto <b>E109</b>	Ms. Mason <b>E110</b>	Mrs. Surla <b>E111</b>	
				Ms. Starr

Mrs. N. Gomes  
**AD Office**

**Staff Room**

Boys RR	<b>GYM</b>		Girls RR
Locker Room Mr. Baldwin			Locker Room Mrs. N. Gomes

Mrs. Reis  
**L102**

Ms. Chesnut  
**L101**

Green House

**BOARD OF TRUSTEES  
RIVER DELTA UNIFIED SCHOOL DISTRICT**

445 Montezuma Street  
Rio Vista, California 94571-1561

**BOARD AGENDA BRIEFING**

Meeting Date: February 16, 2021

Attachments: \_\_\_\_\_

From: Katherine Wright, Superintendent

Item Number: 16

Type of item: (Action, Consent Action or Information Only): Action

**SUBJECT:**

Request to approve the Reopening timeline for the elementary and secondary schools in River Delta Unified School District

**BACKGROUND:**

Governor Newsom ordered all school districts in California to submit their Covid Protection Plan, Covid Safety Plans (CSP), formally known in RDUSD as "Health and Safety Plan During Covid-19", and 2021 Covid-19 School Guidance Checklist to their County Public Health (CPH) departments prior to re-opening schools. However, the CPHs will not read and deny/approve these plans until the county case rate drops to or below 25 cases/100,000 (adjusted rate) for five consecutive days. If Sacramento County does drop below 25 cases/100,000, but remains in Purple Tier, the CSP approvals only apply to reopening schools that serve TK-6th. Secondary must wait until Red, Orange or Yellow Tiers to return to in-person instruction. The state and counties are giving school districts the authority to decide if they will wait for 5 days or 14 days after returning to Red, Orange or Yellow Tier before reopening their secondary schools.

**STATUS:**

The CPP, CSP, and the Checklist are completed and submitted to Sacramento County Public Health for review. As of Tuesday, February 9, 2021, Sacramento County is reported at 22.8 new cases/100,000. Solano County is reported as 26.4 new cases/100,000. Yolo County is 21.5 new cases/100,000. River Delta USD is under the jurisdiction of and monitoring of Sacramento County Office of Education and Sacramento County Public Health.

**PRESENTER:**

Katherine Wright, Superintendent

**COST AND FUNDING SOURCES:**

No cost to the district to provide this update.

**RECOMMENDATION:**

That the Board approves the reopening our elementary schools in two phases: Phase 1 is TK-2 and Phase 2 is Grade 3-6 following the SCPH approval of RDUSD's CSP and reopens our secondary schools after Sacramento County has been in the Red Tier for five consecutive days.

Time allocated: 15 minutes

**BOARD OF TRUSTEES  
RIVER DELTA UNIFIED SCHOOL DISTRICT**

445 Montezuma Street  
Rio Vista, California 94571-1561

**BOARD AGENDA BRIEFING**

Meeting Date: February 16, 2021

Attachments: X

From: Ken Gaston, Director of MOT

Item Number: 17

Type of item: (Action, Consent Action or Information Only): Action

**SUBJECT:**

Request to approve the purchase of a Toro Groundmaster Lawnmower or like equipment pending availability.

**BACKGROUND:**

The River Delta USD applied for a CARB grant to purchase a replacement of a lawnmower. The Clean Air Funds project for 2020 has awarded the District with \$65,000 towards this purchase. Additional funds will be matched by the District. The M & O department has set aside funds not to exceed \$58,000.

This project will replace a 2005 Jacobson Diesel lawnmower with a new Torro Groundmaster T4 lawnmower or like equipment pending availability as part of RDUSD's implementation of a clear air strategy for our schools, children, employees, and the communities we work and travel through.

**STATUS:**

The District has completed all required documentation and anticipate receiving the funding from CARB within the next few weeks. Our current mower is failing and unable to keep up with maintaining the abundance of grassy areas in the District. We would like to purchase a replacement mower as soon as the funds are available to keep the fields in good shape.

**PRESENTER:** Ken Gaston

**OTHER PEOPLE WHO MIGHT BE PRESENT:**

**COST AND FUNDING SOURCES:**

CARB funds \$65,000

Maintenance and Operations funds not to exceed \$58,000

**RECOMMENDATION:**

That the Board approves the purchase of one lawnmower after the CARB grant funding has been received.

Time allocated: 5 minutes



Date: February 11, 2021

# Quotation for River Delta USD

Quote No:624149-00

<b>Prepared For:</b> Ken Gaston	<b>Quote No:</b> 624149-00
River Delta USD	<b>iQuote No:</b> 67688
445 Montezuma Street	<b>Sales Person:</b> Tim McCoy
Rio Vista, CA 94571	tim.mccoy@turfstar.com (916) 709-7124

National IPA Pricing: Contract 2017025, IPA Membership required.

## Summary

Configuration Name	Qty	Unit Price	Sub Total	Sales Tax	Total
010-GM5910 T4 Final w/All Season Safety Cab	1	\$115,978.71	\$115,978.71	\$9,423.28	\$125,401.99
<b>Totals:</b>			<b>\$115,978.71</b>	<b>\$9,423.28</b>	<b>\$125,401.99</b>



Date: February 11, 2021

**Quotation for River Delta USD**

Quote No:624149-00

**Configuration Product Details**  
**010-GM5910 T4 Final w/All Season Safety Cab**

Model	Product Description	Qty	Unit Price	Extended	Sales Tax	Total
31699	GM5910 T4 Final w/All Season Safety Cab	1	\$115,154.19	\$115,154.19	\$9,356.28	\$124,510.47
131-6691	SEAT COVER, LARGE	1	\$36.93	\$36.93	\$3.01	\$39.94
31596	LED Work Light Kit	1	\$554.44	\$554.44	\$45.05	\$599.49
132-1391	BLADE SERVICE PACK, ATOM IC 20.00 IN	1	\$233.15	\$233.15	\$18.94	\$252.09
<b>Totals:</b>						<b>\$125,401.99</b>



Date: February 11, 2021

## Quotation for River Delta USD

Quote No:624149-00

### Standard Terms and Conditions

Prices, including all finance options, are valid for 30 days from date of quotation. Open Account Terms are N30, subject to credit approval. Used and demo equipment is in high demand and availability is subject to change. Delivery is FOB Destination, unless otherwise stated

### Office Locations

#### **Northern California:**

5646 W Barstow Ave Ste 104  
Fresno, CA 93722  
Fax: (559) 277-7123

2438 Radley Court  
Hayward, CA 94545  
Fax: (510) 785-3576

11373 Sunrise Gold Circle  
Rancho Cordova, CA 95742  
Fax: (800) 241-1997

#### **Southern California:**

79-253 Country Club Drive  
Bermuda Dunes, CA 92203  
Fax: (760) 345-4297

955 Beacon Street  
Brea, CA 92821  
Fax: (800) 775-8873

2110 La Mirada Ste 100  
Vista, CA 92083  
Fax: (760) 734-4285

#### **Pacific Northwest:**

11175 SW Elligsen Way  
Sherwood, OR 97140  
Ph: (503) 691-0250

5869 South 194th  
Kent, WA 98032  
Fax: (253) 872-6942

2824 East Garland  
Spokane, WA 99207  
Fax: (509) 483-7563



#### **WARNING:**

Cancer and Reproductive Harm-<http://www.P65Warnings.ca.gov>  
For more information, please visit <http://www.tcoCAProp65.com>

#### **CALIFORNIA SPARK ARRESTER WARNING**

Operation of this equipment in the State of California may create sparks that can start fires around dry vegetation. A spark arrester may be required. The operator should contact local fire agencies for laws or regulations relating to fire prevention requirements.

**TORO**

# Groundsmaster® 5900/5910

LARGE AREA ROTARY MOWER

## FEATURES

- 192 in. (488 cm) width of cut, mows 100+ acres per day
- 3.3 L Yanmar® EPA Tier 4 Final and EU Stage IV emissions compliant turbo-diesel engine
- Full-time, bi-directional 4WD
- SmartPower® -optimized mowing in all conditions
- CrossTrax® all-wheel drive system offers increased cross wheel traction control
- 0" uncut circle in turns
- Onboard InfoCenter™ with advisories and diagnostics for maximum uptime
- SmartCool® auto-reversing cooling fans
- 24-volt electrical system powers cooling system
- HybridDrive™ cutting deck system delivers unmatched reliability
- 4-way adjustable seat and Air Ride Suspension
- Integrated ControlArm™ with fingertip electronic controls
- All-season safety cab with air conditioning and heater (5910)

## More Parks & More Rec.

Tasked with maintaining more parks and sports fields with no additional workers or budget? Is it possible to do more with less? The Groundsmaster® 5900 Series mowers can mow over 17 acres/hour (6.87 hectares/hour) using only one operator! And to match the 16' (4.88 m) wide mowing brawn and a more fuel-efficient EPA Tier 4 Final and EU Stage IV emissions compliant Yanmar® 3.3 L engine, the Groundsmaster 5900 series is loaded with intelligence. SmartPower® allows the operator to effortlessly maintain the correct speed for optimal cutting, while the SmartCool® system prevents overheating with auto-reversing the cooling fans. An onboard InfoCenter™ gives the operator a quick read on all systems and even provides assistance at the right moment. When the comfort and safety of an all season cab, the incredibly nimble handling, and tough Toro durability are added in, the new Groundsmaster 5900 series proves beyond doubt that increased efficiency and ease of operation lead to higher productivity.

[toro.com/5900](http://toro.com/5900)



Groundsmaster® 5900



Groundsmaster® 5910

**4**  
TIER**SMARTPOWER**

**Call your Toro distributor at 800-803-8676**



# Groundsmaster® 5900/5910 Specifications\*



GROUNDMASTER 5900, MODEL 31698 / GROUNDMASTER 5910, MODEL 31699	
<b>ENGINE</b>	Yanmar 3.3L, EPA Tier 4 Final and EU Stage IV emissions compliant, turbocharged diesel with direct injection and electronic high-pressure common rail. 72 HP (53.7 kW) @ 2500 rpm, Torque: 206 lb.-ft. (279 N•m) @ 1625 rpm Displacement: 202 cu. in. (3.3 L).
<b>COOLING SYSTEM</b>	24V dual electric fan banks for separate engine radiator and hydraulic oil cooling; fan banks are variable speed, with auto-reverse feature (SmartCool®, based on coolant and oil temps), radiator is cross flow, 3 rows, 9 fins per in. (FPI). Hydraulic oil cooler is crossflow, 6 FPI. Cooling fan banks tilts away for fast, easy cleaning.
<b>FUEL SYSTEM</b>	Uses ultra-low sulfur diesel fuel only. Biodiesel compatible up to B20.
<b>CAPACITIES</b>	Fuel: 35 gal.(132L) Hydraulic: 19 gal (71.9 L). Engine Oil w/filter: 11 qt. (10.4 L). Coolant: 13.5 qt. (12.7 L) (Model 31698), 18 qt. (17 L) (Model 31699)
<b>HYDRAULIC SYSTEM</b>	Capacity: 19 gal (71.9 L) reservoir, Remote spin-on charge filter, Oil: Toro premium all season hydraulic fluid
<b>TIRES/WHEELS</b>	Front: 29x12.00-15, 6 ply rating, 32 psi; Rear: 23x10.50-12, 6 ply rating, 30 psi;
<b>INSTRUMENTATION</b>	Onboard LCD (InfoCenter™) display shows customizable gauges, service reminders, advisories/faults and troubleshooting assistance. Indicates fuel level, coolant temp, hydraulic oil temp, engine glow plug, low oil pressure, air cleaner restriction, 12 and 24 volt alternator voltage output, engine hours and rpm, and engine DPF regeneration.
<b>POWERTRAIN</b>	Full time automatic forward and reverse 4WD in low (mow) range. Front wheel drive in transport. Parallel hydrostatic, closed loop with cross wheel traction (CrossTrax™) design; traction drive pump: variable displacement piston, servo control. <b>Front drive:</b> 2-speed, fixed displacement high torque, low speed radial piston motors. <b>Rear drive:</b> single speed, fixed displacement, high torque, low speed radial piston motors. SmartPower™ feature controls traction speed to maintain optimal cutting blade speed.
<b>ELECTRICAL SYSTEM</b>	<b>Main:</b> 12 volt system; Alternator: 12V, 80 amp, supplied w/ engine Battery: 1380 CCA (2x 690 CCA), <b>Cooling Fans, Engine/Hydraulic cooling:</b> 24 volt system; Alternator: 24V, 105 amp w/ remote sense; Battery: 350 CCA; Disconnect ON/OFF switch for 12 & 24 volt service safety. <b>Service:</b> Dynamic, hydrostatic 4WD in low range. Front wheel drive braking in high range. <b>Parking:</b> Electro-hydraulic controlled via double-motion rocker switch. Spring applied, hydraulic released. Internal to front wheel motors. Automatically applies with engine OFF or key OFF Manual override from operator platform for servicing
<b>PRODUCTIVITY</b>	Infinitely variable speed. Forward speeds: mow: 0-10.8 mph (17.4 km/h) Transport: 0-20 mph (0-32.2 km/h). Reverse speeds: mow 0-5.7 mph (0-9.2 km/h), transport: 0-10.5 mph (0-16.9 km/h) transport. Speed control: Electronic, limits max speed. Maximum productivity: 20.8 acres/hr. (8.4 ha/hr). Typical productivity: 13.1 acres/hr (5.3 ha/hr)**; NOTE: For EU countries complying to ISO 5395, all speeds and mow rates should be reduced by 12%.
<b>CONTROLS</b>	Control arm, right armrest, travels with seat and suspension. Deck lift/lower, electrohydraulic switches. Throttle; electronic, variable. Traction pedal, electronic. Park brakes: double-motion switch. Steering; hydrostatic load sensing. Other: High/low range, PTO, cruise control, lights (31698 only), horn, key switch, wing deck transport latches (manual).
<b>OPERATOR STATION</b>	Operator platform: isolated rubber mounted. Seat: 4 way adjustable with vinyl (31698) or cloth (31699) cushions standard. Suspension: air-ride with 3 in. (7.6 cm) of adjustability. Steering: power and adjustable tilt. Traction Pedal: adjustable angle uses position sensor. Storage box, cup holder, and 12 volt power outlet, double USB port, standard.
<b>STEERING</b>	Uncut circle - 0" diameter. Turning radius - 86" (218 cm)
<b>CAB (5910)</b>	ROPS certified cab with heat, AC and the following standard features: climate system pressurized cab, heavy-duty pantograph front windshield wiper and washer, front windshield has 38" of visibility, interior mirror, fold away exterior side mirrors, molded front fenders, right and left doors and rear window have tinted (50%) glass, front and rear windows open, quick release window latches act as emergency exit, rubber sound isolator cab mounts and upholstered interior panels and headliner, textured neoprene floor mat, interior dome light. Power provided for optional aftermarket audio accessories. Optional road lights, rotating beacon and work lights available.
<b>SAFETY AND LIGHTING</b>	Standard (31698 & 31699): SMV sign rear mounted; LED brake, tail lights and flashers mounted in rear bumper; horn. ROPS Unit (31698) headlights, red and amber flashers, turn signals. Cab Unit (31699): Optional light kits, North American Road Light Kit (30706), Rotating Beacon Kit (31509), Work Light Kit (114-5610). Disconnect ON/OFF switch for 12 & 24-volt service safety.
<b>CERTIFICATION</b>	Meets or exceeds EU Machinery Directive (2006/42/EC); ISO 5395-2013 and ANSI B71.4-2012; ISO 21299 and SAE J1194; OSHA 29CFR1910.95 (SAEJ1175, European Directive 2000/14/EC, ISO 5395-2013); EN 55012:2007 and CISPR12. Model 31698 meets or exceeds ANSI/ASAE S279.12 (Lighting and Marking of Agricultural Equipment on Highways). Model 31699 air conditioning system meets SAE J1503, Section 8.
<b>WARRANTY</b>	Two year limited warranty.
<b>VEHICLE WEIGHT (W/ FULL FLUIDS)</b>	6,710 lbs. (3043 kg) (31698), 7,304 lbs. (3313 kg) (31699)
<b>GROUND CLEARANCE</b>	10.3 in. (26.1 cm)
<b>DIMENSIONS</b>	WIDTH: Transport: 99 in. (251 cm), Mow: 199 in. (505 cm) LENGTH: 174 in. (442 cm) HEIGHT: 85 in. (216 cm) (31698), 95 in. (241 cm) (31699) WHEELBASE: 77 in. (196 cm)

CUTTING DECKS	
<b>TYPE</b>	Three rear discharge rotary decks
<b>CUTTING WIDTH</b>	192 in. (488 cm), 57 in. (145 cm), 92 in. (234 cm), 144 in. (366 cm).
<b>HEIGHT OF CUT</b>	1-6" in (2.5 - 15 cm) in 0.5 in. (1.3 cm) increments.
<b>CONSTRUCTION</b>	11-gauge high-strength steel. 7-gauge, reinforcements, bullnose bumpers.
<b>PROTECTION</b>	Wing decks: 2 way shock absorption.
<b>DECK DRIVE</b>	HybridDrive™ - Hydraulic motor to spindle, remaining spindle(s), driven by "B" section v-belts.
<b>TENSIONING</b>	Automatic, spring loaded idlers.
<b>SPINDLES</b>	<b>Shaft:</b> 1.25" (3.2 cm) hardened steel. <b>Housing:</b> 9" (22.9 cm) ductile iron. <b>Bearings:</b> Greaseable tapered roller.
<b>STANDARD BLADES</b>	20" (50.8 cm), heat-treated steel blades.
<b>OPTIONAL BLADES</b>	Atomic™ mulching blades, flat blades.
<b>SKIDS</b>	4 reversible polymeric, 2 reversible steel

\*Specifications and design subject to change without notice. Products depicted in this literature are for demonstration purposes only.

Actual products offered for sale may vary in use, design, required attachments and safety features. See distributor for details on all warranties.

\*\*Maximum productivity @ 10.8 mph (17.4 km/h) & 100% efficiency.

Typical productivity @ 8 mph (12.9 km/h) & 85% efficiency







# Groundsmaster® 5900/5910 Accessories\*

TORO ACCESSORIES AND PARTS	
MODEL/PART NUMBER	Description
30349	Universal Mount Sunshade – White
30552	Universal Mount Sunshade –Red
31324	Thermoplastic Windscreen Kit (GM5900). Abrasion-resistant polycarbonate windscreen (mounts to 2-post ROPS extension)
31325	Tempered Glass Windshield (mounts to 2-post ROPS extension)
31311	Wiper Kit for Tempered Glass Windshield
119-7719	Backrest Extension Kit – Fabric (GM5910)
119-7718	Backrest Extension Kit – Vinyl (GM5900)
114-5610	Work Light Kit (GM5910)
31353	2-Post ROPS Extension (GM5900) (includes sunshade)



	SNOWTHROWER ERSKINE MODEL 2000**
<b>STAGE</b>	2
<b>WIDTH OF CUT</b>	85" (216 cm)
<b>CUTTING HEIGHT</b>	29" (74 cm)
<b>CUTTING EDGE</b>	3/8" x 3" (9.5 mm x 7.62 cm) bolt-on
<b>SKID SHOES</b>	Adjustable
<b>AUGER DIAMETER</b>	16" (41 cm) open flight
<b>FAN DIAMETER</b>	20" (51 cm) 4-blade
<b>CHUTE ROTATION</b>	Hydraulic, 270°
<b>SHEAR PROTECTION</b>	Pressure relief
<b>CASTING DISTANCE</b>	Up to 30' (9.4 m)
<b>APPROXIMATE SHIPPING WEIGHT</b>	850 lbs. (386 kg)
<b>HOSES</b>	Included

TORO ACCESSORIES AND PARTS	
Model/Part #	Description
31604	Leaf Mulching Kit
93-5973	10" Foam Filled Caster Tire Assembly
31609	MVP Maintenance Kit (oil/fuel)
31512	Back-up Alarm Kit
30706	North American Road Light Kit for GM5910
30509	Rotating Beacon Kit for GM5910



	ROTARY BROOM M-B MODEL SHL***
<b>TYPE</b>	Windrow type, front mounted hydraulic broom with dual motors. Electric/hydraulic angling, 30° left and right.
<b>BROOM SIZE</b>	32" (81 cm) diameter x 60" (153 cm) wide.
<b>BRUSH</b>	Sectional brush with combination polypropylene/wire radial segments.
<b>OPTIONS</b>	Dirt Deflector, Storage Stands.

\*Specifications and design subject to change without notice. Products depicted in this literature are for demonstration purposes only. Actual products offered for sale may vary in design, required attachments and safety features. Consult your local Toro Distributor. Information regarding non-Toro (Allied Vendor) products is included in the Toro Golf and Grounds Equipment Guide as a convenience to Toro customers. Toro does not warrant, endorse or support any products purchased from Allied vendors. Additionally, Toro shall not be responsible for any personal injury or property damage, whether direct or consequential, caused by such Allied products. Toro does not certify fit up, compatibility or functionality of Allied products.

\*\*Manufactured by Erskine.

\*\*\*Manufactured by M-B Companies, Inc. The Toro Company does not manufacture or sell the snow thrower, rotary broom, nor does Toro guarantee these accessories in any manner whatsoever.





# Groundsmaster® 5900/5910 Accessories



	TWO-POST ROPS EXTENSION SYSTEM
<b>GM5900</b>	Fits Model 31698
<b>TWO-POST ROPS EXTENSION KIT</b>	Base steel frame attached to existing ROPS and includes a white sunshade. Model 31353
<b>EXTERIOR MIRROR</b>	Quantity (1) Part Number 130-5448
<b>INTERIOR MIRROR</b>	Quantity (1) Part Number 130-5449
<b>ABRASION-RESISTANT POLYCARBONATE WIND SCREEN</b>	Improved resistance to golf ball impacts or vandalism. Model 31324
<b>TEMPERED GLASS WINDSHIELD</b>	Similar safety glass used in Toro all-season safety cabs. Model 31325
<b>WINDSHIELD WIPER KIT FOR TEMPERED GLASS WINDSHIELD</b>	For use with the tempered glass windshield only. Not for use with the polycarbonate wind screen. Model 31311
<b>OPERATOR FAN &amp; INTERIOR HEADLINER KIT</b>	Overhead fan with adjustable speeds – mounts directly over operator. Part Number 132-3435
<b>LED WORK LIGHT KIT</b>	Includes 4 lights: 2 for front and 2 for rear; can also mount to Toro cabs. Model 31596
<b>ROTATING BEACON</b>	Breakaway mounting system. Also mounts on Toro cabs. Model 31509
<b>SAFETY AND SECURITY CAGE</b>	Steel mesh side cage doors that lock. Includes the abrasion-resistant polycarbonate wind screen. Part Number 132-3695
<b>WIRE HARNESS KIT</b>	Required for all electrical accessories such as wipers, lights and fan. Part Number 122-0729

