

REGULAR MEETING OF THE JANESVILLE UNION SCHOOL DISTRICT BOARD OF TRUSTEES

464-555 Main Street, Janesville School Library, Janesville, CA 96114

Tuesday, February 20, 2024 at 5:30 p.m.

Agenda

Any person with a disability may request this agenda be made available in an appropriate alternative format. A request for a disability related modification or accommodation may be made by a person with a disability who requires a modification or accommodation in order to participate in the public meeting to Jamie Huber, Superintendent/Principal, 464-555 Main St. Janesville, CA, at (530) 253-3660, between the hours of 8:00 a.m. and 4:00 p.m. at least forty-eight (48) hours before the meeting. (Government Code 54954.2). Any writing that is a public record and relates to an agenda item for open session of a regular meeting of the Board of Trustees, and is distributed fewer than 72 hours prior to the regular meeting shall be available for public inspection at the Janesville Union Elementary School District Office located at 464-555 Main Street, Janesville, CA.

I. CALL TO ORDER, 5:30 p.m. (Procedural)

II. ROLL CALL & ESTABLISHMENT OF QUORUM (Procedural)

III. PLEDGE OF ALLEGIANCE (Procedural)

IV. APPROVAL OF AGENDA (Action)

V. PUBLIC COMMENTS ON CLOSED SESSION AGENDA (Procedural)

During this portion of the meeting, any member of the public is permitted to make a brief statement, express his/her viewpoint, or ask a question regarding matters related to items on the closed session agendas. Three minutes may be allotted to each speaker and a maximum of twenty minutes to each subject matter.

VI. ADJOURNMENT TO CLOSED SESSION (Procedural)

A Closed or Executive Session of the Board of Trustees may be held when legal and the need requires. Items to be discussed will be announced before the Board moves to Closed Session. Items can include personnel matters, student personnel matters, negotiations, security matters, matters of real property negotiations, legal counsel regarding pending litigation and protection of records exempt from public disclosure.

- A. Certain Personnel Matters (Pursuant to Government Code § 54957 (a) to consider assignment, appointment, employment, dismissal, release, and evaluation of performance public employees).
- B. Labor Negotiations (Pursuant to Government Code § 54957.6, the Board will meet with its designated representative, Jamie Huber, to consider labor negotiations with represented and unrepresented employees (California School Employees' Association (CSEA), Janesville Teachers' Association (JTA), and Administration/Management).
- C. Individual Student Disciplinary Matter(s)/Student Needs(s) (Pursuant to Government Code § 54957, requires closed session to prevent disclosure of confidential student information).
- D. Public Employee Performance Evaluation – Superintendent/Principal (Pursuant to Government Code §54957).

VII. RECONVENE IN REGULAR SESSION (6:30 p.m.) (Procedural)

VIII. REPORT ACTION TAKEN IN CLOSED SESSION (Procedural)

IX. PUBLIC INPUT (Procedural)

During this portion of the meeting, any member of the public is permitted to make a brief statement, express his/her viewpoint, or ask a question regarding matters related to the school system. Three minutes may be allotted to each speaker and a maximum of twenty minutes to each subject matter.

X. REPORTS (Informational):

- A. Student Council Report
- B. JTA Report
- C. CSEA Report
- D. School Facilities/Maintenance Report
- E. School Site Council Report-No February Meeting
- F. Superintendent Report
 - i. Enrollment
 - ii. Healthy Kids Survey Results
- G. Board Report

XI. CONSENT AGENDA (Action)

Items listed under the consent Agenda and their corresponding attachments are considered to be routine and are acted on by the Board of Trustees in one motion. A member of the Board may request that specific items be discussed and/or removed from the Consent Agenda. It is understood that the administration recommends approval on all Consent items. Each item on the Consent Agenda approved by the Board of Trustees shall be deemed to have been considered in full and adopted as recommended.

A. Routine Business:

- 1. Approval of Minutes: Regular Meeting, January 16, 2024
- 2. January 2024 Warrants
- 3. Cash Flow/Payroll
- 4. 30-Day Contract for Donna Melander
- 5. Williams Complaint Report (Pursuant to AR 1312.4)

B. Classified Personnel Items:

- 1. Employment
 - a) Miah Mallory – Paraeducator I: 5.95 hours per day Effective 2/13/24

XII. DISCUSSION/ACTION ITEMS:

- A. Discuss Home to School Transportation Update (Discussion)
- B. Review First Draft of the 2024-25 Academic Calendar (Discussion)
- C. Review/Approve Updated Emergency Operations Plan (Action)
- D. Review Consolidated Application for Categorical Funding Winter Release (Action)
- E. Approve Local Control Accountability Plan Midyear Update (Action)
- F. First Reading to Review/Revise/Adopt Board Policies and Administrative Regulations: (Procedural)
 - Policy 3470: Debt Issuance and Management
 - Regulation 4317.11: Preretirement Part-Time Employment
 - Policy 5116: School Attendance Boundaries
 - Policy 5116.1: Intradistrict Open Enrollment
 - Policy 5125.1: Release of Directory Information
 - Policy 5144.4: Required Parental Attendance
 - Regulation 5144.4: Required Parental Attendance
 - Policy 6159.3: Appointment of Surrogate Parent for Special Education
 - Regulation 6159.3: Appointment of Surrogate Parent for Special Education
 - Policy 6185: Community Day School
 - Regulation 6185: Community Day School

XIII. FUTURE AGENDA ITEMS (Informational)

XIV. ADJOURNMENT TO STRATEGIC PLANNING SESSION (Informational)

The Board of Trustees will conduct a Strategic Planning Session which will include the public. Issues that need to be addressed in a long-range plan/budget prioritization will be discussed.

XV. RECONVENE INTO CLOSED SESSION (Procedural) *(if necessary)*

XVI. RECONVENE IN REGULAR SESSION (Procedural)

XVII. REPORT ACTION TAKEN IN CLOSED SESSION (Procedural)

XVIII. ADJOURNMENT (Procedural) Time: _____ pm

Date: 16 February 2024

A handwritten signature in black ink, appearing to read 'Jamie Huber', written over a horizontal line.

Jamie Huber, Superintendent/Principal and
Secretary to the Board of Trustees

Posted: February 16, 2024 @ 4:00 p.m.

Janesville Union Elementary School

464-555 Main St.

Janesville, CA 96114

(530) 253-3551

REPORTS ITEM: F

Count Enrollment and ADA On A Given Day

Page 1 of 1

Calculated for: 02/14/2024

Class Id	Teacher	Course Name	Absent	I. S. Credit	I. S. No Credit	I.S. Pend	Actual Attendance	Enrolled	F	R	P
OK-A	Ehrlich	Kindergarten	1	0	0	1	8	10	4	1	5
OK-B	Brown	Kindergarten	1	0	0	0	23	24	9	5	10
OTK-A	Ehrlich	Transitional Kindergarten	3	0	0	0	9	12	3	3	6
1A	Burkman	Grade 1	0	0	0	0	21	21	6	1	14
1B	Rubio	Grade 1	1	0	0	0	5	6	2	2	2
2A	Herman	Grade 2	0	0	0	0	21	21	11	1	9
2B	Rubio	Grade 2	0	0	0	0	14	14	7	1	6
3A	Cardoza	Grade 3	1	0	0	0	20	21	5	3	13
3B	Gamez	Grade 3	1	0	0	0	20	21	7	2	12
4A	Bailey	Grade 4	1	0	0	0	11	12	3	2	7
4B	Branch	Grade 4	2	0	0	0	17	19	9	3	7
5A	Bailey	Grade 5	1	0	0	0	12	13	2	0	11
5B	Malone	Grade 5	2	0	0	1	21	24	13	3	8
6A	Fleming	Grade 6	1	0	0	0	16	17	7	1	9
6B	Gillespie	Grade 6	2	0	0	0	15	17	3	2	12
7A	George	Grade 7	2	0	0	0	17	19	2	3	14
7B	Downs	Grade 7	4	0	0	0	15	19	5	5	9
8A	Ethridge	Grade 8	1	0	0	0	15	16	2	0	14
8B	Foreman	Grade 8	5	0	0	0	12	17	10	2	5
ADA-HH07-A	George	Home Hospital - Grade 07	0	0	0	0	0	0	0	0	0
ADA-HH08-A	Ethridge	Home Hospital - Grade 08	0	0	0	0	1	1	1	0	0
Total For School:			29	0	0	2	293	324	111	40	173

Janesville Union Elementary School

464-555 Main St.

Janesville, CA 96114

(530) 253-3551

Count Enrollment and ADA On A Given Day

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Calculated for: 02/16/2023

Class Id	Teacher	Course Name	Absent	I. S. Credit	I. S. No Credit	I.S. Pend	Actual Attendance	Enrolled	F	R	P
OK-A	Ehrlich	Kindergarten	4	0	0	0	2	6	1	1	4
OK-B	Brown	Kindergarten	2	0	0	0	19	21	8	3	10
OTK-A	Ehrlich	Transitional Kindergarten	0	0	0	0	12	12	2	1	9
1A	Van Zandt	Grade 1	0	0	0	0	17	17	6	3	8
1B	Burkman	Grade 1	1	0	0	0	16	17	5	3	9
2A	Herman	Grade 2	1	0	0	0	19	20	5	2	13
2B	Rubio	Grade 2	0	0	0	1	17	18	5	1	12
3A	Downs	Grade 3	1	0	0	1	16	18	9	2	7
3B	Gamez	Grade 3	1	0	0	0	16	17	5	3	9
4A	Gillespie	Grade 4	1	0	0	0	18	19	8	0	11
4B	Teeter	Grade 4	0	0	0	1	17	18	6	1	11
5A	Bailey	Grade 5	0	0	0	0	19	19	6	0	13
5B	Malone	Grade 5	1	0	0	0	17	18	6	2	10
6A	Fleming	Grade 6	2	0	0	1	19	22	5	5	12
6B	Otis	Grade 6	1	0	0	1	13	15	3	2	10
7A	George	Grade 7	2	0	0	1	15	18	6	1	11
7B	Pratt	Grade 7	2	0	0	0	17	19	6	2	11
8A	Ethridge	Grade 8	1	0	0	0	12	13	4	1	8
8B	Foreman	Grade 8	0	0	0	0	17	17	3	3	11
ADA-HH08-A	Ethridge	Home & Hospital 8	0	0	0	0	0	0	0	0	0
IS 03-A	Downs	Independent Study 03	0	0	0	0	0	0	0	0	0
IS 04-A	Gillespie	Independent Study 04	0	0	0	0	0	0	0	0	0
IS 06-A	Azevedo	Independent Study 06	0	0	0	0	0	0	0	0	0
Total For School:			20	0	0	6	298	324	99	36	189

Janesville Union Elementary School

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Janesville, CA 96114

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Count Enrollment and ADA On A Given Day

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Calculated for: 01/11/2024

Class Id	Teacher	Course Name	Absent	I. S. Credit	I. S. No Credit	I.S. Pend	Actual Attendance	Enrolled	F	R	P
0K-A	Ehrlich	Kindergarten	1	0	0	0	9	10	4	1	5
0K-B	Brown	Kindergarten	0	0	0	2	22	24	11	3	10
0TK-A	Ehrlich	Transitional Kindergarten	0	0	0	1	11	12	4	2	6
1A	Burkman	Grade 1	0	0	0	1	20	21	6	1	14
1B	Rubio	Grade 1	0	0	0	0	6	6	3	1	2
2A	Herman	Grade 2	0	0	0	1	19	20	10	1	9
2B	Rubio	Grade 2	0	0	0	1	13	14	7	1	6
3A	Cardoza	Grade 3	0	0	0	0	21	21	6	2	13
3B	Gamez	Grade 3	0	0	0	0	21	21	7	3	11
4A	Bailey	Grade 4	0	0	0	0	12	12	4	1	7
4B	Branch	Grade 4	0	0	0	0	18	18	8	3	7
5A	Bailey	Grade 5	0	0	0	0	14	14	2	0	12
5B	Malone	Grade 5	0	0	0	0	24	24	13	3	8
6A	Fleming	Grade 6	0	0	0	0	17	17	8	1	8
6B	Gillespie	Grade 6	0	0	0	0	17	17	3	2	12
7A	George	Grade 7	0	0	0	0	19	19	2	3	14
7B	Downs	Grade 7	0	0	0	0	20	20	7	4	9
8A	Ethridge	Grade 8	1	0	0	0	17	18	3	0	15
8B	Foreman	Grade 8	0	0	0	0	16	16	10	1	5
ADA-HH07-A	Melander	Home Hospital - Grade 07	0	0	0	0	1	1	0	0	1
ADA-HH08-A	Ethridge	Home Hospital - Grade 08	0	0	0	0	1	1	1	0	0
Total For School:			2	0	0	6	318	326	119	33	174

Janesville Union Elementary School

464-555 Main St.

Janesville, CA 96114

(530) 253-3551

Count Enrollment and ADA On A Given Day

Page 1 of 1

Calculated for: 01/12/2023

Class Id	Teacher	Course Name	Absent	I. S. Credit	I. S. No Credit	I.S. Pend	Actual Attendance	Enrolled	F	R	P
OK-A	Ehrlich	Kindergarten	0	0	0	0	6	6	1	1	4
OK-B	Brown	Kindergarten	1	0	0	0	19	20	7	3	10
OTK-A	Ehrlich	Transitional Kindergarten	0	0	0	0	12	12	2	1	9
1A	Van Zandt	Grade 1	2	0	0	1	13	16	6	4	6
1B	Burkman	Grade 1	0	0	0	0	16	16	5	2	9
2A	Herman	Grade 2	3	0	0	0	16	19	5	2	12
2B	Rubio	Grade 2	3	0	0	0	14	17	5	1	11
3A	Downs	Grade 3	0	0	0	1	17	18	9	2	7
3B	Gamez	Grade 3	0	0	0	0	17	17	5	3	9
4A	Gillespie	Grade 4	2	0	0	0	17	19	8	0	11
4B	Teeter	Grade 4	0	0	0	0	18	18	6	1	11
5A	Bailey	Grade 5	1	0	0	0	17	18	7	0	11
5B	Malone	Grade 5	1	0	0	0	17	18	5	1	12
6A	Fleming	Grade 6	0	0	0	1	18	19	5	4	10
6B	Otis	Grade 6	3	0	0	0	15	18	3	3	12
7A	George	Grade 7	2	0	0	1	15	18	6	1	11
7B	Pratt	Grade 7	2	0	0	0	17	19	6	2	11
8A	Ethridge	Grade 8	0	0	0	0	13	13	4	1	8
8B	Foreman	Grade 8	1	0	0	0	16	17	3	3	11
ADA-HH08-A	Ethridge	Home & Hospital 8	0	0	0	0	0	0	0	0	0
IS 03-A	Downs	Independent Study 03	0	0	0	0	0	0	0	0	0
IS 04-A	Gillespie	Independent Study 04	0	0	0	0	0	0	0	0	0
IS 06-A	Azevedo	Independent Study 06	0	0	0	0	0	0	0	0	0
Total For School:			21	0	0	4	293	318	98	35	185

Janesville Union Elementary School

464-555 Main St.

Janesville, CA 96114

(530) 253-3551

Count Enrollment and ADA On A Given Day

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Calculated for: 12/12/2023

Class Id	Teacher	Course Name	Absent	I. S. Credit	I. S. No Credit	I.S. Pend	Actual Attendance	Enrolled	F	R	P
OK-A	Ehrlich	Kindergarten	0	0	0	0	10	10	4	1	5
OK-B	Brown	Kindergarten	0	0	0	0	23	23	10	3	10
OTK-A	Ehrlich	Transitional Kindergarten	0	0	0	0	12	12	4	2	6
1A	Burkman	Grade 1	1	0	0	1	18	20	6	1	13
1B	Rubio	Grade 1	0	0	0	0	6	6	3	1	2
2A	Herman	Grade 2	0	0	0	0	20	20	10	1	9
2B	Rubio	Grade 2	0	0	0	0	13	13	6	1	6
3A	Van Zandt	Grade 3	2	0	0	0	18	20	6	2	12
3B	Gamez	Grade 3	1	0	0	1	19	21	7	3	11
4A	Bailey	Grade 4	0	0	0	0	12	12	4	1	7
4B	Branch	Grade 4	0	0	0	1	16	17	7	3	7
5A	Bailey	Grade 5	0	0	0	0	13	13	2	0	11
5B	Malone	Grade 5	0	0	0	1	23	24	13	3	8
6A	Fleming	Grade 6	0	0	0	0	17	17	8	1	8
6B	Gillespie	Grade 6	1	0	0	0	15	16	3	2	11
7A	George	Grade 7	0	0	0	0	19	19	2	3	14
7B	Downs	Grade 7	0	0	0	3	16	19	6	4	9
8A	Ethridge	Grade 8	0	0	0	0	18	18	3	0	15
8B	Foreman	Grade 8	1	0	0	0	16	17	11	1	5
ADA-HH07-A	Melander	Home Hospital - Grade 07	0	0	0	0	1	1	0	0	1
Total For School:			6	0	0	7	305	318	115	33	170

Janesville Union Elementary School

464-555 Main St.

Janesville, CA 96114

(530) 253-3551

Count Enrollment and ADA On A Given Day

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Calculated for: 12/12/2022

Class Id	Teacher	Course Name	Absent	I. S. Credit	I. S. No Credit	I.S. Pend	Actual Attendance	Enrolled	F	R	P
OK-A	Ehrlich	Kindergarten	0	0	0	0	6	6	1	1	4
OK-B	Brown	Kindergarten	2	0	0	0	17	19	7	3	9
0TK-A	Ehrlich	Transitional Kindergarten	1	0	0	0	11	12	2	1	9
1A	Van Zandt	Grade 1	0	0	0	0	15	15	5	4	6
1B	Burkman	Grade 1	0	0	0	0	16	16	5	2	9
2A	Herman	Grade 2	2	0	0	0	17	19	5	2	12
2B	Rubio	Grade 2	1	0	0	0	15	16	5	1	10
3A	Downs	Grade 3	2	0	0	0	16	18	9	2	7
3B	Gamez	Grade 3	1	0	0	0	16	17	5	3	9
4A	Gillespie	Grade 4	1	0	0	0	18	19	8	0	11
4B	Teeter	Grade 4	1	0	0	0	17	18	6	1	11
5A	Bailey	Grade 5	1	0	0	0	17	18	7	0	11
5B	Malone	Grade 5	1	0	0	0	18	19	5	1	13
6A	Fleming	Grade 6	0	0	0	0	20	20	5	4	11
6B	Otis	Grade 6	1	0	0	0	17	18	3	3	12
7A	George	Grade 7	0	0	0	0	19	19	6	1	12
7B	Pratt	Grade 7	4	0	0	0	14	18	6	2	10
8A	Ethridge	Grade 8	0	0	0	0	13	13	4	1	8
8B	Foreman	Grade 8	1	0	0	0	16	17	3	3	11
ADA-HH08-A	Ethridge	Home & Hospital 8	0	0	0	0	0	0	0	0	0
IS 03-A	Downs	Independent Study 03	0	0	0	0	0	0	0	0	0
IS 04-A	Gillespie	Independent Study 04	0	0	0	0	0	0	0	0	0
IS 06-A	Azevedo	Independent Study 06	0	0	0	0	0	0	0	0	0
Total For School:			19	0	0	0	298	317	97	35	185

Janesville Union Elementary School

464-555 Main St.

Janesville, CA 96114

(530) 253-3551

Count Enrollment and ADA On A Given Day

Calculated for: 11/08/2023

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Class Id	Teacher	Course Name	Absent	I. S. Credit	I. S. No Credit	I.S. Pend	Actual Attendance	Enrolled	F	R	P
OK-A	Ehrlich	Kindergarten	0	0	0	0	10	10	4	1	5
OK-B	Brown	Kindergarten	2	0	0	0	21	23	10	3	10
0TK-A	Ehrlich	Transitional Kindergarten	2	0	0	1	8	11	3	2	6
1A	Burkman	Grade 1	0	0	0	0	19	19	6	1	12
1B	Rubio	Grade 1	0	0	0	0	6	6	3	1	2
2A	Herman	Grade 2	0	0	0	0	19	19	9	1	9
2B	Rubio	Grade 2	0	0	0	1	11	12	5	1	6
3A	Downs	Grade 3	0	0	0	0	20	20	6	2	12
3B	Gamez	Grade 3	2	0	0	0	18	20	6	3	11
4A	Bailey	Grade 4	0	0	0	0	12	12	4	1	7
4B	Branch	Grade 4	0	0	0	0	17	17	7	3	7
5A	Bailey	Grade 5	0	0	0	0	13	13	2	0	11
5B	Malone	Grade 5	0	0	0	1	23	24	13	3	8
6A	Fleming	Grade 6	0	0	0	0	17	17	7	1	9
6B	Gillespie	Grade 6	0	0	0	0	16	16	3	2	11
7A	George	Grade 7	0	0	0	0	20	20	1	3	16
7B	Castaneda	Grade 7	0	0	0	0	19	19	6	4	9
8A	Ethridge	Grade 8	2	0	0	0	16	18	3	0	15
8B	Foreman	Grade 8	1	0	0	0	15	16	10	1	5
ADA-HH07-A	George	Home Hospital - Grade 07	0	0	0	0	0	0	0	0	0
Total For School:			9	0	0	3	300	312	108	33	171

Janesville Union Elementary School

464-555 Main St.
Janesville, CA 96114
(530) 253-3551

Print Date & Time
11/10/22 11:11:41 AM

Count Enrollment and ADA On A Given Day

Page 1 of 1

Calculated for: 11/09/2022

Class Id	Teacher	Course Name	Absent	I. S. Credit	I. S. No Credit	I.S. Pend	Actual Attendance	Enrolled	F	R	P
OK-A	Ehrlich	Kindergarten	0	0	0	0	6	6	1	1	4
OK-B	Brown	Kindergarten	3	0	0	0	16	19	7	3	9
0TK-A	Ehrlich	Transitional Kindergarten	1	0	0	0	11	12	2	1	9
1A	Van Zandt	Grade 1	3	0	0	0	12	15	4	4	7
1B	Burkman	Grade 1	4	0	0	1	11	16	6	2	8
2A	Herman	Grade 2	6	0	0	0	13	19	6	3	10
2B	Rubio	Grade 2	1	0	0	0	15	16	7	1	8
3A	Downs	Grade 3	4	0	0	0	13	17	8	2	7
3B	Gamez	Grade 3	1	0	0	0	16	17	6	4	7
4A	Gillespie	Grade 4	2	0	0	1	16	19	11	0	8
4B	Teeter	Grade 4	1	0	0	0	17	18	7	2	9
5A	Bailey	Grade 5	1	0	0	0	17	18	9	0	9
5B	Malone	Grade 5	1	0	0	0	19	20	8	1	11
6A	Fleming	Grade 6	1	0	0	0	19	20	7	4	9
6B	Otis	Grade 6	0	0	0	0	18	18	3	4	11
7A	George	Grade 7	0	0	0	0	18	18	7	2	9
7B	Pratt	Grade 7	1	0	0	0	17	18	4	3	11
8A	Ethridge	Grade 8	0	0	0	0	13	13	6	1	6
8B	Foreman	Grade 8	0	0	0	1	16	17	4	3	10
ADA-HH08-A	Ethridge	Home & Hospital 8	0	0	0	0	0	0	0	0	0
IS 03-A	Downs	Independent Study 03	0	0	0	0	0	0	0	0	0
IS 04-A	Gillespie	Independent Study 04	0	0	0	0	0	0	0	0	0
IS 06-A	Azevedo	Independent Study 06	0	0	0	0	0	0	0	0	0
Total For School:			30	0	0	3	283	316	113	41	162

Janesville Union Elementary School

464-555 Main St.

Janesville, CA 96114

(530) 253-3551

Count Enrollment and ADA On A Given Day

Calculated for: 10/11/2023

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Class Id	Teacher	Course Name	Absent	I. S. Credit	I. S. No Credit	I.S. Pend	Actual Attendance	Enrolled	F	R	P
OK-A	Ehrlich	Kindergarten	0	0	0	0	10	10	0	0	10
OK-B	Brown	Kindergarten	0	0	0	0	23	23	3	1	19
OTK-A	Ehrlich	Transitional Kindergarten	0	0	0	0	11	11	0	0	11
1A	Burkman	Grade 1	1	0	0	0	18	19	6	2	11
1B	Rubio	Grade 1	0	0	0	0	6	6	3	0	3
2A	Herman	Grade 2	0	0	0	0	19	19	7	2	10
2B	Rubio	Grade 2	0	0	0	0	12	12	5	2	5
3A	Downs	Grade 3	0	0	0	0	20	20	4	2	14
3B	Gamez	Grade 3	4	0	0	0	16	20	4	1	15
4A	Bailey	Grade 4	0	0	0	1	11	12	4	1	7
4B	Branch	Grade 4	1	0	0	0	17	18	5	3	10
5A	Bailey	Grade 5	0	0	0	1	12	13	4	0	9
5B	Malone	Grade 5	2	0	0	0	23	25	10	1	14
6A	Fleming	Grade 6	0	0	0	0	15	15	6	1	8
6B	Gillespie	Grade 6	0	0	0	1	15	16	3	1	12
7A	George	Grade 7	0	0	0	0	20	20	2	4	14
7B	Castaneda	Grade 7	1	0	0	0	18	19	4	4	11
8A	Ethridge	Grade 8	1	0	0	0	17	18	2	2	14
8B	Foreman	Grade 8	0	0	0	0	15	15	4	1	10
Total For School:			10	0	0	3	298	311	76	28	207

Janesville Union Elementary School

464-555 Main St.
Janesville, CA 96114
(530) 253-3551

Print Date & Time
10/21/22 08:46:52 AM

Count Enrollment and ADA On A Given Day

Page 1 of 1

Calculated for: 10/14/2022

Class Id	Teacher	Course Name	Absent	I. S. Credit	I. S. No Credit	I.S. Pend	Actual Attendance	Enrolled	F	R	P
OK-A	Ehrlich	Kindergarten	0	0	0	0	6	6	1	1	4
OK-B	Brown	Kindergarten	1	0	0	1	17	19	7	3	9
OTK-A	Ehrlich	Transitional Kindergarten	0	0	0	0	12	12	2	1	9
1A	Van Zandt	Grade 1	1	0	0	0	14	15	4	4	7
1B	Burkman	Grade 1	1	0	0	0	15	16	6	2	8
2A	Herman	Grade 2	2	0	0	0	17	19	6	3	10
2B	Rubio	Grade 2	1	0	0	0	15	16	7	1	8
3A	Downs	Grade 3	2	0	0	0	15	17	8	2	7
3B	Gamez	Grade 3	1	0	0	0	16	17	6	4	7
4A	Gillespie	Grade 4	1	0	0	0	18	19	11	0	8
4B	Teeter	Grade 4	2	0	0	0	16	18	7	2	9
5A	Bailey	Grade 5	0	0	0	0	18	18	9	0	9
5B	Malone	Grade 5	2	0	0	0	18	20	8	1	11
6A	Fleming	Grade 6	4	0	0	0	15	19	7	4	8
6B	Otis	Grade 6	1	0	0	0	17	18	3	4	11
7A	George	Grade 7	0	0	0	0	18	18	7	2	9
7B	Pratt	Grade 7	1	0	0	0	18	19	4	3	12
8A	Ethridge	Grade 8	1	0	0	0	11	12	6	0	6
8B	Foreman	Grade 8	0	0	0	0	17	17	4	3	10
ADA-HH08-A	Ethridge	Home & Hospital 8	0	0	0	0	0	0	0	0	0
IS 03-A	Downs	Independent Study 03	0	0	0	0	0	0	0	0	0
IS 04-A	Gillespie	Independent Study 04	0	0	0	0	0	0	0	0	0
IS 06-A	Azevedo	Independent Study 06	0	0	0	0	0	0	0	0	0
Total For School:			21	0	0	1	293	315	113	40	162

Janesville Union Elementary School

464-555 Main St.

Janesville, CA 96114

(530) 253-3551

Count Enrollment and ADA On A Given Day

Calculated for: 09/14/2023

Page 1 of 1

Class Id	Teacher	Course Name	Absent	I. S. Credit	I. S. No Credit	I.S. Pend	Actual Attendance	Enrolled	F	R	P
OK-A	Ehrlich	Kindergarten	1	0	0	0	8	9	0	0	9
OK-B	Brown	Kindergarten	2	0	0	0	21	23	3	1	19
0TK-A	Ehrlich	Transitional Kindergarten	0	0	0	0	11	11	0	0	11
1A	Burkman	Grade 1	2	0	0	0	17	19	6	2	11
1B	Rubio	Grade 1	0	0	0	0	6	6	3	0	3
2A	Herman	Grade 2	0	0	0	0	19	19	7	2	10
2B	Rubio	Grade 2	1	0	0	0	11	12	5	2	5
3A	Downs	Grade 3	1	0	0	0	19	20	4	2	14
3B	Gamez	Grade 3	1	0	0	0	19	20	4	1	15
4A	Bailey	Grade 4	0	0	0	0	12	12	4	1	7
4B	Branch	Grade 4	1	0	0	0	15	16	5	3	8
5A	Bailey	Grade 5	0	0	0	0	13	13	4	0	9
5B	Malone	Grade 5	2	0	0	0	23	25	10	1	14
6A	Fleming	Grade 6	1	0	0	0	14	15	6	1	8
6B	Gillespie	Grade 6	1	0	0	0	15	16	3	1	12
7A	George	Grade 7	1	0	0	0	18	19	2	4	13
7B	Castaneda	Grade 7	2	0	0	0	17	19	4	4	11
8A	Ethridge	Grade 8	1	0	0	0	17	18	2	2	14
8B	Foreman	Grade 8	0	0	0	0	14	14	5	1	8
Total For School:			17	0	0	0	289	306	77	28	201

Janesville Union Elementary School

464-555 Main St.

Janesville, CA 96114

(530) 253-3551

Print Date & Time
09/15/22 03:53:40 PM

Count Enrollment and ADA On A Given Day

Page 1 of 1

Calculated for: 09/16/2022

Class Id	Teacher	Course Name	Absent	I. S. Credit	I. S. No Credit	I.S. Pend	Actual Attendance	Enrolled	F	R	P
OK-A	Ehrlich	Kindergarten	0	0	0	0	6	6	0	0	6
OK-B	Brown	Kindergarten	0	0	0	0	19	19	1	2	16
OTK-A	Ehrlich	Transitional Kindergarten	0	0	0	0	12	12	0	0	12
1A	Van Zandt	Grade 1	0	0	0	0	15	15	3	0	12
1B	Burkman	Grade 1	0	0	0	0	16	16	7	1	8
2A	Herman	Grade 2	0	0	0	0	19	19	6	1	12
2B	Rubio	Grade 2	0	0	0	0	18	18	7	0	11
3A	Downs	Grade 3	0	0	0	0	17	17	6	1	10
3B	Gamez	Grade 3	0	0	0	0	17	17	7	0	10
4A	Gillespie	Grade 4	0	0	0	0	19	19	10	0	9
4B	Teeter	Grade 4	0	0	0	0	19	19	5	2	12
5A	Bailey	Grade 5	0	0	0	0	20	20	8	0	12
5B	Malone	Grade 5	0	0	0	0	20	20	6	2	12
6A	Fleming	Grade 6	0	0	0	0	19	19	5	1	13
6B	Otis	Grade 6	0	0	0	0	18	18	2	3	13
7A	George	Grade 7	1	0	0	0	19	20	7	1	12
7B	Pratt	Grade 7	1	0	0	0	18	19	1	3	15
8A	Ethridge	Grade 8	0	0	0	0	12	12	6	0	6
8B	Foreman	Grade 8	0	0	0	1	17	18	4	2	12
ADA-HH08-A	Ethridge	Home & Hospital 8	0	0	0	0	0	0	0	0	0
IS 03-A	Downs	Independent Study 03	0	0	0	0	0	0	0	0	0
IS 04-A	Gillespie	Independent Study 04	0	0	0	0	0	0	0	0	0
IS 06-A	Azevedo	Independent Study 06	0	0	0	0	0	0	0	0	0
Total For School:			2	0	0	1	320	323	91	19	213

JANESVILLE UNION SCHOOL DISTRICT BOARD OF TRUSTEES
REGULAR MEETING
January 16, 2024
MINUTES

MEMBERS PRESENT	Paul Hinkson, JoAnna Harrison, Melissa McMullen, Lee Bailey and Jamie Huber
MEMBERS ABSENT	John Meese
OTHERS PRESENT	Jacey Herman, Lisa Draughon, Robert Draughon, Jerry Hilton, Heather Ethridge and Andrea Kellogg
CALL TO ORDER	President Lee Bailey called the meeting to order at 5:33 p.m.
ESTABLISHMENT OF QUORUM	A quorum was established with four members present.
PLEDGE OF ALLEGIANCE	The Pledge of Allegiance was recited.
APPROVE AGENDA	MSCU (McMullen/Hinkson) to approve the agenda.
PUBLIC INPUT FOR CLOSED SESSION	There were no public comments.
ADJOURN TO CLOSED SESSION	MSCU (Harrison/McMullen) to adjourn to closed session at 5:34 p.m. for the Board to discuss the following: <ol style="list-style-type: none">1. Certain Personnel Matters2. Labor Negotiations3. Individual Student Disciplinary Matter(s)/Students Need(s)4. Public Employee Performance Evaluation- Superintendent/Principal Member Meese arrived at 5:37 p.m.
RECONVENE IN REGULAR SESSION	MSCU (Hinkson/Meese) to reconvene the meeting into regular session at 6:41 p.m.
REPORT ACTION TAKEN IN CLOSED SESSION	There was nothing to report.
PUBLIC INPUT	Mr. Hilton addressed the Board regarding the bussing shortage provided from Lassen High School (LHS).

STUDENT COUNCIL REPORT	There was nothing to report from the Student Council.
JTA REPORT	Heather Ethridge reported for the Janesville Teachers' Association (JTA) stating negotiations with the District have begun and Chess Club is starting. LHS coming in February to enroll eighth graders for high school.
CSEA REPORT	There was nothing to report from the California School Employees' Association (CSEA).
SSC REPORT	Jacey Herman reviewed the following from the School Site Council (SSC) stating Family Game Night is January 25 th . The council is reviewing the Local Control Accountability Plan and the Emergency Operations Plan.
SUPERINTENDENT REPORT	Ms. Huber stated enrollment is steadily going up. Report cards going home soon for second quarter and boys basketball is participating in a tournament this weekend.
BOARD REPORT	The Board had nothing to report.
CORRESPONDENCE	Letter from Lassen County Office of Education (LCOE) stating a positive certification of the 2023-24 First Interim Budget Report.
CONSENT AGENDA	<p>MSCU (Hinkson/McMullen) to approve the consent agenda:</p> <p>A. Routine Business:</p> <ol style="list-style-type: none">1. Approval of Minutes, Regular Meeting December 19, 20232. December 2023 Warrants: Batch #0000, #0008 & #0000<ol style="list-style-type: none">a. General Fund \$45,598.87b. Cafeteria \$10,065.293. Cash Flow/Payroll4. Quarterly Interest <p>B. Certificated Personnel Items:</p> <ol style="list-style-type: none">1. Employment<ol style="list-style-type: none">i. Holly Cardoza-Effective 1/8/24
HOME TO SCHOOL TRANSPORTATION	<p>Ms. Huber discussed the following regarding the home to school transportation shortage with the LHS:</p> <ul style="list-style-type: none">• LHS hired a bus driver for Janesville School and training has begun• Survey sent home to families to identify where the biggest need to help assist with transportation• Janesville School looking into purchasing a van to address temporary transportation issues• Just Kidding Around has room for before and after school care.

2022-2023 AUDIT REPORT	Mrs. Kellogg reviewed the 2022-2023 audit report from SingletonAuman.
REVIEW 2022-23 SARC	MSCU (Hinkson/McMullen) to approve the School Accountability Report Card (SARC).
CLASSIFIED JOB DESCRIPTION	MSCU (McMullen/Meese) to approve the classified stipend job description for Speech Electronic Helper (E-Helper).
SALARY SCHEDULE	MSCU (McMullen/Hinkson) to approve the updated salary schedule for superintendent/principal.
ADDENDUM TO CONTRACT	MSCU (McMullen/Hinkson) to approve addendum to contract for superintendent/principal.
BB 9250	Mrs. Kellogg stated the Board Bylaws (BB) listed on the agenda are reviewed annually. This policy allows the Board to increase their monthly compensation. No changes were made to this policy.
FIRST READING POLICIES, REGULATIONS, BYLAWS & EXHIBITS: POLICY 0460 REGULATION 0460 POLICY 0500 POLICY 0520 REGULATION 1220 POLICY 1431 POLICY 3400 REGULATION 3400 POLICY 5131.2 REGULATION 5131.2 REGULATION 5141.21 POLICY 5148.3 REGULATION 5148.3 POLICY 6142.8 POLICY 6170.1 BYLAW 6170.1 BYLAW 9321 EXHIBIT (1) 9321 EXHIBIT (2) 9321	MSCU (Hinkson/Meese) to approve the first reading and waive the second reading to adopt Board Policies, Administrative Regulations, Bylaws and Exhibits listed under Item: H.
FUTURE AGENDA ITEMS	Member Harrison would like to keep home to school transportation on future agendas to update the public.

RECONVENE IN
CLOSED
SESSION

The Board did not need to reconvene into closed session.

ADJOURNMENT

MSCU (Hinkson/Meese) to adjourn the meeting at 7:56 p.m.

Clerk of the Board

Date

**JANESVILLE UNION ELEMENTARY SCHOOL DISTRICT
BOARD OF TRUSTEES MEETING FACT SHEET**

SUBJECT:
Bill Warrants

AGENDA ITEM AREA:
Consent

REQUESTED BY:
Andrea Kellogg, Chief Business Official

ENCLOSURES:
Batch #13, Batch #0000

DEPARTMENT:
Business

FINANCIAL IMPACT/SOURCE:
General Fund / Cafeteria Fund

MEETING DATE:
February 20, 2024

ROLL CALL REQUIRED:
No

BACKGROUND:

Batch # 13

This batch includes routine warrants.

Batch # 9

This batch was to purchase the van for transportation/ELOP

RECOMMENDATION:

Board approval is requested.

AUTHORIZATION FOR ACCOUNTS PAYABLE WARRANT RUN
REQUEST FOR DATA PROCESSING SERVICES

DISTRICT # 11
DISTRICT NAME: JANESVILLE UNION ELEMENTARY SCHOOL DISTRICT
BATCH # 13

BUDGET YEAR: 24 RUN DATE 1/18/2024

Please process the enclosed claims for payment in the following funds and amounts:

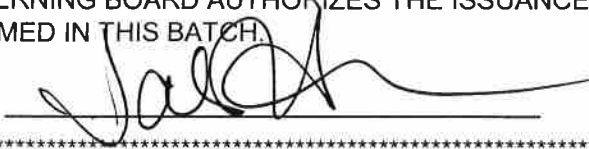
FUND:	<u>01</u>	General Fund	<u>48,453.59</u>
FUND:	<u>13</u>	Cafeteria Fund	<u>8,738.10</u>
FUND:	<u>14</u>	Deferred Maintenance	<u>3137.00</u>
FUND:	<u>25</u>	Developer Fee	<u> </u>
FUND:	<u>35</u>	County School Facilities Fund	<u> </u>

Batch Totals: 60,328.69

SUFFICIENT CASH FOR ALL FUNDS: YES / NO

AUTHORIZED FOR PAYMENT

THE DISTRICT GOVERNING BOARD AUTHORIZES THE ISSUANCE OF INDIVIDUAL WARRANTS
TO THE PAYEES NAMED IN THIS BATCH.

AUTHORIZED BY:  DATE: 1/12/24

LCOE USE:

DATE RECEIVED FOR AUDIT: 1/12/24

AUDITED BY:  DATE APPROVED: 1/18/2024

COMMENTS: _____

Batch status: A All

From batch: 0013

To batch: 0013

Include Revolving Cash: Y

Include Address: Y

Include Object Desc: N

Include Vendor TIN: N

Vendor/Addr	Remit namc	Tax ID num	Deposit type	ABA num	Account num	EE	ES	E-Term	R-Extrct
Req Reference	Date	Description		Fd-Resc-Y-Objt-Goal-Func-Sch-DD	T9MPS	Liq Amt	Net		Amount
101247/00	PLUMAS STERRA TELFCOMMUNICATIO								
	P.O. BOX 1057								
	PORTOLA, CA 96122								
240064	PO-240064 12/29/2023 JANUARY BROADBAND SERVICES		1	01-0000-0-5900-0000-7200-000-00	NN F	124.42			124.42
		TOTAL PAYMENT AMOUNT				124.42 *			124.42
101362/00	REALITY GREAT READING								
	P.O. BOX 46								
	CABIN JOHN, MD 20818-0046								
240199	PO-240199 11/22/2023 HD WORD MANIPULATIVE KIT		1	01-0800-0-4300-1110-1000-000-00	NN F	1,652.00			1,652.00
240206	PO-240206 12/04/2023 ONLINE WORD PROGRAM COMP LAB		1	01-0800-0-4300-1110-1000-000-00	NN F	510.44			463.26
		TOTAL PAYMENT AMOUNT				2,115.26 *			2,115.26
101231/00	RUBIO, JIMITE								
	451-980 US HWY 395								
	MTLFD, CA 96121								
PV-240032	01/12/2024 VOL-DED CORRECTION-RUBIO			01-0000-0-4300-0000-7200-000-00	NN				45.07
		TOTAL PAYMENT AMOUNT				45.07 *			45.07
100941/00	SAVVAS LEARNING COMPANY								
	P.O. BOX 409496								
	ATLANTA, GA 30384-9496								
240203	PO-240203 12/12/2023 SCTENCE CONSUMABLES		1	01-6300-0-4100-1110-1000-000-00	NN F	175.00			175.00
		TOTAL PAYMENT AMOUNT				175.00 *			175.00
101210/00	SHRED-IT USA								
	28883 NETWORK PLACE								
	CHICAGO, IL 60673-1288								
240066	PO-240066 10/31/2023 SHREDDING SERVICE		1	01-0000-0-5800-0000-7200-000-00	NN P	68.47			68.47
240066	PO-240066 11/30/2023 SHREDDING SERVICE		1	01-0000-0-5800-0000-7200-000-00	NN P	73.26			73.26
240066	PO-240066 12/31/2023 SHREDDIGN SERVICE		1	01-0000-0-5800-0000-7200-000-00	NN P	72.72			72.72
		TOTAL PAYMENT AMOUNT				214.45 *			214.45

ACCOUNTS PAYABLE PRELIST
BATCH: 0013 JANUARY BATCH #1
Fund : 01 GENERAL FUND

Vendor/Addr	Remit name	Date	Description	Tax ID num	Deposit type	Rd-Resc-V-Objt-Goal-Func-Sch-DD	ABA num	Account num	EE ES	E-Term	F-ExtRef
Reg Reference									Liq Amt		Net Amount

000963/00	STINGLETON / AUMAN PC										
	1740 MAIN STREET, SUITE A										
	SUSANVILLE, CA 96130										

240067	PO-240067	11/30/2023	FINAI, AUDIT PMT LESS RETENTION	1	01-0000-0-5800-0000-7191-000-00	NN	P		5,380.00		5,380.00
TOTAL PAYMENT AMOUNT											5,380.00

101167/00	TRI VALLEY GRASS										
	2677 VIKING WAY										
	CARSON CITY, NV 89706										

240239	PO-240239	01/03/2024	WINDOW REPAIR	1	01-8150-0-5800-0000-8110-000-00	NN	F		469.00		469.00
TOTAL PAYMENT AMOUNT											469.00

101080/00	U.S. BANK CORPORATE PAYMENT										
	CENTER										
	P.O. BOX 790428										
	ST. LOUIS, MO 63179-0428										

240009	PO-240009	12/22/2023	PATTERN BASED WRITING	1	01-1100-0-4300-1110-1000-000-00	NN	F		48.26		45.00
240147	PO-240147	01/12/2024	REOPEN	1	01-0000-0-5800-0000-7200-000-LC	NN	O		0.00		0.00
240147	PO-240147	12/05/2023	DEC RENT-SETTLEMENT	1	01-0000-0-5800-0000-7200-000-LC	NN	F		0.00		2,208.01
240167	PO-240167	12/05/2023	UTILITIES FOR SETTLEMENT	1	01-0000-0-5800-0000-7200-000-LC	NN	P		94.45		94.45
240167	PO-240167	12/05/2023	UTILITIES FOR SETTLEMENT	1	01-0000-0-5800-0000-7200-000-LC	NN	P		49.61		49.61
240187	PO-240187	12/01/2023	MICROPHONES	1	01-2600-0-4300-1110-1000-000-00	NN	F		38.60		38.60
240196	PO-240196	12/01/2023	504 STUDENT SUPPLIES	1	01-0800-0-4300-1110-1000-000-00	NN	F		47.89		51.07
240204	PO-240204	12/01/2023	RULERS FOR MATH	1	01-0000-0-4300-1110-1000-000-00	NN	F		10.84		10.71
240204	PO-240204	12/01/2023	CLASSROOM SUPPLIES-HERMAN	2	01-1100-0-4300-1110-1000-000-18	NN	F		30.85		29.91
240205	PO-240205	12/01/2023	ELAP SUPPLIES	1	01-2600-0-4300-1110-1000-000-00	NN	P		125.87		125.87
240205	PO-240205	12/11/2023	ELAP SUPPLIES	1	01-2600-0-4300-1110-1000-000-00	NN	F		0.78		58.71
240208	PO-240208	12/04/2023	NOVELS	1	01-0800-0-4300-1110-1000-000-00	NN	P		48.22		48.22
240209	PO-240209	12/04/2023	MATH SUPPLEMENTALS	1	01-0800-0-4300-1110-1000-000-00	NN	P		383.31		406.76
240210	PO-240210	12/04/2023	TARDY BOOKS	1	01-0000-0-4300-1110-1000-000-00	NN	F		88.55		94.98
240211	PO-240211	12/04/2023	MAINT SUPPLIES	1	01-8150-0-4300-0000-8200-000-00	NN	P		29.46		29.46
240211	PO-240211	12/04/2023	MAINT SUPPLIES	1	01-8150-0-4300-0000-8200-000-00	NN	F		34.69		31.85
240213	PO-240213	12/04/2023	WILDCARD INCENTIVES	1	01-0800-0-4300-1110-1000-000-00	NN	P		270.63		270.63
240213	PO-240213	12/04/2023	WILDCARD INCENTIVES	1	01-0800-0-4300-1110-1000-000-00	NN	P		11.79		11.79
240214	PO-240214	12/04/2023	SPED SUPPLIES	1	01-6500-0-4300-5760-1190-000-00	NN	P		56.39		56.39
240219	PO-240219	12/12/2023	FRED PRYOR-TINNIN/FINE	1	01-0800-0-4300-1110-1000-000-00	NN	F		498.00		498.00
240220	PO-240220	12/04/2023	NOVELS	1	01-0800-0-4300-1110-1000-000-00	NN	P		107.79		107.79
240221	PO-240221	12/04/2023	NOVELS- 4/5 GRADE	1	01-0800-0-4300-1110-1000-000-00	NN	P		18.21		18.21
240221	PO-240221	12/04/2023	NOVELS- 4/5 GRADE	1	01-0800-0-4300-1110-1000-000-00	NN	P		18.21		18.21
240221	PO-240221	12/04/2023	NOVELS- 4/5 GRADE	1	01-0800-0-4300-1110-1000-000-00	NN	P		19.62		19.62
240221	PO-240221	12/04/2023	NOVELS- 4/5 GRADE	1	01-0800-0-4300-1110-1000-000-00	NN	P		6.96		6.96
240221	PO-240221	12/04/2023	NOVELS- 4/5 GRADE	1	01-0800-0-4300-1110-1000-000-00	NN	P		6.96		6.96

Vendor/Addr Req Reference	Remit name Date	Description	Tax ID num	Deposit type	Rd-Resc-Y	Objt.	ABA num	Account num	Sch-DD	T9MPS	EE Lig	ES Amt	E-Term	F-Ext Rct
														Net Amount
101080	(CONTINUED)													
240221 PO-240221	12/04/2023	NOVELS- 4/5 GRADE			1	01-0800-0-4300-1110-1000-000-00	NN	P				7.22		7.22
240221 PO-240221	12/04/2023	NOVELS- 4/5 GRADE			1	01-0800-0-4300-1110-1000-000-00	NN	P				7.22		7.22
240221 PO-240221	12/04/2023	NOVELS- 4/5 GRADE			1	01-0800-0-4300-1110-1000-000-00	NN	P				25.68		25.68
240221 PO-240221	12/04/2023	NOVELS- 4/5 GRADE			1	01-0800-0-4300-1110-1000-000-00	NN	P				6.42		6.42
240221 PO-240221	12/04/2023	NOVELS- 4/5 GRADE			1	01-0800-0-4300-1110-1000-000-00	NN	P				6.08		6.08
240221 PO-240221	12/04/2023	NOVELS- 4/5 GRADE			1	01-0800-0-4300-1110-1000-000-00	NN	P				8.57		8.57
240221 PO-240221	12/04/2023	NOVELS- 4/5 GRADE			1	01-0800-0-4300-1110-1000-000-00	NN	P				6.42		6.42
240221 PO-240221	12/04/2023	NOVELS- 4/5 GRADE			1	01-0800-0-4300-1110-1000-000-00	NN	P				6.42		6.42
240221 PO-240221	12/04/2023	NOVELS- 4/5 GRADE			1	01-0800-0-4300-1110-1000-000-00	NN	P				12.84		12.84
240221 PO-240221	12/04/2023	NOVELS- 4/5 GRADE			1	01-0800-0-4300-1110-1000-000-00	NN	P				6.42		6.42
240221 PO-240221	12/04/2023	NOVELS- 4/5 GRADE			1	01-0800-0-4300-1110-1000-000-00	NN	P				6.96		6.96
240221 PO-240221	12/04/2023	NOVELS- 4/5 GRADE			1	01-0800-0-4300-1110-1000-000-00	NN	P				10.68		10.68
240221 PO-240221	12/04/2023	NOVELS- 4/5 GRADE			1	01-0800-0-4300-1110-1000-000-00	NN	P				6.07		6.07
240221 PO-240221	12/04/2023	NOVELS- 4/5 GRADE			1	01-0800-0-4300-1110-1000-000-00	NN	P				6.07		6.07
EV-240033 01/12/2024		RIBBON FOR CALCULATOR			1	01-0800-0-4300-1110-1000-000-00	NN	P				56.33		56.33
EV-240033 01/12/2024		TARDY BOOKS				01-1100-0-4300-0000-2700-000-00	NN					13.78		13.78
EV-240033 01/12/2024		STUDENT INCENTIVES				01-0000-0-4300-1110-1000-000-00	NN					94.98		94.98
						01-0800-0-4300-1110-1000-000-00	NN					125.25		125.25
						01-0800-0-4300-1110-1000-000-00	NN					4,945.05 *		4,945.05
100359/00		UBRO BUSINESS SERVICES P.O. BOX 301062 LOS ANGELES, CA 90030-1062												
240065 PO-240065	12/06/2023	DECEMBER COPIER MAINTENANCE			1	01-0000-0-5600-0000-7200-000-00	NN	P				430.35		430.35
												430.35 *		
100328/00		WESTERN NEVADA SUPPLY COMPANY 950 S. ROCK BLVD SPARKS, NV 89431												
240073 PO-240073	12/31/2023	MAINTENANCE SUPPLIES			1	01-8150-0-4300-0000-8200-000-00	NN	P				0.00		96.81
												96.81 *		96.81

ACCOUNTS PAYABLE PRELIST
BATCH: 0013 JANUARY BATCH #1
Fund : 01 GENERAL FUND

Vendor/Addr	Remit name	Date	Description	Tax ID num	Deposit type	Rd-Resc-Y	Objt-Goal	ABA num	Account num	EE	ES	E-Term	E-ExtRef
Req Reference										Liq Amt			Net Amount
101335/00	WRITING BY DESIGN												
	855 SOUTH MAIN AVE STE K #404												
	FALLBROOK, CA 92028												

240137 PO-240137 10/15/2023 WRITING BY DESIGN TRAINING

1	01-4035-0-5200-1110-1000-000-00	NN	F	1,500.00	1,500.00	1,500.00
TOTAL PAYMENT AMOUNT						1,500.00 *

TOTAL Fund	PAYMENT	48,453.59 **
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ACCOUNTS PAYABLE PRELIST
BATCH: 0013 JANUARY BATCH #1
Fund : 13 CAFETERIA

Vendor/Addr	Remit name	Reg Reference	Date	Description	Tax ID num	Deposit type	Pd-Resc-Y-Objt-Goal-Func-Sch-DD	ABA num	Account num	EE ES	E-Term	E-ExtRef
										Liq Amt		Net Amount
000351/00	BONANZA PRODUCE COMPANY											
	PO BOX 604											
	SPARKS, NV 89432-0604											
240119	PO-240119	12/31/2023	DECEMBER CAFETERIA PRODUCE				1 13-5310-0-4700-0000-3700-000-00	NN	P	1,658.95		1,658.95
			TOTAL PAYMENT AMOUNT							1,658.95		1,658.95
002126/00	CDE											
	CASHTER'S OFFICE											
	P.O. BOX 515006											
	SACRAMENTO, CA 95851-5006											
240116	PO-240116	01/12/2024	COMMODITIES				1 13-5310-0-4700-0000-3700-000-00	NN	P	16.19		16.19
			TOTAL PAYMENT AMOUNT							16.19		16.19
000051/00	HOBART SERVICE											
	ITW FOOD EQUIPMENT GROUP LLC											
	P.O. BOX 2517											
	CAROL STREAM, IL 60132-2517											
240232	PO-240232	11/21/2023	OVEN REPAIR				1 13-5310-0-5600-0000-3700-000-00	NN	F	297.27		297.27
			TOTAL PAYMENT AMOUNT							297.27		297.27
101102/00	LASSEN COUNTY ENVIRONMENTAL											
	HEALTH											
	1445 PAUL BUNYAN ROAD, SUITE B											
	SUSANVILLE, CA 96130											
240230	PO-240230	11/30/2023	CAFETERIA INSPECTION				1 13-5310-0-5600-0000-3700-000-00	NN	F	85.00		85.00
			TOTAL PAYMENT AMOUNT							85.00		85.00
001542/00	MORNING GLORY TNC											
	PO BOX 189											
	SUSANVILLE, CA 96130											
240118	PO-240118	12/31/2023	DECEMBER CAFETERIA FOOD/MILK				1 13-5310-0-4700-0000-3700-000-00	NN	P	4,820.32		4,820.32
			TOTAL PAYMENT AMOUNT							4,820.32		4,820.32

ACCOUNTS PAYABLE PRELIST
BATCH: 0013 JANUARY BATCH #1
Fund : 13 CAFETERIA

Vendor/Addr	Remit name	Description	Tax ID num	Deposit type	Fd-Recac-Y-Objt-Goal-Func-Sch-DD T9MPS	AEA num	Account num	EE ES	E-Term	R-ExtRef
Req Reference	Date							Lig Amt	Net Amount	
100316/00	PTZZA FACTORY									
	PO BOX 1087									
	JANESVILLE, CA 96114									
240117	PO-240117	01/02/2024 NOV-DEC PIZZA			1 13-5310-0-4700-0000-3700-000-00 NN P			1,721.18		1,721.18
										1,721.18
					TOTAL PAYMENT AMOUNT			1,721.18 *		
101080/00	U.S. BANK CORPORATE PAYMENT									
	CENTER									
	P.O. BOX 790428									
	ST.LOUIS, MO 63179-0428									
240195	PO-240195	01/12/2024 REOPEN			1 13-5310-0-4300-0000-3700-000-00 NN O			0.00		0.00
240195	PO-240195	12/15/2023 ADAPTER AND KEYPAD FOR KITCHEN			1 13-5310-0-4300-0000-3700-000-00 NN F			0.00		36.01
240212	PO-240212	12/04/2023 KITCHEN SUPPLIES			1 13-5310-0-4300-0000-3700-000-00 NN P			83.61		83.61
240212	PO-240212	12/04/2023 KITCHEN SUPPLIES			1 13-5310-0-4300-0000-3700-000-00 NN P			19.57		19.57
										139.19
					TOTAL PAYMENT AMOUNT			139.19 *		
					TOTAL Fund			8,738.10 **		8,738.10
					PAYMENT					

Vendor/Addr	Remit name	Reg Reference	Date	Description	Tax ID num	Deposit type	Pd-Resc-Y-Objt-Goal-Func-Sch-DD	ABA num	Account num	EE	ES	E-Term	E-ExtrRef
										Liq	Ant		Net Amount

101360/00	CONSTRUCTION MATERIALS												
	ENGINEERS												
	300 STERRA MANOR DRIVE												
	SUITE 1												
	RENO, NV 89511												

240229 PO-240229 12/07/2023 TK MODULAR PROJECT

TOTAL PAYMENT AMOUNT	1	35-0000-0-5800-0000-8500-000-00	NN	F	3,137.00	3,137.00	3,137.00	3,137.00	3,137.00	3,137.00	3,137.00	3,137.00	3,137.00
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TOTAL Fund	PAYMENT	3,137.00	**										3,137.00
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TOTAL BATCH PAYMENT		60,328.69	***		0.00								60,328.69
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TOTAL DISTRICT PAYMENT		60,328.69	****		0.00								60,328.69
------------------------	--	-----------	------	--	------	--	--	--	--	--	--	--	-----------

TOTAL FOR ALL DISTRICTS:		60,328.69	****		0.00								60,328.69
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Number of checks to be printed: 28, not counting voids due to stub overflows.

COMMENTS: /

Batch status: A All

From batch: 0000

To batch: 0000

Include Revolving Cash: Y

Include Address: Y

Include Object Desc: N

Include Vendor TIN: N

011 JANESVILLE UNION ELEMENTARY SD J92801

APY500 1..00.22 01/17/24 15:24 PAGE

ACCOUNTS PAYABLE PRELIST
BATCH: 0000 District Revolving Batch
Fund : 01 GENERAL FUND

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<< Batch has been Paid >>
```

Vendor/Addr	Remit. name	Tax ID num	Deposit type	ABA num	Account num	EE	ES	E-Term	E-Ex-Ref
Reg Reference	Date		Description	Fd-Resc-Y-Objt-Goal-Func-Sch-DD	T9MPS	Liq	Net. Amount		

101364/00 WHEELS WEST

TOTAL Fund	PAYMENT	17,092.30 **	17,092.30
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TOTAL BATCH PAYMENT	17,092.30 ***	0.00
		17,092.30

TOTAL DISTRICT PAYMENT	17,092.30	****	0.00	17,092.30
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TOTAL FOR ALL DISTRICTS:	17,092.30	****	0.00	17,092.30
--------------------------	-----------	------	------	-----------

Number of checks to be printed: 1, not counting voids due to stub overflows.

JANESVILLE UNION ELEMENTARY SCHOOL DISTRICT
2023 / 2024 CASH FLOW

	Object	July	August	September	October	November
A.	BEGINNING CASH					
B.	RECEIPTS					
	9110	2,673,882.00	2,632,396.00	2,509,946.00	2,622,129.00	2,605,317.00
	Principal Apportionment / LCFF					
	Property Taxes	135,750.00	135,750.00	507,947.00	244,351.00	244,351.00
	8010-8019					
	8020-8079					19,188.00
	DEFERRAL REPAYMENT					
	Miscellaneous Funds					
	8080-8099					
	8100-8299					
	Federal Revenue					
	8300-8599	13,120.00	13,120.00	50,196.00	97,370.00	36,951.00
	Other State Revenue		4,851.00		32,452.00	2,807.00
	8600-8799					
	Other Local Revenue					
	Interfund Transfers In					
	8910-8929					
	All Other Financing Sources					
	8930-8979					
	Other Receipts/Non-Revenue					
	Other Receipts/Non-Revenue					
	148,870.00	153,721.00	558,143.00	374,173.00	303,297.00	
C.	TOTAL RECEIPTS					
	DISBURSEMENTS					
	1000-1999	10,770.00	108,930.00	125,694.00	130,929.00	173,632.00
	2000-2999	63,646.00	61,345.00	60,648.00	60,520.00	61,163.00
	Classified Salaries					
	3000-3999	47,256.00	83,761.00	74,571.00	69,240.00	91,794.00
	Employee Benefits					
	4000-4999	5,689.00	9,844.00	88,014.00	41,055.00	11,898.00
	Books & Supplies					
	Service & Other Operating Expenditures	66,167.00	10,517.00	65,038.00	87,730.00	43,584.00
	5000-5999					
	Capital Outlay					
	6000-6599					
	Other Outgo					
	7000-7499					
	Interfund Transfers Out					
	7600-7629					
	All Other Financing Uses					
	7630-7699					
	Other Disbursements/ Non Expenditures					
	Other Disbursements/ Non Expenditures					
	193,528.00	274,397.00	413,965.00	389,474.00	382,071.00	
D.	TOTAL DISBURSEMENTS					
	PRIOR YEAR TRANSACTIONS					
	Accounts Receivable	16,637.00	24,716.00			
	9200					
	Accounts Payable	(13,465.00)	(27,537.00)	(31,995.00)	(1,511.00)	971.00
	9500					
	Current Loans					
	9640					
	PRIOR YEAR TRANSACTIONS	3,172.00	(2,821.00)	(31,995.00)	(1,511.00)	971.00
	Deferred Revenue					
	9650					
	Suspense Clearing		1,047.00			
	9910					
E.	NET INCREASE/DECREASE					
	(B-C+D)	(41,486.00)	(122,450.00)	112,183.00	(16,812.00)	(77,803.00)
F.	ENDING CASH (A+E)	2,632,396.00	2,509,946.00	2,622,129.00	2,605,317.00	2,527,514.00
G.	ENDING CASH, PLUS ACCRUALS					

JANESVILLE UNION ELEMENTARY SCHOOL DISTRICT
2023 / 2024 CASH FLOW ACTUALS

December	January	February	March	April	May	June	Accruals	TOTAL
2,527,514.00	3,124,713.00	2,854,559.00	2,785,736.00	2,785,736.00	2,785,736.00	2,785,736.00	2,785,736.00	2,785,736.00
507,946.00								1,776,095.00
246,172.00								265,360.00
								-
	13,063.00	90,925.00						103,988.00
50,362.00		108,195.00						369,314.00
29,245.00	71,404.00	(7,683.00)						133,076.00
		(10,256.00)						(10,256.00)
								-
								-
833,725.00	84,467.00	181,181.00	-	-	-	-	-	2,637,577.00
								-
130,746.00	143,182.00							823,883.00
68,067.00	63,046.00							438,435.00
101,069.00	85,347.00							553,038.00
5,333.00	7,122.00	(879.00)						168,076.00
21,301.00	41,331.00	31,863.00						367,531.00
	17,092.00							17,092.00
								-
								-
								-
								-
								-
326,516.00	357,120.00	30,984.00	-	-	-	-	-	2,368,055.00
								-
82,592.00	10,000.00	10,256.00						144,201.00
7,398.00	(7,501.00)	(32,138.00)						(105,778.00)
89,990.00	2,499.00	(21,882.00)	-		-	-	-	38,423.00
		(197,138.00)			-	-		
								-
597,199.00	(270,154.00)	(68,823.00)	-	-	-	-	-	307,945.00
3,124,713.00	2,854,559.00	2,785,736.00	2,785,736.00	2,785,736.00	2,785,736.00	2,785,736.00	2,785,736.00	2,785,736.00
								-

Janesville Union Elementary School District
Board Meeting of February, 2024
Payroll Approval

Payroll Period Ending January 31, 2024

End of Month Gross Payroll - January, 2024

Certificated	129,147.74
Classified	69,705.40
Board Members	281.44
Retirees	6,288.72
Certificated Subs	4,590.00
Classified Subs	1,601.90
TOTAL	211,615.20

Benefits (for month of February 2024)

Medical	\$	32,711.00
Dental	\$	2,779.62
Vision	\$	594.97
Life	\$	84.51
Employee's/Retirees' Portion of Med,Dental & Vision	\$	9,662.34
TOTAL	\$	26,507.76

GRAND TOTAL: (Payroll + Medical, Dental, Vision & Life) \$ 238,122.96

Janesville Union Elementary School District
Fund Balance as of 2/13/2024

GENERAL FUND 01

Beginning Balance 7/1/23	\$	2,673,882.26	
Expenses	\$	(3,068,948.02)	Payroll/Accounts Payable
Revenue	\$	3,180,796.40	Apportionment/Deposits
2/13/2024	\$	2,785,730.64	

CAFETERIA FUND 13

Beginning Balance 7/1/23	\$	135,289.12	
Expenses	\$	(103,461.77)	Payroll/Accounts Payable
Revenue	\$	159,037.78	Apportionment/Deposits
2/13/2024	\$	190,865.13	

DEFERRED MAINTENANCE FUND 14

Beginning Balance 7/1/23	\$	6,143.94	
Expenses			Payroll/Accounts Payable
Revenue	\$	64.41	Apportionment/Deposits
2/13/2024	\$	6,208.35	

SPECIAL RESERVE OTHER THAN CAPITAL OUTLAY FUND 17

Beginning Balance 7/1/23	\$	155.57	
Expenses			Payroll/Accounts Payable
Revenue	\$	1.63	Apportionment/Deposits
2/13/2024	\$	157.20	

CAPITAL FACILITIES DEVELOPER FEE FUND 25

Beginning Balance 7/1/23	\$	56,627.20	
Expenses			Payroll/Accounts Payable
Revenue	\$	593.58	Apportionment/Deposits
2/13/2024	\$	57,220.78	

SCHOOL FACILITIES FUND 35

Beginning Balance 7/1/23	\$	294,731.65	
Expenses	\$	(101,676.90)	Payroll/Accounts Payable
Revenue	\$	3,029.74	Apportionment/Deposits
2/13/2024	\$	196,084.49	

BOND INTEREST & REDEMPTION FUND 51 (INFORMATION ONLY)

Beginning Balance 7/1/23	\$	20,980.00	
Expenses	\$	-	Payroll/Accounts Payable
Revenue	\$	-	Apportionment/Deposits
2/13/2024	\$	20,980.00	

JANESVILLE UNION SCHOOL DISTRICT

464-555 Main Street
Janesville, CA 96114
530/253-3551

Offer of Temporary (Non-Permanent) Employment

Donna Melander
712-295 Sunnyside Road
Janesville, CA 96114

You are hereby notified that you are offered a temporary position as a temporary special education teacher with the Janesville Union School District during the 2023-24 school year. The actual contract period will begin on **Tuesday, March 26, 2024**. Your services are required for 30 days of a full time contract special education teaching position. Any time in excess of the allotted teacher contract days will require prior approval from the Superintendent/Principal. If prior approval is granted this time shall be paid at your current salary schedule placement. Individuals on a temporary contract may only be offered employment on a year-to-year basis. The provisions of the laws of the State of California, Title 5 of the California Code of Regulations, the policies of the Janesville Union School District, and all other lawful rules and regulations of the State Board of Education are hereby made a part of the terms and conditions of this offer of employment as though they had been expressly set forth herein.

Your salary in the above-named position will be BA+90, Step 16 on the Certificated Salary Schedule, payable on a monthly basis on the last working day of each month. Your placement on the salary schedule is subject to the verification of a clear Education Specialist Instruction Credential.

This contract may be changed by the mutual consent of both parties.

DATE: _____ SIGNED: _____
Jamie Huber, Superintendent/Principal

ACCEPTANCE OF EMPLOYMENT

I accept the above offer of temporary (non-permanent) employment under the terms and conditions thereof, and will report for duty as directed.

DATE: _____ SIGNED: _____
Donna Melander

Credential: _____ Number: _____ Expires: _____

WILLIAMS LAWSUIT SETTLEMENT
QUARTERLY COMPLAINT SUMMARY FORM

(Per the requirements of the Williams Lawsuit Settlement, each educational agency must report quarterly to its Governing Board and the County Superintendent of Schools any complaints received related to the Williams Lawsuit.)

- ☒ No, our District has not received any complaints relating to the Williams Lawsuit this quarter.
- ☐ Yes, our District has received a complaint(s) relating to the Williams Lawsuit.

If yes, please attach a copy of the complaint to this Summary Form (removing any confidential student information as appropriate). Please explain the District's resolution of the complaint(s):

This Quarterly Complaint Summary Form is for the period ending:

☐ April 2023 ☐ July 2023 ☐ October 2023 ☒ January 2024

District: Janesville Union Elementary School

Date: February 20, 2024

Superintendent's Signature: _____



JANESVILLE UNION ELEMENTARY SCHOOL | 2024-2025 CALENDAR

JULY 2024						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

04 Independence Day

JANUARY 2025						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

23-1/3 Winter Break
01 New Year's Day
20 Martin Luther King Day
22 Staff Dev – Min Day
24 End of 2nd Qtr (48 days)

19 days

AUGUST 2024						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

5-15 Floating Tchr. Work Days
16-19 Teacher Work Days
20 First Day of School
20-23 Minimum Days

FEBRUARY 2025						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

05 Conferences – Min Day
10 Lincoln's Birthday
17 Presidents' Day
19 Staff Dev – Min Day

18 days

SEPTEMBER 2024						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

02 Labor Day
11 Staff Dev – Min Day
13 Back to School Night
25 Staff Dev – Min Day
27 In-Service Day No School

MARCH 2025						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

05 Staff Dev – Min Day
19 All Staff Mtg. – Min Day
26 Staff Dev – Min Day
28 End of 3rd Qtr (43 days)

21 days

OCTOBER 2024						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

14 Columbus Day
16 All Staff Mtg. – Min Day
23 Staff Dev – Min Day
25 End of 1st Qtr. (45 Days)
31 Minimum Day

APRIL 2025						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

11 Min Day
14-18 Spring Break*
23 Staff Dev – Min Day
*Includes 1 floating holiday for 12 month employees

17 days

NOVEMBER 2024						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

06 Staff Dev – Min Day
11 Veterans Day
18-22 Conferences – Min Day
25-29 Thanksgiving Break
28 Thanksgiving Day
29 CSEA Observed Holiday

MAY 2025						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

07 All Staff Mtg. – Min Day
21 Staff Dev – Min Day
23 Snow Day
26 Memorial Day

20 days

DECEMBER 2024						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

11 Staff Dev – Min Day
19-20 Minimum Day
20 Winter Program
23-1/3 Winter Break
25 Christmas Day

JUNE 2025						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

2-6 Minimum Days
05 Graduation @ 7 pm
06 Last Day of School (Min Day)
06 End of 4th Qtr (43 days)
19 Juneteenth Holiday for eligible employees

15 days

180 Day Calendar

5 days

Board Approved:

JANESVILLE UNION SCHOOL DISTRICT

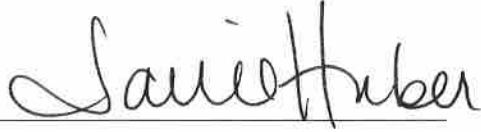
464-555 Main Street
P.O. Box 280, Janesville, CA 96114
(530) 253-3551, 253-3660

Emergency Operations Plan

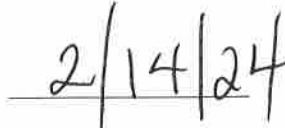
2024-2025

SIGNATORY PAGE

The Janesville Union Elementary School District Emergency Operating Plan was adopted on February 20, 2024. This plan supersedes all previous versions of the Emergency Operation Plan.



Superintendent Signature



Date

COLLABORATION AND PLANNING TEAM

The members of the Janesville School Site Council and other involved persons listed below reviewed and advised on the development of this Emergency Operation Plan:

<i>Team Member Name</i>	<i>Role</i>
Jacey Herman	Site Council President, Teacher
Karri Gámez	Site Council Member, Teacher
Kim Fleming	Site Council Member, Teacher
Sabrina Johnson	Site Council Member (CSEA)
Kimberlee Adams	Site Council Member, Parent, Secretary
Adriana Newton	Site Council Member, Parent
Joy Kirkner	Site Council Member, Parent
Emily Herndon	Site Council Member, Parent
Vacant	Site Council Member, Parent
Jamie Huber	Superintendent/Principal
Andrea Kellogg	CBO
Troy Amrein	Chief of Maintenance

APPROVAL AND IMPLEMENTATION

The members of the Janesville Union Elementary School District Board of Trustees approved the current Emergency Operation Plan for immediate implementation on the date listed on the front cover of this plan. The members of the Board at the time of approval are:

<i>Board of Trustees Member Name</i>	<i>Role</i>
Lee Bailey	Board President
Melissa McMullen	Board Clerk
John Meese	Board Member
JoAnna Harrison	Board Member
Paul Hinkson	Board Member

PROMULGATION AND DISTRIBUTION PAGE

This plan is distributed to all staff members of Janesville Union Elementary School District upon adoption. The plan is also published on the district website at www.janesvilleschool.org.

Additional persons/entities receiving this plan include:

Dustin Leef – Janesville Interim Fire Chief
Lassen County Sheriff's Office
Lassen County Office of Emergency Services

RECORD OF CHANGES

2006	Emergency Operations Plan originally developed and approved
5/19/09	Emergency Operations Plan revised to include Intruder Alerts and Lockdown Procedures.
1/21/14	Emergency Operations Plan reviewed and approved by the Board of Trustees. No significant revisions.
2/20/18	Emergency Operations Plan reviewed and approved by the Board of Trustees. No significant revisions.
1/15/19	Inserted required Board policy and handbook information required by law. Revised campus maps. Revised location and contents of emergency first aid kits. Revised location for evacuation.
2/18/20	Inserted elements as advised by Keenan & Associates including Signatory, Promulgation, Record of Changes, Purpose, etc. to bring Emergency Operations Plan in line with the Guide for Developing High-Quality School Emergency Operations Plans (for K-12).
2/1/24	Inserted Appendices D11 & D12.

PURPOSE

The purpose of the Emergency Operations Plan (EOP) is to establish comprehensive written guidelines for District employees, students, parents and community members to follow in response to emergency situations involving the Janesville Union Elementary School District. Through its Emergency Operations plan, the District's ultimate goal is the protection and preservation of life and property respectively. The EOP shall be developed and managed by the Superintendent/Principal. The Superintendent/Principal shall be assisted by the Janesville School Site Council. Final approval of the EOP shall rest with the Janesville Union Elementary School District Board of Trustees.

SCOPE

The Emergency Operations Plan (EOP) includes procedures, timelines, and persons responsible for maintaining and revising the EOP, emergency management plans, response plans for specific types of emergency situations, and maps for evacuation routes and utility shutoffs.

SITUATION OVERVIEW

Janesville Union Elementary School District is a single Transitional Kindergarten through 8th grade school located in several buildings spread out on a single campus in a rural location approximately ten miles away from Susanville, California, the nearest community of any size. The campus is surrounded on all sides by pine forest, much of it with dense canopy. Janesville is served by a local volunteer fire department with emergency medical first responders available within five to fifteen minutes. Law enforcement from the Lassen County Sheriff's department and the California Highway Patrol regularly patrol the area and are able to respond within five to fifteen minutes. Law enforcement and fire protection can be augmented by personnel from local, state, and federal entities in the general area including CalFire, US Forest Service, Susanville Police Department, and Susanville Fire Department.

ASSUMPTIONS

School personnel are usually first on the scene of an incident in a school setting. Staff members are expected to take charge and manage the incident until it is resolved or command is transferred to someone more qualified and/or to an emergency responder agency with legal authority to assume responsibility. Staff will seek guidance and direction from local officials and seek technical assistance from state and federal agencies where appropriate.

The Superintendent/Principal or his/her designee (eg. Teacher-in-Charge in the Superintendent/Principal's absence) shall have the authority and responsibility to activate the EOP.

This plan is based upon the concept that the incident management functions that must be performed by the school generally parallel some of their routine day-to-day functions. To the extent possible, the same personnel and material resources used for day-to-day activities will be employed during incidents. Because personnel and equipment resources are limited, some routine functions that do not contribute directly to the incident may be suspended. The personnel, equipment, and supplies that would typically be required for those routine functions will be directed to accomplish assigned incident management tasks.

Annual Activities

- Director of Maintenance conducts hazard assessment each fall and reports to the Superintendent
- Nurse checks all satellite first aid kits and replaces any needed items
- School Secretary updates student contact/crisis response binders
- Annual EOP workshop with entire staff to discuss responsibilities
- Students trained within 30 days of beginning of school
- Monthly fire evacuation drills
- Annual earthquake and lockdown drills
- Annual review of EOP by Site Council
- Annual adoption of EOP by Board
- Updated copies of the plan are posted to school website

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1.	First Aid Supply Stations/Kits (Policy)
1.	Tools and Equipment Information (Policy)
1.	Emergency Plot Plans (Policy)
2.	Evacuation Routes and Staging Areas (Policy)
2.	Staff Training Provisions (Policy)
2.	Student Training Provisions (Policy)
2.	Fire Evacuation Drills (Policy)
2.	Community Orientation to Emergency Operations Plan (policy)
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3.	Emergency Incident Command System and Crisis Response Team
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- 66. Appendix – D12 **Wandering and Elopement**
- 68. Appendix – E1 **Bus Evacuation Map**
- 69. Appendix – E2 **Janesville School Site Map with Shutoffs**
- 70. Appendix – E3 **Janesville School Site Map with Evacuation Routes**

Janesville Union School District

Emergency Operations Plan

I. EMERGENCY PREPAREDNESS

Hazard Assessment: At the beginning of each new school year the District's Director of Maintenance and Operations will conduct a thorough inspection of the campus and identify all real or potential hazards that could impact response to those types of emergency situations identified in the Emergency Operations Plan. A proper hazard assessment should include a review of the locations where hazardous chemicals are stored, the locations of gas storage tanks and primary valves, the location of major electrical panels, the location of overhead power lines, and, finally, employee practices relative to overhead storage and placement of furniture in the classroom or office. The Hazard Assessment shall also note any changes in the locations of fire suppression equipment.

Following completion of the inspection, the Director of Maintenance and Operations shall report his/her findings to the Superintendent/Principal along with recommendations for mitigating hazards or amending the Emergency Operations Plan to incorporate new found hazards(s) into response plans. The Director of Maintenance and Operations responsibilities shall also include reviewing existing emergency evacuation plans as well as the locations for evacuee staging areas. The Director of Maintenance and Operations' report shall detail the integrity of those plans.

Copies of The Janesville Emergency Operations Plan shall be forwarded to all applicable agencies. Additional copies may be distributed to other emergency response agencies upon their request.

First Aid Supply Stations/Kits: To enhance the immediate availability of first aid supplies to all locations at the school campus, satellite first aid kits shall be strategically located in designated areas of the campus. First aid kits will be located in areas that permit immediate access to school employees in containers that readily identify the contents as emergency first aid equipment. The school nurse shall be responsible for checking first aid kits on a regular basis to ensure that the kit is intact. The school nurse shall open, inspect and re-stock each first aid kit prior to the start of each new school year. Once re-stocked, the kit will be returned to its designated location.

Tools and Equipment: This category focuses on the tools and equipment required to **Access and Control** various electrical panels, engineering controls and gas valves.

- Accessibility of these tools at the access site is monitored by the Director of Maintenance and Operations, on an annual basis.

Emergency Plot Plans: Emergency plot plans shall be developed and maintained to include:

1. School floor plans.
2. General evacuation routes for each room and building. (Head of Maintenance/Principal)
3. Location of each fire extinguisher/hose. (Head of Maintenance/Principal)
4. Location of each gas shut-off valve for each building. (Head of Maintenance/Principal)

5. Location of each electric shut-off switch for each building. (Head of Maintenance/Principal)
6. Location of water shut-off valves. (Head of Maintenance/Principal)

Evacuation Routes and Staging Areas: Each classroom shall have an established primary and secondary evacuation route along with a primary and secondary staging area. An evacuation map that illustrates the primary and secondary evacuation route from each respective classroom and the building it occupies shall be posted near the exit(s) of each classroom. A general description of the route to be taken from each classroom to the primary and secondary staging areas shall accompany the evacuation map.

Staff Training Provisions: All District employees shall attend an Emergency Operations Plan Workshop at the beginning each new school year. The workshop shall include a review of the general elements of the Emergency Operations Plan along with an opportunity for employees to discuss their individual responsibilities. New employees shall be afforded the same training provided in the Emergency Operations Plan Workshop at the time their employment begins. Each Crisis Response Team member will understand the principles of the SEMS (Standardized Emergency Management System) and how SEMS works. Each Crisis Response Team member will be trained to know their duties in the event of a crisis and have a list of staff members who may be able to assist them in their emergency functions.

Student Training Provisions: Students shall receive their orientation to the school's Emergency Operations Plan from their respective, "Home Room" teacher. Within the first 30 calendar days of each new school year, home room teachers shall provide Emergency Operations Plan orientation to their students, ensuring that the below listed points are covered:

1. Description of primary evacuation routes.
2. Location of primary staging areas.
3. Description of student behavioral expectations for emergencies and drills.
4. Description of actions students can implement when they are faced with emergencies.

Fire Evacuation Drills: Fire evacuation drills shall be conducted on a monthly basis, at the direction of the Superintendent/Principal. When adverse weather conditions persist so as to reasonably prevent the evacuation of students to outside areas, the Superintendent/Principal may direct teachers to conduct "Table Top" fire drills. A "Table Top" fire drill is defined as classroom discussion of what to do in a fire emergency.

Community Orientation to Emergency Operations Plan:

The Janesville School Site Council shall review all elements of the Emergency Operations Plan during a regularly scheduled meeting once a year, thereby affording parental orientation to the plan along with an opportunity for interested parents to have input in the plan.

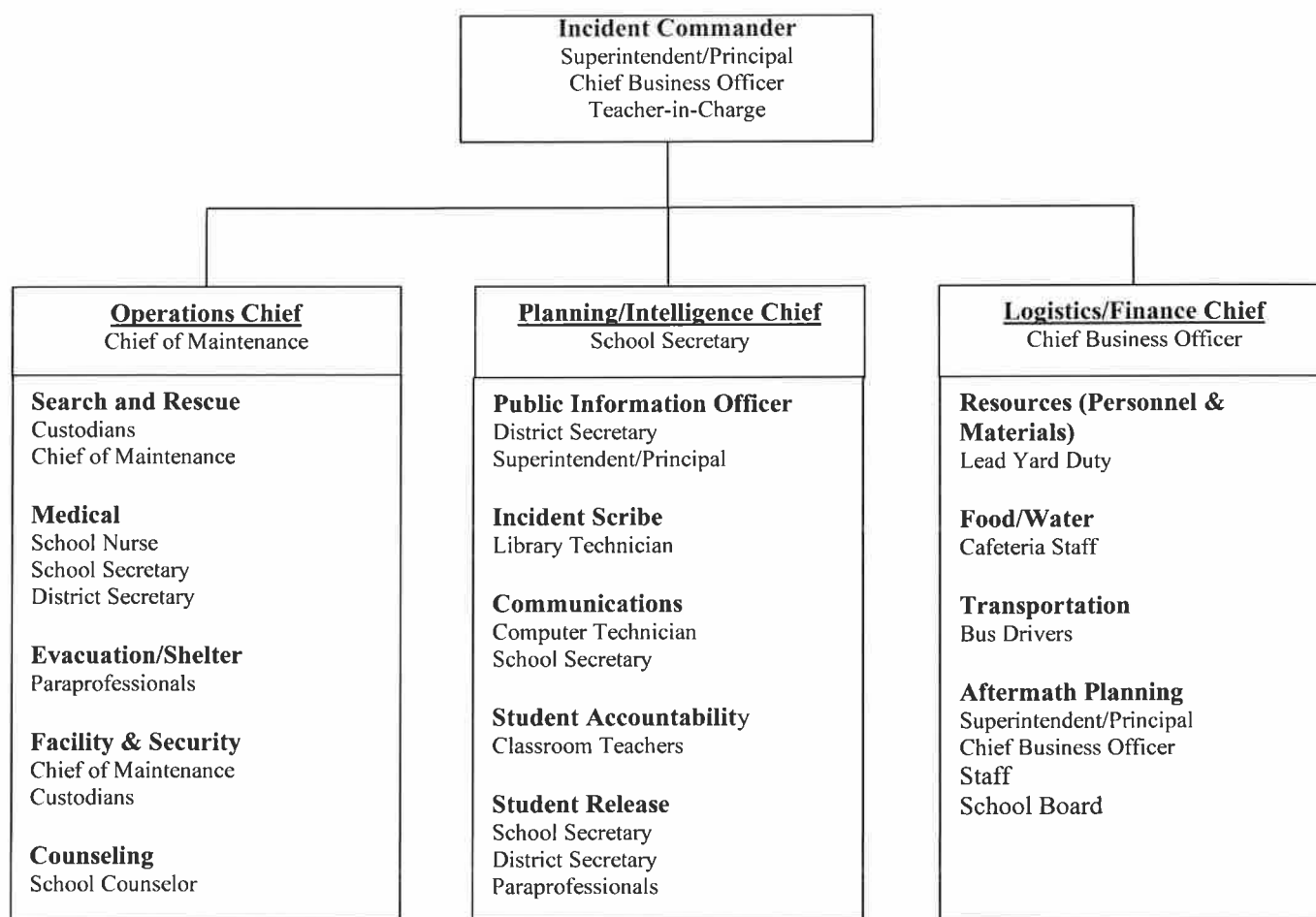
Use of School Facilities and/or Grounds:

If needed in an emergency situation, public agencies, including the American Red Cross, law enforcement, firefighting agencies, and medical responders, may coordinate with the Superintendent/Principal or designee for any use of the school's facilities and/or grounds to respond to the emergency situation.

Emergency Incident Command System and Crisis Response Team
Emergency Management Flow Chart

When it is projected that the magnitude of a given emergency situation may overwhelm the management capabilities of the normal organizational structure of the District, the Superintendent/Principal or designee may implement the Emergency Operations Plan's Emergency Incident Command System. The Emergency Incident Command System shall normally operate under the organizational structure illustrated in the diagram below however; the Incident Commander has the authority to modify the school's incident command structure to suit the unique needs of a given incident. When it occurs that overall incident command is assumed by the public agency having the jurisdictional responsibility for such emergencies, the Superintendent/Principal shall normally assume a liaison role within that agencies incident command structure and offer to incorporate the school's organizational structure into the overall incident command system.

In the organization chart below, the primary person responsible is listed first, with other persons listed as assistants and/or backups in case of absence or incapacitation.



Job Descriptions:

Incident Commander (IC) - Responsible for overall policy and coordination. The IC coordinates all response activities through the Section Chiefs. The IC monitors incident safety conditions and develops measures for ensuring the safety of building occupants (including students, staff, volunteers, and responders). The IC serves as the primary on-scene contact for outside agencies assigned to an incident, and assist in accessing services when the need arises. The IC does not leave the Incident Command Center without delegating someone to take over.

Operations Chief – This person is responsible for coordinating actual emergency responses. The Operations Chief determines the need for resources and communicates needs to the IC. The Operations Chief ensures the IC receives situational reports throughout the incident.

Planning/Intelligence Chief – This person is responsible for collecting, evaluating, and disseminating information; maintaining documentation, and evaluating incoming information.

Logistics/Finance Chief – This person is responsible for providing facilities, services, personnel, equipment, and materials needed for the response efforts. This person is also responsible for financial activities such as establishing contracts with vendors, keeping pay records, accounting for expenditures, and handling any injury claims.

Search and Rescue - Teams of two or more persons are responsible for searching the entire school facility, entering only after they have checked the outside for signs of structural damage and determined that it is safe to enter. Search & Rescue Teams are responsible for ensuring that all students and staff evacuate the building (or, if it is unsafe to move the persons, that their locations are documented so that professional responders can locate them easily and extricate them). Search and Rescue Teams are also responsible for: Identifying and marking unsafe areas; Conducting initial damage assessment; Obtaining injury and missing student reports from teachers.

Medical - Responsible to establish medical triage with staff trained in first aid and CPR, provide and oversee care given to injured persons, distribute supplies, and request additional supplies from the Logistics Section. This person maintains and provides casualty reports to the Operations Chief.

Evacuation/Shelter - Evacuation, shelter, and student care in an incident are among the most important tasks faced by schools. These tasks include student accounting, protection from weather, providing for sanitation needs, and providing for food and water. The Evacuation/Shelter/Care Team is responsible for: Accounting for the whereabouts of all students, staff, and volunteers; Setting up a secure assembly area; Managing sheltering and sanitation operations; Managing student feeding and hydration; Coordinating with the Student Release Team; Coordinating with the Logistics Section to secure the needed space and supplies.

Facility & Security - Responsible for: Locating all utilities and turning them off, if necessary; Securing and isolating fire/HazMat; Assessing and notifying officials of fire/HazMat; Conducting perimeter control.

Counseling - Responsible for: Assessing need for onsite mental health support; Determining need for outside agency assistance; Providing onsite intervention/counseling; Monitoring well-being of school Incident Management Team, staff, and students, and reporting all findings to the Operations Section Chief.

Student Release - Responsible for getting students reunited with their parents or guardians in an efficient and orderly manner. Reunification can be an enormous challenge and takes a lot of planning. The Student Release Team is responsible for: Setting up secure reunion area; Checking student emergency cards for authorized releases; Completing release logs; Coordinating with the Public Information Officer on external messages.

Public Information Officer - The point of contact for the media regarding the emergency. Under the direction of the IC, prepares press releases to provide necessary information to the media.

Incident Scribe - Maintains an accurate written, photographic, and/or video record of the incident for future investigations, legal proceedings, and insurance purposes. The Incident Scribe will usually be in close proximity to the IC. Responsible for collecting reports generated by the various groups and sent to the IC.

Communication - Maintains outside and internal communication links including telephones, internet, and walkie-talkies.

Student Accountability - Maintains accurate record of students present in the class; Supervises students and keeps them orderly.

Resources (Personnel & Materials) - The point of contact for other teams needing extra assistance, supplies, and/or equipment.

Food/Water - Responsible for obtaining and providing food and water for students and personnel.

Transportation – Responsible for transporting students and personnel to the evacuation center designated by the IC.

Lines of Succession

In the event of a crisis, the Janesville Union School District Superintendent/Principal will be the Primary Incident Commander and will take control of the situation. If the Superintendent/Principal is not available, his/her 1st alternate will take command. If the 1st Alternate is not available, the 2nd alternate will become Incident Commander. The same holds for each of the management positions.

Incident Commander – Superintendent/Principal
1st Alternate – Chief Business Officer
2nd Alternate – Teacher-In-Charge

Operations Chief – Chief of Maintenance and Operations
1st Alternate – Superintendent/Principal
2nd Alternate – Chief Business Officer

Planning and Intelligence Chief – School Secretary

1st Alternate – District Secretary

2nd Alternate – Library Technician

Logistics/Finance Chief – Chief Business Officer

1st Alternate – District Secretary

2nd Alternate – Superintendent/Principal

Emergency Locations:

Incident Command Center – Superintendent's Office

Alternate Site – School Office/Library/Gym Loft

Vital Record Protection

- **Primary** – The **Crisis Response Binder** containing student and staff contact information shall be kept in the School Office. The School Secretary shall be responsible for maintaining the Crisis Response Binder and for taking it to the Incident Command Center during an emergency.
- **Secondary** - SchoolWise will be used to access information if the Crisis Response Binder is unavailable.

Phases of Emergency Management

Preparedness

Janesville Elementary School has striven to be as prepared as possible in the event of a crisis. The Plan incorporates the principles of the Standardized Emergency Management System (SEMS). All staff is aware of everyone's roles and responsibilities under the plan. The staff has been trained to perform their responsibilities during an emergency. All of the school staff is aware that they may be assigned as Disaster Service Workers if a local, regional, or state emergency is declared.

Emergency Response

Each Crisis Response Team member understands the principles of SEMS and how SEMS works. Each Crisis Response Team member knows their duties in the event of a crisis and has a list of staff members who may be able to assist them in their emergency functions.

Recovery – District Level Responsibilities that have been established:

- Identify record keeping requirements and sources of financial aid for disaster relief.
- Establish absentee policies for teachers and students after a disaster.
- Establish alternative teaching methods for students unable to return immediately to classes.
- Develop a plan to conduct classes if some of the facilities have been damaged: half-day sessions, alternative sites, portable classrooms.

III Emergency Response Plans

A written emergency response plan has been developed for each of the emergency situations listed below and has been incorporated into the Emergency Operations Plan through the respective Appendix designation listed alongside each topic situation.

Fire, School Structure	Appendix B1
Fire, Approaching/Threatening Wildland	Appendix B2
Snowstorm	Appendix B3
Explosion or threat of Explosion	Appendix B4
Downed Aircraft	Appendix B5
Severe Windstorm or Lightning Storm	Appendix B6
Hazardous Materials Spill	Appendix B7
Civil Disorder	Appendix B8
Earthquake	Appendix B9
Bomb Threat	Appendix B10
Intruder Alert	Appendix B11
Mass Casualty	Appendix B12
Mass Illness/Infection in the School	Appendix B13
Wild Animal/s on School Grounds	Appendix B14

EMERGENCY OPERATION PLAN

Appendix - A

Satellite First Aid Kits, Designated Location Points

Kit Location Guidelines: Each kit's location will be identified on the evacuation map.

Satellite Kit Locations:

2	Food Preparation Room & Gym Storage Area
1	School Library
1	School Office
17	Each Classroom
21	Total

Satellite Kit Inventory Requirements: The school nurse shall establish the initial inventory for each kit. Satellite First Aid Kits are not to be used for routine medical needs that are normally handled by the school nurse.

Emergency Operations Plan Appendix - B1

Emergency Response Plan - FIRE, SCHOOL STRUCTURE

Signal

School Alarm; Verbal Warnings; Visual Sighting of smoke or fire.

Emergency Response:

Teacher

1. Direct students to stand and evacuate the classroom in a single file line. Direct students to proceed to the designated staging area that you want them to go to and to use the designated evacuation route that you want them to use.
2. As students evacuate, close all room windows and non-exit doors. Bring your class roster with you.
3. Before departing the room yourself, ensure that all students have departed the room. Latch the exit door on your way out.
- A. **If morning roll has been taken...** follow your students to the staging area and immediately conduct a roll call upon your arrival there. Use the red-green card system.
- B. **If morning roll has not been taken...**
 - Clear classroom of all students.
 - Turn off lights and close classroom door.
 - Escort students to field staging area and take roll green card/red card.
 - Report absent students to administrator or designee.
4. At staging area - report any missing students to SUPERINTENDENT/PRINCIPAL (via staff runner if necessary). Keep students together and follow further instructions from SUPERINTENDENT/PRINCIPAL. Conduct informal student head count every 15 minutes. Report any injuries, illness, etc. to SUPERINTENDENT/PRINCIPAL via authorized runner.

If any member of the class is physically incapable of proceeding to the field staging area, school staff will escort that person to an alternate safe area.
5. Do not permit any re-entry into a building without express permission from SUPERINTENDENT/PRINCIPAL. Return to classroom only after the, "All Clear" has been given.

Superintendent/Principal

1. Activate 911 to notify the Fire Department (FD) of incident. Activate school alarm to be sounded, if needed.
2. Direct custodians to shut off gas and electricity to effected building(s) as soon as possible IF - it is safe for them to do so AND IF - they have the knowledge and training to competently complete the assignment.
3. Direct custodians to return to your location so that responding Fire Department personnel can be advised of the status of the utilities.
4. Assist the Fire Department upon their arrival. Provide the Fire Department Incident Commander (IC) with the status of utilities. Advise Fire Department IC (Incident Commander) of any unaccounted for students or staff. Advise Fire Department IC of any injuries. Advise Fire Department IC of any hazardous materials stored in the incident area.
5. Receive roll call results from teachers. Advise Fire Department IC of roll call results. Conduct a staff, VIP, and/or other campus visitor roll call (School Secretary) and report results to Fire Department IC.
6. If appropriate, activate school's Incident Command System.
7. Determine course of action relative to the disposition of students, i.e.: Evacuation plan, emergency school closure plan; Return to normal activities; Return to normal activities with modifications; Continue existing status; Proceed with a plan for extended staging of students.
8. Coordinate a press release with Fire Department IC. Press Release should include type of incident, a brief description of staff or student injuries, the disposition of students, and the "near future" projection for school activities. Note that the Fire Department IC will normally manage on-site press. Anticipate, however, that your input and assistance will probably be requested.
9. Notify and advise District Trustees of situation.

Custodial Staff

1. Shut off all utilities to incident structure and other structures that appear threatened.
2. Report to SUPERINTENDENT/PRINCIPAL as soon as possible after completing above and inform the SUPERINTENDENT/PRINCIPAL if the above was completed. Remain with SUPERINTENDENT/PRINCIPAL until otherwise directed.

All Other Staff/Volunteers

1. Return all students in your care to their respective classes at the class' respective staging site. Insure that the student/s are returned to their teacher and that their teacher acknowledges receipt of the student.
2. Assign yourself to a lone teacher or report to the SUPERINTENDENT/PRINCIPAL.

Emergency Operations Plan Appendix - B2

Response Plan - "FIRE, APPROACHING/THREATENING WILD LAND"

Signal

Notification of an approaching wild land fire that is threatening to the school will **normally be conducted by the Sheriff's Department or fire service personnel**. In the event that no notification is made but staff/parents grow concerned about a nearby wild land fire, the SUPERINTENDENT/PRINCIPAL may contact the Janesville Fire District at 253-3737, the Fire Dispatch Center at 257-5575, or the Lassen County Sheriff's Dispatch at 257-6121

Response Plan Teacher

1. Until directed to act by the SUPERINTENDENT/PRINCIPAL, you may consider closing classroom windows to reduce drifting smoke from entering room.
2. Keep students calm and begin outlining what they are to do in the event that the SUPERINTENDENT/PRINCIPAL calls for an evacuation. Emphasize behavior expectations.
3. In the event that the SUPERINTENDENT/PRINCIPAL calls for an evacuation, follow directions given. Note that evacuation resulting from approaching wild land fires normally requires evacuation to an off-campus location. Stay attentive to directions, writing them down if possible.
4. Take a roll call of your class before leaving the campus and report any absent students to the SUPERINTENDENT/PRINCIPAL. Bring your attendance roster. If the fire is identified by school personnel or a student to be an immediate threat to the campus the Superintendent/Principal will be notified. He/she will then determine the evacuation procedure to follow (ON CAMPUS/OFF CAMPUS). Continue to take periodic head counts of students, especially if you are required to evacuate the campus.

If any member of the class is physically incapable of proceeding to the evacuation area on foot, school staff will escort that person to a school bus or other means of transportation such as small vehicle.

5. Once you arrive at the staging area (see map on page 66), conduct a second roll call. Report any discrepancies to the SUPERINTENDENT/PRINCIPAL. Keep your class together and conduct periodic head counts. Wait for further instructions.

If any member of the class is physically incapable of proceeding to the staging area, school staff will escort that person to an alternate safe area.

6. If a fire alarm sounds prior to morning roll the following procedures will be abided by:
 - Clear classroom of all students; place a green placard in an outwardly exposed window.
 - Turn off lights and leave the classroom door unlocked.
 - Escort students to soccer field staging area and take roll green card/red card.
 - Report absent students to administrator or designee.

Response Plan Superintendent/Principal

1. You may receive a “Standby to Evacuate” notice from local fire or law enforcement authorities. Generally this lets you know that evacuation may be necessary. In receiving this pre-notice, immediately restrict all non-essential use of the school’s outside telephone line, activate the school’s cellular telephone line and provide the notifying agency with both telephone numbers. Assign a staff member to man the school’s telephone. Notify the transportation department at Lassen High School to provide drivers and at least SIX buses on site. Notify all staff quietly to prepare for evacuation. Activate the Incident Command System.
 - a. If the fire is before the morning roll call has been taken but while students are on campus, administration will follow these additional procedures:
 - i. Instruct a runner/s to go to bus/car unloading zones and ensure that students are in a safe zone... by either walking them to the staging area, if that is the safest location or by staying on the bus until a determination is made to evacuate or stay on site.
 - ii. Corridors, bathrooms, band-rooms, cafeteria, library and all other rooms not occupied by a teacher will be searched by designated staff members... Custodians, maintenance staff, secretaries, designee, etc.
2. A “Standby to Evacuate” notice will automatically result in TWO fire engines being assigned to the school site. The first engine to arrive on site will be the point of contact for the school district IC.
 - a. Shelter On Site: If the local fire authorities recommend/order sheltering on site on the upper playground staging area, all students and staff will proceed to their assigned areas for roll call. Both fire engines will take positions to best protect the staging area from the effects of the fire.
 - i. The point of contact may issue further directions depending on conditions. This may include proceeding to the gym to shelter or prepare to evacuate.
 - ii. Members of the community may also be taking shelter on the upper playground area. They will be directed to remain on upper grass area near the backstop. Students shall remain with their classes in the lower grass assembly area.
 - b. Evacuate Off Site: If the local fire authorities recommend/order evacuating off site, teachers and staff will lead their students to the gym parking lot to begin loading buses.

If you are directed to evacuate the campus, you will be provided with specific details on how you are to evacuate and where you will evacuate to. If the school is to evacuate to Honey Lake Valley Assembly it will be

via buses. If not already done, contact Lassen High School Transportation Department to arrange for buses and drivers for SIX buses on site.

3. Evacuation Procedures: Notify teachers of the need to evacuate the campus. Normally, teachers will be directed to bring their classes to a bus loading area at the gym parking lot; they are to keep their students standing in single file lines by class. Teachers will conduct roll calls of their classes before loading buses. Every student in a class will load together. See the Bus Evacuation Map (Appendix E1) at the end of the document for bus assignments.
4. All personnel will use their own cellular device in emergency. Keep the cellular telephone with you at all times. Prior to leaving the campus yourself, ensure that a final search of the campus has been conducted and that all students and staff are accounted for. As soon as 100% evacuation has been completed, notify the appropriate agency.
5. Join your school at the staging area and determine disposition of the students, i.e.: Remain status quo; Return to the school; activate the Emergency School Closure Plan from the staging area (Coordinate with Fire Department IC). If there is to be an Emergency School Closure, activate the Dismissal from Off-site Area plan.
6. Use the SchoolWise “All Call” system to contact parents to notify them of the status of the situation and where they can pick up their student(s).
7. Contact District Trustees and provide situation update.

Custodial Staff

1. Report to Chief of Maintenance and Operations, Superintendent/Principal, or Business Manager if ICS has been activated.
2. If time permits during a wild land fire evacuation, shut off all school utilities, conduct a room-to-room inspection, closing all windows and doors. Remember not to lock doors as to do so restricts access to responding firefighters. If plenty of time is available, consider removing any flashy fuels, i.e.: Paper products, curtains from windows.
3. Assist the SUPERINTENDENT/PRINCIPAL in ensuring that all students and staff have left the campus. Once this has been completed, evacuate the campus as directed.
4. Place First Aid kits in a vehicle to be transported to the evacuation site.

Secretarial Staff

1. Ensure class lists and volunteer/sub/LCOE personnel lists are transported to the evacuation site.
2. Ensure First Aid kits are transported to the evacuation site.

3. If time permits, ensure student medications are transported to the evacuation site.

All Other Staff/Volunteers

1. Return any students to their respective classes.
2. Assign yourself to any lone teacher. If all teachers have one assistant, report to the SUPERINTENDENT/PRINCIPAL for assignment. Know that upon activation of the school's ICS, you may be reassigned to a different job. Follow instructions from your assigned teacher.

Emergency Operations Plan Appendix - B3

Emergency Response Plan, SNOWSTORM WITH BLIZZARD CONDITIONS

Signal

Visually observing blizzard like conditions; Notification by Lassen High School Transportation Department, California Highway Patrol, Lassen County Sheriff, fire service agencies or other authority.

Response Plan

Teacher

1. Return all students to their respective classrooms/homeroom and take roll call. Notify Superintendent/Principal of any unaccounted for students.
2. Retain all students inside building until otherwise advised.

Superintendent/Principal

1. Direct teachers to restrict student movement to inside their respective classrooms/buildings. A school-wide roll call will be verified. Unaccounted for students will be searched for by designated/available staff and authorities will be notified.
2. Monitor conditions to determine whether or not students who walk home can do so safely. The California Highway Patrol will provide guidance on the use of school buses. As conditions warrant, you may need to activate a modified emergency school closure plan, impacting some or all of the students.
3. If power outages occur, you may consider moving students into general assembly area(s) with their teachers. Such a move takes better advantage of portable lights, heaters and other supplies, and enables you to consolidate your staff.
4. If it appears that weather conditions may require housing students at the school for a prolonged period of time, you may consider contacting Janesville Fire Department for extra portable lights and heaters. It may also be suggested that you contact the Susanville Office of Emergency Services through the Sheriff's dispatch. O.E.S. may be able to direct needed supplies, transportation, communication devices, etc., to the school.
5. Notify the District Trustees and provide situation update.
6. Consider notification of local media to maintain current and accurate information about conditions and processes procedures, phone tree, recall list, website, etc.

All Other Staff/Volunteers

1. Assist teachers as necessary and until otherwise directed.

Emergency Operations Plan Appendix - B4

Emergency Response Plan - EXPLOSION OR THREAT OF EXPLOSION

Propane is the most possible threat for natural explosion at Janesville school. Training includes recognition of propane odors.

If propane gas smell is present:

1. NO FLAMES OR SPARKS! Do not operate lights, appliances, telephones, or cell phones. Flames or sparks from these sources can trigger an explosion or fire.
2. LEAVE THE AREA IMMEDIATELY! Get everyone out of the building or area where you suspect gas is leaking.
3. SHUT OFF THE GAS. Turn off the main gas supply valve(s) on the propane tank(s) if it is safe to do so. To close the valve, turn it to the right (clockwise).
4. REPORT THE LEAK. From a nearby building away from the gas leak, call the propane retailer right away. If the retailer cannot be reached, call 911.
5. DO NOT RETURN TO THE BUILDING OR AREA until the propane retailer, emergency responder, or qualified service technician determines that it is safe to do so.
6. GET THE SYSTEM CHECKED. Before attempting to use any propane appliances, the propane retailer must determine that the system is leak-free.

If there is a smell of gas:

1. Inform the maintenance staff
2. Call Gas Company (Business Manager)
3. Call 911

If an explosion occurs, or an imminent threat of explosion exists, direct all students to stop, drop to the floor/ground (if outside), cover their heads with their arms and turn their backs to any windows. Students near windows should be directed to move away from the windows at a crawl.

Following an explosion, activate the appropriate emergency response plan, i.e.: Fire Evacuation Plan, Mass Casualty Plan, Bomb Threat Plan, etc.

Note that the location of the explosion's origin may indicate use of secondary evacuation routes and/or staging areas.

**Emergency Operations Plan
Appendix - B5**

Emergency Response Plan - DOWNED AIRCRAFT

The presence of fire, explosions, and/or casualties will dictate which emergency response plan(s) to activate.

When in the proximity of a downed civilian aircraft, keeping a distance of approximately 300 yards is in order as the primary danger is from fire and explosion.

When in the proximity of a downed military aircraft, move all evacuees away from front and rear angles to the aircraft and attempt to achieve a 1000 to 2500 yard (3/5 mile – 1 ½ mile) distance from the craft. Military craft have the additional threat of carrying ordinance and other hazardous materials. Never attempt to extract a pilot from the cockpit of a downed military fixed wing aircraft.

Superintendent/Principal: Ensure that 911 dispatch is notified and activate the appropriate emergency response evacuation plan.

**Emergency Operations Plan
Appendix – B6**

Emergency Response Plan - SEVERE WINDSTORM OR LIGHTNING STORM

Observation of weather conditions as they occur; Emergency weather alert from local radio station.

Emergency Response

Teacher

1. If advance warning permits, close all windows and window coverings. In case of lightning, unplug all electrical appliances (by the plug not the cord) and do not use phones.
2. Direct students to the leeward (away from wind) side of the building, but away from windows. In the case of a lightning storm, direct the students to a point as far away from the windows as possible.
3. During a windstorm, have students sit on the floor facing away from windows and preferably towards a wall.
4. Await further instructions from the SUPERINTENDENT/PRINCIPAL.

Superintendent/Principal

1. Direct teachers to initiate the emergency response plan for windstorms or lightning.
2. Ensure all staff has unplugged all electrical appliances.
3. During lightning storms, telephones should not be used.
4. Monitor weather conditions and return to the normal programming when appropriate to do so.

All Other Staff/Volunteers

1. Assist teachers as necessary and until otherwise directed.

**Emergency Operations Plan
Appendix - B7**

Emergency Response Plan - HAZARDOUS MATERIALS SPILLS

Signal

The existence of a hazardous material spill threatening the school will normally be communicated to the school by law enforcement or fire service officials. Any Hazmat or potential Hazmat situations shall be reported to school administration who shall notify 9-1-1.

Emergency Response

Having been informed of a threatening condition, the SUPERINTENDENT/PRINCIPAL will activate the appropriate Emergency Response Plan, i.e.: Wild land Fire Plan for off-campus evacuation; Structure Fire Plan for normal evacuation and staging; Mass Casualty Plan.

Whichever plan is activated, the general points to consider when in proximity to a hazardous material incident include:

1. Remain upwind of a spill and traverse sideways from the spill to gain the upwind advantage.
2. Remain uphill from the spill.
3. Avoid depressions in the ground that could collect gases.
4. Any and all suspected exposures to hazardous/unidentified materials must be reported to the Superintendent/Principal and EMS providers.

Emergency Operations Plan Appendix - B8

Emergency Response Plan - CIVIL DISORDER

The observation of unauthorized gatherings of students/others on or immediately adjacent to school property; Notice in advance through informed sources.

Emergency Response

Teacher

1. Direct uninvolved students back to their respective classrooms.
2. Conduct a roll call and document unaccounted for students.
3. Follow instructions for Lockdown or Shelter-In-Place as you determine or as directed by School Principal/Superintendent.
4. Forward any pertinent information about the disturbance to the SUPERINTENDENT - PRINCIPAL in the safest possible manner.

Superintendent/Principal

1. Ensure that the Sheriff has been notified of the situation.
2. Direct teachers to assemble their classes in their respective classrooms and take roll call and report missing students to office staff.
3. In the event that the disturbance progresses to a riotous level and circumstances require the evacuation of students from certain buildings or the campus, school staff/adult volunteers should endeavor to shield the evacuating students from the rioters.
4. If a group disturbance is becoming aggressive towards students, staff, or property, a staff member should be directed to remain on the telephone with 9-1-1 to provide for constant status reports to same. Any additional staff members should be directed to record as many of the involved individual's names as possible. Without endangering staff or students determine if pictures or a video tape can be made.

All Other Staff /Volunteers

1. Assist teachers in assembling their students.
2. Assist the Superintendent/Principal as directed.

**Emergency Operations Plan
Appendix - B9**

Emergency Response Plan - EARTHQUAKES

Source

The onset of an earthquake of any magnitude.

Emergency Response

Teacher

1. Direct students to drop to floor and duck under their desk to protect their heads. If possible, students near windows should be directed to move towards the center of the room.
2. Initiate appropriate Emergency Response Plan following tremors, i.e.: Structure Fire Evacuation Plan; Mass Casualty Plan.
3. Follow directions from the Superintendent/Principal. Advise students about potential aftershocks.

Superintendent/Principal

1. Direct all staff and students to duck and cover during the quake.
2. Immediately following quake, ascertain whether an evacuation is warranted. When in doubt, evacuate and ensure that staff and students stage in a clear, open area, away from power lines and other related hazards.
3. Direct custodial staff to shut off utilities.
4. Notify the appropriate emergency agencies as warranted.

Emergency Operations Plan Appendix -B10

Emergency Response Plan - BOMB THREAT

Source

Anonymous telephone callers are the most common; Letters; Communication with various media sources; Communication with law enforcement agencies;

Emergency Response

Teacher

1. Following notification of a bomb threat, teachers will receive directions to evacuate. Unless otherwise directed, evacuation routes and staging areas shall be as described for fire evacuations.
2. If at all possible, have students bring their coats, jackets and lunches with them as they evacuate. Staff should also bring any items that they brought to work that day, including purses, lunches, brief cases, etc. Note that these efforts can reduce the number of parcels and articles that bomb search teams will ultimately need to inspect.
3. If circumstances permit, instruct students and staff aids to be aware of any unusual parcels, boxes, bags, brief cases, etc., along their evacuation route. One example to look for would be a box or brief case left in a corridor. Instruct students coming across such suspicious materials to advise you and avoid the suspicious item. This may include changing the evacuation route to your secondary route.
4. Never tamper with or examine suspicious materials and report their existence to the Superintendent/Principal as soon as possible.
5. Once at your staging site, conduct a roll call and report the results to the Superintendent/Principal via staff runner. Remain at the staging areas until otherwise advised by the Superintendent/Principal.

Superintendent/Principal

1. Initiate an evacuation of the school using standard fire evacuation and staging procedures.
2. Ensure that 911 dispatch has been notified and that all appropriate agencies are responding.
3. Initiate a school wide ban on the use of all radios, including citizen band and AM/FM, cell-phones, etc.
4. Receive roll call results from all classes to confirm that a complete evacuation has been performed.

5. Interview the person who took the phone call. Direct a staff member to assemble a list of students absent from the campus, including both excused and unexcused absences. Note that such a roster can be a tool for responding law enforcement to consider. Note also that law enforcement will want to interview the call recipient.
6. Return to normal operations only after law enforcement personnel so authorize it.

Person Receiving Threat

1. Keep the caller on the line as long as you can.
2. Get as much information from the caller as you can. Ask specific questions of the caller, such as - Where the bomb is located, what time is the bomb scheduled to detonate, why has the bomb been placed in the school, what kind of bomb is it and what does it look like.
3. Note the following, if possible:
 - A) Sex of the caller
 - B) Age of caller
 - C) Voice characteristics (accent, peculiar speech)
 - D) Exact time call was received
 - E) Background noises on telephone (music, motors, traffic)
4. Write down as much or all of the above information as time permits. Be prepared to give a briefing on the call to the Superintendent/Principal and responding law enforcement officials.

All Other Staff/Volunteers

1. Assist with the evacuation and staging process. Remain staged with teachers until otherwise assigned.

Emergency Operations Plan Appendix - B11

Emergency Response Plan - INTRUDER ALERT

Source

Any staff member may call an intruder alert from any phone in the school by using the "page" all-call feature (extension 4599). The school's initial response shall be Lockdown (See Appendix C2), then, as directed by law enforcement and/or school administration, the school may be placed into Shelter in Place (See Appendix C1) or maintained in Lockdown (See Appendix C2) mode. Either mode shall be a "no one in, no one out" scenario. All exterior doors shall be locked, and students and staff are to remain in the classrooms or other designated locations.

Emergency Response

Teacher

1. See Appendix C1 (Shelter in Place) or Appendix C2 (Lockdown) for appropriate actions.

Superintendent/Principal

1. See Appendix C1 (Shelter in Place) or Appendix C2 (Lockdown) for appropriate actions.
2. Alert all staff.
3. Confronting the intruder is a judgment call on your part. Use of other staff members is also a judgment call on your part.

All Other Staff/Volunteers

1. See Appendix C1 (Shelter in Place) or Appendix C2 (Lockdown) for appropriate actions.

Emergency Operations Plan Appendix - B12

Emergency Response Plan - MASS CASUALTY INCIDENTS

Source

Any incident that generates more than two moderate to serious injuries to persons on the school campus will be considered mass casualty.

Emergency Response

Teacher

1. Each teacher's primary responsibility is the students under their charge. Therefore, the circumstances surrounding a mass casualty incident must be considered on an individual basis. Points to consider include:
 - Personal Safety
 - Student Safety
 - The need to provide medical care
2. Account for your students. This may require evacuation and staging first or returning your students to their respective classrooms. Generally, the rule of thumb will be to get your uninvolved students to safety and account for them first.
3. With your uninvolved students' safe, consolidate staff resources and free up medical aid providers to respond to the casualty area. Don't forget to deploy your Satellite First Aid Kit.
4. Provide first aid as appropriate. Remember your personal protective equipment.

Superintendent/Principal

1. Generally, a mass casualty incident will be the result of one of the other emergency situations listed in the Emergency Operations Plan, therefore, you will need to activate the appropriate response plan in addition to the Mass Casualty Plan, i.e.: Evacuations, Utility Shut-off, etc. **Remember, you can't begin to provide medical aid until you mitigate unsafe conditions first.**
2. Insure that 911 has been contacted. Important information to include in the call is:
 - What caused the incident and is it safe to enter the area.
 - How many injuries, grouped by critical, moderate, minor.
 - Best access to incident area.
 - Safety issues responders should be aware of, i.e.: Downed power lines, armed assailants, chemical hazards, etc.

3. Normally the Fire Department would be the first EMS providers to arrive on scene and they will begin the triage process. School nursing staff at this point may be better used in an administrative capacity, tracking students being transported to various facilities and providing medical background documents where appropriate to do so.
4. Receive roll call reports from teachers and insure that all students are accounted for. Activate Emergency School Closure plan where appropriate. Remember, it is never too early to activate the school's Crisis Recovery Plan.
5. Coordinate with responding agencies the notification of next of kin for injured students and/or staff.

All Other Staff/Volunteers

1. Assist teachers in assembling and accounting for their students.
2. Either become a medical aid provider or relieve another staff member who can be an aid provider. Assist in maintaining accountability of students.

Emergency Operations Plan Appendix - B13

Emergency Response Plan – MASS ILLNESS/INFECTION IN THE SCHOOL INCIDENTS

Source

An unusual number of students (outbreak) are noticeably becoming ill within an unusually short period of time. Some examples of the source of illness might be food born, toxin or exposure to a chemical or environmental spill or exposure to bacterial or viral infection.

Emergency Response

Bacterial/Viral

Teacher/Office Staff/Attendance Secretary:

1. Staff members who become aware of an unusual rate of illness will immediately report their observations to the school administrator and/or school nurse.
2. In critical situations, if possible, transfer student to the nurses/administrator's office. Isolate the sick child/children from other students and staff. The means of transmission of the biological agent may be unknown initially. It could be airborne or transmitted through direct contact.
 - a. Points to consider:
 - i. Hand washing and disinfecting/custodian contact (follow universal precautions)
 - ii. Avoid possible source of exposure (stay away from it)
 - iii. Remove students from possible contact to exposure if necessary

Toxin/chemical:

1. Remove students from possible contact to exposure
2. With each immediate first exposure the school employee as listed above will call or send runner to office to report and ask for help.
3. Report the observations to the school administrator and or school nurse.
4. Science rooms follow appropriate toxin/chemical protocols.
 - a. Initiate immediate first aid procedures as required/recommended by chemical label.

Superintendent Principal:

- 1 Call 911 and request ambulance if deemed necessary
- 2 Call the Health Department (251-8183) to report the incident and to obtain assistance/recommendations from Public Health Nursing and/or Environmental Health.
- 3 Assist treatment of students.
- 4 If necessary initiate emergency plan procedures...evacuation etc.
- 5 Principal will call for all clear or for an evacuation as conditions require.

All Other Staff/Volunteers:

1. School Secretary will contact/notify Parent/Guardian and care for student if nurse is not available.
2. Nurse will manage health and safety of students in need and assist administration as needed.
3. Custodians will sanitize and clean while observing universal precautions and assist administration as requested.
4. Volunteers will assist classroom teacher or other staff member they are working with during the day.

Health Department:

1. Upon identification of infectious agent or toxin, the Health Department will provide recommendations to the school in terms of length of exclusion (if necessary) of ill children/staff. If treatment or prophylaxis of well contacts is recommended, the Health Department will inform the school. If needed, the school will assist the Health Department in a contact investigation to identify all who have been exposed to the infectious agent or toxin.
2. The school will work with the Health Department in providing accurate information to the parents regarding the situation. Information could include name of the infectious agent (bacterial or viral) or toxin, mode of transmission, prevention, treatment, prophylaxis, symptoms and clinics providing services.
3. Recommendations that the school receives from the Health Department will vary depending on the infectious agent or toxin/chemical affecting those at the school.

Emergency Operation Plan Appendix - B14

Emergency Response Plan, WILD ANIMALS ON CAMPUS

Large Wild Animal on School Grounds

Signal

Visually observing the animal whether it is a cat or a bear. Notify the playground personnel or your teacher.

Teacher

1. If the students are outside slowly put them into a **large group and slowly move away** (Do not look the animal in the eyes) to the nearest shelter or classroom. The bigger the group the less likely the animal is to attack it.
2. Notify the office.

Superintendent/Principal

1. Direct teachers to restrict student movement to inside their respective classrooms/buildings. A school wide roll call may be suggested if students and/or staff were outside when the animal was spotted.
2. Call the Lassen County Sheriff's office (911) and Local Fish and Game Officer (254-6363, 6644, 6808).
3. Monitor conditions; where the animal goes, is it leaving the grounds.
4. When the animal leaves the grounds, return to normal schedule.

All other Staff/Volunteers

1. Assist teacher as necessary and /or until otherwise directed.

Response plan, Snakes, Lizards, and Rodents

Signal

1. Visually observing the snake, lizard, or rodent
2. Someone reporting to you that there is a snake, lizard, or rodent on campus.

Teachers

1. Move all students away from the animal.
2. Check to see if any students were bitten by the animal.
3. Notify the office by a runner a) of the animal and b) if student is bitten.

Superintendent/Principal

1. Secure the area. Direct teachers in the area to restrict the movement of the students until otherwise notified.
2. Notify emergency services if a child has been bitten.
3. Determine the best way to remove animal from school grounds.

4. If student is bitten secure the animal for testing if it's possible to do so safely.

All Other Staff/Volunteers

1. Assist teachers as necessary and /or until otherwise directed

Response Plan, Dogs, Coyotes and Foxes

Signal

1. Visually observing the dog, coyote or fox.
2. Someone reporting to you that there is a dog, coyote or fox on campus.

Teachers

1. Move all students away from the animal.
2. Check to see if any students were bitten by the animal.
3. Notify the office by a runner a) of the animal and b) if student is bitten.

Superintendent/Principal

1. Secure the area. Direct teachers in the area to restrict the movement of the students until otherwise notified.
2. Notify emergency services if a child has been bitten.
3. Determine the best way to remove animal from school grounds.
4. If student is bitten secure the animal for testing.

All other staff/Volunteers

1. Assist teachers as necessary and /or until otherwise directed

Response Plan, Deer (Mule and White Tail), Birds Large and Small and Bats

Signal

1. Visually observing the animal
2. Someone reporting the animal

Teacher

1. Move students away from the animals
2. Report by runner to the office the location of the animal (s)
3. Direct students to NEVER touch or pick up a sick or dead bat.

Superintendent/Principal

1. Direct teachers to keep students away from the animals.
2. Determine if the animal needs to be removed from the school grounds.
3. If a larger bird is hurt you may want to call Fish and Game (254-6363, 6644, 6868)

All Other Staff/Volunteers

1. Assist teachers as necessary and until otherwise directed

Emergency Operation Plan Appendix – C1

Shelter in Place Procedures

1. Staff in charge shall lock the classroom doors, and have students stay inside the building and classroom until the “all clear” signal is given by public address announcement or designated “staff runner” from the administration. Immediately put a stop to any fooling around.
2. Do not call the office unless it is absolutely essential to do so. Staff should send an email with their status and list of students present and/or missing to JANESVILLE_EMERGENCY@janesvilleschool.org.
3. Use good and quick judgment—only admit a late student if it is safe to do so.
4. Do not admit anyone else into your room except an administrator or police officer.
5. Classes that are outside when the emergency (or drill) occurs shall take shelter in the nearest building that can accommodate the group.
6. Staff members will escort wandering or late students to the student cafeteria, to the office, or to the nearest safe area, as appropriate.
7. Students shall not be allowed out of the classroom or other designated safe area unless escorted by designated adults.
8. Staff with cellular phones and/or walkie-talkies may keep those in normal mode to enable communication with the office. Students shall keep cellular phones off.

Emergency Response

Shelter in Place is used in cases of a need for a precautionary lockdown such as an unspecified threat in the general area. The concept of shelter in place is a “no one in, no one out” scenario. During a shelter in place scenario, all exterior doors are locked, and the students and staff are to remain in the classrooms or designated locations at all times unless escorted by designated adults.

Announcement

An announcement will be made in person or over the public address system. The announcement will say, “**Attention please. We have a possible emergency situation and need to implement Shelter in Place procedures. Teachers and staff are to lock all doors and keep all students inside until further notice.**”

All Clear

All Clear is used to conclude other immediate actions taken upon an emergency to notify staff that normal school operations can resume. **All Clear** signifies that the emergency is over.

Announcement

An announcement will be made over the public address system. The announcement will say, **“Your attention please. (Pause) All Clear. (Pause) All Clear. (Pause). All Clear. (Pause) It is now OK to resume normal school activities. Thank you for your cooperation.”**

Adult staff messengers with oral or written word may be used as an alternate means of staff notification.

Emergency Operation Plan Appendix – C2

Lockdown Procedures

Any staff member may call an intruder alert from any phone in the school by using the “page” all-call feature (extension 4599). This shall activate the following lockdown procedures.

1. Staff in charge should lock the classroom doors, have students be silent, and stay inside the building and classroom until the “all clear” signal is given by public address announcement or designated “staff runner” from the administration. Immediately put a stop to any fooling around.
2. Do not call the office unless it is absolutely essential to do so. Staff should send an email with their status and list of students present and/or missing to JANESVILLE_EMERGENCY@janesvilleschool.org.
3. Use good and quick judgment—only admit a late student if it is safe to do so.
4. Do not admit anyone else into your room except an administrator or police officer.
5. Staff members will escort wandering or late students to the student cafeteria, to the office, or to the nearest safe area, as appropriate.
6. Stop all instruction or class activities immediately.
7. Turn off all classroom lights.
8. Close window blinds or shades, if applicable
9. Direct students to assume sheltered positions so that the room looks empty (Visualize how you would like the room to look if you were walking outside of it.) Staff may prepare for a run/hide/fight scenario as appropriate to their situation and abilities.
10. Staff with cellular phones and/or walkie-talkies may keep those on but QUIET to enable communication with the office. Students shall keep cellular phones off.
11. If gunfire or explosions are heard, staff should direct the students to quickly and quietly run and hide in a safe area if they can safely do so without being more exposed to the acts of violence. Students and staff should run into the trees and/or to the homes in the neighborhood. They should remain hidden until law enforcement has clear control of the situation. Persons not physically capable of walking and/or running, shall be directed to a safe hiding place.

Emergency Response

Lockdown is used to prevent intruders from entering occupied areas of the building and to remove students from potentially dangerous situations. Lockdown is used when the danger is known and imminent. The concept of lockdown is “no one in, no one out” scenario. During lockdown all exterior doors are locked, and the students and staff are to remain in the classrooms or designated locations at all times unless staff members determine running and hiding elsewhere is the safer option. **Lockdown** is not normally preceded with any other warning.

Announcement

An announcement will be made in person or over the public address system. The announcement will say, “**Attention please. We have an emergency situation and need to implement Lockdown procedures. Teachers and staff are to lock all doors and keep all students inside until further notice.**”

All Clear

All Clear is used to conclude other immediate actions taken upon an emergency to notify staff that normal school operations can resume. **All Clear** signifies that the emergency is over.

Announcement

An announcement will be made over the public address system. The announcement will say, “**Your attention please. (Pause) All Clear. (Pause) All Clear. (Pause). All Clear. (Pause) It is now OK to resume normal school activities. Thank you for your cooperation.**”

Messengers with oral or written word may be used as an alternate means of staff notification.

Emergency Operation Plan Appendix – C3

Evacuation Instructions and Locations

Ordered Evacuation:

Ordered On Campus Evacuation: Upper Playground

Students are to walk quietly in single file lines to location as designated by fire alarm map. Students will remain quiet while attendance is taken and quietly wait for instructions. Students who are physically incapable of proceeding to the upper playground shall be escorted by a staff member to an alternate safe area.

Ordered Off Campus Evacuation Busing all students

If students are to be evacuated (ordered evacuation) the following procedures will be followed:

1. When possible take roll before evacuation
2. Bring roll sheet
3. Maintain 2 orderly quiet lines... teacher and student helpers in front and back
4. Take roll when arrival at primary/secondary site

Ordered Off Campus Evacuation Walking

1. Evacuate as many K-3 grade classes as possible and people physically incapable of walking by bus.
2. Other classes walk in single file lines with teacher/student helpers in front and back to primary or secondary locations as directed by administration.

Non Ordered Emergency Off Campus Evacuation Walking

1. Teacher or students who evacuate will walk to the primary or secondary location that is closest, call 911, and will wait for further instructions.
2. People physically incapable of evacuating by walking may be evacuated by a staff member in a vehicle.

Off Campus: Walking locations...

Primary – Janesville Park
Secondary (Except for a wildfire emergency)
- Thompson Peak Veterinary Hospital

Off Campus Busing locations

Primary – Honey Lake Valley Assembly Church
Secondary - Johnstonville School

Emergency Operation Plan Appendix – D1

Bullying and Cyberbullying

The Governing Board 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. 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.

The Superintendent or designee shall develop strategies for addressing bullying in district schools with the involvement of students, parents/guardians, and staff. As appropriate, the Superintendent or designee may also collaborate with social services, mental health services, law enforcement, courts, and other agencies and community organizations in the development and implementation of effective strategies to promote safety in schools and the community.

Such strategies shall be incorporated into the comprehensive safety plan and, to the extent possible, into the local control and accountability plan and other applicable district and school plans.

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

If the Superintendent or designee believes it is in the best interest of a student who has been the victim of an act of bullying, as defined in Education Code 48900, the Superintendent or designee shall advise the student's parents/guardians that the student may transfer to another school. If the parents/guardians of a student who has been the victim of an act of bullying requests a transfer for the student pursuant to Education Code 46600, the Superintendent or designee shall allow the transfer in accordance with law and district policy on intradistrict or interdistrict transfer, as applicable.

Any employee who permits or engages in bullying or retaliation related to bullying shall be subject to disciplinary action, up to and including dismissal.

Examples of Prohibited Conduct

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

Cyberbullying includes the electronic creation or transmission of harassing communications, direct threats, or other harmful texts, sounds, or images. Cyberbullying also includes breaking into another person's electronic account or assuming that person's online identity in order to damage that person's reputation.

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

1. Physical bullying: An act that inflicts harm upon a person's body or possessions, such as hitting, kicking, pinching, spitting, tripping, pushing, taking or breaking someone's possessions, or making cruel or rude hand gestures
2. Verbal bullying: An act that includes saying or writing hurtful things, such as teasing, name-calling, inappropriate sexual comments, taunting, or threats to cause harm
3. Social/relational bullying: An act that harms a person's reputation or relationships, such as leaving a person out of an activity on purpose, influencing others not to be friends with someone, spreading rumors, or embarrassing someone in public
4. Cyberbullying: An act such as sending demeaning or hateful text messages or emails, spreading rumors by email or by posting on social networking sites, or posting or sharing embarrassing photos, videos, web site, or fake profiles

Measures to Prevent Bullying

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

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

(cf. 5131 - Conduct)

(cf. 5137 - Positive School Climate)

2. Providing information to students, through student handbooks, district and school web sites and social media, and other age-appropriate means, about district and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for engaging in bullying
3. Encouraging students to notify school staff when they are being bullied or when they suspect that another student is being bullied, and providing means by which students may report threats or incidents confidentially and anonymously
4. Conducting an assessment of bullying incidents at each school and, if necessary, increasing supervision and security in areas where bullying most often occurs, such as playgrounds, hallways, restrooms, and cafeterias

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

Staff Development

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

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

1. Discuss the diversity of the student body and school community, including their varying immigration experiences
2. Discuss bullying prevention strategies with students, and teach students to recognize the behavior and characteristics of bullying perpetrators and victims
3. Identify the signs of bullying or harassing behavior
4. Take immediate corrective action when bullying is observed
5. Report incidents to the appropriate authorities, including law enforcement in instances of criminal behavior

Information and Resources

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

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

(cf. 5141.52 - Suicide Prevention)

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

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

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

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 5145.7 - Sexual Harassment)

(cf. 5145.9 - Hate-Motivated Behavior)

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

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

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

(cf. 1113 - District and School Web Sites)

Student Instruction

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

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

Students should be taught the difference between appropriate and inappropriate behaviors, how to advocate for themselves, how to help another student who is being bullied, and when to seek assistance from a trusted adult. As role models for students, staff shall be expected to demonstrate effective problem-solving and anger management skills.

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

Reporting and Filing of Complaints

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

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

(cf. 1312.3 - Uniform Complaint Procedures)

Within one business day of receiving such a report, a staff member shall notify the principal of the report, whether or not a uniform complaint is filed. In addition, any school employee who observes an incident of bullying involving a student shall, within one business day, report such observation to the principal or a district compliance officer, whether or not the alleged victim files a complaint.

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

When the circumstances involve cyberbullying, individuals with information about the activity shall be encouraged to save and print any electronic or digital messages that they feel constitute cyberbullying and to notify a teacher, the principal, or other employee so that the matter may be investigated. When a student uses a social networking site or service to bully or harass another student, the Superintendent or designee may file a request with the networking site or service to suspend the privileges of the student and to have the material removed.

Discipline/Corrective Actions

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

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

Support Services

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

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

**Emergency Operation Plan
Appendix – D2**

Firearms On School Grounds

The Governing Board is committed to providing a safe environment for students, staff, and visitors on campus. The Superintendent or designee shall consult with local law enforcement and other appropriate individuals and agencies to address the security of school campuses.

Possession of a firearm on or within 1,000 feet of school grounds is prohibited, except under the limited circumstances specified in Penal Code 626.9. School grounds include, but are not limited to, school buildings, fields, storage areas, and parking lots. (Penal Code 626.9)

If a district employee observes or suspects that any unauthorized person is in possession of a firearm on or near school grounds or at a school activity, he/she shall immediately notify the principal or designee and law enforcement.

Emergency Operation Plan Appendix – D3

Student Suspension/Expulsion

A student may be suspended or expelled from school if the superintendent/principal determines that a student has committed an act as defined pursuant to any of EdCode 48900 subdivisions (a) to (r), inclusive:

- (a) (1) Caused, attempted to cause, or threatened to cause physical injury to another person.
- (2) Willfully used force or violence upon the person of another, except in self-defense.
- (b) Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object, unless, in the case of possession of an object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.
- (c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
- (d) Unlawfully offered, arranged, or negotiated to sell a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
- (e) Committed or attempted to commit robbery or extortion.
- (f) Caused or attempted to cause damage to school property or private property.
- (g) Stole or attempted to steal school property or private property.
- (h) Possessed or used tobacco, or products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit the use or possession by a pupil of his or her own prescription products.
- (i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- (j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
- (k) (1) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
- (2) Except as provided in Section 48910, a pupil enrolled in kindergarten or any of grades 1 to 3, inclusive, shall not be suspended for any of the acts enumerated in this subdivision, and this subdivision shall not constitute grounds for a pupil enrolled in kindergarten or any of grades 1 to 12, inclusive, to be recommended for expulsion.

- (l) Knowingly received stolen school property or private property.
- (m) Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- (n) Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.
- (o) Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for purposes of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.
- (p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- (q) Engaged in, or attempted to engage in, hazing. For purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, that is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this subdivision, "hazing" does not include athletic events or school-sanctioned events.
- (r) Engaged in an act of bullying. For purposes of this subdivision, the following terms have the following meanings:
 - (1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:
 - (A) Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.
 - (B) Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.
 - (C) Causing a reasonable pupil to experience substantial interference with his or her academic performance.
 - (D) Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.
 - (2) (A) "Electronic act" means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - (i) A message, text, sound, video, or image.
 - (ii) A post on a social network Internet Web site, including, but not limited to:
- (I) Posting to or creating a burn page. "Burn page" means an Internet Web site created for the purpose of having one or more of the effects listed in paragraph (1).

(II) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in paragraph (1). "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

(III) Creating a false profile for the purpose of having one or more of the effects listed in paragraph (1). "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

(iii) (I) An act of cyber sexual bullying.

(II) For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (A) to (D), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(III) For purposes of this clause, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

(B) Notwithstanding paragraph (1) and subparagraph (A), an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

(3) "Reasonable pupil" means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.

(s) A pupil shall not be suspended or expelled for any of the acts enumerated in this section unless the act is related to a school activity or school attendance occurring within a school under the jurisdiction of the superintendent of the school district or principal or occurring within any other school district. A pupil may be suspended or expelled for acts that are enumerated in this section and related to a school activity or school attendance that occur at any time, including, but not limited to, any of the following:

(1) While on school grounds.

(2) While going to or coming from school.

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

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

(t) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, pursuant to this section, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (a).

(u) As used in this section, "school property" includes, but is not limited to, electronic files and databases.

(v) For a pupil subject to discipline under this section, a superintendent of the school district or principal may use his or her discretion to provide alternatives to suspension or expulsion that are age appropriate and designed to address and correct the pupil's specific misbehavior as specified in Section 48900.5.

Mandatory Expulsion:

(a) (1) Except as provided in subdivisions (c) and (e), the principal or the superintendent of schools shall recommend the expulsion of a pupil for any of the following acts committed at school or at a school activity off school grounds, unless the principal or superintendent determines that expulsion should not be recommended under the circumstances or that an alternative means of correction would address the conduct:

(A) Causing serious physical injury to another person, except in self-defense.

(B) Possession of any knife or other dangerous object of no reasonable use to the pupil.

(C) Unlawful possession of any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, except for either of the following:

(i) The first offense for the possession of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis.

(ii) The possession of over-the-counter medication for use by the pupil for medical purposes or medication prescribed for the pupil by a physician.

(D) Robbery or extortion.

(E) Assault or battery, as defined in Sections 240 and 242 of the Penal Code, upon any school employee.

(2) If the principal or the superintendent of schools makes a determination as described in paragraph (1), he or she is encouraged to do so as quickly as possible to ensure that the pupil does not lose instructional time.

(b) Upon recommendation by the principal or the superintendent of schools, or by a hearing officer or administrative panel appointed pursuant to subdivision (d) of Section 48918, the governing board of a school district may order a pupil expelled upon finding that the pupil committed an act listed in paragraph (1) of subdivision (a) or in subdivision (a), (b), (c), (d), or (e) of Section 48900. A decision to expel a pupil for any of those acts shall be based on a finding of one or both of the following:

(1) Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.

(2) Due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others.

(c) The principal or superintendent of schools shall immediately suspend, pursuant to Section 48911, and shall recommend expulsion of a pupil that he or she determines has committed any of the following acts at school or at a school activity off school grounds:

(1) Possessing, selling, or otherwise furnishing a firearm. This subdivision does not apply to an act of possessing a firearm if the pupil had obtained prior written permission to possess the firearm from a certificated school employee, which is concurred in by the principal or the designee of the principal. This subdivision applies to an act of possessing a firearm only if the possession is verified by an employee of a school district. The act of possessing an imitation firearm, as defined in subdivision (m) of Section 48900,

is not an offense for which suspension or expulsion is mandatory pursuant to this subdivision and subdivision (d), but it is an offense for which suspension, or expulsion pursuant to subdivision (e), may be imposed.

(2) Brandishing a knife at another person.

(3) Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code.

(4) Committing or attempting to commit a sexual assault as defined in subdivision (n) of Section 48900 or committing a sexual battery as defined in subdivision (n) of Section 48900.

(5) Possession of an explosive.

(d) The governing board of a school district shall order a pupil expelled upon finding that the pupil committed an act listed in subdivision (c), and shall refer that pupil to a program of study that meets all of the following conditions:

(1) Is appropriately prepared to accommodate pupils who exhibit discipline problems.

(2) Is not provided at a comprehensive middle, junior, or senior high school, or at any elementary school.

(3) Is not housed at the schoolsite attended by the pupil at the time of suspension.

(e) Upon recommendation by the principal or the superintendent of schools, or by a hearing officer or administrative panel appointed pursuant to subdivision (d) of Section 48918, the governing board of a school district may order a pupil expelled upon finding that the pupil, at school or at a school activity off of school grounds violated subdivision (f), (g), (h), (i), (j), (k), (l), or (m) of Section 48900, or Section 48900.2, 48900.3, or 48900.4, and either of the following:

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

(2) That due to the nature of the violation, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others.

(f) The governing board of a school district shall refer a pupil who has been expelled pursuant to subdivision (b) or (e) to a program of study that meets all of the conditions specified in subdivision (d). Notwithstanding this subdivision, with respect to a pupil expelled pursuant to subdivision (e), if the county superintendent of schools certifies that an alternative program of study is not available at a site away from a comprehensive middle, junior, or senior high school, or an elementary school, and that the only option for placement is at another comprehensive middle, junior, or senior high school, or another elementary school, the pupil may be referred to a program of study that is provided at a comprehensive middle, junior, or senior high school, or at an elementary school.

(g) As used in this section, "knife" means any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing, a weapon with a blade fitted primarily for stabbing, a weapon with a blade longer than 3 1/2 inches, a folding knife with a blade that locks into place, or a razor with an unguarded blade.

(h) As used in this section, the term "explosive" means "destructive device" as described in Section 921 of Title 18 of the United States Code.

Emergency Operation Plan Appendix – D4

Notification to Teachers of Dangerous Students

The Superintendent or designee shall inform the teacher(s) of each student who, during the previous three school years, has engaged in or is reasonably suspected to have engaged in any act, except the possession or use of tobacco products, that would constitute a ground for suspension or expulsion as specified in AR 5144.1 - Suspension and Expulsion/Due Process. This information shall be based upon district records maintained in the ordinary course of business or records received from a law enforcement agency. (Education Code 49079)

(cf. 5125 - Student Records)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

Upon receiving a transfer student's record regarding acts committed by the student that resulted in his/her suspension or expulsion, the Superintendent or designee shall inform the student's teacher(s) that the student was suspended from school or expelled from his/her former district and of the act that resulted in the suspension or expulsion. (Education Code 48201)

Information received by teacher(s) shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher. (Education Code 49079)

Notice Regarding Student Offenses Committed While Outside School Jurisdiction

When a minor student has been found by a court of competent jurisdiction to have illegally used, sold, or possessed a controlled substance or committed specified crimes involving serious acts of violence, the district police or security department may provide written notification to the Superintendent. (Welfare and Institutions Code 828.1)

(cf. 3515.3 - District Police/Security Department)

When informed by the court that a minor student has been found by a court to have committed any felony or any misdemeanor involving curfew, gambling, alcohol, drugs, tobacco products, carrying of weapons, a sex offense listed in Penal Code 290, assault or battery, larceny, vandalism, or graffiti, the Superintendent or designee shall so inform the school principal. (Welfare and Institutions Code 827)

The principal shall disseminate this information to any counselor who directly supervises or reports on the student's behavior or progress. The principal shall also inform any teacher or administrator directly supervising or reporting on the student's behavior or progress whom he/she thinks may need the information so as to work with the student appropriately, avoid being needlessly vulnerable, or protect others from vulnerability. (Welfare and Institutions Code 827)

Any court-initiated information that a teacher, counselor, or administrator receives shall be kept confidential and used only to rehabilitate the student and protect other students and staff. The information shall be further disseminated only when communication with the student, parent/guardian, law enforcement staff, and probation officer is necessary to rehabilitate the student or to protect students and staff. (Welfare and Institutions Code 827)

When a student is removed from school as a result of his/her offense, the Superintendent shall hold the court's information in a separate confidential file until the student is returned to the district. If the student is returned to a different district, the Superintendent shall transmit the information provided by the student's parole or probation officer to the superintendent of the new district of attendance. (Welfare and Institutions Code 827)

Any confidential file of court-initiated information shall be kept until the student becomes 18, graduates from high school, or is released from juvenile court jurisdiction, whichever occurs first, and shall then be destroyed. (Welfare and Institutions Code 827)

Procedures to Maintain Confidentiality of Student Offenses

In order to maintain confidentiality when providing information about student offenses to counselors and teachers of classes/programs to which a student is assigned, the principal or designee shall send the staff member a written notification that one of his/her students has committed an offense that requires his/her review of a student's file in the school office. This notice shall not name or otherwise identify the student. The staff member shall be asked to initial the notification and return it to the principal or designee. He/she shall also initial the student's file when reviewing it in the school office.

Emergency Operation Plan Appendix – D5

School Dress Code

The following items of dress are prohibited for **all students**:

- Clothing or paraphernalia that advertises tobacco, alcohol, drugs, gang related slogans, or sexual matter
- All items that are racially derogatory, sexually derogatory, or that incite disruptions
- Clothing or paraphernalia that can insinuate something other than its printed meaning: related to tobacco, alcohol, drugs, gang related slogans, sexual matter, inappropriate, underlying messages, racial or discriminatory matter
- All gang-related paraphernalia (Any items identified by law enforcement as being directly related to identification with or belong to a gang.)
- Studded or spiked necklaces, bracelets, or earrings
- Chains, except when worn as a necklace, bracelet or an anklet
- Large hoop or dangling earrings or gauges larger than ¼ inch in diameter.
- Any indecent or immodest clothing, including tube, sheer, backless, halter, low cut tops/dresses; swim suit tops. Butterfly cuts must have a minimum of three inches in the back.
- Any undergarments that show
- Clothing that shows bare part of buttocks
- Pants that do not fit snugly at the waist without being held
- Hats not worn with the bill in the forward position
- Slippers, roller shoes, flip-flop sandals, high heels over 1 inch (7th and 8th graders can wear flip-flops, but must bring appropriate shoes for physical education and other physical activities)
- Suspenders or straps not worn on shoulders
- Pajama pants
- Shirts with large arm holes.

Emergency Operation Plan Appendix – D6

Suspected Child Abuse Reporting

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

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. Suspected Child Abuse Report (SCAR) forms will be available in the staff workroom. The Superintendent or designee will provide training as needed for employees to complete SCAR forms.

All employees (including temporary coaches and substitute employees) will be trained annually at the beginning of each school year or within 30 days of their initial date of hire using the Keenan Safe Schools on-line training for the Child Abuse Prevention Program and Mandated Report: Child Abuse and Neglect Program.

Emergency Operation Plan Appendix – D7

Procedures for School Arrivals and Departures

Going To and From School

A student is responsible for his or her actions going to and from school just as if he/she were on campus. State Education Code requires students to be held responsible for observing school rules and property rights while going to school and while returning home from school. Therefore, parents should ensure that their student proceeds directly to school and home again prior to taking part in any other activity. Students should be given enough time to get to school. Students should not arrive before 7:45 a.m. Students are expected to proceed to school and home again while obeying all traffic rules, respecting the property rights of homeowners on their route, and obeying all school rules.

Students are **NOT** allowed on campus before 7:45 a.m. Students may **NOT** remain at school more than thirty minutes after the end of the school day. Students who are still on the campus after thirty minutes must check in with the school office staff so their parents can be notified that they need transportation. Students cannot remain on campus after school unless attending a school function, program, or with parent supervision. We do not have supervision for your children before or after school hours.

Do not leave children unattended on the playground equipment when visiting campus after school hours.

School to Home Instructions

Please make the school aware of any changes in your child's "go home" plans, especially when younger children are involved. Let children know before school if there is to be a change in their daily schedule. Send a note to your child's teacher making her or him aware of the change. Students who are going to a friend's home must have a note from their parent. Please call the school as soon as you know if your child must leave school due to an emergency. Please call the office and not directly into classrooms. Most classes go outside in the afternoon and we are unable to reach students with phone messages.

Please call with student instructions by 12:00 p.m.

Due to the lost instructional time, students will not be call out of class early to wait for parents/guardians to pick them up in the office. The office will call the classroom when the parent/guardian arrives.

Closed Campus

Janesville School has a closed campus. Students are allowed to leave only when signed out by a parent or guardian. Other situations must be cleared through the office by phone or by note. Students who arrive late to school from a medical/dental appointment will be **required** to furnish a note from the doctor/dentist office. If a note is not provided, the tardy will be logged as unexcused. Students who leave during the school day for medical/dental appointments will be required to report to the school office upon their return with a note from the doctor/dentist office.

Any student who violates the closed campus by leaving school during school hours without permission will be considered truant. Students must remain in designated areas during school hours. Due to traffic danger, students must remain out of all designated parking areas during school hours.

Visitors

Parents and guests must sign in at the office. They will receive a visitor's pass prior to going anywhere on campus. This is required to protect the safety of all students and staff. Your cooperation is essential. Students will refrain from communicating with anyone who does not have a visitor's badge or who is not a known staff member. Students should also report any person who attempts to communicate with them if that person does not have a visitor's badge and who is not a known staff member.

Parents who wish to make appointments with teachers should contact the school at 253-3551. The teacher will return the call as soon as possible. Appointments with teachers can only be made before or after school hours. Parents are encouraged to visit and to volunteer at our school. Please follow the procedure for visiting our school as described above. **Students from other schools may not visit our campus during school hours.**

Parking and Traffic Control

Vehicles must be parked in designated parking areas only. Leaving a car unattended in an area not designated for parking is prohibited. Parents/Guardians and staff members must be careful when picking up or dropping off their children. All visitors must sign in at the office.

Please take care when driving in the parking lot area. Watch for students and drive slowly! Let's work together to avoid a tragedy.

Emergency Operation Plan Appendix – D8

A Safe and Orderly Environment Conducive to Learning

Any parent, guardian, or other person whose conduct disrupts a school activity is guilty of a misdemeanor (California penal code 44811 (a)).

No weapons, drugs or alcohol are allowed at school. Possession, sales or the furnishing of a gun or an explosive; possession, use or sales of drugs or brandishing a knife at another person **will result in a recommendation for expulsion** by the Superintendent from Janesville School to the Board of Trustees. The Lassen County Sheriff's Department will also be notified. No laser pointers are allowed at school without prior approval of the Superintendent/Principal (penal code 417.27).

In addition, there are items which the District states are not appropriate for school use and are not to be brought to school. These items include toys, party gags, balloons, hard baseballs, non-approved books or magazines, glass containers, yo-yos, trading cards, expensive jewelry, metal baseball bats, or aerosol cans. Some of these items may be dangerous. They can distract students from their learning and/or they are too valuable to risk for theft or loss.

Electronic/Wireless Communication Devices

Wireless communication devices, tape recorders/players, cameras, video games, CD players, iPods, MP3 players or other electronic devices brought to school **must remain off and stored in the students' backpack during the school day.** Electronic devices are expensive and students are highly discouraged from bringing them to school. Personal electronic devices being used for educational purposes are allowed with prior teacher permission and should only be used under direct supervision of a staff member. Janesville School is not responsible for theft or loss of any electronic device brought on campus. The Janesville School Technology Contract and all Janesville School policies apply to personal electronic devices brought on campus or to school sponsored events.

If you are unsure of any item, consult your child's teacher or the school office before bringing the item to school.

*Students may carry wireless communication devices on the Janesville School campus and at school-related events if they abide by the rules established in the "Student Use of Wireless Communication Devices Contract." This contract must be completed and signed by the student and the student's parents/guardians before carrying a wireless communication device on campus. This contract can be obtained in the school office. Wireless communication device contracts must be renewed annually.

According to board policy and the associated wireless communication device usage agreement, wireless communication devices brought to school must be turned off and stored in the students' backpack during the school day. Students who violate the wireless communication device policy will have their device confiscated and turned over to the principal or designee. A parent will be required to pick up the confiscated item. Students who fail to follow the wireless communication device policy may also be prohibited from bringing a device to school for the remainder of the school year. Students will be subject to the Disciplinary Check (✓) System, including suspension, for violation of school rules.

Dress Code

Students are expected to dress in a manner that will not offend other students or staff and will not disrupt the classroom. Please see the dress code in the school handbook for a list of restricted clothing.

Bicycles, Skateboards, Skates and Scooters

Bicycles and scooters are not to be used on the school grounds during school hours or when staff members are working (7:00 a.m. to 4:30 p.m.). They are not allowed on sidewalks or close to buildings.

Skateboards and skates are not allowed at school at any time. Students are to park bikes and scooters in provided racks. Students are expected to obey all rules of the road and traffic laws when coming and going to school. Helmets must be worn.

Emergency Operation Plan Appendix – D9

School Discipline Policy

Disciplinary Check (√) System

Students are held accountable for their behavior while at school, at any school-related event, or while coming or going to school. Checks are given by any staff member for offenses as described below. Staff members may award alternative discipline for offenses within their supervision at the staff member's discretion, in which cases the student shall not be placed in double jeopardy by having checks awarded in addition to discipline. The principal retains the authority to determine the penalty for any offense not listed below.

Teachers shall maintain a record of all checks, students will be notified when receiving a check, and checks will be reported on progress reports.

Citizenship grades are affected by these checks in the following manner:

Quarter Checks

0 – 4 checks	A
5 – 10 checks	B
11 – 15 checks	C
16 – 20 checks	D
More than 21 checks	F

Each additional check shall result in In-House Suspension

LEVEL A OFFENSES: ONE √

The teacher or staff member involved will deal with the situation and issue a check unless the behavior is extensive or repeated in which case the pupil(s) will be referred to the principal:

1. Horseplay; i.e., running, shoving, pushing, shouting, hitting or pinching
2. Classroom disturbance (minor)
3. Failure to carry out directions or follow school rules
4. Tardiness
5. Offensive or inappropriate clothing to include messages regarding tobacco, alcohol, drugs, or sexual matter
6. Gum at school
7. Failure to follow dress code
8. Lunchroom rule violation or misbehavior
9. Use of CD players, lasers, games, toys or other electronic devices
10. Writing or marking on clothing or body
11. Failure to have appropriate clothing for P.E.
12. Failure to stay on supervised playground
13. Failure to return progress reports signed by parent.

LEVEL B OFFENSES: TWO √√

These offenses may be referred to the administrator:

1. Repeated and/or severe Level A offense(s)
2. Use of profanity, abusive language or derogatory messages or material not directed at a student or any staff member
3. Minor bus problem
4. Arguing with any staff member
5. Removed from class for disciplinary reasons
6. Minor disrespect toward staff member(s)

LEVEL C OFFENSES: THREE ✓✓✓

These offenses may be referred to the administrator and/or in-school suspension

1. Repeated and/or severe Level A or B offenses
2. Cheating in any aspect of school work
3. Insubordination (did not follow a reasonable directive of a staff member)
4. Throwing objects or food
5. Minor fighting. (No punches thrown)
6. Bus problems (major)
7. Vandalism (minor)
8. Disregard for the well-being of others
9. Lying to staff member
10. Holding hands, kissing, hugging, sexual behavior or sexual language
11. Cell phone violation (additional check added if no contract)
12. Spitting on another person

LEVEL D OFFENSES: FIVE ✓✓✓✓✓

These offenses may be referred to the administrator. Any of these offenses could result in an in-school or an out-of-school suspension depending on the severity and the nature of the offense:

1. Items or activities that disrupt school activities.
2. Profanity or verbal abuse directed at a staff member or another student.
3. Disrespect towards a staff member or another student.
4. Vandalism that requires replacement or repair.
5. Possession of matches or a lighter.
6. Cutting school/classes
7. Leaving building or school grounds without written permission.
8. Forging excuses for absences, tardies, or to leave school.
9. Gambling.
10. Harassment of staff or another student.
11. Major fighting (punches thrown).
12. Theft from staff or students.
13. Major bus problems (may result in loss of riding privileges.)
14. Violating internet contract
15. Willful defiance of staff request
16. Undermining staff
17. False Accusation/Allegation
18. Possession of obscene, profane, or sexually inappropriate material. This includes videos, pictures, and text messages.
19. Third offense cell phone violation. Cell phone contract is revoked. One day suspension.

20. Unauthorized video or photography
21. Instigating/Attempting to instigate a fight

LEVEL E OFFENSES:

As provided for in Education Code, the Superintendent will recommend a student for an expulsion hearing for any act enumerated in Education Code, Section 48915. Law enforcement will be notified as provided for by law.

Additional Check System Information

- Checks will be prorated accordingly for the length of time the student attended Janesville School for that quarter.
- Citizenship Probation takes effect as soon as a student obtains the 16th quarter check; he/she is immediately on citizenship probation.
- Students directed by a staff member to serve lunch detention and who fail to attend or are tardy to lunch detention may be given an in-house suspension and will receive at least (3) behavior checks.
- Penalty checks will be doubled for misbehavior with a substitute teacher.
- Recently enrolled home school students, who obtained a probationary level citizenship grade from Janesville School will be held to the same requirements as enrolled students.

Recess and Grounds Rules

Recess Areas

There are four playground areas at Janesville School: The lower primary playground, the playground equipment for students in kindergarten through the second grade, the blacktop/upper playground equipment and the grass fields for students in third through the eighth grade. P.E. is under direct supervision of a teacher and the location of that activity is at the discretion of the teacher.

Restrooms

During class time, kindergarten students use restrooms in their classrooms. During recess time, kindergarten through second grade students are to use the outside restrooms by the drinking fountains. No student is to be in the primary hallway during recesses without a pass. Seventh and eighth grades students are to use the restrooms facing the blacktop behind the wall ball court at recess time. Third through sixth grade students may use either restroom.

During lunch if the upper restrooms are closed for maintenance, students will be directed to the outside primary restrooms to allow supervision of students during lunch recess.

Winter Weather Rules

Avoid puddles and ice and coned areas. Do not slide or climb on the ice or snow berms. Do not throw snowballs. Sleds may be used on permitted days for 3rd-8th grades. Students may only use their bottoms on the sleds with their feet first.

Front Lawn

Please stay off the front lawn unless participating in supervised activities.

Supervision

Stay in direct sight of the yard duty supervisor at all times. Do not leave the playground unless you get a pass from yard duty.

Snacks may be only be eaten indoors at the discretion of the teacher and when supervised.

Students must observe the following rules on all playgrounds at Janesville School:

- No littering or spitting.
- No pushing, wrestling or tackling other students.
- No running on sidewalks.
- No food is allowed outside during recess.

Primary Grades

Slides: One person on the slide at a time. No one is to walk up the face of the slide. People sliding down are to keep their feet inside the slide sitting on their bottom, feet first. Do not put ice, snow, dirt, playground cushion material, or any other object on the slide.

Swings: One person on the swing at a time. No standing or kneeling in the saddle. Swing forward and backward. Do not swing to the side. Keep your hands on the chains. A fair turn is 25 counts of a full swing. No jumping off swings.

Bars and Equipment: No pushing, shoving, or jumping from the bars and the equipment. No walking on the parallel bars.

Do not swing on or kick tetherballs.

Use tables correctly. Sit on the seat.

No sitting on handrails.

Do not throw rocks, pea gravel, sticks, pinecones, or the blue playground cushion material. Do not kick pea gravel or blue cushion material outside of the areas where it is intended.

Do not walk on the retaining wall on the lower playground.

Do not intentionally kick balls over the fence.

No running, chase, or tag in the playground equipment area.

No balls, jump ropes, hula hoops, or toys allowed on the playground equipment.

Upper Grades:

Balls: When playing ball games, use the appropriate ball. No ball smaller than

a softball is allowed. Only soccer balls and footballs are to be kicked and may be kicked on the fields only, not on the blacktop. Two balls to a basketball court unless a game is being played between two teams. Wall ball is to be played on the wall ball court only.

Baseballs, golf balls or other sports items the staff considers dangerous are prohibited. Metal or wooden bats are to be used only during supervised physical education activities. Please stay behind the cage when someone is batting.

Slides: One person at a time. No walking up the face of the slide. Sit on your bottom, feet first. Do not put gravel, ice, snow, dirt, playground cushion material, or any other object on the slide.

Equipment: Use the equipment safely.

No balls, jump ropes or toys are allowed on the equipment

No running, chase, or tag in the playground equipment area.

Only one person at a time may stand or sit on each side to the teeter-totter.

Count to 30 to establish one turn. Do not jump off when your side is down. You may not sit or stand in the middle on the bar.

Use the bars safely. You are not allowed on top of the bars or on top of the Orbitron.

Do not push on the Orbitron or Accelerator with the intent to make someone fly off.

Do not tie or loop clothing or ropes over bars or the Orbitron.

No stunts off the equipment, walls or railings.

No jumping from one apparatus to the other.

No pushing, shoving, or jumping from any equipment.

Two-hand touch or flag football only. Tackling is prohibited.

No cartwheels, flipping, or somersaults (gymnastics).

Leave wild animals alone. Do not approach stray dogs.

Do not swing on or kick tetherballs.

Do not throw rocks or blue material.

No throwing balls with the intention to hit someone.

Use tables correctly. Sit on the seat.

Do not sit on handrails.

No hand holding, hugging, kissing, sexual behavior, or sexual language.

Busing, Bus Rules and Procedures

Busing to and from school is provided for students who live beyond walking distance of the school as defined by State and Board policy. Students are expected to obey all bus rules and directions of the bus driver. The bus driver is responsible for the safety of all students and must not be distracted from that task. Riding the school bus is a privilege, not a right! Bus drivers have the authority to discipline, suspend or dismiss students from the bus. They can suspend or revoke the student's bus privileges. The driver can be considered the administration while students are riding the bus.

Students are required to know and follow the rules listed below:

1. The bus driver is in charge at all times.
2. Be at the bus stop five minutes before the scheduled pick-up time.
3. When you see the bus coming, move back six feet from the stop and line up for loading. Enter and leave the bus in an orderly manner.
4. Students will remain seated and face forward at all times on the bus. Aisles will remain clear.
5. Seats may be assigned at any time.
6. Students will conduct themselves at all times in a manner that shows respect for property and consideration for others. Profanity will not be tolerated.
7. Actions such as littering, spitting, throwing of objects at, within or out of bus, vandalism or harassment of others will not be tolerated.
8. All parts of the body must be kept inside.
9. Remain silent at railroad crossings.
10. Animals, breakable containers, skateboards, weapons or any object that could be hazardous shall not be transported on a school bus.
11. Food and drink are not allowed unless with driver's specific permission.
12. Students will be dropped off at designated stops unless a note from the student's parent/guardian states otherwise.
13. Go directly home from bus stop. Do not talk with strangers. Report anything unusual to the driver.
14. Cell phones, including texting, are not to be used on the bus unless it is an emergency and approved by the bus driver.
15. Taking pictures, video clips, and recording other students is a violation of a student's right to privacy and is prohibited.
16. MP3 players and other electronic listening devices are not allowed and should be kept in backpacks unless with driver's specific permission.

Students who do not normally ride the bus or who want to get off at another stop must have written permission and present the note to the driver. If this involves several students, please let the office and/or the driver know two days in advance.

Emergency Operation Plan Appendix – D10

Hate Crime Reporting

Board Policy 5145.9

The Governing Board 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.

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

The Superintendent or designee shall ensure that the rules prohibiting hate-motivated behavior and procedures for reporting a hate-motivated incident are provided to students and parents/guardians.

The Superintendent or designee shall provide staff with training on recognizing and preventing hate-motivated behavior and on effectively enforcing rules for appropriate student conduct.

Complaint Process

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 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.

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.

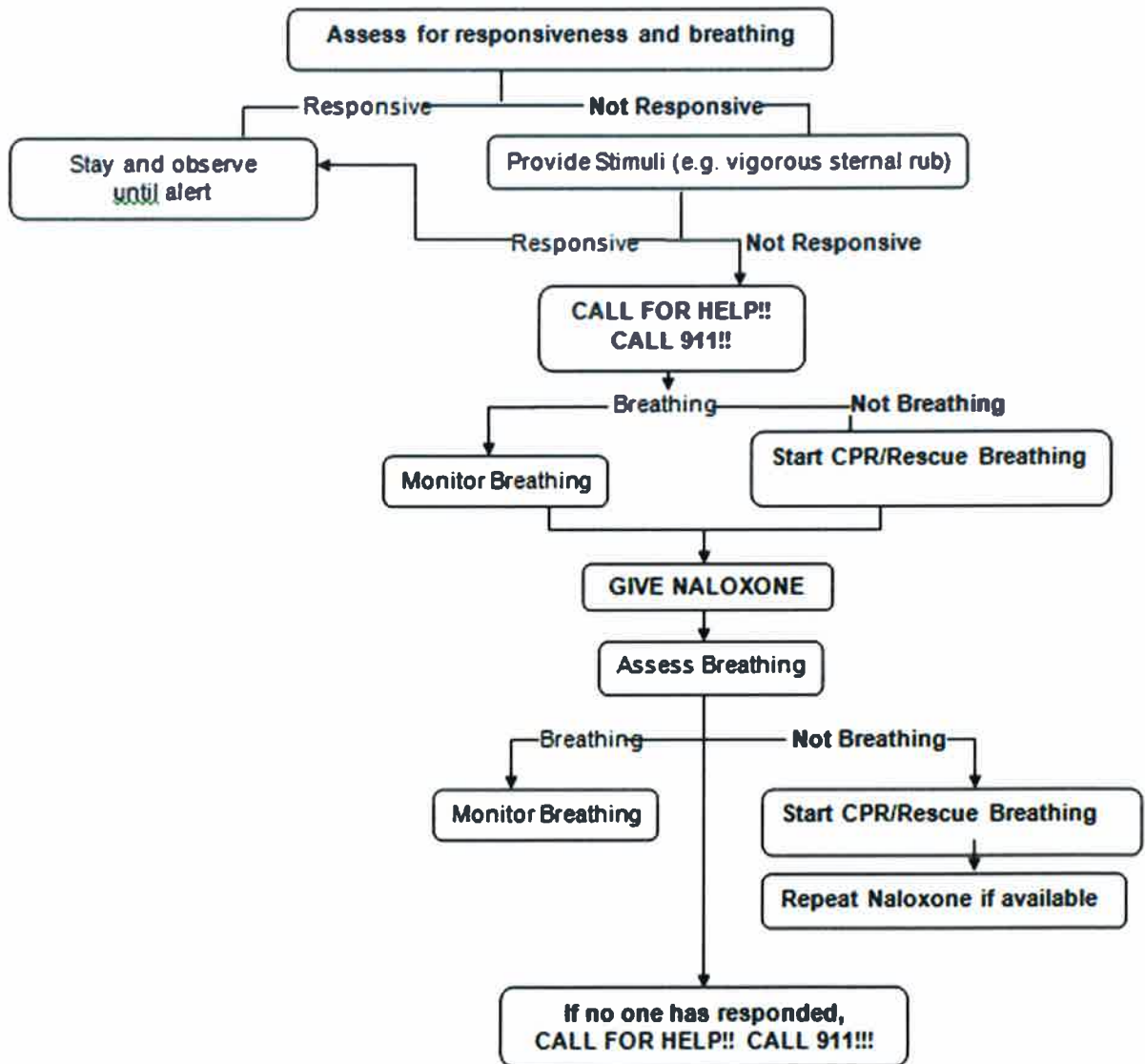
Emergency Operation Plan

Appendix – D11

Opioid Overdose Protocol

RESPONDING TO AN OPIOID OVERDOSE WITH NALOXONE FLOW CHART

The following flow-chart illustrates the steps that are taken depending on the victim's responsiveness.



Staff Volunteers:

Janesville Elementary School District will designate at least one or more volunteers to receive initial and annual refresher professional development regarding the storage and emergency use of naloxone hydrochloride or another opioid antagonist from the LCOE nurse or other qualified person.

In addition, pursuant to California Education Code 49414.3 and Board policy, Janesville Elementary School District will distribute a notice to all staff that contains a description of the training that the volunteer will receive, and the right of an employee to rescind his or her offer to volunteer. Trained volunteer personnel shall be provided with defense and indemnification for any and all civil liability, in accordance with, but not limited to, that provided in Division 3.6 (commencing with Section 810) or Title 1 of the Government Code.

Any emergency response for a potential, or actual opioid overdoes, will complete an emergency response report and an incident report as soon as possible after the incident is resolved.

Wandering and Elopement

Appendix – D12

DEFINITIONS: For purposes of this policy, the following items are defined as indicated.

- A. Elopement: A student intentionally leaving an assigned area without permission from or the knowledge of responsible staff.
- B. Wandering: A student meandering or straying, which leads to leaving a safe environment, intruding into inappropriate places or becoming lost and is often related to a physical or mental distraction.

The procedures required by this policy shall be separate and distinct from students' individualized Behavior Intervention Plans and/or Crisis Management Plans, which shall be required when a student demonstrates wandering and/or elopement behaviors on more than a single occasion within the current or prior school year.

All building-based staff must be provided annual training on the building's wandering and elopement plan prior to the first day that students arrive at school each school year.

Each building's wandering and elopement plan must contain the following components:

1. An explanation of any physical modifications to the building that may discourage wandering and/or elopement or facilitate notification of staff when an incident occurs, such as door alarms.
2. A protocol for notifying staff, including security staff, custodians, clerical staff of specific students with a history of wandering/elopement (two or more incidents within the current or prior school year), which shall include recent photographs and a description of any triggers that may cause a physical reaction or further flight by the student.
3. Procedures and staff assignments for immediately notifying:
 - a. 911;
 - b. Parent/Family; and
 - c. Office when an incident of wandering and/or elopement occurs.
4. Protocols for communicating with responding police, including practices and procedures for accessing and disseminating any available video footage, floor plans, and maps of the school grounds and immediate surrounding areas.
5. A school-wide communication and alert system
6. Explicit staff assignments for building and ground searches, with a focus on areas of highest threat, such as nearby water and major intersections.
7. A protocol for assuring the availability of recent photos of all students who have a history of wandering or elopement behavior.
8. A protocol for ensuring that students with a history of wandering or elopement incidents carry basic identification at all times, which shall include their name, school, and any triggers that may cause physical reaction or further flight.

General School-Based Practices for Preventing Occurrences of Wandering and/or Elopement:

It is the expectation that all staff will intervene when a student appears to be unsupervised and take appropriate action to ensure that the student is redirected to a supervised activity/location.

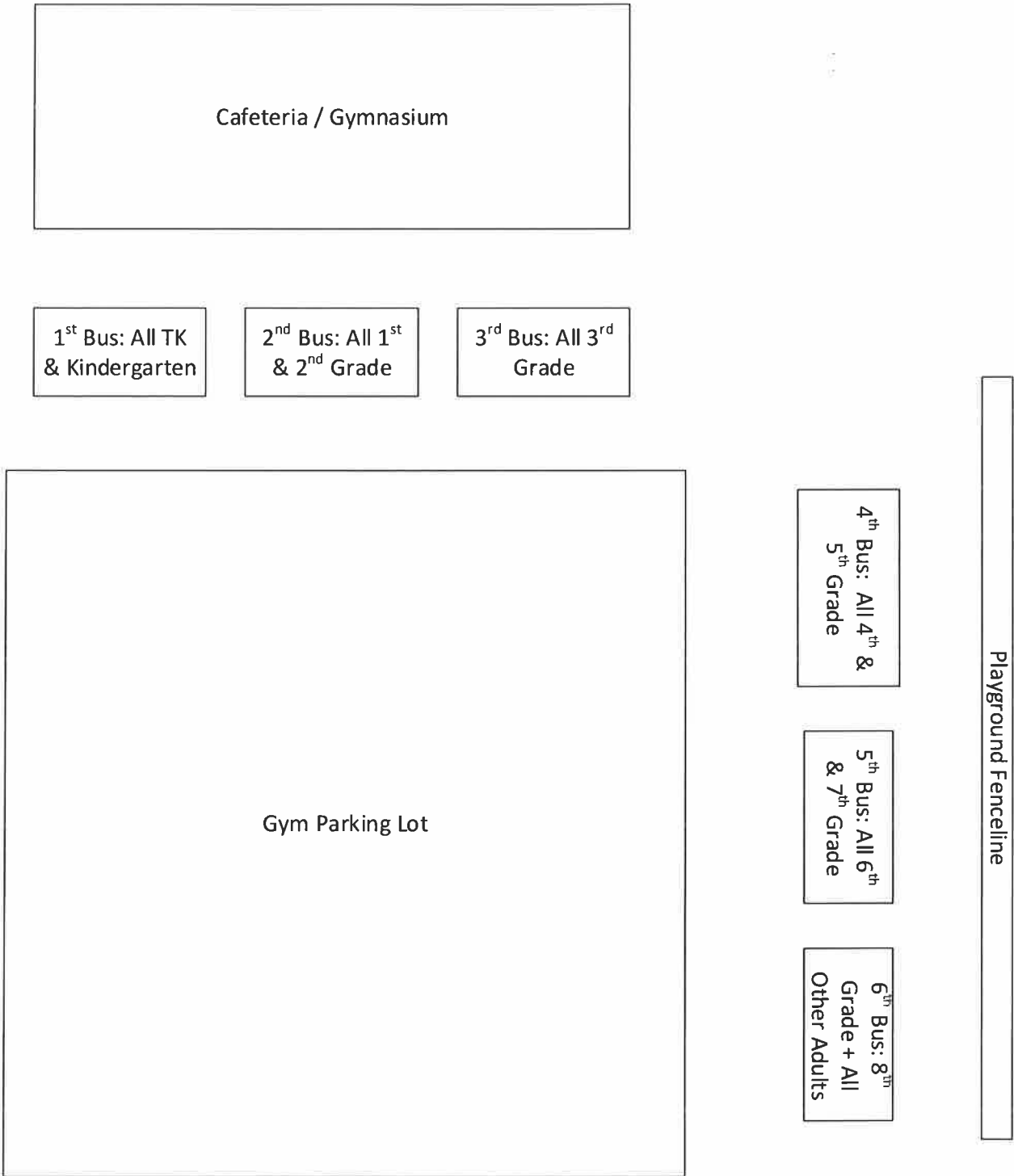
School Administrators are expected to strategically and specifically assign staff around the school building during arrival, dismissal, recess, lunch, and transition times in order to minimize the chance of wandering and/or elopement. Such staffing assignments shall be designed in order to account for staff absences, meetings, etc.

Student-specific considerations should be made when determining how much direct supervision a student requires during individual transitions, such as using the restroom, attending a related service, or performing a classroom job.

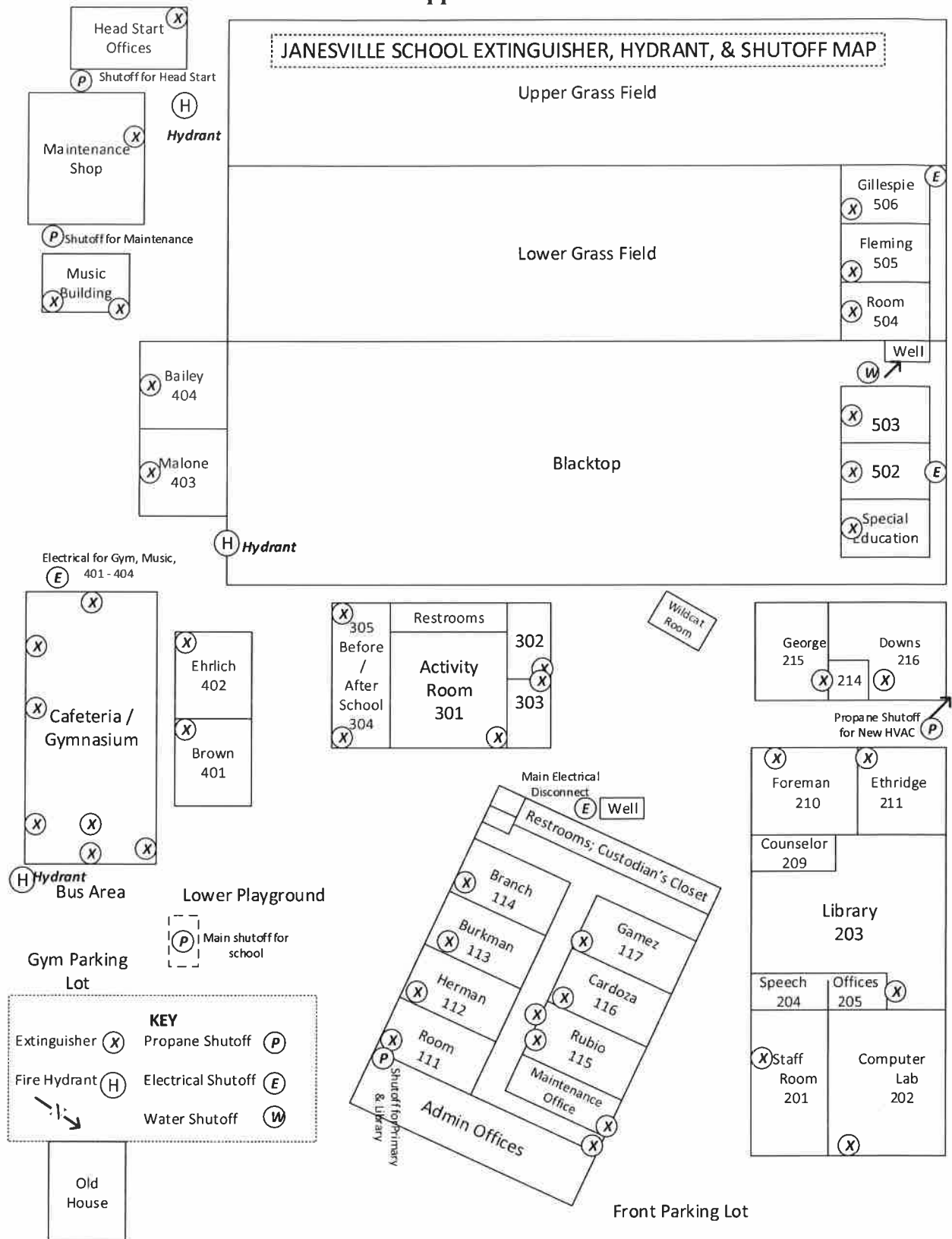
Emergency Operation Plan

Appendix – E1

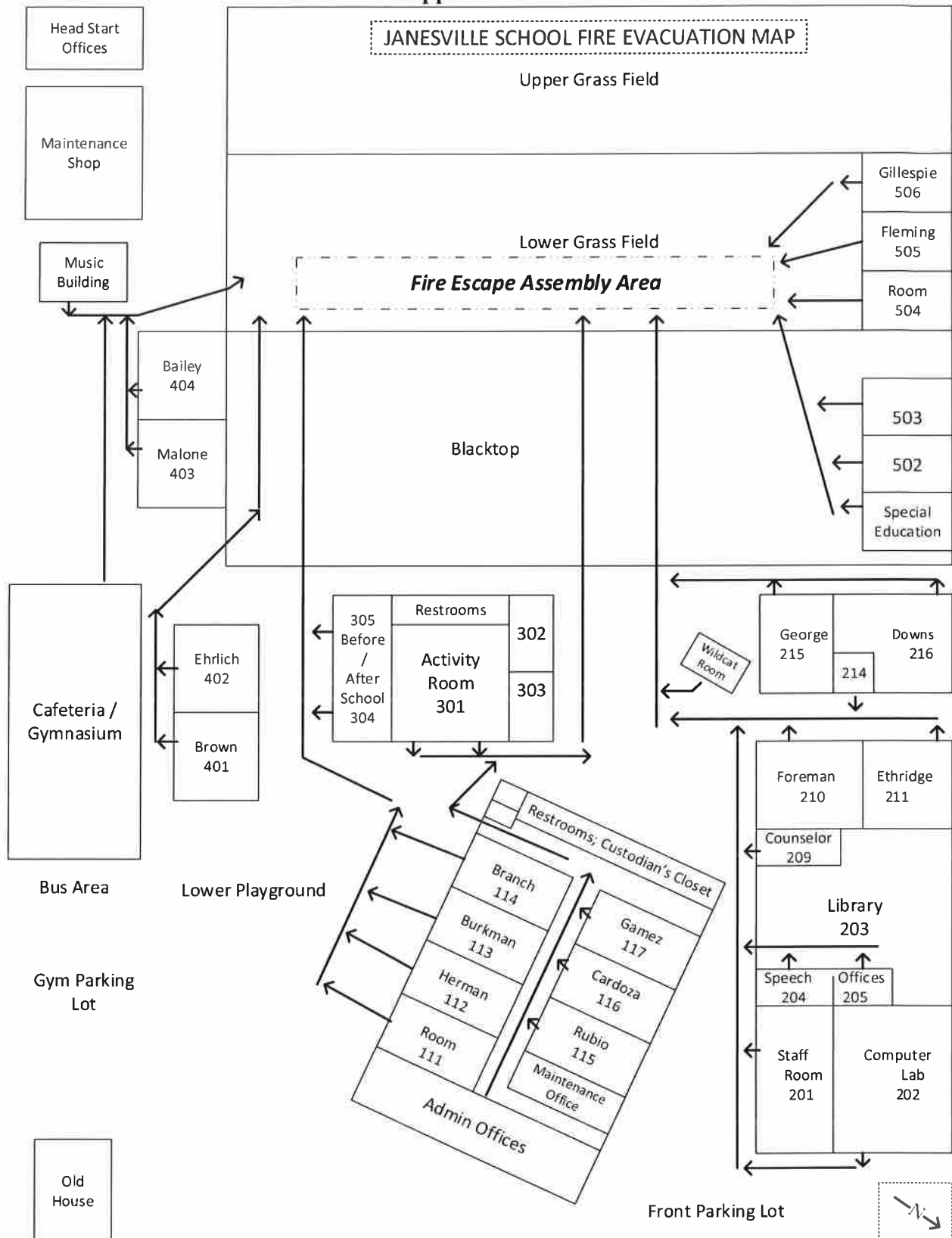
BUS EVACUATION MAP



Emergency Operation Plan Appendix – E2



Emergency Operation Plan Appendix – E3



California Department of Education

Janesville Union Elementary (18 64105 0000000)

Consolidated Application

Status: Certified
 Saved by: Andrea Kellogg
 Date: 9/7/2023 9:27 AM

2023–24 Certification of Assurances

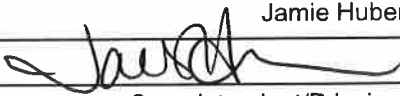
Submission of Certification of Assurances is required every fiscal year. A complete list of legal and program assurances for the fiscal year can be found at <https://www.cde.ca.gov/fg/aa/co/ca21assurancetoc.asp>.

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Consolidated Application Certification Statement

I hereby certify that all of the applicable state and federal rules and regulations will be observed by this applicant; that to the best of my knowledge the information contained in this application is correct and complete; and I agree to participate in the monitoring process regarding the use of these funds according to the standards and criteria set forth by the California Department of Education Federal Program Monitoring (FPM) Office. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained on site. I certify that we accept all assurances except for those for which a waiver has been obtained or requested. A copy of all waivers or requests is on file. I certify that actual ink signatures for this form are on file.

Authorized Representative's Full Name	Jamie Huber
Authorized Representative's Signature	
Authorized Representative's Title	Superintendent/Principal
Authorized Representative's Signature Date	08/31/2023

*****Warning*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2023–24 Protected Prayer Certification

Every Student Succeeds Act (ESSA) Section 8524 specifies federal requirements regarding constitutionally protected prayer in public elementary and secondary schools. This form meets the annual requirement and provides written certification.

CDE Program Contact:

Miguel Cordova, Title I Policy, Program, and Support Office, MCordova@cde.ca.gov, 916-319-0381

Protected Prayer Certification Statement

The local educational agency (LEA) hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

The LEA hereby assures that this page has been printed and contains an ink signature. The ink signature copy shall be made available to the California Department of Education upon request or as part of an audit, a compliance review, or a complaint investigation.

The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	Jamie Huber
Authorized Representative's Title	Superintendent/Principal
Authorized Representative's Signature Date	08/31/2023
Comment	
If the LEA is not able to certify at this time, then an explanation must be provided in the comment field. (Maximum 500 characters)	

*****Warning*****

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2023–24 LCAP Federal Addendum Certification**CDE Program Contact:**Local Agency Systems Support Office, LCAPAddendum@cde.ca.gov, 916-323-5233**Initial Application**

To receive initial funding under the Every Student Succeeds Act (ESSA), a local educational agency (LEA) must have a plan approved by the State Educational Agency on file with the State. Within California, LEAs that apply for ESSA funds for the first time are required to complete the Local Control and Accountability Plan (LCAP), the LCAP Federal Addendum Template (Addendum), and the Consolidated Application (ConApp). The LCAP, in conjunction with the Addendum and the ConApp, serve to meet the requirements of the ESSA LEA Plan.

In order to initially apply for funds, the LEA must certify that the current LCAP has been approved by the local governing board or governing body of the LEA. As part of this certification, the LEA agrees to submit the LCAP Federal Addendum, that has been approved by the local governing board or governing body of the LEA, to the California Department of Education (CDE) and acknowledges that the LEA agrees to work with the CDE to ensure that the Addendum addresses all required provisions of the ESSA programs for which they are applying for federal education funds.

Returning Application

If the LEA certified a prior year LCAP Federal Addendum Certification data collection form in the Consolidated Application and Reporting System, then the LEA may use in this form the same original approval or adoption date used in the prior year form.

County Office of Education (COE) or District For a COE, enter the original approval date as the day the CDE approved the current LCAP. For a district, enter the original approval date as the day the COE approved the current LCAP	06/26/2019
Direct Funded Charter Enter the adoption date of the current LCAP	
Authorized Representative's Full Name	Jamie Huber
Authorized Representative's Title	Superintendent/Principal

*****Warning*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a

violation of both state and federal law.

2023–24 Application for Funding**CDE Program Contact:**Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297**Local Governing Board Approval**

The local educational agency (LEA) is required to review and receive approval of their Application for Funding selections with their local governing board.

By checking this box the LEA certifies that the Local Board has approved the Application for Funding for the listed fiscal year	Yes
---	-----

District English Learner Advisory Committee Review

Per Title 5 of the California Code of Regulations Section 11308, if your LEA has more than 50 English learners, then the LEA must establish a District English Learner Advisory Committee (DELAC) which shall review and advise on the development of the application for funding programs that serve English learners.

By checking this box the LEA certifies that parent input has been received from the District English Learner Committee (if applicable) regarding the spending of Title III funds for the listed fiscal year	Yes
---	-----

Application for Categorical Programs

To receive specific categorical funds for a school year, the LEA must apply for the funds by selecting Yes below. Only the categorical funds that the LEA is eligible to receive are displayed.

Title I, Part A (Basic Grant) ESSA Sec. 1111 et seq. SACS 3010	Yes
Title II, Part A (Supporting Effective Instruction) ESEA Sec. 2104 SACS 4035	Yes
Title II, Part A funds used through the Alternative Fund Use Authority (AFUA) Section 5211 of ESEA	No
Title III English Learner ESEA Sec. 3102 SACS 4203	No
Title III Immigrant ESEA Sec. 3102 SACS 4201	No
Title IV, Part A (Student and School Support) ESSA Sec. 4101 SACS 4127	Yes
Title IV, Part A funds used through the Alternative Fund Use Authority (AFUA)	No

*****Warning*****

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2023–24 Application for Funding

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Section 5211 of ESEA	
Title V, Part B Subpart 1 Small, Rural School Achievement Grant ESSA Sec. 5211 SACS 5810	Yes

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2023–24 Federal Transferability

Federal transferability of funds is governed by Title V in ESSA Section 5102. An LEA may transfer Title II, Part A and/or Title IV, Part A program funds to other allowable programs. This transferability is not the same as Title V, Part B Alternative Fund Use Authority (AFUA) governed by ESEA Section 5211.

Note: Funds utilized under Title V, Part B AFUA are not to be included on this form.

CDE Program Contact:

Lisa Fassett, Professional Learning Support & Monitoring Office, LFassett@cde.ca.gov, 916-323-4963
Kevin Donnelly, Rural Education and Student Support Office, TitleIV@cde.ca.gov, 916-319-0942

Title II, Part A Transfers

2023–24 Title II, Part A allocation	\$12,274
Transferred to Title I, Part A	\$0
Transferred to Title I, Part C	\$0
Transferred to Title I, Part D	\$0
Transferred to Title III English Learner	\$0
Transferred to Title III Immigrant	\$0
Transferred to Title IV, Part A	\$0
Transferred to Title V, Part B, Subpart 1 Small, Rural School Achievement Grant	\$0
Transferred to Title V, Part B, Subpart 2 Rural and Low-Income Grant	\$0
Total amount of Title II, Part A funds transferred out	\$0
2023–24 Title II, Part A allocation after transfers out	\$12,274

Title IV, Part A Transfers

2023–24 Title IV, Part A allocation	\$10,000
Transferred to Title I, Part A	\$0
Transferred to Title I, Part C	\$0
Transferred to Title I, Part D	\$0
Transferred to Title II, Part A	\$0
Transferred to Title III English Learner	\$0
Transferred to Title III Immigrant	\$0
Transferred to Title V, Part B Subpart 1 Small, Rural School Achievement Grant	\$0
Transferred to Title V, Part B Subpart 2 Rural and Low-Income Grant	\$0
Total amount of Title IV, Part A funds transferred out	\$0
2023–24 Title IV, Part A allocation after transfers out	\$10,000

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2023–24 Title I, Part A LEA Allocation and Reservations

To report LEA required and authorized reservations before distributing funds to schools.

CDE Program Contact:

Sylvia Hanna, Title I Policy, Program, and Support Office, SHanna@cde.ca.gov, 916-319-0948

Rina DeRose, Title I Policy, Program, and Support Office, RDeRose@cde.ca.gov, 916-323-0472

2023–24 Title I, Part A LEA allocation (+)	\$77,867
Transferred-in amount (+)	\$0
Nonprofit private school equitable services proportional share amount (-)	\$0
2023–24 Title I, Part A LEA available allocation	\$77,867

Required Reservations

Parent and family engagement (If the allocation is greater than \$500,000, then parent and family engagement equals 1% of the allocation minus the nonprofit private school equitable services proportional share amount.)	\$0
School parent and family engagement	\$1,000
LEA parent and family engagement	\$1,000
Local neglected institutions Does the LEA have local institutions for neglected children?	No
Local neglected institutions reservation	\$0
Local delinquent institutions Does the LEA have local institutions for delinquent children?	No
Local delinquent institutions reservation	\$0
Direct or indirect services to homeless children, regardless of their school of attendance	\$100

Authorized Reservations

Public school Choice transportation	\$1,000
Other authorized activities	\$0
2023–24 Approved indirect cost rate	6.50%
Indirect cost reservation	\$4,752
Administrative reservation	\$6,928

Reservation Summary

Total LEA required and authorized reservations	\$13,780
School parent and family engagement reservation	\$1,000
Amount available for Title I, Part A school allocations	\$63,087

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2023–24 Title II, Part A LEA Allocations

The purpose of this data collection is to calculate the total allocation amount available to the local educational agency (LEA) for Title II, Part A Supporting Effective Instruction.

CDE Program Contact:

Alice Ng (Fiscal), Division Support Office, ANg@cde.ca.gov, 916-323-4636

Lisa Fassett (Program), Professional Learning Support & Monitoring Office, LFassett@cde.ca.gov, 916-323-4963

2023–24 Title II, Part A allocation	\$12,274
Transferred-in amount	\$0
Total funds transferred out of Title II, Part A	\$0
2023–24 Total allocation	\$12,274
Administrative and indirect costs	\$749
Reservation for equitable services for nonprofit private schools	\$0
2023–24 Title II, Part A adjusted allocation	\$11,525

*****Warning*****

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2023–24 Title IV, Part A LEA Allocations

The purpose of this data collection is to calculate the allocation available to the local educational agency (LEA) and report reservations of Title IV, Part funds.

CDE Program Contact:

Kevin Donnelly, Rural Education and Student Support Office , TitleIV@cde.ca.gov, 916-319-0942

2023–24 Title IV, Part A LEA allocation	\$10,000
Funds transferred-in amount	\$0
Funds transferred-out amount	\$0
2023–24 Title IV, Part A LEA available allocation	\$10,000

Reservations

Indirect cost reservation	\$0
Administrative reservation	\$0
Equitable services for nonprofit private schools	\$0
2023–24 Title IV, Part A LEA adjusted allocation	\$10,000

*****Warning*****

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2023–24 Substitute System for Time Accounting

This certification may be used by auditors and by California Department of Education oversight personnel when conducting audits and sub-recipient monitoring of the substitute time-and-effort system. Approval is automatically granted when the local educational agency (LEA) submits and certifies this data collection.

CDE Program Contact:

Hilary Thomson, Fiscal Oversight and Support Office, HThomson@cde.ca.gov, 916-323-0765

The LEA certifies that only eligible employees will participate in the substitute system and that the system used to document employee work schedules includes sufficient controls to ensure that the schedules are accurate.

Detailed information on documenting salaries and wages, including both substitute systems of time accounting, are described in Procedure 905 of the California School Accounting Manual posted on the web at <https://www.cde.ca.gov/fg/ac/sa/>.

2022–23 Request for authorization	Yes
LEA certifies that the following is a full disclosure of any known deficiencies with the substitute system or known challenges with implementing the system (Maximum 500 characters)	No deficiencies are detected, however, if there were, it would be best to have a waiver.

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2023–24 Consolidation of Administrative Funds

A request by the local educational agency (LEA) to consolidate administrative funds for specific programs.

CDE Program Contact:

Hilary Thomson, Fiscal Oversight and Support Office, HThomson@cde.ca.gov, 916-323-0765

Title I, Part A Basic SACS Code 3010	No
Title I, Part C Migrant Education SACS Code 3060	No
Title I, Part D Delinquent SACS Code 3025	No
Title II, Part A Supporting Effective Instruction SACS Code 4035	No
Title III English Learner Students - 2% maximum SACS Code 4203	No
Title III Immigrant Students SACS Code 4201	No
Title IV, Part A Student Support - 2% maximum SACS Code 4127	No
Title IV, Part B 21st Century Community Learning Centers SACS Code 4124	No

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2023–24 Nonprofit Private School Consultation

The local educational agency shall provide, on an equitable basis, special education services or other benefits to address the needs of eligible children and staff enrolled in nonprofit private elementary and secondary schools under the programs listed below.

DE Program Contact:

Sylvia Hanna, Title I Policy, Program, and Support Office, SHanna@cde.ca.gov, 916-319-0948
Tina DeRose, Title I Policy, Program, and Support Office, RDeRose@cde.ca.gov, 916-323-0472

In accordance with the Every Student Succeeds Act (ESSA) sections 1117 and 8501, the local educational agency shall consult annually with appropriate private school officials and both shall have the goal of reaching agreement on how to provide equitable and effective programs for eligible private school children, teachers, and families. This applies to programs under Title I, Part A; Title I, Part C; Title II, Part A; Title III, Part A; Title IV, Part A; Title IV, Part B; and section 4631, with regard to the Project School Emergency Response to Violence Program (Project SERV).

The enrollment numbers are reported under penalty of perjury by each private school in its annual Private School Affidavit. The information in the Private School Affidavit is not verified, and the California Department of Education takes no position as to its accuracy. It is expected that districts engaged in private school consultation verify the accuracy of student enrollment data and the tax exempt status if it is being used for the purpose of providing equitable services.

Private School's Believed Results of Consultation Allowable Codes

- '1: meaningful consultation occurred
- '2: timely and meaningful consultation did not occur
- '3: the program design is not equitable with respect to eligible private school children
- '4: timely and meaningful consultation did not occur and the program design is not equitable with respect to eligible private school children
- '5: non-attendance area school(s)

The local educational agency is electing to add nonprofit private schools outside of the district's attendance area.

Yes

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2023–24 Nonprofit Private School Consultation

The local educational agency shall provide, on an equitable basis, special education services or other benefits to address the needs of eligible children and staff enrolled in nonprofit private elementary and secondary schools under the programs listed below.

School Name	School Code	Enrollment	Consultation Occurred	Was Consultation Agreement Met	Signed Written Affirmation on File	Consultation Code	School Added
San Jose Union Elementary	6138853	9	N				Y

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2023-24 Title I, Part A School Student Counts

This data collection contains school-level student data. The information in this data collection will be used by the local educational agency (LEA) to calculate eligibility and ranking for Title I, Part A school allocations.

DE Program Contact:

Kina DeRose, Title I Policy, Program, and Support Office, RDeRose@cde.ca.gov, 916-323-0472

School ranking options

Within the LEA

Select the highest to lowest school ranking method

Select a low income measure

FRPM

Explanation of Pre-populated Student Counts

The data fields in this form, containing total student enrollment counts and eligible low income students counts, were pre-populated with PRIOR year (Fiscal Year 2022-23) certified data from CALPADS Fall 1 data submission.

Note: The LEA may use prior year data or current year data to calculate eligibility and ranking for Title I, Part A school allocations. The LEA may choose to manually enter current year data in place of prior year data.

School Name	School Code	Low Grade Offered	High Grade Offered	Grade Span Group	Student Enrollment	Eligible Low Income Students
San Jose Union Elementary	6010730	K	8	1	314	132

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2023–24 Title I, Part A School Allocations

This report identifies the amount of Title I, Part A funds to be allocated to eligible schools.

DE Program Contact:

Christina DeRose, Title I Policy, Program, and Support Office, RDDeRose@cde.ca.gov, 916-323-0472

LEA meets small LEA criteria.

A local educational agency (LEA) is defined as a small LEA if, based on the school student and the data entered in Title I, Part A School Student Counts, the LEA meets one or both of the following:

- is a single school LEA
- has enrollment total for all schools less than 1,000
- is applicable, enter a Discretion Code. Use lower case only.

Allowable Discretion Codes

- Below LEA average and at or above 35% student low income
- Waiver for a desegregation plan on file
- Grandfather provision
- Feeder pattern

Low income measure

Ranking Schools Highest to Lowest

EA-wide low income %

Available Title I, Part A school allocations

Available parent and family engagement reservation

FRPM
Within the LEA
42.04%
\$63,087
\$1,000

School Name	School Code	Grade Span Group	Student Enrollment	Eligible Low Income Students	Low Income Student %	Eligible to be Served	Required to be Served	Ranking	\$ Per Low Income Student	TIA School Allocation	2022–23 Carryover	Parent and Family Engagement	Total School Allocation	Discretion Code
San Jose Valley Union Elementary	6010730	1	314	132	42.04	*	*	1	477.93	63086.76	\$0	\$1,000	64086.76	

Warning
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2023–24 Title I, Part A Notification of Authorization of Schoolwide Program

This report provides notification to the California Department of Education of a school's eligibility and local board approval to operate under and report as a schoolwide program.

DE Program Contact:

Christina DeRose, Title I Policy, Program, and Support Office, RDDeRose@cde.ca.gov, 916-323-0472

School Name	School Code	Authorized SWP	Low Income %	Local Board Approval Date SWP Plan (MM/DD/YYYY)	Local Board Approval Date SWP Waiver (MM/DD/YYYY)
San Jose Valley Elementary	6010730	Y	42.05	02/19/2019	02/19/2019

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Monitoring Goals, Actions, and Resources for the 2023-24 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2023-24 LCAP template and instructions should be consulted when completing required documents.

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Janesville Union Elementary School District	Jamie Huber Superintendent/Principal	jhuber@janesvilleschool.org 530-253-3660

Goal 1

Goal Description
All Janesville students will have access to a broad course of study and will be taught by highly qualified staff. All curriculum will be aligned to CCSS. All facilities will be maintained in a good to excellent standard.
Priority 1: Basic
Priority 2: Implementation of State Standards
Priority 7: Course Access

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Priority 1A: CALPADS - Percent of teaching staff are fully credentialed	100%	90%	92.16%	88%	100%
Priority 1A: CALPADS - Percent of teachers are appropriately assigned	100%	90%	92.16%	88%	100%
Priority 1B: Williams Report - Percentage of pupils who have access to standards-aligned instructional materials.	100% Percent of pupils have access to standards-aligned instructional materials for English/Language Arts, Mathematics and History/Social Science. 0% Percent of pupils have access to standards-aligned instructional materials for Science (NGSS)	100% Percent of pupils have access to standards-aligned instructional materials for English/Language Arts, Mathematics and History/Social Science. 0% Percent of pupils have access to standards-aligned instructional materials for Science (NGSS)	100% Percent of pupils have access to standards-aligned instructional materials for English/Language Arts, Mathematics and History/Social Science and NGSS science.	100% Percent of pupils have access to standards-aligned instructional materials for English/Language Arts, Mathematics and History/Social Science and NGSS science.	100% Percent of pupils have access to standards-aligned instructional materials.
Priority 1C: FIT Report - Percentage of facilities maintained in good repair	96.48% of facilities are in good repair	97.73% of facilities are in good repair	96.67% of facilities are in good repair	98.67% of facilities are in good repair	100% of facilities are in good repair
Priority 2A: Local Performance Indicator Self-Reflection Tool	2019/20 English Language Arts - 3.58 English Language Development 3.03 Mathematics 3.46 Next Generation Science Standards 1.46 History Social Science 2.42	2021/22 English Language Arts 2 – Beginning Development English Language Development 2 – Beginning Development Mathematics 2 – Beginning Development Next Generation Science Standards 1 – Exploration and Research Phase History Social Science 2 – Beginning Development	2022/23 English Language Arts 2 – Beginning Development English Language Development 2 – Beginning Development Mathematics 2 – Beginning Development Next Generation Science Standards 1 – Exploration and Research Phase History Social Science 2 – Beginning Development	2023/24 English Language Arts 3 – Initial Implementation English Language Development 3 – Initial Implementation Mathematics 3 – Initial Implementation Next Generation Science Standards 3 – Initial Implementation History Social Science 3 – Initial Implementation	English Language Arts 4 – Full Implementation English Language Development 4 – Full Implementation Mathematics. 4 – Full Implementation Next Generation Science Standards 3 – Initial Implementation History Social Science 4 – Full Implementation
Rating on the district's implementation of state board adopted academic content and performance standards for all students					
Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability					

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
<p>Priority 2B: Local Performance Indicator - Self Reflection Tool</p> <p>Rating on the district's programs and services enabling English learners access to CCSS and ELD standards</p> <p>Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability</p>	<p>2020/21</p> <p>A measure of Local Performance Indicators measuring the district's programs and services enabling English learners access to CCSS and ELD standards was not conducted in the 2020/21 school year.</p>	<p>2021/22</p> <p>2 – Beginning Development</p>	<p>2022/23</p> <p>2 – Beginning Development</p>	<p>2023/24</p> <p>3 – Initial Implementation</p>	<p>2 – Beginning Development</p>
<p>Priority 7A: Local Performance Indicator - Self Reflection Tool</p> <p>Extent to which students have access to and are enrolled in a broad course of study</p> <p>Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability</p>	<p>2020/21</p> <p>A measure of Local Performance Indicators measuring the extent to which students have access to and are enrolled in a broad course of study was not conducted in the 2020/21 school year.</p>	<p>2021/22</p> <p>2 – Beginning Development</p>	<p>2022/23</p> <p>2 – Beginning Development</p>	<p>2023/24</p> <p>3 – Initial Implementation</p>	<p>4 – Full Implementation;</p>
<p>Priority 7B: Rosters and sign-in sheets</p> <p>Extent to which students have access to and are enrolled in programs and</p>	<p>75%</p>	<p>100%</p>	<p>100%</p>	<p>100%</p>	<p>100%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
services developed and provided to low income, English learner and Foster youth students.					
Priority 7C: SEIS Extent to which students have access to and are enrolled in programs and services developed and provided to students with disabilities	100%	100%	100%	100%	100%

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.1	<p>Continue to Employ an Additional TK-3 Teacher DISCONTINUED FOR 2022/23 The District will continue to employ an additional FTE in TK-3rd grade (placement depending on need) to ensure lower class sizes in lower grades. Additionally, these class sizes will improve student/teacher relationships, SEL, engagement, suspensions and feelings of success Stakeholders have reported that they feel teacher are more effective in smaller classes for the aforementioned reasons. Lower class sizes address the needs of low income students. DISCONTINUED FOR 2022/23</p>	Yes	Not Implementing	N/A		\$0.00	\$0.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.2	1.0 FTE Teacher The District will continue to employ a 1.0 FTE teacher to reduce the number of multi-grade classrooms and allow for more differentiated instruction and improve student/teacher relationships, mental health, engagement, reduced suspensions, and feelings of success.	Yes	Fully Implemented		Class sizes average 20:1 or less	\$78,414.00	\$68,534.00
1.3	Professional Learning The Superintendent/Principal will work with staff to design a 2022/23 Professional Learning Plan for both certificated and classified staff which directly correlates to data-supported identified needs of the district's title 1 students, including student sub-groups. The Professional Learning Plan expenditures will include fees for trainers/coaches and pay for professional learning that falls outside the employee's contracted work day.	No	Planned	Funding source will not be Title I	The District has provided a variety of professional development for certificated and classified staff in areas of ELA, Science, Math, SEL and behavior management	\$6,380.00	\$0.00
1.4	Special Education Paraprofessionals The district will maintain employment of three .74 FTE special education paraprofessionals to ensure that Janesville students have access to and are enrolled in programs and services developed	No			The District employs one Special Education Paraeudicator and two one-on-one paraeducators to support the	\$92,946.00	\$54,297.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	and provided to students with disabilities.				needs of students with disabilities		

Goal 2

Goal Description

Janesville will maintain a safe, positive and productive learning environment where students are meaningfully engaged in academics as well as a wide variety of co-curricular activities. Parents will feel welcomed and valued as partners in this educational process. Parents will work cooperatively with school personnel to establish priorities and meet goals.

Priority 3: Parental Involvement

Priority 5: Pupil Engagement

Priority 6: School Climate

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Priority 3A: CHKS Parent Survey - Percentage of parents/guardians who agree/strongly agree that the school district seeks parent input in making decisions for the school district	45%	32%	Due to the very small number of parent participation releasing this data would compromise confidentiality.	81% of parents/guardians agree/strongly agree that the school district seeks parent input in making decisions for the school district	100%
Priority 3B: CHKS Parent Survey - Percentage of parents/guardians who	Disaggregated data from the CHKS Parent Survey is unavailable	Due to the extremely small population of English learner students JUSD, releasing this data to the	Due to the extremely small population of English learner students JUSD, releasing this data to the	No parent of an English learner, or parent of a student with an IEP completed the survey. Low	90%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
agree/strongly agree that the district promotes parental participation in programs for low income, English learner and foster youth students		public would compromise student confidentiality.	public would compromise student confidentiality.	income students are not disaggregated.	
Priority 5A: Attendance Rate as measured by Schoolwise	93.12% of attendance at P-2	92.19% at P-2	94.40% at P-2	95.32% at P-1	95% at P-2
Priority 5B: Chronic Absenteeism as measure by Schoolwise	19.42% of students are identified as chronic absentees	32.95%	27.1% of students are identified as chronic absentees	17.39% of students are identified as chronic absentees	0% of students are identified as chronic absentees
Priority 5C: Percentage of middle school dropouts	0% of students are middle school dropouts	0%	0% of students are middle school dropouts	0% of students are middle school dropouts	0% of students are middle school dropouts
Priority 5D: Percentage of high school dropouts	Not relevant since we are a K-8 District	Not relevant since we are a K-8 District	Not relevant since we are a K-8 District	Not relevant since we are a K-8 District	Not relevant since we are a K-8 District
Priority 5E: Percentage of high school graduation rates	Not relevant since we are a K-8 District	Not relevant since we are a K-8 District	Not relevant since we are a K-8 District	Not relevant since we are a K-8 District	Not relevant since we are a K-8 District
Priority 6A: Percentage of suspensions	3% of students have been suspended	7.74% students have been suspended	6.1% of students have been suspended	4.45% of students have been suspended	0% of students have been suspended
Priority 6B: Percentage of expulsions	0% of students who have been expelled	<1%	0% of students who have been expelled	0% of students who have been expelled	0% of students who have been expelled
Priority 6C: Percentage of suspensions for students with special needs	3% of suspensions for students with special needs	13.04% of suspensions for students with special needs	5.13% of suspensions for students with special needs	4.76% of suspensions for students with special needs	0% of suspension for students with special needs
3C - Local Performance Indicator - Self Reflection Tool	Disaggregated data from the Local Performance Indicator is unavailable	Due to the extremely small population of English learner students at JUSD, releasing this data to the public would compromise student confidentiality.	Due to the extremely small population of English learner students at JUSD, releasing this data to the public would compromise student confidentiality.	Due to the extremely small population of English learner students at JUSD, releasing this data to the public would compromise student confidentiality.	100%
Rating of the school district's promotion of parental participation in programs for students with disabilities					

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.1	Annual Parent/Guardian Survey The School Site Council and Superintendent/Principal will collaborate on the review and develop a parent survey that will be available online and in paper to ensure the largest response from parents/guardians. The survey will be provided in other languages based on family needs. The Superintendent/Principal will ensure that the survey is ready for distribution each Spring and the CBO will tally survey results.	No	Fully Implemented		The Parent Survey will be administered in March, 2024	\$468.00	\$468.00
2.2	0.60 FTE Counselor The District will recruit and hire a .60 FTE counselor to meet the increased mental health/social emotional needs of students. Priority will be given to unduplicated students, however, the services are available to all students in need of counseling. Expenditures for this action will fund the salary of a part-time counselor.	Yes	Fully Implemented		A counselor is on site 3 days per week and sees many students with priority given to unduplicated students	\$74,584.00	\$41,636.00
2.3	Communication and Re-Engagement Plan to Support Student Attendance The Superintendent/Principal will facilitate the development of a Communication and Re-Engagement Plan, including parent education and parent outreach	Yes	Planned		Monthly communication regarding absences is being done. Chronic absenteeism has been	\$3,125.00	

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	explaining the importance of attendance several times throughout the year. This information will also be included in monthly newsletters and other communications. School Attendance Review Team (SART) meetings with parents and student will take place for each student who absence rate is 10% or more. Expenditures for this action will fund a portion of the Superintendent/Principal's salary (personnel).				reduced but could still be improved		
2.4	Family Outreach Program The staff member in charge of public relations coordination will facilitate monthly newsletter mailings to parents/guardians encourage participation in upcoming events and share important information such as resources available to students and families. Expenditures fund stipend for staff member coordinating public relations.	Yes	Fully Implemented	Stipend is not paid until June	Newsletters are distributed monthly	\$1,189.00	\$0.00
2.5	After-School Targeted Tutoring The Superintendent/Principal will facilitate after school targeted tutoring, supported by certificated teachers. Unduplicated students will have priority but all students needing targeted academic intervention/tutoring will be eligible.	No Yes	Fully Implemented	The funding source will no longer be Supplemental funds		\$11,887.00	\$0.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	Expenditures for this action will fund stipends to certificated staff for providing after-school tutoring.						
2.6	Community Events The Superintendent/Principal will work with teaching and classified staff, School Site Council members and Parent-Teacher Organization members to facilitate a variety of events for student, parents/guardians and the community throughout the year to improve school and family connectedness, including Back to School Night, Science Night, Math Night, and other similar events. Expenditures for this action will fund actual costs of events.	No		The District has held two family nights with increasing participation. The Site Council will provide input on family nights at least 4 times per year.		\$5,239.00	\$1,234.00
2.7	After School Program Transportation-ACTION DISCONTINUED FOR 2022/23 The District will provide additional transportation for students who attend after school programs in order to make after school tutoring available on a wider basis for unduplicated students. - ACTION DISCONTINUED DUE TO LACK OF AVAILABLE BUSING / DRIVERS.		Not Implementing			\$0.00	\$0.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.8	Transportation to and from School The Superintendent/Principal will facilitate a contract with the Lassen Unified High School District to provide Janesville students with bus transportation to and from school at no charge to families. This action addresses the significantly higher rate of absence among the district's low income students, foster youth and homeless students, although the transportation services will also be available to all Janesville students at no charge. Expenditures for this action will fund payments to LUHSD for transportation services.	Yes	Fully Implemented			\$176,380.00	\$73,744.00

Goal 3

Goal Description Janesville students will make significant progress in meeting or exceeding state standards in ELA and mathematics. Priority 4: Pupil Achievement Priority 8: Other Pupil Outcomes
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Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Priority 4A: CAASPP assessment for students in grades 3-8	2018/19 ELA	2020/21 ELA	2021/22 ELA	2022/23 CAASPP assessments for students in grades 3-8	ELA All Students: 50%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
% of students who met or exceeded standards in ELA and mathematics for all students and socioeconomically disadvantaged students	All Students: 40.68%	All Students: 33.18%	All Students: 33.03%	English Language Arts All Students: 37.25%	Socioeconomically Disadvantaged: 50%
	Socioeconomically Disadvantaged: 22.36%	Socioeconomically Disadvantaged: 25.84%	Socioeconomically Disadvantaged: 19.15%	Math All Students: 26.90%	Math All Students: 50%
	MATH All Students: 25.96%	MATH All Students: 20.18%	Math All Students: 26.90%	English Language Arts Socioeconomically disadvantaged: 29.54%	Socioeconomically Disadvantaged: 50%
Priority 8: MAP Assessments percentage of students with average or above proficiency in Reading, Language Usage and Mathematics ("progress" notations reflect cohort progress)	Socioeconomically Disadvantaged: 11.9%	Socioeconomically Disadvantaged: 11.24%	Socioeconomically Disadvantaged: 13.83%	Math All Students: 33.99%	
				Math Socioeconomically disadvantaged: 26.44%	
Priority 8: MAP Assessments percentage of students with average or above proficiency in Reading, Language Usage and Mathematics ("progress" notations reflect cohort progress)	Spring 2021 Reading 1st - 59% 2nd - 67% 3rd - 58% 4th - 56% 5th - 59% 6th - 34% 7th - 45% 8th - 75%	Spring 2022 Reading 1st - 68% 2nd - 63% (progress) 3rd - 58% 4th - 51% 5th - 35% 6th - 44% 7th - 64% (progress) 8th - 68% (progress)	Winter 2022 (2022/23) Reading 1st - 51% 2nd - 75% (progress) 3rd - 79% (progress) 4th - 47% 5th - no data 6th - 44% 7th - no data 8th - 75% (progress)	Spring 2023 Reading 1st- 42% 2nd-64% 3rd-51% 4th-62% 5th-51% 6th-48% 7th- 57% 8th- no data	Reading 2nd - 85% 3rd - 85% 4th - 85% 5th - 85% 6th - 85% 7th - 85% 8th - 85%
	Language Usage 2nd - 69% 3rd - 46% 4th - 45% 5th - 54% 6th - 48% 7th - 55% 8th - 86%	Language Usage 2nd - no data 3rd - 51% 4th - 54% (progress) 5th - 46% 6th - 46% 7th - 64% (progress) 8th - 73% (progress)	Language Usage 2nd - no data 3rd - 70% 4th - 58% (progress) 5th - no data 6th - 65% 7th - no data 8th - 72%	Language usage 1st- no data 2nd-no data 3rd-54% 4th-64% 5th-77% 6th-48% 7th- 57% 8th-no data	Language Usage 2nd - 75% 3rd - 75% 4th - 75% 5th - 75% 6th - 75% 7th - 75% 8th - 75%
	Mathematics 1st - 47% 2nd - 65% 3rd - 36% 4th - 30% 5th - 27% 6th - 27%	Mathematics 1st - 78% 2nd - 73% (progress) 3rd - 59% 4th - 43% (progress) 5th - 21% 6th - 38% (progress)	Mathematics 1st - 53% 2nd - 85% (progress) 3rd - 48% 4th - 46% 5th - no data 6th - 46% (progress)	Math 1st- 54% 2nd-87% 3rd-53% 4th-58%	Mathematics 1st - 65% 2nd - 65% 3rd - 65% 4th - 65% 5th - 65% 6th - 65% 7th - 65% 8th - 65%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
	7th - 43% 8th - 72%	7th - 58% (progress) 8th - 64% (progress)	7th - 51% (progress) 8th - 71% (progress)	5th-47% 6th-45% 7th-72% 8th-78%	
Priority 4B: the percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University	Not relevant since we are K-8 District.	Not relevant since we are K-8 District.	Not relevant since we are K-8 District.	Not relevant since we are K-8 District.	Not relevant since we are K-8 District.
Priority 4C: The percentage of pupils who have successfully completed courses that satisfy the requirements for career technical education sequences or programs of study that align with SBE-approved career technical education standards and frameworks	Not relevant since we are K-8 District.	Not relevant since we are K-8 District.	Not relevant since we are K-8 District.	Not relevant since we are K-8 District.	Not relevant since we are K-8 District.
Priority 4D: The percentage of pupils who have successfully completed both types of courses described in subparagraphs (B) and (C)	Not relevant since we are K-8 District.	Not relevant since we are K-8 District.	Not relevant since we are K-8 District.	Not relevant since we are K-8 District.	Not relevant since we are K-8 District.
Priority 4E: The percentage of English learner pupils who make progress toward English proficiency as measured by the English Language Proficiency Assessments for California	0% 2020/21	Due to the extremely small population of English learner students JUSD, releasing this data to the public would compromise student confidentiality.	Due to the extremely small population of English learner students JUSD, releasing this data to the public would compromise student confidentiality.	The District does not have any EL students for 2023/24.	100% progress toward English proficiency
Priority 4F: The English learner reclassification rate	0% 2020/21	Due to the extremely small population of English learner students JUSD, releasing this data to the public would compromise student confidentiality.	Due to the extremely small population of English learner students JUSD, releasing this data to the public would compromise student confidentiality.	The District does not have any EL students for 2023/24.	100% reclassification

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Priority 4G: The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher	Not relevant since we are K-8 District.	Not relevant since we are K-8 District.	Not relevant since we are K-8 District.	Not relevant since we are K-8 District.	Not relevant since we are K-8 District.
Priority 4H: The percentage of pupils who demonstrate college preparedness pursuant to the Early Assessment Program or any subsequent assessment of college preparedness	Not relevant since we are K-8 District.	Not relevant since we are K-8 District.	Not relevant since we are K-8 District.	Not relevant since we are K-8 District.	Not relevant since we are K-8 District.

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.1	Professional Learning for Certificated and Classified Employees The Superintendent/Principal will work with staff to design a 2022/23 Professional Learning Plan for both certificated and classified staff which directly correlates to data-supported identified needs of the district's students, including differentiation and MTSS strategies to address existing gaps among student sub-groups. The Professional Learning Plan will include fees for trainers/coaches and pay for professional learning that falls outside the employee's contracted work day.	No	Fully Implemented	Professional Learning has been offered and attended by all Certificated and Classified staff in a variety of subject areas including: curriculum, behavior management, grade cluster collaboration, SEL, etc.		\$11,318.00	\$7,826
3.2	Assessment Licensing and Testing Coordination	Yes	Fully Implemented	Stipend is paid in June, cost only reflects the		\$7,063.00	\$4,727.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	The Assessment Coordinator will ensure that all teachers are trained in MAP and CAASPP assessment administration and data analysis, and will support all teachers in assessing all students in MAP Reading, Language Usage and Mathematics during the Fall and Spring summative assessment windows and CAASPP assessments in the spring. This expenditure includes the cost of NWEA MAP Assessment licensing and a stipend for the Assessment Coordinator.			purchase of MAP software.			
3.3	Reading Fluency All TK-3rd grade teachers will assess students quarterly for fluency at their grade level. The percentage of proficiency will be monitored by the Title I Coordinator and shared with teachers using Wonders assessments.	No	Fully Implemented	Stipend is paid in June		\$613.00	\$0.00
3.4	SST Coordinator DISCONTINUED FOR 2022/23 The District will assign an SST Coordinator to schedule all SST's and 504's. DISCONTINUED FOR 2022/23	No	Not Implementing			\$0.00	\$0.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.5	Paraeducator .75 FTE Maintain general education paraeducator staffing to assist with academic interventions and learning loss mitigation.	Yes	Fully Implemented		All grades TK-3 have paraeducator support	\$23,106.00	\$22,377.00
3.6	Supplemental Instructional Resources The Superintendent/Principal will collaborate with teaching staff on identifying and facilitating the purchase of supplemental programs instructional resources based on data-driven student needs assessments.	Yes	Fully Implemented	The District has purchased supplemental materials for classrooms and schoolwide.		\$20,000.00	\$12,897.00
3.7	Indirect Costs for Title I Indirect costs to operate Title I	No	Fully Implemented	Indirect costs are transferred at the end of the year.		\$4,256.00	\$0.00
3.8	1.0 FTE Intervention Teacher-DISCONTINUED FOR 23/24 The Superintendent/Principal will recruit and hire a highly qualified Intervention Teacher and to support the district's multi-tiered system of supports for students who continue to struggle in mastering grade-level concepts. The Intervention Teacher will also serve as the district's SST Coordinator, and will work closely with both general education teachers and special education teachers in	Yes	Not Implementing				\$0.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	collaboratively meeting the needs of the district's unduplicated students, as well as its overall student population. DISCONTINUED FOR 2023/24						

CSBA POLICY GUIDE SHEET**February 2024**

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.

Board Policy 3470 – Debt Issuance and Management

Prior to issuing any debt, policy including the purposes for which the proceeds may be used, types of debt that may be issued, relationship of the debt to the district's capital improvement program or budget, policy goals related to the district's planning goals and objectives, and internal control procedures.

Administrative Regulation 4317.11 – Preretirement Part-Time Employment

For districts allowing certificated employees to reduce workload to part time while maintaining retirement benefits as if employed full time, regulation specifying eligibility conditions.

Board Policy 5116 – School Attendance Boundaries

For districts forming a Mello-Roos community facilities district, policy granting admission priority to children of residents of the community facilities district that pay taxes to finance school construction.

Board Policy 5116.1 – Intradistrict Open Enrollment

Policy establishing open enrollment with specified components.

Board Policy 5125.1 – Release of Directory Information

For districts with grades 9-12 that deny military recruiters access to directory information, policy denying access.

Board Policy 5144.4 – Required Parental Attendance

Policy and procedures for required parental attendance at school when student removed from class for specified offenses; meeting with principal after school visit; contacting parent/guardian who does not respond to request.

Administrative Regulation 5144.4 – Required Parental Attendance

Policy and procedures for required parental attendance at school when student removed from class for specified offenses; meeting with principal after school visit; contacting parent/guardian who does not respond to request.

Board Policy 6159.3 – Appointment of Surrogate Parent for Special Education

Policy and procedures to protect the rights of students.

Administrative Regulation 6159.3 – Appointment of Surrogate Parent for Special Education

Policy and procedures to protect the rights of students.

Board Policy 6185 – Community Day School

For districts with a community day school, policies and procedures regarding involuntary transfers.

Administrative Regulation 6185 – Community Day School

For districts with a community day school, policies and procedures regarding involuntary transfers.

Janesville Union Elementary School District
Pending Projects and Price Estimates
(This list is not in priority order)

Areas of Focus:

Curriculum and Instruction
Technology
Positive Learning Environment
Facilities
Fiscal

CURRICULUM AND INSTRUCTION

<u>Priority</u>	<u>Pending Needs and Cost Estimates</u>	<u>Amount</u>
1	Maintain Additional Teacher- To prevent combo classes	\$ 100,000 On-going
3	Science Lab with dedicated lab equipment	?
2	Full-time Intervention Teacher	\$ 100,000
1	Increased focus on professional development for all staff	?

TECHNOLOGY

<u>Priority</u>	<u>Pending Needs and Cost Estimates</u>	<u>Amount</u>
2	Technology upgrade for library	?
3	Technology updates for each classroom	?

POSITIVE LEARNING ENVIRONMENT

<u>Priority</u>	<u>Pending Needs and Cost Estimates</u>	<u>Amount</u>
1	Educational playground paint/art supplies including supplies to paint bathroom stalls	\$ 500
3	Library furniture	\$ 5,000
3	Interactive Gym Activities	?
3	Upper playground equipment	?

FACILITIES

<u>Priority</u>	<u>Pending Needs and Cost Estimates</u>	<u>Amount</u>
1	Fill cracks and seal coat upper playground	\$ 30,000

2	Concrete sidewalk replacement - long-term plan pick and choose sections for repair	\$	100,000
2	Fill cracks and seal coat gym front parking lot	\$	25,000
2	Fill cracks and seal coat gym side parking lot	\$	50,000
1	Fill cracks and seal coat front parking lot	\$	25,000
3	Demo old house	\$	25,000
3	Remove trees in gym parking area	\$	22,000
3	Replace blue rubber with suitable approved product		?
3	Bases for storage units		?
2	Repair landscaping in front of the gym	\$	7,000
3	Professional cleaning of restrooms		?
2	Replace scoreboard in gym	\$	5,000

PROJECTS IN PROGRESS

1	Attract and retain quality staff	?
1	Maintain appropriate Paraeducator time	?

PROJECTS COMPLETED

			Date Complete
1	Hire primary grade teacher - ongoing expense	\$	47,000
1	MAP testing 3rd - 8th grades - ongoing expense	\$	4,000
1	Study Island Renewal - ongoing expense	\$	1,925
1	Remove and replace carpets in classrooms (per room) - ongoing expense	\$	4,000
1	Two additional mobile computer carts	\$	28,000 10/1/20
1	Technology replacement - ongoing expense upgrade computer lab, projectors, etc.	\$	45,000 10/1/20
1	Line two fire suppression tanks with liners; money set aside for project	\$	50,000 6/1/19
3	Discovery Education Subscription on-going expense	\$	1,155
1	History/Social Science Curriculum	\$	25,000 3/1/21
1	Upgrade door locks as needed campus wide - budget for five locks per year.	\$	1,500
1	Storage area roof repair	\$	200 10/1/19

1	Re-design activity room roof/sidewalk area - engineering prospects; start saving at least \$3,000 per year after water tank liner project is completed	\$	8,000	3/1/20
1	Projectors/document camera for remaining classrooms	\$	7,000	5/1/20
3	Video cameras for campus at nighttime - Matching grant received from insurance company	\$	10,000	10/1/20
3	Install chain link fence along back fence line of school - Matching grant received from insurance company	\$	10,000	10/1/20
1	Meals with fresh nutritional content			
3	Art Room - Paid from Arts Grant	\$	12,000	3/1/20
3	Bricks around Fred Marino's bench	?		6/1/20
3	Air conditioning in primary classrooms	\$	75,000	3/1/2022
2	Replace flat roof on the end of the primary building (original estimate \$19,380)	\$	30,000	9/1/2022
1	Lower playground asphalt area - repair, clean fill cracks and seal coat Original estimated cost: \$9,800 but full replacement is needed	\$	87,000	8/1/2022
3	Additional video cameras to provide more campus coverage	\$	2,000	8/1/2022
3	Upgrade, repair and/or Replace PA voice paging and bell system	\$	47,000	9/1/2023
3	Replace clocks in classroom	\$	1,500	9/1/2023

Note: Items in bold were added or updated in 2022/23

