

ITEM #: 2
DATE: February 27, 2018

Rescue Union School District

AGENDA ITEM: Stipulated Expulsion Student 17-18B

BACKGROUND:

Student 17-18B violated Education Code and District policy. The District, student and parents have agreed to resolve this matter by way of Stipulated Expulsion rather than proceed to hearing.

STATUS:

The Board will take action in Open Session regarding the Stipulated Expulsion Contract for Student 17-18B

FISCAL IMPACT:

N/A

BOARD GOAL:

Board Focus Goal I – STUDENT NEED:

- A. Student Safety and Well Being: Enhance and encourage social, emotional, ethical and civic learning by providing a safe, supportive, and diverse environment.

RECOMMENDATION:

District administration recommends the Board of Trustees approve the Stipulated Expulsion Contract for Student 17-18B.

Rescue Union School District

AGENDA ITEM: Emergency Preparedness Protocol

BACKGROUND:

Over the past 4 years we have made many changes and improvements to our emergency preparedness and procedures. We have implemented digital clock/speaker combo units in all classrooms and common areas district-wide. With these devices we have the ability to distribute live or prerecorded messages as well as scrolling text to a large group or individual classrooms based on need and situation. We have also implemented CatapultEMS into our preparedness plans. CatapultEMS is an online student accountability tool that also can be used as a silent communication tool. Last year we updated our Emergency Preparedness Plans at all schools and district office to a district standardized template to be sure that all schools are following the same procedures.

STATUS:

The board will review and discuss district emergency preparedness protocols and practices

FISCAL IMPACT:

N/A

BOARD GOAL(S):

Board Focus Goal I – STUDENT NEEDS:

- A. Student Safety and Well Being: Enhance and encourage social, emotional, ethical and civic learning by providing a safe, supportive and diverse environment.
- B. Curriculum and Instruction: Provide a meaningful, innovative learning environment using Common Core, and other student content standards and research-based, progressive, effective instructional methodology, instructional materials, staff development and technology that will ensure student success in career and college.

RECOMMENDATION:

Information and discussion



RESCUE UNION SCHOOL DISTRICT

[SCHOOL NAME]

[SCHOOL ADDRESS]

[SCHOOL PHONE NUMBER]

Crisis Response and Emergency Procedure Manual

Updated February 2018

RESCUE UNION SCHOOL DISTRICT
CRISIS RESPONSE AND EMERGENCY PROCEDURE MANUAL

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PURPOSE

A crisis communication plan provides policies and procedures for the coordination of communications within the district, the media, and the public in the event of an emergency or controversial issue. Emergencies may include fires, bomb threats, natural disasters, or major crimes. Controversial issues may include police investigations, protests or other situations that demand a public response. **THIS PLAN IS NOT INTENDED TO CHANGE THE WAY EMERGENCIES ARE INITIALLY REPORTED. IF WARRANTED, EMERGENCIES ON SCHOOL CAMPUSES SHOULD BE REPORTED IMMEDIATELY TO LOCAL POLICE DEPARTMENTS AND ANY EMERGENCY SHOULD BE REPORTED TO THE COUNTY SUPERINTENDENT OF SCHOOLS.**

This plan addresses media relations, communications issues and includes procedures for the rapid identification of situations potentially harmful to the district's reputation and the methods for responding to these situations quickly and effectively. It is the goal of this crisis communications plan to establish guidelines for dealing with a variety of situations and to ensure that district officials are familiar with those procedures and their roles in the event of a crisis. The plan is designed to be used in conjunction with the normal decision-making hierarchy of the district and does not supplant that decision-making process.

OBJECTIVES

1. To factually assess the situation and determine whether a communications response is warranted.
2. To assemble a crisis communication team that will make recommendations on an appropriate response.
3. To implement immediate action to:
 - a. Identify constituencies that should be informed about the situation.
 - b. Communicate facts about the crisis.
 - c. Minimize rumors.
 - d. Restore order and confidence.
 - e. Safeguard the reputation of the district.

CRISIS COMMUNICATION TEAM

The individual who encounters the potential crisis should immediately contact the Principal. If the Principal is not available, the School Secretary or Teacher in Charge should be contacted. The Principal or designee will contact the Superintendent's Office at the District Office. The District Superintendent or designee will determine whether to convene a crisis communication team. If time allows and a team is necessary, the crisis communication team should include (if applicable) the Superintendent, Assistant Superintendents, Principals, directors of relevant departments, the Office of Emergency Services (OES) contact, El Dorado County Office of Education (EDCOE) communications director, and district support personnel. If time does not allow, the process may still continue with those available to assist. This team will gather all relevant facts and timeline of the incident and determine whether or not a response is warranted and if that response should be sent preemptively or prepared only to respond to inquiries.

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IMMEDIATE AND ONGOING RESPONSE (WITHIN THE FIRST 30-60 MINUTES)

- The Superintendent will determine if an official statement should be prepared and released.
- The Superintendent – with the assistance of assigned team members - will prepare the message.
- The designated point person will brief all personnel who are assigned to answer phones.
- The Superintendent and designated point person will determine the most effective and efficient method to disseminate the message to on-campus and off-campus constituencies.
- The Superintendent and designated point person will review and discuss statements prior to dissemination when possible.
- Initial on-campus distribution of statements will be to Assistant Superintendents and Principals. Those administrators will be charged with forwarding this statement to staff, faculty, students, and other constituencies, such as visitors and parents or guardians.
- The designated point person will coordinate off-campus distribution of information through the media, the agency web site, publications, direct mail, and social media (if applicable).
- The designated point person will coordinate information gathering from outside authorities.
- The designated point person will update constituencies about changes to or additional details of the situation via available methods of communication such as voice mail, e-mail, faxes, information hotline, press conferences, media contacts, phone contact, assemblies, letters, newsletters/other publications, and social media.
- The Superintendent will determine the frequency of updates based upon availability of facts and other immediate and long-term factors. The designated point person will continue to collect and disseminate information until Rescue Union School District has returned to pre-crisis status.
- The designated point person will monitor coverage of the situation among constituencies and correct misinformation as quickly as possible.
- The Superintendent and designated point person will evaluate effectiveness of plan and revise as necessary.

WHEN CONTACTED BY MEDIA

When reporters call: Contact the Superintendent and the designated point person when contacted by media. The designated point person will interpret the reporter's needs and connect the reporter with the appropriate resource. Please wait for instructions before providing information to a media representative. Document a media log to keep track of date, time, contact name, contact number, deadline, follow-up actions, etc. for current and future reference. While waiting for assistance, remember that you are representing Rescue Union School District, so please be courteous. Everything you say and do – including body language, offhand jokes, and so on – may be observed, documented and reported by the media representative, who is simply looking for ways to do his/her best job.

Be aware: Education media consultant Tom DeLapp lists some of the common ways unsuspecting persons may be enticed to provide immediate (and not always appropriate) responses. These methods are not media-exclusive, but universal in the business world:

- Phony friendliness or support
- Unfair comparisons or hostile remarks
- Implied approval from higher-ups for you to comment
- Negatively phrased questions

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RESPONDING TO PHONE INQUIRIES

1. If you receive a phone call from a member of the media, ask for the reporter's name/title/news outlet (KCRA 3, KFBK, etc.) Ask about the reporter's deadline (3 pm today? next Tuesday?). Determine what the reporter wants to know and their phone number. Repeat this information back to the reporter to ensure its accuracy.
2. These sentences are helpful to use when a reporter calls seeking help with a story:
 1. "We will have someone call you right back. May I have your number, please?"
 2. "Since you're on deadline you'll want to talk with someone right away. Please give me your number and I'll have someone from our communications office call you right back."
 3. "You'll need to speak with someone who can give you background on this. Here's the number of the (designated point person). Someone will help locate the information you need."
 4. "Our procedure is that we clear all interviews beforehand. Would you like to call our Superintendent's Office, or would you prefer someone from that office call you instead?"
3. Subsequent calls should be handled as if "new." This includes calls from the same reporter on a different matter or a different reporter inquiring about the same matter.

WHEN MEDIA SHOW UP UNANNOUNCED

When a reporter arrives at your site, do not feel obligated to begin answering questions or providing access. While news media representatives have certain rights of access to public schools for legitimate newsgathering purposes, school officials have the authority to deny access if they believe the presence of media on campus disrupts or interferes with school activities.

Try and accommodate reasonable requests from legitimate news media for access to your sites providing that access is not disruptive.

When media outlets are photographing or videotaping classes, programs or other events, it is the responsibility of the classroom teacher or school site principal to determine which students can or cannot be identified by the press. Media representatives should be made aware of those students who cannot be identified or photographed.

MEDIA RELATIONS DURING A CRISIS

- Often the only information some constituencies receive during a crisis is through the media; therefore, media relations is an essential element during crisis communications. Always be honest and courteous when dealing with the media.
- The Superintendent is designated as the main spokesperson. Members of Cabinet and other designated staff will be available to assist in gathering information for interviews related to their specific areas.
- If team members are contacted directly by the media, they will immediately inform the Superintendent and designated point person.
- Employees are asked to refer all media inquiries during a crisis to the Superintendent or designated point person.

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DEBRIEF

After the situation has occurred and is taken care of, it is important to debrief with the major internal parties involved. This is the best way to collect thoughts, exchange ideas and ensure things go even smoother next time. This is a time to grow with your team and not a time to point fingers. Debriefing will only make you stronger and more efficient.

CRISIS STATEMENT SAMPLES

Crisis statements are important to generate as early as possible, whether or not a school site is directly impacted by the crisis. Those who answer the phones may receive questions, and pre-written statements will ensure the right message is being relayed during each contact.

Be sure to include:

- Empathy
- Here are the facts (reinforce that the district followed their safety protocol)
- Those involved in supporting the effort
- What is being done right
- Current status and next steps
- Sources of additional information (website, hotline, etc.)

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Fire Causes District Closure:

The Rescue Union School District will remain closed tomorrow – [INSERT DATE] continuing the closure that began on [INSERT DAY] due to the [INSERT FIRE NAME] Fire. The continuing closure comes under the advisement of the incident command of the fire, who has been working in close cooperation with the school district to ensure student, staff and family safety. After a meeting [INSERT DAY AND TIME], it was made clear that a continuing closure would be in the best interests of our students, families, and staff.

“I am glad we can continue to work closely with incident command and the Red Cross to serve our community. We look forward to reopening our schools as soon as possible and returning our students to a completely secure environment,” said [INSERT SUPERINTENDENT/DIRECTOR/PRINCIPAL NAME].

The district was initially closed on [INSERT DATE] because of the fire’s proximity to the district. Currently, the fire crews are continuing to use [INSERT SCHOOL SITE] as a staging area for fire suppression equipment and [INSERT LOCATION] as a Red Cross shelter. The district remains in close contact with the incident command and will keep families and the community updated through their website www.rescueusd.org.

Text sample (check your specific system character limits):

- [SCHOOL NAME] will be closed on [DAY OF WEEK], date due to [INSERT FIRE NAME] Fire. This closure comes under the advisement of [LAW ENFORCEMENT OFFICER NAME]. We will provide an update at 3:00 PM today in regards to any school closures for tomorrow.

Bus Accident:

District leadership is relieved that no students were seriously injured in a school bus accident [DESCRIBE INCIDENT] at approximately [INSERT TIME] on [INSERT ROAD] in [INSERT TOWN], while on the way to school. The bus belongs to the Rescue Union School District, which followed all safety policies and procedures, and [EXAMPLE: as a precaution two of the children were transported to the hospital in emergency vehicles]. The district is notifying parents and guardians of students involved in the accident. District Superintendent, Cheryl Olson is on the scene of the accident to ensure that parents, guardians, students and the community is kept informed of any developments.

Text sample (check your specific system character limits):

- There was a school bus accident involving students from [INSERT SCHOOL]. No children were injured, but all passengers were taken to the hospital as a precaution.
- There was a school bus accident with injuries to students from [INSERT SCHOOL]. This story is unfolding, and we will send more information as it becomes available.

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Shelter in Place:

Good morning, this is [INSERT PRINCIPAL NAME] of [INSERT SCHOOL] to inform you that the campus is in a shelter in place due to [INSERT INCIDENT, I.E. AN INTRUDER ON CAMPUS] – all students and staff are safe. At [INSERT TIME], [DESCRIBE SITUATION] and because of this, we immediately initiated our shelter in place procedures and alerted law enforcement. Law enforcement has responded, and [PROVIDE STATUS UPDATE]. Please be assured that the safety of our students is our first priority. We will update you on any new developments. Thank you for your patience during this event.

Text sample (check your specific system character limits):

- [INSERT SCHOOL] is currently in a “Shelter in Place”. All students and staff are safe and law enforcement is on site. Please stay clear of this campus until further notice.
- The shelter in place at [INSERT SCHOOL] has been lifted by [LAW ENFORCEMENT OFFICER NAME] effective immediately. This is the all clear signal.

Lockdown (Stranger on Campus):

Good morning, this is [INSERT NAME] of [INSERT SCHOOL] calling to inform you that the campus is in a lockdown due to [INSERT INCIDENT, I.E. AN INTRUDER ON CAMPUS] – all students and staff are safe. At [INSERT TIME], an alert [INSERT EMPLOYEE POSITION] noticed an unknown individual on the [INSERT SCHOOL] campus. Because he/she could pose a threat due to [INSERT REASON, I.E. INTOXICATION], we immediately initiated our lockdown procedures and alerted law enforcement. Law enforcement has responded, and the individual has been removed from the campus. Please be assured that the safety of our students is our priority. We will update you on any new developments. Thank you for your patience during this event.

Text sample (check your specific system character limits):

- [INSERT SCHOOL] is currently in “lockdown”. All students and staff are safe and law enforcement is on site. Please stay clear of this campus until further notice.
- The lockdown at [INSERT SCHOOL] has been lifted by [LAW ENFORCEMENT OFFICER NAME] effective immediately. This is the all clear signal.

Evacuation – Recorded Call to Parents:

Good morning, this is [INSERT NAME] of [INSERT SCHOOL] calling to inform you that our campus is being evacuated due to [INSERT INCIDENT, I.E. FIRE, FLOOD, ETC.] – all students and staff are safe. The evacuation comes under the advisement of the incident command of the [INSERT GOVERNMENT AGENCY], who has been working closely with the school district. Students are being bused to our reunification center at [INSERT LOCATION] where families may pick up their children at approximately [GIVE A TIME]. Please bring identification so we can ensure that students are reunited with authorized adults. Please be assured that the safety of our students is our priority. Thank you for your patience and understanding during this event.

Text sample (check your specific system character limits):

- [INSERT SCHOOL] has been evacuated due to a [INSERT INCIDENT TYPE]. All students and staff are safe, and a reunification site has been set up at [LOCATION]. ID is required to reunite parents with students.

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Shooting Incident - 2 Types: Gun on Campus vs. Gun Not on Campus but Within Proximity to Site:

Gun on campus

Good morning, this is [INSERT NAME] of [INSERT SCHOOL] to inform you that [BRIEFLY AND CONCISELY DESCRIBE FACTUAL INFORMATION ABOUT THE SITUATION I.E. A STUDENT WAS ARRESTED THIS MORNING FOR BRINGING A GUN TO CAMPUS]. Our students' safety is our top priority, and all safety policies and procedures were followed. We will continue to collaborate with law enforcement, who responded immediately to our call. For more information, please visit our website at www.rescueusd.org. Thank you for your patience and understanding during this event.

Text sample (check your specific system character limits):

- At [INSERT TIME] this morning, it was confirmed that a student brought a gun on campus to [INSERT SCHOOL]. Law enforcement is on site now and is dealing with the situation. All students and staff are safe. Please stay away from this campus until further notice.

Additional Talking Points:

- At [INSERT TIME] this morning, there was a shooting at [INSERT SCHOOL].
- No further details are available at this time.
- The gunman has been apprehended.
- All students and staff are safe, but the school is in lockdown.
- Unfortunately there have been fatalities, but no further information is available at this time.
- There are reported injuries, but no fatalities at this time. Law enforcement is directing the investigation and we will update you with more information as it becomes available.

Gun NOT on campus but in proximity to school site

Good morning, this is [INSERT NAME] of [INSERT SCHOOL] to inform you that we have received notification from law enforcement that there is an armed suspect at the corner of [STREET NAMES IF KNOWN]. At this time, we have been directed to go into ["LOCKDOWN" or "SHELTER IN PLACE" or "FULL SITE EVACUATION"] by law enforcement. Our students' safety is our top priority, and all safety policies and procedures are being followed. We will continue to collaborate with law enforcement. For more information (and relocation site if evacuated), please visit our website at www.rescueusd.org. Thank you for your patience and understanding during this event.

Text sample (check your specific system character limits):

- At [INSERT TIME] this morning, [INSERT SCHOOL] was notified by law enforcement that an armed suspect was near the campus. At the advisement of law enforcement, [INSERT SCHOOL] went into to [LOCKDOWN, SHELTER IN PACE, EVACUATION]. We will update you as more information becomes available.

Shooting Incident, not on campus – statement for inquiries (Example)

We are aware and saddened by last night's event. The suspect in custody is the spouse of one of our employees, who was not harmed during the incident. There are counselors on school sites to assist if needed.

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If asked to speak with those involved for a quote and unavailable

They are not available at this time, as we are respecting the privacy of those involved as they recover from this traumatic experience. If you leave me your contact information, I will let you know if they become available.

If asked for additional detail about a criminal incident

During this time, we will need to refer you to the [INSERT GOVERNMENT AGENCY] for that information.

If asked a question with no answer on fact sheet

I am uncertain about that detail or – I am not the appropriate person to respond to that question. If I may take your name and number, we will get back to you.

If asked about blame

Right now all of our efforts are focused on everyone's safety, well-being and bringing the situation under control. At this time, I will not speculate on the cause of the incident.

If called and the statement is not yet prepared

We are in the process of preparing a statement on that right now. If you provide me your email, we will send it to you once finalized.

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DOS AND DON'TS

DOS

- Do over prepare – it will unfold quickly.
- Do confirm your facts.
- Do ask for your legal counsel's advice.
- Do show empathy and concern, but also show that you are in control.
- Do emphasize your good record.
- Do be very deliberate in choosing your words to minimize misinterpretation, vagaries and the possibility of your words being taken out of context.
- Do tailor your message to your audience (tone of voice can make all the difference).
- Do publicize your crisis plan to show you're managing the situation.
- Do get ahead of breaking news and report your bad news.
- Do be available for media.
- Do take your time during an interview.
- Do insist that reporters respect the privacy rights of your students and staff,
- Do anticipate difficult questions, and have answers prepared.
- Do move memorials to the road (not in front of school sign).
- If a press conference is necessary, do not have it in front of the school or district and keep in mind that interviews are public record.
- If the crisis is death, consult the family of the deceased before making a statement.

DON'TS

- Don't call it a crisis, and don't overreact and make it a crisis if it isn't.
- Don't say 'no comment' – it breeds a guilty perception.
- Don't say anything 'off the record' – nothing is off the record to a reporter and may be printed.
- Don't allow a third party to inform the media first about your situation.
- Don't talk about money estimates of damage.
- Don't talk about blame.
- Don't ramble.

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QUICK REFERENCE CHECK LIST

- Crisis is identified, contact direct supervisor, Superintendent and Assistant Superintendents
- District Office will notify El Dorado County Office of Education (EDCOE)/Office of Emergency Services (OES)
- Assemble crisis communication team (if necessary and time allows)
- Gather all relevant facts, determine need and type of responses
- Create fact sheet/media statement and send to appropriate district parties (especially those who answer the phones)
- Notify constituencies (suggestions only depending upon circumstance)

Constituent	Message tool
Law enforcement, OES	Phone call
Board of education, other superintendents	Phone calls, email, website
Administration, faculty, and staff	Email, text alerts
Students	Verbally, letter sent home
Parents	Email (Parent Link, etc.), recorded call, website, social media, text alerts
Media	Email, follow-up calls
Local community	Website, social media
Government entities	Email and/or phone call
School organizations	Email and/or phone call

- Monitor media, send updates as needed

Collect any printed materials found (fliers, notes, printouts) that may be used during the debriefing process

Faculty/Staff Initial Actions and Response

Initial Actions: What to do if you discover an incident:

Typically, incidents involving schools will come to the attention of a faculty or staff members by intercom, observation or telephone notification. The first faculty/staff member discovering or receiving information about an incident will do the following:

1. Call police, fire or EMS if needed.
 - a. The local emergency number is **9-1-1**. Dial from land line is possible for faster response.
 - b. Fire Department numbers are **Rescue: (530) 626-4911** or **El Dorado Hills: (916) 933-6623**
2. Notify the office to activate the Emergency Notification System (InformaCast) via phone.
3. Take action to protect students, faculty, staff and property. This might include:
 - Moving people away.
 - Isolating and securing the area.
 - Providing assistance as needed to students and personnel.
 - Directing public safety responders to the scene.
4. Activate the Catapult EMS Code Red Incident.

Executing Decisions of the Incident Commander (IC), Emergency Manager (EM) and/or the District Incident Management Team (DIMIT)

The Rescue Union School District has empowered and authorized the Emergency Manager (EM), Incident Commander (IC) and Incident Management Teams (IMT) to direct and coordinate the District's response to emergency situations. The Incident Commander (IC) and/or Emergency Manager (EM) will classify the Threat Severity Levels for all wide-spread incidents and determine the appropriate site actions based on the Threat Severity Level assigned.

Site administrators may be notified of actions to take by either the Incident Commander (IC) and/or Emergency Manager (EM) or another member of the District Incident Management Teams (DIMIT), such as the person serving as Operations Section Chief. District personnel will follow and execute all directions and orders from the Emergency Operations Center (EOC), Emergency Manager (EM), Incident Commander (IC) and/or Incident Management Teams (IMT).

Command Center Location:

1. [PRIMARY LOCATION]
2. [SECONDARY LOCATION]

Earthquake & Drop, Cover and Hold on Procedures

Earthquake Procedures:

1. Intense shaking occurs.
2. Teacher gives command “DROP”.
3. Staff and student follow Drop, Cover and Hold on procedures.
4. Wait for shaking to stop.
5. Check for injuries and/or trapped individuals. If any individuals are trapped assure them help will be forthcoming.
6. After checking for blocked exits, give command to evacuate.

Drop, Cover and Hold on Procedures:

Drop, Cover and Hold on may be used when there is a danger to students and staff of being injured by debris. Students are trained to go under desks and/or tables cover your head and neck with one arm and hold on to furniture leg with the other arm for protection. Procedures are as follows:

If inside a building or classroom:

- Get under desk or piece of furniture as a shield
- Drop to your hands and knees with your back to the window.
- Make body as small as possible.
- Cover your head and neck with one arm and hold on to furniture leg with the other arm.
- Keep eyes closed.
- If an earthquake, hold on until the shaking stops.
- Wait for further instructions.

If outside of school buildings:

- Get clear of all buildings, power lines, light poles or sources that may be dangerous.
- Lie flat with chest down and back up with face away from dangerous hazards.
- Cover head, face as much skin surface as possible.
- Keep eyes closed.
- Wait for further instructions.

When safe to do so, follow evacuation procedures on page 17 of this manual.

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Fire Procedures

If you see smoke, fire or if the fire alarm sounds:

Procedure for During Class Time:

1. Teachers:
 - Grab your keys, device and Emergency Bag/Backpack.
 - Check that all exits are clear. If exits are blocked, find alternate exit route.
 - Staff exit the room with students, check that all students are out of the classroom and leave door closed and unlocked and report to primary evacuation location unless directed to go to a secondary location. (See Evacuation Map)
 - Activate fire alarm pull station if nearby and the alarm is not yet sounding.
2. Students exit classroom and WALK in an orderly line.
3. **NO TALKING IS PERMITTED.**
4. Once in evacuation area, teachers take roll and account for each student via CatapultEMS.
5. Students in classrooms other than their own are to remain with that class until given permission to rejoin their class by both teachers.
6. Students remain in orderly and silent lines until the all clear signal is given.
7. P.E. Classes: Teacher/supervising adult:
 - Stop activity
 - Organize class into silent and orderly lines
 - Lead class to evacuation area.

NOTE: Elevators are not to be used during fire evacuations. Use an alternate route.

Procedure Used Before School, During Lunch and Recess:

1. Students WALK to the designated evacuation area.
2. Students wait in orderly and silent lines for their teacher/supervising adult to give further instructions.

ALL SCHOOL PERSONNEL, CERTIFICATED AND CLASSIFIED ARE TO PARTICIPATE IN ALL FIRE DRILLS

Parents, guests and community people on the grounds during a drill must participate.

Complete Evacuation Procedures: Refer to page 17 of this manual.

Principal or designee will act as a Liaison with first arriving fire personnel to provide directions and information regarding the situation.

Fire Procedures (Continued)

Using a Fire Extinguisher

Rescue Union School District provides fire extinguisher training to faculty and staff upon being hired and annually. (California Code of Regulations: Title 8, §6151. Portable Fire Extinguishers. Section G.)

During the beginning stages of a fire:

- Pull the fire alarm (This will notify the Fire Department automatically)
- Identify a safe evacuation path before approaching the fire. Do not allow the fire, heat, or smoke to come between you and your evacuation path.
- Evacuate students from the room and line up outside of classroom then, if safe to do so, teacher/staff member may attempt to put out the fire with fire extinguisher.
- Discharge the extinguisher within its effective range using the P.A.S.S. technique: Pull, Aim, Squeeze, and Sweep.
- Back away from an extinguished fire in case it flames up again.
- Evacuate immediately if the extinguisher is empty and the fire is not out.
- Evacuate immediately if the fire progresses.
- After you evacuate call 911, if appropriate.

If evacuation is necessary, follow evacuation procedures. Refer to Page 17 of this manual.

Most fire extinguishers operate using the following P.A.S.S. technique:

1. *PULL*... Pull the pin. This will also break the tamper seal.
2. *AIM*... Aim low, pointing the extinguisher nozzle (or its horn or hose) at the base of the fire.
NOTE: Do not touch the plastic discharge horn on CO2 extinguishers, it gets very cold and may damage skin.
3. *SQUEEZE*... Squeeze the handle to release the extinguishing agent.
4. *SWEEP*... Sweep from side to side at the base of the fire until it appears to be out. Watch the area. If the fire re-ignites, repeat steps 2 - 4.

If you have the slightest doubt about your ability to fight a fire....EVACUATE IMMEDIATELY!

Complete Evacuation Procedures: Refer to page 17 of this manual.

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Evacuation Procedures

Evacuation is the removal of all students, faculty and staff from district facilities. Designated evacuation areas for each facility should be pre-established, with primary and secondary sites being identified. Routes to get to those designated evacuation areas should also be pre-established.

Procedures are as follows:

- Alarm will sound or instructions to evacuate will come over the intercom.
- Grab your keys, device and Emergency Bag/Backpack.
- Last staff member out should check the room to ensure that the room is empty.
- Staff exit the room with students, leave door closed and unlocked and report to primary location unless directed to go to a secondary location.

Primary Evacuation Area: [ENTER LOCATION]

Secondary Evacuation Area: [ENTER LOCATION]

- An active assailant may necessitate evacuation to a non-pre-planned location to be indicated by the Incident Commander (IC)
- Remain calm and keep students as calm as possible.
- If the designated exit way is blocked, go to the nearest available exit.
- Once evacuated, log into Catapult EMS and begin accounting for yourself and your students.
- Once you have finished accounting for students with the Catapult EMS then remain in evacuation area and wait for further instruction from the Incident Commander (IC) or judgement of the faculty/staff member.

NOTE: Elevators are not to be used during evacuations. Use an alternative route.

In the event that an evacuation off site is necessary, the **entire school** will walk to:

Primary off Site Location: [ENTER LOCATION]

Secondary off Site Location: [ENTER LOCATION]

All staff and students will remain in a safe area until receiving verbal notification from on-site administrators to return to the facility.

If a **bus evacuation** is necessary, the Incident Commander (IC) will contact the Superintendent or District Office to make the request. The Superintendent or designee, will then coordinate the bus evacuation with the Director of Transportation if deemed necessary.

DO NOT CONSIDER THE BELL AS A SIGNAL TO RETURN; IT MIGHT BE A MALFUNCTION.

Shelter-in-Place Procedures

Shelter-in-place refers to protecting students, faculty and staff within the buildings where they currently reside. This option is appropriate for threats posed by atmospheric contamination. These threats could include accidents or attacks involving chemical, biological, radiological hazards, natural gas or smoke.

This option can be used in two types of situations.

- First, there is no immediate threat to the structure of the facility itself, so all people can remain safe by staying inside.
- Second, the threat is such that an attempt to move students, faculty and staff from the building would expose them to more danger than they would face by staying put. This option would most likely be used during a hazardous materials incident outside the facility, such as when an escaping gas could cause harm to those who inhale it. It might also be used if releasing students and personnel could interfere with law enforcement or firefighting activity in the area.

Procedures are as follows:

- Instructions to Shelter-in-Place will be delivered over intercom system.
- Office staff will contact district Maintenance Department to turn off A/C and air handling systems.
- Close and lock all exterior windows and doors, also close blinds.
- Seal gaps in doors and windows.
- All students, faculty and staff should seek shelter by moving away from outside windows and doors.
- Log into Catapult EMS and account for yourself and your students.
- Do not leave until notified that it is safe to do so by the Incident Commander (IC).
- Continue on with instruction as usual.
- Incident Commander (IC) will notify you when shelter-in-place situation is over.

Lockdown Procedures

Lockdown is protecting students, faculty and staff from an internal or external threat, such as a violent person, by excluding or isolating that threat. Movement of students and school personnel should be limited; protective cover should be sought.

Procedures are as follows:

- Lockdown procedures may be activated by your site safety team when there is an immediate perceived threat that would necessitate a lockdown.
- Lockdown message by Superintendent will be delivered over intercom system.
- Close and lock all exterior windows and doors, cover door windows, close blinds, and turn off the lights.
- All students, faculty and staff should move into isolated sections of buildings and reduce exposure to outside windows and doors, if safe to do so.
- After you lock your door, if safe to do so, check outside of the classroom or office door through the peep hole for nearby students, and move them into classroom.
- Get your faculty, staff and students in a safe position and stay quiet.
- Silence cell phones
- Turn off any audio-visual devices (i.e. Projectors, TV, etc.)
- If safe to do so, get your device and log into Catapult EMS.
- Account for yourself and all students with you. If other staff members are with you and they are not able to account for themselves then please message through Catapult EMS who is with you.
- Stay in lockdown position until the All Clear is given or until direction is given by the Incident Commander (IC) or law enforcement.

Emergency Buddy Classes

Every classroom is assigned a buddy classroom during an emergency. Buddy Class teachers will help each other in whatever way is needed. For example, if there is a substitute in the classroom, it will be especially important to communicate with and help your Buddy Classroom. Provide Assistance and direction as necessary. If the classroom teacher is not in the classroom at the time of the emergency, the Buddy Classroom Teacher will monitor and support those students as necessary.

BUDDY CLASS ASSIGNMENTS:

[ENTER BUDDY CLASSES]

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Emergency Contacts

Dial 911 in an emergency

Fire Department:

Rescue: (530) 626-4911
El Dorado Hills: (916) 933-6623

Sheriff Department:

(530) 621-6600

District Office:

Phone: (530) 677-4461 / Fax: (530) 677-0719

Food Services Department:

Phone: (530) 672-4466 / Fax: (530) 677-4098

Facilities & Maintenance Department:

Phone: (530) 672-4300 / Fax: (530) 677-5182

Technology Department:

Phone: (530) 672-4841 / Fax: (530) 677-1889

Transportation Department:

Phone: (530) 672-4310 / Fax: (530) 677-5182

Special Services Department:

Phone: (530) 672-4830 / Fax: (530) 672-1889

Green Valley Elementary School:

Phone: (530) 677-3686 / Fax: (530) 677-6532

Jackson Elementary School:

Phone: (916) 933-1828 / Fax: (916) 933-5569

Lake Forest Elementary School:

Phone: (916) 933-0652 / Fax: (916) 933-0654

Lakeview Elementary School:

Phone: (916) 941-2600 / Fax: (916) 941-3826

Marina Village Middle School:

Phone: (916) 933-3993 / Fax: (916) 933-3995

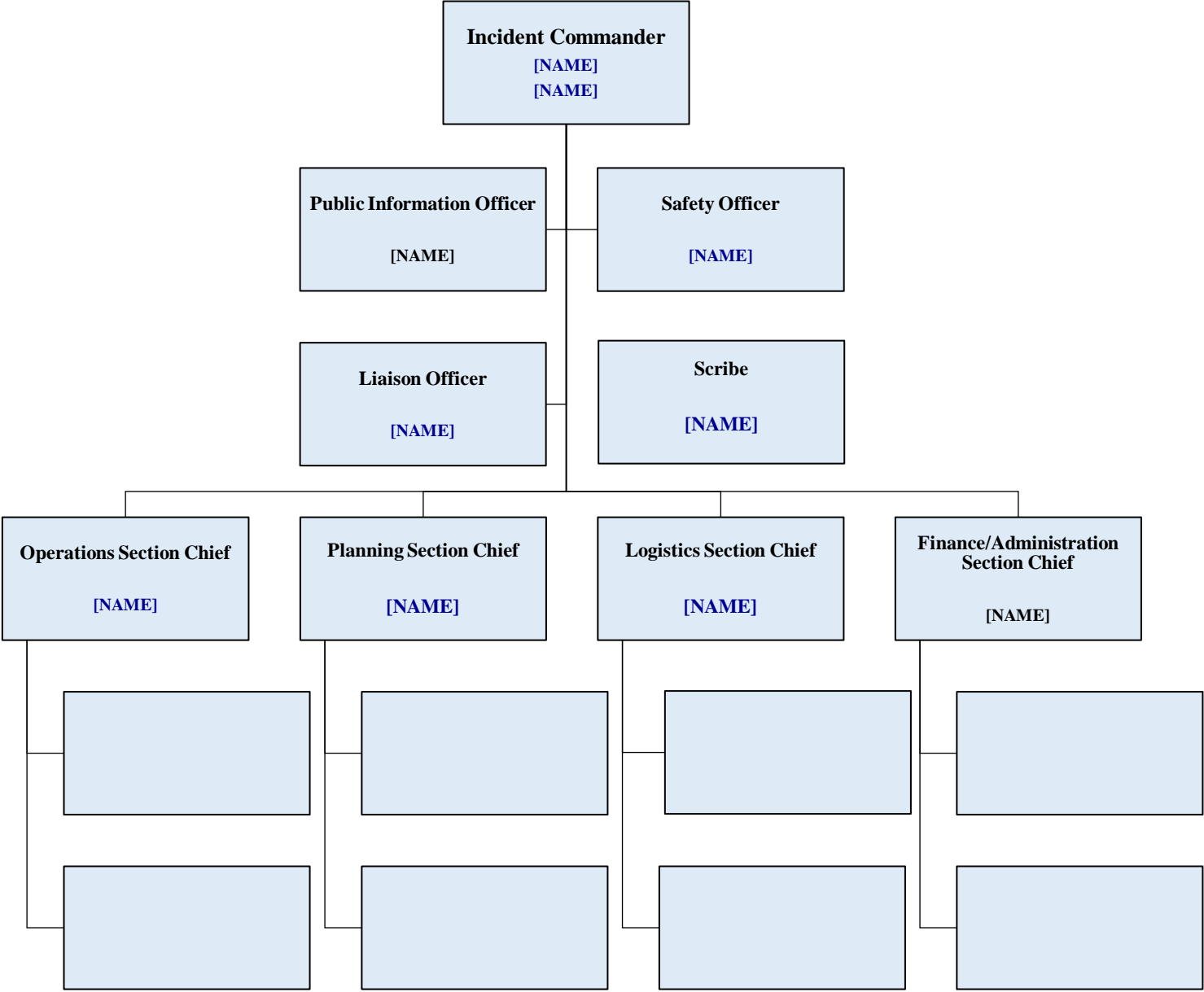
Pleasant Grove Middle School:

Phone: (530) 672-4400 / Fax: (530) 677-5829

Rescue Elementary School:

Phone: (530) 677-2720 / Fax: (530) 677-9705

Incident Command System Staff



Roles and Responsibilities

COMMAND STAFF:

Primary Incident Commander:

[NAME, TITLE]

[MOBILE PHONE / OFFICE PHONE+EXTENSION]

Backup Incident Commander:

[NAME, TITLE]

[MOBILE PHONE / OFFICE PHONE+EXTENSION]

Public Information Officer:

[NAME, TITLE]

[MOBILE PHONE / OFFICE PHONE+EXTENSION]

Liaison Officer:

[NAME, TITLE]

[MOBILE PHONE / OFFICE PHONE+EXTENSION]

Safety Officer:

[NAME, TITLE]

[MOBILE PHONE / OFFICE PHONE+EXTENSION]

GENERAL STAFF - SECTION CHIEFS:

Operations Section Chief:

[NAME, TITLE]

[MOBILE PHONE / OFFICE PHONE+EXTENSION]

Logistics Section Chief:

[NAME, TITLE]

[MOBILE PHONE / OFFICE PHONE+EXTENSION]

Planning and Intelligence Section Chief:

[NAME, TITLE]

[MOBILE PHONE / OFFICE PHONE+EXTENSION]

Finance/Administration Section Chief:

[NAME, TITLE]

[MOBILE PHONE / OFFICE PHONE+EXTENSION]

Incident Log / Scribe:

[NAME, TITLE]

[MOBILE PHONE / OFFICE PHONE+EXTENSION]

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Operations Section Chief

The Operations Section Chief manages all tactical operations of the incident, directing the implementation of action plans and strategies developed by the Incident Commander (IC) and Incident Management Team (IMT). The responsibilities of Operations are as follows:

- Supervise and direct the activities of all personnel assigned to the Operations Officer.
- Participate in planning sessions, concentrating on tactical objectives and operational strategies.
- Select or recommend perimeter assignments, staging area locations and resource requirements/availability to the Incident Commander (IC).
- Advise the Incident Commander (IC) of the readiness for tactical deployment of resources.
- Issue operational orders to implement directives of the Incident Commander (IC).
- Supervise and direct tactical operations, utilizing available resources as required.
- Make expedient changes to incident action plans based on field developments.
- Provide the Incident Commander (IC) with frequent incident status updates.
- Ensure an activity log is maintained and after-action reports are prepared and submitted.

Logistics Section Chief

The Logistics Section Chief provides personnel, facilities, services and other resources required for the incident. The responsibilities of Logistics are as follows:

- Supervise and direct the activities of all personnel assigned to the Logistics Officer.
- Participate in planning sessions, concentrating on obtaining required resources and advising on their availability.
- Provide, maintain and control selected equipment, supplies, facilities and services.
- Establish and maintain communications.
- Stage resources so that they are readily available.
- Coordinate and process requests for additional resources.
- Assign security for Command Post, staging areas and other sensitive areas as required.
- Maintain a visible chart of resources requested and advise the Incident Commander (IC) and Operations when resources are available for deployment.
- Direct that meals and refreshments be provided as needed for all incident personnel.
- Ensure an activity log is maintained and after-action reports are prepared and submitted.

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Planning & Intelligence Section Chief

The Planning & Intelligence Section Chief collects, evaluates and disseminates the information needed to measure the size, scope and seriousness of the incident and to plan an appropriate response. The person serving in this function should be prepared to tap resources both inside and outside the Rescue Union School District.

The responsibilities of Planning & Intelligence are as follows:

- Provide briefing on incident size and scope to all personnel.
- Deploy and supervise personnel as needed to gather and assess intelligence information.
- Participate in planning sessions, concentrating on obtaining the information needed for decision making.
- Prepare estimates of incident escalation or de-escalation.
- Report to Safety any condition observed which may cause danger or be a safety hazard to personnel.
- Ensure an activity log is maintained and after-action reports are prepared and submitted.

Finance/Administration Section Chief

The Finance/Administration Section Chief handles the cost and financial matters of the incident. This generally includes overseeing the District's emergency procurement policy so that the essential resources for an effective response are available. It also encompasses managing the process of filing claims for loss, compensation, etc. The responsibilities of Administration/Finance are as follows:

- Participate in planning sessions, concentrating on financial and cost analysis issues.
- Assist Logistics with procurement of equipment, supplies and other resources needed for incident resolution.
- Ensure that all personnel time records are maintained.
- Prepare incident-related cost analysis as requested by the Incident Commander (IC).
- Respond to and evaluate incident-related compensation claim requests.
- Ensure an activity log is maintained and after-action reports are prepared and submitted.

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Public Information Officer

Public Information Officer is responsible for the formulation and release of information regarding the incident to the news media and other appropriate agencies and personnel. The person serving in this function will represent the district in the eyes of the public and should be the only one authorized to release information to the media. It is best to assign this task to a trained spokesperson familiar with media methods. All information and briefing material should be approved by the Incident Commander (IC) prior to being released.

The responsibilities of Public Information are as follows:

- Establish a media information center.
- Obtain copies of all media releases and post them in the Command Post (CP) for review.
- Prepare information summary on media coverage for Command Post (CP) personnel.
- Obtain approval from the Incident Commander (IC) for release of information to the news media.
- Provide press briefings and news releases as appropriate.
- Arrange for meetings between news media and incident personnel as directed by the Incident Commander (IC).
- Provide escort service for the media and other officials as necessary.
- Provide media release to be posted on District Web Page by Information Technology Manager or Technology Department.
- Maintain a log of all activities.

Safety Officer

The Safety Officer's mission is to help prevent injuries from occurring to anyone involved in the incident resolution. The person serving in this function is the only person other than the Incident Commander (IC) who has the authority to stop an authorized plan from being put into action. Safety must be prepared to intercede to protect lives at any time, in whatever manner is necessary.

The responsibilities of Safety are as follows:

- Participate in planning sessions, concentrating on issues of safety for those responding to the incident.
- Monitor operational activities to assess potential danger and unsafe conditions.
- Correct unsafe acts or conditions through regular lines of authority when possible.
- Invoke EMERGENCY AUTHORITY to immediately correct unsafe acts when time is of the essence.
- Monitor stress levels of personnel involved in the response.
- Review applicable safety regulation and procedures.

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Liaison Officer

Liaison Officer serves as the point of contact for responding agencies (law enforcement, fire, emergency medical, utilities, etc.) and other school districts that may be involved in the incident. This includes initiating and negotiating mutual aid agreements with these agencies and districts. Liaison usually manages the Agency Representatives, coordinating personnel assigned to the district's command post by responding agencies. He/she also manages any Agency Representatives activated by the District and sent to other command/operations posts to coordinate activities there.

The responsibilities of Liaison are as follows:

- Identify representatives from and maintain contact with each responding agency, including communication links and locations of all assisting personnel.
- Handle requests from Command Post personnel for inter-organizational contacts.
- Monitor operations to identify current/potential inter-organizational problems.
- Provide information to appropriate governmental agencies.
- Maintain an activity log.

Incident Log / Scribe

Incident Log/Scribe is charged with keeping a written log of all incident events and updating appropriate Command Post personnel on significant developments. This function is crucial as it serves as the basis of documenting the information needed to effectively manage an incident and to prepare the after-action reports and claims needed for the district to resume normal operations. The information captured by the Incident Log/Scribe also serves as the cornerstone for analysis and training that will aid the District's response to future events.

The responsibility of tracking and maintaining all documentation of an event lies with the Documentation Unit assigned out of the Logistics Section. It is still appropriate to appoint a specific Log Scribe to track decisions made by the Incident Commander, etc.

The responsibilities of Incident Log/Scribe are as follows:

- Maintain a Command Post journal, including minutes from Command Post briefings.
- Periodically distribute "situation reports" to Command Post personnel.
- Refer pertinent information to Public Information.
- Maintain and display an updated map of the incident location.
- Incident staff and student accountability will be monitored and recorded through Catapult EMS.

Incident Commander (IC) / Emergency Manager (EM)

Authorized Personnel and Responsibilities

The role of the Incident Commander (IC) is to manage and coordinate the incident at site level response for incidents affecting students, faculty, staff and facilities. In that capacity, the Incident Commander (IC) may direct personnel, take actions and implement procedures as necessary to resolve issues related to the incident.

During a large incident an Emergency Operations Center (EOC) may be set up at District level under the direction of an Emergency Manager (EM) to coordinate multiple Command Post (CP) activities. The role of the Emergency Manager (EM) is to manage the impact of the incident and coordinate the Rescue Union School District response at the District level.

The following individuals are authorized to assume the position of Incident Commander (IC):

[NAME, TITLE] (Primary)

[MOBILE PHONE / OFFICE PHONE + EXTENSION]

[NAME, TITLE] (Backup)

[MOBILE PHONE / OFFICE PHONE + EXTENSION]

Once a person has assumed command of an incident, that person will remain the Incident Commander (IC) until relieved by choice or by the Superintendent.

The responsibilities of the Incident Commander (IC) are as follows:

- Assume command.
- Classify Threat Severity Level of threat by matching situation facts to threat criteria.
- Take protective action to stabilize the scene.
- Select and establish an appropriate Command Post.
- Activate appropriate Incident Command System (ICS) functions.
- Establish a Unified Command structure with responding agencies, if necessary.
- Conduct initial briefing of the Incident Management Team (IMT).
- Set specific objectives and direct that incident action plans be developed.
- Brief all Command Post (CP) personnel on incident action plans.
- Continually review and update incident action plans with the Incident Management Team (IMT).
- Approve all incident information released to the news media.
- Set objectives and approve plans for returning to normal operations.

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Initial Steps upon Notification

Upon being notified of an event, the Incident Commander (IC) will take the following initial actions:

1. Assume command.
 - State that you will serve as Incident Commander.
 - Gather all available information.
 - Ensure that emergency notifications have been made.
 - Ensure that initial protective actions have been taken.
2. Classify Threat Severity Level by matching the situation facts to threat criteria.
3. Direct additional actions based on threat level and enhance protective actions already taken.

Build and Maintain a Command Organization

As the incident continues and becomes more complex, the Incident Commander (IC) will need to delegate duties to others. This is done by activating the Incident Command System (ICS) functions that comprise the Incident Management Team (IMT). Which functions are activated and when that takes place will depend on the nature of the event confronting the District.

Specific actions to be taken by the Incident Commander (IC) are as follows:

Level I—Monitor/Standby

1. Identify the command post (CP).
2. Notify the Incident Management Team (IMT), directing them to keep a 10 minute response capability to the Command Post (CP).
3. Monitor the situation, updating the Incident Management Team (IMT) as necessary and others as appropriate.

Level II—Alert

1. Identify the command post (CP).
2. Notify the Incident Management Team (IMT), directing them to report to the Command Post (CP).
3. Activate positions and assign duties as needed.
4. Develop incident action plans.
5. Take action as conditions dictate.

Level III—Emergency

1. Identify the Command Post (CP).
2. Notify the Incident Management Team (IMT), directing them to report to the Command Post (CP).
3. Activate positions and assign duties as needed.
4. Evaluate initial response options.
5. Order and execute actions.
6. Develop and implement action plans for Incident Resolution.

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Change of Command Procedures

As stated earlier, once a person has assumed command of an incident, that person will remain as Incident Commander (IC) until he/she requests that another person take that role or until the Superintendent directs that another person will become the Incident Commander (IC). Should either of those events occur, the “change of command” procedures for the Incident Commander (IC) will be:

- The Emergency Manager (EM)/Incident Commander (IC) will remain in command until relieved, either by choice or the Superintendent.
- The person being relieved will brief the person assuming command (face-to-face if possible) and address at least the following issues:
 - Incident conditions.
 - Safety considerations.
 - Status of incident action plans.
 - Deployment of personnel and equipment.
 - Progress toward completion of tactical objectives.
 - Need for additional resource.
 - Notify those within the command structure of the change in command.

Classifying the Threat Severity Level

All Hazards Approach

This Crisis Response and Emergency Procedure Manual uses an "all hazards" approach, allowing it to be effective in any emergency situation. An "all hazards" approach calls for an initial response based on the threat posed by the event, not the event itself. This is possible because many events, though widely different in nature, create similar risks to lives and property. As such, planning for potential Threat Severity Levels of the event is often more effective than planning for the multitude of situations that could conceivably happen. Once an initial protective action has been taken, more detailed strategies and plans for resolving a particular situation can be implemented.

Threat Severity Levels

The Crisis Response and Emergency Procedure Manual uses three Threat Severity Levels of information or conditions on the ground to structure the District's response. Characteristics of each level are discussed below. Examples are also given, although they are not meant to be a complete listing of possible situations that could occur.

Level I—Monitor/Standby

A Monitor/Standby Level situation is one where a minor event occurs or may occur that could negatively affect one or more District facilities, students, faculty and staff. It is characterized by the following:

- No immediate danger or emergency exists, but the potential is present.
- A minor incident occurs that appears to be of short duration.
- The situation is limited in scope and can be managed by one or a few appropriate staff members.

Examples of a Monitor/Standby Level situation include;

- A severe storm watch issued by the National Weather Service.
- A fire or hazardous materials incident within the District or within two (2) miles of a District facility.
- A minor building system problem.
- A local power outage.

Level II—Alert

An Alert Level situation is one where a risk exists or an incident is about to occur that will impact one or more District facilities, students, faculty or staff. The presented risk requires that a preparatory status be adopted. An Alert Level situation is characterized by the following:

- The potential danger is real; District personnel should be prepared to react.
- The situation has the potential for expanding beyond a limited area.
- The situation may continue for an extended duration.
- Resolving the situation may require resources in excess of those available locally.

Examples of an Alert Level II situation include:

- A severe storm warning issued by the National Weather Service.
- A major fire or hazardous materials incident within one-half (1/2) mile of a district facility.
- A major building system failure.

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- An incident at a District facility that, although being handled by the appropriate administration, may need additional District resources such as personnel, transportation, supplies, notifications, etc.

Level III—Emergency

Emergency Level recognizes that a risk is real and requires a response by the District. It is characterized by the following:

- Students, faculty or staff are in danger; facilities are at risk. Immediate action is necessary.
- The incident is on District property, or it is off District property but close enough to affect a facility or involves District students or personnel.
- The situation requires the coordination of District resources or coordination with outside agencies.

Examples of an Emergency Level situation include:

- A fire or hazardous materials incident occurring at a District facility.
- A major storm or weather event that is causing or has caused injury/damage.
- A traffic accident involving students and/or District personnel.
- Notification by competent authority that action is required due to a fire, hazardous materials incident or other emergency near a District facility.

Determining the Level of Threat

The process for determining the Threat Severity Level for any incident will be as follows:

- The Incident Commander (IC), upon being notified of an incident, will determine the Threat Severity Level of the information or conditions on the ground.
- The Incident Commander (IC) will communicate the Threat Severity Level to those who need to know.
- The Incident Commander (IC) may modify the classification up or down as more information becomes available or as the situation changes.
- Any reclassification of the Threat Severity Level will be communicated by the Incident Commander (IC).

General Response Options

Limited Options Rationale

The nature of any response taken by Rescue Union School District will be related to Initial Response and Unified Command with other responders. Unified Command will be achieved with police, fire, emergency medical, emergency management, area health and utilities personnel who have both jurisdiction and major resources committed to the incident. The District's primary responsibility is to protect students, faculty, and staff, address the consequences of the incident, prepare for the continuity of essential services, and support scene activities.

Options

There are seven general response options available to the District in a critical incident. These options can be modified to fit the parameters of a particular event and the needs of a specific site. The options are discussed individually on the next few pages, addressing issues, priorities, and procedures.

Authority and Succession

Authority

The Rescue Union School District has developed the Emergency Management Plan as authorized under the Standardized Emergency Management System (SEMS). The plan is consistent with the:

- El Dorado County
- National Incident Management System (NIMS)
- Incident Command System (ICS)
- American Red Cross
- Office of Emergency Services (OES)

Succession

During emergency situations, the Field Response line of succession for [SCHOOL NAME] as part of the Rescue Union School District is as follows:

Principal

If the Principal is not available, the line of succession is:

Assistant Principal / Teacher in Charge
Operations Section Chief
Incident Log / Scribe
Logistics Section Chief
Superintendent
Assistant Superintendent – Business Services
Assistant Superintendent – Curriculum & Instruction

District Concept of Operations

The primary responsibility for emergency management at Rescue Union School District is vested with the Superintendent. The Superintendent has the authority to delegate this authority through the appointment of Emergency Interim Successors. We recognize the need to commit the appropriate municipal resources to ongoing training, exercises, and maintenance required in order to keep the plan current.

Management using National Incident Management System (NIMS)/Incident Command System (ICS)

The Rescue Union School District will utilize Standardized Emergency Management System (SEMS), National Incident Management System (NIMS) and Incident Command System (ICS) to manage all emergencies and special events. It is the responsibility of the individuals and groups responding to an emergency to establish an Incident Command Post (ICP), designate an Incident Commander (IC), and function in a Unified Command mode, if required.

Unified Command is an important element in multijurisdictional or multiagency incident management. It provides guidelines to enable agencies with different legal, geographic, and functional responsibilities to coordinate, plan, and interact effectively. As a team effort, Unified Command allows all agencies with jurisdictional authority or functional responsibility for the incident to jointly provide management direction to an incident through a common set of incident objectives and strategies and a single Incident Action Plan. Each participating agency maintains its authority, responsibility, or accountability.

On-scene emergency response operations will be directed and controlled by the Incident Commander (IC) or Operations Chief in Unified Command from the Incident Command Post (ICP). The District on-site group is the Incident Management Team (IMT) and if outside public safety is involved then Rescue Union School District officials will become part of the Unified Command Team.

Incident Command System (ICS) is a standardized, on-scene, all-hazards incident management approach that:

- Allows for the integration of facilities, equipment, personnel, procedures, and communications operating within a common organizational structure.
- Enables a coordinated response among various jurisdictions and functional agencies, both public and private.
- Establishes common processes for planning and managing resources.

Using management best practices, Incident Command System (ICS) helps to ensure:

- The safety of responders and others.
- The achievement of tactical objectives.
- The efficient use of resources.
- Use of common terminology.

Note that National Incident Management System (NIMS) prompts the use of Incident Command System (ICS) for every incident or scheduled event. Using Incident Command System (ICS) on all incidents helps hone and maintain skills needed for the large-scale incidents.

The Incident Command System (ICS) team will be involved in the Initial Response and Unified Command during school/staff hours. After hours, weekends and holidays the Incident Command System (ICS) response team will be a blend of District Administrators, Facility Personnel, exempt Site Administrators, etc. that will be notified and scrambled for a quick response.

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At all times the judgment of the ranking staff member in the building will prevail. Consideration will be given to the following **IN THE ORDER SHOWN**:

1. Safety of the students.
2. Safety of staff and other building occupants.
3. Protection of the building, its contents and grounds.
4. Minimizing the disruption to the education process.

When an emergency occurs the steps to be taken are:

1. Assess situation and quickly learn all you can about the situation.
2. Protect students and staff by evacuation or moving to other parts of the building as needed.
3. Make the needed notifications.
4. Attempt to minimize the situation and damage.

After the emergency has concluded, the situation should be reviewed to:

1. Prevent its recurrence.
2. Improve the operational response should it recur.
3. Debrief and provide an After Action Report for others to learn from.

Emergency Operations Center (EOC)

When Size, Scope and Seriousness of the event indicate that the incident will disrupt normal operations, the Emergency Operations Center (EOC) will coordinate and manage the institutions response and recovery.

During an escalating incident, an Emergency Operations Center (EOC) supports the on-scene response by relieving the burden of external coordination and securing additional resources. Emergency Operations Center (EOC) core functions include coordination; communications; resource allocation and tracking; and information collection, analysis, and dissemination. Emergency Operations Centers (EOC) may be staffed by personnel representing multiple jurisdictions and functional disciplines and a wide variety of resources.

The Emergency Operations Center (EOC) may be activated for a wide range of emergencies by the Superintendent or designee. An Incident Commander (IC) may need support during an emergency, an impending event (weather, threat) could prompt activation, the recovery process may need to be coordinated and managed over an extended time, or other situations may dictate the need for coordination and of resources.

The Rescue Union School District Emergency Operations Center (EOC) will coordinate with the County Emergency Operations Center (CEOC) in a community wide event. The focus of the District Emergency Operations Center (EOC) is maintaining the specific educational/business processes and the good name of Rescue Union School District during in the face of an ongoing incident. The focus of the County Emergency Operations Center (EOC) is community wide and they will generally view the District as a resource for sheltering, feeding, etc.

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The Emergency Operations Center (EOC) is a central location that supports Site Incident Command (IC) by:

- Making Executive/Policy Decisions.
- Coordinating interagency relations.
- Dispatching and tracking requested resources.
- Collect, analyze and disseminating information.
- Supporting the scene Command Post (CP).
- Implementing the Continuity of Operations Plan (COOP).
- Managing the normal business of the Rescue Union School District.
- Managing the impacts of the incident on the District.
- Recovery and return to normal business.

Emergency Operations Center (EOC) Staffing and Organization

The Rescue Union School District has designated representatives from each operating and administrative department as members of the Emergency Operations Center (EOC) staff. Appropriate sign-in procedures, security, and identification will be utilized at the Emergency Operations Center (EOC).

The primary Emergency Operations Center (EOC) location is the **District Office**. An alternate location will be determined if necessary and based on the emergency by the Incident Commander (IC) or designee. The emphasis of the Emergency Operations Center (EOC) will remain on the impact of the incident on the organization and support of the field Command Post (CP).

Executive Policy Group (EPG)

The Superintendent may form an Executive Policy Group (EPG) in a large or protracted incident. For most incidents the Superintendent will make decisions on appropriate protocols and operational policy decisions that impact the District and/or its good name and direct the Incident Commander (IC) and/or the Emergency Manager (EM) on how to proceed. The Superintendent will be notified of all unusual incidents impacting the District as soon as practical; and will manage all communications with parents, staff and employees, including any social media posts. The Superintendent, or designee, is the only person authorized to provide to the members of the press Rescue Union School District information which is a matter of record and public information. Members of the press, television and radio stations may be directed by the Superintendent to the administrator directly responsible for the information they seek.

The Executive Policy Group (EPG) typically include top management personnel such as the Superintendent, Assistant Superintendent, Board President, etc., plus high ranking public officials organized to make major policy decisions. The group (or point person) will focus on operational policy, protocols and strategic issues of the District and provide direction to the incident-related leadership.

ITEM #: 4
DATE: February 27, 2018

RESCUE UNION SCHOOL DISTRICT

AGENDA ITEM: Demographic Study – February 2018

BACKGROUND:

In April 2015 the Board reviewed a Facility Housing and Financing Plan that included an analysis on the District's (A) capacity inventory; (B) demographic study; (C) build-out needs; and (D) school facility program eligibility Analysis.

The District has been using the projections from this plan for staffing, facility, and other budget related purposes. It was requested that a revised demographic study be completed and presented to the board.

STATUS:

The District has engaged the services of School Facilities Consultants of Sacramento to prepare the following reports:

1. Rescue USD Demographic Study – February 2018

The study gives projections for district enrollment out ten years through the 2027-28 school year. Projections are based upon current enrollment, birth rates, migration patterns, and housing development with a low, medium and high option.

FISCAL IMPACT:

The information from the demographic study is used along with enrollment packets to determine kindergarten projections as well as multi-year budgeting so these numbers have significant fiscal impact.

BOARD GOAL:

Board Focus Goal II – FACILITY / HOUSING:

Build, improve and maintain school facilities to meet current and future education needs while integrating the most effective and efficient use of resources.

RECOMMENDATION:

Staff recommends the board review the Rescue USD Demographic Study – February 2018.

Demographic Study February 2018

Prepared for:



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Introduction and Report Structure

The purpose of this Demographic Study (Study) is to analyze the changes in enrollment and related trends of the Rescue Union School District (District) and provide student enrollment projections for planning purposes.

Factors that affect student enrollment such as births, migration, residential development rates and enrollment growth change as economic and other conditions change in the District. As a result, the enrollment projections identified in this Study are subject to adjustment, and should be reexamined and modified when appropriate.

Content/Organization

The Study is organized in the following structure:

- Step One: Enrollment History and Student Progression
- Step Two: Birth Rates and Migration Factors
- Step Three: Housing Development

Step One identifies the District's historical enrollment trends and includes a student progression enrollment projection which advances current students through the grades with no adjustment factors. Step Two identifies some of the various factors that impact student movement through the grades including an analysis of birth rates and general migration trends exclusive of anticipated new housing development. Finally, Step Three layers in the final factor of new residential housing development planned within the District with applied Student Generation Rates (SGRs).

Assumptions

The Demographic Study contemplates a range of projection scenarios. For each of the scenarios a birth capture rate using 10 years of historical data was utilized. Migration rates utilizing 5 years of historical data were used. Three housing unit scenarios were contemplated. The assumptions for the low, moderate, and high scenarios are described below.

Low Enrollment Projection

- Housing Units utilizing an estimate of 923 units over the ten year planning period.

Moderate Enrollment Projection

- Housing Units utilizing an estimate of 1,597 units over the ten year planning period.

High Enrollment Projection

- Housing Units utilizing an estimate of 2,368 units over the ten year planning period.

Step One: Enrollment History and Student Progressions

Enrollment History

The Rescue Union School District has grown from 2,643 students in 1993-94 to 3,625 students today. Overall, this represents an increase of over 900 students which equates to 37% over the last twenty five years. The District grew steadily through 2009-10, with some decreases in enrollment through the more recent history.

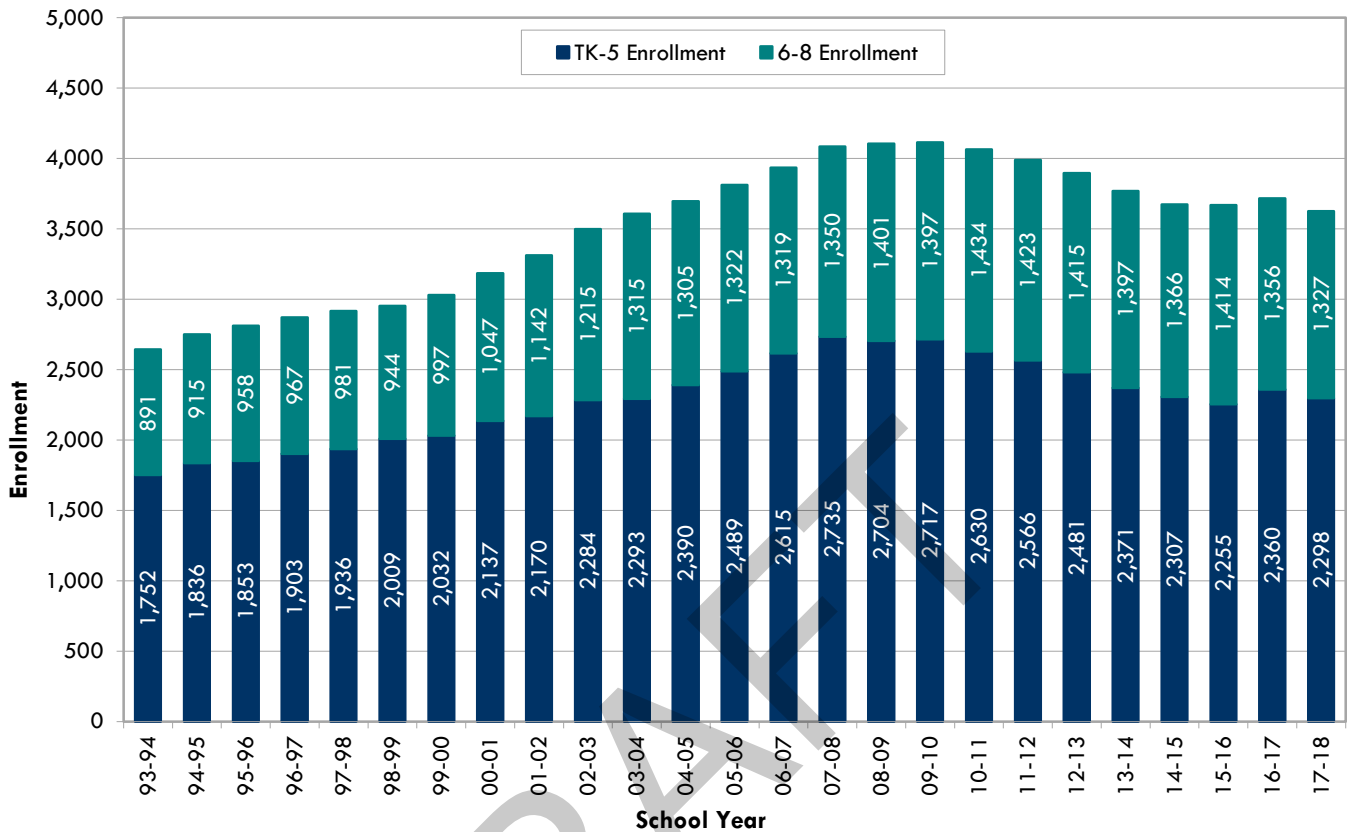
Table 1 and Figure 1 identify the historical enrollment information since 1993-94.

Table 1
Enrollment History

Grade	K *	1	2	3	4	5	6	7	8	Total K-5	Total 6-8	Total K-8
1993-94	276	280	276	317	315	288	314	295	282	1,752	891	2,643
1994-95	283	315	283	303	327	325	307	324	284	1,836	915	2,751
1995-96	297	304	321	300	299	332	326	301	331	1,853	958	2,811
1996-97	302	321	313	333	305	329	319	340	308	1,903	967	2,870
1997-98	287	332	335	328	348	306	321	330	330	1,936	981	2,917
1998-99	305	315	348	334	341	366	307	320	317	2,009	944	2,953
1999-00	316	326	336	356	353	345	376	304	317	2,032	997	3,029
2000-01	313	345	335	375	383	386	350	381	316	2,137	1,047	3,184
2001-02	325	353	358	351	393	390	387	367	388	2,170	1,142	3,312
2002-03	372	356	376	398	372	410	414	441	360	2,284	1,215	3,499
2003-04	343	407	378	378	417	370	445	447	423	2,293	1,315	3,608
2004-05	397	380	413	384	384	432	415	456	434	2,390	1,305	3,695
2005-06	419	414	402	436	412	406	448	412	462	2,489	1,322	3,811
2006-07	422	445	444	424	457	423	439	456	424	2,615	1,319	3,934
2007-08	441	462	459	456	441	476	456	431	463	2,735	1,350	4,085
2008-09	401	452	460	464	477	450	493	434	474	2,704	1,401	4,105
2009-10	421	428	445	471	460	492	477	456	464	2,717	1,397	4,114
2010-11	386	436	430	458	467	453	486	461	487	2,630	1,434	4,064
2011-12	423	344	442	430	466	461	464	469	490	2,566	1,423	3,989
2012-13	391	373	349	457	435	476	466	462	487	2,481	1,415	3,896
2013-14	409	335	373	359	445	450	470	455	472	2,371	1,397	3,768
2014-15	412	327	376	395	357	440	446	454	466	2,307	1,366	3,673
2015-16	378	340	348	400	414	375	469	466	479	2,255	1,414	3,669
2016-17	414	340	367	377	420	442	393	477	486	2,360	1,356	3,716
2017-18	419	350	338	383	382	426	441	406	480	2,298	1,327	3,625

*Note: K figure includes Transitional K (Junior K) students beginning in the 2009-10 year.

**Figure 1
Enrollment History**



The enrollment projection methodology presented in the Study utilizes a basic student progression as a foundation, followed by applied modifications for birth rates, migration, and housing.

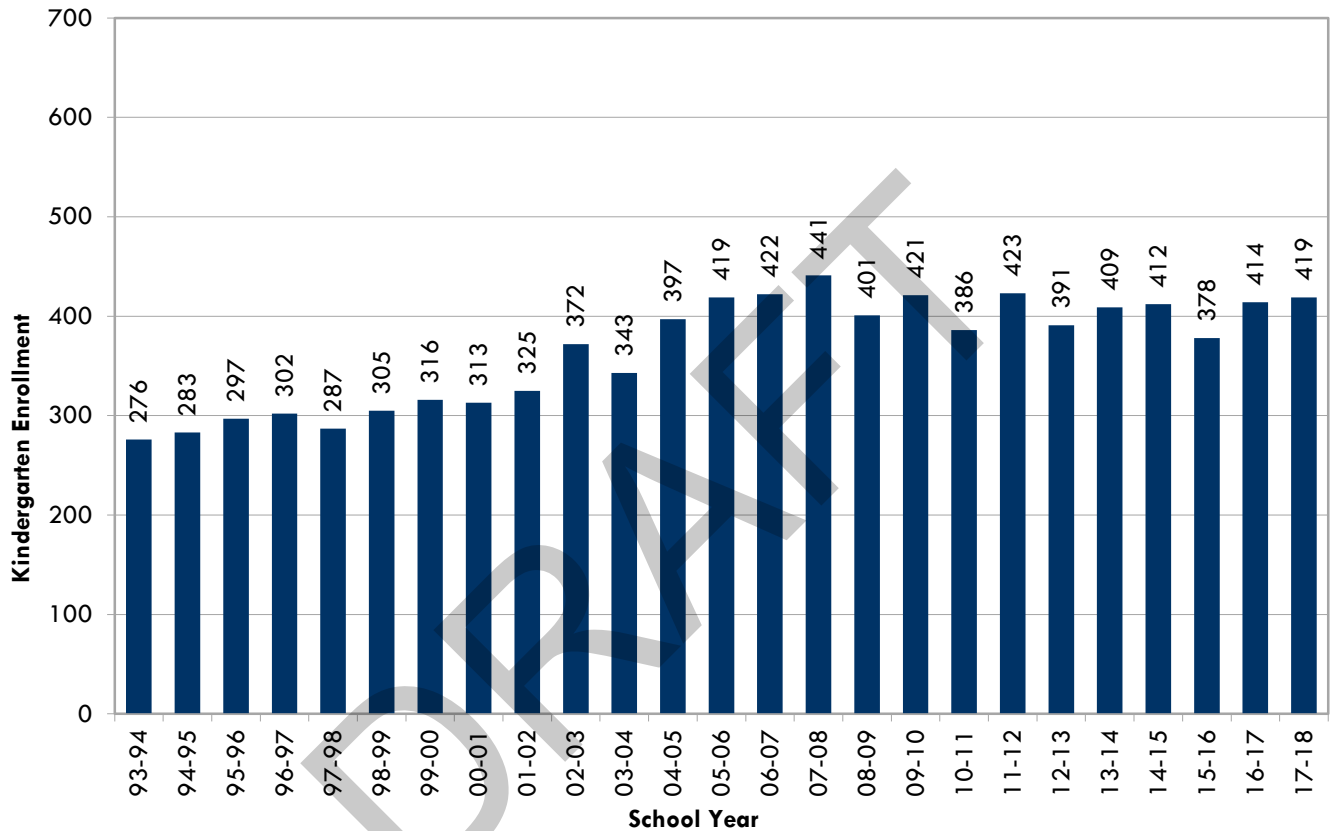
Student Progression

The Student Progression (SP) method simply advances the existing students one grade per year. By utilizing this basic methodology we get an idea of what the enrollment would look like without the influence of any factors such as birth rates providing the number of new Kindergarten students or new housing developments. SP is the basic building block for the projection methodologies examined in the Study. Using the student progression trend assumes that there will be the same number of sixth graders this year as there were fifth graders last year. This base model is then modified as described in Steps Two and Three.

Kindergarten

Kindergarten class sizes have a large impact upon future enrollments in this methodology as Kindergarten class sizes result in larger or smaller overall enrollments as they are repeated through the years. Figure 2 illustrates the historical Kindergarten enrollment within the District. Note that these figures include both standard Kindergarten students as well as Transitional Kindergarten (Junior K).

Figure 2
Kindergarten Enrollment History



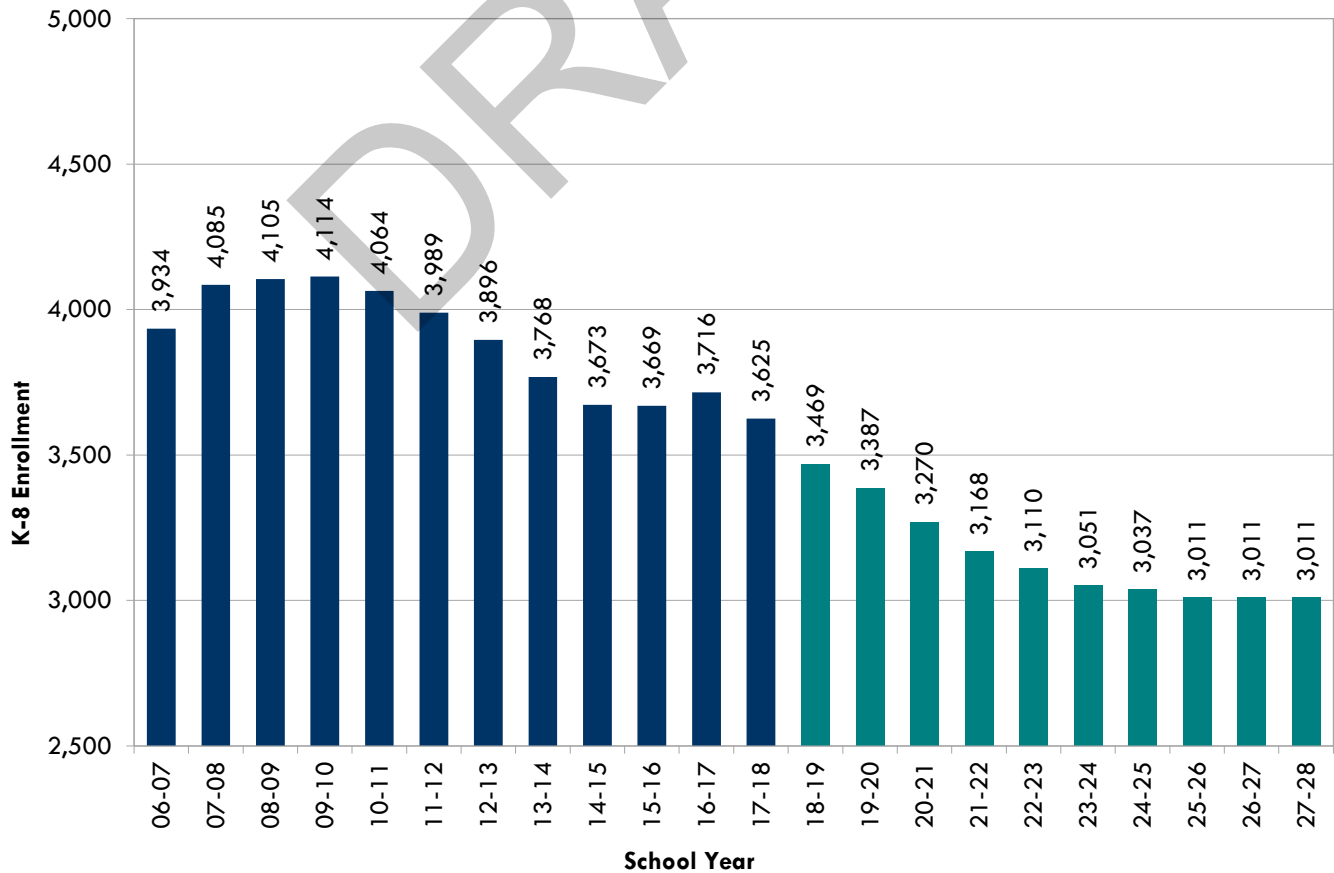
SP Projection

The SP model is presented in Table 2 and Figure 3. Please note that the enrollment projections shown in Table 2 and Figure 3 include adjustments to the Kindergarten enrollment to take into account Transitional Kindergarten (Junior K) students not moving forward into 1st grade.

Table 2
Projected Enrollment – Student Progression

Grade	Actual 2017-18	Projected Enrollment - Straight Progression										
		2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	
K	419	419	419	419	419	419	419	419	419	419	419	419
1	350	324	324	324	324	324	324	324	324	324	324	324
2	338	350	324	324	324	324	324	324	324	324	324	324
3	383	338	350	324	324	324	324	324	324	324	324	324
4	382	383	338	350	324	324	324	324	324	324	324	324
5	426	382	383	338	350	324	324	324	324	324	324	324
6	441	426	382	383	338	350	324	324	324	324	324	324
7	406	441	426	382	383	338	350	324	324	324	324	324
8	480	406	441	426	382	383	338	350	324	324	324	324
Total K-5	2,298	2,196	2,138	2,079	2,065	2,039	2,039	2,039	2,039	2,039	2,039	2,039
Total 6-8	1,327	1,273	1,249	1,191	1,103	1,071	1,012	998	972	972	972	972
Total K-12	3,625	3,469	3,387	3,270	3,168	3,110	3,051	3,037	3,011	3,011	3,011	3,011

Figure 3
Projected Enrollment – Student Progression



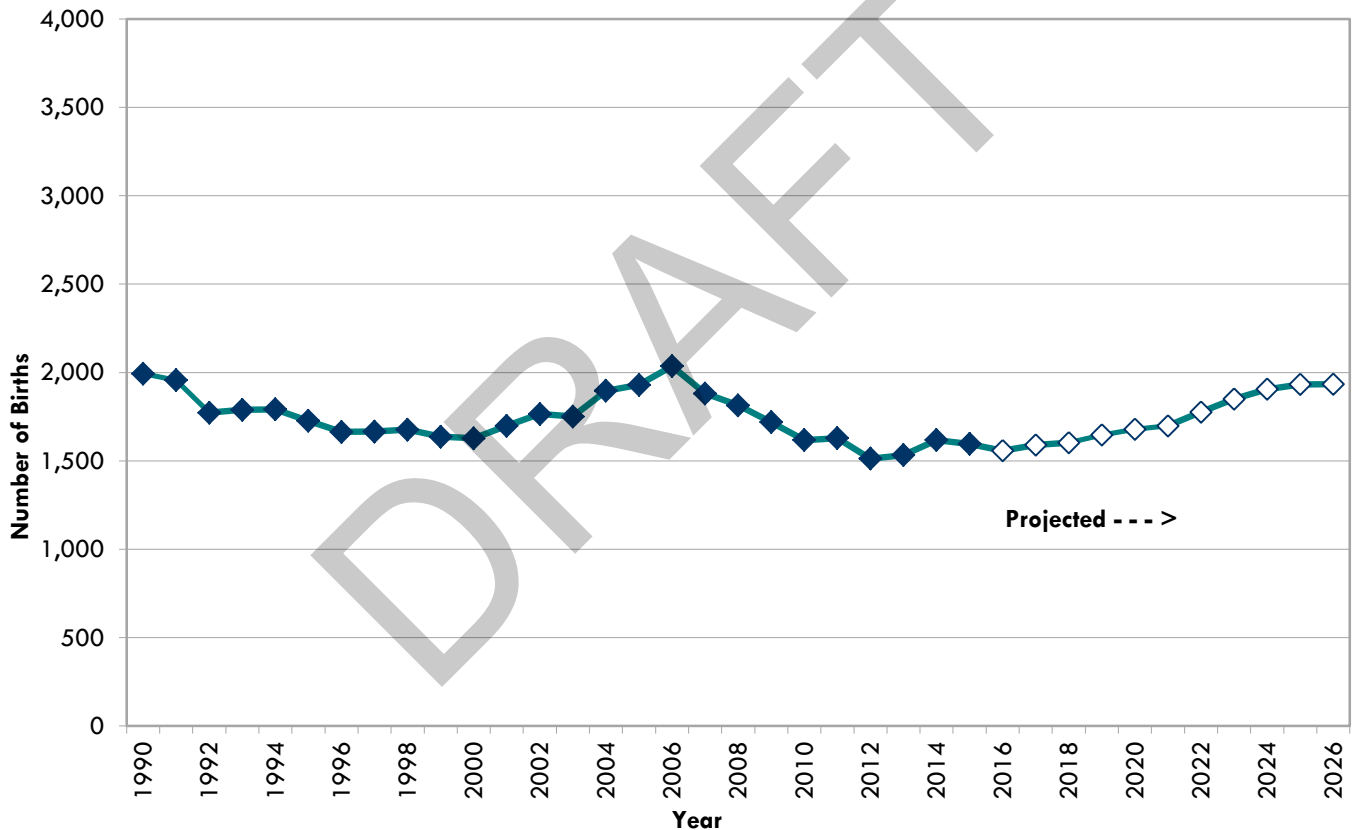
Step Two: Birth Rates and Migration Factors

Historical and Projected Birth Data

Births are an important factor to consider in projecting the enrollment of a District as they may be used to project the number of Kindergarten-aged students the District may expect to have within its boundaries over the planning period.

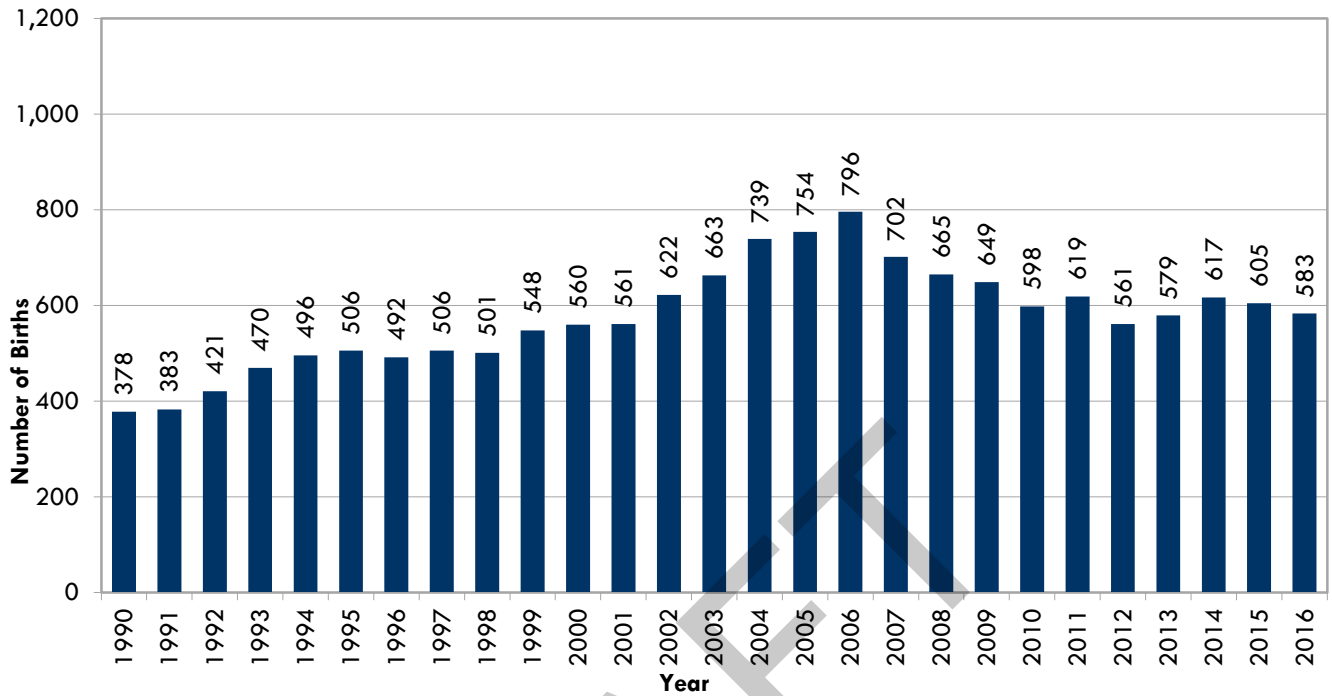
The California Department of Finance tracks historical county birth rates for El Dorado County and projects ten years of future birth rates for the County. These projections are shown in Figure 4, Historical and Projected Births in El Dorado County. The Department of Finance projects that the County births will increase over the next decade.

**Figure 4
Historical and Projected Births in El Dorado County**



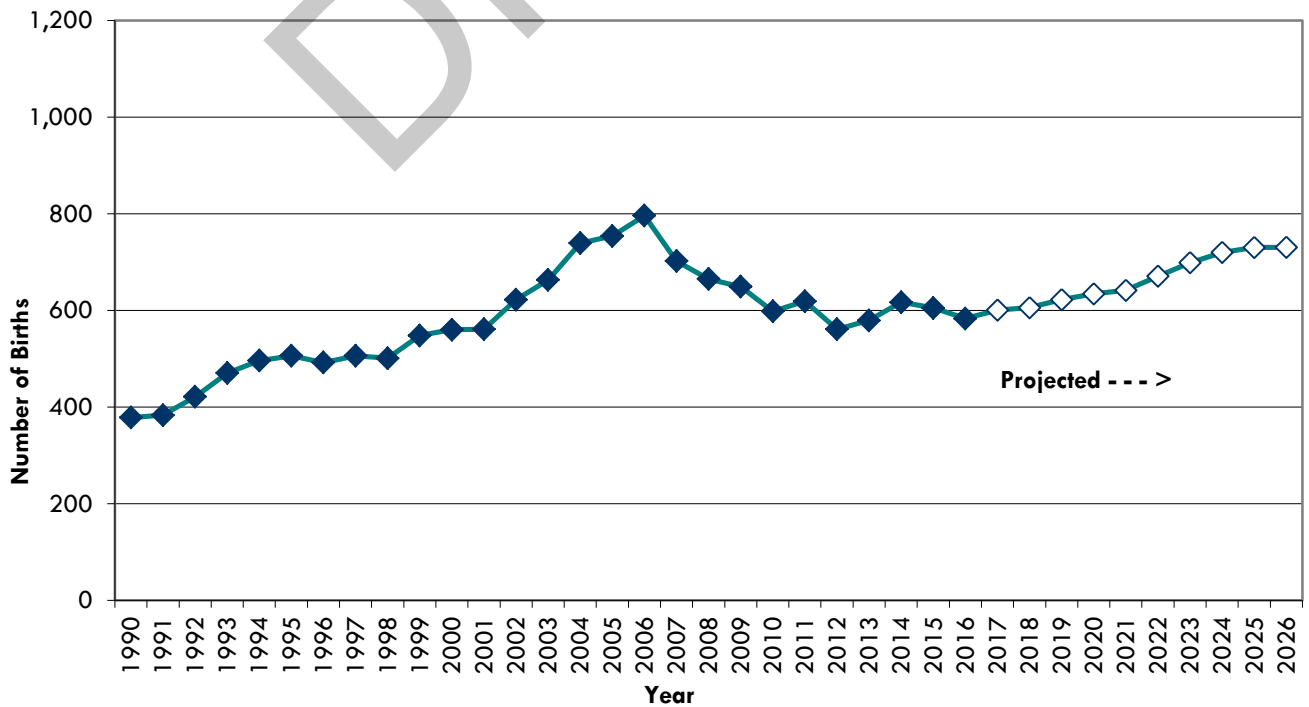
Birth data by ZIP codes that the District serves is a better approximation than County birth rates as they represent demographic trends that are more localized and therefore representative of the population served. The California Department of Health collects births by ZIP codes throughout California, including 95672, 95682, and 95762, which are the ZIP codes that the District primarily serves. Historical birth rates of these ZIP codes are shown in Figure 5.

Figure 5
ZIP Code Births



The Department of Health does not project future birth rates by ZIP code, therefore the percentage increase in the projected trend of County birth rates was utilized to project future birth rates within the ZIP codes served by the District (Figure 6). Since birth rates are expected to increase within El Dorado County, this same trend is translated to ZIP code births.

Figure 6
ZIP Code Births and Projected Births Using County Percentage Changes



Birth Capture Rate

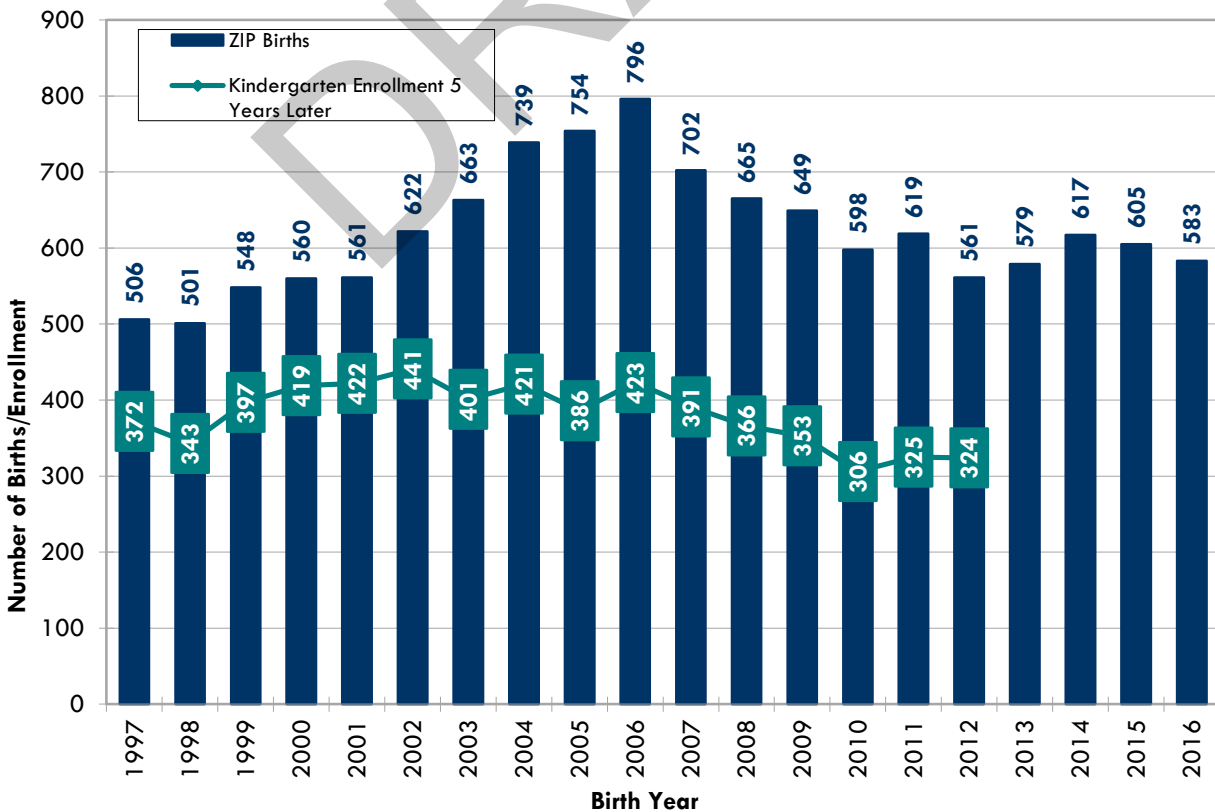
In the most basic SP scenario shown earlier in the report, Kindergarten enrollment is repeated from the previous year. However, in all future scenarios evaluated in the Study, Kindergarten enrollment is derived by (1) calculating the historic birth-attendance rate (Kindergarten enrollment divided by the number of births five years earlier) and (2) applying that birth-attendance rate to the number of births five years prior to the applicable projected enrollment year. This is known as a Birth Capture Rate.

In recent years, the District began serving Transitional Kindergarten (TK), also known as Junior K students, which has increased the size of the Kindergarten classes the District serves. TK students are eligible for early entry into a Kindergarten program, but are not eligible to move on to first grade until after their second year of instruction. Since the program was fully implemented, the number of students eligible to attend TK and Kindergarten combined has increased by about 25% from previous Kindergarten enrollment trends.

The relationship between births and Kindergarten (exclusive of TK) enrollment five years later is shown in Figure 7. Note that the Kindergarten enrollment from 2010-11 through 2014-15 has been manually adjusted to reflect estimated enrollment for a 12-month birth capture. This accounts for the transitional implementation of TK, and its impacts to the Kindergarten enrollment.

Birth Capture Rates have remained fairly consistent over the past ten years. Therefore, for planning purposes, an average Capture Rate utilizing the past ten years of historical data was utilized in the Study for each of the enrollment projection models.

Figure 7
Births Compared to Kindergarten Enrollment 5 Years Later



Note: Kindergarten enrollment has been adjusted to account for the TK program transition period.

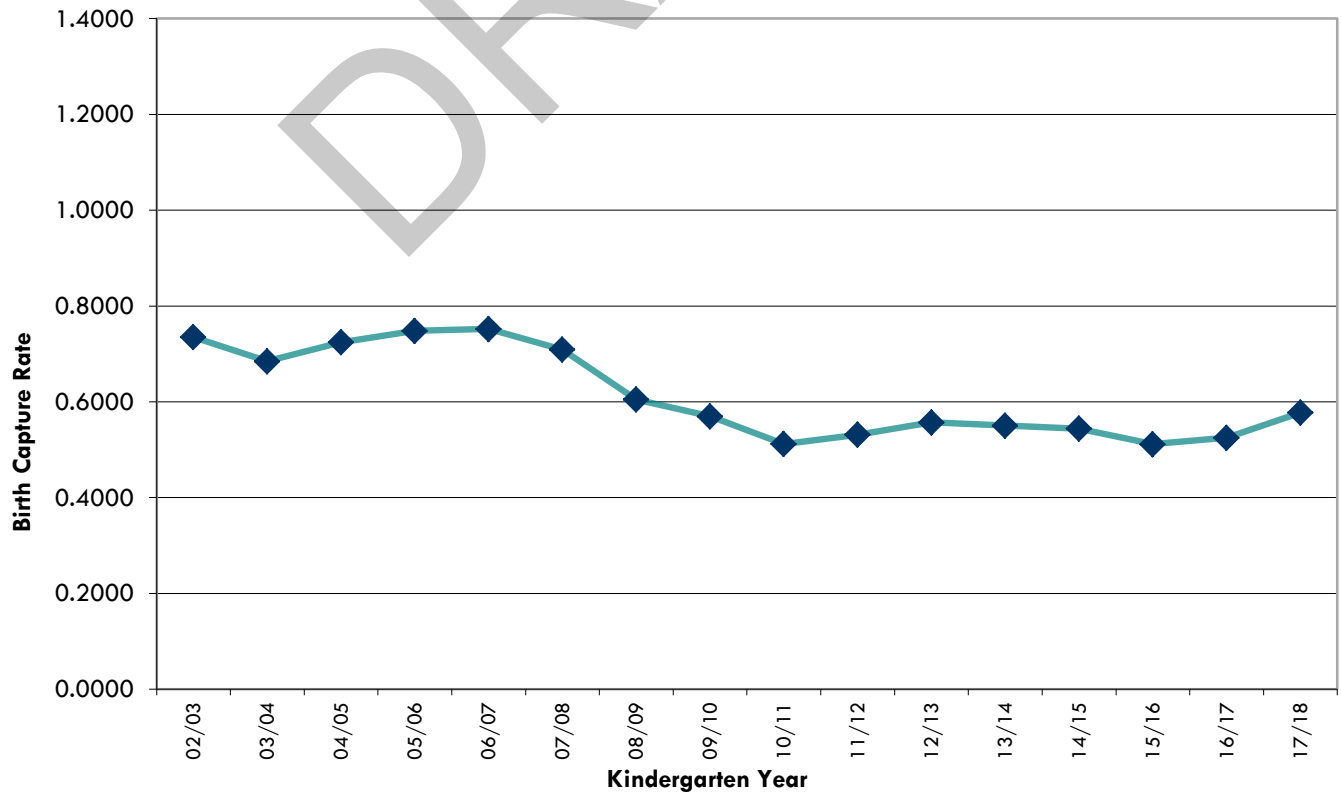
Table 3 shows the historical birth capture rates and Figure 8 shows the birth capture rate trended over time.

**Table 3
Birth Capture Rate**

Birth Year	Zip Code Births	Annual Change	Kindergarten Year	Kindergarten Enrollment*	Annual Change	Kindergarten Capture Rate	Kindergarten Capture Rate as %
1997	506	14	2002-03	372	47	0.7352	73.52%
1998	501	-5	2003-04	343	-29	0.6846	68.46%
1999	548	47	2004-05	397	54	0.7245	72.45%
2000	560	12	2005-06	419	22	0.7482	74.82%
2001	561	1	2006-07	422	3	0.7522	75.22%
2002	622	61	2007-08	441	19	0.7090	70.90%
2003	663	41	2008-09	401	-40	0.6048	60.48%
2004	739	76	2009-10	421	20	0.5697	56.97%
2005	754	15	2010-11	386	-35	0.5119	51.19%
2006	796	42	2011-12	423	37	0.5314	53.14%
2007	702	-94	2012-13	391	-32	0.5570	55.70%
2008	665	-37	2013-14	366	-25	0.5504	55.04%
2009	649	-16	2014-15	353	-13	0.5439	54.39%
2010	598	-51	2015-16	306	-47	0.5117	51.17%
2011	619	21	2016-17	325	19	0.5250	52.50%
2012	561	-58	2017-18	324	-1	0.5775	57.75%
2013	579	18					
2014	617	38					
2015	605	-12					
2016	583	-22					

*Note: Adjusted to account for TK transition

**Figure 8
Birth Capture Rate**



Migration Rate

A Cohort Survival Model (CSM) is used to determine the historical migration rate of students as they progress from Kindergarten through eighth grade. The CSM relies on historical enrollment data to capture the effects of all the factors impacting student enrollment over the years. It projects future enrollment based upon past trends of students progressed at each grade level.

The CSM projection calculates the enrollment for Kindergarten using the Birth Capture Rates as described above. The enrollment for each grade first through eighth is equal to the preceding grade's enrollment from the previous year plus (or minus) a "Cohort Change Factor" (CCF). For example, seventh grade enrollment in 2013 is equal to the sixth grade enrollment in 2012 plus (or minus) a CCF. The CCF for each grade is an average of the historical changes in enrollment from year to year for that particular grade. These average historic CCFs reflect the impact of variables that influence a district's enrollment.

This Study uses a migration rate that considers the last five years of historical changes in enrollment. Table 4 shows the historical migrations by grade level and the resulting five year migration rates. Note that the migration rate calculations exclude the TK students as they are not eligible to migrate to 1st grade.

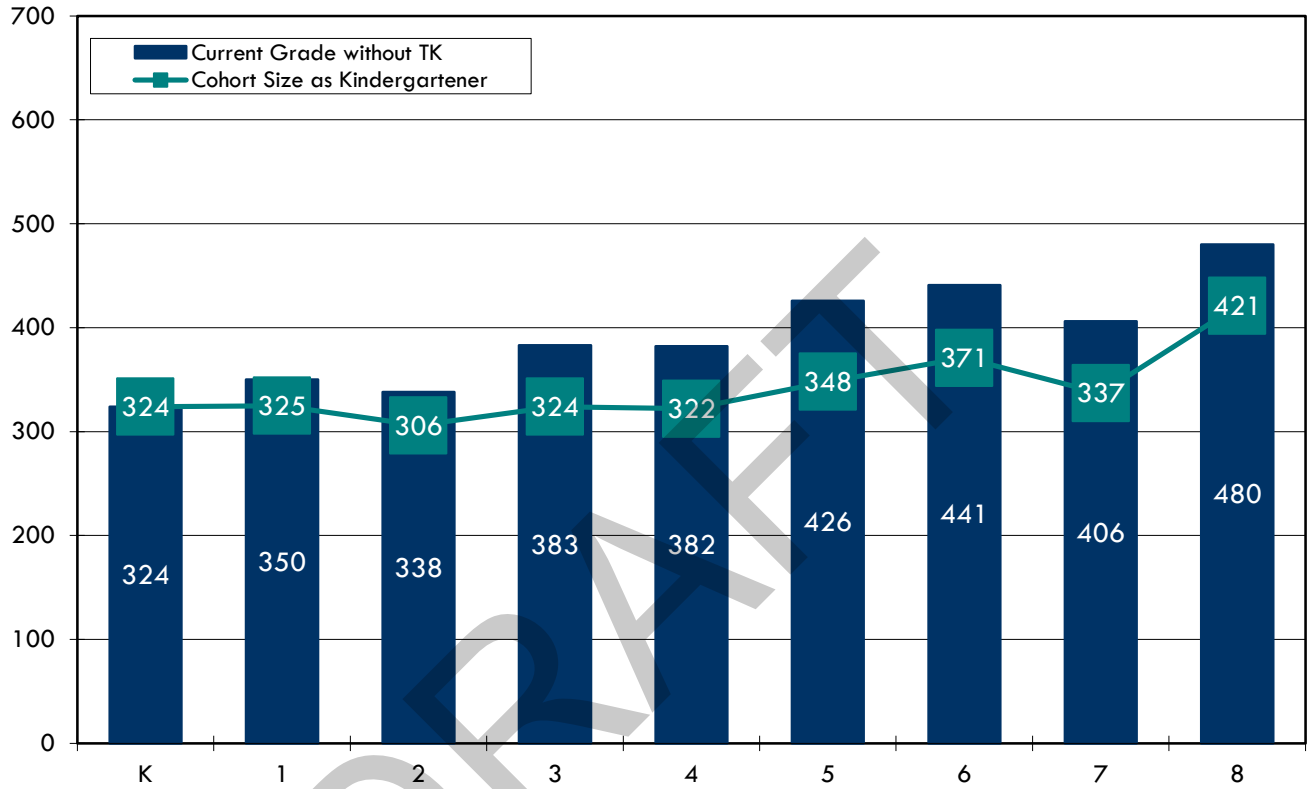
Table 4
Migration Rates by Grade

Year From>To	Grade From>To							
	K>1*	1>2	2>3	3>4	4>5	5>6	6>7	7>8
2007>2008	11	-2	5	21	9	17	-22	43
2008>2009	27	-7	11	-4	15	27	-37	30
2009>2010	15	2	13	-4	-7	-6	-16	31
2010>2011	7	6	0	8	-6	11	-17	29
2011>2012	2	5	15	5	10	5	-2	18
2012>2013	-13	0	10	-12	15	-6	-11	10
2013>2014	5	41	22	-2	-5	-4	-16	11
2014>2015	16	21	24	19	18	29	20	25
2015>2016	34	27	29	20	28	18	8	20
2016>2017	25	-2	16	5	6	-1	13	3
5-Year Migration	20.4	16.2	21.5	9.7	13.4	9.3	7.6	13.5

* Note: Does not include migration of TK students.

Figure 9 shows the changes in the cohort over time as the current size of the cohort is shown at each grade level along with the size of the cohort when it was in Kindergarten. If the blue bars are extended above the green trend line this represents that the cohort for that year has grown since Kindergarten.

**Figure 9
Cohort Changes Since Kindergarten**



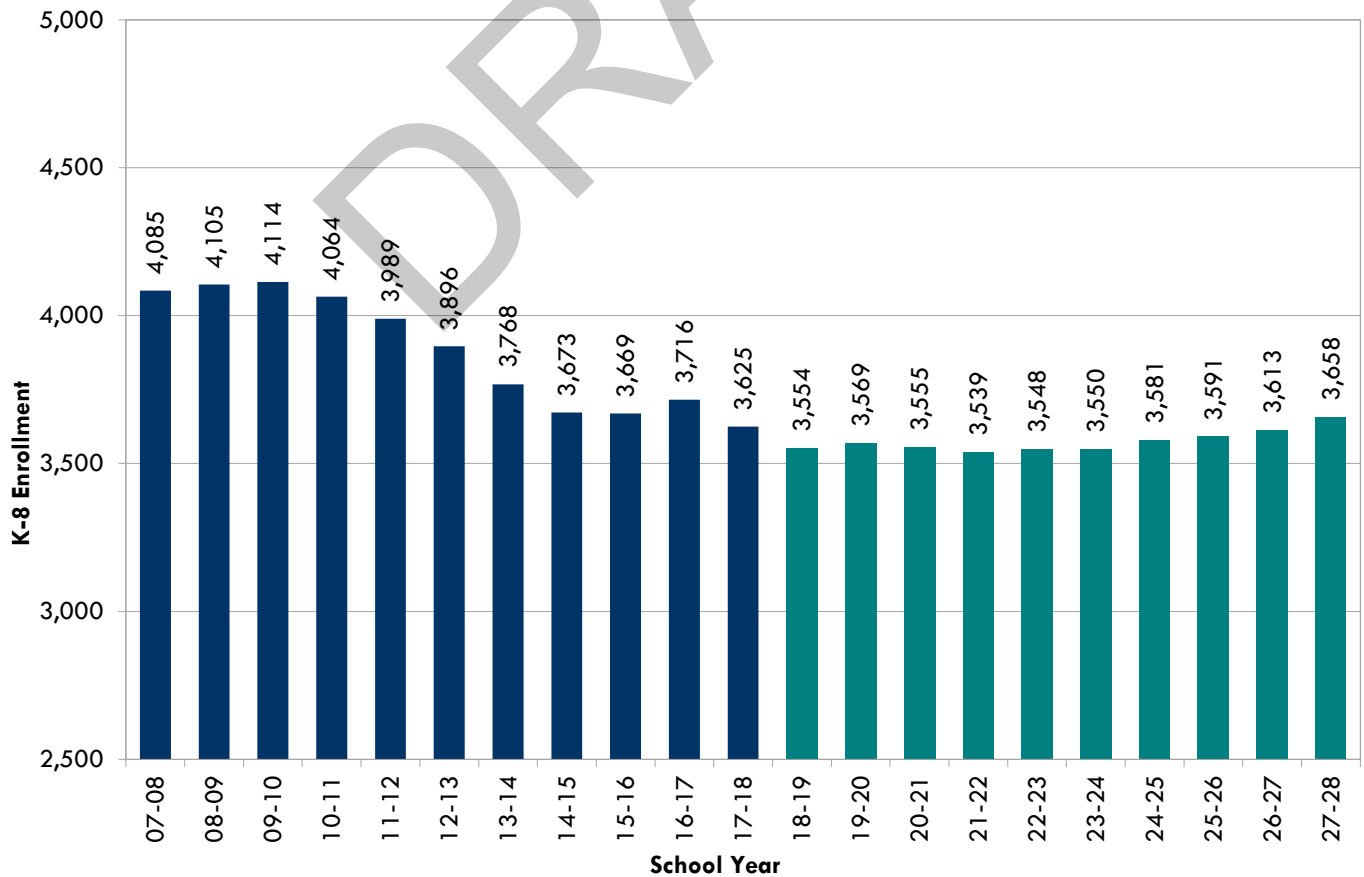
Migration Projection

Taking into account student progression, local births, birth capture rates and migration rates, Table 5 and Figure 10 identify ten year projections.

Table 5
Projected Enrollment – Migration and Birth Rates

Grade	Actual 2017- 18	Projected Enrollment - No Housing Add									
		2018- 19	2019- 20	2020- 21	2021- 22	2022- 23	2023- 24	2024- 25	2025- 26	2026- 27	2027- 28
K	419	392	407	426	416	407	414	419	430	438	446
1	350	344	328	338	359	352	340	347	349	358	365
2	338	366	361	345	355	376	369	357	364	366	375
3	383	360	388	382	366	376	397	390	378	385	387
4	382	393	369	397	392	376	386	407	400	388	395
5	426	395	406	383	411	405	389	399	420	413	401
6	441	435	405	415	392	420	415	399	409	430	423
7	406	449	443	412	423	400	428	422	406	416	437
8	480	420	462	456	426	437	413	441	436	420	430
Total K-5	2,298	2,250	2,259	2,271	2,299	2,292	2,295	2,319	2,341	2,348	2,369
Total 6-8	1,327	1,303	1,310	1,284	1,241	1,256	1,255	1,262	1,250	1,265	1,289
Total K-8	3,625	3,554	3,569	3,555	3,539	3,548	3,550	3,581	3,591	3,613	3,658

Figure 10
Projected Enrollment – Migration and Birth Rates



Step Three: Housing Development

New residential development is a key component to future enrollment growth in any district, including the Rescue Union School District.

Student Generation Rates

Student Generation Rates (SGRs) are a critical component in analyzing the impact of new development in a district. SGRs are used to project the number of students from new development who will eventually be a part of the District.

The rates were determined by first counting the number of students in the District who live in housing units constructed between January 2007 and December 2016, and second, dividing that number by the total number of housing units that were constructed over the same time period. This study uses assessor data from El Dorado County to determine the housing counts and District-provided student lists to derive the student counts.

Table 6 identifies the average SGRs over the last ten years (2007-2016).

**Table 6
Student Generation Rates**

Grade Grouping	Student Generation Rate
K-5	0.234
6-8	0.123
Total K-8	0.357

Table 7 represents a year-by-year historical SGR by grade level by year for each of the last ten years (2007-2016). This data is used to estimate the student yield of any given housing unit each year over the ten year period.

**Table 7
Student Generation Rate Ten Year Distribution**

SGR By Age of Home	Grade Level								
	K	1	2	3	4	5	6	7	8
Year 1	0.042	0.042	0.070	0.014	0.014	0.000	0.028	0.014	0.014
Year 2	0.049	0.049	0.082	0.016	0.049	0.033	0.049	0.066	0.033
Year 3	0.047	0.000	0.070	0.000	0.093	0.047	0.047	0.116	0.047
Year 4	0.033	0.017	0.017	0.000	0.017	0.017	0.017	0.000	0.017
Year 5	0.087	0.065	0.022	0.022	0.087	0.000	0.000	0.000	0.022
Year 6	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
Year 7	0.000	0.056	0.056	0.111	0.000	0.056	0.056	0.056	0.000
Year 8	0.000	0.000	0.000	0.000	0.050	0.000	0.050	0.050	0.100
Year 9	0.048	0.012	0.024	0.012	0.095	0.071	0.071	0.012	0.024
Year 10	0.050	0.034	0.061	0.050	0.028	0.050	0.050	0.050	0.078

Housing

Over the previous five years the District has experienced residential growth equating to approximately 55-60 new housing units per year. Over the next ten years, the District is projected to experience an increased rate of growth in housing that is more in line with growth trends in the late 1990s to early 2000s. There are many housing developments in the unincorporated areas of Rescue, Shingle Springs, Cameron Park and El Dorado Hills that are anticipated to impact the District during the ten year planning period. Throughout the development of this Study, we have worked with the County of El Dorado Planning Services and Long Range Planning Departments to estimate residential development anticipated over each of the next ten years. There are currently 2,368 approved residential units within the District boundary that have yet to be constructed. A listing of the various developments anticipated to impact the District can be found in the Appendix of this Study.

Students generated from housing developments are a primary factor driving the enrollment growth within the District with many different issues impacting the rate and level of future development. The Study handles housing uncertainty by providing several potential scenarios for housing that form the basis for the enrollment projections. The three housing scenarios are:

- **Low Housing** – This most conservative scenario projects housing units by including only the active approved development projects that have constructed units in the previous two years and projects that have been recently approved for a time extension.
- **Moderate Housing** – This scenario is similar to the above, but includes additional categories of projects being contemplated within the District. In addition to all housing included in the “low” scenario as described above, this scenario also includes development projects that are approved projects with no recent development activity and large recently active projects, with an increased rate of development per year.
- **High Housing** – This scenario is the most aggressive in the allocation of units anticipated within the District. The “high” scenario includes all housing projected in the “low” and “moderate” scenarios plus approved housing development projects from 1980s to early 2000s that had previously been pursued throughout the District, but have been dormant with a handful of units remaining to be constructed.

Distribution of the projected housing units for each of the three scenarios is estimated for each year across the ten year period. The distribution is based upon the potential timing of completion of those units that are included within each scenario.

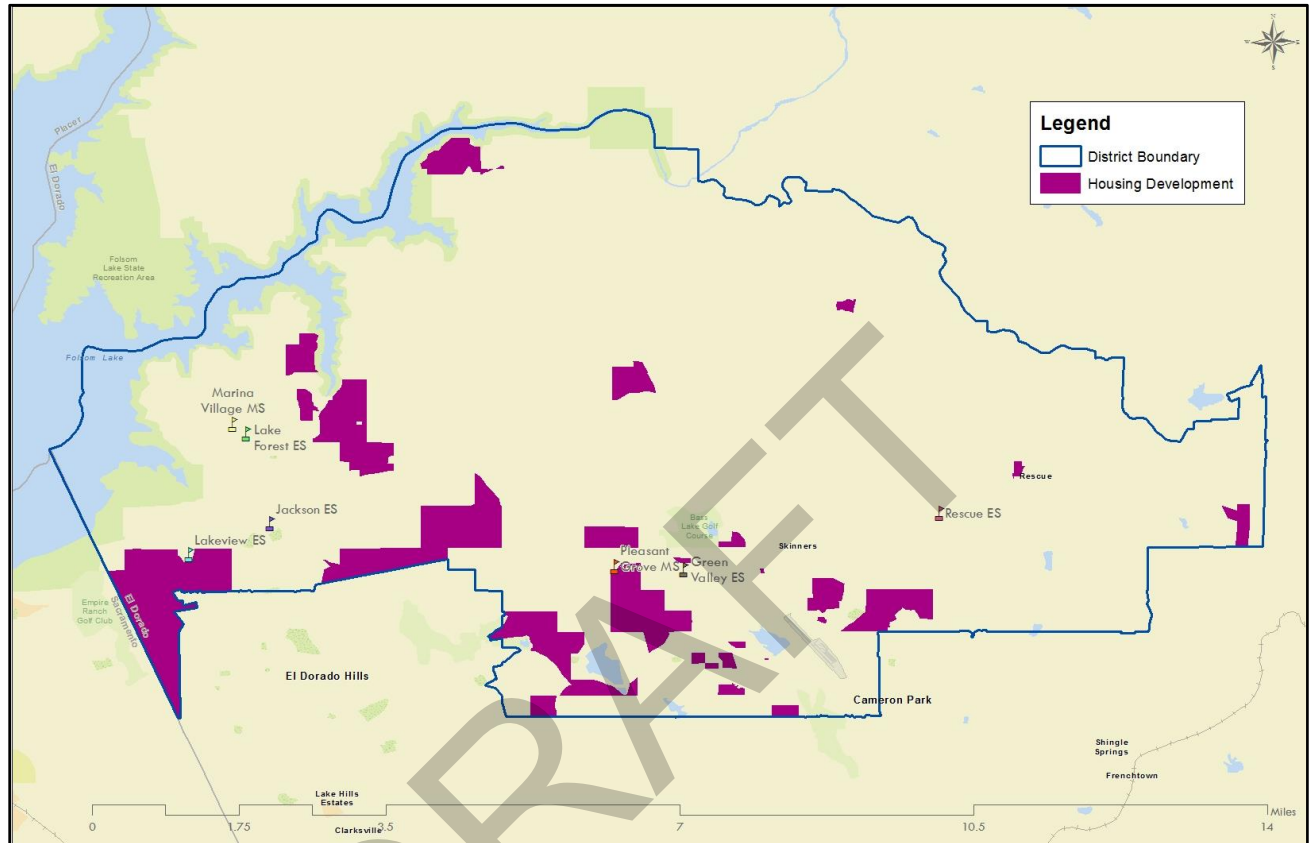
Table 8 identifies the annual housing development contemplated for each of the three scenarios.

**Table 8
Housing Scenarios**

Housing Scenario	Year										Total
	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	
Low	92	99	97	97	97	90	88	91	87	85	923
Moderate	176	188	184	165	156	152	170	158	125	123	1,597
High	292	311	300	292	264	227	174	157	150	201	2,368

Figure 11 shows the location of the anticipated housing developments within the District.

Figure 11
Map of Proposed Housing Developments within District



Migration Projection with Housing

Taking into account all factors including student progressions, birth rates, capture rates, migration rates and housing development, Tables 9-11 and Figures 12-14 identify ten year projections utilizing the Migration and birth factors from Step Two above and incorporating the three housing scenarios described above.

Table 9
Projected Enrollment – Low Housing Scenario

Grade	Actual 2017- 18	Projected Enrollment - Low Housing Scenario									
		2018- 19	2019- 20	2020- 21	2021- 22	2022- 23	2023- 24	2024- 25	2025- 26	2026- 27	2027- 28
K	419	395	412	434	425	420	427	432	443	452	461
1	350	346	332	342	363	359	347	355	358	367	374
2	338	369	367	354	365	387	379	368	375	378	389
3	383	361	389	383	367	378	399	396	385	392	396
4	382	394	371	403	399	386	397	417	411	403	411
5	426	395	407	386	415	409	393	405	426	421	411
6	441	436	408	420	398	426	421	406	418	442	437
7	406	450	446	420	431	408	436	431	417	427	450
8	480	421	464	460	431	442	418	446	444	430	442
Total K-5	2,298	2,260	2,278	2,302	2,334	2,339	2,342	2,373	2,398	2,413	2,442
Total 6-8	1,327	1,306	1,318	1,301	1,260	1,275	1,274	1,283	1,278	1,298	1,328
Total K-8	3,625	3,567	3,596	3,603	3,593	3,614	3,616	3,656	3,676	3,711	3,770

Figure 12
Projected Enrollment – Low Housing Scenario

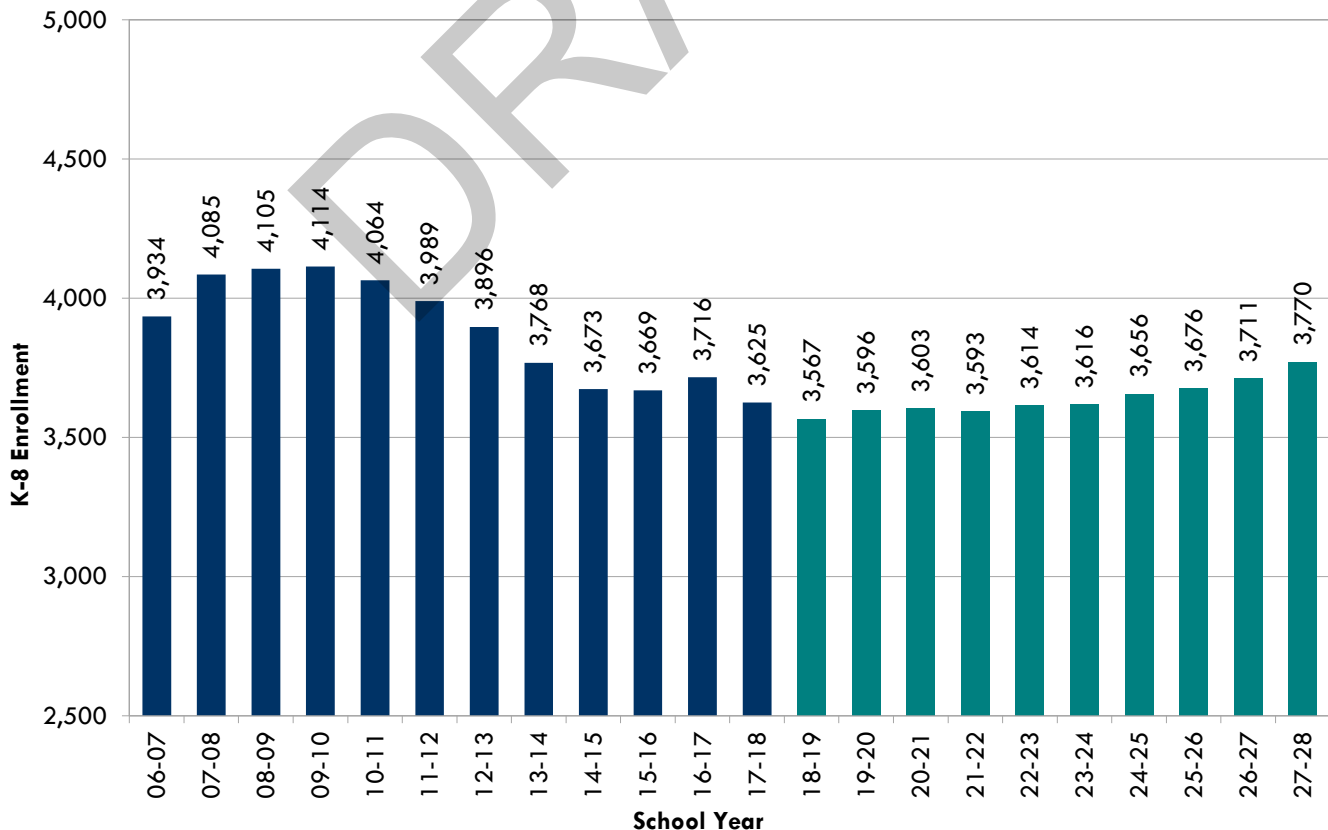


Table 10
Projected Enrollment – Moderate Housing Scenario

Grade	Actual 2017- 18	Projected Enrollment - Moderate Housing Scenario									
		2018- 19	2019- 20	2020- 21	2021- 22	2022- 23	2023- 24	2024- 25	2025- 26	2026- 27	2027- 28
K	419	398	421	447	442	445	452	455	464	477	490
1	350	349	339	350	372	372	360	373	375	383	391
2	338	374	380	373	384	406	397	391	399	401	413
3	383	362	392	386	370	382	403	409	398	405	411
4	382	395	377	416	414	407	416	436	433	433	441
5	426	395	410	393	423	417	399	415	437	439	431
6	441	438	415	431	410	436	430	420	437	466	463
7	406	451	453	436	448	423	449	448	439	452	474
8	480	422	468	468	440	453	428	455	462	449	467
Total K-5	2,298	2,273	2,319	2,365	2,405	2,429	2,427	2,479	2,506	2,538	2,577
Total 6-8	1,327	1,310	1,336	1,336	1,298	1,311	1,306	1,323	1,337	1,366	1,403
Total K-8	3,625	3,584	3,655	3,701	3,702	3,740	3,733	3,802	3,843	3,904	3,980

Figure 13
Projected Enrollment – Moderate Housing Scenario

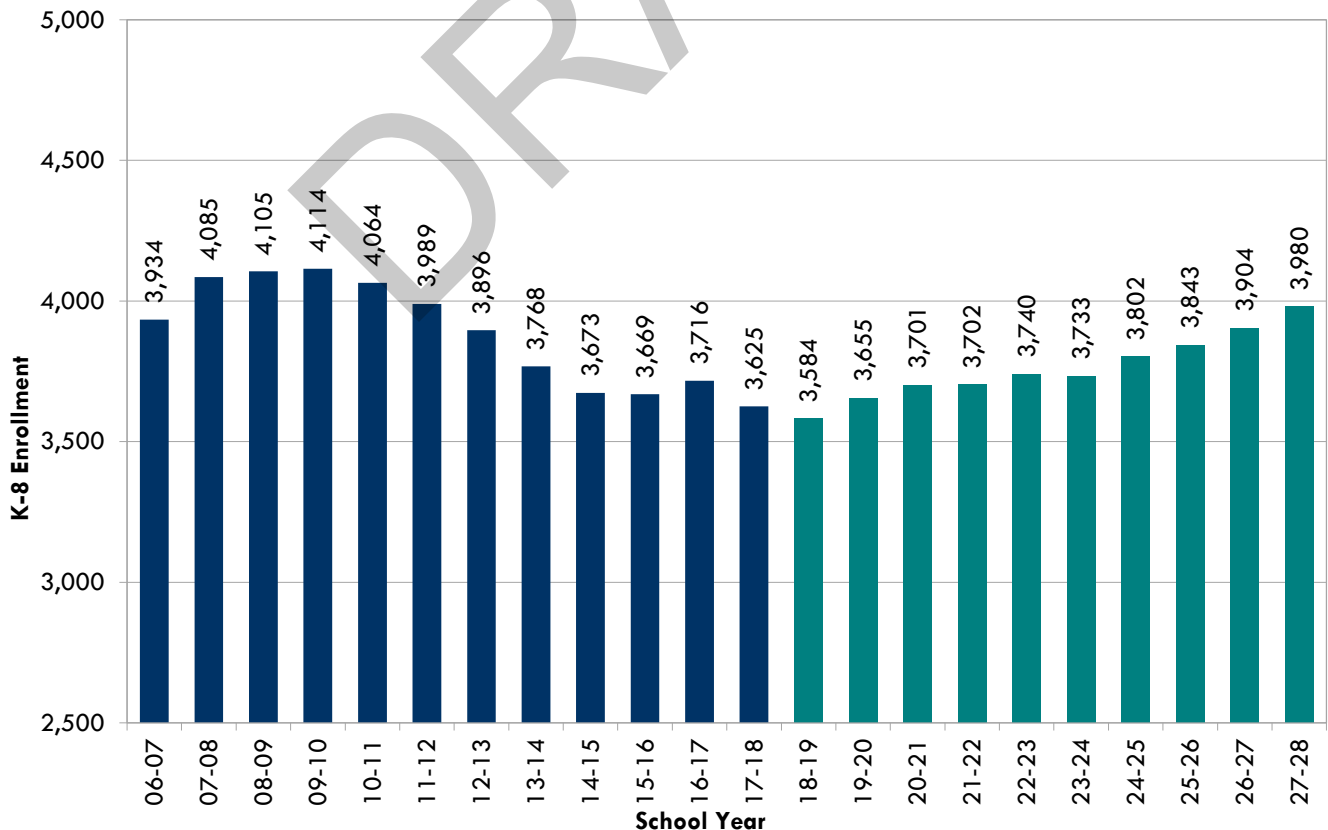
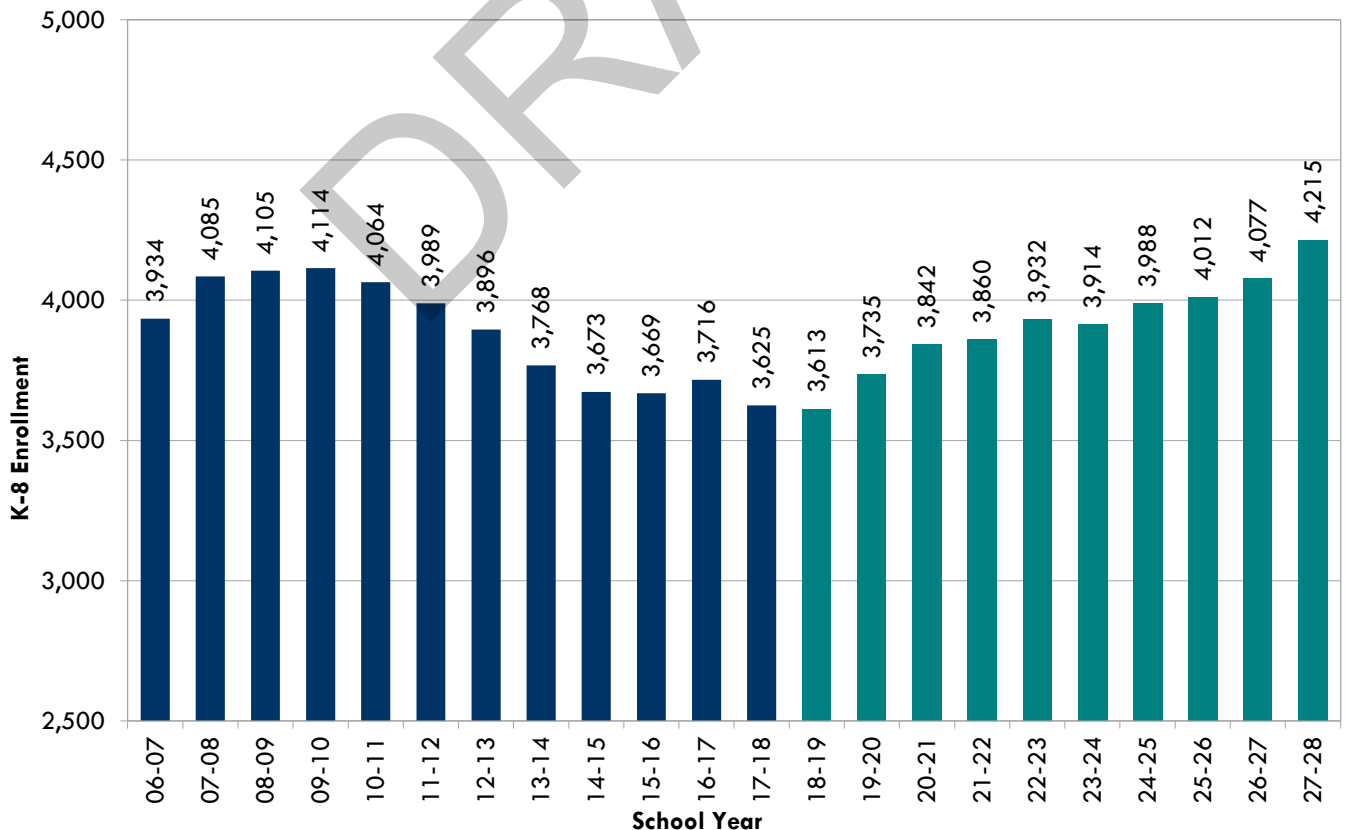


Table 11
Projected Enrollment – High Housing Scenario

Grade	Actual 2017- 18	Projected Enrollment - High Housing Scenario									
		2015- 16	2016- 17	2017- 18	2018- 19	2019- 20	2020- 21	2021- 22	2022- 23	2023- 24	2024- 25
K	419	405	435	469	469	483	488	484	486	499	519
1	350	354	350	361	385	392	378	393	392	400	413
2	338	383	398	400	413	436	424	416	415	416	439
3	383	363	395	390	373	388	408	426	415	422	435
4	382	396	384	435	435	438	447	462	459	461	471
5	426	395	414	402	435	428	411	431	449	455	454
6	441	442	424	445	426	453	445	437	455	489	494
7	406	452	462	460	472	447	471	472	461	467	497
8	480	423	473	479	453	468	443	467	481	469	494
Total K-5	2,298	2,296	2,376	2,457	2,510	2,565	2,556	2,612	2,616	2,653	2,731
Total 6-8	1,327	1,316	1,359	1,385	1,351	1,367	1,358	1,376	1,396	1,424	1,484
Total K-8	3,625	3,613	3,735	3,842	3,860	3,932	3,914	3,988	4,012	4,077	4,215

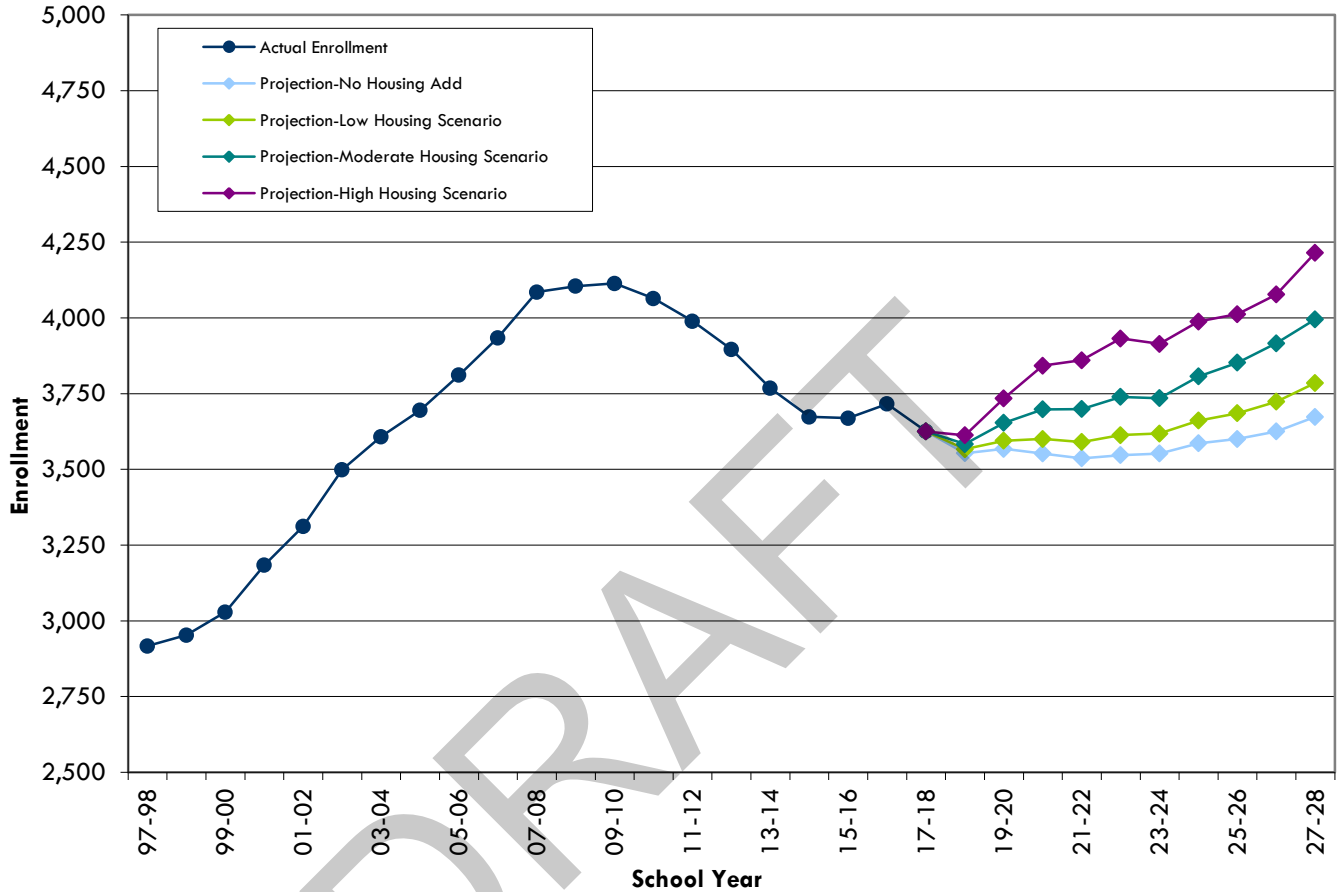
Figure 14
Projected Enrollment – High Housing Scenario



Comparison

Figure 15 is a comparison of the three enrollment projection housing scenarios along with the No Housing scenario.

Figure 15
Comparison of Enrollment Projections



APPENDIX

Housing Development

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Proposed Development	Housing Units		Housing Scenario		
	Total	Remaining	Low	Moderate	High
Future Housing Development - El Dorado County					
AIR PARK ESTATE AM	89	6	6		
ALTO LLC	23	23	23		
BASS LAKE ESTATES	36	36	36		
BASS LAKE NORTH	90	90	50	40	
BASS LAKE VILLAGE #3	100	8			8
BASS LAKE VILLAGE #4	135	2			2
BASS LAKE VILLAGE #6	58	4			4
BASS LAKE VILLAGE #8	60	1			1
CAMBRIDGE ROAD TOWNHOMES	14	14	14		
CAMERON GLEN ESTATES PHASE 5	15	15		15	
CAMERON HILLS	41	41	16	25	
CAMERON PARK N 6	46	1			1
CAMERON WOODS #1	37	4			4
CAMERON WOODS #8	55	4			4
CAMERON WOODS # 9	34	34		34	
CIMMARON CT TOWNHOMES	16	16	16		
CREEKSIDE ESTATE #6	103	5			5
CROWN VALLEY 1 AMEND	30	2			2
CROWN VALLEY UNIT #1	58	4			4
DIAMANTE ESTATES	20	20	20		
EMERALD MEADOWS	106	20			20
EMERALD MEADOWS AM	24	1			1
FAIRCHILD VILLAGE # 7	57	1			1
FRANCISCAN VILLAGE	20	1			1
FRANCISCO OAKS AMEND	117	9			9
GREEN SPGS RANCH #2	13	1	1		
GREEN SPGS RANCH #3	65	4	4		
GREEN VLY AC 1	18	2	2		
GREEN VLY HILLS II	46	16			16
GREEN VLY HILLS 1	128	28			28
HAWK VIEW RIDGE	116	116	75	41	
HIGHLAND HILLS #4	44	2			2
HIGHLAND VIEW # 3	58	10		10	
HIGHLAND VIEW # 4	91	2		2	
HIGHLAND VIEW # 5	90	4		4	
HIGHLAND VILLAGE #4A	11	3	3		
KAMM PARK	5	5			5
LA CANADA	47	47			47
LA VENTANA OESTE PH2	16	1			1
LKHILLS ESTATES 2	35	4	4		
LKHILLS ESTATES 3	37	5	5		
LOMITA WAY SUBDIVISION	24	24		24	
MALCOLM DIXON RD TM	8	8		8	
MARINA HILL AMENDED	46	3			3
MARINA VILLAGE #2	40	2			2
MARINA VILLAGE #3	11	1			1
MARINA WOODS UNIT #1	103	3			3

Proposed Development	Housing Units		Housing Scenario		
	Total	Remaining	Low	Moderate	High
Future Housing Development - El Dorado County					
MARINA WOODS UNIT #2	63	1			1
MCCMAHON PARCEL MAP PD	4	4			4
MIGINELLA	8	8			8
MJC APTS	44	44			44
OAK TREE VILLAGE #3	79	2			2
OAK TREE VILLAGE #4	85	6			6
PIONEER PLACE UNIT I	75	1			1
PIRRELLO SUBDIVISION	9	9			9
PROMONTORY VILLAGE CTR D-1	63	5	5		
PROMONTORY VILLAGE CTR H#1	26	9	9		
PROMONTORY VILLAGE CTR H#2	40	10	10		
PROMONTORY VILLAGE #5-2	45	8	8		
PROMONTORY VILLAGE #5-3	5	5		5	
PROMONTORY VILLAGE 5 1	63	32	30	2	
PROMONTORY VILLAGE #1	149	4	4		
PROMONTORY VILLAGE #2	111	28	28		
PROMONTORY VILLAGE #4	215	95	40	55	
PROMONTORY VILLAGE LOT D1	63	63	3	60	
PROMONTORY VILLAGE #3	323	11	10	1	
PROMONTORY, LOT N	20	20		20	
ROLLING HILLS ESTATE #1	38	2	2		
SERRANO VILLAGE K5 #1	28	6			6
SERRANO VILLAGE K5 #2	4	4		4	
SERRANO VILLAGE K5 #3	16	4			4
SERRANO VILLAGE M NO1	18	5			5
SERRANO VILLAGE J2&J3	148	83	60	23	
SERRANO VILLAGE J2J3 LOT H	83	83	83		
SERRANO VILLAGE J4	56	56			56
SERRANO VILLAGE J5 AND J6	204	204			204
SERRANO VILLAGE J7	72	72			72
SERRANO VILLAGE K5 PHASE 2	28	28		28	
SERRANO VILLAGE K5&K6	212	195	180	15	
SERRANO VILLAGE M1&M2	103	96	96		
SERRANO VILLAGE M5	10	10		10	
SERRANO VILLAGE G #10	38	36			36
SERRANO VILLAGE G #7	34	14			14
SERRANO VILLAGE G #8	48	22			22
SERRANO VILLAGE J3B #1	10	8			8
SERRANO VILLAGE J3B #2	56	30			30
SERRANO VILLAGE K5 #5	13	8	8		
SERRANO VILLAGE K5 #6	19	7	7		
SERRANO VILLAGE K6 #2	65	1			1
SERRANO VILLAGE M2 - #2	21	6		6	
SIERRA SUNRISE	19	19		19	
SIERRA VIEW ESTATE #2	20	3			3
SILVER SPRINGS	234	234	50	184	
SOUTHPOINTE	71	1			1

Proposed Development	Housing Units		Housing Scenario		
	Total	Remaining	Low	Moderate	High
Future Housing Development - El Dorado County					
ST ANDREWS VILLAGE 4	15	5	5		
SUMMER BROOK SUBDIVISION	29	29		29	
SUMMIT #1	94	9			9
SUMMIT UNIT #2 (THE)	52	1			1
UNASSIGNED	813	40	10	10	20
VISTA DEL LAGO #1	26	12			12
WATERFORD #3	65	3			3
WATERFORD #5	51	1			1
WATERMARK	19	1			1
WILSON EST	11	3			3
WINDSOR POINT	69	7			7
WINTERHAVEN #1	81	1			1
WOODLEIGH HTS UNIT#2	10	1			1
Total Housing	6,929	2,368	923	1,597	2,368

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