



**REQUEST FOR PROPOSALS**

**For**

**EXTERNAL EVALUATOR FOR  
READINESS & EMERGENCY MANAGEMENT  
IN SCHOOLS**

Request for Proposals Issued: July 18, 2012

Deadline for Submittal of Proposals: August 16, 2012

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Request for Proposals for External Evaluator for Readiness & Emergency  
Management in Schools

## **I. INSTRUCTIONS**

The Sacramento City Unified School District is seeking proposals from qualified firms to assist the District in external evaluation of Readiness & Emergency Management in Schools (REMS).

Interested firms are invited to submit one original signed proposal and two (2) copies. The proposal shall be made in the format provided and the complete proposal, together with any and all additional materials, shall be enclosed in a sealed envelope addressed and delivered no later than 4:30 p.m. on Thursday, August 16, 2012 to the following address:

Sacramento City Unified School District  
Contracts Office  
5735 47<sup>th</sup> Avenue  
Sacramento, CA 95824

The sealed envelope shall be marked on the outside lower left corner with the words "External Evaluator for Readiness & Emergency Management in Schools RFP". It is the Proposer's sole responsibility to ensure that their proposal is received prior to the scheduled closing time for receipt of proposals. No corrected or resubmitted proposals will be accepted after the deadline.

This Request for Proposals does not commit the Sacramento City Unified School District to award a contract or pay any costs incurred in the preparation of a proposal responsive to this request. The District reserves the right to accept all or part of any proposal or to cancel in part or in its entirety this Request for Proposals. The District further reserves the right to accept the proposal that it considers to be in the best interest of the District.

All requirements must be addressed in your proposal. Non-responsive proposals will not be considered. All proposals, whether selected or rejected, shall become the property of the District. Firms are responsible for checking the website periodically for any updates or revisions to the RFP.

### **Requests for Information**

Questions related to this RFP should be submitted in writing to Kimberly Teague, Contract Specialist, at [kimt@scusd.edu](mailto:kimt@scusd.edu) no later than Monday, July 30, 2012. Specify "RFP for External Evaluator for Readiness & Emergency Management in Schools" in the subject line. Responses to all questions received will be posted on the District's website.

## **II. SCOPE OF WORK**

Perform evaluation services as required of the REMS grant (see attached, section 5, page 25 for full description of scope of work). Evaluator will work with the REMS Project Director and others to develop a model that ensures a comprehensive systems approach. The model will be used to gather baseline information in the key areas and determine the process for measuring progress. Data will be collected by the Safe Schools Office from all stakeholders and provided to the evaluator, who will lead discussion and provide analysis, interpretation, and written reports. Formative plan will provide ongoing feedback to the District and will analyze measures of the process and its ongoing impact on readiness and emergency planning.

Develop processes for evaluation reports to be produced annually after grant period ends.  
Note: an interim report is due 2012; second report is due July 2013. This RFP applies to both of these reporting periods.

**Performance Standards:** Identify strengths and weaknesses in the delivery of training, partner meetings, drills/simulations, assessments, and other emergency management plan activities. Assess how well process and outcome objectives are met, using both quantitative and qualitative measurements.

**Expertise:** Experience in evaluation of U.S. Department of Education/Readiness and Emergency Management in Schools Grants.

**Insurance Requirements:** Certificate of Liability

**Budget:** \$25,000

### **III. CONTENTS FOR PROPOSALS**

In order for proposals to be considered, said proposal must be clear, concise, complete, well organized and demonstrate both respondent's qualifications, and its ability to follow instructions. The quality of answers, not length of responses or visual exhibits is important in the proposal.

The proposal shall be organized in the format listed below. Respondents shall read each item carefully and answer each of the following items accurately to ensure compliance with District requirements.

#### **A. Submittal Letter**

Include the RFP's title and submittal due date, the name, address, fax number and telephone number of the responding firm. Include a contact person and corresponding e-mail address. The letter shall state that the proposal shall be valid for a 60-day period and that the staff proposed is available immediately to work on this project. The person authorized by the firm to negotiate a contract with the District shall sign the cover letter.

#### **B. Description of Individual/Firm**

This section should provide information regarding the size, location, nature of work performed, years in business and the approach that will be used in meeting the needs of the District.

#### **C. References and Description of Experience**

This section should identify similar projects that the firm has completed as outlined in the RFP. Use this section to indicate the areas of expertise and how your expertise will enable the District to benefit from that expertise. Include at least two (2) school districts with similar demographics, along with the names of individuals familiar with your work that can be contacted by District staff.

#### **IV. SELECTION CRITERIA**

Firms submitting proposals are advised that all proposals will be evaluated to determine the individual/firm deemed most qualified to meet the needs of the District. The selection criteria will include, but not be limited to, the items listed below:

- A.** Demonstrated understanding and responsiveness to the Request for Proposals.
- B.** Experience of firm and personnel named in the proposal.
- C.** Past experience in assisting California school districts with external evaluations.
- D.** Describe your firm's commitment and ability to provide each item outlined in the Scope of Work (Section II of RFP; REMS Grant, Section 5).
- E.** Satisfaction of previous clients. Provide two (2) references that reflect similar demographics and student performance, and are similar to the work contemplated in this RFP. Include the scope of work for each reference.

#### **V. PROCESS FOR SELECTING FIRM**

A Selection Advisory Committee will select and rank in the order of their qualifications those companies deemed to be the most highly qualified to perform the required work.

The Selection Advisory Committee may choose to interview any, all, or none of the respondents as may be in the best interest of the District. If interviews are held, the chairperson will notify those companies selected as to place, date, and time. The District will make investigations as necessary regarding the financial stability of any or all respondents and may require review by the District's legal counsel.

The names of all firms submitting proposals and the names, if any, selected for interview shall be public information. After award, final ranking, committee comments and evaluation scores as well as the contents of all proposals become public information. Firms that have not been selected shall be so notified in writing after the conclusion of the selection process.

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**1. Need for Project**

The Sacramento City Unified School District (SCUSD) is a large urban school district in Sacramento, California, serving 48,115 K-12 students and 14,976 adult education students across 88 schools (including charter and adult schools). SCUSD also operates 22 child care centers, and in total has 106 educational facilities. SCUSD is extremely diverse, reflecting both the ethnicity and socio-economics of the city. More than 40 languages are spoken within the district, and 40% of SCUSD students do not speak English at home. Sixty-six percent of the students are socio-economically disadvantaged, 27% are English Learners, and 12% have disabilities.

The City of Sacramento is at high risk for both natural and man-made disasters, and the school district is vulnerable to high levels of crime. The natural disasters that most threaten the city are floods and earthquakes. According to the Sacramento Regional Flood Control Agency, Sacramento faces a greater risk of flooding than any other major city in the country, and a majority of the district is located in flood zones. Delta and river waters are held back by dams and an earthen levee system, and a breach anywhere in the system, caused by earthquake, high water, or terrorist acts, threaten the city. Although the district has previously developed plans to respond to floods, some currently designated evacuation sites are inadequate and need to be updated according to recent planning and modifications.

Sacramento is a major shipping center. Within SCUSD's boundaries are 32 miles of freeway and 93 miles of rail, including four major arteries used to transport hazardous material. Twenty-three schools are located within a ¼ mile of a highway or rail line, which places the district at high risk of a hazardous materials emergency. Chlorine and other hazardous materials are commonly transported by truck, ship, and train; and fuel and chemical spills have occurred. Sacramento is home to two of the largest propane tanks in the country, and 20% of district

schools are located near hazardous storage or use facilities. SCUSD is also vulnerable to incidents at the two local airports, and flight patterns take airplanes over a number of schools.

Crime and violence are significant threats to SCUSD schools. Of great concern are youth violent crimes, specifically related to gangs. In 2007, there were 14 gang-related homicides in the city, and 74 juveniles were arrested for a gun crime from 10/1/07-9/30/08 (Sacramento PD). There are currently 3,540 juveniles on probation in the county, and in the past year, 225 adjudicated youth reentered SCUSD. The district's susceptibility to violence became even more apparent when school closures at the end of the 2008-2009 school year forced members of rival gangs to attend the same high schools. Recent incidents at SCUSD schools have included a thwarted plan for a targeted act of violence, a child abduction, bomb making, and at least three bomb threats at one of the comprehensive high schools. Violence in school neighborhoods has a heavy impact, as schools go into lockdown for crimes such as armed suspects and homicides near schools. In December 2007, a Sacramento Detective was shot and killed by a 16-year-old in the area of several schools, resulting in a multi-jurisdictional response with schools going into lockdown during the immediate hazard. As in this case, prolonged lockdowns of campuses have at times extended into after-school hours. Teachers and staff are not fully aware of their responsibilities in such a situation, and one school reported a teacher leaving the classroom and campus because a lockdown went after-hours. In addition, parents often lack the knowledge of how to respond to a lockdown that takes place or extends beyond the normal school day.

In the fall of 2005, SCUSD received an ERCM grant to begin addressing the district's emergency management needs. This previous funding allowed the district to make significant strides in establishing readiness and emergency management procedures, allowing SCUSD to (1) build an infrastructure for emergency planning, (2) add two new emergency response plans for

hazards not previously addressed, (3) provide training to administrators and safety committee members on emergency preparedness topics; (4) implement elements necessary for National Incident Management System (NIMS) compliance; and (5) work toward a plan to sustain these improvements. As a result, the district now has in place a District-level Emergency Management Team (DEMT), school/site-level Emergency Management Teams (SEMTs), a web-based database containing facility-level data on critical infrastructure and key resources, a limited training series on emergency preparedness for schools, and an Incident Command System (ICS) at each site. Although the district now has a foundation for emergency management, due to the district's size, funding constraints, and turnover of administration and staff, SCUSD is unable to sufficiently address all emergency management issues at the school- or district-level.

SCUSD's superintendent formed a Safety & Security Task Force in October of 2009. The group meets bi-weekly and includes representatives from the schools and other key stakeholders. This task force recently produced a report that identifies gaps in safety practices, procedures, and preparedness in the district. Using this report in combination with the final evaluation from the 2005 ERCM grant project, SCUSD has designed its proposed REMS project to address key critical needs relevant to emergency preparedness, covering all four elements of emergency management (**prevention-mitigation, preparedness, response, and recovery**):

(1) Many schools are considered soft targets for acts of violence and terrorism due to current practices or design. An example are schools adjacent to city parks, with multiple points of public access. Vulnerability assessments of each school-site level are needed, but the district currently lacks the capability to perform these assessments in-house. With a large number of school sites, new schools, a transient student body, and evolving functionality at different sites (e.g., classes for students with disabilities tend to migrate from site to site), there is a strong need



to develop an in-house capability to perform these assessments and to update them frequently. This will develop our sustainability and will provide the knowledge to **mitigate, prepare, and respond** to disasters. Results of the assessments will strengthen each school's emergency plans.

(2) The District Emergency Preparedness Guidelines and the individual School Emergency Management Plans need updating and strengthening. The district guidelines provide a template or starting point to individualize the plans for each site. The district guidelines were reviewed in 2005 and two new plans were added (blood-borne pathogens and mental health crises); however, the majority of these guidelines were last updated in 2000. In the ensuing decade, the safety climate at schools has changed dramatically. The chance of an unstable individual with a weapon invading a school campus has greatly increased, as have gang membership and juvenile violence. The current climate requires more sophisticated emergency planning and response. Updated guidelines that reflect and adapt to the contemporary challenges and dangers present at SCUSD school campuses will support our efforts in **prevention-mitigation, preparedness, response, and recovery**. The site-level emergency management plans are inconsistent across all schools, for topics such as lockdowns, offsite evacuation, communications, and reunification. Using the updated district guidelines, the School Emergency Management Plans need to be reviewed, updated, and strengthened.

(3) SCUSD has multiple sites with disabled students, including a school with occupationally handicapped students and classes with severely emotionally disturbed children. The district also has older school buildings where children with impaired mobility attend classes on the second floor. There is a significant need for the development and improvement of emergency site-level planning to address the needs of students and staff with disabilities, and the procedure should provide for annual review. This will assist us with our emergency **response**.

(4) Critical personnel in the past have been trained in NIMS requirements, but with high staff turnover and administration changes, our current staff lacks the training to be NIMS compliant. Increased compliance with NIMS will support our **response** and **recovery** strategies.

(5) The number of trained staff within SCUSD is insufficient given the district's size and diversity. With high turnover of regular staff, over 775 substitute teachers, and after-school contracted staff, a systemic training system is needed to ensure that staff undergo necessary training. A staff survey showed there is insufficient awareness of emergency procedures and protocols. The current training series is voluntary, and participation rates tend to decline after an initial implementation period. The district needs to transition its current training program into a comprehensive, mandatory, and systemic training model that covers multiple hazards and includes the **four phases** of emergency planning. Funding for substitute teachers is needed to enable the teaching staff to attend mandatory full-day training sessions.

(6) Schools have indicated a need for drills that address contemporary hazards other than fire. Specifically needed are lockdown drills, particularly during a passing period, lunch, and/or before or after school. The majority of our schools lockdowns are a result of police activity in the area. Most events are over in a matter of minutes, although several of them eventually lead to a prolonged shelter in place. This type of scenario can lull schools into a false sense of security, and have led to slow response times in district drills. Of 17 schools previously evaluated, 14 took five minutes or more to complete the lockdown. SCUSD needs to develop safety drills and table top exercises for site- and district-level staff, for after-school staff, and for students and parents. This will support all **four phases** of emergency management.

(7) The district needs to further develop our existing infectious disease plan for compliance with all requirements, covering the **four phases** of emergency planning. Currently,

missing elements include the completion of an educational plan to be enacted during school closures, and a multi-functional continuity of operations plan. Improved coordination with the Department of Public Health will strengthen this effort.

(8) SCUSD lacks a formal written food safety defense plan.

(9) Students, staff, parents, and partners have indicated a need for a crime-reporting mechanism to communicate crimes in progress and rumors of intended violence to law enforcement. Studies show that, prior to most incidents, other people knew about the attacker's idea and/or plan to attack. Students and others need to be empowered to share that information, but must feel safe in doing so. The SCUSD Board of Education has made this a priority following the recent gang-rape of a student in Richmond, CA. The City of Sacramento has developed a *Crime Alert* program, which is a hotline for citizens to anonymously report crime tips via a text message from their cell phones. However, there is no current funding source to market this program to community members and the student body. The marketing of this program will contribute to emergency **prevention** and **mitigation**.

(10) Parents, staff, students, and partners have repeatedly mentioned the need for emergency supplies at the school site. Specifically, classrooms need first-aid and sanitary supplies for sheltering in place, and administrative offices need Go-Kits. Also, administrators and school safety staff need radios to assist in communicating emergencies. Providing these needed supplies will help SCUSD with **prevention, preparedness, and response**.

(11) Turnover among district staff, partners, and first responder agencies is high. The district needs to strengthen its partnerships and have partners take larger and more defined roles and responsibilities, especially as they contribute to the development of site-level Emergency

Management Plans. This sustainability planning will ensure that readiness and emergency management efforts continue beyond the grant period.

**2. Quality of the Project Design**

**a. *Up-to-date knowledge from research and effective practice***

SCUSD's project design is based on extensive input from several sources within its schools and communities, including the Sacramento Police Department and County Sheriff's Department, the City of Sacramento Office of Emergency Services, the Safety and Security Task Force, the SCUSD Safety and Violence Prevention Committee, Youth Safety Forums, the District Advisory Council, the District Emergency Management Team (DEMT), and the Site-level Emergency Management Teams (SEMTs). The Safety and Security Task Force produced a report that aligns its findings with the suggested strategies found in *Best Practices for School Security and Emergency Preparedness Planning: A review following the school shootings in fall 2006* (National School Safety and Security Services). Best practices suggest that protocols and procedures be based on site vulnerability assessments, and emergency plans be specific to each school; that the four phases of site-based emergency planning are included; that professional development be ongoing and include all stakeholders; that collaboration between agencies and strong partnerships are fostered; that a common vocabulary is used; and that schematics, photos, maps, and other critical data are available immediately to school safety staff and responders during an emergency. SCUSD's project meets these requirements by proposing: planning based onsite vulnerability assessments, updated and strengthened emergency preparedness guidelines and site emergency management plans, a comprehensive professional development plan that includes NIMS training and operation within an ICS framework, increased numbers and effectiveness of drills and exercises, and strengthened relationships with partners.

Several documents and publications were reviewed and used by the planning team in the development of project strategies, including the Office of Safe and Drug-Free Schools (OSDFS)

*NIMS Implementation Activities For Schools and Higher Education Institutions*; U.S. Secret Service and U.S. Dept. of Education, *Threat Assessment in Schools: A Guide to Managing Threatening Situations and to Creating Safe School Climates* (May 2002); and FEMA documents and guides. These documents, along with the REMS Technical Assistance Center and attendance at state, regional, and national conferences will guide the planning and implementation process. The district's Emergency Preparedness Guidelines will be updated and improved based upon knowledge and implementation of NIMS/ICS protocols.

Following guidelines from the Office of Safe and Drug-Free Schools, *Practical Information on Crisis Planning: A Guide for Schools and Communities* (2007), the district will improve emergency planning for each of **four phases**. Examples are performing vulnerability assessments, improving evacuation plans, and promoting crime tip reporting under **prevention-mitigation**; implementing NIMS standards, using partner relationships, and conducting a series of trainings, drills, and tabletop exercises under **preparation**; planning for evacuation, reunification, and support for disabled individuals, and upgrading radio communications under **response**; and providing grief counselors to talk with the students and staff, and preparing for the repair and return to service of damaged property under **recovery**.

SCUSD's training program will be based on effective practices including the Dept. of Education's *Practical Information on Crisis Planning* and practices published by FEMA. Several district staff, partners, and board members are certified trainers of the FEMA *Multi-Hazard Emergency Planning for Schools* curriculum, which provides extensive information on effective practice and planning. Contracted trainings will be provided by individuals with extensive experience in law enforcement and K-12 Emergency Response and Crisis Management Planning, locally if possible, and will utilize a train-the-trainer (TTT) model to build capacity and

sustainability. All supplies purchased for the classroom emergency kits will be based on suggestions provided through the Dept. of Education or the REMS technical assistance websites.

In a collaborative effort, the district has completed a comprehensive infectious disease plan aligned with other school districts in the region, the Sacramento County Health Department, and the Sacramento Office of Emergency Services. Additional guidelines for the development of the plan were provided through the *School District (K-12) Pandemic Planning Checklist* provided by the U.S. Department of Health and Human Services. This plan has been put to use during the recent H1N1 pandemic. SCUSD will review this plan using additional guidelines for best practices, will ensure it covers the four phases of emergency planning, and will update the plan as needed. Missing elements of the existing plan include the completion of an educational plan to be enacted during school closures, and a multi-functional continuity of operations plan.

A written food safety defense plan will be developed to address the district's ability to protect its food supply from intentional contamination or bioterrorism. SCUSD has several elements of this plan currently in place, including security fences and alarm systems. However, the district does not have a formal written plan. A food defense plan will be developed using several sources, such as the USDA's *A Biosecurity Checklist for School Foodservice Programs: Developing a Biosecurity Management Plan* (2004) and the *Guide to Developing a Food Defense Plan for Warehouse and Distribution Center*. Additional sources from the Food and Drug Administration, the World Health Organization, and the Center for Infectious Disease Research and Policy will help identify and prioritize the measures available to protect food security and to develop a food defense management plan. The food defense plan will include all four emergency management phases. For example, a hazard analysis leading to increased security and storage control will contribute to **prevention-mitigation**, staff training contributes

to **preparedness**, recall and evacuation procedures contribute to **response**, and assessment and revision activities will be conducted under **recovery**.

***b. Addressing identified needs***

SCUSD will create new capacity, particularly in the areas of vulnerability assessments to guide planning, training, and sustainability. The district will also strengthen its existing District Emergency Preparedness Guidelines, site-level Emergency Management Plans, and relationships with partners. SCUSD's increased capacity will cover all four phases of emergency management, and will include an infectious disease plan and a food defense plan, as described above. The resulting project will meet the specific needs of our individual schools, district, and community.

The District Emergency Management Team (DEMT) will work together with the school Emergency Management Teams (SEMTs) to implement the REMS project. The DEMT is composed of the Sacramento Police Department; the county Sheriff's Department; the City and County Office of Emergency Services; the Acting Chief Academic Officer; the Acting Chief Operations Officer; a principal; the Safe Schools Office, the District Security Office; Directors of Operations, Risk Management, Health Services, Nutrition Services, Transportation, and Communications; community-based organizations; and representatives for students and staff with special needs. SCUSD's proposed REMS project contains the following elements:

**Tactical Plans and Vulnerability Assessments:** Prior to updating and completing our District Emergency Preparedness Guidelines and site-level Emergency Management Plans, SCUSD will complete site-based tactical data collection and vulnerability assessments. As part of its 2005 ERCM project, SCUSD developed tactical plans and collected data for use within Rapid Responder™, a web-based database that stores and manages complete, customized emergency information accessible to school and district personnel and community first



responders. The database is complete with site- and district-level plans for all schools except for four new sites. These new sites will be added in the proposed project.

SCUSD has not recently performed full vulnerability assessments at any district site. These assessments are critical to the development of complete and effective emergency management plans. SCUSD will hire an outside consultant to train a district team to conduct its own assessments and develop a school safety plan based on the results. The district team will consist of the 12 School Resource Officers, the full-time police sergeant, staff from the Safe Schools Office, the Security Supervisor, and staff from the district's Operations Support Department. Training with the outside consultant will use a hands-on train-the-trainer model, and will cover the performance of assessments and planning at a large comprehensive high school, a small high school, a middle school, and an elementary school. The district team will then be responsible to continue conducting assessments at the remaining schools within the district.

**Planning:** SCUSD needs to update the District Emergency Preparedness Guidelines based on the changed school climate and recent best practices models. The district will work with REMS Technical Assistance and local partners to review and update existing plans to reflect lessons learned in planning for and responding to school emergencies. Once this is complete, the district will use the guidelines as a template to review and strengthen the plans and drills in the school-level Emergency Management Plan, using site-level tactical data, results from the vulnerability assessments, recommendations from SCUSD's Safety and Security Task Force, and input from district partners. The Emergency Management Plans will include improved site-specific evacuation plans, reunification plans, communications plans, and provisions for individuals with all disabilities (e.g., ambulatory, visual, auditory, cognitive, and emotional). Although the plans will be site-specific, they will also require standardization and continuity

across sites in response to similar situations. This is necessary due to the transient nature of the school district. Students are low-income and mobile, and often move from school to school within the district. Additionally, teachers and staff also transfer frequently between schools, and substitute teachers in particular work at multiple district sites.

Written communications regarding evacuation and reunification plans will be provided to the families and the community. These communications will be produced in multiple languages (Spanish, Hmong, Cantonese, Russian, Vietnamese) to address the diversity needs of the district. SCUSD also provides staff proficient in these languages for parents to speak with by telephone.

SCUSD's plans for individuals (students and staff) with disabilities will reflect FEMA and Americans with Disabilities Act guidelines and requirements regarding ingress and egress. Guided by our District's Director of Health Services in conjunction with our Special Education Department, our team will also seek assistance from the California Dept. of Rehabilitation's Community Access Network (CAN), California Accessibility Standards, and California's Homeland Security Department. Student and parent fact sheets explaining the REMS plan (including reunification procedures and steps to take at home) will be published and posted on the district and site-level websites, and will include information about how individuals with disabilities can prepare for an emergency. All schools will be responsible for maintaining a list of special needs students/staff and their locations throughout the school day. Each special needs student/staff will be assigned a trained buddy responsible for helping them to evacuate. Special Emergency Evacuation Plans (SEEPs) will be developed for each disabled individual needing notification and evacuation assistance (including individuals with temporary disabilities), and integrated into a student's Individualized Education Program as appropriate.

**NIMS Implementation:** SCUSD will implement NIMS activities in close coordination with local government and emergency response partners, and will provide training for all identified critical personnel at the district and school site level. These personnel will be trained in IS-100, IS-700, IS-800 and IS 200. Key positions within the district's ICS will also participate in ICS-300. The Project Director and Incident Commander will train in ICS-400 as available locally. Key district personnel will complete the NIMS training by March 2011; key campus personnel by July 2011; and the SCUSD Board of Education by October 2011. Classes will be completed online or through a locally developed and compliant training program. Additionally, IS-100sc will be provided for non-critical personnel through online and site based classes.

**Training:** After notification of award, SCUSD will use a full and open competition to select a contractor to help expand its comprehensive training plan, and implement a train-the-trainers (TTT) model to train the DEMA and SEMTs. Training teams will in turn provide ongoing training to administrators, teachers, staff, students, and parents. The training model will cover multiple hazards and include the four phases of emergency planning. The trainings will include conducting site surveys and vulnerability assessments as described above; reviewing and updating/completing emergency management plans; violent intruder defense strategies; constructing and completing pre-plan tacticals; the use of the electronic facilities database; and ICS for schools. There will also be a series of five trainings provided primarily for site-level safety staff, but open to all district staff. These trainings will also be available to private schools.

The district has established a small pool of trainers to provide FEMA's *Multi-Hazard Emergency Planning for Schools* Curriculum. In order for the knowledge and expertise gained through the FEMA training opportunity to be systematically integrated into school and district plans, all schools need to participate on a continuing basis and be held accountable for

implementing changes. However, site administrators have hesitated to take staff to full-day trainings due to lack of funding for substitute teachers. SCUSD will apply grant funding to pay for substitutes, which will allow team members to attend a full-day training. The district will enhance this existing training program to include online FEMA courses, in-person training classes at the district and site level, and drills and table top exercises. Attendance at these trainings will be strategic and mandated by the district superintendent. This high-level support is needed to transform emergency training into a systemic program for the district, allowing SCUSD to maintain ongoing participation rates and increase sustainability in the face of staff turnovers and funding limitations. Training will be incorporated into existing meetings with after-school contracted personnel, and all trainings will be available to them.

The following table lists SCUSD’s proposed training program, which will follow the train-the-trainers model or will be provided as targeted instruction to a wider audience. For example, the district will train campus safety personnel on specific topics such as gang awareness, lockdowns, threat assessments, and responding to violence on campus.

<b>Training Class</b>	<b>Description</b>	<b>Audience</b>	<b>Frequency</b>
Violent Intruder Defense Strategies	Methods designed to enhance lockdowns, proactive uses of technology, escape or countering directed violence, strategies for staff to assist students/employees escape the danger, and simple but effective trauma first-aid.	Teachers, all school staff, after-school staff	TTT -Twice in 24 months Regular training – Twice in 24 months
Conducting Vulnerability Assessments & Developing the Safe School Plan (TTT)	Vulnerability assessments at each site, use of templates	Vulnerability Assessment Team and School Site Administrators	Four trainings (comprehensive high school, small high school, middle school, elementary school)
Digital Mapping and Maintaining System Information	Data updates within an electronic facilities database	District Emergency Preparedness Team, School	TTT – Twice in 24 months Ongoing as needed

		Site Safety Teams	
Drill Training & Field Exercises	Two large-scale exercises: (1) active shooter; and (2) hazardous materials or natural disaster scenario	District Emergency Preparedness Team, School Site Safety Teams	Four drills and two exercises in 24 months
NIMS Trainings (GPRA requirement)	FEMA approved courses, described in below	Key District and Site Level Personnel as directed by NIMS guidelines	NIMS Certification – once in 24 months; 8 onsite trainings in 24 months; online trainings also available
Campus Safety Strategies	Strategies to identify and work with gang involved youth; conducting threat assessments; bus safety; biohazards; search and seizure; school climate and culture	Campus safety personnel, school site staff and teachers, after school staff	5 trainings in 24 months
Training to assist the disabled	Response and crisis management strategies for those students and staff with disabilities	Administrators and staff designated as responsible for disabled	Four trainings in 24 months

Private schools and independent charter schools within the district boundaries will have an opportunity to participate in the implementation of the grant through continued individual contact and follow up administrator surveys of need. Private schools, their staff, students, and parents will have equitable access to grant activities and training. In addition, as space allows, the trainings will also be open to neighboring school districts.

**Marketing and Supplies:** SCUSD will implement the city’s *Crime Alert* program, a hotline for anonymously reporting crime tips using text messaging or a web site. The district’s Student Advisory Council Safe Schools Ambassadors will provide input on a social marketing campaign, and marketing materials will be produced in multiple languages and disseminated. Teachers, parents and students have spoken to the overwhelming need for first-aid and sanitary

supplies in every classroom for sheltering in-place. The district proposes to equip each classroom with supplies, and each school with a Go Kit which includes basic supplies, hard copies of plans and guidelines, student contact information, and information on individuals with special needs. Radios are critical to the day-to-day operation of a safe campus, especially at the large high schools. However, the district's radios will become obsolete in 2013 as the allowed operating bandwidth will change. SCUSD plans to purchase 110 radios (20 for each comprehensive high school and 10 for a cache in case of a large event), to provide communications to the highest need schools while pursuing plans to update the remaining radios.

**Strengthen Partnerships:** SCUSD will work with the local Office of Homeland Security to coordinate with its Homeland Security Alert system protocols. SCUSD will participate in state-sponsored training and fully coordinate its emergency response and planning efforts. SCUSD will also work with the California Emergency Management Agency, which coordinates state agency response, including the State Fire Commissioner and Office of Homeland Security, to support county and local governments in the areas of civil defense, disaster mitigation and preparedness, planning, and response to and recovery from man-made or natural disasters.

*c. Training in the field*

SCUSD proposes a comprehensive and systemic program for training district and site level staff, students and parents. Using the train-the-trainer model, the district will build sustainability by developing a training team that includes members of the DEMA, sites, and partners. This team will then deliver the trainings in the field identified through best practices and from the various stakeholders. Drills and tabletop exercises, covering topics such as lock downs and other emergency situations, will provide opportunities to gain expertise with our site-level emergency management plans, the web-based infrastructure database, and the roles of

various partner agencies, under pressure of a practice simulation. The exercises will also help parents and students to better understand protocols and what is expected in an emergency. These practical experiences will increase the likelihood that emergency guidelines are effective in a real-life crisis and that users would be adequately prepared to implement the guidelines.

Site and district administrators will be trained by a consultant through a train-the-trainer model in conducting drills and exercises. SCUSD will develop and implement a schedule of drills, table top exercises, and functional drills in collaboration with school sites, and include staff, administration, parents, and students (including those with disabilities). The district will perform two full-scale exercises in collaboration with local agencies and first responders, staff, students, families, and community, at least one of which will include the testing of a family reunification plan. A full-scale exercise is currently being planned in cooperation with the local Department of Homeland Security and is anticipated to take place within late summer of 2010.

With this train-the-trainer model, SCUSD will support sustainability planning, which is essential given the turnover among district staff and partner and first responder agencies. SCUSD's training program will rely on strengthened relationships with our partners and updated emergency management plans to develop continuity of training and communications. This continuity is vital to maintain working relationships and response plans.

**3. Adequacy of Resources**

***a. Budget is adequate to support the project***

To ensure the district can achieve project tasks within the budgeted amount, the budget was developed with the project plan, allowing for sufficient resources to cover proposed activities. The Project Director will work with the budget department to provide regular expenditure reports that detail spent and encumbered funds. This information will be used to monitor spending. SCUSD has successfully provided financial management for large federal grants and understands how to draw down, account for, and report on expended grant funds.

SCUSD has identified program elements that will greatly improve the sustainable emergency management capacity within the district: (1) through training, SCUSD will develop district capacity to produce tactical plans for new schools and update the web-based emergency information database at the site level; (2) through training, SCUSD will develop an in-house capability to perform vulnerability assessments, and will perform assessments at school sites; (3) the district will update its Emergency Preparedness Guidelines to bring them up to standard and to ensure relevancy and completeness in the face of changing school climates and lessons learned; (4) Using the tactical data, vulnerability assessments, and district guidelines, site-level Emergency Management Plans will be completed and reviewed for consistency across school sites; (5) key district and site personnel will complete NIMS training, thus enabling SCUSD to bring its guidelines and management plans into NIMS compliance; (6) the district will enhance and integrate its training program into school and district plans, to ensure that key district personnel, new staff, substitute teachers, and after-school contractors are trained. A train-the-trainer model will be used to build district capacity. After-school staff training will be co-funded from after-school programs; (7) the district will strengthen relationships with its partners to



coordinate Homeland Security Alert protocols, develop guidelines and emergency plans, and hold drills and tabletop exercises; (8) SCUSD will develop and complete a food defense plan, and strengthen the plan for infectious disease by adding a multi-functional continuity of operations plan and continuing education plan; and (9) SCUSD will publicize a *Crime Alert* program to allow for the anonymous reporting crime tips occurring on campus. This program will have a long-term influence on the culture of the district and the perception that district sites are soft targets. In addition, radios will be purchased to ensure that all five of our comprehensive high schools have the critical communication devices.

***b. Relevance and commitment of each partner***

SCUSD developed its REMS project using the results of a Safety and Security Task Force report and collaboration from district partners, including the local law enforcement agencies, the Office of Emergency Services, public health, mental health, local government, and community based organizations. Input from the City and County Office of Emergency Services will ensure that district plans are clearly aligned with the County and State's Homeland Security Plan. They will also be instrumental in the implementation of the NIMS and developing a sustainable training plan for ICS requirements. Law enforcement partners have committed to assisting with key project activities, including (1) the review, strengthening, and monitoring of Emergency Management Plans and consultation in the development of new plans; (2) support for assessing school vulnerabilities and hazards, including Crime Prevention through Environmental Design assessments; (3) participation in pre-plan tactical and training sessions; (4) involvement in ongoing safety meetings; and (5) support for NIMS implementation. The County Division of Public Health will support the development of emergency plans to meet the needs of individuals with disabilities, assist with the written plan for infectious diseases, and support the district in

other emergency management protocols and health-related issues. County Mental Health Services will also assist in the development of plans for students with special needs, as well as providing support to the Crisis Response Team and resources for recovery. The City of Sacramento partners with the district through a variety of programs in addition to OES and law enforcement, and is committed to continuing to collaborate.

SCUSD will implement NIMS course training for key district and campus personnel and the Board of Education. Non-critical personnel will also take one NIMS course. The use of NIMS standards, guidelines, and protocols will increase the district's preparedness by facilitating the coordination and cooperation between agencies in emergency management and incident response. SCUSD will use an organizational command chart and contact information that supports the ICS protocol and chain of command, and will work with the local Office of Homeland Security to coordinate with Homeland Security Alert system protocols. By coordinating with the state agency, SCUSD will be able to participate in state-sponsored training. In addition, all partners will participate in full scale exercises, thus identifying the schools' role within a large scale emergency, and improving communication through a Unified Command.

**4. Quality of the Management Plan**

The District’s School Safety Manager, Sonja Stires, will serve as the Project Director (PD) and will spend at minimum 50% on the project. She has facilitated the Safety and Security Task Force, is responsible for a number of other safety committees, has extensive knowledge of district emergency procedures and the areas needing improvement, and works closely with area emergency services and first responders. She has previous experience managing grants through the Office of Safe and Drug-Free Schools. The PD will coordinate the efforts of the members of the DEMA and SEMTs, develop and strengthen partnerships, and work in tandem with outside contractors and trainers including an outside evaluator. Ms. Stires will work closely with the Acting Chief Curriculum Officer with responsibility for safety, Mary Shelton, and the District’s Security Supervisor, Vince Matranga, on all project activities; together, they will form the management team for this project. Valerie Harris, Office Technician III for the Safe Schools Office, will dedicate at least 50% of her full time position to managing data, tracking accountability and records, providing technical assistance on the web-based programs to schools and district staff, regular updating of the website, and providing clerical assistance. As described in the Budget Narrative, additional personnel will contribute time on an in-kind basis, allowing us to meet our objectives within budget. The following timeline outlines the planned activities to prepare for each phase of emergency management.

Tasks/Milestones/Responsible Party	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8
<b>C = Contractor; P = Partner; DS = District Staff; SSA = Safe Schools Ambassadors; EMP = Emergency Management Plan</b>								
<b>1. Tactical Plans and Vulnerability Assessments</b>								
Form team & hire contractor for assessments (DEMT)	X							
Vulnerability Assessments & Developing Plan Training Plan (C)		X	X					
Training in digital mapping and maintaining system info (C)		X		X				
Complete tactical plans for 4 new school sites (PD, P, SEMT, C)		X		X				
District schedule of continuing vulnerability assessments (PD)		X	X	X	X	X	X	
<b>2. Planning</b>								

Update Emergency Preparedness Guidelines (DEMT, P)		X	X					
Review and strengthen site EMP (DEMT, SEMTs, P)			X	X	X	X	X	X
Develop site evacuation & and reunification plans (SEMT, P)				X	X			
Develop site plans for individuals with disabilities SEMT, P)		X	X	X	X	X	X	X
Communicate plans w/ families - all languages (DEMT, SEMTs)			X	X	X	X	X	X
<b>3. NIMS Implementation</b>								
Establish NIMS baseline (PD)	X							
Develop & adopt Board Policy for NIMS				X		X		
Key district & campus staff & Board of Ed trained (C, DEMT, P)			X		X		X	
Non-critical personnel to take IS-100sc (PD, SEMT)			X	X	X	X	X	X
Incorporate NIMS terms into existing plans (PD, DEMT, SEMT)			X					
<b>4. Training</b>								
Hire contractor to provide train-the-trainer (PD)	X							
Establish training teams & develop schedule (PD, DEMT)	X							
Invite private schools to participate in trainings (PD)		X						
Train DEMT and SEMTs in review and update of EMP (C)		X	X		X			X
Training in Violent Intruder Defense Strategies (C)		X			X			
Training in Campus Safety (C)	X		X	X	X			X
Training to assist the disabled (P, C)								
<b>5. Drills and tabletop exercises</b>								
Develop drill/exercises based on site plans (DEMT, SEMT, P)			X		X			
Assess additional training and support needs (PD, P, DEMT)	X			X				X
Establish schedule and participation of partners (PD)	X	X						
Conduct/monitor/debrief drills, exercises (C, P, PD)		X		X		X		X
Conduct flood and active shooter exercise (C, P, PD)				X				X
<b>6. Update plan for infectious disease</b>								
Meet with Public Health & districts to coordinate plan (PD, DS)		X						
Review current plan for requirements (P, PD, DS)		X						
Add additional needed elements (P, DEMT)			X					
<b>7. Develop plan for food defense</b>								
Review resource information (DEMT, P)			X					
Identify and prioritize measures in four emergency management phases (DEMT, P)			X					
Develop written plan (DS, DEMT, P)				X	X			
Submit for approval (DS)						X		
<b>8. Marketing and Supplies</b>								
Develop marketing plan w/ Student Advisory Council SSA (PD)		X						
Disseminate written information in multi languages (PD, SSA, DEMT)			X					
Purchase & distribute radios (PD, SEMT)	X							
Purchase classroom emergency supplies & Go Kits (PD,SEMT)				X				X
<b>9. Strengthen partnerships</b>								
Participate in sponsored trainings (PD, DS)		X		X		X		X
Develop contacts for school sites (PD, DEMT)		X		X				
Communicate with partners (PD, DEMT, SEMT)	X	X	X	X	X	X	X	X

Disseminate plans to partners (PD)				X				X
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**5. Quality of the Project Evaluation**

SCUSD will contract with an independent qualified evaluation firm to perform the evaluation services for the project. The contractor chosen will have demonstrated experience in evaluating systems and emergency management. This evaluator will work with the REMS Project Director, the DEMA, and the SEMTS to develop a logic model to ensure a comprehensive systems approach to the project. The model will be used to gather baseline information in the key areas and determine the process for measuring progress. Data will be collected by the Safe Schools Office from all stakeholders and provided to the evaluator, who will lead discussion and provide analysis, interpretation, and written reports.

The formative evaluation will provide ongoing feedback during the project to the Project Director and DEMA/SEMTs. The formative plan will analyze measures of the project's process and its ongoing impact on readiness and emergency planning. The Project Director will work with the evaluator to continuously identify strength and weakness in the delivery of training, partner meetings, drills/simulations, assessments, and all other project activities. Reasonable modifications will be made as needed to maximize the efficiency and impact of the program and ensure sustainability is built in. Data will be monitored monthly to quickly assess the need for any program adjustments. This will allow changes to be made to improve effectiveness and fiscal efficiency. The summative evaluation will also assess how well the project's process and outcome objectives are met, using both quantitative and qualitative measurements. At the end of the grant contract, the evaluator and Project Director will jointly develop processes for evaluation reports to be produced annually after the project period ends.

The process evaluation will examine the performance measures and objectives accomplished, including the GPRA measure. The evaluation contractor will also evaluate the

project to ensure the synergy of partnerships and the fidelity of the management plan and project timeline. Six-month interim reports will be developed as well as additional materials as requested by the REMS program office. At the end of the project period, performance reports, a formative summary, and a final evaluation report will be made available to the project stakeholders.

The program objectives, outcomes, and data collection are presented for nine project goals (activities are listed in the timeline above). The third goal is to the GPRA measure.

<b>Goal 1</b>	<b>Complete tactical plans and vulnerability assessments</b>
Process Objective	<ul style="list-style-type: none"> <li>• Training conducted in tactical plans and data collection</li> <li>• Training conducted for performing vulnerability assessments</li> <li>• Schedule developed for vulnerability assessments</li> </ul>
Outcome Objective	<ul style="list-style-type: none"> <li>• Tactical plans completed for new schools</li> <li>• District has capability to perform vulnerability assessments</li> <li>• Vulnerability assessments performed</li> </ul>
Measures	<ul style="list-style-type: none"> <li>• Site assessment reports</li> </ul>
Data Collected	<ul style="list-style-type: none"> <li>• Vulnerability assessment report</li> <li>• Assessment schedule and revision dates</li> <li>• Reviews of reports</li> </ul>
Frequency	<ul style="list-style-type: none"> <li>• End of project period</li> </ul>

<b>Goal 2</b>	<b>Update District Emergency Preparedness Guidelines and School Emergency Management Plans</b>
Process Objective	<ul style="list-style-type: none"> <li>• District guidelines reviewed</li> <li>• School emergency plans reviewed and customized using guidelines, tactical site data, and vulnerability assessments</li> </ul>
Outcome Objective	<ul style="list-style-type: none"> <li>• District guidelines completed</li> <li>• Site-level emergency management plans are complete and consistent</li> <li>• Evacuation and reunification plans at each site are complete</li> <li>• Families are informed of reunification plans</li> <li>• Site-level plans are complete for individuals with disabilities</li> <li>• Procedures in place for annual review of plans</li> <li>• Guidelines and plans address the four phases of emergency management</li> </ul>
Measures	<ul style="list-style-type: none"> <li>• Guidelines and plans</li> </ul>
Data Collected	<ul style="list-style-type: none"> <li>• District Emergency Preparedness Guidelines</li> <li>• School Emergency Management Plans; Reviews of reports</li> </ul>
Frequency	<ul style="list-style-type: none"> <li>• End of project period</li> </ul>

<b>Goal 3</b>	<b>To provide NIMS training to key emergency management personnel in the district</b>
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Outcome Objective	<ul style="list-style-type: none"> <li>Over the 24 month grant period, there is an average increase of at least two course completions for participating personnel (GPRA measure)</li> <li>NIMS terminology is incorporated into emergency guidelines and plans</li> <li>Plan is developed for ongoing trainings beyond the grant</li> </ul>
Measures	<ul style="list-style-type: none"> <li>Copy of Completion Certificate on file</li> </ul>
Data Collected	<ul style="list-style-type: none"> <li>List of key personnel</li> <li>Baseline course completions; Certificates and dates of course completion</li> </ul>
Frequency	<ul style="list-style-type: none"> <li>Start of project period</li> <li>End of project period</li> </ul>

<b>Goals 4-5</b>	<b>Develop a comprehensive, sustainable emergency management training program, including drills and tabletop exercises</b>
Process Objectives	<ul style="list-style-type: none"> <li>There is at least 90% attendance at training events and drills/exercises</li> <li>There is at least 75% completion rate of training courses</li> </ul>
Outcome Objective	<ul style="list-style-type: none"> <li>School staff with responsibility for emergency management will demonstrate an increased knowledge of district and school emergency management functions, policies, and procedures</li> </ul>
Measures	<ul style="list-style-type: none"> <li>Training rosters for TTT and site courses</li> <li>Training schedule and agenda; Drill schedules</li> <li>Pre- and post-surveys; After action reports</li> </ul>
Data Collected	<ul style="list-style-type: none"> <li>Training attendance; Drill outcomes; Observations of skill levels</li> </ul>
Frequency	<ul style="list-style-type: none"> <li>After each scheduled training and/or drill</li> <li>Quarterly</li> </ul>

<b>Goals 6-7</b>	<b>Develop and strengthen written plans to prepare the district for food safety defense and a possible infectious disease outbreak</b>
Process Objective	<ul style="list-style-type: none"> <li>Plans follow best practices, and are reviewed and approved by district officials and appropriate outside agencies</li> </ul>
Outcome Objectives	<ul style="list-style-type: none"> <li>Create new district ability to mitigate, prepare for, respond to, and recover from intentional food contamination and/or bioterrorism</li> <li>Review district ability to mitigate, prepare for, respond to, and recover from infectious disease</li> </ul>
Measures	<ul style="list-style-type: none"> <li>Completed reports</li> <li>Signed letter by Sacramento County Health Department; Board approval</li> </ul>
Data Collected	<ul style="list-style-type: none"> <li>Letters and approvals</li> </ul>
Frequency	<ul style="list-style-type: none"> <li>Once per grant period</li> </ul>

<b>Goal 8</b>	<b>Crime Prevention marketing and supplies</b>
Outcome Objectives	<ul style="list-style-type: none"> <li>Increased use of <i>Crime Alert</i> system</li> <li>Schools have adequate supplies in response to emergencies</li> </ul>
Measures	<ul style="list-style-type: none"> <li><i>Crime Alert</i> statistics</li> <li>Supply lists for each school campus and classroom; Distribution list for radios</li> </ul>



Data Collected	<ul style="list-style-type: none"> <li>• Frequency of <i>Crime Alert</i> tips</li> <li>• Supply lists for each campus and classroom; Number of radios replaced</li> </ul>
Frequency	<ul style="list-style-type: none"> <li>• Once per grant period</li> </ul>

<b>Goal 9</b>	<b>Improved partnerships/communication/collaboration between district, schools, and community partners</b>
Process Objective	<ul style="list-style-type: none"> <li>• At least 95% participation in emergency planning, training, drills, exercises</li> <li>• First responders have School Emergency Management Plans and tactical data</li> <li>• Private school participation</li> </ul>
Outcome Objective	<ul style="list-style-type: none"> <li>• Improved commitment between district and community partners</li> </ul>
Measures	<ul style="list-style-type: none"> <li>• Partner letters; Meeting rosters; Drill and exercise rosters</li> <li>• Private schools visited</li> </ul>
Data Collected	<ul style="list-style-type: none"> <li>• Meeting minutes; Meeting attendance; Drill attendance</li> <li>• Observations; Number of private schools visited</li> </ul>
Frequency	<ul style="list-style-type: none"> <li>• After each meeting; Private schools visited as needed; Quarterly</li> </ul>

