Eureka City Schools

Board of Education for Eureka City Schools
2100 J Street, Eureka, CA 95501
(Frances H. Taplin Board Room)

Regular Meeting
5:30 PM
February 12, 2026
AGENDA

A. CALL TO ORDER OF OPEN SESSION (4:30 p.m. - Board Room)

B. PUBLIC COMMENT ON CLOSED SESSION ITEMS

C. CLOSED SESSION (Room 118)

C.1. Public Employment (Gov. Code §54957) - See Personnel Action Report Consent Agenda Item No. J(1)

C.2. Public Employee Appointment (Gov. Code §54957) - See Personnel Action Report Consent Agenda Item No. J(1)

C.3. Conference with Labor Negotiator Superintendent Storts Regarding Eureka Teachers Association, Classified White and Blue Collar Units, and/or Unrepresented Employees (Confidential and Classified and Certificated Management) (Gov. Code § 54957.6)

C.4. Public Employee Discipline, Dismissal, Release, Complaint, Accept the Resignation of a Public Employee (Gov. Code § 54957)

C.5. Conference with Legal Counsel – Existing Litigation (Government Code Section 54956.9 subd. (d)(1)) – One Matter – OAH Case No. 2026010613 - CONFIDENTIAL STUDENT MATTER (Education Code Sections 35146 and 49060 et seq. and 20 U.S.C. Section 1232g)

D. RECONVENING OF OPEN SESSION (5:30 p.m. - Board Room)

E. REPORT OUT FROM CLOSED SESSION

F. PLEDGE OF ALLEGIANCE TO THE FLAG - Zane Middle School

G. ADJUSTMENT/APPROVAL OF THE AGENDA
The Board of Trustees reserves the right to change the order in which agenda items are discussed and/or acted upon at this meeting. Subject to further action by the Board, this

meeting will proceed as provided in this agenda. Items may be added to this agenda for discussion or action only as permitted by law.

G.1. Approval of the Agenda

H. INFORMATION (Student Reports, Superintendent's Report, Board Member Reports)

H.1. Student Reports

H.2. Superintendent's Report

H.3. Board Member Reports

I. PUBLIC COMMENT ON NON-AGENDA ITEMS

In order to address the Board, please complete the green speaker's form at the door and give it to Micalyn Harris, Director of Executive Strategy and Operations. Individual speakers shall be allowed three (3) minutes to address the Board on each non-agenda or agenda item. The Board shall limit the total time for public input on each item to twenty (20) minutes (BB 9323(b)).

J. CONSENT CALENDAR

J.1. Personnel Action Report No. 7
Referred to the Board by: Kristi Puzz, Director of Personnel and Public Affairs

J.2. Approval of Minutes from the Regular Meeting on January 15, 2026
Referred to the Board by: Gary Storts, Superintendent

J.3. Approval of Field Trip Request - Zoe Barnum High School| February 17-20, 2026 - 2025-2026 School Year (1 Total)
Referred to the Board by: Kristi Puzz, Director of Personnel and Public Affairs

J.4. Approval of January 2026 Warrants
Referred to the Board by: Paul Ziegler, Assistant Superintendent of Business Services

J.5. Approval of Change Order No. 17: EHS Albee Stadium/Bud Cloney Project
Referred to the Board by: Paul Ziegler, Assistant Superintendent of Business Services

J.6. Approval of Memorandum of Understanding (MOU) for Taffy Stockton, Project AWARE Consultant Contract for 2026
Referred to the Board by: Lisa Claussen, Director of Student Services

J.7. Approval of Declaration of Equipment as Surplus and Authorization to Sell
Referred to the Board by: Paul Ziegler, Assistant Superintendent of Business Services

J.8. Approval of Memorandum of Understanding between Eureka City Schools and CSAC/Cal-SOAP for the 2025-2026 Program Year
Referred to the Board by: Jennifer Johnson, Assistant Superintendent of Educational Services

J.9. Approval of Change to 2025-2026 Elementary Schools Bell Schedule

Referred to the Board by: Jennifer Johnson, Assistant Superintendent of Educational Services

J.10. Approval of the North Coast College and Career Expo Memorandum of Understanding between Eureka High School and Humboldt County Office of Education
Referred to the Board by: Jennifer Johnson, Assistant Superintendent of Educational Services

J.11. Approval of Proposal for Big Picture Learning (BPL) School Transformation Coaching and Support Services
Referred to the Board by: Paul Ziegler, Assistant Superintendent of Business Services

J.12. Approval of Values-Aligned Joint Purchasing Agreement for School Food Authorities
Referred to the Board by: Paul Ziegler, Assistant Superintendent of Business Services

J.13. Approval of the Comprehensive Site Safety Plans for School Sites for 2025-2026
Referred to the Board by: Gary Storts, Superintendent

J.14. Approval of Behavioral Health Bridge Grant Memorandum of Understanding
Referred to the Board by: Lisa Claussen, Director of Student Services

J.15. Approval of Data Sharing Memorandum of Understanding (MOU) for the California Community Colleges K12 Strong Workforce Program
Referred to the Board by: Lisa Claussen, Director of Student Services

J.16. Approval of Marshall Family Resource Center Application for Together We Thrive - Humboldt Area Foundation Grant
Referred to the Board by: Lisa Claussen, Director of Student Services

J.17. Approval of Student Placement Agreement Between California State University, Chico and Eureka City Schools for Speech -Language Pathology Student Internship
Referred to the Board by: Kristi Puzz, Director of Personnel and Public Affairs

J.18. Approval of Agreement between Eureka City Schools and Colleen Slattery, Consultant for Coaching Services
Referred to the Board by: Kristi Puzz, Director of Personnel and Public Affairs

K. DISCUSSION/ACTION

K.1. Public Hearing, Review of Staff Report, Findings of Facts, and Recommendations, and Consideration to Approve the Charter Petition for Alder Grove Charter School for July 1, 2026, through June 30, 2031, and Approval of the Memorandum of Understanding for Special Education Services
Referred to the Board by: Gary Storts, Superintendent

K.2. Consideration of Approval of Policy Updates from CSBA - January 2026
Referred to the Board by: Gary Storts, Superintendent

K.3. Receipt of the Measure T 2024-2025 Bond Financial and Performance Audit Report
Referred to the Board by: Paul Ziegler, Assistant Superintendent of Business Services

K.4. Receipt of the 2024-2025 Independent Audit Report
Referred to the Board by: Paul Ziegler, Assistant Superintendent of Business Services

K.5. Consideration of Approval of New Certificated Management Job Description, Director of Special Projects, and Approval of Revised Certificated Management Salary Schedule
Referred to the Board by: Kristi Puzz, Director of Personnel and Public Affairs

K.6. Consideration of Approval of the Updated Job Description for Associate High School Principal
Referred to the Board by: Kristi Puzz, Director of Personnel and Public Affairs

L. DISCUSSION

L.1. Eureka City Schools Mental Health Grants Update
Referred to the Board by: Lisa Claussen, Director of Student Services

L.2. Eureka City Schools Attendance Recovery Efforts
Referred to the Board by: Lisa Claussen, Director of Student Services

L.3. Policy Updates from CSBA - November 2025 (First Review)
Referred to the Board by: Gary Storts, Superintendent

L.4. Mid-Year Update of the Local Control Accountability Plan
Referred to the Board by: Jennifer Johnson, Assistant Superintendent of Educational Services

M. CLOSED SESSION (continued)

N. RECONVENING OF OPEN SESSION (continued)

O. REPORT OUT FROM CLOSED SESSION (continued)

P. INFORMATIONAL ONLY ITEMS

P.1. California Department of Education | Calendar of Events

P.2. Equipment Replacement Needs
Referred to the Board by: Paul Ziegler, Assistant Superintendent of Business Services

P.3. Information on the Adult Education Program
Referred to the Board by: Jennifer Johnson, Assistant Superintendent of Educational Services

Q. ADJOURNMENT

Important Notices:

Documents and materials relating to an open session agenda that are provided to the Board less than 72 hours prior to a regular meeting will be available for public inspection and copying at the Eureka

City Schools District Office, Superintendent's Office (Room 108), 2100 J Street, Eureka, CA 95501. Eureka City Schools adheres to the Americans with Disabilities Act. Should you require special accommodations or auxiliary aids and services in order to participate in the Board meeting, please contact the Superintendent's Office (Room 108) in writing three days prior to the meeting at 2100 J Street, Eureka, CA 95501.

Regular Board meetings may be digitally recorded. Per Board policy, recordings may be erased or destroyed 30 days after the meeting. The Governing Board reserves the right to take action on any item listed on this agenda. Students and parents/guardians may request that directory information or personal information of the student or parent/guardian, as defined in Education Code 49061 and/or 49073.2, be excluded from the minutes. The request must be made in writing to the Secretary or Clerk of the Board.

AGENDA ITEM

Agenda Title:	Personnel Action Report No. 7
Meeting Date:	February 12, 2026
Item:	Consent

WHAT *(the board is asked to discuss, receive, approve, or adopt)*
The Governing Board is asked to approve Personnel Action Report No. 7

WHY *(briefly explain why the action or discussion is important; and if applicable, how it is connected to site, district, or strategic plans)*
N/A

Strategic Design - Vision
Personnel: All ECS staff are hired, empowered, and retained because of their passion for educating children and young adults. When in doubt, we do not hire - we keep looking until we find individuals who meet our high standards.

HISTORY *(list previous staff or board action(s) with dates if possible)*
N/A

HOW MUCH *(list the revenue amount $ and/or the expense amount $)*
N/A

WHO *(list the name of the contact person(s), job title, and site location)*
Kristi Puzz, Director of Personnel Services and Public Affairs

ATTACHMENTS:
Description
Personnel Action Report No. 7

EUREKA CITY SCHOOLS
PERSONNEL REPORT NO. 7
February 12, 2026

The following personnel are submitted to the Board of Education of the Eureka City Schools for approval:

CERTIFICATED PERSONNEL

RESIGNATIONS

Ferreira Cendeja, Daysy	Teacher, 1.0 FTE, (Winzler Children's Center) eff. 2/6/2026

CLASSIFIED PERSONNEL

RESIGNATIONS

Brooks, Mark	English Learner Technician, (Winship), 3 hrs/day Student Services Coordinator, (Winship), 5 hrs/day, eff. 1/26/26
Landry, Kristi	Secondary School Library/Textbook Technician, (EHS), 8 hrs/day, eff. 2/13/26
Sanderson, Chelsea	After School Program Assistant, (Zane), 2.8 hrs/day, 1/22/26

ASSIGNMENTS

Landry, Aviance	After School Program Assistant, (Zane), 3.2 hrs/day, eff. 1/14/26
McDonald, Megan	Instructional Assistant SPED III, (Winship), 7 hrs/day, eff. 1/12/26
Pope, Elizabeth	Custodian, (Alice Birney), 8 hrs/day, eff. 1/8/26

CHANGE OF STATUS

Copley, Christina	From: After School Program Assistant, (Lafayette), 4.4 hrs/day To: After School Program Assistant, (Lafayette), 3.35 hrs/day, eff. 1/5/26
Davies-Hughes, Brennig	From: After School Program Assistant, (Washington), 3.55 hrs/day To: After School Program Assistant, (Washington), 4.35 hrs/day, eff. 1/20/26
Fazio, Kathryn	From: After School Program Assistant, (Washington), 3.4 hrs/day To: After School Program Assistant, (Washington), 2.55 hrs/day, eff. 1/21/26

Hang, Cheyenne	From:	Lead After School Program Assistant, (Washington), 4.15 hrs/day
	To:	Lead After School Program Assistant, (Washington), 4.25 hrs/day, eff. 1/20/26
Hoffman, Teddy	From:	After School Program Assistant, (Washington), 2.55 hrs/day
	To:	After School Program Assistant, (Washington), 4.15 hrs/day, eff. 1/20/26
Hurley, Emma	From:	Classroom Aide, (Washington), 3 hrs/day
	To:	Classroom Aide, (Washington), 3 hrs/day After School Program Assistant, (Washington), 4.35 hrs/day, eff. 1/12/26
Hurley, Emma	From:	Classroom Aide, (Washington), 3 hrs/day After School Program Assistant, (Washington), 4.35 hrs/day
	To:	Classroom Aide, (Washington), 3 hrs/day After School Program Assistant, (Washington), 2.8 hrs/day, eff. 1/21/26
Jacobs, David	From:	Behavior Support Assistant, (EHS), 8 hrs/day
	To:	Behavior Support Assistant, (Lafayette), 8 hrs/day, eff. 1/22/26
Juchtzer, Halie	From:	After School Program Assistant, (Grant), 1.5 hrs/day TK Classroom Aide, (Grant), 6.5 hrs/day
	To:	TK Classroom Aide, (Grant), 6.5 hrs/day, eff. 2/14/26
Kleyn-Schoorel, Teresa	From:	Secondary School Attendance Clerk, (Winship), 8 hrs/day
	To:	Elementary School Secretary, (Washington), 8 hrs/day, eff. 1/26/26
Lee, Loua	From:	After School Program Assistant, (Lafayette), 2.2 hrs/day
	To:	After School Program Assistant, (Lafayette), 3.8 hrs/day, eff. 1/20/26
Munguia, Samantha	From:	After School Program Assistant, (Lafayette), 4.2 hrs/day
	To:	After School Program Assistant, (Lafayette), 3.3 hrs/day, eff. 1/20/26
Munguia, Samantha	From:	After School Program Assistant, (Lafayette), 3.3 hrs/day
	To:	After School Program Assistant, (Lafayette), 2.7 hrs/day, eff. 1/22/26
Pierce, Debbie	From:	Preschool Monitor, (Winzler), 4.75 hrs/day
	To:	39-Month Rehire List, eff. 2/3/26
Pool, Arianne	From:	English Learner Technician, (EHS), 3 hrs/day
	To:	English Learner Technician, (EHS), 4 hrs/day, eff. 1/28/26
Poutoa, Vanessa	From:	Classroom Aide-TK, (Alice Birney), 6.5 hrs/day
	To:	Classroom Aide-TK, (Alice Birney), 6.5 hrs/day After School Program Assistant, (Alice Birney), 1.5 hrs/day, eff. 1/7/26
Rascon, Brooke	From:	After School Program Assistant, (Washington), 1.3 hrs/day English Learner Technician, (Grant), 3 hrs/day
	To:	English Learner Technician, (Grant), 3 hrs/day Monitor, (Grant), 1.65 hrs/day, eff. 2/4/26

Sicairos-Piedras, Emir	From:	After School Program Assistant, (Grant), 2.4 hrs/day
	To:	After School Program Assistant, (Grant), 3.4 hrs/day, eff. 1/20/26
Stewart, Alexandra	From:	After School Program Assistant, (Lafayette), 2.6 hrs/day
	To:	After School Program Assistant, (Lafayette), 4.4 hrs/day, eff. 1/5/26

SPECIAL APPOINTMENTS

Farrell, James 'Mike'	Classified Substitute, (District Wide), eff. 1/26/26
Goldmann, Marc	Classified Substitute, (District Wide), eff. 1/6/26
Hernandez, Adela	Classified Substitute, (District Wide), eff. 1/6/26
Medeiros, Diane	Classified Substitute, (District Wide), eff. 1/12/26
Mitchell, Edward Darrin	Classified Substitute, (District Wide), eff. 1/6/26
Moctezuma, Estrellita	Classified Substitute, (District Wide), eff. 1/20/26
Salmon, Michael	Classified Substitute, (District Wide), eff. 1/6/26
Spears, Shaunte'	Classified Substitute, (District Wide), eff. 1/20/26

AGENDA ITEM

Agenda Title:	Approval of Minutes from the Regular Meeting on January 15, 2026
Meeting Date:	February 12, 2026
Item:	Consent

WHAT *(the board is asked to discuss, receive, approve, or adopt)*
The Governing Board is asked to approve the minutes from the regular meeting on January 15, 2026.

WHY *(briefly explain why the action or discussion is important; and if applicable, how it is connected to site, district, or strategic plans)*
Not applicable.

Strategic Design - Vision
Governance and Policy updating is not reflected in the Strategic Framework

HISTORY *(list previous staff or board action(s) with dates if possible)*
Not applicable.

HOW MUCH *(list the revenue amount $ and/or the expense amount $)*
No expense.

WHO *(list the name of the contact person(s), job title, and site location)*
Gary Storts, Superintendent

ATTACHMENTS:
Description
ECS 2026 - Regular Meeting - 01.15.26 - DRAFT - ADD TO FEB BD PACK.pdf

Eureka City Schools

Eureka City Schools | Board of Education

District Office - 2100 J Street - Eureka, CA 95501
Frances H. Taplin Board Room

Regular Meeting

5:30 PM
January 15, 2026
MINUTES

A. CALL TO ORDER OF OPEN SESSION

Acting President Ollivier called the open session to order at 4:00 p.m.
Members Present: Johnson, Ollivier, Bones
Members Absent: Pardoe, Rebholtz
Staff Present: Storts, Ziegler, Johnson, Claussen, Harris

B. PUBLIC COMMENT ON CLOSED SESSION ITEMS

No public comment on closed session items.

C. CLOSED SESSION (Closed to Public) (Room 118)

Acting President Ollivier moved the meeting to closed session to discuss closed session items.

C.1. Public Employment (Gov. Code §54957) - See Personnel Action Report Consent Agenda Item No. J(1)

C.2. Public Employee Appointment (Gov. Code §54957) - See Personnel Action Report Consent Agenda Item No. J(1)

C.3. Conference with Labor Negotiator Superintendent Storts Regarding Eureka Teachers Association, Classified White and Blue Collar Units, and/or Unrepresented Employees (Confidential and Classified and Certificated Management) (Gov. Code § 54957.6)

C.4. Public Employee Discipline, Dismissal, Release, Complaint, Accept the Resignation of a Public Employee (Gov. Code § 54957)

C.5. Public Employee Performance Evaluation (Gov. Code §54957) Title: Superintendent

C.6. Consideration of Stipulated Expulsion [Learner #25-26-890; 25-26-015]

C.7. Consideration of Stipulated Expulsion Agreement with Suspended Enforcement [Learner #25-26-228; Resolution 25-26-016]

C.8. Conference with Legal Counsel - Existing Litigation - Christiansen v. Eureka City Schools, Case No. CV2200815 - (Paragraph (1) of subdivision (d) of Gov. Code § 54956.9)

D. RECONVENING OF OPEN SESSION (Room 116)

Acting President Ollivier reconvened the meeting at 5:30 p.m.
Members Present: Johnson, Ollivier, Bones
Members Absent: Pardoe, Rebholtz
Staff Present: Storts, Ziegler, Johnson, Claussen, Harris

E. REPORT OUT FROM CLOSED SESSION

On Closed Session Item C(6) the Board took action to approve Resolution #25-26-015, the Stipulated Expulsion for Learner #25-26-0890. On this item, board members Ollivier, Johnson, and Bones, voted yes. Trustees Pardoe and Rebholtz were absent.

On Closed Session Item C(7) the Board took action to approve Resolution #25-26-016, the Stipulated Expulsion Agreement with Suspended Enforcement for Learner #25-26-228. On this item, board members Ollivier, Johnson, and Bones, voted yes. Trustees Pardoe and Rebholtz were absent.

No other action taken on any closed session items.

F. PLEDGE OF ALLEGIANCE TO THE FLAG – Grant Elementary School

Students from Grant Elementary School led the Board in the pledge of allegiance and shared information on what they enjoy about bring learner ambassadors.

G. ADJUSTMENTS/APPROVAL TO THE AGENDA

G.1. Approval of the Agenda

No adjustments to the agenda.

It was M/S by Johnson/Bones to approve the agenda. Student Board Representative: yes 1, no 0, absent 0. Governing Board: yes 3, no 0, absent 2 (Pardoe, Rebholtz). Motion carried.

H. INFORMATION (Student Reports, Superintendent's Report, Board Member Reports)

H.1. Student Reports – None.

H.2. Superintendent's Report – Storts provided an update to the Board, noting that staff continue to closely monitor federal grants, including items that are being canceled or redistributed. Lisa will bring a report to the Board in February regarding funding that is no longer available and how the District will ensure continuity of services, with more information to come at that time. At the executive leadership level, the team is conducting a self-assessment and working on future design and strategic direction, with additional updates forthcoming. The next edition of the POS newsletter will be released soon. The PCBL workshop is scheduled for January 22nd at Zoe, followed by the FFA Booster and Auction on January 23rd.

H.3. Board Member Reports

Rominger provided updates on recent and upcoming events happening at EHS, Zoe Barnum, Alice Birney, Winship, and Grant.

I. PUBLIC COMMENT ON NON-AGENDA ITEMS

Byron Zinselmeir addressed the Board regarding the importance of effective communication and striving for meaningful dialogue. He shared that he has recently had to reevaluate a district-level relationship, noting that the experience has impacted his level of trust and caused him to pause and reflect on the damage that parents and community members may have felt. He asked what plans are in place to heal those relationships and expressed concern that the current focus does not include a strategy to reengage families who have left ECS or support their return. He further noted that he does not see a clear plan or actions to address ongoing, day-to-day issues at the school site level.

Note: To review the full Board meeting recording and to hear public comments in their entirety, please visit the ECS YouTube Channel.

J. CONSENT CALENDAR

It was M/S by Johnson/Bones to approve the following Consent Calendar items:

J.1. Personnel Action Report No. 6
Referred to the Board by: Kristi Puzz, Director of Personnel and Public Affairs

J.2. Approval of Minutes from the Regular Meeting on December 11, 2025
Referred to the Board by: Gary Storts, Superintendent

J.3. Approval of Revision of Warrant Distribution Authorization Form CS-1 for 2025-26
Referred to the Board by: Paul Ziegler, Assistant Superintendent of Business Services

J.4. Approval of 2026 California Uniform Public Construction Cost Accounting Act (CUPCCAA) Qualified Bidders for Projects under $220,000
Referred to the Board by: Paul Ziegler, Assistant Superintendent of Business Services

J.5. Approval of the 2025 School Accountability Report Cards (SARC)
Referred to the Board by: Jennifer Johnson, Assistant Superintendent of Educational Services

J.6. Approval of the Quarterly Report to the Governing Board as Mandated by the State, In Regards to the Williams Lawsuit
Referred to the Board by: Jennifer Johnson, Assistant Superintendent of Educational Services

J.7. Approval of December 2025 Warrants
Referred to the Board by: Paul Ziegler, Assistant Superintendent of Business Services

J.8. Approval of Change Order No. 16: EHS Albee Stadium/Bud Cloney Project
Referred to the Board by: Paul Ziegler, Assistant Superintendent of Business Services

J.9. Approval of Receipt of Grant Award Notification (GAN): After School Education and Safety Program
Referred to the Board by: Paul Ziegler, Assistant Superintendent of Business Services

J.10. Approval of California School Boards Association (CSBA) Recommendation to Delete AR 6162.5 - Student Assessment from Eureka City Schools' Board-Approved Policy Set
Referred to the Board by: Gary Storts, Superintendent

J.11. Approval of Grant Award Notification (GAN): Career Technical Education Incentive Grant (CTEIG)
Referred to the Board by: Paul Ziegler, Assistant Superintendent of Business Services

J.12. Approval of the Cal Poly Humboldt K-16 Redwood Initiative Grant Agreement with Eureka City Schools
Referred to the Board by: Paul Ziegler, Assistant Superintendent of Business Services

J.13. Approval of Agreement between Eureka City Schools and Red Rover regarding Time Tracking
Referred to the Board by: Paul Ziegler, Assistant Superintendent of Business Services

J.14. Approval of Fiscal Budget Services Agreement between School Services of California and Eureka City Schools
Referred to the Board by: Paul Ziegler, Assistant Superintendent of Business Services

J.15. Approval and Receipt of Grant Award Notice (GAN): 2025-26 Agricultural Career Technical Education Incentive Grant
Referred to the Board by: Paul Ziegler, Assistant Superintendent of Business Services

J.16. Approval of Field Trip Requests -Eureka High School Athletics | Various Dates - 2025-2026 School Year (6 Total)
Referred to the Board by: Kristi Puzz, Director of Personnel and Public Affairs

Student Board Representative: yes 1, no 0, absent 0. Governing Board: yes 3, no 0, absent 2 (Pardoe, Rebholtz). Motion carried.

K. DISCUSSION/ACTION

K.1. Consideration of Updated Mural Procedures in Eureka City Schools and Adoption of Exhibit 7110 – Mural Procedures in Eureka City Schools into Board Policy
Referred to the Board by: Jennifer Johnson, Assistant Superintendent of Educational Services

Johnson provided an overview of the past and proposed mural process at ECS, noting that the updated policy allows for increased flexibility regarding murals. She highlighted several changes detailed in the board item, including updates to the approval process, the establishment of site-based review committees, content and theme guidelines, design materials, and ongoing maintenance considerations.

It was M/S by Johnson/Bones to approve the adoption of Exhibit 7110 – Mural Procedures in Eureka City Schools into Board Policy. Student Board Representative: aye 1, no 0, absent 0. Governing Board: yes 3, no 0, absent 2 (Pardoe, Rebholtz). Motion carried.

K.2. Hiring Jovannah Paz Martinez, 0.2 FTE, Social Studies Teacher at Winship, on the basis of a Provisional Internship Permit (PIP)
Referred to the Board by: Kristi Puzz, Director of Personnel and Public Affairs

Johnson provided an update to the Board on this item and presented it on behalf of Kristi Puzz, who was unable to attend.

It was M/S by Bones/Johnson to approve the hiring Jovannah Paz Martinez, 0.2 FTE, Social Studies Teacher at Winship, on the basis of a Provisional Internship Permit (PIP). Student Board Representative: aye 1, no 0, absent 0. Governing Board: yes 3, no 0, absent 2 (Pardoe, Rebholtz). Motion carried.

K.3. Discuss Artificial Intelligence (AI) Policy and Framework Briefing Document and Consider Approval of Revised Board Policy - BP 0441 - Artificial Intelligence
Referred to the Board by: Paul Ziegler, Assistant Superintendent of Business Services

Ziegler presented on the item, noting that the policy is an update to one adopted by the Board a few months ago. He explained that the documents are the result of a series of meetings by an AI working group to develop a framework briefing document, originally modeled after work from the Anaheim District and adapted to be more relevant locally. He noted that while there are both positives and challenges associated with AI, it will need to be relevant and useful for students. The discussion emphasized that the policy extends beyond concerns of plagiarism and considers multiple angles, including safety, transparency, and instructional support.

It was M/S by Johnson/Bones to approve revised Board Policy - BP 0441 - Artificial Intelligence. Student Board Representative: aye 1, no 0, absent 0. Governing Board: yes 3, no 0, absent 2 (Pardoe, Rebholtz). Motion carried.

L. DISCUSSION

L.1. Review of Findings on Secondary Scheduling and Equity | Presentation by Cheryl Hibbeln, President, IlluminatED Collective
Referred to the Board by: Gary Storts, Superintendent

Storts provided background on the item, explaining that the purpose of the schedule review is to address feedback from students and staff regarding barriers created by the current bell schedules. He noted that during the most recent negotiation session, there was agreement to examine this issue. Storts emphasized that a master schedule is not neutral, as it can either reinforce or undermine district priorities, and stated that the goal of the review is to determine whether current structures need to be revisited or refined. Gary reviewed the purpose, scope of work, and desired outcomes of the review and introduced Cheryl Hibbeln, who provided an update to the Board.

Hibbeln addressed the Board and presented an overview of the role of instruction, culture, and structure in the design process. She described schedules as 10-month strategic roadmaps that organize and allocate resources in ways that protect site priorities, noting that improving outcomes requires alignment between intentions, actions, and results. She shared that the traditional six-period mastery model is no longer effective and reviewed standard graduation

requirements, state mandates, and the balance between core courses and specialty electives. Hibbeln outlined her review process, which included artifact review, site and leadership discussions, SSDT engagement through meetings, surveys, and staff input, analysis of four bell schedule models, review of multiple data sources, and an overall schedule assessment.

Note: The Student Board Member exited the meeting at 6:14 p.m.

Hibbeln reviewed key findings from the schedule assessment, emphasizing the importance of building schedules that push services in rather than out. She discussed the impact of grading practices on scheduling, the need to establish alternative ways for students to meet graduation requirements, and opportunities to better align and expand CTE pathways and work-based learning experiences. She also reviewed snapshots of student input and high school and middle school staff feedback, key data highlights, and SSDT recommendations, including a review of various scheduling models. She noted that this phase of the process is intended to inform the Board of available options, with future phases focused on vetting options, design, and potential implementation.

Additional information was presented regarding middle school schedules, including a review of the current bell schedule and various alternative models, shared for comparison purposes. Hibbeln also reviewed proposed schedules, timelines, and support considerations, noting that additional vetting is needed. The Zoe schedule was reviewed along with a proposed new model developed in collaboration with Big Picture Learning, with an emphasis on engagement and hope as key drivers in an alternative school setting. Cost considerations for the different schedules were discussed, noting that ECS has historically been generous in staffing allocations.

L.2. Enrollment and Attendance Update
Referred to the Board by: Paul Ziegler, Assistant Superintendent of Business Services

Ziegler provided an update to the Board on enrollment and attendance, including a recap of CBEDS results, average daily attendance (ADA), and Local Control Funding Formula (LCFF) revenue per student.

L.3. Update on Governor's Proposal for the 2026-2027 State Budget
Referred to the Board by: Paul Ziegler, Assistant Superintendent of Business Services

Ziegler provided an update to the Board on the Governor's Proposal for the 2026–2027 State Budget. He reviewed key components that could impact ECS, including the cost-of-living adjustment (COLA), potential funding for community schools, and proposed one-time funding through a recovery emergency block grant. He also highlighted notable elements of the proposal, including a

proposed settle-up mechanism to help balance the state budget and governance reform that would shift oversight from the California Department of Education to the State Board of Education, with leadership appointed by the Governor rather than the elected State Superintendent of Public Instruction. He noted that no new categorical programs are proposed.

L.4. Annual Eureka City School District English Learner Advisory Committee (DELAC) Report
Referred to the Board by: Jennifer Johnson, Assistant Superintendent of Educational Services

Johnson provided a review of the responsibilities of the District English Learner Advisory Committee (DELAC), including elections, bylaws, conducting districtwide needs assessments, establishing goals and objectives for English Learner programs and services, monitoring compliance, presenting to the Board, and providing input on the LCAP. She also reviewed designated and integrated ELD services, highlighted accomplishments, and shared DELAC input focused on improving and continuing services and enrichment opportunities for English Learners.

L.5. Local Control and Accountability Plan Update for the 2025-2026 School Year as of January 2026
Referred to the Board by: Jennifer Johnson, Assistant Superintendent of Educational Services

Johnson provided an update to the Board on the three-year plan, noting that the team has been reviewing data, meeting regularly, and has clarity around roles and responsibilities. She shared that the community schools team is conducting data walks to gather input, with results to be brought back to the Board in April. The data walks are taking place from February through April, with the final data walk scheduled in April.

M. CLOSED SESSION
Closed session did not continue.

N. RECONVENING OF OPEN SESSION
Not applicable. Closed session did not continue.

O. REPORT OUT FROM CLOSED SESSION
Not applicable. Closed session did not continue.

P. INFORMATIONAL ONLY ITEMS

P.1. Information Only: IRS Mileage and Per Diem Rates
P.2. Information Only: Report on Eureka City Schools Transportation Department
P.3. California Department of Education | Calendar of Events

Q. ADJOURNMENT

President Pardoe adjourned the meeting at 7:20 p.m.

Respectfully submitted,

_____

Gary Storts, Superintendent
Secretary of the Board of Education

_____

Micalyn Harris, Director of Executive Strategy and Operations
Recording Secretary

AGENDA ITEM

Agenda Title:	Approval of Field Trip Request - Zoe Barnum High School| February 17-20, 2026 - 2025-2026 School Year (1 Total)
Meeting Date:	February 12, 2026
Item:	Consent

WHAT *(the board is asked to discuss, receive, approve, or adopt)*
It is requested that the Board approve the following field trip requests:

1. Zoe Barnum - Trade School Tour - February 17-20, 2026 (Various Locations)

Please see the attached Field Trip Request Forms for additional information.

WHY *(briefly explain why the action or discussion is important; and if applicable, how it is connected to site, district, or strategic plans)*
See attached field trip requests from Eureka High School.

Strategic Design - Vision
Subject does not apply to a Strategic Framework

HISTORY *(list previous staff or board action(s) with dates if possible)*
See attached field trip requests.

HOW MUCH *(list the revenue amount $ and/or the expense amount $)*
See attached field trip request.

WHO *(list the name of the contact person(s), job title, and site location)*
Kristi Puzz, Director of Personnel and Public Affairs

ATTACHMENTS:
Description
ZB - Field Trip Reqeust - Feb 2026.pdf

(Overnight / Out-of-Town or State)

CONSENT ITEM

WHAT:

The Governing Board is asked to approve the following Field Trip:

Zoe Barnum High School Trade School Tour

WHY (briefly explain why approval is important; and, if applicable, how it is connected to the Site, District or Strategic Plan):

The Northern California Trade School Tour is an important initiative for Zoe Barnum High School learners as it creates a direct link between academic instruction and tangible career pathways. By visiting regional technical institutions and interacting with professionals in fields like welding, electrical technology, and healthcare, students gain exposure to high-demand vocational careers that offer strong earning potential but do not require a traditional four-year college degree. This experience is vital for demystifying technical training and empowering all students to make well-informed, proactive choices regarding their post-secondary education and career goals.

This tour represents a strategic and impactful use of our Comprehensive Support and Improvement (CSI) funding from the CDE, directly supporting the core mission of enhancing student outcomes and increasing College and Career Readiness (CCR). The initiative addresses key CSI metrics by improving post-secondary options, particularly for students needing targeted support, thereby helping to close the achievement gap. Furthermore, by demonstrating the real-world relevance of classroom subjects like math and science, the tour boosts overall student engagement and motivation, which is a key factor in reducing chronic absenteeism.

HISTORY:

- ☐ Annual Trip
- ☑ First Year Attending
- ☐ Other:

HOW MUCH:

California Trade School Tour (Presidents Week Break- 4 days, 3 nights)
Gasoline & Parking , 3 Vans, Estimated 800 miles per vehicle @ $ 4.50 per gallon $ 1,680.00 GAS + $ 400 PARKING = $ 2,080.00 TOTAL
Hotel (10 x 3 nights @ $250 per room) $ 7,500.00
Additional Activities (16 ppl) $ 2,000.00
Meals ($320 per student, 4 days) $ 5,120.00
TOTAL $ 16,700.00

***

Name: Paul Claussen, Principal

Dates of Trip: February 17-20, 2026

Destination: Multiple locations around Northern California

Club/Organization: Zoe Barnum High School

What means of transportation: ZBHS Vans

Number of students participating: 16

Briefly describe the details of the trip (chaperone, lodging, etc.):

Three staff chapparones have agreed so attend far, it is unknown at this time how many total will be needed. The three staff currently signed up to chaperone and drive are Nicholas Pelascini, Samuel Edmonds, and Jeanette Todd. Staff and students will sleep in separate hotel rooms, students will sleep two of the same gender in a room. Participants will visit one or more trade schools per day and travel by Eureka City Schools/Zoe Barnum High School passenger vans. The vans are equipped with first aid kits.

Eureka City Schools

School-Sponsored Student/s Overnight Trip Checklist

Date Completed (dd/mm/yy)	Requests for Out-of-State, Out-of-Country or Overnight Travel Must Be Board Approved Prior to Travel	Teacher/ Staff (initial)	Site Principal (initial)
11/4	The principal establishes a process for approving a staff member's request to conduct a school-sponsored trip.	NR	
11/4	Staff shall consider: • Student safety; • Objectives of instruction; • Most effective use of instructional time; • Distance from school; • District and student expense; • Transportation requirements; • Supervision requirements.	NR	
11/4	Staff affirm that no student will be excluded from participation because of lack of sufficient funds (total cost per student and funding sources must be included).	NR	
12/2	Staff notified parents and students that students are under jurisdiction of the district and subject to district and school rules and regulations.	NR	
1/7/26	Staff hold parent information meetings for staff, chaperones, parents/guardians and students to discuss safety and importance of safety-related rules.	NR	
1/7/26	Staff ensures adequate supervision reviewed by site administrators (adults/students ratio). List of chaperones must be provided to the District Office, including designating if employee or parent/guardian. If a non-staff chaperone, chaperone must have been cleared through the District's volunteer process.	NR	
1/7/26	During travel, staff will have the school's first aid kit in his/her possession or immediately available.	NR	

Date Completed (dd/mm/yy)	Requests for Out-of-State, Out-of-Country or Overnight Travel Must Be Board Approved Prior to Travel	Teacher/ Staff (initial)	Site Principal (initial)
1/7/26	Staff obtains parent permission. If a trip also involves water activities, specific permission for water activities must be obtained. If students will be in water, including motel pools, there must be a lifeguard at all times the students are in the water. A lifeguard can be a chaperone if they have the certification or one obtained through a local agency and the person has passed the agency requirements. Trip must not include activities identified as "hazardous" by our local JPA which includes but is not limited to rock climbing (walls) and/or zip lines.	NR	
1/7/26	Transportation information must include how and who is transporting students. If by chartered bus, the Director of Transportation must be notified.	NR	
N/A	Parent permission letter for travel out-of-country obtained for each student (District Letter form letter).	N/A	N/A
N/A	Forms JPA 1 signed and on file at the school prior to departing on out-of-country school sponsored activity.	N/A	N/A
12/19/25	Staff complete a checklist form including requested information, and Board "Field Trip Request Form" and submit to Superintendent's Assistant a minimum of 10 days prior to the Board meeting in which approval is being requested. (Board meeting dates can be obtained by calling the Superintendent's Assistant or looking on the ECS website.)	NR	
1/7/26	The district shall provide or make available medical and/or hospital insurance for students injured while participating in any excursion.	NR	
N/A	Students must have travel insurance for travel out of lower 48 states.	N/A	N/A
1/7/26	**Staff, students and parents have been notified that the District may cancel or postpone student travel at any time if the State Department/Homeland Security or Federal Government indicates such travel presents unreasonable risk.**	NR	

APPROVED:

Site Principal: _____ Date: 1-7-26

Teacher/Staff: Nicholas P Date: 1-8-26

Director of Personnel: _____ Date: 2.2.26

AGENDA ITEM

Agenda Title:	Approval of January 2026 Warrants
Meeting Date:	February 12, 2026
Item:	Consent

WHAT *(the board is asked to discuss, receive, approve, or adopt)*
The Governing Board is asked to approve the attached list of warrants issued during the month of January 2026.

WHY *(briefly explain why the action or discussion is important; and if applicable, how it is connected to site, district, or strategic plans)*
Education Code section 17605 allows the District's Board to "adopt a rule, delegating to any officer or employee…the authority to purchase supplies, materials, apparatus, equipment, and services" that do not exceed the amount specified in section 20111 of the Public Contract Code. However, Education Code 35161 requires the Board to retain "ultimate responsibility over the performance of those powers or duties so delegated". As a result, it is recommended that the Governing Board ratify or approve actions taken by the designees.

Strategic Design - Vision
Applied to the "Fiscal Integrity of the District" Portion of the Strategic Framework

HISTORY *(list previous staff or board action(s) with dates if possible)*
This issue was discussed at the February 27, 2014 Board meeting. It was agreed that the Warrant listings would come to the Board for review and approval on a monthly basis.

HOW MUCH *(list the revenue amount $ and/or the expense amount $)*
For January 2026, the District issued warrants totaled $3,332,630.46.

WHO *(list the name of the contact person(s), job title, and site location)*
Paul Ziegler, Assistant Superintendent of Business Services

ATTACHMENTS:
Description
January 2026 Warrants

Checks Dated 01/01/2026 through 01/31/2026

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3000300053	01/05/2026	FF&J ARCHITECTS INC.	40-6210	ARCHITECT FEES - SCIENCE BLDG PROJECT		48,933.08
3000300054	01/05/2026	Garcia, Edwin J	01-4393	MEETING REFRESH		99.37
3000300055	01/05/2026	HUMBOLDT COMM SERVICES DIST	01-5530	WATER - GRANT/LAF/WINSHIP		1,385.00
3000300056	01/05/2026	JACK SCHREDER & ASSOC	35-5800	SCHOOL FACILITY PROGRAM FEES - GRANT TK		1,127.50
3000300057	01/05/2026	LOGAN RIVER ACADEMY	01-5852	RESIDENTIAL, EDUCATIONAL, & MENTAL HEALTH SERVICES		24,506.50
3000300058	01/05/2026	SILVEIRA GMC	Cancelled	2026 GMC SIERRA 1500 Pro		44,755.65 *
		Cancelled on 01/26/2026, Cancel Register # AP01262026				
3000300324	01/08/2026	ACSA CLEAR CREDENTIAL PROGRAM	01-5300	BOARD MEMBERSHIP ACSA		1,000.00
3000300325	01/08/2026	CDW-G	01-5889	Lightspeed Renewal 2025		57,000.00
3000300326	01/08/2026	CRYSTAL CREAMERY	13-4710	DAIRY PURCHASES - BPO		12,104.01
3000300327	01/08/2026	EUREKA HIGH SCHOOL ASB ACCOUNTS	01-5210	REIMBURSE EHS FOR FFA ROAD SHOW		748.66
3000300328	01/08/2026	EUREKA NAPA AUTO	01-4310	BUS & MOTORPOOL PARTS/SUPPLIES	191.10	
			01-4362	BUS & MOTORPOOL PARTS/SUPPLIES	1,015.72	
			01-4363	BUS & MOTORPOOL PARTS/SUPPLIES	427.56	
			01-5881	FC	36.78	1,671.16
3000300329	01/08/2026	HARRIS, JAMES	01-5861	REIMBURSEMENT FOR FINGER PRINTING		30.00
3000300330	01/08/2026	HUMBOLDT COUNTY FAIR	73-5801	WASHINGTON FIELD TRIP		290.00
3000300331	01/08/2026	IlluminatED Collective	01-5800	BELL SCHEDULE ADJUSTMENT		1,345.39
3000300332	01/08/2026	IRELAND, KERRY	01-5861	REIMBURSEMENT FOR FINGER PRINTING		30.00
3000300333	01/08/2026	REIHER, AARON	01-5861	REIMBURSEMENT FOR FINGER PRINTING		30.00
3000300334	01/08/2026	REIHER, CHRISTINE	01-5861	REIMBURSEMENT FOR FINGER PRINTING		30.90
3000300335	01/08/2026	SAN JOAQUIN CO. OFFICE OF ED.	01-5210	UDL TRAINING X 10 PPL, Stockton, Jan 2026		2,025.00
3000300336	01/08/2026	SCHOOL SPECIALTY LLC	01-9320	VFS Restock		200.43
3000300337	01/08/2026	SHRED AWARE LLC	01-5800	SHREDDING SERVICES - OPO		83.28
3000300338	01/08/2026	SISC III	01-9537	MEDICAL PREMIUMS		732,493.50
3000300339	01/08/2026	UBEO BUSINESS SERVICES	01-4310	STAPLES FOR COPY MACHINE		92.50
3000300340	01/08/2026	WENDEL, KATHRYN	01-5861	FINGER PRINT REIMBURSEMENT		30.00
3000300638	01/12/2026	BRAVO, JENNIFER	01-5800	INTERPRETING SERVICES - OPO		106.85
3000300639	01/12/2026	BROWN, MORGAN	01-5800	SPANISH TRANSLATOR		3,018.25
3000300640	01/12/2026	CDE	13-4710	FOOD / COMMODITIES - OPO		343.20

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

Checks Dated 01/01/2026 through 01/31/2026

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3000300641	01/12/2026	CRYSTAL CREAMERY	13-4710	DAIRY PURCHASES - BPO		899.19
3000300642	01/12/2026	FRANZ FAMILY BAKERIES	13-4710	BREAD PURCHASES - BPO		415.61
3000300643	01/12/2026	Interior Spaces Corp	01-4421	Tables for DO conf rooms		14,375.88
3000300644	01/12/2026	LOZANO SMITH LLP	01-5823	LEGAL FEES	2,917.00	
			40-5823	LEGAL FEES	2,183.00	5,100.00
3000300645	01/12/2026	PACIFIC GAS AND ELECTRIC CFM/P PC DEPT	01-5520	ELECTRICTY - ALL SITES OPEN PO	54,385.91	
			12-5520	ELECTRICTY - ALL SITES OPEN PO	1,203.50	55,589.41
3000300646	01/12/2026	PRO PACIFIC FRESH	13-4710	FOOD PURCHASES - BPO		5,754.99
3000300647	01/12/2026	S & L FOOD SALES CO.	13-4396	FOOD / SUPPLIES - OPO	1,654.40	
			13-4710	FOOD / SUPPLIES - OPO	4,538.90	6,193.30
3000300648	01/12/2026	SHN CONSULTING ENGINEERS AND GEOLOGISTS	35-6271	ENGINEERING FEES - STADIUM PROJECT		1,588.75
3000300649	01/12/2026	STOLPE, SARAH LYNN	01-5800	SEIS / CALPADS CONSULTANT (P-33)		1,875.00
3000300650	01/12/2026	SYSCO	13-4396	FOOD / SUPPLIES - OPO	675.85	
			13-4710	FOOD / SUPPLIES - OPO	5,531.44	6,207.29
3000300651	01/12/2026	US FOODS CHEF'S STORE (Our customer number: 546157)	13-4710	FOOD / SUPPLIES - OPO		921.04
3000300652	01/12/2026	VERITABLE VEGETABLE, INC.	01-4710	FOOD PURCHASES, FARM TO SCHOOL - OPO		3,932.50
3000300653	01/12/2026	WILD SOULS RANCH	01-5882	Settlement Student #23828 - Open PO		230.00
3000300654	01/12/2026	Mangiameli, Chandler	01-5210	Innovations in Psychotherapy Confrence		154.00
3000301068	01/15/2026	ADAMS COMMERCIAL GENERAL CONTRACTING, INC	35-6250	GRANT TK PROJECT CONTRACTOR - OPEN PO		344,243.90
3000301069	01/15/2026	CITY OF EUREKA	01-5530	WATER - D.O. / CORP YARD	2,103.89	
				WATER - EHS	2,630.08	
				WATER - WASHINGTON	2,665.02	7,398.99
3000301070	01/15/2026	CORWIN PRESS	01-5210	TEACHER CLARITY PLAYBOOK WORKSHOPS		15,980.00
3000301071	01/15/2026	CRAWFORD & ASSOC, INC	35-5883	GEOTECHNICAL SERVICES/GRANT PROJECT - OPO		5,218.45
3000301072	01/15/2026	CRYSTAL SPRINGS BOTTLED WATER	01-5800	Water - DO/Tech/Elem/Winzler	338.00	
				Water Service - EHS	34.00	
				Water Service - Winship	98.00	
				Water Service - Zane	44.00	514.00
3000301073	01/15/2026	DURRETT, JESSICA DBA DOWN THE ROAD EDUCATION	01-5882	Settlement Student #23828 - Open PO		770.00
3000301074	01/15/2026	EUREKA ACE HARDWARE	01-4310	AG MATERIALS & SUPPLIES - OPO	415.43	

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Checks Dated 01/01/2026 through 01/31/2026

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3000301074	01/15/2026	EUREKA ACE HARDWARE	01-4381	GROUNDS & MAINTENANCE SUPPLIES	87.12	502.55
3000301075	01/15/2026	EUREKA BROADCASTING INC.	01-5831	ADVERTISING		2,100.00
3000301076	01/15/2026	EUREKA HIGH SCHOOL STUDENT GOVERNMENT	01-4310	CULINARY SUPPLIES REIMBURSEMENTS - OPO		36.34
3000301077	01/15/2026	FF&J ARCHITECTS INC.	35-6210	ARCHITECT FEES - STADIUM PROJECT		481,779.99
3000301078	01/15/2026	HUMBOLDT COMM SERVICES DIST	01-5530	WATER - GRANT/LAF/WINSHIP		2,693.61
3000301079	01/15/2026	HUMBOLDT WASTE MANAGEMENT AUTH	01-5560	GREEN / SOLID WASTE DISPOSAL		2,987.53
3000301080	01/15/2026	INCLUSIVE EDUCATION & COMM. PARTNERSHIP	01-5800	MOU - IECP for Student #28481		4,751.00
3000301081	01/15/2026	KEENAN SUPPLY	01-4381	MAINTENANCE SUPPLIES & MATERIALS		327.60
3000301082	01/15/2026	LANGUAGE LINE SERVICES INC DBA LANGUAGE LINE SOLUTIONS	01-5800	AP - TRANSLATING SVCS		1,364.63
3000301083	01/15/2026	NORTH COAST SIG WC KEENAN & ASSOC SETECH	01-9542	WORKERS COMPENSATON PREMIUMS		210,759.75
3000301084	01/15/2026	OPTIMUM BUSINESS	01-5922	INTERNET SERVICES		249.62
3000301085	01/15/2026	RECOLOGY HUMBOLDT COUNTY	01-5560	RECYCLING - ALL SITES		537.13
3000301086	01/15/2026	RIO GRANDE	01-4310	Jewelry Supplies		241.71
3000301087	01/15/2026	SAN JOAQUIN CO. OFFICE OF ED.	01-5800	SEIS Medi-Cal billing		956.00
3000301088	01/15/2026	SCHOOL SPECIALTY LLC	01-4421	DESK FOR KIEWEL		1,121.62
3000301089	01/15/2026	SHAFER'S HARDWARE	01-4381	GROUNDS & MAINTENANCE SUPPLIES		50.21
3000301090	01/15/2026	SHN CONSULTING ENGINEERS AND GEOLOGISTS	35-6271	ENGINEERING FEES - STADIUM PROJECT		5,132.95
3000301091	01/15/2026	The Stepping Stones Group LLC	01-5800	SPEECH SERVICES - OPO		23,011.00
3000301092	01/15/2026	ULINE	01-4310	WHITE BOARD PARTITIONS	2,917.36	
			01-9320	VFS Restock	9,341.98	12,259.34
3000301093	01/15/2026	VERITABLE VEGETABLE, INC.	01-4710	FOOD PURCHASES, FARM TO SCHOOL - OPO		616.00
3000301094	01/15/2026	Webb, Hannah R	01-5210	CA MATH COUNCIL, ASILOMAR, DEC 5-7		213.00
3000301095	01/15/2026	Wenzel, Adrianna	01-5210	CA MATH COUNCIL, ASILOMAR, DEC 5-7		213.00
3000301096	01/15/2026	WPS Unlocking Potential	01-4310	WPS-CASL-2:OralLang.ProcessingSkillsTest		388.08
3000301097	01/15/2026	Huang, Jane	01-5201	MILEAGE		9.80
3000301098	01/15/2026	Martinez, Jenny E	01-5201	MILEAGE		51.52
3000301099	01/15/2026	McCarthy, Leonard R	13-5201	MILEAGE		23.52
3000301100	01/15/2026	McWaters, Lisa	01-4310	HANGERS-RESOURCE FAIR REIMBURSEMENT	9.92	
				RESOURCE FAIR RACKS REIMBURSEMENT	297.80	

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Checks Dated 01/01/2026 through 01/31/2026

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3000301100	01/15/2026	McWaters, Lisa	01-4393	CEI MEET. SNACKS REIMBURSEMENT	38.22	345.94
3000301101	01/15/2026	Moak, Ashlee A	01-4310	SENSORY TOYS REIMBURSEMENT		144.74
3000301102	01/15/2026	Montana, Garett	01-4393	LEARNER ORIENTATION REFRESHMENTS REIMBURSEMENT		286.43
3000301103	01/15/2026	Needham, Caroline R	01-4310	YRBOOK CAM BATTERIES REIMBURSEMENT		149.64
3000301104	01/15/2026	Palmer, Raina J	01-4393	NATIVE DAY REIMBURSEMENT		11.21
3000301105	01/15/2026	Ralston, Kevin R	13-5201	MILEAGE		26.04
3000301106	01/15/2026	Sederberg, Beth A	01-5201	MILEAGE		44.80
3000301107	01/15/2026	Sells, Jessica L	01-5201	MILEAGE		50.68
3000301108	01/15/2026	Slaff, Sabrina A	13-5201	MILEAGE		32.55
3000301109	01/15/2026	Sorden, Jeana S	13-5201	MILEAGE		23.59
3000301110	01/15/2026	Stoner, Randee G	01-5201	MILEAGE		31.22
3000301111	01/15/2026	U.S. BANK CORPORATE PMT	01-4310	CA NATIVE SUPPLIES	171.98	
				MV YOUTH SUPPLIES	712.83	
				PBIS BOOKS	176.00	
				TEACHER MATERIALS	401.36	
			01-4393	CA NATIVE DAY REFRESHMENTS	1,431.38	
				INCLUSIVE EXCELLENCE MEETING REFRESHMENTS	62.95	
				INDIAN ED MEETING REFRESHMENTS	68.12	
				MEETING SNACKS	242.83	
				PD REFRESHMENTS	467.99	
			01-5210	CHICAGO TRIP UBER	180.76	
				NATL PBIS CONFERENCE, CHICAGO, OCT 2025	9,332.88	
				PBIS CONF PARKING	239.60	
				PBIS TRAVEL MEALS	109.62	
			01-5950	REGISTERED MAIL	20.96	13,619.26
3000301112	01/15/2026	Weiderman, Kenneth W	01-4310	CLAY SUPPLIES REIMBURSEMENT		64.34
3000301113	01/15/2026	Woods, Clara J	13-5201	MILEAGE		14.56
3000301114	01/15/2026	U.S. BANK CORPORATE PMT	01-5831	ADVERTISING	24.71	
				CA NATIVE SUPPLIES	11.00	35.71
3000301504	01/22/2026	ADAMS COMMERCIAL GENERAL CONTRACTING, INC	35-6250	ALBEE STADIUM CONSTRUCTION		328,933.87
3000301505	01/22/2026	AT&T	01-5909	939 PHONES, ALL SITES - OPO		6,816.24
3000301506	01/22/2026	BLAINE WINDOW HARDWARE	01-4381	WINDOW PARTS - OPO		881.45

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Checks Dated 01/01/2026 through 01/31/2026

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3000301507	01/22/2026	CALIF SCHOOLS DENTAL COALITION KEENAN & ASSOCIATES, ADMIN	67-9135	VISION PREMIUMS		9,768.00
3000301508	01/22/2026	CALIF SCHOOLS DENTAL COALITION KEENAN & ASSOCIATES, ADMIN	68-9135	DENTAL PREMIUMS		54,029.00
3000301509	01/22/2026	DEPARTMENT OF JUSTICE ACCOUNTING OFFICE CASHIERING	01-5861	FINGERPRINTING/BACKGROUND - OPO		1,138.00
3000301510	01/22/2026	EMPLOYMENT DEV. DEPT SUI 942-0209-0	01-9540	EDD SUI QUARTERLY CHARGES		4,786.31
3000301511	01/22/2026	EMPLOYMENT DEV. DEPT DE9W SDI ACCT 776-0020-3	01-9543	EDD SDI QUARTERLY CHARGES		43,307.58
3000301512	01/22/2026	FINCH, TAYLOR ANNE DBA GROW TOGETHER	01-5800	MOU LAF COMMUNITY GARDEN		294.00
3000301513	01/22/2026	GLOBAL INTERPRETING SVCS	01-5800	INTERPRETING SERVICES - OPO		1,442.50
3000301514	01/22/2026	HUMBOLDT IPA	01-5800	WELLNESS CENTER SUPPORT, OPO		32,500.00
3000301515	01/22/2026	KEENAN SUPPLY	01-4400	Culinary Hot Water Heater		680.00
3000301516	01/22/2026	LOGAN RIVER ACADEMY	01-5852	RESIDENTIAL, EDUCATIONAL, & MENTAL HEALTH SERVICES		23,382.00
3000301517	01/22/2026	MAC'S REFRIGERATION SERVICE	13-5635	EMERGENCY REFRIGERATION REPAIR - OPO		137.56
3000301518	01/22/2026	MARIPOSA EVALUATION CONSUL ATTN: SERENA WRIGHT	01-5800	CONSULTING SERVICES MOU, OPO		10,000.00
3000301519	01/22/2026	MATSON & VALLERGA ARCHITECTS	35-5883	ARCHITECT FEES - GRANT CLASSROOM ADDITIONS		9,540.00
3000301520	01/22/2026	MISSION LINEN	01-5800	DO LAUNDRY SERVICES - OPO		83.75
3000301521	01/22/2026	NCS PEARSON	01-4310	Special Education Assessments		86.00
3000301522	01/22/2026	NORTH COAST HEALTH IMPR & INFO NETWORK	01-5800	NCHIIN SERVICES AGREEMENT		750.00
3000301523	01/22/2026	SHRED AWARE LLC	01-5800	SHREDDING SERVICES - OPO		83.28
3000301524	01/22/2026	STUCKEY, AUNDREA YAWS DIRECTOR	01-5800	YAWS Middle/High School student support		1,485.00
3000301525	01/22/2026	T-MOBILE	01-5921	AP - STUDENT HOTSPOTS - OPO		2,040.00
3000301526	01/22/2026	The Stepping Stones Group LLC	01-5800	SPEECH SERVICES - OPO		41,874.00
3000301527	01/22/2026	VERIZON WIRELESS	01-5922	CELL PHONES, ALL LINES - AP OPO		902.99
3000301528	01/22/2026	ABAG POWER	01-5511	NATURAL GAS - DISTRICT-WIDE		32,692.26
3000301529	01/22/2026	ALEX ESPE PIANO TECHNICIAN	01-5800	PIANO TUNING AND PEDAL REPAIR		240.00
3000301530	01/22/2026	AMBER CAVANAUGH	01-5861	FINGERPRINT REIMBURSEMENT		30.00
3000301531	01/22/2026	AMERICAN FIDELITY ADMIN. SERVICES	01-5800	TIME & ELIGIBILITY - MONTHLY SERVICES		859.35
3000301532	01/22/2026	BLICK ART MATERIALS	01-4310	Prop 28 - Beads	55.48	
				Prop 28 - Mat Cutter & Model Press	1,291.57	
				Prop 28 - Panels, Pads, and Pens	1,098.92	2,445.97

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Checks Dated 01/01/2026 through 01/31/2026

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3000301533	01/22/2026	CLENDENEN'S	13-4710	APPLES - OPEN PO		880.00
3000301534	01/22/2026	DEPARTMENT OF SOCIAL SERVICES	12-5884	COMMUNITY CARE LICENSING FEES		726.00
3000301535	01/22/2026	E.L.ACHIEVE INC.	01-4310	EL ACHIEVE SECONDARY ORDER		3,001.56
3000301536	01/22/2026	EMMA HURLEY	01-5861	FINGERPRINT REIMBURSEMENT		30.00
3000301537	01/22/2026	EUREKA BOOKS	01-4310	BOOKS-END OF ANOTHER BEGINNING		167.49
3000301538	01/22/2026	EUREKA HIGH SCHOOL	01-4310	ON-A-ROLL ATTENDANCE AWARDS 2024-2025		105.00
3000301539	01/22/2026	EUREKA HIGH SCHOOL STUDENT GOVERNMENT	01-4310	CULINARY SUPPLIES REIMBURSEMENTS - OPO		43.89
3000301540	01/22/2026	EUREKA OXYGEN	01-4381	MAINTENANCE SUPPLIES		5.51
3000301541	01/22/2026	FRANZ FAMILY BAKERIES	13-4710	BREAD PURCHASES - BPO		329.10
3000301542	01/22/2026	GOLD STAR FOODS	13-4710	FOOD PURCHASES - BPO		5,428.24
3000301543	01/22/2026	GOSSELIN AND SONS	01-5633	TRANSP DEPT TIRES & REPAIRS		1,807.06
3000301544	01/22/2026	HUMBOLDT WASTE MANAGEMENT AUTH	01-5560	GREEN / SOLID WASTE DISPOSAL		3,639.96
3000301545	01/22/2026	J.W. PEPPER & SON INC.	01-4310	Music VAPA order		357.42
3000301546	01/22/2026	POWERSCHOOL GROUPS LLC	01-5889	ANALYTICS AND INSIGHTS		480.00
3000301547	01/22/2026	PRO PACIFIC FRESH	13-4710	FOOD PURCHASES - BPO		2,120.46
3000301548	01/22/2026	QUACK AND WABBIT-PUPPIT THEATR E	12-5800	PUPPET PERFORMANCE-TK-K REG. NIGHT		350.00
3000301549	01/22/2026	RIVERSIDGE INSIGHTS	01-4310	COGNITIVE ABILITIES TEST		241.00
3000301550	01/22/2026	S & L FOOD SALES CO.	13-4396	FOOD / SUPPLIES - OPO	1,987.30	
			13-4710	FOOD / SUPPLIES - OPO	10,415.93	12,403.23
3000301551	01/22/2026	SCHMIDBAUER LUMBER CO	01-4381	GROUNDS & MAINTENANCE SUPPLIES		259.09
3000301552	01/22/2026	SHN CONSULTING ENGINEERS AND GEOLOGISTS	35-6271	ENGINEERING FEES - STADIUM PROJECT		19,840.45
3000301553	01/22/2026	SIX RIVERS COMMUNICATION	01-4310	RADIOS, ADDITIONAL	5,925.94	
			01-4400	RADIOS FOR ASES	2,281.54	8,207.48
3000301554	01/22/2026	SLAKEY	01-5881	LATE CHARGE		9.33
3000301555	01/22/2026	SPG THERAPY & EDUCATION	01-5800	Therapy & Education Contract - OPO		29,114.40
3000301556	01/22/2026	STAPLES	01-4310	FISCAL SVC OFFICE SUPPLIES - OPO		24.91
3000301557	01/22/2026	SYSCO	13-4396	FOOD / SUPPLIES - OPO	1,384.72	
			13-4710	FOOD / SUPPLIES - OPO	12,135.28	13,520.00
3000301558	01/22/2026	TERRY VANG	01-5861	FINGERPRINT REIMBURSEMENT		30.00
3000301559	01/22/2026	U.S. BANK CORP PAYMENT SYS	01-5881	TRAVEL PROGRAM SERVICE FEE		22.50
3000301560	01/22/2026	UBEO BUSINESS SERVICES	11-4310	Printer staples for Adult ed (see notes tab)		187.56
3000301561	01/22/2026	UBEO BUSINESS SERVICES	01-4310	CANON STAPLES FOR COPIER #182763		84.23
3000301562	01/22/2026	WILD SOULS RANCH	01-5882	Settlement Student #23828 - Open PO		230.00

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3000301563	01/22/2026	WILLIAM DEFENBAUGH	01-5861	FINGERPRINT REIMBURSEMENT		35.00
3000301564	01/22/2026	FORTUNA GROCERY OUTLET MCGRATH FIVE INC	01-4310	CHRISTMAS FOOD BAGS		5,328.28
3000302069	01/26/2026	Behrens, Edith L	01-5201	MILEAGE		21.98
3000302070	01/26/2026	Chairez, Hollie A	01-4310	CLASSROOM SUPPLIE REIMBURSEMENT	7.64	
			01-5201	MILEAGE	15.82	23.46
3000302071	01/26/2026	Chalmers, Ella M	01-5201	MILEAGE		21.00
3000302072	01/26/2026	Cloutier, Holly M	13-3412	SUMMER 2026 DENTAL REFUND		10.98
3000302073	01/26/2026	Clower, Dana S	01-4310	40.78		40.78
3000302074	01/26/2026	Crandell, Joan C	01-4310	ART PROJECT SUPPLIES REIMBURSEMENT		77.58
3000302075	01/26/2026	Dawid, Andrew Z	01-4393	PBIS REWARDS REIMBURSEMENT		71.44
3000302076	01/26/2026	Dutra, Laurie J	13-5201	MILEAGE		70.84
3000302077	01/26/2026	Egger, Shawna B	01-4393	INDIAN ED PARTY SUPPLIES REIMBURSEMENT	65.20	
			01-5201	MILEAGGE	41.58	106.78
3000302078	01/26/2026	EUREKA TEACHERS ASSOC LOCAL CHAPTER TREASURER	01-9554	ETA DUES 2-28-25	3,814.26	
				ETA DUES 3-31-25	3,795.26	
				ETA DUES 4-30-25	3,842.76	11,452.28
3000302079	01/26/2026	Evans, Ronda L	01-5201	MILEAGE		39.62
3000302080	01/26/2026	Farrow, Nicole L	01-4310	CLASSROOM SUPPLIES REIMBURSEMENT		241.10
3000302081	01/26/2026	Garcia, Edwin J	01-4393	STAFF MEETING REFRESHMENTS REIMBURSEMENT		99.37
3000302082	01/26/2026	Gast, Jamie K	01-5201	MILEAGE		78.61
3000302083	01/26/2026	Goddi, Martin	01-4310	CLASSROOM SUPPLIES REIMBURSMENT		77.26
3000302084	01/26/2026	Hang, Cha	01-5201	MILEAGE		15.68
3000302085	01/26/2026	Harris, Erica L	13-5201	MILEAGE		15.68
3000302086	01/26/2026	Hickey, Crystal M	13-5201	MILEAGE		38.71
3000302087	01/26/2026	Noriega, Olivia J	01-4310	BOOKS & MATERIALS FOR ENGLISH DEPT. REIMBURSEMENT		631.19
3000302088	01/26/2026	Pelascini, Nicholas A	01-4310	CULINARY INST. SUPPLIES REIMBURSEMENT		223.57
3000302089	01/26/2026	Franklin, Brooks D	01-4310	CULINARY SUPPLIES REIMBURSEMENT		55.09
3000302090	01/26/2026	AMAZON CAPITAL SERVICES	01-4310	ASES - ALICE BIRNEY SUPPLIES	221.59	
				ASES - LAFAYETTE SUPPLIES	192.38	
				ASES - WINSHIP SUPPLIES	1,173.47	

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3000302090	01/26/2026	AMAZON CAPITAL SERVICES		ASES - ZANE SUPPLIES	294.99	
				ATHLETIC SUPPLIES - OPO	519.70	
				BINDERS FOR GRADE LEVEL	484.60	
				Comm and Leadership Book Club Books 3 and 4	717.08	
				COMMUNITY SCHOOLS SUPPLIES	1,004.48	
				Early Education Grant Funds	2,490.42	
				EDUCATOR EFFECTIVENESS - OPO	360.86	
				EHS OFFICE SUPPLIES, SBG - OPO	44.61	
				GENERAL & BCBA SUPPLIES - OPO	184.46	
				General office supplies - OPO	665.59	
				Instructional Supplies, Title I - OPO	3,396.10	
				MATH SUPPLIES	167.98	
				MEDI-CAL SUPPLIES - OPO	1,475.22	
				NEW TEACHER STARTUP BUDGETS	835.13	
				Office & Admin Supplies - Site Block Grant	140.47	
				OFFICE SUPPLIES ED SERVICES - OPO	183.32	
				OFFICE SUPPLIES, SBG - OPO	369.28	
				OFFICE SUPPLIES, SITE BLOCK GRANT - OPO	374.71	
				OPEN PO: AG MATERIALS & SUPPLIES	28.74-	
				PROP 28 / VAPA - OPO	3,051.95	
				SITE BLOCK GRANT OFFICE SUPPLIES	29.90	
				SPED SUPPLIES - OPO	238.04	
				SUP/CON INSTRUCTIONAL MATERIALS	398.45	
				SUP/CON INSTRUCTIONAL SUPPLIES	814.33	
				SUP/CON INSTRUCTIONAL SUPPLIES - OPO	2,711.78	
				Supp & Con Classroom Supplies	457.32	
				Title 1 Instructional Supplies - OPO	370.46	
				TITLE I CLASSROOM MATERIALS	136.15	
				TITLE I INSTRUCTIONAL SUPPLIES - OPO	808.89	
				TITLE I PBIS MATERIALS	724.60	
				Title I, Parent & Family Engagement	788.02	
				TITLE II PROFESSIONAL DEVELOPMENT SUPPLIES	628.40	
				VAPA ART SUPPLIES WINZLER, OPO	259.51	
				VAPA Instructional Supplies	1,708.12	

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3000302090	01/26/2026	AMAZON CAPITAL SERVICES		ZANE LIBRARY ACCOUNT	637.45	
			01-4351	Sit/stand desk risers for Personnel	230.41-	
			01-4374	Custodial Supplies	77.16	
				CUSTODIAL SUPPLIES - OPO	37.86	
			01-4393	COMMUNITY SCHOOLS REFRESHMENTS/CATERING SUPPLIES	55.78	
			01-4400	Cot for ZA Nurse Rm	641.20-	
			01-4445	TECH COMPUTERS - OPO	10,787.52	
			11-4310	GraduationTassel for AdultEd	49.55	
			13-4396	FOOD SVC SUPPLIES - OPO	292.79	39,460.12
3000302091	01/26/2026	Baggett, Nicki J	01-4393	PBIS FUN FRIDAY REIMBURSEMENT		23.55
3000302092	01/26/2026	Clower, Dana S	01-4310	MATH DEPT SUPPLIES RE		252.73
3000302093	01/26/2026	Gast, Jamie K	01-5201	MILEAGE		35.77
3000302094	01/26/2026	Gonsalves, Kari A	01-4393	PBIS WALL PRIZES REIMBURSEMENT		19.49
3000302095	01/26/2026	Guerrero, Patricia D	01-4393	ELA, SCI, SS EXAM CELEBRATION REIMBURSEMENT		135.67
3000302096	01/26/2026	Marmon, Tiffany A	01-5201	MILEAGE		19.95
3000302097	01/26/2026	Mitchell, Sean R	01-4310	AUTO SHOP SUPPLIES REIMBURSEMENT		79.28
3000302098	01/26/2026	Reyes, Shakira D	01-4393	STUDENT OF THE MONTH DONUTS REIMB		33.00
3000302099	01/26/2026	Roper, Hallyann G	01-4310	ELD STUDENT REIMB		38.86
3000302100	01/26/2026	Staiano, Mauro R	01-4310	ZIPGRADE SUB-ENG DEPT-REIMBURSEMENT		6.99
3000302101	01/26/2026	Van Herpe, Holly J	01-4310	WIN TIMERS SUPPLIES REIMB		35.26
3000302102	01/26/2026	Weiderman, Kenneth W	01-4310	ART CLASS CLAY REIMBURSEMENT	33.08	
				ART CLASS CLAY REMIBURSEMENT	33.08	66.16
3000302437	01/28/2026	ADVANCED SECURITY SYSTEMS	01-5635	BPO: EQUIPMENT PARTS & REPAIRS	330.00	
			01-5804	ALARM MONITORING	6,132.00	
			13-5804	ALARM MONITORING	127.50	6,589.50
3000302438	01/28/2026	Behrens, Edith L	01-5201	MILEAGE		25.90
3000302439	01/28/2026	CITY OF EUREKA	01-5530	AP WATER - ALICE BIRNEY	1,755.92	
				WATER - EHS	6,814.06	
				WATER - ZANE	3,057.07	
				WATER - ZOE	725.84	12,352.89
3000302440	01/28/2026	CRAVEN, JOHN W DBA CRAVEN CONSTRUCTION	35-6210	PROJECT INSPECTOR - GRANT CLASSROOM	2,080.00	
				PROJECT INSPECTOR - STADIUM	19,603.90	
			40-6210	PROJECT INSPECTOR - EHS GYM	402.50	22,086.40

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3000302441	01/28/2026	CRYSTAL SPRINGS BOTTLED WATER	01-5800	Water - DO/Tech/Elem/Winzler	218.00	
				Water Service - EHS	74.00	
				Water Service - Winship	68.00	
				Water Service - Zane	14.00	374.00
3000302442	01/28/2026	DHHS	01-5800	PUBLIC HEALTH/DHHS SERVICES		10,000.00
3000302443	01/28/2026	DURRETT, JESSICA DBA DOWN THE ROAD EDUCATION	01-5882	Settlement Student #23828 - Open PO		770.00
3000302444	01/28/2026	ECOLAB PEST ELIMINATION DIVISN	13-5800	PEST CONTROL SERVICE - OPO		1,762.97
3000302445	01/28/2026	FINCH, TAYLOR ANNE DBA GROW TOGETHER	01-5800	AB GROW TOGETHER - MOU	5,195.30	
				Farm to School Grant Partnership	829.65	
				LAF COMMUNITY GARDEN - MOU	1,043.77	7,068.72
3000302446	01/28/2026	HUMB. NEUROHELATH THERAPEUTIC SVCS	01-5800	NEURO FEEDBACK MOU, OPO		22,500.00
3000302447	01/28/2026	HUMBOLDT WASTE MANAGEMENT AUTH	01-5560	GREEN / SOLID WASTE DISPOSAL		25.00
3000302448	01/28/2026	IlluminatED Collective	01-5800	REMAINING BALANCE ON INV 002		5,843.75
3000302449	01/28/2026	MAPLES SERVICE	01-4381	REPAIR LEAK AT ALICE BIRNEY		1,299.63
3000302450	01/28/2026	McMurray & Sons, Inc.	01-5800	ROOF REPAIRS AT WINSHIP		19,260.00
3000302451	01/28/2026	Mitchell, Sean R	01-4310	SCHOOL SUPPLIES/TOOLS REIMB		275.61
3000302452	01/28/2026	OPTIMUM BUSINESS	01-5922	INTERNET SERVICES		253.04
3000302453	01/28/2026	PACIFIC GAS AND ELECTRIC CFM/P PC DEPT	01-5520	ELECTRICTY - ALL SITES OPEN PO		57,277.02
3000302454	01/28/2026	SAN JOAQUIN CO. OFFICE OF ED.	01-5800	SEIS Medi-Cal billing		2,227.00
3000302455	01/28/2026	SILVEIRA GMC	01-6400	2025 GMC SAVANA CARGO WORK VAN		59,994.40
3000302456	01/28/2026	SILVEIRA GMC	01-6400	2026 GMC SIERRA 2500 HD PRO		69,411.75
3000302457	01/28/2026	U.S. BANK CORPORATE PMT	01-4300	ACCIDENTAL PURCHASE PD 12-12-25	10.49	
				CHURCHILL DOWNS - NATIONAL CONVENTION	431.40	
				HAUNTED HOUSE - NATIONAL CONVENTION	478.80	
				MUSEUM TOUR - NATIONAL CONVENTION	132.00	
				NOV FFA MEETING FOOD	514.58	
				SPEEDWAY TOUR - NATIONAL CONVENTION	301.75	
				TRI TIP	142.43	
				TRI TIP LUNCH SUPPLIES	181.99	
			01-4310	11X17 PAPER, PENS & COMMAND STRIPS	62.41	

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3000302457	01/28/2026	U.S. BANK CORPORATE PMT		BINS FOR INDIAN ED	209.38	
				CAKES FOR PARENT PROJECT	92.84	
				COZY CUBE FOR LA	477.75	
				CUPS FOR VARIETY SHOW	7.60	
				EHS CULINARY	501.21	
				EHS CULINARY CLASS SUPPLIES	52.44	
				EHS WOODSHOP MATERIALS	368.56	
				ELAC MEETING DINNER	86.27	
				ELAC MEETING REFRESHMENTS	4.09	
				EMPLOYEE RECOGNITION INVITES	53.50	
				EXTRA CURRICULARS - MV YOUTH	278.97	
				FEMININE SUPPLIES	179.88	
				FOOD PANTRY	941.78	
				GLASSES - MV YOUTH	34.44	
				GRANT ASES - SAL SOUZA	553.63	
				LAF ASES - C SCHEFFLER	455.22	
				LIGHT BOX	29.03	
				MUSICAL INSTRUMENTS FOR ED SERVICES	8,064.77	
				MV EXTRACURRICULARS	69.90	
				REFRESHMENTS FOR VARIETY SHOW	39.95	
				SAND & WATER TABLE FOR SP ED	416.69	
				SUPPLIES FOR PARENT LEADERSHIP PREP	3.31	
				TEA FOR SICK KIDS	79.25	
				TECHNOLOGY SUPPORT	99.90	
				VAN SUPPLIES, DECORATIONS BDAYS & XMAS	20.95	
				WA ASES - FELISE	360.93	
				WA ASES PROGRAM - FELISE	250.76	
				WINSHIP ASES	162.53	
				WOODSHOP SUPPLIES	197.13	
				WOODSHOP TOOLS FOR EHS	230.40	
				ZANE ASES - NIKKI BAGGETT	98.48	
				ZOE CULINARY	76.71	
			01-4381	REPAIR GATE EDGE & RECEIVER	607.60	
			01-4393	AB STAFF ENGAGEMENT CATERING	42.45	
				ASES HONOR ROLL WINSHIP	170.54	

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3000302457	01/28/2026	U.S. BANK CORPORATE PMT		CABINET LUNCH - CABINET ADVANCE	120.33	
				COFFEE FOR PRESENTER	23.11	
				DELAC MEETING REFRESHMENTS	152.07	
				ED SERVICES SNACKS	236.72	
				INDIAN ED CLUB	144.40	
				INDIAN ED PAC	89.92	
				LUNCH33 CLUB CATERING FOR JEFF BIRD CLUB	21.94	
				PARENT FAMILY ENGAGEMENT 2.3	36.90	
				PARENT LEADERSHIP PREP MEETING FOOD	46.08	
				PBIS INCENTIVES	19.99	
				PD BREAKFAST	421.26	
				PD LUNCH	4,253.59	
				PIZZA DEBATE LUNCH 8TH GRADE STUDENTS ELA CLASS	51.10	
				PIZZA FOR ELAC MEETING	128.57	
				PIZZA STUDENT OF THE MONTH	61.67	
				REFRESHMENTS & ITEMS FOR EMPLOYEE REC RECEPTION	133.29	
				STUDENT OF THE MONTH PIZZA	107.06	
				WATER FOR INTERVIEWS	17.33	
				WINSHIP ATTENDANCE CAMPAIGN INCENTIVE	47.58	
				ZANE PBIS ICE CREAM/7UP NIKKI BAGGETT	108.95	
			01-4400	QUIETCLEAN COMMERCAIL UPRIGHT VACUUM	927.98	
			01-4421	SAMPLE CHAIR FOR DO	381.65	
			01-5207	NURSE TRAINING	45.00	
				READING INTERVENTION WEBINAR	49.00	
			01-5210	CA KINDER CONF REGISTRATION BARRERA	505.00	
				CA KINDER CONF REGISTRATION BASS	505.00	
				CA KINDER CONF REGISTRATION BENAVIDES	505.00	
				CA KINDER CONF REGISTRATION JENSEN	505.00	
				CA KINDER CONF REGISTRATION LOPEZ	505.00	

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Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3000302457	01/28/2026	U.S. BANK CORPORATE PMT		CA KINDER CONF REGISTRATION MANDY	505.00	
				CA KINDER CONF REGISTRATION SIMONI	555.00	
				ECS STAFF DINNER - FULLSCALE SYMPOSIUM 2025	1,186.97	
				ECS STAFF LUNCH - FULLSCALE SYMPOSIUM 2025	190.01	
				HILTON CHICAGO LOADGING PBIS CONF	319.22-	
				HOTEL - FULLSCALE SYMPOSIUM 2025 - BONES	881.13	
				HOTEL - FULLSCALE SYMPOSIUM 2025 - BROOKS	1,174.84	
				HOTEL - FULLSCALE SYMPOSIUM 2025 - HARRIS	881.13	
				HOTEL - FULLSCALE SYMPOSIUM 2025 - JOHNSON	881.13	
				HOTEL - FULLSCALE SYMPOSIUM 2025 - MONTANA	1,174.84	
				HOTEL - FULLSCALE SYMPOSIUM 2025 - OLLIVIER	881.13	
				HOTEL - FULLSCALE SYMPOSIUM 2025 - PERRY	1,174.84	
				HOTEL - FULLSCALE SYMPOSIUM 2025 - REBHOLTZ	881.13	
				HOTEL - FULLSCALE SYMPOSIUM 2025 - STORTS	1,174.84	
				HOTEL FOR CREDENTIALING CONF	406.80	
				HOTEL PARKING	12.00	
				HOTEL RES IN DENVER FOR STORTS WHEN FLIGHT CANCELLED	187.96	
				HOTEL VOLLEYBALL PLAYOFFS	144.53	
				HOTEL: LEGISLATIVE CONVENING W/ LEARNING POLICY INSTITUTE	65.95	
				LODGING & PARKING SACRAMENTO CITE CONF - DOYLE	1,448.12	
				LODGING SACRAMENTO CITE CONF - VAN DISSEL	1,161.52	
				MATH CONF REGISTRATIONS	1,420.00	
				PARKING ARCATA AIRPORT	64.00	

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

Checks Dated 01/01/2026 through 01/31/2026

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3000302457	01/28/2026	U.S. BANK CORPORATE PMT		PARKING ARCATA AIRPORT - FULLSCALE SYMPOSIUM 2025	16.00	
				PARKING ARCATA AIRPORT - TRANSCEND CONFERENCE	64.00	
				PARKING: SAC PARTNERSHIP FOR FUTURE OF LEARNING	37.00	
				RURAL MATH COLLABORATION	522.86	
				SEAT SELECTIONS $30.09 X 8 = $240.72	240.72	
				TRANSPORTATION FROM HOTEL TO O'HARE - PBIS CONF	170.13	
				TRANSPORTATION FULLSCALE SYMPOSIUM 2025	376.40	
				TRANSPORTATION TRANSCEND CONFERENCE	66.64	
				UPDATE FLIGHT FOR STORTS FROM DENVER	144.03	
			01-5300	ANNUAL MEMBERSHIP - CALRTA	66.00	
				CALIF SCHOLARSHIP MEMBERSHIP	100.00	
			01-5612	ATHLETIC STORAGE	564.00	
			01-5633	MAINTENANCE ON COMM SCHOOLS VAN	136.70	
				REPAIR VAN #72 MOTORPOOL	817.83	
			01-5800	CPR/AED 1ST AID	630.00	
			01-5801	SPELLING BEE REGISTRATION	199.00	
			01-5831	JOB POSTINGS	40.00	
			01-5881	SALES & USE TAX: Q3 2025 LATE FEE	2.00	
			01-5884	Q3 2025 FUEL TAX FILING	331.00	
			01-5889	CHATGPT AI SUBSCRIPTION - CABINET	270.00	
				CHATGPT AI SUBSCRIPTION - TECH DEPT	150.00	
				CLOUD SERVER PACKUPS	791.37	
				DIST ZOOM LICENSES/SOFTWARE SUBSCRIPTION	84.95	
				QUICKBOOKS SUBSCRIPTION	38.00	
			01-5950	CERTIFIED MAIL	22.41	
				FEDEX FOR US BANK TRAVEL PROG PMT	72.35	
				POSTAGE - ADMIN & FISCAL	17.35	
			01-9561	SALES & USE TAX: Q3 2025 CAF TAX	31.00	
			01-9580	SALES & USE TAX: Q3 2025 SLS TAX	3,693.00	

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

Checks Dated 01/01/2026 through 01/31/2026

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3000302457	01/28/2026	U.S. BANK CORPORATE PMT	12-4310	PURCHASE HAY BALES FOR FALL FESTIVAL	128.89	
				RETURN: CHILDRENS RAIN SUITS	159.13-	
				RETURN: HAY BALES FOR FALL FESTIVAL	114.57-	
			12-5210	ADHD PROF DEVELOPMENT CONF - HACKENBERG	149.00	
			13-4396	GASKETS	149.51	
			13-4710	FOOD ITEM - PRODUCT SHORT	209.73	
				FOOD ITEM NO-TAX - PRODUCT SHORT (SPLIT)	79.46	
				FOOD ITEM TAXABLE - PRODUCT SHORT (SPLIT)	12.47	
			13-5207	FOOD SAFETY TRAINING	514.00	
			13-5884	SALES & USE TAX: Q3 2025 ADULT MEALS	76.00	
			73-4310	3RD GRADE MATH PROGRAM	376.00	
				DISCRETIONARY FUND - OFFICE COFFEE CREAMER	99.09	55,074.02
3000302458	01/28/2026	VALLEY PACIFIC	01-4364	EHS ATHLETICS GASOLINE - OPO	3,568.53	
				FUEL & DIESEL	2,709.17	
			01-4365	FUEL & DIESEL	764.20	7,041.90
3000302459	01/28/2026	Van Vleck, Kristine M	01-4310	CLASS SUPPLIES REIMBURSEMENT		304.32
3000302460	01/28/2026	Budesa, Alex R	01-4310	ART SUPPLIES REIMBURSEMENT		268.96
3000302461	01/28/2026	U.S. BANK CORPORATE PMT	01-4310	DRY ERASE BOARDS FOR BOOK CLUB	310.35	
			01-5881	CREDIT CARD FEE FOR CA DEPT OF TX & FEE ADMIN	87.45	
				Q3 2025 FUEL TAX SERVICE CHANRGE FOR CC PMT	7.61	405.41
3000302608	01/29/2026	* (Multiple Vendors)	01-4310	Culinary Instructional Materials - OPO		103.38
3000302609	01/29/2026	AT&T	01-5909	939 PHONES, ALL SITES - OPO		6,796.72
3000302610	01/29/2026	BRAVO, JENNIFER	01-5800	INTERPRETATION SERVICES		388.20
3000302611	01/29/2026	BUS PARTS WAREHOUSE	01-4362	BUS PARTS - BPO		419.22
3000302612	01/29/2026	CDW-G	01-4445	Student Chromebooks		11,900.00
3000302613	01/29/2026	CLENDENEN'S	13-4710	APPLES - OPEN PO		880.00
3000302614	01/29/2026	CRISIS PREVENTION INSTITUTE	01-5207	CPI BOOKLETS AND TRAINING		2,500.00
3000302615	01/29/2026	CRYSTAL CREAMERY	13-4710	DAIRY PURCHASES - BPO		9,178.50
3000302616	01/29/2026	DON'S RENT ALL	01-5623	EQUIPMENT RENTAL		52.92
3000302617	01/29/2026	EEL RIVER TRANSP & SALVAGE	01-5560	SCRAP METAL & ROLL OFF EXCHANGE	284.55	
			01-5881	LATE FEE (10-29-25	4.27	

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

Checks Dated 01/01/2026 through 01/31/2026

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3000302617	01/29/2026	EEL RIVER TRANSP & SALVAGE		LATE FEE (10-29-25)	4.27	293.09
3000302618	01/29/2026	FRANZ FAMILY BAKERIES	13-4710	BREAD PURCHASES - BPO		547.88
3000302619	01/29/2026	HUMBOLDT COMM SERVICES DIST	01-5881	LATE CHARGE 1-13-26		142.12
3000302620	01/29/2026	HUMBOLDT WASTE MANAGEMENT AUTH	01-5560	GREEN / SOLID WASTE DISPOSAL		3,662.86
3000302621	01/29/2026	HUNTER COMMUNICATIONS	01-5800	DARK FIBER - WAN		2,547.45
3000302622	01/29/2026	Kiewel, Laura J	01-5210	LINDSAY SITE VISIT, FEB 22-24, 2026		258.00
3000302623	01/29/2026	LAKESHORE LEARNING	01-4310	TK Materials		1,466.27
3000302624	01/29/2026	PRO PACIFIC FRESH	13-4710	FOOD PURCHASES - BPO		2,529.77
3000302625	01/29/2026	S & L FOOD SALES CO.	13-4396	FOOD / SUPPLIES - OPO	304.14	
			13-4710	FOOD / SUPPLIES - OPO	5,178.75	5,482.89
3000302626	01/29/2026	SYSCO	13-4710	FOOD / SUPPLIES - OPO		2,053.06
3000302627	01/29/2026	U.S. BANK CORPORATE PMT	01-4300	CASBO BEL PROGRAM, SACRAMENTO, MULT DATES	57.78	
			01-5210	CA MATH COUNCIL, ASILOMAR, DEC 5-7	3,350.85	
				CASBO BEL PROGRAM, SACRAMENTO, MULT DATES	2,091.15	5,499.78
3000302628	01/29/2026	US FOODS CHEF'S STORE (Our customer number: 546157)	13-4396	FOOD / SUPPLIES - OPO	260.61	
			13-4710	FOOD / SUPPLIES - OPO	2,064.87	2,325.48
3000302629	01/29/2026	VALLEY PACIFIC	01-5261	Gas Cards for Marshall Family Resource Center		2,500.00
3000302630	01/29/2026	VERITABLE VEGETABLE, INC.	01-4710	FOOD PURCHASES, FARM TO SCHOOL - OPO		927.50
3000302631	01/29/2026	WINCO FOODS	01-4310	CSI Culinary Instructional Supplies, OPO		500.00
				Total Number of Checks	**231**	**3,377,386.11**

	Count	Amount
Cancel	1	44,755.65
Net Issue		3,332,630.46

Fund Recap

Fund	Description	Check Count	Expensed Amount
01	GENERAL FUND	181	1,900,803.53
11	ADULT EDUCATION FUND	2	237.11
12	CHILD DEVELOPMENT FUND	4	2,283.69
13	CAFETERIA FUND	35	94,135.70

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

Checks Dated 01/01/2026 through 01/31/2026

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount

Fund Recap

Fund	Description	Check Count	Expensed Amount
35	STATE SCHOOL FACILITIES I	10	1,219,089.76
40	CAPITAL OUTLAY FUND	3	51,518.58
67	SELF INSURANCE FUND-VISI	1	9,768.00
68	SELF INSURANCE FUND-DEN	1	54,029.00
73	FOUNDATION TRUST FUND	2	765.09
	Total Number of Checks	**230**	3,332,630.46
	Less Unpaid Tax Liability		.00
	Net (Check Amount)		**3,332,630.46**

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

AGENDA ITEM

Agenda Title:	Approval of Change Order No. 17: EHS Albee Stadium/Bud Cloney Project
Meeting Date:	February 12, 2026
Item:	Consent

WHAT *(the board is asked to discuss, receive, approve, or adopt)*
The Governing Board is receiving notification of Change Order No. 17 for the EHS Albee Stadium/Cloney Field project.

WHY *(briefly explain why the action or discussion is important; and if applicable, how it is connected to site, district, or strategic plans)*
The justifications for Change Order No. 17 are delineated in the attached document.

Strategic Design - Vision
Applied to the "Fiscal Integrity of the District" Portion of the Strategic Framework

HISTORY *(list previous staff or board action(s) with dates if possible)*
The Board approved the low bid awarding the Eureka High School Albee Stadium/Cloney Field project to Adams Commercial General Contracting, Inc. (ACGC) at the May 2, 2024 meeting and a 10% contingency fund was approved at the August 8, 2024 meeting.

HOW MUCH *(list the revenue amount $ and/or the expense amount $)*
Total additive cost for Change Order No. 17 is $43,324.41.

WHO *(list the name of the contact person(s), job title, and site location)*
Paul Ziegler, Assistant Superintendent of Business Services

ATTACHMENTS:
Description
Change Order No. 17

CHANGE ORDER

AIA DOCUMENT G701

OWNER	[x]
CONTRACTOR	[x]
ARCHITECT	[x]
FIELD	[ ]
INSPECTOR	[x]

PROJECT:
Eureka High School
1915 J Street
Eureka, CA 95501

Change Order Number: 017

Date: January 12, 2026

Architect's Project No. EC20.03.54

Contract Date: May 13, 2024

Contract For: Alterations to Albee Stadium and Bud Cloney Field

TO CONTRACTOR:
Adams Commercial General Contracting, Inc.
339 2nd Street
Eureka, CA 95501

17.1 SHEETS RNA.1, RNA.2, RNA.3 (PCO No. 67 & 68/CCD No. 8)

Perform repairs to the existing press box to address dry rot damage. These repairs are being performed on a time and material basis as the extent of the dry rot damage was unknown when the work commenced. This change order item only reflects work performed between Dec. 8th. and December 31, 2025. There will be additional costs incurred to complete all of the dry rot damage discovered in the building and will be addressed in subsequent change orders.

Requested by: District, Architect, Contractor

Reason: There was evidence of dry rot damage to the walls of the press box, but the extent was undeterminable at bid time. The existing stucco finish has been removed, and extensive dry rot damage was discovered in all exterior walls and the floor framing of the press box. The repair work will be ongoing under CCD No. 8 on a time and materials basis.

Add $ 43,324.41

NOT VALID UNTIL SIGNED BY THE OWNER, ARCHITECT AND CONTRACTOR

The original **(Contract Sum)** was	$ 26,283,330.00
Net Change by previously authorized Change Orders	$ 333,158.39
The **(Contract Sum)** prior to this Change Order was	$ 26,616,488.39
The **(Contract Sum)** will be **(increased)** by this Change Order in the amount of	$ 43,324.41
The new **Contract Sum** including this Change Order will be	$ 26,659,812.80
The Contract Time will be **(unchanged)** by 0 Calendar Days (0 Working Days).	(0) days
The date of Substantial Completion as of the date of this Change Order therefore is	July 1, 2026

NOTE: This summary does not reflect changes in the Contract Sum, Contract Time or Guaranteed Maximum Price which have been authorized by Construction Change Directive.

ARCHITECT
F F & J Architects, Inc.
2101 Geer Road, Suite 308
Turlock, CA 95382

By _____

Date JAN. 12, 2026

CONTRACTOR
Adams Commercial General Contracting, Inc.
339 2nd Street
Eureka, CA 95501

By _____

Date 1/12/2026

OWNER
Eureka City Schools
2100 J Street
Eureka, CA 95501

By _____

Date 1/13/26

AGENDA ITEM

Agenda Title:	Approval of Memorandum of Understanding (MOU) for Taffy Stockton, Project AWARE Consultant Contract for 2026
Meeting Date:	February 12, 2026
Item:	Consent

WHAT *(the board is asked to discuss, receive, approve, or adopt)*
The Governing Board is requested to approve the Memorandum of Understanding (MOU) to enter into a partnership with Taffy Stockton, who has worked on the Project AWARE grant and is named in the grant.

WHY *(briefly explain why the action or discussion is important; and if applicable, how it is connected to site, district, or strategic plans)*
The Consultant will provide support to the staff leadership team in the planning, design, implementation, and reporting of Project AWARE activities. This includes Taffy Stockton supporting the Mental Health Subcommittee and its meetings, overseeing project deliverables, and maintaining effective working relationships with all contracted partners. The consultant contract is written into the Project AWARE grant and approved budget and is a necessary component. Taffy Stockton has supported Project AWARE since its inception in 2023.

Strategic Design - Vision
Community Partnerships: Partnerships align academic, emotional, and social supports.

HISTORY *(list previous staff or board action(s) with dates if possible)*
This contract has been pro-rated for the period of January 1, 2026, through September 2026 to align with the current Project AWARE grant cycle. A subsequent contract covering September 2026 through September 2027 will be submitted to the Governing Board in August, pending grant renewal.

HOW MUCH *(list the revenue amount $ and/or the expense amount $)*
$30,015 (Budgeted for $40,000 for 12 months)

WHO *(list the name of the contact person(s), job title, and site location)*
Sarahdee Duncan, Wellness Center Coordinator and MH Grants Project Director
Lisa Claussen, Student Services Director

ATTACHMENTS:
Description
MOU for Consulting Services with Taffy Stockton.pdf

MEMORANDUM OF UNDERSTANDING FOR CONSULTING SERVICES

Parties:

This "MOU for Services" is entered into by and between Taffy Stockton, hereinafter referred to as **CONSULTANT** and **Eureka City Schools (ECS),** located at 2100 J Street, Eureka.

Purpose: This MOU outlines the services to be provided by **CONSULTANT** to **ECS** in regard to the Advancing Wellness and Resiliency in Education (AWARE) Grant.

ECS agrees to the following:

Consulting Cost:	$30,015
Term:	January 1 to September 29, 2026
Contracted Activities:	CONSULTANT will work with staff and stakeholders to support the implementation and program management of Advancing Wellness and Resiliency in Education (AWARE) Grant.

Responsibilities:

ECS agrees to:

- Pay CONSULTANT within in 30 days of receipt of invoices
- Provide support and assistance to CONSULTANT, as outlined in Attachment A

CONSULTANT agrees to:

- Support ECS and the Wellness Center in implementation of grant work for the AWARE grant
- Complete list of responsibilities is outlined in Attachment A

Termination:
This MOU may be terminated by either party described in this MOU upon 30-day written notice to the other party.

Limitation of Liability:
In no event shall ECS or CONSULTANT be liable for any punitive or indirect damages arising out of this MOU. In no event will ECS's liability for direct damages resulting from any services provided under this MOU exceed the fees for services that give rise to this claim.

Contact Information:

EUREKA CITY SCHOOLS:

Name and Title:	Lisa Claussen
Address:	2315 Dean Street, Eureka, CA 95501
Email:	claussenl@eurekacityschools.org

CONSULTANT:

Name and Title:	Taffy Stockton
Address:	2100 J Street, Eureka, CA 95501
Email:	tmstockton@gmail.com

Signatures:

By signing this MOU, ECS and the CONSULTANT are agreeing to the terms stated above. This MOU constitutes the complete and entire agreement between ECS and CONSULTANT. This Agreement is subject to change and/or amendment only through mutual written agreement of both parties.

EUREKA CITY SCHOOLS:

Printed Name:_____ Title:_____

Signature: _____ Date: _____

CONSULTANT:

Printed Name: Taffy Stockton Title: Consultant

Signature: _____ Date: December 10, 2025

MOU FOR SERVICES
Attachment A

CONSULTANT responsibilities:

- **Work with staff and partners to ensure effective implementation of programs and activities outlined in the Grant Funding Notification for Grant H79SM088280, funded by the Substance Abuse and Mental Health Services Administration.**
- Understand the intention of funded work, and have a grounding in the priorities, expectations, and outcomes expected for grant-funded work.
- Understand leadership priorities and focus for projects, both long and short term.
- Act as external liaison for potential partners.
- Share stakeholder feedback and follow up with staff and partners.
- Host and facilitate ongoing partner meetings, as needed – both 1-on-1 and group meetings.
- Work with staff and stakeholders to create any needed materials.
- Support ongoing AWARE project implementation
- Provide ongoing program support, as needed.
- Support ECS staff in data collection
- Support ECS staff in managing external partner relationships and MOUs.
- Support evaluation consultants and process, addressing feedback about the project, and meeting with the project staff and the work team to assure frequent and consistent communication.
- Coordinate and facilitate needed meetings, including, as needed, including leadership team meetings, sustainability workgroup meetings, and advisory workgroup committee meetings.
- Help create program deliverables, as needed, which may include an Implementation Plan, a Sustainability Plan, and plans for braiding work and funding between Mental Health and Wellness Projects at Eureka City Schools.
- Provide other support, as agreed upon.

ECS responsibilities:

- In addition to the items listed above, **ECS** will provide staff time, expertise, technical assistance, materials, and other assistance as identified during the project duration.

AGENDA ITEM

Agenda Title:	Approval of Declaration of Equipment as Surplus and Authorization to Sell
Meeting Date:	February 12, 2026
Item:	Consent

WHAT *(the board is asked to discuss, receive, approve, or adopt)*
The Governing Board is asked to authorize the District to sell and/or dispose of surplus school equipment that is no longer suitable or required for school use.

WHY *(briefly explain why the action or discussion is important; and if applicable, how it is connected to site, district, or strategic plans)*
The following equipment is obsolete and no longer suitable or required for school use at:

- Corp Yard: Two (2) CNG fueling stations; East Unit, CU4-03232 and West Unit, CU4-03973

Strategic Design - Vision
Applied to the "Fiscal Integrity of the District" Portion of the Strategic Framework

HISTORY *(list previous staff or board action(s) with dates if possible)*
Not applicable.

HOW MUCH *(list the revenue amount $ and/or the expense amount $)*
There is potential for revenue if items are sold at district surplus sales.

WHO *(list the name of the contact person(s), job title, and site location)*
Paul Ziegler, Assistant Superintendent of Business Services

ATTACHMENTS:
Description

AGENDA ITEM

Agenda Title:	Approval of Memorandum of Understanding between Eureka City Schools and CSAC/Cal-SOAP for the 2025-2026 Program Year
Meeting Date:	February 12, 2026
Item:	Consent

WHAT *(the board is asked to discuss, receive, approve, or adopt)*
The Governing Board is asked to approve the agreement between ECS and Cal-SOAP for the 2025-2026 Program Year.

WHY *(briefly explain why the action or discussion is important; and if applicable, how it is connected to site, district, or strategic plans)*
Cal-SOAP provides postsecondary education and financial aid to secondary and postsecondary students.

Strategic Design - Vision
Community Partnerships: Partnerships align academic, emotional, and social supports.

HISTORY *(list previous staff or board action(s) with dates if possible)*
Eureka High School and Cal-SOAP North Coast Consortium have partnered for decades.

HOW MUCH *(list the revenue amount $ and/or the expense amount $)*
A cash match of $6,000.00 is required.

WHO *(list the name of the contact person(s), job title, and site location)*
Jennifer Johnson, Assistant Superintendent of Educational Services

ATTACHMENTS:
Description
EHS MOU and Match CALSOAP 2025-2026.pdf

MEMORANDUM OF UNDERSTANDING
PROGRAM YEAR 2025-2026

Program Description

The California Student Opportunity and Access Program (Cal-SOAP) is a statewide program of the California Student Aid Commission (CSAC) that provides information about postsecondary education and financial aid to secondary and post-secondary students. North Coast Cal-SOAP provides these services in Humboldt and Del Norte Counties with the support of Humboldt County Office of Education (HCOE) as the fiscal agent. Base funding for Cal-SOAP comes from CSAC and is matched with contributions from consortium partners and school placement sites.

General Terms

- This agreement will outline the responsibilities of both parties for the 2025-2026 program year (July 1, 2025 – June 30, 2026).
- Both parties will adhere to program goals, policies, and regulations stated in the Cal-SOAP Handbook.
- To qualify for Cal-SOAP, Success Coaches must be at least part-time college students, demonstrate need for financial aid, and not work more than 20 hours per week.
- Since Success Coaches are also college students, their schedule may change 2nd semester. Success Coaches have time off in accordance with their college calendars, which means they have a longer winter break, a different spring break, and may end their employment before the K-12 school year ends. However, we do encourage them to follow the K-12 calendar by offering a $3,000 scholarship/stipend if they complete 450 hours.

North Coast Cal-SOAP Responsibilities

- Provide Success Coach services as outlined in the job description.
- Recruit, interview, and screen Success Coach applicants (Live Scan/TB).
- Hire and payroll Success Coaches at $17.00-$19.00 per hour, provide statutory benefits, and offer three days of sick leave per year not to exceed 48 hours.
- Provide in-depth trainings, formal evaluation feedback, support and guidance, and serve as lead in any corrective action, if necessary.
- Provide customized Webgrants reports to counseling team to identify seniors who have not submitted a financial aid application, who have application errors or have been selected for verification, or who's GPAs have not been matched to a financial aid application.
- Provide multiple uAspire financial aid trainings for counseling staff.
- Provide option for one counselor from school to service on Cal-SOAP Governing Board.
- Write annual program application, report outcomes, write reports, and manage budget.

Partnering School Responsibilities and Timeline

General:

- Provide a workspace and designate a site supervisor who will establish a weekly meeting time and complete a performance evaluation of their Success Coach by the end of the first semester (form will be provided.)
- Provide Success Coach with school site orientation and school handbook.
- Promote & publicize Cal-SOAP Events and Success Coach services, including the Cal-SOAP logo.

Data Access:

- By September 15, 2025, assign Success Coach a school email and access to Student Information System (SIS) in order to facilitate individualized support to students (to determine CalGrant GPA eligibility, A-G coursework for college admissions, and class schedule for scheduling advising meetings.

- By October 1, 2025, upload GPAs into CSAC's Webgrants System for the current senior class and last year's senior class so that seniors can create their Webgrants4Students accounts during the first Cal-SOAP financial aid workshop presented in senior classes. Upload any new students individually into Webgrants throughout the year.
  - *Education Code Section 69432.9(c)(2) requires current year senior GPAs to be uploaded into Webgrants by Oct.1, unless the student has opted out. High school students have a two-year window to qualify for a High School Entitlement Cal Grant—as seniors and one year after graduation. Although optional, it is a best practice to also submit GPAs for prior year graduates, to ensure that students who were not awarded a Cal Grant during senior year have a second chance at being awarded a Cal Grant using a recalculated GPA that includes grades earned during senior year.*

- By October 1, 2025, in accordance with statewide grant requirements, provide Cal-SOAP with the following information for all Seniors:
  - *First Name, Last Name, DOB, Gender, Grade, SSID (Student State ID Number), Graduation Year, Race, Ethnicity, Parent's Highest Educational Background, and Y/N if media/photo release is on file. Template will be provided.*

- By May 30, 2026, provide email and phone contact for seniors so Cal-SOAP staff can continue to provide financial aid & college admissions support throughout the summer to combat summer melt.

- In August 2026, provide Cal-SOAP with student mailing addresses for all grades for the purpose of mailing home Save the Date postcards for the 2026 North Coast College & Career Expo and Financial Aid Information and Workshops for Seniors.

Matching Funds:

- Provide a cash match of $6,000 ($2,000 per Success Coach).
- Provide in-kind match documentation for supervision and workspace.
- Match is billed by Cal-SOAP by December and is typically not adjusted due to attrition or schedule changes as there are upfront costs of screening, training, and materials that are not charged to the school and Cal-SOAP attempts to refill positions whenever possible.

I have read and agree to the conditions set forth in this agreement.

North Coast Cal-SOAP		**Eureka High School**	
Silas Radcliffe	Jan 23, 2026	Jennifer Johnson Jennifer Johnson (Jan 23, 2026 17:06:03 PST)	Jan 23, 2026
Silas Radcliffe, Program Director	*Date*	Jennifer Johnson, Assist. Superintendent	*Date*

FORM A

CONSORTIUM MEMBERSHIP AND MATCHING RESOURCE COMMITMENT

Eureka Senior High School	**High School**
(Name of Institution/Organization)	*(Type of Institution/Organization)*

Agrees to partner with North Coast Cal-SOAP Consortium for the program year 2025-2026 and contribute the following match support:

$ 93,344.32 **In-Kind Support**: Support includes supervision and facility space and utilities. (Specify type of support on spreadsheet provided).

$ 6,000.00 **Cash Contribution**: Refers to cash made available to the project for its general operations.

$ 99,344.32 **Total**

For the Consortium	**Institution/Organization**
Anne Sahlberg Anne Sahlberg (Jan 26, 2026 14:39:51 PST)	Jennifer Johnson Jennifer Johnson (Jan 23, 2026 17:06:03 PST)
(Signature)	*(Signature)*
Jan 26, 2026	Jan 23, 2026
(Date)	*(Date)*
Anne Sahlberg	Jennifer Johnson
(Name Typed)	*(Name, Typed)*
Cal-SOAP Board Chair	Assistant Superintendent
(Title)	*(Title)*

North Coast Cal-SOAP Consortium
2025-2026 Form B

In-Kind Contributions

Institution/Organization:
Eureka Senior High School

Thank you for taking the time to complete this documentation. The California Student Aid Commission (CSAC), provides base funding f programs and requires consortiums to contribute and document a minimum of a 1:1 fiscal match (cash and in-kind). This form documents cash) contribution, while the Form A, documents both the inkind and cash match.

Supervision of Cal-SOAP Success Coaches

Direction, guidance, support, and evaluation of Cal-SOAP Success Coaches provided by School Counselor.

**Calculation: Counselor hourly wage (including benefits) was provided by school/district personnel payroll report for the curre*

Success Coach: Edrie Black & Maia Miglio	***Hourly Wage****	***Weeky Success Coach Hours***	***Weeks Based on Hire Date***
Supervisor: Sarah Cruz, Counselor	$ 73.29	9.5	32
Success Coach: Kayt Morrison	***Hourly Wage****	***Weeky Success Coach Hours***	***Weeks Based on Hire Date***
Supervisor: Enrique Gomez, Counselor	$ 71.41	10.5	32
Success Coach: Canrad Salazar	***Hourly Wage****	***Weeky Success Coach Hours***	***Weeks Based on Hire Date***
Supervisor: Aaron Coyle, Counselor	$ 58.63	15	32
			Sub-Total

Operating Costs

Includes facility space/room and cost of utilities used for college & financial aid advising related to Cal-SOAP.

**Calculation: Based on smallest room size (750 sq.ft.) at lowest district cost per sq ft.(02264 or $16.90/hr)*

Description	***16.90****	***Weeky Success Coach Hours***	***Weeks Based on Hire Date***
Meeting Space: Room/Utilities	$ 16.90	9.5	32
	$ 16.90	10.5	32
	$ 16.90	15	32
			Sub-Total

GRAND TOTAL

I certify that, to the best of my knowledge, the above distribution of effort represents a reasonable account of all work performed under the above-referenced project during the time period indicated.

For the Consortium

Anne Sahlberg

Anne Sahlberg, Cal-SOAP Board Chair

Jan 26, 2026

Date

For the School/District

Jennifer Johnson

Jennifer Johnson, Assistant Supe

Jan 23, 2026

Date

AGENDA ITEM

Agenda Title:	Approval of Change to 2025-2026 Elementary Schools Bell Schedule
Meeting Date:	February 12, 2026
Item:	Consent

WHAT *(the board is asked to discuss, receive, approve, or adopt)*
The Governing Board is being asked to approve the change to the 2025-2026 Elementary School bell schedule to accommodate promotion schedules.

WHY *(briefly explain why the action or discussion is important; and if applicable, how it is connected to site, district, or strategic plans)*
Allow flexibility at elementary sites to support attendance at promotion ceremonies and staff collaboration activities to close out the school year. Reducing the instructional day by 77 minutes—the difference between a regular school day and a minimum day—would adjust the total annual instructional minutes from 54,174 to 54,094. This total remains above the state-required minimum of 54,000 instructional minutes.

Strategic Design - Vision
Subject does not apply to a Strategic Framework

HISTORY *(list previous staff or board action(s) with dates if possible)*
This is a new request.

HOW MUCH *(list the revenue amount $ and/or the expense amount $)*
There is no coast associated with this item.

WHO *(list the name of the contact person(s), job title, and site location)*
Jennifer Johnson, Assistant Superintendent of Educational Services

ATTACHMENTS:
Description
Updated 2-1-26 Additional Mim Day 2025-26 ELEM Bell Schedules - Google Sheets.pdf

Elementary Schools						
	Regular	**Collaboration**	**Minimum**	**TOTAL**		
Actual Daily Instructional Minutes						
Alice Birney Elementary	315	268	240			
Grant Elementary	315	268	240			
Washington Elementary	315	268	240			
Lafayette Elementary	315	268	240			
					School Day Total	
Number of Days	133	33	14		180	
Annual Minutes						
	41895	8,844	3,360	**54,099**		
	Annual Required Minutes					
	54,000					
Regular day	315					
Minimum Day	240					
Difference equals	75					
Total instuctional minutes	54,174					
Minus the difference	75					
New Total instructional minutes	54,099					

AGENDA ITEM

Agenda Title:	Approval of the North Coast College and Career Expo Memorandum of Understanding between Eureka High School and Humboldt County Office of Education
Meeting Date:	February 12, 2026
Item:	Consent

WHAT *(the board is asked to discuss, receive, approve, or adopt)*
The Governing Board is asked to accept and approve the North Coast College and Career Expo Memorandum of Understanding (MOU) between Eureka High School and Humboldt County Office of Education (HCOE).

WHY *(briefly explain why the action or discussion is important; and if applicable, how it is connected to site, district, or strategic plans)*
The purpose of the MOU is to document the relationship and articulate the roles and responsibilities between EHS and HCOE through the North Coast Cal-SOAP, and to host the North Coast College and Career Expo on EHS's campus.

Strategic Design - Vision
Facilities: Facilities serve as community hubs for enrichment, wellness, and workforce readiness.

HISTORY *(list previous staff or board action(s) with dates if possible)*
The College and Career Expo was previously held at Eureka High School and was relocated to College of the Redwoods during the gym construction.

HOW MUCH *(list the revenue amount $ and/or the expense amount $)*
There is no cost associated with this Memorandum of Understanding.

WHO *(list the name of the contact person(s), job title, and site location)*
Jennifer Johnson, Assistant Superintendent of Educational Services

ATTACHMENTS:
Description
MOU - College and Career Expo.pdf

North Coast College & Career Expo

Memorandum of Understanding
between
Eureka High School
and Humboldt County Office of Education

Term of the Agreement: March 1, 2026 – September 30, 2026

I. Purpose and Parties

The purpose of this MOU is to document the relationship and articulate roles and responsibilities between Eureka High School (EHS) and Humboldt County of Education (HCOE) via North Coast Cal-SOAP (Cal-SOAP), while hosting the North Coast College & Career Expo (CCX) on EHS's Campus at 1915 J ST, Eureka, CA 95501.

II. Background

The 41st *Annual* North Coast College & Career Expo (CCX) is a FREE evening event for high school students and their families. Attendees come from Humboldt, Del Norte, Mendocino, and Trinity Counties. The event consists of over 60 tabling college and career recruiters, up to 10 workshops, and campus tours.

CCX is part of a statewide college fair circuit of events for CA colleges and university reps scheduled by ICC/TDCN Committee. **The proposed date is announced annually on January 25th and confirmations are due by February 28th.** CCX has historically been scheduled between the 2nd to 4th week of September, 5:30 – 8:00 pm, with the highest likelihood of a date during the 2nd week of September. Transfer Day at College of the Redwoods is scheduled on the same day, 12:30-3:30 pm.

The North Coast College & Career Expo is the only college fair in the pacific far north region and aims to increase our local students' knowledge of options for their futures and provide relevant information to help answer questions related to post-secondary education.

III. Date/Timeline

CCX is 5:30 – 8:00 PM

The timeline for the event is as follows (may be modified as needed):

9:00	Tables will be delivered (if renting tables), EHS Maintenance sets-up tables in the gym and rep room and hangs 4 large event banners and 13 event flags
12:00	Cal-SOAP staff and volunteers arrive and begin set up
3:30	Reps begin arriving
4:00	Food served in Rep Room for tabling reps and presenters
5:00	Attendees start arriving
5:30	Gym opens to public
6:00	Workshops begin
8:00	Event ends – clean up begins, EHS Maintenance will assist with taking down tables
9:00	Exit EHS

IV. EHS Responsibilities

EHS agrees to provide the following which includes but is not limited to:

- Confirm date of event and facility needs by February 25th. (Proposed date is announced annually on January 25th and confirmations are due by February 28th)
- Facility needs for the event include:
  - Gym (for tabling reps) -starting at 12 PM
  - Rep Room (gym equipment room) – starting at 12 PM
  - Cafeteria (for workshops) – starting at 4:00 PM
  - Lecture Hall (for workshops) - starting at 4:00 PM
  - 2 Classrooms in I.E. (for workshops) – starting 4:00 PM (commit rooms by Aug 1st)
  - 1 Classroom in Science building (room S101) as pizza room to host approx. 30-80 rural students being bused to event – starting at 4 PM
- Provide staffing to support event:
  - Lead staff: communicate with Cal-SOAP staff re: planning & logistics of event to include an initial planning meeting, after-event debrief within one week of event, email planning correspondences, additional planning meetings as needed
  - Maintenance and Facilities: set up and take down tables and chairs; CCX banners and flags and remove trash at end of event
  - Staff to provide IT set up for workshops in classrooms, lecture hall and cafeteria (set up access to computers and projectors for workshop presenters) – available between 3-4 PM
  - Security: during the event
- Provide tables and chairs:
  - Gym: all chairs (approx. 140)
  - Rep Room: 3 6FT tables
  - Courtyard Area/Main Street: 1 6FT table and 2 chairs (for Info Table)
  - Outside Cafeteria: 1 6FT table and 2 chairs (for Info Table)
  - Gym Foyer: 5 6FT tables (for Info Table and material distribution)
  - Small gym: approx. 20 tables
  - Large gym: approx. 60 tables
- Provide free parking on day of event
- Provide updated campus map as needed
- Promote event to EHS students using Cal-SOAP branded materials that include EHS, HCOE, Cal-SOAP, and CCX name or logos on all event materials and promotions
- Complete and sign in-kind form for EHS's contributions to the event

V. HCOE Responsibilities

HCOE agrees to provide the following which includes but is not limited to:

- Designate a lead event coordinator from Cal-SOAP Program to work with EHS lead and serve on the statewide Transfer Day/College Night planning committee
- Recruit and coordinate college and career reps to table at the event (over 60 reps)
- Update and mail CCX customized tourism packet to attract more out of the area/state college reps to attend
- Recruit and coordinate workshop presenters (9-12 workshops)

- Recruit and supervise volunteers to staff the event (Typically requires over 20 volunteers including Cal-SOAP Success Coaches, HCOE staff, Academy of the Redwoods students, high school counselors, TRiO staff, etc.)
- Promote event to all high schools in Humboldt & Del Norte Counties (consistently over 1,000 attendees each year) and include EHS, Cal-SOAP, HCOE and CCX name or logos on all event materials and promotions
- Coordinate transportation and food for rural students to come to event
- Provide EHS facilities staff with layout maps for banners/flags, tables in gym and rep room.
- Put up event signage on the day of event (approx. 20 directional signs)
- Provide marketing and funding for the event

VI. Term

This MOU shall be effective March 1, 2026 and ending on September 30, 2026. Either party may terminate this MOU with at least a sixty (60) day written notice of intention to terminate this agreement.

VII. Privacy

EHS and HCOE will comply with all state and federal education privacy policies. EHS and HCOE will not disclose any personally identifiable information except upon written consent of the participating adult learners or as otherwise permitted by law.

VIII. Indemnity

HCOE agrees to defend, indemnify, and hold harmless EHS (including its directors, agents, officers and employees), from any claim, action, or proceeding arising from any actual or alleged acts or omissions of HCOE, its director, agents, officers, or employees relating to HCOE's duties and obligations described in this agreement or imposed by law.

EHS agrees to defend, indemnify, and hold harmless HCOE (including its directors, agents, officers and employees), from any claim, action, or proceeding arising from any actual or alleged acts or omissions of EHS, its director, agents, officers, or employees relating to EHS's duties and obligations described in this agreement or imposed by law.

It is the intention of the parties that this section imposes on each party responsibility to the other for the acts and omissions of their respective officials, employees, representatives, agents, subcontractors and volunteers, and that the provisions of comparative fault shall apply.

IX. Modification

Any changes to this MOU must be agreed to in writing by both parties. Should changes in legislation or the State budget occur that necessitate revision of this MOU, HCOE and EHS shall meet to revise accordingly.

X. Independent Agents

This MOU is by and between two independent agents, EHS and HCOE, and is not intended to and shall not be construed to create the relationship of agent, servant, employee, partnership, joint venture and/or association between the two independent agents. The parties shall be expected to independently comply with all relevant laws, including those regarding worker's compensation.

XI. Nondiscrimination

Any service provided by either party pursuant to this MOU shall be without discrimination based on the actual or perceived race, religious creed, color, national origin, nationality, ethnicity, ethnic group identification, ancestry, age, marital status, pregnancy, physical or mental disability, medical condition, genetic information, gender, gender identity, gender expression, sex, or sexual orientation, in accordance with all applicable Federal and State laws.

XII. Insurance

Both parties shall maintain in full force Commercial Liability Insurance with limits of no less than $1,000,000 per occurrence. Such requirement may be satisfied by coverage through a joint powers authority. Evidence of insurance shall be furnished upon request by HCOE or EHS.

XIII. Execution of Agreement

This MOU may be executed in one or more counterparts, each of which shall be deemed an original, but all of which together shall constitute one and the same instrument. Photographic copies of such signed counterparts may be used in lieu of the originals for any purpose.

Eureka High School	**Humboldt County Office of Education**
Jennifer Johnson Jennifer Johnson (Jan 28, 2026 09:40:49 PST)	
Jennifer Johnson, Assistant Superintendent	**Colby Smart, Assistant Superintendent**
Jan 28, 2026	1/21/26
Date	**Date**

AGENDA ITEM

Agenda Title:	Approval of Proposal for Big Picture Learning (BPL) School Transformation Coaching and Support Services
Meeting Date:	February 12, 2026
Item:	Consent

WHAT *(the board is asked to discuss, receive, approve, or adopt)*
The Governing Board is asked to approve the proposal from Big Picture Learning (BPL) for transformation coaching and support services.

WHY *(briefly explain why the action or discussion is important; and if applicable, how it is connected to site, district, or strategic plans)*
The proposal outlines a partnership that will support Zoe Barnum's continued transformation toward a more connected, personalized, and purpose-driven learning environment. Big Picture Learning (BPL), as a facilitator of advisory relationships and local internships, helps bridge the gap between school and real-world experience.

Strategic Design - Vision
Curriculum: Integration of emerging technologies, interdisciplinary approaches, and experiential learning.

HISTORY *(list previous staff or board action(s) with dates if possible)*
BPL was originally brought to ECS by Principal Albee in the Spring of 2021. This item was first brought to the Governing Board on June 24, 2021. The contract was subsequently abandoned and the partnership with BPL was dissolved in the spring of 2023.

The Zoe Barnum team understood the importance of BPL and Principal West reengaged with the contract. In the spring of 2025, the board approved reinstatement of the contract for the 2025 school year. With a commitment to our learners, the Zoe Barnum team is dedicated to develop this plan over the next three year to support the learners in their journey to becoming productive members of the community.

HOW MUCH *(list the revenue amount $ and/or the expense amount $)*
The summary of services and total investment cost to the District is $147,600.

WHO *(list the name of the contact person(s), job title, and site location)*
Paul Ziegler, Assistant Superintendent of Business Services

ATTACHMENTS:
Description
Proposal

Proposal for BPL School Transformation Coaching & Support Services

This proposal outlines a partnership between Big Picture Learning (BPL) and Zoe Barnum High School / Eureka City Schools to support the school's continued transformation toward a more connected, personalized, and purpose-driven learning environment. The partnership is grounded in a shared vision that every student is known, challenged, and supported through meaningful relationships and relevant real-world experiences that prepare them for life beyond graduation.

BPL will provide structured coaching, professional learning, and strategic guidance to help Zoe Barnum High School:

- Establish a cohesive vision and culture centered on relevance, relationships, and real-world learning.
- Strengthen advisory as the central structure for personalization, student belonging, goal setting, and exploratory learning.
- Expand access to internships, projects, and exhibitions that connect learning to students' interests, aspirations, and community needs.
- Build staff and leadership capacity to design and assess learning through demonstrated competencies and authentic outcomes.
- Develop sustainable systems that align instruction, advisory, and community partnerships around student growth and opportunity.

The partnership is designed to move from foundational capacity, to systems strengthening and competency-based implementation, and ultimately to long-term sustainability and coherence between vision, practice, and community partnerships.

SCOPE OF WORK

Onsite Coaching Visits
Onsite coaching days support implementation of BPL practices through focused collaboration with school leadership and staff. Each visit integrates planning, professional learning, observation, and reflection to strengthen alignment between vision, systems, and daily practice. During onsite days, the BPL coach partners with school leadership, staff, and others to clarify priorities, strengthen advisory and internship structures, and address implementation challenges related to competency based learning, assessment, and community connections. Work may include leadership coaching, facilitation of professional learning, observation of classrooms and advisory, co-planning of learning experiences, support with system development, and synthesis of strengths and growth areas. **Quantity: 14, two-day visits (28 days)**

Virtual Coaching & Consultation Sessions
Coaching and consultation sessions provide flexible, on demand support to school leadership and staff between onsite visits. These sessions are designed to sustain momentum, address emerging needs, and support decision making related to implementation of BPL practices. Sessions may include one to one leadership coaching, advisor support, planning and problem solving, reflection on practice, or consultation around advisory, internships, competency based learning, assessment, and community partnerships. Sessions are responsive to current conditions and may be used for individual or small group support as needed. **Quantity: 34 hours**

California Upstream, Alternative School Community of Practice Membership
The California Upstream Alternative School Community of Practice provides school leadership with access to a statewide network of alternative school leaders implementing BPL practices. The Community of Practice supports shared learning, problem solving, and leadership development across similar school contexts. Membership includes participation in virtual leadership convenings, regional gatherings, and facilitated learning spaces focused on advisory, internships, competency based

learning, and system alignment. Participants engage in peer learning, reflection on practice, and applied problem solving.

Membership Valid Through June 1, 2028

Big Bang Annual Conference

The Big Bang Annual Conference provides educators and school leaders with immersive professional learning focused on BPL design, advisory, internships, competency based learning, and student centered practice. The conference brings together practitioners from across the country to learn from other schools, community partners, and national leaders.

Conference participation includes structured learning sessions, school site experiences, and opportunities for collaboration with peers. The conference supports capacity building, shared understanding of core practices, and practical application of strategies that strengthen implementation at the school level.

Quantity: 12 Full Package Registrations

Annual Leadership Summit

The Annual Leadership Summit provides focused professional learning for school and system leaders responsible for guiding student centered, community connected school design. The summit centers leadership practice, decision making, and system alignment in the context of BPL implementation.

Participation includes facilitated sessions, peer learning, and structured reflection focused on leadership priorities such as advisory quality, instructional coherence, staff development, and sustainable systems.

Quantity: Four (4) Full Package Registrations

BPL School Site Visits

BPL School Site Visits provide educators and leaders with the opportunity to observe practices in action within established school settings. Visits are designed to support practical understanding of advisory, internships, competency based learning, and

schoolwide systems.

Site visits include guided observations, structured reflection, and facilitated dialogue with host school staff. The experience supports transfer of learning by grounding ideas in real practice and surfacing concrete strategies that can be adapted to the visiting school's context.

Quantity: Six (6) Staff Visits (travel expenses not included)

ImBlaze Licenses & Base Support

ImBlaze licenses provide access to BPL's internship and community partnership management platform. The platform supports tracking of student internships, mentor relationships, learning activities, and communication between students, advisors, and community partners.

Licenses include access for designated users and base platform support. ImBlaze supports consistent documentation, coordination, and reflection related to community connected learning experiences.

Quantity: 60 Licenses

Scope of Work Completed By:
June 30, 2028

Summary of Services and Total Investment

Services, Support, Experiences	Quantity	Cost
Onsite Coaching Visits (Two-Day Visits)	14	$70,000
Virtual Coaching & Consultation Sessions	34	$11,900
California Upstream, Alternative School Community of Practice Membership		$10,000
Big Bang Annual Conference	12	$37,800
Annual Leadership Summit	4	$12,600
BPL School Site Visits	6	$1,800
ImBlaze Licenses & Base Support (30 annually)	2	$3,100
Advisory Cards Starter Pack	2	$200
Learning through Interests Cards Starter Pack	2	$200

Total: $147,600

** Quantities represent the full scope of services included under this agreement and may be delivered in a flexible sequence based on school needs.*

Contact Information
Isaak Egge
School Leadership & Innovation Partner
isaak@bigpicturelearning.org

AGENDA ITEM

Agenda Title:	Approval of Values-Aligned Joint Purchasing Agreement for School Food Authorities
Meeting Date:	February 12, 2026
Item:	Consent

WHAT *(the board is asked to discuss, receive, approve, or adopt)*
The Governing Board is asked to approve the Values-Aligned Joint Purchasing Agreement for School Food Authorities between Eureka City Schools (ECS), Del Norte Unified School District, McKinleyville Unified School District, and Arcata Elementary School District, with Humboldt County Office of Education (HCOE) serving as the Lead Agency.

WHY *(briefly explain why the action or discussion is important; and if applicable, how it is connected to site, district, or strategic plans)*
Creating a values-aligned purchasing collective through HCOE represents a strategic shift from simple transactional buying to a community-centered procurement model. By pooling resources, districts can leverage their combined influence to transform the local food system while improving their own operational efficiency. The collective can establish shared specifications that align with regional values (i.e. "Humboldt-Grown", organic, or antibiotic-free). This ensures that every product hitting the cafeteria tray meets a high baseline of quality agreed upon by the member districts. By volume-buying as a single entity, the collective hopes to negotiate significantly lower per-unit costs.

Strategic Design - Vision
Subject does not apply to a Strategic Framework

HISTORY *(list previous staff or board action(s) with dates if possible)*
There is no local precedent for this specific model in Humboldt / Del Norte County, but it is a strategy that has been successfully implemented in rural and isolated districts that share our logistical hurdles - high freight costs, limited vendor routes, and smaller student populations.

HOW MUCH *(list the revenue amount $ and/or the expense amount $)*
Unlike private Group Purchasing Organizations (GPOs) that often charge membership dues or percentage-based fees, this group would operate as a public-service partnership. There are no "buy-in" costs for districts to participate in the collective. The fiscal impact of the collective's combined purchasing power is undetermined.

WHO *(list the name of the contact person(s), job title, and site location)*
Paul Ziegler, Assistant Superintendent of Business Services

ATTACHMENTS:
Description
VALUES-ALIGNED JOINT PURCHASING AGREEMENT FOR SCHOOL FOOD AUTHORITIES.pdf

VALUES-ALIGNED JOINT PURCHASING AGREEMENT
FOR SCHOOL FOOD AUTHORITIES

This Values-Aligned Joint Purchasing Agreement ("Agreement") is made and entered into as of 12/18/2025, by and between the following public school districts, each of which is a "School Food Authority" ("SFA") under 7 C.F.R. § 210.2:

Humboldt County Office of Education, a local educational agency that provides administrative, fiscal, and educational oversight and support to local public school districts and serves specific student populations, and is organized and existing under the laws of the State of California ("Lead Agency");

Del Norte Unified School District, a public school district organized and existing under the laws of the State of California (hereafter a "Participating District");

McKinleyville Unified School District, a public school district organized and existing under the laws of the State of California (hereafter a "Participating District");

Arcata Elementary School District, a public school district organized and existing under the laws of the State of California (hereafter a "Participating District");

Eureka City Schools, a public school district organized and existing under the laws of the State of California (hereafter a "Participating District").

Collectively, the parties are referred to as the "Parties."

RECITALS

WHEREAS, some Parties operate a nonprofit school food service program as an SFA, and desires to obtain values-aligned foods and supplies at the best available prices, quality, and service in the procurement of food and related supplies;

WHEREAS, pursuant to 2 C.F.R. § 200.318, each Party maintains and uses documented procedures for procurement transactions under a Federal award or subaward that are consistent with California and local laws and regulations and the standards identified in 2 C.F.R. §§ 200.317 through 200.327, as applicable;

WHEREAS, Education Code sections 17595 et seq. and Public Contract Code sections 10298, 10299, and 20118 authorize public school districts to engage in cooperative purchasing arrangements with other public agencies;

WHEREAS, the Parties desire to obtain the best available price, quality, and service in the procurement of values-aligned foods and supplies and seek to enhance their services to students including but not limited to more local, sustainable, climate smart

and organic foods and goods while increasing procurement efficiency and achieving some level of cost savings:

WHEREAS, the Parties are dedicated to leveraging their collective purchasing power to prioritize values-aligned foods and supplies—deriving more favorable outcomes for SFAs, farmers/vendors, and students; enhancing districts' purchasing capacity; reducing procurement administrative burden; while achieving more robust supply chain reliability than they could independently and have come to work cooperatively under a Values-Aligned Purchasing Collective, as demonstrated by this Agreement.

WHEREAS, the Parties wish to cooperate in procuring values-aligned food and related items for their respective school nutrition programs through a shared solicitation and contracting process without creating a separate legal entity under the Joint Exercise of Powers Act (Gov. Code § 6500 et seq.).

NOW, THEREFORE, for and in consideration of the mutual promises and covenants contained in this Agreement, the Parties agree as follows:

AGREEMENT

1. Purpose.

The purpose of this Agreement is to establish a cooperative framework under which the Lead Agency will conduct solicitations and award contracts for food and related supplies, with a particular focus on but not limited to procuring sustainable products and incidental services in a manner that derives more favorable outcomes for SFAs, farmers/vendors, and students; enhances districts' purchasing capacity; reduces procurement administrative burden; while achieving more robust supply chain reliability for participating SFAs than they could independently when compared with similar products or incidental services.

2. Powers.

Each Party shall possess in its own name all powers granted to it by law, including but not limited to, any powers common to the Parties and the following enumerated powers:

A. To make and enter into contracts consistent with this Agreement, including, but not limited to, contracts to procure, provide, or share food, goods and related supplies and incidental services on behalf of or for the benefit of the Parties

B. To provide to the Parties such other information, data, or assistance as may be necessary to carry out cooperative procurement, contract management, compliance, or related programs as determined by each individual Party;

C. To appoint a Steering Committee, if it so chooses, and adopt rules, regulations, policies, bylaws, and procedures as necessary to govern the operation of the Parties' shared exercise of powers;

D. To add parties to this Agreement as specified herein;

E. To exercise such other powers and authority as are necessary and proper to carry out the purposes of this Agreement and as may be permitted under the Joint Exercise of Powers Act without the need to create a separate legal entity joint powers authority (Gov. Code § 6500 et seq.). Nothing in this Agreement shall be construed to create a joint powers authority or entity, joint venture, partnership or agency relationship among the Parties, and no Party shall have authority to bind another. Nothing in this Agreement prohibits the Parties from creating a separate legal entity joint powers authority through a future amended agreement should they determine to do so.

3. Designation of Lead Agency.

The Parties hereby designate the Humboldt County Office of Education as the Lead Procurement Agency ("Lead Agency") responsible for preparing solicitations, evaluating bids and ensuring compliance for cooperative use.

4. Role of Participating District.

Each Participating District shall review the values-aligned solicitation documents, assist in the evaluation of submitted bids, execute its own participation agreements/vendor contracts or purchase orders, pay its invoices, and maintain its own procurement records.

Each Participating District reserves the right to make independent purchases without obligation to use the Values-Aligned Purchasing Collective's contracts.

Unless otherwise stated, the Values-Aligned Purchasing Collective actions shall be made by a simple majority vote of ⅔ of Parties (via electronic communication, in person voting or both) and shall constitute recommendations only to the Lead Agency.

5. No Joint Powers Authority Created.

This Agreement does not create a separate legal entity joint powers authority under Government Code § 6500 et seq. Each Party remains independent and expressly retains all rights and powers to finance, plan, procure, contract for, manage, and operate its own food service programs, facilities, and related activities as authorized by the laws governing it. Nothing in this Agreement shall be construed to impair or control any Party's independent authority, discretion, or responsibilities with respect to its own food service operations or procurement decisions. No Party shall be required to participate in,

or purchase through, any procurement conducted by the Parties, or to provide additional personnel, equipment, or services to the Parties beyond those expressly set forth in this Agreement, without that Party's written consent. The debts, liabilities, and obligations of any individual Party shall not constitute debts, liabilities, or obligations of any other Party without that Party's written consent.

6. Term and Termination.

This Agreement shall become effective upon full execution by the Lead Agency and not less than one (1) other public school district ("Effective Date") and remain in effect for a period of three (3) years, unless terminated earlier by mutual agreement or with 60 days' written notice. The Agreement may be renewed thereafter by mutual written consent of all Parties.

In the event a Party terminates its participation in this Agreement, the terminating Party shall remain responsible for payment of any outstanding obligations or invoices incurred prior to the effective date of termination.

7. Compliance with Laws.

All procurements shall comply with applicable federal, state, and local laws, including 2 C.F.R. Part 200, 7 C.F.R. Part 210, Education Code §§ 17595–17596, and Public Contract Code §§ 10298, 10299, and 20118, as applicable.

8. Indemnification.

To the furthest extent permitted by California law, each Party (such Party providing indemnification, the "Indemnifying Party") shall, at its sole expense, indemnify, defend, and hold harmless the other Party and its governing board, trustees, officers, employees, and volunteers (collectively, the "Indemnified Parties") from any and all damages, demands, losses, liabilities, claims, suits, actions or injury ("Claims") of any kind, nature, and description, including, but not limited to, personal injury, death, property damage, and consultants' or attorneys' fees and costs, directly or indirectly arising out of, connected with, or resulting from the negligence or willful misconduct of the Indemnifying Party or its employees, officers, and volunteers, regarding this Agreement, to the extent caused by such negligence or willful misconduct. This obligation shall not extend to acts of fraud, corruption, or malice. The provisions of this section shall survive the termination or expiration of this Agreement.

9. Records and Audit.

Each Party shall maintain and provide access to records related to procurements conducted under this Agreement for at least three (3) years or longer if required by law. Financial records shall be retained and made available in accordance with each Party's applicable laws, regulations and policies governing records retention, and in compliance

with applicable federal record-retention and audit rules (2 C.F.R. § 200.334; 2 C.F.R. Part 200, Subpart F).

10. Conflict of Interest and Ethical Compliance.

Each Party shall comply with its governing board's conflict of interest policies and applicable provisions of 2 C.F.R. § 200.318(c). No employee, officer, or agent shall participate in the selection, award, or administration of a contract where a conflict of interest exists (as defined by each Party's procurement procedures and code of conduct policies), including any financial interest, direct or indirect in violation of Government Code sections 1090 et seq., the Political Reform Act (Government Code sections 81000 et seq.), and 2 C.F.R. § 200.318(c)(1).

11. Cost Allocation.

The Lead Agency may recover administrative costs incurred in preparing and administering cooperative solicitations. Such costs shall be equitably apportioned among the Participating Districts as agreed in writing prior to solicitation release.

12. Cooperation.

The Parties shall fully cooperate with each other in conjunction with this Agreement and act reasonably in the exercise of any discretion to assure that they all continue to benefit from the Agreement. Each Party to this Agreement shall execute and deliver to all other Parties all instruments and documents as may be reasonably necessary to carry out this Agreement to provide and secure to each Party the full and complete enjoyment of its rights and privileges under this Agreement.

13. Withdrawal.

A Party may withdraw from participation in this Agreement upon sixty (60) days' written notice, provided that such withdrawal shall not affect solicitations or contracts already in progress unless otherwise agreed in writing by the Lead Agency.

14. Dispute Resolution.

Disputes arising under this Agreement shall first be submitted to the Lead Agency for informal resolution. If unresolved, the matter may be referred to the superintendents of the Participating Districts for mediation before any legal action is filed. Each Party shall bear its own costs and expenses, including attorney's fees, arising out of or relating to any grievance, dispute, or claim filed under this Agreement. The filing Party shall not be entitled to reimbursement from the other Parties for such costs.

15. Annual Review and Renewal.

Upon expiration of the Term, this Agreement may be renewed for additional one-year terms by mutual written consent of all Parties. The Parties shall conduct an annual review to evaluate performance of the Values-Aligned Purchasing Collective Project, solicitations issued as part of this Agreement and recommend adjustments if necessary.

16. New Party Admissions.

Additional school districts or other public agencies may become parties to this Agreement upon approval by two-thirds of the Values-Aligned Purchasing Collective membership and execution of a written joinder agreement.

17. Amendment.

This Agreement may be amended only in writing and signed by authorized representatives of each Party.

18. Notices.

Any notice required or permitted to be made hereunder shall be in writing and shall be delivered in the manner prescribed herein at the principal place of business of each party. The Party may give notice to the Lead Agency by:

- Personal delivery;
- U.S. Mail, first class postage prepaid;
- Electronic mail, if receipt is confirmed by reply or other written acknowledgment; or,
- Any other method mutually agreed upon by the Parties in advance.

At any time, by providing written notice to the other parties to this Agreement, any Party may change the place, or e-mail for giving notice. Notices shall be deemed given on the date of personal delivery, on the fifth business day after deposit in the U.S. mail, or on the date of confirmed electronic transmission.

19. Assignment.

No Party may assign any right, claim or interest it may have under this Agreement, and no creditor, assignee or third party beneficiary of any Party shall have any right, claim, or title to any part, share, interest, fund or asset of any other Party.

20. Governing Law.

This Agreement shall be governed by and construed in accordance with the laws of the State of California.

21. Force Majeure.

A Party shall not be deemed to be in default where failure or delay in performance of any of its obligations (other than payment obligations) under this Agreement is caused by floods, earthquakes, other Acts of God, fires, wars, riots or similar hostilities, actions of legislative, judicial, executive, or regulatory government bodies, or other cause without fault and beyond the reasonable control of such Party (“Force Majeure”). If any such

events shall occur, the time for performance by either Party of any of its obligations under this Agreement will be extended by the Parties for the period of time that such events prevented such performance. Upon the occurrence of an event of Force Majeure, the affected Party shall promptly notify the other Parties of such Force Majeure event, provide reasonable details relating to such Force Majeure event, and implement reasonable mitigation measures.

22. Representations and Warranties.

No representations or warranties are made or have been relied upon by either Party other than those expressly set forth in this Agreement, if any.

23. Waiver.

The waiver at any time by any Party of its rights with respect to any matter connected to this Agreement shall not be deemed a waiver with respect to any subsequent matter.

24. Partial Invalidity.

If any term or provision of this Agreement is adjudged invalid or unenforceable, the remaining provisions shall continue in full force and effect to the extent permitted by law.

25. Counterparts.

This Agreement may be executed in counterparts, each of which shall be deemed an original and as if all Parties had signed the same instrument. Signatures transmitted by electronic means shall be deemed originals

26. Execution.

The governing body of each Party has authorized execution of this Agreement, as evidenced by the signatures below. A Party's signature is valid only after approval of its governing body.

27. Entire Agreement.

This Agreement supersedes all prior agreements or representations, whether oral or written, between the Parties regarding its subject matter and may be amended only by a written instrument executed by all Parties.

28. Recitals.

The above Recitals are incorporated solely for the purpose of describing the background and intent of the Parties. They shall not create any binding obligations or modify the operative provisions of this Agreement.

29. Non-Appropriation.

The obligations of each Party under this Agreement are contingent upon the availability of funds appropriated for that purpose. No Party shall be required to expend funds not appropriated or otherwise legally available.

The Parties hereby execute this Joint Purchasing Agreement as of the date(s) listed below by its proper duly authorized officers, as follows:

SIGNATURES

THE HUMBOLDT COUNTY OFFICE OF EDUCATION (LEAD AGENCY):

By: _____

Name: Michael Davies-Hughes

Title: Humboldt County Superintendent of Schools

Date: Dec 22, 2025

DEL NORTE UNIFIED SCHOOL DISTRICT:

By: _____

Name: _____

Title: _____

Date: _____

MICKINLEYVILLE UNIFIED SCHOOL DISTRICT:

By: _____

Name: _____

Title: _____

Date: _____

ARCATA ELEMENTARY SCHOOL DISTRICT:

By: _____

Name: _____

Title: _____

Date: _____

EUREKA CITY SCHOOLS:

By: _____

Name: _____

Title: _____

Date: _____

AGENDA ITEM

Agenda Title:	Approval of the Comprehensive Site Safety Plans for School Sites for 2025-2026
Meeting Date:	February 12, 2026
Item:	Consent

WHAT *(the board is asked to discuss, receive, approve, or adopt)*
The Governing Board is asked to approve the 2025-2026 Eureka City Schools Comprehensive Site Safety Plans.

WHY *(briefly explain why the action or discussion is important; and if applicable, how it is connected to site, district, or strategic plans)*

California public school districts, county offices of education (COEs), and schools and their personnel are responsible for creating learning environments that are safe and secure.

Strategic Design - Vision
Facilities: Facilities exceed standards for safety, accessibility, and cleanliness.

HISTORY *(list previous staff or board action(s) with dates if possible)*
Approved annually.

HOW MUCH *(list the revenue amount $ and/or the expense amount $)*
Not applicable.

WHO *(list the name of the contact person(s), job title, and site location)*
Gary Storts, Superintendent

ATTACHMENTS:
Description
Washington School Safety Plan.pdf
Winship School Safety Plan.pdf
Winzler School Safety Plan.pdf
Zane School Safety Plan.pdf
Zoe Barnum School Safety Plan.pdf
Alice Birney School Safety Plan.pdf
Eureka High School Safety Plan.pdf
Eureka Unified School Safety Plan.pdf
Grant School Safety Plan.pdf
Lafayette School Safety Plan.pdf

Washington Elementary School

2025 – 2026 Comprehensive School Safety Plan

Eureka City Unified School District

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Section 1 - Introduction

SB 187 & AB 1747 Compliant Document

Preface

This comprehensive school safety plan is evaluated, and amended as needed, no less than once per year per Education Code section 35294.2(e)). This plan is available for public inspection during normal business hours at the Eureka City School District office located at 2100 J Street, Eureka, CA 95501. For questions regarding this plan please call (707) 441-2400.

NOTE: Tactical responses to criminal incidents are excluded from this public inspection document. This document is not available for public inspection on the internet.

An “Inspection Log” is utilized to record the name, address, phone number and identification method of all individuals that perform a public inspection of this plan.

Development and Update of the Washington Elementary School CSSP

CSSP Planning Dates

Date of Meeting	Location	Time
November 12, 2026	Office Conference room	3:15
January 14, 2026	Office Conference Room	3:15

CSSP Public Meeting

Date of Meeting	Location	Time
1/13/2026	Washington Elementary	3:15

Washington Elementary School's CSSP SSC/Safety Committee

School Site Council

School Stakeholders for Planning and Approval

Administrators:

Teri Silvers

Teachers:

Andrew Dehart

Hope von Werlhof

Holly VanHerpe

Lauren Coradines

Parents:

Billy Frye

Elisaveth Escalange

Jessica King

Jessie Keimal

Sarah Nunez

Classified:

Jenna Mossi

Jana Rainwater

Jana Rainwater

School Site Council Representative (If Title 1 School):

Betsy Rains

Law Enforcement, Fire Department, Emergency Response

Anytime the CSSP is updated per California Education Code 32281 requires the updates be submitted to and reviewed by both a local law enforcement official and fire department official. The following officials were notified and given copies of the updated plan for review.

Sheriff, Police Agency/Name/Title: Officer Baker
Notification to Date of Consultation: January 7th, 2026

Fire Department Agency/Name/Title: Sean Robertson, Fire Chief, Humboldt Bay Fire
Notification to Date of Consultation: January 7th, 2026

Probation Agency/Name/Title:
Notification to Date of Consultation:

Other:
Notification to Date of Consultation:

Communicating Plan to the Public

Prior to final SSC/Safety Committee approval of the CSSP the school must present the plan to the Public at a meeting at the School Site.

Required Invitees to Public Meeting

Title	Name	Date Invited	How Invited
Mayor			
Rep From School Employee Org	Jana Rainwater	January 7th, 2026	
Rep from PTA	Jessica King	January 7th, 2026	
Rep from Teacher Org	Andrew Dehart	January 7th, 2026	
Rep from Student Body Govt			
Any person requesting invite			

The School Community was notified of the meeting for review of the Comprehensive School Safety Plan through the following:

Required Invitees were invited to the Public Meeting via phone on 1/7/2026. Consistent with California Education Code 32288, the meeting agenda for the School Site Council review of the Comprehensive School Safety Plan was posted in the front office and on the school website at least 72 hours prior to the meeting to provide an opportunity for public input.

Vision Statement

Every learner, Every Day, Empowered, and future ready

Mission Statement

Every Learner, Every Day: Engaged, Empowered, and Future-Ready
Engaged: Creating learner-centered experiences that are relevant and foster creativity.
Empowered: Supporting student voice, choice, and ownership of learning, including a shift toward competency-based, rather than just grade-based, education.
Future-Ready: Preparing students for college and careers through CTE programs, academic, and social-emotional support.
Core Values: The district emphasizes accountability, empathy, communication, innovation, and resilience.

Final Approval Meeting Minutes

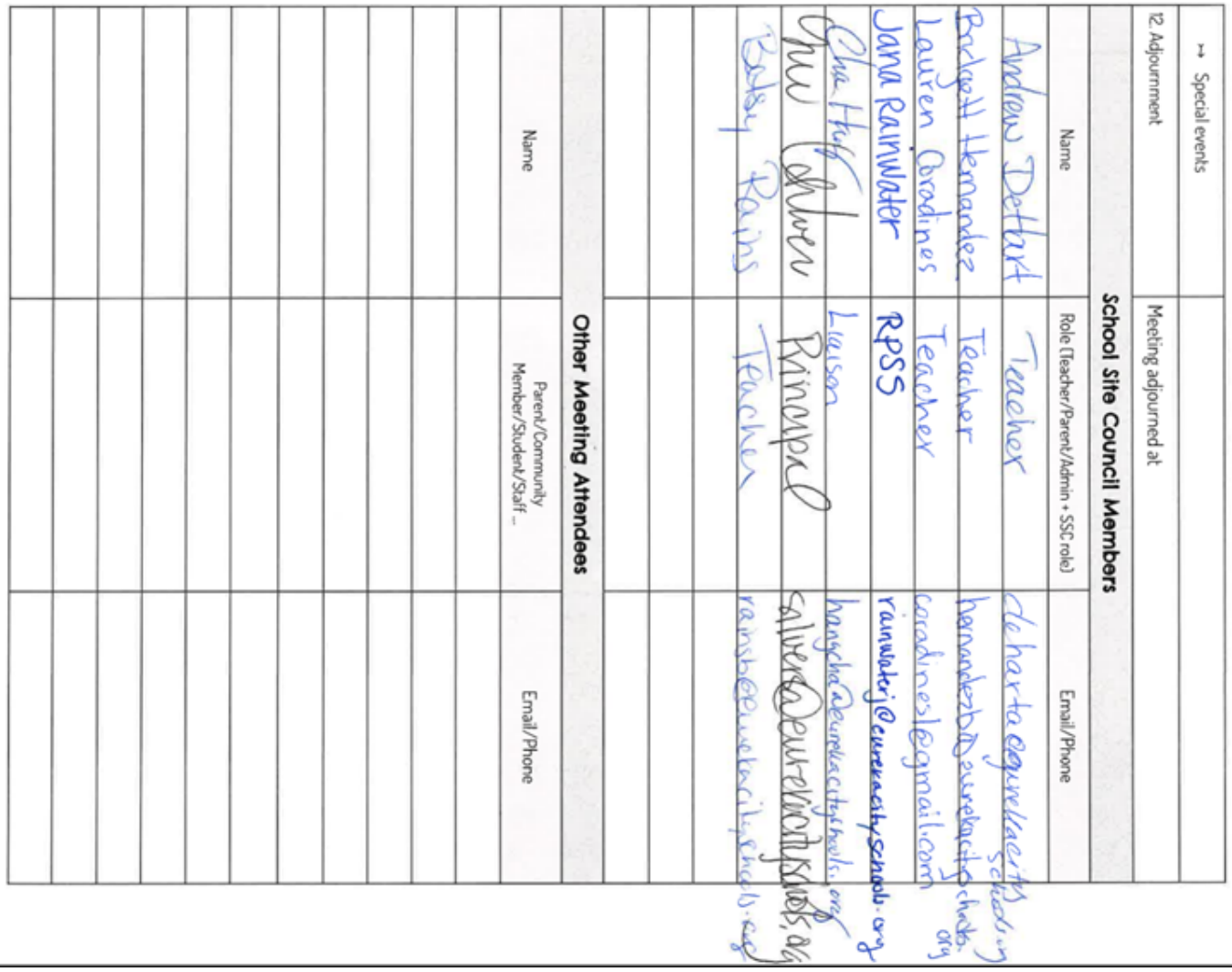
CSSP Committee Meeting Where Plan is Approved

Date of Meeting	Location	Time	Minutes
January 15th, 2026	Washington Conference Room	3:14	Washington 3322 Dolbeer Teri Silvers silverst@eurekacityschools.org 707 441-2547 Site Council Meetings are open to the community. Please join us! Date January 14, 2025 Time 3:15 Location Conference room School Site Council Agenda 1. Call to Order by @3:16 by Bridget Hernandez 2. Role Call and Introductions Introductions were completed 3. Changes/additions to the agenda** There were no changes to the agenda 4. Approval of Minutes (Meeting Date) Approval of December 5th's Site Council. Lauren motioned for approval, and Cha seconded the motion. All members were in favor 5. Public Comment No public comment at this time 6. Committee Reports Leadership Community Schools Community Schools update: Circles are occurring weekly in all classrooms. Behavior groups have started. Jana shared that all groups have been making progress, and students are tracking their data. Cha shared that we will be having a data night in March. The leadership team shared that we will use our SWISS data to address our major behavioral area. The data showed that defiance is the area to focus on. We will be reteaching this behavior across the campus. 7. Member Reports Other Meetings Attended ELac

			Bridgett, our ELD teacher, presented on the ELAC update: Currently, 45 students are receiving services. Training tomorrow to calibrate summative tests Just finished unit 1 of interim assessments The remaining dates will be confirmed following the assessments. 8. Monthly Objectives from District: Review the student compact Review Basic Scorecard The Washington Basic scorecard was discussed. During the February meeting will will review the results. We will begin discussing the SPSA's 26/27 school needs. 9. Old Business There was no old business presented 10. New Business: Review of the school SSC Plan Focus Area: Holistic Safety, Behavioral Health, and Academic Engagement I. Social-Emotional & Behavioral Health (The "Roots") Our strategy moves beyond traditional discipline to focus on prevention and restoration. Tiered Support: Full implementation of PBIS (reward-based) and CharacterStrong (curriculum-based) to teach empathy and self-regulation. Restorative Justice: A dedicated Restorative Practice Aide facilitates circles to resolve conflict, contributing to a documented low recidivism rate. Crisis Readiness: On-site CPI (Crisis Prevention Institute) Trainer ensures the team is expert in de-escalation, minimizing the need for physical intervention. II. Academic Innovation as a Safety Tool Engagement is our primary deterrent to disruptive behavior. Competency-Based Learning: A shift toward mastery-based growth, giving

			students agency and choice in their projects. Literacy & Numeracy: Targeted use of the Science of Reading, Boost Reading, and IXL Math ensures students don't "act out" due to academic frustration. Vibrant Enrichment: High participation in Band, Strings, and Theatre builds a sense of belonging and school pride. III. Operational Security & Physical Safety (The "Shield") Standardized protocols ensure the physical protection of students and staff. Command Mastery: Staff are trained in the Incident Command Protocol, ensuring a calm, organized response during emergencies. Hardened Perimeter: A strict Closed Campus policy and rapid maintenance (graffiti removal) maintain a safe, orderly environment. Emergency Readiness: Regular safety drills and comprehensive staff training exceed state minimum requirements. IV. Community & "The Village" Connection Safety extends beyond the school gates through strong local partnerships. Addressing Absenteeism: Our Community School Liaison provides direct family resources, leading to a measurable decrease in Chronic Absenteeism. Humboldt Partnership: Collaboration with Cal Poly Humboldt brings mentors and student teachers onto campus as positive role models. Parental Synergy: An active PTA and frequent family nights (Literacy, Math, Zoo Socials) ensure parents are partners in campus safety. Reviewed drill schedule Reviewed all trainings staff have completed Andrew motioned to approve the plan, and Betsy seconded the approval and all were in favor 11. Announcements Next SSC Meeting Other meetings

			Special events PTA Pizza with the Principal. Math and Literacy Game Night will be held on February 27th. School Site Council will be on February 11th, 2026 12. Adjournment



Section 2 – Action Plan

(Policies and Procedures have been excerpted and reformatted for this document.
Code and Legal References have been removed. For access to documents in their original and approved form please contact the Risk Management Office.)

Action Plan

This action plan was developed and updated by our SSC/Safety Committee through a comprehensive review of date from multiple sources.

- Suspensions
- Expulsions
- Chronic Absences
- Law Enforcement Calls for Service at Site
- Community Crime Data

Areas of Pride/Accomplishments*

1. Social-Emotional & Behavioral Frameworks
PBIS Excellence: Full implementation of Positive Behavior Interventions and Supports (PBIS), creating a clear, reward-based roadmap for student conduct.

CharacterStrong Integration: Universal implementation of the CharacterStrong social-emotional and anti-bullying curriculum, providing students with the internal tools for empathy and self-regulation.

Restorative Practice Aide: Dedicated staff member to facilitate restorative circles and conversations, reducing the reliance on punitive discipline.

CPI Team Mastery: A fully developed Crisis Prevention Institute (CPI) team with an on-site trainer, ensuring staff are experts in de-escalation and supporting students with high-level needs.

Low Recidivism: A consistently low number of students with multiple behavioral offenses, indicating that Tier 2 and Tier 3 interventions are effectively changing behavior.

2. Competency-Based & Academic Innovation
Competency-Based District Transition: Moving toward a mastery-based model that prioritizes student growth over mere compliance.

Student Agency & Choice: Teachers provide student choice for projects, significantly increasing engagement and reducing the boredom-to-disruption pipeline.

Teacher-Led Consistency: Staff-created Codes of Conduct and Behavioral Rubrics that ensure expectations are consistent, transparent, and fair across every classroom.

Science of Reading & Core Excellence: All staff trained in the Science of Reading; students utilize Boost Reading and IXL Math (with a home component) to ensure academic success, which is a primary deterrent to acting-out behaviors.

Specialized Enrichment: High participation in Band, Strings, Theatre Arts, and the Spelling Bee, providing students with a strong sense of belonging and school pride.

3. Operational Safety & Preparedness
Incident Command Protocol Mastery: Staff have completed and reviewed standardized protocols, ensuring an organized and calm response to any emergency.

Safety Training: Regular, comprehensive safety training for all staff members beyond basic requirements.

Closed Campus Security: Maintaining a secure, closed campus that contributes to documented low crime rate data and limited "calls for service."

Graffiti & Property Care: Rapid removal of graffiti and maintenance of facilities to instill a sense of order and community respect.

4. Community & Family Engagement
Community School Liaison: Acts as a vital link between the school and families, providing resources that have contributed to the decrease in Chronic Absenteeism.

University Partnerships: Collaboration with Cal Poly Humboldt, bringing in student teachers and mentors who provide positive adult role models for K-5 students.

Service Learning: School-wide participation in service projects, teaching students to be proactive, contributing members of the Eureka community.

Active PTA Support: High levels of parent involvement through literacy nights, math nights, and social events (like the zoo ice cream social), which strengthens the "village" around the school.

Findings & Desired Improvements*

Targeted Attendance for English Learners (EL): While overall attendance has improved, chronic absenteeism remains high among EL students. We will utilize our Community School Liaison for bilingual outreach and "relational home visits" to address specific cultural or logistical barriers.

Instructional Grouping in Math: To reduce student frustration (a lead cause of classroom disruption), we will implement differentiated instruction grouping in Math. This allows students to work at their competency level, ensuring they feel successful rather than overwhelmed.

Behavioral Data Deep-Dive (SWIS): We will move beyond recording incidents to using SWIS data for "drill-down" analysis. By identifying exactly where and when incidents occur, the committee can implement targeted PBIS "hot spot" supervision.

Expanding Competency-Based Choice: To continue decreasing the number of students with multiple offenses, we will further increase student choice in projects. This mastery-based approach increases student agency and keeps them engaged in positive, self-directed learning.

After-Hours Emergency Readiness: While our daytime drills are effective, we need to schedule planned safety drills during after-school program hours to ensure all staff and students—including those in extracurriculars—are well-versed in Incident Command Protocols.

Priorities/Goals for Safe and Orderly Environment*

- Goal 1: Targeted Attendance Improvement By June 2026, decrease the chronic absenteeism rate for English Learner (EL) students by 5% through the implementation of bilingual outreach and relational home visits led by the Community School Liaison.

Goal 2: Academic Engagement & Behavioral Reduction By the end of the first semester, implement differentiated instructional grouping in Math and expand competency-based project choice school-wide to reduce classroom disruptions and office referrals caused by academic frustration.

Goal 3: Data-Driven Behavioral Intervention Starting in the Fall semester, the Safety Committee will conduct monthly SWIS data reviews to identify behavioral "hot spots." This data will be used to adjust PBIS Tier 2 interventions, aiming for a 10% reduction in students with multiple behavioral offenses.

Component 2: Physical Environment
Focus: Campus Security and Emergency Preparedness

Goal 4: Secure Access & Monitoring By December 2025, the school will enhance physical security by installing a dedicated security camera monitor in the front office and implementing a mandatory Staff ID badge policy to ensure 100% of personnel are identifiable on our closed campus.

Goal 5: After-School Safety Protocols By the end of the school year, the school will establish a secure gate-management protocol for the after-school program and conduct at least two "after-hours" emergency drills to ensure staff and families are proficient in Incident Command Protocols during pick-up times.

Overall Strategies for the 2025-2026 School Year are:

Component 1: School Climate
Focus: Social-Emotional Wellness, Engagement, and Attendance

Strategy 1: Targeted EL Attendance Outreach The Community School Liaison and Restorative Practice Aide will identify "at-risk" English Learner students using weekly attendance reports. They will conduct bilingual family wellness checks and "relational home visits" to remove barriers to attendance and connect families with school resources. Complete SART when needed, help reduce barriers for families, and create incentives for students.

Strategy 2: Competency-Based Engagement (Project Choice) Teachers will implement student-choice boards and differentiated math groupings within the competency-based framework. By allowing students to demonstrate mastery through high-interest projects, the school aims to eliminate "academic boredom" and "frustration," which are leading causes of office referrals.

Strategy 3: SWIS-Informed Restorative Practices The Safety Committee will utilize SWIS (School-Wide Information System) to generate "Big 5" reports (who, what, when, where, and why). The Restorative Practice Aide will then deploy targeted "push-in" support and restorative circles in the specific "hot spot" locations identified by the data. This will be shared with staff in our weekly bulletin and staff will dive deeper into the data at staff meetings.

Component 2: Physical Environment
Focus: Infrastructure, Identification, and Emergency Readiness

Strategy 4: Standardized Identification & Access Control Implement a universal Staff ID Badge requirement for all employees and long-term student teachers from Cal Poly Humboldt. Additionally, the site will install a dedicated monitor in the main office to provide real-time visibility of campus entry points, ensuring the "Closed Campus" policy is strictly maintained.

Strategy 5: Secure After-School Transition Protocols The site lead and after-school program coordinator will develop a Gate Access Schedule that ensures perimeter gates remain locked during program hours while utilizing a monitored "buzz-in" or "staff-assisted" entry for family pick-ups.

Strategy 6: Comprehensive Drill Expansion The Incident Command Team will facilitate expanded safety drills specifically scheduled during after-school hours. These drills will include the after-school program staff and will be followed by a "debrief" session to update the Incident Command Protocols based on findings.

Component 1 People and Programs (School Climate)

Restorative Practice Aide & Community Liaison Synergy: Our Restorative Practice Aide will lead daily "Community Circles" in classrooms to build trust. When conflicts arise, the Aide will facilitate formal "Restorative Conferences." Simultaneously, the Community School Liaison will engage families in these circles to ensure that the home-school connection remains strong.

Competency-Based "Codes of Conduct": Instead of a list of "don'ts," teachers and students will co-create Competency-Based Rubrics for Behavior. These rubrics will allow students to self-assess their growth in "Self-Management" and "Social Awareness" (aligned with CharacterStrong), giving them a clear path to mastery in social skills.
Parent Sessions: To strengthen parent engagement, we will host quarterly "Listen & Learn" sessions where families can share their ideas for school improvement. These will be timed with PTA events (like Literacy or Math Nights) to maximize attendance and ensure diverse voices are heard.

The SRO or Law Enforcement Liaison is included in at least one restorative training session to align school and police perspectives on de-escalation

Component 2 Places (Physical Environment)

Staff Competency Alignment: In the Fall, the Safety Committee will administer a Staff Strengths Questionnaire. Results will be used to assign specific roles within the Incident Command Protocol (e.g., matching a staff member with medical training to the First Aid station, or someone with high-stress communication skills to the Command Center).

Enhanced Surveillance & Supervision: To reduce "hot spot" incidents identified in SWIS data, we will increase active staff supervision during high-traffic times (breaks/lunch). This is supported by the installation of a dedicated security monitor in the front office, providing real-time oversight of all ingress/egress points.

After-Hours Security Policy: We will establish a formal protocol for the after-school program gate, ensuring it remains locked to outsiders but accessible to parents through a designated, staff-monitored checkpoint.

Advanced Emergency Training: All staff will participate in updated training for Active Shooter/Run-Hide-Fight scenarios and disaster procedures. This includes tabletop exercises to review the teacher-created "Codes of Conduct" in the context of a crisis.

Policies and Procedures for Positive School Climate

Section 3 – Data Analysis

School Performance Overview Dashboard

Student Population

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

This section provides information about the school's student population.

2024-25 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
426	**62.2%**	**12%**	**2.3%**
Total Number of Students enrolled in Washington Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	51	12%
Foster Youth	10	2.3%
Homeless	27	6.3%
Socioeconomically Disadvantaged	265	62.2%
Students with Disabilities	89	20.9%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	8	1.9%
American Indian	8	1.9%
Asian	36	8.5%
Filipino	1	0.2%
Hispanic	104	24.4%
Two or More Races	44	10.3%
Pacific Islander	4	0.9%
White	221	51.9%

School and Student Performance Data

Overall Performance

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

2025 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Yellow	**Graduation Rate**	**Suspension Rate**  Yellow
Mathematics  Yellow	**Chronic Absenteeism**  Yellow	
English Learner Progress  Blue		
College/Career		

School and Student Performance Data

Academic Performance
English Language Arts

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Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	3	0	0

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Yellow	 No Performance Color	
34.6 points below standard	75 points below standard	
Increased 16.4 points	Increased 12.4 points	
225 Students	33 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Yellow
Fewer than 11 students - No Data for Privacy	83.2 points below standard	48.9 points below standard
5 Students	Increased 15.1 points	Increased 14.5 points
	19 Students	172 Students

Students with Disabilities	African American	American Indian
 Orange	 No Performance Color	 No Performance Color
102.9 points below standard	Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy
Increased 5 points	6 Students	5 Students
52 Students		

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Yellow
66 points below standard	0 Students	48.1 points below standard
Increased 11.6 points		Increased 5.5 points
24 Students		51 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Yellow
23.1 points below standard	Fewer than 11 students - No Data for Privacy	24.3 points below standard
Increased 38.7 points	2 Students	Increased 13.8 points
28 Students		109 Students

School and Student Performance Data

Academic Performance
Mathematics

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
1	2	0	1	0

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2025 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Yellow	 No Performance Color	
39.4 points below standard	91.5 points below standard	
Increased 3.2 points	Declined 4.1 points	
225 Students	33 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Orange
Fewer than 11 students - No Data for Privacy	77.8 points below standard	51.9 points below standard
5 Students	Increased 19 points	Maintained 1.5 points
	19 Students	172 Students

Students with Disabilities	African American	American Indian
 Red	 No Performance Color	 No Performance Color
97.3 points below standard	Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy
Maintained 2.4 points	6 Students	5 Students
52 Students		

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Orange
66.3 points below standard	0 Students	71.1 points below standard
Declined 3.2 points		Declined 10.3 points
24 Students		51 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Green
39.3 points below standard	Fewer than 11 students - No Data for Privacy	16.9 points below standard
Maintained -1.7 points	2 Students	Increased 10 points
28 Students		109 Students

School and Student Performance Data

Academic Performance
Science

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Science Equity Report

Red	Orange	Yellow	Green	Blue
0	0	2	0	0

This section provides a view of how well students are meeting grade-level standards on the Science assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2025 Fall Dashboard Science Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Yellow	 No Performance Color	 No Performance Color
47.7 science points	Fewer than 11 students - No Data for Privacy	0 Students
Maintained -1.9 points	10 Students	
70 Students		

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Yellow
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	45.3 science points
3 Students	4 Students	Declined 2.5 points
		54 Students

Students with Disabilities	African American	American Indian
 No Performance Color 31.8 science points Declined 6.3 points 14 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 1 Student

Asian	Filipino	Hispanic
 No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	 No Performance Color 0 Students	 No Performance Color 43.6 science points Declined 4.2 points 14 Students

Two or More Races	Pacific Islander	White
 No Performance Color Fewer than 11 students - No Data for Privacy 10 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	 Yellow 49.7 science points Declined 4.2 points 33 Students

School and Student Performance Data

Academic Performance
English Learner Progress

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2025 Fall Dashboard English Learner Progress Indicator

English Learner Progress	Long-Term English Learner Progress
	
Blue	No Performance Color
60 making progress.	making progress.
Number Students: 45 Students	Number Students: 0 Students

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2025 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
16.3%	23.3%	4.7%	55.8%

School and Student Performance Data

Academic Performance
College/Career Report

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

Explore information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2025 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
1	3	3	1	0

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Yellow	 Yellow	
18.4% Chronically Absent	14.5% Chronically Absent	
Declined 2.9	Declined 10.9	
441 Students	55 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 Orange	 Yellow
9.1% Chronically Absent	39.5% Chronically Absent	21.7% Chronically Absent
0	Declined 13	Declined 3.4
11 Students	38 Students	336 Students

Students with Disabilities	African American	American Indian
 Orange	 No Performance Color	 No Performance Color
23.3% Chronically Absent	Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy
Declined 5.1	9 Students	9 Students
103 Students		

Asian	Filipino	Hispanic
 Green	 No Performance Color	 Orange
5.6% Chronically Absent	Fewer than 11 students - No Data for Privacy	22.9% Chronically Absent
Declined 5.3	1 Student	Declined 7.1
36 Students		105 Students

Two or More Races	Pacific Islander	White
 Red	 No Performance Color	 Yellow
21.6% Chronically Absent	Fewer than 11 students - No Data for Privacy	15.9% Chronically Absent
Maintained 0.1	4 Students	Declined 1.4
51 Students		226 Students

School and Student Performance Data

Academic Engagement
Graduation Rate

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2025 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

School and Student Performance Data

Conditions & Climate
Suspension Rate

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
1	3	4	0	0

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2025 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Yellow	 Orange	
5.1% suspended at least one day	3.6% suspended at least one day	
Declined 1.9%	Increased 3.6%	
447 Students	55 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 Orange	 Yellow
9.1% suspended at least one day	17.9% suspended at least one day	6.2% suspended at least one day
11 Students	Declined 10%	Declined 2.4%
	39 Students	340 Students

Students with Disabilities	African American	American Indian
 Red 14.4% suspended at least one day Increased 0.8% 104 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 9 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 9 Students
Asian	**Filipino**	**Hispanic**
 Orange 2.8% suspended at least one day Increased 2.8% 36 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	 Yellow 4.7% suspended at least one day Declined 0.3% 107 Students
Two or More Races	**Pacific Islander**	**White**
 Yellow 5.7% suspended at least one day Declined 5.1% 53 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	 Yellow 5.3% suspended at least one day Declined 2.4% 228 Students

Section 4 – Policies and Procedures

(Policies and Procedures have been excerpted and reformatted for this document.
Code and Legal References have been removed. For access to documents in their original and approved form please contact the Risk Management Office.)

Child Abuse Prevention and Reporting – BP/AR 5141.4

Original Adopted Date: 12/10/2015 | Last Revised Date: 12/11/2025 | Last Reviewed Date: 12/11/2025Status: ADOPTED

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

The Superintendent or designee may provide a student who is a victim of abuse with school-based mental health services or other support services and/or may refer the student to resources available within the community as needed.

Child Abuse Prevention

The district's instructional program may provide age-appropriate and culturally sensitive child abuse prevention curriculum which explains students' right to live free of abuse, includes instruction in the skills and techniques needed to identify unsafe situations and react appropriately and promptly, informs students of available support resources, and teaches students how to obtain help and disclose incidents of abuse.

The district's program also may include age-appropriate instruction in sexual abuse and sexual assault awareness and prevention. Upon written request of a student's parent/guardian, the student shall be excused from taking such instruction. (Education Code 51900.6)

The Superintendent or designee may display posters, in areas on campus where students frequently congregate, notifying students of the appropriate telephone number to call to report child abuse or neglect. (Education Code 33133.5)

In addition, student identification cards for students in grades 7-12 shall include the National Domestic Violence Hotline telephone number. (Education Code 215.5)

The Superintendent or designee shall, to the extent feasible, seek to incorporate community resources into the district's child abuse prevention programs and may use these resources to provide parents/guardians with instruction in parenting skills and child abuse prevention.

Child Abuse Reporting

The Superintendent or designee shall establish procedures for the identification and reporting of known and suspected child abuse and neglect in accordance with law.

Procedures for reporting child abuse, as specified in Penal Code 11164-11174.3, shall be included in the district and/or school comprehensive safety plan. (Education Code 32282)

District employees who are mandated reporters, as defined by law and administrative regulation, are obligated to report all known or suspected incidents of child abuse and neglect.

The Superintendent or designee shall provide training regarding the duties of mandated reporters as required by law and as specified in the accompanying administrative regulation. (Education Code 44691; Penal Code 11165.7)

A/R

Original Adopted Date: 09/08/2016 | Last Revised Date: 12/11/2025 | Last Reviewed Date: 12/11/2025Status: ADOPTED

Definitions

Child abuse or neglect includes the following: (Penal Code 11165.5, 11165.6)
A physical injury or death inflicted by other than accidental means on a child by another person

Sexual abuse of a child, including sexual assault or sexual exploitation, as defined in Penal Code 11165.1

Neglect of a child as defined in Penal Code 11165.2

Willful harming or injuring of a child or the endangering of the person or health of a child as defined in Penal Code 11165.3

Unlawful corporal punishment or injury as defined in Penal Code 11165.4
Child abuse or neglect does not include:
A mutual affray between minors (Penal Code 11165.6)

An injury caused by reasonable and necessary force used by a peace officer acting within the course and scope of employment (Penal Code 11165.5, 11165.6)

An injury resulting from the exercise by a teacher, vice principal, principal, or other certificated employee of the same degree of physical control over a student that a parent/guardian would be legally privileged to exercise, not exceeding the amount of physical control reasonably necessary to maintain order, protect property, protect the health and safety of students, or maintain proper and appropriate conditions conducive to learning (Education Code 44807)

An injury caused by a district employee's use of force that is reasonable and necessary to quell a disturbance threatening physical injury to persons or damage to property, for purposes of self-defense, or to obtain weapons or other dangerous objects within the control of a student (Education Code 49001)

Physical pain or discomfort caused by athletic competition or other such recreational activity voluntarily engaged in by a student (Education Code 49001)
Additionally, general neglect does not include: (Penal Code 11165.2)
A parent/guardian's economic disadvantage

A child receiving treatment by spiritual means pursuant to Welfare and Institutions Code 16509.1, or not receiving specified medical treatment for religious reasons
Mandated reporters include, but are not limited to, teachers; instructional aides; teacher's aides or assistants; classified employees; certificated pupil personnel employees; administrative officers or supervisors of child attendance; athletic coaches, administrators, and directors; licensees, administrators, and employees of a licensed child day care facility; Head Start program teachers; district police or security officers; licensed nurses or health care providers; and administrators, presenters, and counselors of a child abuse prevention program. (Penal Code 11165.7)

Reasonable suspicion means that it is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing when appropriate on the person's training and experience, to suspect child abuse or neglect. However, reasonable suspicion does not require certainty that child abuse or neglect has occurred nor does it require a specific medical indication of child abuse or neglect. (Penal Code 11166)

Reportable Offenses

Using the procedures provided below, a mandated reporter shall make a report whenever the mandated reporter, while acting in a professional capacity or within the scope of employment, has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect. (Penal Code 11166)

Any mandated reporter who has knowledge of or who reasonably suspects that a child is suffering serious emotional damage or is at a substantial risk of suffering serious emotional damage, based on evidence of severe anxiety, depression, withdrawal, or untoward aggressive behavior toward self or others, may make a report to the appropriate agency. (Penal Code 11165.9, 11166.05, 11167)

Any district employee who reasonably believes to have observed the commission of a murder, rape, or lewd or lascivious act by use of force, violence, duress, menace, or fear of immediate and unlawful bodily injury against a victim who is a child under 14 years of age shall notify a peace officer. (Penal Code 152.3)

The fact that a child is experiencing homelessness or is classified as an unaccompanied minor, as defined in the federal McKinney-Vento Homeless Assistance Act (42 USC 11434a), is not, in and of itself, a sufficient basis for reporting child abuse or neglect. (Penal Code 11165.15)

Responsibility for Reporting

The reporting duties of mandated reporters are individual and cannot be delegated to another person. (Penal Code 11166)

When two or more mandated reporters jointly have knowledge of a known or suspected instance of child abuse or neglect, the report may be made by a member of the team selected by mutual agreement and a single report may be made and signed by the selected member of the reporting team. Any member who has knowledge that the member designated to report has failed to do so shall thereafter make the report. (Penal Code 11166)

No supervisor or administrator shall impede or inhibit a mandated reporter from making a report. (Penal Code 11166)

Any person not identified as a mandated reporter who has knowledge of or observes a child whom the person knows or reasonably suspects has been a victim of child abuse or neglect may report the known or suspected instance of child abuse or neglect to the appropriate agency. (Penal Code 11166)

Reporting Procedures
Initial Telephone Report

Immediately or as soon as practicable after knowing or observing suspected child abuse or neglect, a mandated reporter shall make an initial report by telephone to any police department (excluding a district police/security department), sheriff's department, county probation department if designated by the county to receive such reports, or county welfare department. (Penal Code 11165.9, 11166)

Such reports shall be made to the following agency(ies):

Child Welfare Services - 2440 Sixth Street, Eureka, CA 95501 / Telepone: 707-445-6180

When the initial telephone report is made, the mandated reporter shall note the name of the official contacted, the date and time contacted, and any instructions or advice received.

Written Report

Within 36 hours of knowing or observing the information concerning the incident, the mandated reporter shall prepare and either send, fax, or electronically transmit to the appropriate agency a written follow-up report, which includes a completed California Department of Justice (DOJ) form (BCIA 8572). (Penal Code 11166, 11168)

The DOJ form may be obtained from the district office or other appropriate agencies, such as the police department, sheriff's department, or county probation or welfare department.

Reports of suspected child abuse or neglect shall include, if known: (Penal Code 11167)

The name, business address, and telephone number of the person making the report and the capacity that makes the person a mandated reporter

The child's name and address, present location, and, where applicable, school, grade, and class

The names, addresses, and telephone numbers of the child's parents/guardians

The name, address, telephone number, and other relevant personal information about the person(s) who might have abused or neglected the child

The information that gave rise to the reasonable suspicion of child abuse or neglect and the source(s) of that information
The mandated reporter shall make a report even if some of this information is not known or is uncertain to the mandated reporter. (Penal Code 11167)

The mandated reporter may give to an investigator from an agency investigating the case, including a licensing agency, any information relevant to an incident of child abuse or neglect or to a report made for serious emotional damage pursuant to Penal Code 11166.05. (Penal Code 11167)

3. Internal Reporting

The mandated reporter shall not be required to disclose the mandated reporter's identity to a supervisor, the principal, or the Superintendent or designee. (Penal Code 11166)

However, employees reporting child abuse or neglect to an appropriate agency are encouraged, but not required, to notify the principal as soon as possible after the initial telephone report to the appropriate agency. When so notified, the principal shall inform the Superintendent or designee.

The principal so notified shall provide the mandated reporter with any assistance necessary to ensure that reporting procedures are carried out in accordance with law, Board policy, and administrative regulation. At the mandated reporter's request, the principal may assist in completing and filing the necessary forms.

Reporting the information to an employer, supervisor, principal, school counselor, co-worker, or other person shall not be a substitute for making a mandated report to the appropriate agency. (Penal Code 11166)

Training

Within the first six weeks of each school year, or within the first six weeks of employment if hired during the school year, the Superintendent or designee shall provide training on mandated reporting requirements to district employees and persons working on their behalf who are mandated reporters. (Education Code 44691; Penal Code 11165.7)

The Superintendent or designee shall use the online training module provided by the California Department of Social Services (CDSS). (Education Code 44691)

The training shall include, but not necessarily be limited to, training in identification and reporting of child abuse and neglect. Additionally, the training shall include information that failure to report an incident of known or reasonably suspected child abuse or neglect as required by law is a misdemeanor punishable by imprisonment and/or a fine as specified. (Education Code 44691; Penal Code 11165.7)

In addition, the Superintendent or designee shall provide annual training on the prevention of abuse, including sexual abuse, of children on district property, by district staff, or in district-sponsored programs. (Education Code 44691)

The Superintendent or designee shall obtain and retain proof of each mandated reporter's completion of the training. (Education Code 44691)

Victim Interviews by Social Services

Whenever CDSS or another government agency is investigating suspected child abuse or neglect that occurred within the child's home or out-of-home care facility, the student may be interviewed by an agency representative during school hours, on school premises. The Superintendent or designee shall give the student the choice of being interviewed in private or in the presence of any adult school employee or volunteer aide selected by the student. (Penal Code 11174.3)

A staff member or volunteer aide selected by a child may decline to be present at the interview. If the selected person accepts, the principal or designee shall inform the person of the following requirements prior to the interview: (Penal Code 11174.3)
The purpose of the selected person's presence at the interview is to lend support to the child and enable the child to be as comfortable as possible

The selected person shall not participate in the interview

The selected person shall not discuss the facts or circumstances of the case with the child

The selected person is subject to the confidentiality requirements of the Child Abuse and Neglect Reporting Act, a violation of which is punishable as specified in Penal Code 11167.5
If a staff member agrees to be present, the interview shall be held at a time during school hours when it does not involve an expense to the school. (Penal Code 11174.3)

Release of Child to Peace Officer

When a child is released to a peace officer and taken into custody as a victim of suspected child abuse or neglect, the Superintendent or designee and/or principal shall not notify the parent/guardian, but rather shall provide the peace officer with the address and telephone number of the child's parent/guardian. (Education Code 48906)

Parent/Guardian Complaints

Upon request, the Superintendent or designee shall provide parents/guardians with procedures for reporting suspected child abuse occurring on district property to appropriate agencies. For parents/guardians whose primary language is not English, such procedures shall be in their primary language and, when communicating orally regarding those guidelines and/or procedures, an interpreter shall be provided.

To file a complaint against a district employee or other person suspected of child abuse or neglect on district property, parents/guardians may file a report by telephone, in person, or in writing with any appropriate agency identified above under "Reporting Procedures." If a parent/guardian makes a complaint about an employee to any other employee, the employee receiving the information shall notify the parent/guardian of procedures for filing a complaint with the appropriate agency. The employee shall also file a report when obligated to do so pursuant to Penal Code 11166 using the procedures described above for mandated reporters.

In addition, if the child is enrolled in special education, a separate complaint may be filed with the California Department of Education pursuant to 5 CCR 3200-3205.

Notifications

The Superintendent or designee shall provide to all new employees who are mandated reporters a statement that informs them of their status as mandated reporters, their reporting obligations under Penal Code 11166, and their confidentiality rights under Penal Code 11167. Additionally, the district shall provide these new employees with a copy of Penal Code 11165.7, 11166, and 11167. (Penal Code 11165.7, 11166.5)

Before beginning employment, any person who will be a mandated reporter by virtue of the person's position shall sign a statement indicating knowledge of the reporting obligations under Penal Code 11166 and compliance with such provisions. The signed statement shall be retained by the Superintendent or designee. (Penal Code 11166.5)

Employees who work with dependent adults shall be notified of legal responsibilities and reporting procedures pursuant to Welfare and Institutions Code 15630-15637.

The Superintendent or designee also shall notify all employees that:
A mandated reporter who reports a known or suspected instance of child abuse or neglect shall not be held civilly or criminally liable for making a report and this immunity shall apply even if the mandated reporter acquired the knowledge or reasonable suspicion of child abuse or neglect outside of the mandated reporter's professional capacity or outside the scope of employment (Penal Code 11172)

Any other person making a report shall not incur civil or criminal liability unless it can be proven that the person knowingly made a false report or made a report with reckless disregard of the truth or falsity of the report. (Penal Code 11172)

If a mandated reporter fails to timely report an incident of known or reasonably suspected child abuse or neglect, the mandated reporter may be guilty of a crime punishable by a fine and/or imprisonment (Penal Code 11166)
No employee shall be subject to any sanction by the district for making a report unless it can be shown that the employee knowingly made a false report or made a report with reckless disregard of the truth or falsity of the report. (Penal Code 11166, 11172)

Suspected Child Abuse Report Form (BCIA 8572)

STATE OF CALIFORNIA
BCIA 8572
(Rev. 04/2017)

DEPARTMENT OF JUSTICE

SUSPECTED CHILD ABUSE REPORT
(Pursuant to Penal Code section 11166)

Print Form | Clear Form

To Be Completed by Mandated Child Abuse Reporters
PLEASE PRINT OR TYPE

CASE NAME: _____
CASE NUMBER: _____

A. REPORTING PARTY

NAME OF MANDATED REPORTER	TITLE	MANDATED REPORTER CATEGORY
REPORTER'S BUSINESS/AGENCY NAME AND ADDRESS Street City Zip		DID MANDATED REPORTER WITNESS THE INCIDENT? ☐ YES ☐ NO
REPORTER'S TELEPHONE (DAYTIME)	SIGNATURE	TODAY'S DATE

B. REPORT NOTIFICATION

☐ LAW ENFORCEMENT ☐ COUNTY PROBATION ☐ COUNTY WELFARE / CPS (Child Protective Services) — AGENCY

ADDRESS Street City Zip	DATE/TIME OF PHONE CALL
OFFICIAL CONTACTED - NAME AND TITLE	TELEPHONE

C. VICTIM (One report per victim)

NAME (LAST, FIRST, MIDDLE)	BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY
ADDRESS Street City Zip			TELEPHONE
PRESENT LOCATION OF VICTIM	SCHOOL	CLASS	GRADE
PHYSICALLY DISABLED? ☐ YES ☐ NO	DEVELOPMENTALLY DISABLED? ☐ YES ☐ NO	OTHER DISABILITY (SPECIFY)	PRIMARY LANGUAGE SPOKEN IN HOME

IN FOSTER CARE? ☐ YES ☐ NO

IF VICTIM WAS IN OUT-OF-HOME CARE AT TIME OF INCIDENT, CHECK TYPE OF CARE: ☐ DAY CARE ☐ CHILD CARE CENTER ☐ FOSTER FAMILY HOME ☐ FAMILY FRIEND ☐ GROUP HOME OR INSTITUTION ☐ RELATIVE'S HOME

TYPE OF ABUSE *(CHECK ONE OR MORE)*: ☐ PHYSICAL ☐ MENTAL ☐ SEXUAL ☐ NEGLECT ☐ OTHER (SPECIFY) _____

RELATIONSHIP TO SUSPECT	PHOTOS TAKEN? ☐ YES ☐ NO	DID THE INCIDENT RESULT IN THIS VICTIM'S DEATH? ☐ YES ☐ NO ☐ UNK

D. INVOLVED PARTIES

VICTIM'S SIBLINGS

NAME	BIRTHDATE	SEX	ETHNICITY	NAME	BIRTHDATE	SEX	ETHNICITY
1.				3.			
2.				4.			

VICTIM'S PARENTS/GUARDIANS

NAME (LAST, FIRST, MIDDLE)	BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY
ADDRESS Street City Zip	HOME PHONE		BUSINESS PHONE
NAME (LAST, FIRST, MIDDLE)	BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY
ADDRESS Street City Zip	HOME PHONE		BUSINESS PHONE

SUSPECT

SUSPECT'S NAME (LAST, FIRST, MIDDLE)	BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY
ADDRESS Street City Zip			TELEPHONE

OTHER RELEVANT INFORMATION

E. INCIDENT INFORMATION

IF NECESSARY, ATTACH EXTRA SHEET(S) OR OTHER FORM(S) AND CHECK THIS BOX ☐ IF MULTIPLE VICTIMS, INDICATE NUMBER: _____

DATE/TIME OF INCIDENT	PLACE OF INCIDENT

NARRATIVE DESCRIPTION (What victim(s) said/what the mandated reporter observed/what person accompanying the victim(s) said/similar or past incident's involving the victim(s) or suspect)

DO NOT submit a copy of this form to the Department of Justice (DOJ). The investigating agency is required under Penal Code section 11169 to submit to DOJ a Child Abuse or Severe Neglect Indexing Form BCIA 8583 if (1) an active investigation was conducted and (2) the incident was determined to be substantiated.

SUSPECTED CHILD ABUSE REPORT
(Pursuant to Penal Code section 11166)

DEFINITIONS AND GENERAL INSTRUCTIONS FOR COMPLETION OF FORM BCIA 8572

All Penal Code (PC) references are located in Article 2.5 of the California PC. This article is known as the Child Abuse and Neglect Reporting Act (CANRA). The provisions of CANRA may be viewed at: http://leginfo.legislature.ca.gov/faces/codes.xhtml (specify "Penal Code" and search for sections 11164-11174.3). A mandated reporter must complete and submit form BCIA 8572 even if some of the requested information is not known. (PC section 11167(a).)

I. MANDATED CHILD ABUSE REPORTERS

Mandated child abuse reporters include all those individuals and entities listed in PC section 11165.7.

II. TO WHOM REPORTS ARE TO BE MADE ("DESIGNATED AGENCIES")

Reports of suspected child abuse or neglect shall be made by mandated reporters to any police department or sheriff's department (not including a school district police or security department), the county probation department (if designated by the county to receive mandated reports), or the county welfare department. (PC section 11165.9.)

III. REPORTING RESPONSIBILITIES

Any mandated reporter who has knowledge of or observes a child, in his or her professional capacity or within the scope of his or her employment, whom he or she knows or reasonably suspects has been the victim of child abuse or neglect shall report such suspected incident of abuse or neglect to a designated agency immediately or as soon as practically possible by telephone and shall prepare and send a written report thereof ***within 36 hours*** of receiving the information concerning the incident. (PC section 11166(a).)

No mandated reporter who reports a suspected incident of child abuse or neglect shall be held civilly or criminally liable for any report required or authorized by CANRA. Any other person reporting a known or suspected incident of child abuse or neglect shall not incur civil or criminal liability as a result of any report authorized by CANRA unless it can be proven the report was false and the person knew it was false or made the report with reckless disregard of its truth or falsity. (PC section 11172(a).)

IV. INSTRUCTIONS

SECTION A – REPORTING PARTY: Enter the mandated reporter's name, title, category (from PC section 11165.7), business/agency name and address, daytime telephone number, and today's date. Check yes/no whether the mandated reporter witnessed the incident. The signature area is for either the mandated reporter or, if the report is telephoned in by the mandated reporter, the person taking the telephoned report.

IV. INSTRUCTIONS (*continued*)

SECTION B – REPORT NOTIFICATION: Complete the name and address of the designated agency notified, the date/time of the phone call, and the name, title, and telephone number of the official contacted.

SECTION C – VICTIM (One Report per Victim): Enter the victim's name, birthdate or approximate age, sex, ethnicity, address, telephone number, present location, and, where applicable, enter the school, class (indicate the teacher's name or room number), and grade. List the primary language spoken in the victim's home. Check the appropriate yes/no box to indicate whether the victim may have a developmental disability or physical disability and specify any other apparent disability. Check the appropriate yes/no box to indicate whether the victim is in foster care, and check the appropriate box to indicate the type of care if the victim was in out-of-home care. Check the appropriate box to indicate the type of abuse. List the victim's relationship to the suspect. Check the appropriate yes/no box to indicate whether photos of the injuries were taken. Check the appropriate box to indicate whether the incident resulted in the victim's death.

SECTION D – INVOLVED PARTIES: Enter the requested information for Victim's Siblings, Victim's Parents/Guardians, and Suspect. Attach extra sheet(s) if needed (provide the requested information for each individual on the attached sheet(s)).

SECTION E – INCIDENT INFORMATION: If multiple victims, indicate the number and submit a form for each victim. Enter date/time and place of the incident. Provide a narrative of the incident. Attach extra sheet(s) if needed.

V. DISTRIBUTION

Reporting Party: After completing form BCIA 8572, retain a copy for your records and submit copies to the designated agency.

Designated Agency: ***Within 36 hours*** of receipt of form BCIA 8572, the initial designated agency will send a copy of the completed form to the district attorney and any additional designated agencies in compliance with PC sections 11166(j) and 11166(k).

ETHNICITY CODES

1 Alaskan Native	6 Caribbean	11 Guamanian	16 Korean	22 Polynesian	27 White-Armenian
2 American Indian	7 Central American	12 Hawaiian	17 Laotian	23 Samoan	28 White-Central American
3 Asian Indian	8 Chinese	13 Hispanic	18 Mexican	24 South American	29 White-European
4 Black	9 Ethiopian	14 Hmong	19 Other Asian	25 Vietnamese	30 White-Middle Eastern
5 Cambodian	10 Filipino	15 Japanese	21 Other Pacific Islander	26 White	31 White-Romanian

Discipline – BP/AR 5144

Original Adopted Date: 05/21/2019 | Last Revised Date: 09/12/2024 | Last Reviewed Date: 09/12/2024Status: ADOPTED

The Governing Board is committed to providing a safe, supportive, and positive school environment which is conducive to student learning and achievement and desires to prepare students for responsible citizenship by fostering self-discipline and personal responsibility. The Board believes that high expectations for student behavior, use of effective school and classroom management strategies, provision of appropriate intervention and support, and parent/guardian involvement can minimize the need for disciplinary measures that exclude students from instruction as a means for correcting student misbehavior.

The Superintendent or designee shall develop effective, age-appropriate strategies for maintaining a positive school climate and responding appropriately to student misbehavior at district schools. The strategies shall focus on providing students with needed supports; communicating clear, appropriate, and consistent expectations and consequences for student conduct; and ensuring equity and continuous improvement in the implementation of district discipline policies and practices.

In addition, the Superintendent or designee's strategies for responding to student misconduct shall reflect the Board's preference for the use of positive interventions and alternative disciplinary measures over exclusionary discipline measures.

Disciplinary measures that may result in loss of instructional time or cause students to be disengaged from school, such as detention, suspension, and expulsion, shall be imposed only when required or permitted by law or when other means of correction have been documented to have failed. (Education Code 48900.5)

School personnel and volunteers shall not allow any disciplinary action taken against a student to result in the denial or delay of a school meal. (Education Code 49557.5)

A student shall not be denied recess unless the student's participation poses an immediate threat to the physical safety of the student or to the physical safety of one or more of the student's peers. If, due to such immediate threat, a student is denied recess, staff shall make all reasonable efforts to resolve the threat and minimize the student's exclusion from recess, to the greatest extent practicable. (Education Code 49056)

Seclusion and behavioral restraint are prohibited as a means of discipline and shall not be used to correct student behavior except as permitted pursuant to Education Code 49005.4 and in accordance with district regulations. (Education Code 49005.2)

The Superintendent or designee shall create a model discipline matrix that lists violations and the consequences for each as allowed by law.

The principal or designee at each school may develop disciplinary rules to meet the school's particular needs consistent with law, Board policy, and administrative regulations. The Board, at an open meeting, may review the approved school discipline rules for consistency with Board policy and state law. Site-level disciplinary rules shall be included in the district's comprehensive safety plan. (Education Code 32282, 35291.5)

At all times, the safety of students and staff, providing interventions and supports to students, as well as the maintenance of an orderly school environment, shall be priorities in determining appropriate discipline. When misconduct occurs, staff shall attempt to identify the causes of the student's behavior and implement appropriate support and/or discipline. When choosing between different disciplinary strategies, staff shall consider the effect of each option on the student's health, well-being, and opportunity to learn.

Staff shall enforce disciplinary rules fairly, consistently, and in accordance with the district's nondiscrimination policies.

The Superintendent or designee shall provide professional development as necessary to assist staff in developing the skills needed to effectively and equitably implement the disciplinary strategies adopted for district schools, including, but not limited to, knowledge of school and classroom management skills and their consistent application, effective accountability and positive intervention techniques, and the tools to form strong, cooperative relationships with parents/guardians.

District goals for improving school climate, based on suspension and expulsion rates, surveys of students, staff, and parents/guardians regarding their sense of school safety and connectedness to the school community, and other local measures, shall be included in the district's local control and accountability plan, as required by law.

At the beginning of each school year, the Superintendent or designee may report to the Board regarding disciplinary strategies used in district schools in the immediately preceding school year and their effect on student learning.

A/R

Original Adopted Date: 05/21/2019 | Last Revised Date: 09/12/2024 | Last Reviewed Date: 09/12/2024Status: ADOPTED

Site-Level Rules

Site-level rules shall be consistent with state law and Board policies and administrative regulations. In developing site-level disciplinary rules, the principal or designee shall solicit the participation, views, and advice of one representative selected by each of the following groups: (Education Code 35291.5)
Parents/guardians

Teachers

School administrators

School security personnel, if any

Students in grades seven through twelve
Annually, site-level discipline rules shall be reviewed and, if necessary, updated to align with any changes in state law, district discipline policies and regulations, and/or goals for school safety and climate as specified in the district's local control and accountability plan. A copy of the rules shall be filed with the Superintendent or designee for inclusion in the comprehensive safety plan.

School rules shall be communicated to students clearly and in an age-appropriate manner.

It shall be the duty of each employee of the school to enforce the school rules on student discipline. (Education Code 35291.5)

Disciplinary Strategies

To the extent possible, staff shall use disciplinary strategies that keep students in school and participating in the instructional program. Except when students' presence causes a danger to themselves or others or they commit a single act of a grave nature or an offense for which suspension or expulsion is required by law, suspension, supervised suspension, or expulsion shall be used only when other means of correction have failed to bring about proper conduct. Disciplinary strategies may include, but are not limited to:
Discussion or conference between school staff, the student, and the student's parents/guardians

Referral of the student to the school counselor or other school support service personnel for case management and counseling

Convening of a study team, guidance team, resource panel, or other intervention-related team to assess the behavior and develop and implement an individual plan to address the behavior in partnership with the student and the student's parents/guardians

When applicable, referral for a comprehensive psychosocial or psychoeducational assessment, including for purposes of creating an individualized education program (IEP) or a Section 504 plan

Enrollment in a program for teaching prosocial behavior or anger management

Participation in a restorative justice program

A positive behavior support approach with tiered interventions that occur during the school day on campus

Participation in a social and emotional learning program that teaches students the ability to understand and manage emotions, develop caring and concern for others, make responsible decisions, establish positive relationships, and handle challenging situations capably

Participation in a program that is sensitive to the traumas experienced by students, focuses on students' behavioral health needs, and addresses those needs in a proactive manner

After-school programs that address specific behavioral issues or expose students to positive activities and behaviors, including, but not limited to, those operated in collaboration with local parent and community groups

Detention after school hours as provided in the section below entitled "Detention After School"

Community service as provided in the section below entitled "Community Service"

In accordance with Board policy and administrative regulation, restriction or disqualification from participation in extracurricular activities

Reassignment to an alternative educational environment

Suspension and expulsion in accordance with law, Board policy, and administrative regulation
When, by law or district policy, other means of correction are required to be implemented before a student could be suspended or expelled, any other means of correction implemented shall be documented and retained in the student's records. (Education Code 48900.5)

When a student has been suspended, or other means of correction have been implemented against the student, for an incident of racist bullying, harassment, or intimidation, the principal or designee shall engage both the victim and perpetrator in a restorative justice practice suitable to the needs of the students. The principal or designee shall also require the perpetrator to engage in a culturally sensitive program that promotes racial justice and equity and combats racism and ignorance and shall regularly check on the victim to ensure that the victim is not in danger of suffering from any long-lasting mental health issues. (Education Code 48900.5)

Staff shall enforce disciplinary rules fairly, consistently, and in accordance with the district's nondiscrimination policies.

When disciplining a student who has been identified for special education and related services, the procedures specified in Administrative Regulation 5144.2 - Suspension And Expulsion/Due Process (Students With Disabilities) shall be

applied. If a student has not been identified as a student with a disability and the district suspects the behavior that resulted in discipline may be based in an unidentified disability, the district shall conduct an evaluation to determine if the student has a disability which requires an IEP or 504 plan. (U.S.C. 1412(a)(3))

Detention After School

Students may be detained for disciplinary reasons for up to one hour after the close of the maximum school day, or until the departure of the school bus to which they have been assigned if applicable. (5 CCR 307, 353)

The student shall not be detained unless the principal or designee notifies the parent/guardian.

Students shall remain under the supervision of a certificated employee during the period of detention.

Students may be offered the choice of serving their detention on Saturday rather than after school.

Community Service

As part of or instead of disciplinary action, the Board, Superintendent, principal, or principal's designee may require a student to perform community service during nonschool hours on school grounds or, with written permission of the student's parent/guardian, off school grounds. Such service may include, but is not limited to, community or school outdoor beautification, community or campus betterment, and teacher, peer, or youth assistance programs. (Education Code 48900.6)

This community service option is not available for a student who has been suspended, pending expulsion, pursuant to Education Code 48915. However, if the recommended expulsion is not implemented or the expulsion itself is suspended, then the student may be required to perform community service for the resulting suspension. (Education Code 48900.6)

Notice to Parents/Guardians and Students

At the beginning of the school year, the Superintendent or designee shall notify parents/guardians, in writing, about the availability of district rules related to discipline. (Education Code 35291, 48980)

The Superintendent or designee shall also provide written notice of disciplinary rules to parents/guardians of transfer students at the time of their enrollment in the district.

Dress Code – BP/AR 5132

Original Adopted Date: 09/13/2000 | Last Revised Date: 02/27/2020 | Last Reviewed Date: 02/27/2020

In cooperation with teachers, students, and parents/guardians, the principal or designee may establish school rules governing student dress and grooming which are consistent with law, Board policy, and administrative regulations. These school dress codes shall be regularly reviewed.

The following guidelines shall apply to all regular school activities:

Dress Code
Students must wear a shirt with pants or skirt, or the equivalent, and shoes.

Shirts and dresses must have fabric on the front and the sides.

The fabric covering the buttocks, genitals, and breasts must not be transparent (see-through).

Hats and other headwear must allow the face to be visible and not interfere with the line of sight of any student or staff. Hoodies must allow the student's face and ears to be visible to staff. No sunglasses may be worn indoors.

Clothing must be suitable for all scheduled classroom activities, including physical education, science labs, wood shop, and other activities where unique hazards exist. Specialized courses may require specialized attire, such as sports uniforms or safety gear.

Shoes must be worn at all times. Flip-flops, socks or sock-like footwear, slippers, backless shoes, or shoes with over a one-inch heel are not safe or appropriate for school. Toes must be covered.

Clothing may not depict, advertise or advocate the use of alcohol (excluding Humboldt County restaurants/family establishments), tobacco, or drugs.

Clothing may not reference genitals nor depict profanity, pornography, nudity, vulgarity, or sexual acts.

Clothing may not use or depict hate speech targeting any individual or group based on economics, ethnicity, gender, gender identity, intelligence, race, religious affiliation, sexual orientation, or any other protected group.

Clothing must not threaten the health or safety of any student or staff.

Clothing may not depict or advocate violence, criminal activity, race superiority, or hate speech.

Any attire identified as gang-related by local law enforcement is not allowed.

The dress code shall be modified as appropriate to accommodate a student's religious or cultural observance, health condition, or other circumstance deemed necessary by the principal or designee. In addition, the principal or designee may impose dress requirements to accommodate the needs of special school activities, physical education classes, athletic activities, and other extracurricular and cocurricular activities.

No grade of a student participating in a physical education class shall be adversely affected if the student does not wear standardized physical education apparel because of circumstances beyond the student's control. (Education Code 49066)

Students shall be allowed to wear sun-protective clothing, including but not limited to hats, for outdoor use during the school day. (Education Code 35183.5)

Gang-Related Apparel

At individual schools that have a dress code prohibiting gang-related apparel at school or school activities, the principal, staff, and parents/guardians participating in the development of the school safety plan shall define "gang-related apparel" and shall limit this definition to apparel that reasonably could be determined to threaten the health and safety of the school environment if it were worn or displayed on a school campus. (Education Code 32282)

Because gang-related symbols are constantly changing, definitions of gang-related apparel shall be reviewed annually and updated whenever related information is received. As necessary, the school shall collaborate with law enforcement agencies to update definitions of gang-related apparel.

A/R

Original Adopted Date: 09/13/2000 | Last Revised Date: 06/27/2023 | Last Reviewed Date: 06/27/2023

In cooperation with teachers, students, and parents/guardians, the principal or designee may establish school rules governing student dress and grooming which are consistent with law, Board policy, and administrative regulations. These school dress codes shall be regularly reviewed.

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Clothing must be suitable for all scheduled classroom activities, including physical education, science labs, wood shop, and other activities where unique hazards exist. Specialized courses may require specialized attire, such as sports uniforms or safety gear.

Shoes must be worn at all times. Flip-flops, socks or sock-like footwear, slippers, backless shoes, or shoes with over a one-inch heel are not safe or appropriate for school. Toes must be covered.

Clothing may not depict, advertise or advocate the use of alcohol (excluding Humboldt County restaurants/family establishments), tobacco, or drugs.

Clothing may not reference genitals nor depict profanity, pornography, nudity, vulgarity, or sexual acts.

Clothing may not use or depict hate speech targeting any individual or group based on economics, ethnicity, gender, gender identity, intelligence, race, religious affiliation, sexual orientation, or any other protected group.

Clothing must not threaten the health or safety of any student or staff.

Clothing may not depict or advocate violence, criminal activity, race superiority, or hate speech.

Any attire identified as gang-related by local law enforcement is not allowed.
The dress code shall be modified as appropriate to accommodate a student's religious or cultural observance, health condition, or other circumstance deemed necessary by the principal or designee. In addition, the principal or designee may impose dress requirements to accommodate the needs of special school activities, physical education classes, athletic activities, and other extracurricular and cocurricular activities.

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Because gang-related symbols are constantly changing, definitions of gang-related apparel shall be reviewed annually and updated whenever related information is received. As necessary, the school shall collaborate with law enforcement agencies to update definitions of gang-related apparel.

Bullying – BP 5131.2

Original Adopted Date: 10/22/2018 | Last Revised Date: 06/27/2024 | Last Reviewed Date: 06/27/2024Status: ADOPTED

This policy shall apply to all acts constituting bullying related to school activity or to school attendance occurring within a district school, to acts which occur off campus or outside of school-related or school-sponsored activities but which may have an impact or create a hostile environment at school, and to all acts of the Governing Board and the Superintendent in enacting policies and procedures that govern the district.

The Board recognizes the harmful effects of bullying on student well-being, student learning, and school attendance and desires to provide a welcoming, safe, and supportive school environment that protects students from physical, mental, and emotional harm. No individual or group shall, through physical, written, verbal, visual, or other means, harass, sexually harass, threaten, intimidate, cyberbully, cause bodily injury to, or commit hate violence against any student or school personnel, or retaliate against them for filing a complaint or participating in the complaint resolution process.

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

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

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

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

District families are encouraged to model respectful behavior, contribute to a safe and supportive learning environment, and monitor potential causes of bullying.

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

A/R

Original Adopted Date: 06/04/2020 | Last Revised Date: 06/27/2024 | Last Reviewed Date: 06/27/2024Status: ADOPTED

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

Cyberbullying includes the electronic creation or transmission of harassing communications, direct threats, or other harmful texts, sounds, or images, which may be shared, sent, or posted publicly. Cyberbullying may include, but is not limited to, personal or private information that causes humiliation, false or negative information to discredit or disparage, or threats of physical harm. Cyberbullying may also include breaking into another person's electronic account or assuming that person's online identity in order to damage that person's reputation.

Examples of the types of conduct that may constitute bullying and are prohibited by the district include, but are not limited to:
Physical bullying: An act that inflicts harm upon a person's body or possessions, such as hitting, kicking, pinching, spitting, tripping, pushing, taking or breaking someone's possessions, or making cruel or rude hand gestures

Verbal bullying: An act that includes saying or writing hurtful things, such as teasing, name-calling, inappropriate sexual comments, taunting, or threats to cause harm

Social/relational bullying: An act that harms a person's reputation or relationships, such as leaving a person out of an activity on purpose, influencing others not to be friends with someone, spreading rumors, or embarrassing someone in public

Cyberbullying: An act that occurs on electronic devices such as computers, tablets, or cell phones, such as sending demeaning or hateful text messages, direct messages or public posts on social media apps, gaming forums, or emails, spreading rumors by email or by posting on social networking sites, shaming or humiliating by allowing others to view, participate in, or share disparaging or harmful content, or posting or sharing embarrassing photos, videos, website, or fake profiles
Measures to Prevent Bullying

The Superintendent or designee shall implement measures to prevent bullying in district schools, including, but not limited to, the following:
Developing a strategic plan for school connectedness and social skills with benchmark tracking, which may include providing regular opportunities and spaces for students to develop social skills and strengthen relationships and promoting adult support from family and school staff, peer-led programs, and partnerships with key community groups, implementing socially based educational techniques such as cooperative learning projects that can improve educational outcomes as well as peer relations, creating a supportive school environment that fosters belonging through equitable classroom management, mentoring, and peer support groups that allow students to lean on each other and learn from each other's experiences, and building social connection into health education courses including information on the consequences of social connection on physical and mental health, key risk and protective factors, and strategies for increasing social connection

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

Providing information to students, through student handbooks, district and school websites and social media, and other age-appropriate means, about district and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for engaging in bullying

Encouraging students to notify school staff when they are being bullied or when they suspect that another student is being bullied, and providing means by which students may report threats or incidents confidentially and anonymously

Conducting an assessment of bullying incidents at each school and, if necessary, increasing supervision and security in areas where bullying most often occurs, such as playgrounds, hallways, restrooms, and cafeterias

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

Staff Development

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

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

Discuss bullying prevention strategies with students, and teach students to recognize the behavior and characteristics of bullying perpetrators and victims

Identify the signs of bullying or harassing behavior

Take immediate corrective action when bullying is observed

Report incidents to the appropriate authorities, including law enforcement in instances of criminal behavior
Information and Resources

The Superintendent or designee shall post on the district's website, in a prominent location and in a manner that is easily accessible to students and parents/guardians, information on bullying and harassment prevention which includes the following: (Education Code 234.6)
The district's policy on student suicide prevention, including a reference to the policy's age appropriateness for students in grades K-6

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

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

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

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

A link to statewide resources, including community-based organizations, compiled by CDE pursuant to Education Code 234.5
Any additional information the Superintendent or designee deems important for preventing bullying and harassment
Student Instruction

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

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

Students should be taught the difference between appropriate and inappropriate behaviors, how to advocate for themselves, how to help another student who is being bullied, and when to seek assistance from a trusted adult. As role models for students, staff are responsible for teaching and modeling respectful behavior and building safe and supportive learning environments, and are expected to demonstrate effective problem-solving and anger management skills.

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

Reporting and Filing of Complaints

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

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

Within one business day of receiving such a report, a staff member shall notify the principal of the report, regardless of whether a uniform complaint is filed. In addition, any school employee who observes an incident of bullying involving a student shall, within one business day, report such observation to the principal or a district compliance officer, regardless of whether the alleged victim files a complaint.

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

Any individuals with information about cyberbullying activity shall save and print any electronic or digital messages that they feel constitute cyberbullying and shall notify a teacher, the principal, or other employee so that the matter may be investigated. When an investigation concludes that a student used a social networking site or service to bully or harass another student, the Superintendent or designee may report the cyberbullying to the social media platform and may request the material be removed.

Discipline/Corrective Actions

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

When a student has been suspended, or other means of correction have been implemented against the student, for an incident of racist bullying, harassment, or intimidation, the principal or designee shall engage both the victim and perpetrator in a restorative justice practice suitable to the needs of the students. The principal or designee shall also require the perpetrator to engage in a culturally sensitive program that promotes racial justice and equity and combats racism and ignorance and shall regularly check on the victim to ensure that the victim is not in danger of suffering from any long-lasting mental health issues. (Education Code 48900.5)

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

Support Services

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

If any student involved in bullying exhibits warning signs of suicidal thought or intention or of intent to harm another person, the Superintendent or designee shall, as appropriate, implement district intervention protocols which may include, but are not limited to, referral to district or community mental health services, other health professionals, and/or law enforcement, in accordance with Board Policy and Administrative Regulation 5141.52 - Suicide Prevention.

Suspension and Expulsion/Due Process – BP/AR 5144.1

Original Adopted Date: 02/14/2019 | Last Revised Date: 12/13/2024 | Last Reviewed Date: 12/13/2024

The Governing Board desires to provide district students access to educational opportunities in an orderly school environment that protects their safety and security, ensures their welfare and well-being, and promotes their learning and development. The Board shall develop rules and regulations setting the standards of behavior expected of district students and the disciplinary processes and procedures for addressing violations of those standards, including suspension and/or expulsion.

The grounds for suspension and expulsion and the procedures for considering, recommending, and/or implementing suspension and expulsion shall be only those specified in law, in this policy, and in the accompanying administrative regulation.

Except when otherwise permitted by law, a student may be suspended or expelled only when the behavior is related to a school activity or school attendance occurring within any district school or another school district, regardless of when it occurs, including, but not limited to, the following: (Education Code 48900(s))
While on school grounds

While going to or coming from school

During the lunch period, whether on or off the school campus

During, going to, or coming from a school-sponsored activity

District staff shall enforce the rules concerning suspension and expulsion of students fairly, consistently, equally, and in accordance with the district's nondiscrimination policies.

Appropriate Use of Suspension Authority

Except when a student's act violates Education Code 48900(a)-(e), as listed in Items #1-5 under "Grounds for Suspension and Expulsion: Grades K-12" of the accompanying administrative regulation, or when the student's presence causes a danger to others, suspension shall be used only when other means of correction have failed to bring about proper conduct. (Education Code 48900.5, 48900.6)

A student's parents/guardians shall be notified as soon as possible when there is an escalating pattern of misbehavior that could lead to on-campus or off-campus suspension.

No student may be suspended for disruption or willful defiance, except by a teacher pursuant to Education Code 48910. (Education Code 48900)

Students shall not be suspended or expelled based solely on a student's truancy, tardiness, or absenteeism from assigned school activities. (Education Code 48900)

On-Campus Suspension

To ensure the proper supervision and ongoing learning of students who are suspended for any of the reasons enumerated in Education Code 48900 and 48900.2, but who pose no imminent danger or threat to anyone at school and for whom expulsion proceedings have not been initiated, the Superintendent or designee shall establish a supervised suspension classroom program which meets the requirements of law.

Except where a supervised suspension is permitted by law for a student's first offense, supervised suspension shall be imposed only when other means of correction have failed to bring about proper conduct. (Education Code 48900.5)

Authority to Expel

A student may be expelled only by the Board. (Education Code 48918(j))

As required by law, the Superintendent or principal shall recommend expulsion and the Board shall expel any student found to have committed any of the following "mandatory recommendation and mandatory expulsion" acts at school or at a school activity off school grounds: (Education Code 48915)
Possessing a firearm which is not an imitation firearm, as verified by a certificated employee, unless the student had obtained prior written permission to possess the item from a certificated school employee, with the principal or designee's concurrence

Selling or otherwise furnishing a firearm

Brandishing a knife at another person

Unlawfully selling a controlled substance listed in Health and Safety Code 11053-11058

Committing or attempting to commit a sexual assault as defined in Penal Code 261, 266c, 286, 287, 288, or 289, or former 288a, or committing a sexual battery as defined in Penal Code 243.4

Possessing an explosive as defined in 18 USC 921
For all other violations listed in the accompanying administrative regulation, the Superintendent or principal shall have the discretion to recommend expulsion of a student. If expulsion is recommended, the Board shall order the student expelled only if it makes a finding of either or both of the following: (Education Code 48915(b) and (e))
That other means of correction are not feasible or have repeatedly failed to bring about proper conduct

That due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others
A vote to expel a student shall be taken in an open session of a Board meeting. (Education Code 48918(j))

The Board may vote to suspend the enforcement of the expulsion order pursuant to the requirements of law and the accompanying administrative regulation. (Education Code 48917)

No student shall be expelled for disruption or willful defiance. (Education Code 48900)

No child enrolled in a preschool program shall be expelled or unenrolled except under limited circumstances in accordance with Education Code 8489.1 and as specified in Administrative Regulation 5148.3 - Preschool/Early Childhood Education.

Due Process

The Board shall provide for the fair and equitable treatment of students facing suspension and/or expulsion by affording the students due process rights under the law. The Superintendent or designee shall comply with procedures for notices, hearings, and appeals as specified in law and administrative regulation. (Education Code 48911, 48915, 48915.5, 48918)

Maintenance and Monitoring of Outcome Data

The Superintendent or designee shall maintain outcome data related to student suspensions and expulsions in accordance with Education Code 48900.8 and 48916.1, including, but not limited to, the number of students recommended for expulsion, the grounds for each recommended expulsion, the actions taken by the Board, the types of referral made after each expulsion, and the disposition of the students after the expulsion period. For any expulsion that involves the possession of a firearm, such data shall include the name of the school and the type of firearm involved, as required pursuant to 20 USC 7961. Suspension and expulsion data shall be reported to the Board annually and to the California Department of Education when so required.

In presenting the report to the Board, the Superintendent or designee shall disaggregate data on suspensions and expulsions by school and by numerically significant student subgroups, including, but not limited to, ethnic subgroups, socioeconomically disadvantaged students, English learners, long-term English learners, students with disabilities, foster youth, and homeless students. Based on the data, the Board shall address any identified disparities in the imposition of student discipline and shall determine whether and how the district is meeting its goals for improving school climate as specified in its local control and accountability plan.

A/R

Original Adopted Date: 02/14/2019 | Last Revised Date: 12/13/2024 | Last Reviewed Date: 12/13/2024Status: ADOPTED
Definitions

Suspension means removal of a student from ongoing instruction for adjustment purposes. However, suspension does not mean any of the following: (Education Code 48925)
Reassignment to another education program or class at the same school where the student will receive continuing instruction for the length of day prescribed by the Governing Board for students of the same grade level

Referral to a certificated employee designated by the principal to advise students

Removal from the class, but without reassignment to another class or program, for the remainder of the class period without sending the student to the principal or designee as provided in Education Code 48910, so long as removal from a particular class does not occur more than once every five school days
Expulsion means removal of a student from the immediate supervision and control or the general supervision of school personnel. (Education Code 48925)

Notice of Regulations

At the beginning of each school year, the principal of each school shall ensure that all students and parents/guardians are notified in writing of all school rules related to discipline, including suspension and expulsion. (Education Code 35291, 48900.1, 48980)

Grounds for Suspension and Expulsion: Grades K-12

Acts for which a student, including a student with disabilities, may be suspended or expelled shall be only those specified as follows and in "Additional Grounds for Suspension and Expulsion: Grades 4-12," below:
Caused, attempted to cause, or threatened to cause physical injury to another person; willfully used force or violence upon another person, except in self-defense; or committed as an aider or abettor, as adjudged by a juvenile court, a crime of physical violence in which the victim suffered great or serious bodily injury (Education Code 48900(a) and (t))

Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the principal or designee's concurrence (Education Code 48900(b))

Unlawfully possessed, used, sold, otherwise furnished, or was under the influence of any controlled substance as defined in Health and Safety Code 11053-11059, alcoholic beverage, or intoxicant of any kind (Education Code 48900(c))

Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11059, alcoholic beverage, or intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the same as a controlled substance, alcoholic beverage, or intoxicant (Education Code 48900(d))

Committed or attempted to commit robbery or extortion (Education Code 48900(e))

Caused or attempted to cause damage to school property or private property (Education Code 48900(f))

Stole or attempted to steal school property or private property (Education Code 48900(g))

Possessed or used tobacco or products containing tobacco or nicotine products, including, but not limited to, cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel, except that this restriction shall not prohibit a student from using or possessing prescription products (Education Code 48900(h))

Committed an obscene act or engaged in habitual profanity or vulgarity (Education Code 48900(i))

Unlawfully possessed, offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5 (Education Code 48900(j))

Knowingly received stolen school property or private property (Education Code 48900(l))

Possessed an imitation firearm (Education Code 48900(m))

Imitation firearm means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm. (Education Code 48900(m))

Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 287, 288, 289, or former 288a, or committed a sexual battery as defined in Penal Code 243.4 (Education Code 48900(n))

Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness (Education Code 48900(o))

Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma (Education Code 48900(p))

Engaged in, or attempted to engage in, hazing (Education Code 48900(q))

Hazing means a method of initiation or pre-initiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. Hazing does not include athletic events or school-sanctioned events. (Education Code 48900(q))

Engaged in an act of bullying (Education Code 48900(r))

Bullying means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, directed toward one or more students that has or can reasonably be predicted to have the effect of placing a reasonable student(s) in fear of harm to self or property; cause the student to experience a substantially detrimental effect on physical or mental health; or cause the student to experience substantial

interferences with academic performance or ability to participate in or benefit from the services, activities, or privileges provided by a school. (Education Code 48900(r))

Bullying includes any act of sexual harassment, hate violence, or harassment, threat, or intimidation, as defined in Education Code 48900.2, 48900.3, or 48900.4 and below in "Additional Grounds for Suspension and Expulsion: Grades 4-12," that has any of the effects described above on a reasonable student.

Bullying also includes an act of cyber sexual bullying by a student through the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording that depicts a nude, semi-nude, or sexually explicit photograph or other visual recording of an identifiable minor, when such dissemination is to another student or to school personnel by means of an electronic act and has or can be reasonably predicted to have one or more of the effects of bullying described above. Cyber sexual bullying does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

Electronic act means the creation or transmission originated on or off the school site by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication including, but not limited to: (Education Code 48900(r))
A message, text, sound, video, or image

A post on a social network Internet website, including, but not limited to, posting to or creating a burn page or creating a credible impersonation or false profile for the purpose of causing a reasonable student any of the effects of bullying described above

Reasonable student means a student, including, but not limited to, a student who has been identified as a student with a disability, who exercises average care, skill, and judgment in conduct for a person of the student's age, or for a person of the student's age and disability. (Education Code 48900(r))

Burn page means an internet website created for the purpose of causing a reasonable student any of the effects of bullying described above. (Education Code 48900(r))

Credible impersonation means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that the student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated. (Education Code 48900(r))

False profile means a profile of a fictitious student or profile using the likeness or attributes of an actual student other than the student who created the false profile. (Education Code 48900(r))

An electronic act is not considered pervasive conduct solely on the basis that it has been transmitted to the internet or is currently posted on the internet. (Education Code 48900(r))

When a student has been suspended, or other means of correction have been implemented against the student, for an incident of racist bullying, harassment, or intimidation, the principal or designee may, as appropriate, engage both the victim and perpetrator in a restorative justice practice suitable to the needs of the students. The principal or designee shall also require the perpetrator to engage in a culturally sensitive program that promotes racial justice and equity and combats racism and ignorance and shall regularly check on the victim to ensure that the victim is not in danger of suffering from any long-lasting mental health issues. (Education Code 48900.5)

Aided or abetted the infliction or attempted infliction of physical injury on another person, as defined in Penal Code 31 (Education Code 48900(t))

Made terrorist threats against school officials and/or school property (Education Code 48900.7)

A terrorist threat includes any written or oral statement by a person who willfully threatens to commit a crime which will result in death or great bodily injury to another person or property damage in excess of $1,000, with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying out the crime. (Education Code 48900.7)

A student may not be suspended or expelled for disruption or willful defiance. (Education Code 48900)

Additional Grounds for Suspension and Expulsion: Grades 4-12

A student in grades 4-12 shall be subject to suspension or recommendation for expulsion when it is determined that the student:
Committed sexual harassment as defined in Education Code 212.5 (Education Code 48900.2)

Sexual harassment means conduct which, when considered from the perspective of a reasonable person of the same gender as the victim, is sufficiently severe or pervasive as to have a negative impact upon the victim's academic performance or to create an intimidating, hostile, or offensive educational environment. (Education Code 212.5, 48900.2)

Caused, attempted to cause, threatened to cause, or participated in an act of hate violence as defined in Education Code 233 (Education Code 48900.3)

Hate violence means any act punishable under Penal Code 422.6, 422.7, or 422.75. Such acts include injuring or intimidating a victim, interfering with the exercise of a victim's civil rights, or damaging a victim's property because of the victim's race, ethnicity, religion, nationality, disability, gender, gender identity, gender expression, or sexual orientation; a perception of the presence of any of those characteristics in the victim; or the victim's association with a person or group with one or more of those actual or perceived characteristics. (Education Code 233; Penal Code 422.55)

Intentionally engaged in harassment, threats, or intimidation against district personnel or students that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of school personnel or students by creating an intimidating or hostile educational environment (Education Code 48900.4)
Suspension from Class by a Teacher

A teacher may suspend a student from class for the remainder of the day and the following day for any of the acts specified in Education Code 48900 and listed as Items #1-19 under "Grounds for Suspension and Expulsion: Grades K-12" above or for disruption or willful defiance at any grade level. (Education Code 48910)

When suspending a student from class, the teacher shall immediately report this action to the principal or designee and send the student to the principal or designee for appropriate action. If that action requires the continuing presence of the student at school, the student shall be appropriately supervised during the class periods from which the student has been suspended. (Education Code 48910)

As soon as possible after the teacher has suspended the student, the teacher shall ask the student's parent/guardian to attend a parent-teacher conference regarding the suspension. A counselor or psychologist may attend the conference if it is practicable, and a school administrator shall attend if requested by the parent/guardian or teacher. (Education Code 48910)

A student suspended from class shall not be returned to class during the period of the suspension without the approval of the teacher of the class and the principal or designee. (Education Code 48910)

A student suspended from class shall not be placed in another regular class during the period of suspension. However, a student assigned to more than one class per day may continue to attend other regular classes except those held at the same time as the class from which the student was suspended. (Education Code 48910)

A teacher may also refer a student, for any of the acts specified above in Education Code 48900, to the principal or designee for consideration of a suspension from school. (Education Code 48910)

The teacher of any class from which a student is suspended may require the student to complete any assignments and tests missed during the removal. (Education Code 48913)

Suspension by Superintendent, Principal or Principal's Designee

To implement disciplinary procedures at a school site, the principal may, in writing, designate as the principal's designee another administrator or, if the principal is the only administrator at the school site, a certificated employee. As necessary, the principal may, in writing, also designate another administrator or certificated employee as the secondary designee to assist with disciplinary procedures when the principal and the principal's primary designee are absent from the school site.

The Superintendent, principal, or designee shall immediately suspend any student found at school or at a school activity away from school to have committed any of the acts listed in the Board policy under "Authority to Expel" for which a recommendation of expulsion is required. (Education Code 48915(c))

The Superintendent, principal, or designee may impose a suspension for a first offense if it is determined that the student violated any of Items #1-5 listed under "Grounds for Suspension and Expulsion: Grades K-12" above or if the student's presence causes a danger to persons. (Education Code 48900.5)

For all other offenses, a student may be suspended only when the Superintendent or principal has determined that other means of correction have failed to bring about proper conduct. (Education Code 48900.5)

When other means of correction are implemented prior to imposing suspension upon a student, including supervised suspension, the Superintendent, principal, or designee shall document the other means of correction used and retain the documentation in the student's record. (Education Code 48900.5)

Length of Suspension

The Superintendent, principal, or designee may suspend a student from school for not more than five consecutive school days. (Education Code 48911)

A student may be suspended from school for not more than 20 school days in any school year. However, if a student enrolls in or is transferred to another regular school, an opportunity school or class, or continuation school or class for the purpose of adjustment, the student may be suspended for not more than 30 school days in a school year. The district may count suspensions that occur while a student is enrolled in another school district toward the maximum number of days for which the student may be suspended in any school year. (Education Code 48903, 48911, 48912)

These restrictions on the number of days of suspension shall not apply when the suspension is extended pending an expulsion. (Education Code 48911)

Due Process Procedures for Suspension

Suspensions shall be imposed in accordance with the following procedures:

Informal Conference: Suspension shall be preceded by an informal conference conducted by the Superintendent, principal, or designee with the student and, whenever practicable, the teacher, supervisor, or school employee who referred the student to the principal. At the conference, the student shall be informed of the reason for the disciplinary action, including the other means of correction that were attempted before the suspension as required pursuant to Education Code 48900.5, and the evidence against the student, and shall be given the opportunity to present the student's version and evidence in the student's defense. (Education Code 48911)

This conference may be omitted if the Superintendent, principal, or designee determines that an emergency situation exists involving a clear and present danger to the lives, safety, or health of students or school personnel. If a student is suspended without this conference, the student, the student's parent/guardian, or if the student is a foster youth, the foster youth's educational rights holder, attorney, and county social worker, or if the student is an Indian child, the Indian child's tribal social worker and, if applicable, county social worker, shall be notified of the student's right to a conference and the right to return to school for the purpose of the conference. The conference shall be held within two school days, unless the student waives the right to it or is physically unable to attend for any reason. In such a case, the conference shall be held as soon as the student is physically able to return to school for the conference. (Education Code 48911)

Administrative Actions: All requests for student suspension are to be processed by the principal or designee. A school employee shall report the suspension, including the name of the student and the cause for the suspension, to the Superintendent or designee. (Education Code 48911)

Notice to Parents/Guardians: At the time of the suspension, a school employee shall make a reasonable effort to contact the parent/guardian, or if the student is a foster youth, the foster youth's educational rights holder, attorney, and county social worker, or if the student is an Indian child, the Indian child's tribal social worker, and, if applicable, the county social worker, in person, by email, or by telephone. Whenever a student is suspended, the parent/guardian, or, if applicable, the foster youth's educational rights holder, attorney, and county social worker, or the Indian child's tribal social worker and, if applicable, the county social worker, shall also be notified in writing of the suspension. (Education Code 48911)

This notice shall state the specific offense committed by the student. (Education Code 48900.8)

In addition, the notice shall state the date and time when the student may return to school.

Parent/Guardian Conference: Whenever a student is suspended, school officials may conduct a meeting with the parent/guardian to discuss the cause(s) and duration of the suspension, the school policy involved, and any other pertinent matter. (Education Code 48914)

If school officials request to meet with the parent/guardian, a foster youth's educational rights holder, attorney, and county social worker, or an Indian child's tribal social worker, and, if applicable, the county social worker, the notice may state that the law requires such individuals to respond to the request without delay. However, the student shall not be penalized for the failure of the parent/guardian, a foster youth's educational rights holder, attorney, and county social worker, or an Indian child's tribal social worker, and, if applicable, the county social worker, to attend such a conference. The student may not be denied reinstatement solely because such individuals failed to attend the conference. (Education Code 48911)

Extension of Suspension: If the Board is considering the expulsion of a suspended student from any school or the suspension of a student for the balance of the semester from continuation school, the Superintendent or designee may, in writing, extend the suspension until such time as the Board has made a decision, provided the following requirements are followed: (Education Code 48911)

The extension of the original period of suspension is preceded by notice of such extension with an offer to hold a conference concerning the extension, giving the student an opportunity to be heard

This conference may be held in conjunction with a meeting requested by the student or parent/guardian to challenge the original suspension.

The Superintendent or designee determines, following a meeting in which the student and the student's parent/guardian were invited to participate, that the student's presence at the school or at an alternative school would endanger persons or property or threaten to disrupt the instructional process

If the student involved is a foster youth or Indian child, the Superintendent or designee shall notify the district's educational liaison of the need to invite the foster youth's educational rights holder, attorney and county social worker, or the Indian child's tribal social worker or, if applicable, the county social worker, to attend the meeting (Education Code 48853.5, 48911, 48918.1)

If the student involved is a child or youth experiencing homelessness, the Superintendent or designee shall notify the district liaison for homeless students (Education Code 48918.1)

In lieu of or in addition to suspending a student, the Superintendent, principal, or designee may provide services or require the student to participate in an alternative disciplinary program designed to correct the behavior and keep the student in school
Suspension by the Board

The Board may suspend a student for any of the acts listed under "Grounds for Suspension and Expulsion: Grades K-12," and "Additional Grounds for Suspension and Expulsion: Grades 4-12," above and within the limits specified under "Suspension by Superintendent, Principal, or Designee," above. (Education Code 48912)

The Board may suspend a student enrolled in a continuation school or class for a period not longer than the remainder of the semester. The suspension shall meet the requirements of Education Code 48915. (Education Code 48912.5)

When the Board is considering a suspension, disciplinary action, or any other action (except expulsion) against any student, it shall hold a closed session if a public hearing would lead to disclosure of information that would violate a student's right to privacy under Education Code 49073-49079. (Education Code 35146, 48912)

The Board shall provide the student and parent/guardian with written notice of the closed session by registered or certified mail or personal service. Upon receiving this notice, the student or parent/guardian may request a public meeting, and this request shall be granted if made in writing within 48 hours after receipt of the Board's notice. However, any discussion that conflicts with any other student's right to privacy still shall be held in closed session. (Education Code 35146, 48912)

On-Campus Suspension

A student for whom an expulsion action has not been initiated and who poses no imminent danger or threat to the school, students, or staff may be assigned to on-campus suspension in a separate classroom, building, or site for the entire period of suspension. The following conditions shall apply: (Education Code 48911.1)
The on-campus suspension classroom shall be staffed in accordance with law

The student shall have access to appropriate counseling services

The on-campus suspension classroom shall promote completion of schoolwork and tests missed by the student during the suspension

The student shall be responsible for contacting the student's teacher(s) to receive assignments to be completed in the supervised suspension classroom and the teacher(s) shall provide all assignments and tests that the student will miss while suspended

If no such work is assigned, the person supervising the suspension classroom shall assign schoolwork.
At the time a student is assigned to an on-campus suspension classroom, the principal or designee shall notify the student's parent/guardian, or if the student is a foster youth, the foster youth's educational rights holder, attorney, and county social worker, or, if the student if an Indian child, the Indian child's tribal social worker and, if applicable, county social worker, in person, by email, or by telephone. When the assignment is for longer than one class period, this notification shall be made in writing. (Education Code 48911.1)

Superintendent or Principal's Authority to Recommend Expulsion

Unless the Superintendent or principal determines that expulsion should not be recommended under the circumstances or that an alternative means of correction would address the conduct, the Superintendent or principal shall recommend a student's expulsion for any of the following acts: (Education Code 48915)
Causing serious physical injury to another person, except in self-defense

Possession of any knife or other dangerous object of no reasonable use to the student

Unlawful possession of any controlled substance as listed in Health and Safety Code 11053-11059, except for:

The first offense for the possession of not more than one ounce of marijuana, other than concentrated cannabis

The student's possession of over-the-counter medication for use by the student for medical purposes

Medication prescribed for the student by a physician

Robbery or extortion

Assault or battery, as defined in Penal Code 240 and 242, upon any school employee
In determining whether to recommend the expulsion of a student, the Superintendent, principal, or designee shall act as quickly as possible to ensure that the student does not lose instructional time. (Education Code 48915)

Student's Right to Expulsion Hearing

Any student recommended for expulsion shall be entitled to a hearing to determine whether the student should be expelled. The hearing shall be held within 30 school days after the Superintendent, principal, or designee determines that the student has committed the act(s) that form the basis for the expulsion recommendation. (Education Code 48918(a))

The student is entitled to at least one postponement of an expulsion hearing for a period of not more than 30 calendar days. The request for postponement shall be in writing. Any subsequent postponement may be granted at the Board's discretion. (Education Code 48918(a))

If the Board finds it impractical during the regular school year to comply with these time requirements for conducting an expulsion hearing, the Superintendent or designee may, for good cause, extend the time period by an additional five school days. Reasons for the extension shall be included as a part of the record when the expulsion hearing is held. (Education Code 48918(a))

If the Board finds it impractical to comply with the time requirements of the expulsion hearing due to a summer recess of Board meetings of more than two weeks, the days during the recess shall not be counted as school days. The days not

counted during the recess may not exceed 20 school days, as defined in Education Code 48925. Unless the student requests in writing that the expulsion hearing be postponed, the hearing shall be held not later than 20 calendar days prior to the first day of the next school year. (Education Code 48918(a))

Once the hearing starts, all matters shall be pursued with reasonable diligence and concluded without unnecessary delay. (Education Code 48918(a))

Stipulated Expulsion

After a determination that a student has committed an offense for which the student may be expelled, the Superintendent, principal, or designee shall offer the student, the student's parent/guardian, or, when applicable, other person holding the right to make educational decisions for the student, the option to waive a hearing and stipulate to the expulsion or to a suspension of the expulsion under certain conditions. The offer shall be made only after written notice of the expulsion hearing pursuant to Education Code 48918 has been given.

The stipulation agreement shall be in writing and shall be signed by the student, the student's parent/guardian, or, when applicable, the person holding the right to make educational decisions for the student. The stipulation agreement shall include notice of all the rights that the student is waiving, including the waiving of the right to have a full hearing, to appeal the expulsion to the County Board of Education, and to consult legal counsel.

A stipulated expulsion agreed to by the student, the student's parent/guardian, or, when applicable, the person holding the right to make educational decisions for the student, shall be effective upon approval by the Board.

Rights of Complaining Witness

An expulsion hearing involving allegations of sexual assault or sexual battery may be postponed for one school day in order to accommodate the special physical, mental, or emotional needs of a student who is the complaining witness. (Education Code 48918.5)

Whenever the Superintendent or designee recommends an expulsion hearing that addresses allegations of sexual assault or sexual battery, the Superintendent or designee shall give the complaining witness a copy of the district's suspension and expulsion policy and regulation and shall advise the witness of the right to: (Education Code 48918.5)
Receive five days' notice of the scheduled testimony at the hearing

Have up to two adult support persons present at the hearing at the time the witness testifies

Have a closed hearing during the time the witness testifies
Whenever any allegation of sexual assault or sexual battery is made, the Superintendent or designee shall immediately advise complaining witnesses and accused students to refrain from personal or telephone contact with each other during the time when an expulsion process is pending. (Education Code 48918.5)

Written Notice of the Expulsion Hearing

Written notice of the expulsion hearing shall be forwarded to the student and the student's parent/guardian at least 10 calendar days before the date of the hearing. The notice shall include: (Education Code 48900.8, 48918(b))
The date and place of the hearing

A statement of the specific facts, charges, and offense upon which the proposed expulsion is based

A copy of district disciplinary rules which relate to the alleged violation

Notification of the student's or parent/guardian's obligation, pursuant to Education Code 48915.1, to provide information about the student's status in the district to any other district in which the student seeks enrollment

This obligation applies when a student is expelled for acts other than those described in Education Code 48915(a) or (c).

The opportunity for the student or the student's parent/guardian to appear in person or be represented by legal counsel or by a nonattorney adviser

Legal counsel means an attorney or lawyer who is admitted to the practice of law in California and is an active member of the State Bar of California.

Nonattorney adviser means an individual who is not an attorney or lawyer, but who is familiar with the facts of the case and has been selected by the student or student's parent/guardian to provide assistance at the hearing.

The right to inspect and obtain copies of all documents to be used at the hearing

The opportunity to confront and question all witnesses who testify at the hearing

The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf, including witnesses
Additional Notice of Expulsion Hearing for Foster Youth, Homeless Students, and Indian Children

If the student facing expulsion is a foster student or Indian child, the Superintendent or designee shall also send notice of the hearing to the foster youth's educational rights holder, attorney, and county social worker, or the Indian child's tribal social worker and, if applicable, county social worker, at least 10 calendar days prior to the hearing. (Education Code 48918.1)

If the student facing expulsion is a student experiencing homelessness, the Superintendent or designee shall also send notice of the hearing to the district liaison for homeless students at least 10 calendar days prior to the hearing. (Education Code 48918.1)

Any notice for these purposes may be provided by the most cost-effective method possible, including by email or a telephone call. (Education Code 48918.1)

Conduct of Expulsion Hearing

Closed Session: Notwithstanding Education Code 35145, the Board shall conduct a hearing to consider the expulsion of the student in a session closed to the public unless the student requests in writing at least five days prior to the hearing that the hearing be a public meeting. If such a request is made, the meeting shall be public to the extent that privacy rights of other students are not violated. (Education Code 48918)

Whether the expulsion hearing is held in closed or public session, the Board may meet in closed session to deliberate and determine whether the student should be expelled. If the Board admits any other person to this closed session, the parent/guardian, the student, and the counsel of the student also shall be allowed to attend the closed session. (Education Code 48918(c))

If a hearing that involves a charge of sexual assault or sexual battery is to be conducted in public, a complaining witness shall have the right to testify in closed session when testifying in public would threaten serious psychological harm to the witness and when there are no alternative procedures to avoid the threatened harm, including, but not limited to, a videotaped deposition or contemporaneous examination in another place communicated to the hearing room by closed-circuit television. (Education Code 48918(c)

Record of Hearing: A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made. (Education Code 48918(g))

Subpoenas: Before commencing a student expulsion hearing, the Board may issue subpoenas, at the request of either the student or the Superintendent or designee, for the personal appearance at the hearing of any person who actually witnessed the action that gave rise to the recommendation for expulsion. After the hearing has commenced, the Board or the hearing officer or administrative panel may issue such subpoenas at the request of the student or the County Superintendent of Schools or designee. All subpoenas shall be issued in accordance with Code of Civil Procedure 1985-1985.2 and enforced in accordance with Government Code 11455.20. (Education Code 48918(i))

Any objection raised by the student or the Superintendent or designee to the issuance of subpoenas may be considered by the Board in closed session, or in open session if so requested by the student, before the meeting. The Board's decision in response to such an objection shall be final and binding. (Education Code 48918(i))

If the Board determines, or if the hearing officer or administrative panel finds and submits to the Board, that a witness would be subject to unreasonable risk of harm by testifying at the hearing, a subpoena shall not be issued to compel the personal attendance of that witness at the hearing. However, that witness may be compelled to testify by means of a sworn declaration as described in Item #6 below. (Education Code 48918(i))

Presentation of Evidence: Technical rules of evidence shall not apply to the expulsion hearing, but relevant evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. The decision of the Board to expel shall be supported by substantial evidence that the student committed any of the acts pursuant to Education Code 48900 and listed in "Grounds for Suspension and Expulsion: Grades K-12," and "Additional Grounds for Suspension and Expulsion: Grades 4-12," above. (Education Code 48918(h))

Findings of fact shall be based solely on the evidence at the hearing. Although no finding shall be based solely on hearsay, sworn declarations may be admitted as testimony from witnesses whose disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm. (Education Code 48918(f))

In cases where a search of a student's person or property has occurred, evidence describing the reasonableness of the search shall be included in the hearing record.

Testimony by Complaining Witnesses: The following procedures shall be observed when a hearing involves allegations of sexual assault or sexual battery by a student: (Education Code 48918, 48918.5)

Any complaining witness shall be given five days' notice before being called to testify

Any complaining witness shall be entitled to have up to two adult support persons, including, but not limited to, a parent/guardian or legal counsel, present during the testimony

Before a complaining witness testifies, support persons shall be admonished that the hearing is confidential

The person presiding over the hearing may remove a support person who is disrupting the hearing

If one or both support persons are also witnesses, the hearing shall be conducted in accordance with Penal Code 868.5

Evidence of specific instances of prior sexual conduct of a complaining witness shall be presumed inadmissible and shall not be heard unless the person conducting the hearing determines that extraordinary circumstances require the evidence to be heard

Before such a determination is made, the complaining witness shall be given notice and an opportunity to oppose the introduction of this evidence. In the hearing on the admissibility of this evidence, the complaining witness shall be entitled to be represented by a parent/guardian, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of a complaining witness shall not be admissible for any purpose.

In order to facilitate a free and accurate statement of the experiences of the complaining witness and to prevent discouragement of complaints, the district shall provide a nonthreatening environment

The district shall provide a room separate from the hearing room for the use of the complaining witness before and during breaks in testimony

At the discretion of the person conducting the hearing, the complaining witness shall be allowed reasonable periods of relief from examination and cross-examination during which the complaining witness may leave the hearing room

The person conducting the hearing may:

Arrange the seating within the hearing room so as to facilitate a less intimidating environment for the complaining witness

Limit the time for taking the testimony of a complaining witness to normal school hours, if there is no good cause to take the testimony during other hours

(Permit one of the support persons to accompany the complaining witness to the witness stand

Decision: The Board's decision as to whether to expel a student shall be made within 40 school days after the student is removed from school, unless the student requests in writing that the decision be postponed. (Education Code 48918(a))
Alternative Expulsion Hearing: Hearing Officer or Administrative Panel

Instead of conducting an expulsion hearing itself, the Board may contract with the county hearing officer or with the Office of Administrative Hearings of the State of California for a hearing officer. The Board may also appoint an impartial administrative panel composed of three or more certificated personnel, none of whom shall be members of the Board or on the staff of the school in which the student is enrolled. (Education Code 48918)

A hearing conducted by the hearing officer or administrative panel shall conform to the same procedures applicable to a hearing conducted by the Board as specified above in "Conduct of Expulsion Hearing," including the requirement to issue a decision within 40 school days of the student's removal from school, unless the student requests that the decision be postponed. (Education Code 48918(a) and (d))

The hearing officer or administrative panel shall, within three school days after the hearing, determine whether to recommend expulsion of the student to the Board. If expulsion is not recommended, the expulsion proceeding shall be terminated and the student shall be immediately reinstated and permitted to return to the classroom instructional program from which the referral was made, unless another placement is requested in writing by the student's parent/guardian. Before the student's placement decision is made by the student's parent/guardian, the Superintendent or designee shall consult with the parent/guardian and district staff, including the student's teachers, regarding other placement options for the student in addition to the option to return to the classroom instructional program from which the student's expulsion referral was made. The decision to not recommend expulsion shall be final. (Education Code 48918(e))

If expulsion is recommended, findings of fact in support of the recommendation shall be prepared and submitted to the Board. All findings of fact and recommendations shall be based solely on the evidence presented at the hearing. The

Board may accept the recommendation based either upon a review of the findings of fact and recommendations submitted or upon the results of any supplementary hearing the Board may order. (Education Code 48918(f))

In accordance with Board policy, the hearing officer or administrative panel may recommend that the Board suspend the enforcement of the expulsion. If the hearing officer or administrative panel recommends that the Board expel a student but suspend the enforcement of the expulsion, the student shall not be reinstated and permitted to return to the classroom instructional program from which the referral was made until the Board has ruled on the recommendation. (Education Code 48917, 48918)

Final Action by the Board

Whether the expulsion hearing is conducted in closed or open session by the Board, a hearing officer, or an administrative panel or is waived through the signing of a stipulated expulsion agreement, the final action to expel shall be taken by the Board in public. (Education Code 48918(j))

The Board's decision is final. If the decision is to not expel, the student shall be reinstated immediately. If the decision is to suspend the enforcement of the expulsion, the student shall be reinstated under the conditions of the suspended expulsion.

Upon ordering an expulsion, the Board shall set a date when the student shall be reviewed for readmission to a school within the district. For a student expelled for any "mandatory recommendation and mandatory expulsion" act listed in "Authority to Expel" in the accompanying Board policy, this date shall be one year from the date the expulsion occurred, except that the Board may set an earlier date on a case-by-case basis. For a student expelled for other acts, this date shall be no later than the last day of the semester following the semester in which the expulsion occurred. If an expulsion is ordered during summer session or the intersession period of a year-round program, the Board shall set a date when the student shall be reviewed for readmission not later than the last day of the semester following the summer session or intersession period in which the expulsion occurred. (Education Code 48916)

At the time of the expulsion order, the Board shall recommend a plan for the student's rehabilitation, which may include: (Education Code 48916)
Periodic review, as well as assessment at the time of review, for readmission

Recommendations for improved academic performance, tutoring, special education assessments, job training, counseling, employment, community service, or other rehabilitative programs
With parent/guardian consent, students who have been expelled for reasons relating to controlled substances or alcohol may be required to enroll in a county-sponsored drug rehabilitation program before returning to school. (Education Code 48916.5)

Written Notice to Expel

The Superintendent or designee shall send written notice of the decision to expel to the student or parent/guardian. This notice shall include the following:
The specific offense committed by the student for any of the causes for suspension or expulsion listed above under "Grounds for Suspension and Expulsion: Grades K-12" or "Additional Grounds for Suspension and Expulsion: Grades 4-12" (Education Code 48900.8)

The fact that a description of readmission procedures will be made available to the student and parent/guardian (Education Code 48916)

Notice of the right to appeal the expulsion to the County Board (Education Code 48918)

Notice of the alternative educational placement to be provided to the student during the time of expulsion (Education Code 48918)

Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the expelling district, pursuant to Education Code 48915.1 (Education Code 48918)
Decision to Suspend Expulsion Order

In accordance with Board policy, when deciding whether to suspend the enforcement of an expulsion order, the Board shall take into account the following criteria:
The student's pattern of behavior

The seriousness of the misconduct

The student's attitude toward the misconduct and willingness to follow a rehabilitation program
The suspension of the enforcement of an expulsion shall be governed by the following:
The Board may, as a condition of the suspension of enforcement, assign the student to a school, class, or program appropriate for the student's rehabilitation

This rehabilitation program may provide for the involvement of the student's parent/guardian in the student's education. However, a parent/guardian's refusal to participate in the rehabilitation program shall not be considered in the Board's determination as to whether the student has satisfactorily completed the rehabilitation program. (Education Code 48917)

During the period when enforcement of the expulsion order is suspended, the student shall be on probationary status (Education Code 48917)

The suspension of the enforcement of an expulsion order may be revoked by the Board if the student commits any of the acts listed under "Grounds for Suspension and Expulsion: Grades K-12" or "Additional Grounds for Suspension and Expulsion: Grades 4-12" above, or violates any of the district's rules and regulations governing student conduct (Education Code 48917)

When the suspension of enforcement of an expulsion order is revoked, a student may be expelled under the terms of the original expulsion order (Education Code 48917)

Upon satisfactory completion of the rehabilitation assignment, the Board shall reinstate the student in a district school

Upon reinstatement, the Board may order the expunging of any or all records of the expulsion proceedings. (Education Code 48917)

The Superintendent or designee shall send written notice of any decision to suspend the enforcement of an expulsion order during a period of probation to the student or parent/guardian

The notice shall inform the parent/guardian of the right to appeal the expulsion to the County Board, the alternative educational placement to be provided to the student during the period of expulsion, and the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the expelling district, pursuant to Education Code 48915.1(b). (Education Code 48918(j))

Suspension of the enforcement of an expulsion order shall not affect the time period and requirements for the filing of an appeal of the expulsion order with the County Board (Education Code 48917)
Appeal

If a student is expelled from school, the student or parent/guardian is entitled to file an appeal of the Board's decision with the County Board. The appeal must be filed within 30 days of the Board's decision to expel, even if the expulsion order is suspended and the student is placed on probation. (Education Code 48919)

If the student submits a written request for a copy of the written transcripts and supporting documents from the district simultaneously with the filing of the notice of appeal with the County Board, the district shall provide the student with these documents within 10 school days following the student's written request. (Education Code 48919)

Notification to Law Enforcement Authorities

Prior to the suspension or expulsion of any student, the principal or designee shall notify appropriate city or county law enforcement authorities of any student acts of assault which may have violated Penal Code 245. (Education Code 48902)

The principal or designee shall notify appropriate city or county law enforcement authorities of any student acts which may involve the possession or sale of narcotics or of a controlled substance, or of any student acts involving the possession, sale, or furnishing of firearms, explosives, or other dangerous weapons in violation of Education Code 48915(c)(1) or (5) or Penal Code 626.9 and 626.10. (Education Code 48902)

Within one school day after a student's suspension or expulsion, the principal or designee shall notify appropriate county or district law enforcement authorities, by telephone or other appropriate means, of any student acts which may violate Education Code 48900(c) or (d), relating to the possession, use, offering, or sale of controlled substances, alcohol, or intoxicants of any kind. (Education Code 48902)

Placement During Expulsion

The Board shall refer expelled students to a program of study that is: (Education Code 48915, 48915.01)
Appropriately prepared to accommodate students who exhibit discipline problems

Not provided at a comprehensive middle, junior, or senior high school or at any elementary school, unless the program is offered at a community day school established at any of these

Not housed at the school site attended by the student at the time of suspension
When the placement described above is not available and when the County Superintendent so certifies, students expelled for only acts described in Items #6-12 under "Grounds for Suspension and Expulsion: Grades K-12" and Items #1-3 under "Additional Grounds for Suspension and Expulsion: Grades 4-12" above may be referred to a program of study that is provided at another comprehensive middle, junior, or senior high school or at an elementary school. (Education Code 48915)

The program for a student expelled from any of grades K-6 shall not be combined or merged with programs offered to students in any of grades 7-12. (Education Code 48916.1)

Readmission After Expulsion

Prior to the date set by the Board for the student's readmission:
The Superintendent or designee shall hold a conference with the student's parent/guardian, or other person holding the right to make educational decisions for the student, and the student

At the conference, the student's rehabilitation plan shall be reviewed and the Superintendent or designee shall verify that the provisions of this plan have been met. School regulations shall be reviewed and the student and the student's parent/guardian or other person holding the right to make educational decisions for the student shall be asked to indicate in writing their willingness to comply with these regulations.

The Superintendent or designee shall transmit to the Board a recommendation regarding readmission

The Board shall consider this recommendation in closed session. If a written request for open session is received from the student's parent/guardian or other person holding the right to make educational decisions for the student, or adult student, it shall be honored to the extent that privacy rights of other students are not violated.

If the readmission is granted, the Superintendent or designee shall notify the student and the student's parent/guardian, or other person holding the right to make educational decisions for the student, by registered mail, of the Board's decision regarding readmission

The Board may deny readmission only if it finds that the student has not satisfied the conditions of the rehabilitation plan or that the student continues to pose a danger to campus safety or to other district students or employees (Education Code 48916)

If the Board denies the readmission of a student, the Board shall determine either to continue the student's placement in the alternative educational program initially selected or to place the student in another program that serves expelled students, including placement in a county community school

The Board shall provide written notice to the expelled student and the student's parent/guardian, or other person holding the right to make educational decisions for the student, describing the reasons for denying readmittance into the regular program

This notice shall indicate the Board's determination of the educational program which the Board has chosen. The student shall enroll in that program unless the parent/guardian chooses to enroll the student in another school district. No student shall be denied readmission into the district based solely on the student's arrest, adjudication by a juvenile court, formal or informal supervision by a probation officer, detention in a juvenile facility, enrollment in a juvenile court school, or other such contact with the juvenile justice system. (Education Code 48645.5)

Maintenance of Records

The district shall maintain a record of each suspension and expulsion, including its specific cause(s). (Education Code 48900.8)

Expulsion records of any student shall be maintained in the student's mandatory interim record and sent to any school in which the student subsequently enrolls upon written request by that school. (Education Code 48918(k))

The Superintendent or designee shall, within five working days, honor any other district's request for information about an expulsion from this district. (Education Code 48915.1)

Notify Teacher of Dangerous Students

BP 4158

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An employee may use reasonable and necessary force for self-defense or defense of another person, to quell a disturbance threatening physical injury to others or damage to property, or to obtain possession of weapons or other dangerous objects within the control of a student. (Education Code 44807, 49001)

An employee shall promptly report to the principal or other immediate supervisor any attack, assault, or physical threat made against the employee by a student or by any other individual in relation to the performance of the employee's duties, and any action the employee took in response.

Additionally, the employee and the principal or other immediate supervisor shall promptly report to local law enforcement authorities an attack, assault, or physical threat made against the employee by a student. Reports of an attack, assault, or physical threat shall be forwarded immediately to the Superintendent or designee. (Education Code 44014)

Notice Regarding Student Offenses

When a student commits certain offenses that may endanger staff or others, the following procedures shall be implemented to notify staff members as appropriate:
Acts That Are Grounds for Suspension or Expulsion

The Superintendent or designee shall inform the teacher(s) of each student who, during the previous three school years, has engaged in or is reasonably suspected to have engaged in any act, except the possession or use of tobacco products, that would constitute a ground for suspension or expulsion as specified in Administrative Regulation 5144.1 - Suspension and Expulsion/Due Process (Education Code 49079)

This information shall be based upon district records maintained in the ordinary course of business or records received from a law enforcement agency. (Education Code 49079)

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

Information received by teacher(s) shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher (Education Code 48201, 49079)

Offenses Reported to the District by a Court

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

The principal or designee shall expeditiously disseminate this information to any counselor who directly supervises or reports on the student's behavior or progress and to any teacher or administrator directly supervising or reporting on the student's behavior or progress whom the principal or designee thinks may need the information in order to work

with the student appropriately, to avoid being needlessly vulnerable, or to protect others from vulnerability (Welfare and Institutions Code 827)

Any court-initiated information that a teacher, counselor, or administrator receives shall be kept confidential and used only to rehabilitate the student and protect other students and staff (Welfare and Institutions Code 827)

The information shall be further disseminated only when communication with the student, parent/guardian, law enforcement staff, and probation officer is necessary to rehabilitate the student or to protect students and staff. (Welfare and Institutions Code 827)

When a student is removed from school as a result of an offense, the Superintendent shall hold the court's information in a separate confidential file until the student is returned to the district (Welfare and Institutions Code 827)

If the student is returned to a different district, the Superintendent shall transmit the information provided by the student's parole or probation officer to the superintendent of the new district of attendance. (Welfare and Institutions Code 827)

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

Accommodations for Victims of Domestic Violence, Sexual Assault, Stalking, or Other Qualifying Acts of Violence

When requested by an employee who is a victim of domestic violence, sexual assault, stalking, or other qualifying acts of violence, the district shall provide the employee reasonable accommodations which may include the implementation of safety measures, including, but not limited to: (Government Code 12945.8)
A transfer, reassignment, or modified schedule

A changed work telephone or work station, including the permission to carry a telephone at work

An installed lock

Assistance in documenting domestic violence, sexual assault, stalking, or other qualifying act of violence that occurs in the workplace

Referral to a victim assistance organization

Another safety procedure or adjustment to a job structure, workplace facility, or work requirement in response to domestic violence, sexual assault, stalking, or other qualifying act of violence
The Superintendent or designee shall engage in a timely, good faith, and interactive process with the employee to determine effective reasonable accommodations that do not pose an undue hardship on the district. In determining whether an accommodation is reasonable, the Superintendent or designee shall consider any exigent circumstance or danger facing the employee or their family member. (Government Code 12945.8)

Upon the request of the Superintendent or designee, an employee requesting a reasonable accommodation shall provide a written statement, signed by the employee or an individual acting on the employee's behalf, certifying that the accommodation is for an authorized purpose. The Superintendent or designee may also request that the employee provide certification of the employee's status as a victim of domestic violence, sexual assault, stalking, or other qualifying act of violence. Such certification may include: (Government Code 12945.8)
A police report indicating that the employee, or a family member of the employee, was a victim

A court order protecting or separating the employee, or family member of the employee, from the perpetrator of the crime or abuse, or other evidence from the court or prosecuting attorney that the employee has appeared in court

Documentation from a licensed medical professional or health care provider, domestic violence or sexual assault counselor, victim advocate, or counselor that the employee, or family member of the employee, was undergoing treatment or receiving services for physical or mental injuries or abuse resulting in victimization from the crime or abuse

Any other form of documentation that reasonably verifies that the crime or abuse occurred, including, but not limited to, a written statement signed by the employee or by an individual acting on the employee's behalf
Any verbal or written statement, police or court record, or other documentation identifying an employee, or a family member of the employee, as a victim shall be confidential and shall not be disclosed by the district except as required by federal or state law or as necessary to protect the employee's safety in the workplace. The employee shall be notified before any authorized disclosure. (Government Code 12945.8)

Every six months after the date of the certification, the Superintendent or designee may request recertification of the employee's status as a victim of domestic violence, sexual assault, stalking, other specified offense, or ongoing circumstances related to the crime or abuse. The employee shall notify the Superintendent or designee if, due to changing circumstances, the employee needs a new accommodation or no longer needs an accommodation. If a new accommodation is needed, the Superintendent or designee shall follow the procedures described above when making the initial determination regarding effective reasonable accommodations. (Government Code 12945.8)

The district shall not discharge or retaliate against an employee because of the employee's status as a victim of crime or abuse or for requesting a reasonable accommodation, regardless of whether the request was granted. (Government Code 12945.8)

Nondiscrimination/Harassment and Hate Crime Reporting– BP/AR BP 5145.3

Original Adopted Date: 10/22/2018 | Last Revised Date: 10/09/2025 | Last Reviewed Date: 10/09/2025Status: ADOPTED

The Governing Board desires to provide a welcoming, safe, and supportive school environment that allows all students equal access to and opportunities in the district's academic, extracurricular, and other educational support programs, services, and activities.

This policy shall apply to all acts constituting unlawful discrimination or harassment related to district activity or attendance, to acts which occur off campus or outside of district-related or district-sponsored activities but which may have an impact or create a hostile environment at school, and to all acts of the Board and the Superintendent in enacting policies and procedures that govern the district.

The Board prohibits, at any district school or activity, unlawful discrimination, including discriminatory harassment, intimidation, and bullying, against an individual or group based on one, or a combination of two or more, protected characteristics, which include, but may not be limited to, race or ethnicity; ancestry; color; ethnic group identification; nationality; national origin; immigration status; sex; sexual orientation; sex stereotypes; gender; gender identity; gender expression; religion; disability; medical condition; genetic information; pregnancy, false pregnancy, childbirth, termination of pregnancy, or related conditions or recovery; and parental, marital, and family status; a perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics. (Education Code 200, 210.1, 210.2, 212, 212.1, 220, 221.51, 230, 260; Government Code 11135, 12926; 20 USC 1681-1688, 42 USC 2000d-2000d-7)

Unlawful discrimination, including discriminatory harassment, intimidation, or bullying, may result from physical, verbal, nonverbal, or written conduct based on any of the categories listed above. Unlawful discrimination also occurs when prohibited conduct is so severe, persistent, or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; has the effect of substantially or unreasonably interfering with a student's academic performance; or otherwise adversely affects a student's educational opportunities.

Unlawful discrimination also includes disparate treatment of students based on one of the categories above with respect to the provision of opportunities to participate in district programs or activities or the provision or receipt of educational benefits or services.

Because unlawful discrimination could occur when disciplining students, including suspension and expulsion, the Superintendent or designee shall ensure that staff enforce discipline rules fairly, consistently and in a non-discriminatory manner, as specified in Board Policy and Administrative Regulation 5144 - Discipline, Board Policy and Administrative Regulation 5144.1 - Suspension and Expulsion/Due Process, and Administrative Regulation 5144.2 - Suspension and Expulsion/Due Process (Students With Disabilities).

The Board also prohibits any form of retaliation against any individual who reports or participates in the reporting of unlawful discrimination, files or participates in the filing of a complaint, or investigates, participates, or refuses to participate in the investigation of a complaint or report alleging unlawful discrimination. Retaliation complaints shall be investigated and resolved in the same manner as a discrimination complaint.

The Superintendent or designee shall facilitate students' access to the educational program by publicizing the district's nondiscrimination policy and related complaint procedures to students, parents/guardians, and employees. In addition,

the Superintendent or designee shall post the district's policies prohibiting discrimination, harassment, intimidation, and bullying and other required information on the district's website in a manner that is easily accessible to parents/guardians and students, in accordance with law and the accompanying administrative regulation. (Education Code 234.1, 234.6; 34 CFR 106.8)

The Superintendent or designee shall provide training and/or information on the scope and use of the policy and complaint procedures and take other measures designed to increase understanding of the requirements of law related to discrimination. The Superintendent or designee shall regularly review the implementation of the district's nondiscrimination policies and practices and, as necessary, shall take action to remove any identified barrier to student access to or participation in the district's educational program. The Superintendent or designee shall report the findings and recommendations to the Board after each review.

Regardless of whether a complainant complies with the writing, timeline, and/or other formal filing requirements, all complaints alleging unlawful discrimination, including discriminatory harassment, intimidation, or bullying, shall be investigated and prompt action taken to stop the discrimination, prevent recurrence, and address any continuing effect on students.

Students who engage in unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, in violation of law, Board policy, or administrative regulation shall be subject to appropriate consequence or discipline, which may include suspension or expulsion when the behavior is severe or pervasive as defined in Education Code 48900.4. Any employee who permits or engages in prohibited discrimination related to a district activity, attendance, or district-related or district-sponsored activity, including discriminatory harassment, intimidation, retaliation, or bullying, shall be subject to disciplinary action, up to and including dismissal.

When a student has been suspended, or other means of correction have been implemented against the student for an incident of racist bullying, harassment, or intimidation, the principal or designee may engage both the victim and perpetrator in a restorative justice practice suitable to the needs of the students. The principal or designee may also require the perpetrator to engage in a culturally sensitive program that promotes racial justice and equity and combats racism and ignorance and regularly check on the victim to ensure that the victim is not in danger of suffering from any long-lasting mental health issues. (Education Code 48900.5)

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

Complaints alleging unlawful discrimination in district programs and activities shall be investigated and resolved in accordance with Board Policy 1312.3 - Uniform Complaint Procedures, when required by law. However, complaints alleging sexual harassment under Title IX shall be investigated and resolved in accordance with the procedures specified in Administrative Regulation 5145.71 - Title IX Sexual Harassment Complaint Procedures.

Record-Keeping

The Superintendent or designee shall maintain a record of all reported cases of unlawful discrimination, including discriminatory harassment, intimidation, or bullying, to enable the district to monitor, address, and prevent repetitive prohibited behavior in district schools.

A/R

Original Adopted Date: 10/22/2018 | Last Revised Date: 10/09/2025 | Last Reviewed Date: 10/09/2025Status: ADOPTED

The district designates the individual(s) identified below as the Compliance Officer(s). The employee(s) is responsible for coordinating the district's efforts to comply with applicable state and federal civil rights laws and to answer inquiries regarding the district's nondiscrimination policies. The individual(s) shall also serve as the Compliance Officer(s) specified in Administrative Regulation 1312.3 - Uniform Complaint Procedures as the responsible employee to handle complaints alleging unlawful discrimination of a student, and the Title IX Coordinator specified in Administrative Regulation 5145.7 - Sexual Harassment as the responsible employee to handle complaints alleging unlawful sexual harassment, as permitted by law. The Compliance Officer(s) may be contacted at: (Education Code 234.1; 5 CCR 4621)

Assistant Superintendent of Educational Services
2100 J Street
Eureka, CA 95501
Tel: 707-441-3363

Measures to Prevent Discrimination

To prevent unlawful discrimination, including discriminatory harassment, intimidation, retaliation, and bullying, of students at district schools or activities and to ensure equal access of all students to the educational program, the Superintendent or designee shall implement the following measures:

Publicize the district's nondiscrimination policy and related complaint procedures, including the Compliance Officer's contact information, to students, parents/guardians, employees, volunteers, and the general public by posting them in prominent locations and providing easy access to them through district-supported communications

Post the district's policies and procedures prohibiting discrimination, harassment, student sexual harassment, intimidation, bullying, and cyberbullying, including a section on social media bullying that includes all of the references described in Education Code 234.6 as possible forums for social media, in a prominent location on the district's website in a manner that is easily accessible to parents/guardians and students (Education Code 234.1, 234.6)

Post the definition of sex discrimination and harassment as described in Education Code 230, including the rights set forth in Education Code 221.8, in a prominent location on the district's website in a manner that is easily accessible to parents/guardians and students (Education Code 234.6)

Post in a prominent location on the district website in a manner that is easily accessible to parents/guardians and students information regarding Title IX prohibitions against discrimination based on a student's sex, including the following: (Education Code 221.6, 221.61, 234.6)

The name and contact information of the district's Title IX Coordinator, including the phone number and email address

The rights of students and the public and the responsibilities of the district under Title IX, including a list of rights as specified in Education Code 221.8 and web links to information about those rights and responsibilities located on the websites of the Office for Equal Opportunity and the U.S. Department of Education's Office for Civil Rights (OCR)

A description of how to file a complaint of noncompliance under Title IX, which shall include:

An explanation of the statute of limitations within which a complaint must be filed after an alleged incident of discrimination has occurred and how a complaint may be filed beyond the statute of limitations

An explanation of how the complaint will be investigated and how the complainant may further pursue the complaint, including web links to this information on OCR's website

A web link to the OCR complaints form and the contact information for the office, including the phone number and email address for the office

A link to the Title IX information included on the California Department of Education's (CDE) website

Post CDE's standardized incident form to track racial discrimination, harassment, or hazing that occurs at high school sporting games or events, including information on how to submit a completed incident form to the district (Education Code 33353)

Post a link to statewide CDE-compiled resources, including community-based organizations, that provide support to youth who have been subjected to school-based discrimination, harassment, intimidation, or bullying and to their families (Education Code 234.5. 234.6)

Such resources shall be posted in a prominent location on the district's website in a manner that is easily accessible to parents/guardians and students. (Education Code 234.6)

Provide to students a handbook that contains age-appropriate information that clearly describes the district's nondiscrimination policy, procedures for filing a complaint, and resources available to students who feel that they have been the victim of any such behavior

Annually notify all students and parents/guardians of the district's nondiscrimination policy, including its responsibility to provide a safe, nondiscriminatory school environment for all students

The notice shall inform students and parents/guardians that they may request to meet with the Compliance Officer to determine how best to accommodate or resolve concerns that may arise from the district's implementation of its nondiscrimination policies. The notice shall also inform all students and parents/guardians that, to the extent possible, the district will address any individual student's interests and concerns in private.

Ensure that students and parents/guardians, including those with limited English proficiency, are notified of how to access the relevant information provided in the district's nondiscrimination policy and related complaint procedures, notices, and forms in a language they can understand

If 15 percent or more of students enrolled in a particular district school speak a single primary language other than English, the district's policy, regulation, forms, and notices concerning nondiscrimination shall be translated into that language in accordance with Education Code 234.1 and 48985. In all other instances, the district shall ensure meaningful access to all relevant information for parents/guardians with limited English proficiency.

Provide to students, employees, volunteers, and parents/guardians age-appropriate training and/or information regarding the district's nondiscrimination policy; what constitutes prohibited discrimination, including discriminatory harassment, intimidation, retaliation, or bullying; how and to whom a report of an incident should be made; and how to guard against segregating or stereotyping students when providing instruction, guidance, supervision, or other services to them

Such training and information shall include details of guidelines the district may use to provide a discrimination-free environment for all district students.

Provide to certificated employees serving students in grades 7-12 information on existing school and community resources related to the support of lesbian, gay, bisexual, transgender, queer, and questioning (LGBTQ+) students, or related to the support of students who may face bias or bullying on the basis of any of the actual or perceived characteristics in Penal Code 422.55, including immigration status; Education Code 220; and disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation; or association with a person or group with one or more of these actual or perceived characteristics (Education Code 234.1)

For the 2025-2026 school year through the 2029-2030 school year, provide annually to certificated employees serving students in grades 7-12 at least one hour of training to support LGBTQ+ cultural competency in accordance with Education Code 218.3

At the beginning of each school year, inform school employees that any employee who witnesses any act of unlawful discrimination, including discriminatory harassment, intimidation, or bullying, against a student is required to intervene if it is safe to do so (Education Code 234.1)

At the beginning of each school year, inform each principal or designee of the district's responsibility to provide appropriate assistance or resources to protect students from threatened or potentially discriminatory behavior and ensure their privacy rights

Process for Initiating and Responding to Complaints

Students who feel that they have been subjected to unlawful discrimination described above or in district policy are strongly encouraged to immediately contact the Compliance Officer, Title IX Coordinator, principal, or any other staff member. In addition, students who observe any such incident are strongly encouraged to report the incident to the Compliance Officer, Title IX Coordinator, or principal, regardless of whether the alleged victim files a complaint.

Any district employee who observes an incident of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, or to whom such an incident is reported, shall report the incident to the Compliance Officer, Title IX Coordinator, or principal within one workday, regardless of whether the alleged victim files a complaint.

Any school employee who witnesses an incident of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, shall immediately intervene to stop the incident when it is safe to do so. (Education Code 234.1)

When a report of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, is made to or received by the principal, Compliance Officer, or Title IX Coordinator, the principal, Compliance Officer, or Title IX Coordinator shall notify the student or parent/guardian of the right to file a formal complaint in accordance with Administrative Regulation 1312.3 - Uniform Complaint Procedures or, for complaints of sexual harassment that meet the federal Title IX definition, Administrative Regulation 5145.71 - Title IX Sexual Harassment Complaint Procedures. Once notified verbally or in writing, the Compliance Officer or Title IX Coordinator shall begin the investigation and shall implement immediate measures necessary to stop the discrimination and ensure that all students have access to the educational program and a safe school environment. Any interim measures adopted to address unlawful discrimination

shall, to the extent possible, not disadvantage the complainant or a student who is the victim of the alleged unlawful discrimination.

Any report or complaint alleging unlawful discrimination by the principal, Compliance Officer, Title IX Coordinator, or any other person to whom a report would ordinarily be made or complaint filed shall instead be made to or filed with the Superintendent or designee who shall determine how the complaint will be investigated.

Support for Intersex, Nonbinary, Transgender and Gender-Nonconforming Students

Gender refers to a student's sex, and includes a student's gender identity and gender expression. (Education Code 210.7)

Gender identity refers to a student's gender-related identity, appearance, or behavior as determined from the student's internal sense, regardless of whether that gender-related identity, appearance, or behavior is different from that traditionally associated with the student's physiology or assigned sex at birth.

Gender expression refers to a student's gender-related appearance and behavior, regardless of whether stereotypically associated with the student's assigned sex at birth. (Education Code 210.7)

Gender transition refers to the process in which a student changes from living and identifying as the sex assigned to the student at birth to living and identifying as the sex that corresponds to the student's gender identity.

Gender-nonconforming refers to when a student's gender expression differs from stereotypical expectations.

Intersex refers to when a student has natural bodily variations in anatomy, hormones, chromosomes, and other traits that differ from expectations generally associated with female and male bodies.

Nonbinary refers to when a student's gender identity falls outside of the traditional conception of strictly either female or male, regardless of whether the student identifies as transgender, was born with intersex traits, uses gender-neutral pronouns, or uses agender, genderqueer, pangender, gender nonconforming, gender variant, or such other more specific term to describe their gender.

Sex refers to the biological condition of being a female or male human being. (5 CCR 4910)

Transgender refers to when a student's gender identity is different from the sex assigned at birth.

The district shall ensure that all students, regardless of sex, gender, gender identity or gender expression, are afforded the same rights, benefits, and protections provided to students by law and Board policy. To do so, the Superintendent or designee shall address each situation that arises on a case-by-case basis and in accordance with the following guidelines:

Acceptance of a Student's Gender Identity: The district shall accept the student's assertion of the student's gender identity and treat the student consistent with that gender identity unless district personnel present a credible and supportable basis for believing that the student's assertion is for an improper purpose

Use of Names and Pronouns: Upon request by a student, district personnel shall address the student by the requested name and pronoun(s), without the necessity of a court order or a change to the student's mandatory permanent student record

Inadvertent slips or honest mistakes by district personnel in the use of the student's name and/or pronouns may not constitute a violation of this administrative regulation or the accompanying Board policy.

Accessibility to Sex-Segregated Facilities, Programs, and Activities: When the district maintains sex-segregated facilities, such as restrooms and locker rooms, or offers sex-segregated programs and activities, such as physical education classes, intermural sports, and interscholastic athletic programs, students shall be permitted to access facilities and participate in programs and activities consistent with their gender identity

Additionally, a student shall be permitted to participate in accordance with the student's gender identity in other circumstances where students are separated by sex, such as for class discussions, yearbook pictures, and field trips.

To address any student's privacy concerns in using sex-segregated facilities, the district shall consider offering a gender-neutral or single-use restroom or changing area, a bathroom stall with a door, an area in the locker room separated by a curtain or screen, or use of the locker room before or after the other students. However, in no case shall the district require a student to utilize these options because of the student's sex, gender, gender identify, or gender expression. A student's right to participate in a sex-segregated activity in accordance with the student's gender identity shall not render invalid or inapplicable any other eligibility rule established for participation in the activity.

Beginning July 1, 2026, each school shall provide and maintain at least one all-gender restroom for student use that meets the requirements of Education Code 35292.5.

Adherence to Uniforms/Dress Code: A student has the right to dress in a manner consistent with the student's gender identity, subject to any dress code adopted on a school site, which may not discriminate on the basis of sex, gender, gender identity or gender expression

Equal Access to Educational Programs and Activities: Upon request by a student based on the student's gender identity or gender expression, the Compliance Officer shall identify and develop strategies for ensuring that the student's access to educational programs and activities is maintained

The Compliance Officer shall consider the rights of all students and how those rights may affect and be affected by the rights of other students. Additionally, the Compliance Officer shall identify specific school site employee(s) to whom the student may report any problem related to the student's sex, gender, gender identity, or gender expression so that prompt action can be taken to address it. Alternatively, if appropriate and desired by the student, the school may form a support team for the student that will meet periodically to assess whether the arrangements for the student are providing equal access to programs and activities.

Right to privacy: A student's sex, gender, gender identity, and gender status is private information

The district may only disclose such information to others when the disclosure is permitted by law, with the student's prior written consent, or when the district has compelling evidence that disclosure is necessary to preserve the student's physical or mental well-being. (Education Code 220.3, 220.5; 34 CFR 99.31, 99.36)

Student Records: A student's sex and legal name shall be maintained as part of a student's mandatory permanent student record as specified in 5 CCR 432 and shall only be changed with proper documentation (Education Code 49061-49072)

When a request to change a student's gender or name is submitted without proper documentation, any change to the student's gender or name shall be applied only to documents not included in the mandatory permanent student record such as attendance sheets, report cards, and school identification.

The Superintendent or designee shall follow this guideline such that it does not change or alter the obligations of the district to maintain student records in accordance with Board Policy/Administrative Regulation 5125 - Student Records, and to ensure access to such records in accordance with Board Policy/Administrative Regulation 1340 - Access to District Records.
The district prohibits any act of verbal, nonverbal, or physical aggression, intimidation, or hostility, including any such act based on sex, gender, gender identity, or gender expression, or that have the purpose or effect of producing a negative impact on the student's academic performance or of creating an intimidating, hostile, or offensive educational environment, regardless of whether the acts are sexual in nature, including, but not limited to:
Refusing to address or refer to a student in a manner consistent with the student's gender identity

Disciplining a student or excluding the student from participating in activities, for behavior or appearance that is consistent with the student's gender identity or that does not conform to stereotypical notions of masculinity or femininity

Blocking, prohibiting, or restricting a student's entry to the restroom that corresponds to the student's gender identity

Disclosing student records that reveal a student's gender identity to individuals who do not have a legitimate need for the information except as permitted by law

Verbally or physically assaulting a student because of the student's sex, gender, gender identity, or gender expression, including, but not limited to, causing, attempting to cause, threatening to cause, or participating in an act of hate violence on the basis of sex, gender, gender identity, or gender expression

Sexual Harassment – BP/AR 5145.7

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The district does not discriminate on the basis of sex in any of its programs or activities and complies with Title IX of the Education Amendments of 1972 and its implementing regulations.

The Governing Board is committed to maintaining a welcoming, safe, and supportive school environment that is free from discrimination and harassment. The Board prohibits at district or at district-sponsored or district-related activities, sexual harassment, as defined in the accompanying administrative regulation, targeted at any student.

Additionally, the Board prohibits retaliatory behavior or action against any person who reports, files a complaint, testifies about, assists with, or otherwise supports a complainant in alleging sexual harassment, or otherwise participates or refuses to participate in the complaint process established for the purpose of this policy. (Education Code 220.1, 221.8; 34 CFR 106.71)

The district strongly encourages students who feel that they are being or have experienced sexual harassment on district grounds or at a district-sponsored or district-related activity, or off-campus when the conduct has a continuing effect on campus, to immediately contact their teacher, the principal, the district's Title IX Coordinator, or any other available school employee.

Any employee who receives a report or observes an incident of sexual harassment by or against a student in a district education program or activity shall report the incident to the Title IX Coordinator within one workday.

Once notified, the Title IX Coordinator shall ensure that the complaint alleging sexual harassment is addressed through Administrative Regulation 5145.71 - Title IX Sexual Harassment Complaint Procedures or Board Policy/Administrative Regulation 1312.3 - Uniform Complaint Procedures, as applicable. Additionally, the Title IX Coordinator shall ensure that any implementation of Administrative Regulation 5145.71 - Title IX Sexual Harassment Complaint Procedures concurrently meets the requirements of Board Policy/Administrative Regulation 1312.3 - Uniform Complaint Procedures.

The Title IX Coordinator shall offer and coordinate supportive measures to the complainant and respondent, as deemed appropriate under the circumstances.

The Superintendent or designee shall inform students and parents/guardians of this policy in the manner specified in the accompanying administrative regulation.

The Superintendent or designee shall ensure that all district staff are trained regarding this policy, and that employees required to receive training related to their duties under Title IX receive training as specified in Administrative Regulation 4119.11/4219.11/4319.11 - Sexual Harassment. (Government Code 12950.1; 2 CCR 11023, 11024; 34 CFR 106.45)

Instruction/Information

The Superintendent or designee shall ensure that all district students receive age-appropriate information on sexual harassment. Such instruction and information shall include:
What acts and behavior constitute sexual harassment, including the fact that sexual harassment could occur between people of the same sex and could involve sexual violence

A clear message that students do not have to endure sexual harassment under any circumstance

Encouragement to report observed incidents of sexual harassment even when the alleged victim of the harassment has not complained

A clear message that student safety is the district's primary concern, and that any separate rule violation involving an alleged victim or any other person reporting a sexual harassment incident will be addressed separately and will not affect the manner in which the sexual harassment complaint will be received, investigated, or resolved

A clear message that, regardless of a complainant's noncompliance with the writing, timeline, or other formal filing requirements, every sexual harassment allegation that involves a student, whether as the complainant, respondent, or victim of the harassment, shall be investigated and action shall be taken to respond to the harassment, prevent recurrence, and address any continuing effect on students

Information about the district's procedures for investigating complaints and the person(s) to whom a report of sexual harassment should be made

Information about the rights of students and parents/guardians to file a civil or criminal complaint, as applicable, including the right to file a civil or criminal complaint while the district investigation of a sexual harassment complaint continues

A clear message that, when needed, the district will implement supportive measures to ensure a safe school environment for a student who is the complainant or victim of sexual harassment and/or other students during an investigation

Disciplinary Actions

Upon completion of an investigation of sexual harassment, any student found to have engaged in sexual harassment or sexual violence in violation of this policy shall be subject to disciplinary action. For students in grades 4-12, disciplinary action may include suspension and/or expulsion, provided that, in imposing such discipline, the entire circumstances of the incident(s) shall be taken into account.

Upon completion of an investigation of sexual harassment, any employee found to have engaged in sexual harassment or sexual violence toward any student shall be subject to disciplinary action, up to and including dismissal, in accordance with law and the applicable collective bargaining agreement.

Record-Keeping

The Superintendent or designee shall maintain records in accordance with law, including in accordance with Administrative Regulation 5145.71 - Title IX Sexual Harassment Complaint Procedures, and district policies and regulations, of all reported cases of sexual harassment to enable the district to monitor, address, and prevent repetitive harassing behavior in district schools.

A/R

Original Adopted Date: 03/09/2017 | Last Revised Date: 10/09/2025 | Last Reviewed Date: 10/09/2025Status: ADOPTED

Definitions

Sexual harassment is a form of sex discrimination and means sexual harassment and other harassment on the basis of one, or a combination of two or more protected characteristics, which include, but may not be limited to, sex; gender; gender identity; gender expression; sexual orientation; sex stereotypes; pregnancy, false pregnancy, childbirth, termination of pregnancy, or related conditions or recovery; and parental, marital, and family status. (Education Code 200, 210.2, 220, 221.51, 230, 260; Government Code 11135; 20 USC 1681-1688)

Sexual harassment includes, but is not limited to, unwelcome sexual advances, unwanted requests for sexual favors, or other unwanted verbal, visual, or physical conduct of a sexual nature made against another person of the same or opposite sex in the educational setting, under any of the following conditions: (Education Code 212.5; 5 CCR 4916)
Submission to the conduct is explicitly or implicitly made a term or condition of a student's academic status or progress

Submission to or rejection of the conduct by a student is used as the basis for academic decisions affecting the student

The conduct has the purpose or effect of having a negative impact on the student's academic performance or of creating an intimidating, hostile, or offensive educational environment

Submission to or rejection of the conduct by the student is used as the basis for any decision affecting the student regarding benefits and services, honors, programs, or activities available at or through any district program or activity
Any prohibited conduct that occurs off campus or outside of district-related or district-sponsored programs or activities will be regarded as sexual harassment in violation of district policy if it has a continuing effect on or creates a hostile school environment for the complainant or victim of the conduct.

For purposes of applying the complaint procedures specified in Title IX, sexual harassment is defined as any of the following forms of conduct that occurs in an education program or activity in which a district school exercises substantial control over the context and respondent: (34 CFR 106.30, 106.44)
A district employee conditioning the provision of a district aid, benefit, or service on the student's participation in unwelcome sexual conduct

Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a student equal access to the district's education program or activity

Sexual assault, dating violence, domestic violence, or stalking as defined in 20 USC 1092 or 34 USC 12291
Title IX Coordinator/Compliance Officer

The district designates the following individual as the responsible employee to coordinate its efforts to comply with Title IX. The individual shall also serve as the Compliance Officer specified in Administrative Regulation 1312.3 - Uniform Complaint Procedures and Administrative Regulation 5145.3 - Nondiscrimination/Harassment as the responsible employee to handle student complaints alleging unlawful discrimination, as permitted by law. The Title IX Coordinator may be contacted at:

Assistant Superintendent of Educational Services
2100 J Street
Eureka, CA 95501
Tel: 707-441-3363

Notifications

The Superintendent or designee shall notify students and parents/guardians that the district does not discriminate on the basis of sex as required by Title IX and that inquiries about the application of Title IX to the district may be referred to the district's Title IX Coordinator and/or to the Assistant Secretary for Civil Rights, U.S. Department of Education. (34 CFR 106.8)

The district shall notify students and parents/guardians of the name or title, office address, email address, and telephone number of the district's Title IX Coordinator. (34 CFR 106.8)

The Superintendent or designee shall ensure that a copy of the district's sexual harassment policy and regulation:
Is included in the notifications that are sent to parents/guardians at the beginning of each school year (Education Code 48980; 5 CCR 4917)

Is displayed in a prominent location in the main administrative building or other area where notices of district rules, regulations, procedures, and standards of conduct are posted (Education Code 231.5)

Is summarized on a poster, which shall be prominently and conspicuously displayed in each bathroom and locker room at each school

The poster may be displayed in public areas that are accessible to and frequented by students, including, but not limited to, classrooms, hallways, gymnasiums, auditoriums, and cafeterias. The poster shall display the rules and procedures for reporting a charge of sexual harassment; the name, phone number, and email address of an appropriate school employee to contact to report sexual harassment; the rights of the reporting student, the complainant, and the respondent; and the responsibilities of the school. (Education Code 231.6)

Is posted, along with the name or title and contact information of the Title IX Coordinator, in a prominent location on the district's website in a manner that is easily accessible to parents/guardians and students (Education Code 234.6; 34 CFR 106.8)

Is provided as part of any orientation program conducted for new and continuing students at the time the student is enrolled or at the beginning of each quarter, semester, or summer session (Education Code 231.5)

Appears in any school or district publication that sets forth the school's or district's comprehensive rules, regulations, procedures, and standards of conduct (Education Code 231.5)
Reports and Complaints

A student or a student's parent(s)/guardian(s) who believes that the student has been subjected to sexual harassment in a district program or activity or who has witnessed sexual harassment is strongly encouraged to report the incident to the district's Title IX Coordinator, a teacher, the principal, or any other available school employee. Within one workday of receiving such a report, the principal or other school employee shall forward the report to the district's Title IX Coordinator. Any school employee who observes an incident of sexual harassment shall, within one workday, report the observation to the Title IX Coordinator as specified in the accompanying Board policy. The report shall be made regardless of whether the alleged victim files a formal complaint or requests confidentiality.

When a report or complaint of sexual harassment involves off-campus conduct, the Title IX Coordinator shall assess whether the conduct may create or contribute to the creation of a hostile school environment. If the Title IX Coordinator determines that a hostile environment may be created, the complaint shall be investigated and resolved in the same manner as if the prohibited conduct occurred at school.

When a verbal or informal report of sexual harassment is submitted, the Title IX Coordinator shall inform the student or parent/guardian of the right to file a formal written complaint in accordance with applicable district complaint procedures.

All complaints alleging sexual harassment against students in the school setting shall be investigated and resolved in accordance with law and district procedures. The district's Title IX Coordinator shall review the allegations to determine the applicable procedure for responding to the complaint. All complaints that meet the definition of sexual harassment under Title IX shall be investigated and resolved in accordance with Administrative Regulation 5145.71 - Title IX Sexual Harassment Complaint Procedures. Other sexual harassment complaints shall be investigated and resolved pursuant to Board Policy and Administrative Regulation 1312.3 - Uniform Complaint Procedures.

If sexual harassment is found following an investigation, the Title IX Coordinator, or designee in consultation with the Title IX Coordinator, shall take prompt action to stop the sexual harassment, prevent recurrence, implement remedies, and address any continuing effects.

Safe Routes to School Program – BP 5142.2

The Governing Board recognizes that walking, bicycling, and other forms of active transport to school increase students' physical activity and reduce vehicle traffic and air pollution in the vicinity of schools. As part of the district's coordinated approach to supporting student wellness and safety and enhancing student learning and achievement, the Superintendent or designee shall develop and implement strategies to establish and encourage safe routes to school program activities.

All students shall have equitable access and opportunity to participate in the district's safe routes to school program.

The Superintendent or designee may appoint a program coordinator and identify or establish district and/or school site committees to oversee and coordinate related activities.

The Superintendent or designee may collaborate with local public works and public safety departments, transportation agencies, other city and county agencies, school staff, students, parents/guardians and parent organizations, health organizations, community organizations, and/or businesses in the development, implementation, and evaluation of strategies.

Strategies in support of the safe routes to school program shall be based on the grade levels of the students and an assessment of the conditions and needs of each school and the surrounding neighborhoods.

The Superintendent or designee shall explore the availability of grant funds and other sources of funding to support related projects and activities.

The Superintendent or designee shall periodically report to the Board on the implementation of program activities and progress toward program goals. Such reports may include, but are not limited to, levels of participation in promotional and educational activities, survey results of parent/guardian attitudes about allowing their child to walk or bicycle to school, tallies of the numbers of students using various modes of travel to and from school and how these numbers have changed over time, records of student attendance and on-time arrival, and injury data within the school and/or district attendance boundaries.
Original Adopted Date: 05/19/2010
Last Revised Date: 11/18/2021

Safe Routes To School Program – AR 5142.2
District strategies to improve student safety along routes to school and to promote walking, bicycling, and other forms of active transport to school by students may include:
1. Education activities that promote safety and awareness, such as:

a. Instructing students about pedestrian and personal safety related to the use of electric or motorized and nonmotorized bicycles or scooters, including by local law enforcement, organizations specified in Education Code 38134, and public agencies that provide safety instructions on such bicycles and scooters.

b. Instructing students about the health, academic, and environmental benefits of walking, bicycling, and other forms of active transport to school

c. Offering driver safety information to high school students, parents/guardians, and the community to promote safety around school campuses and routes

2. Encouragement strategies designed to generate interest in active transport to school, such as:

a. Organizing or facilitating "walking school buses" and/or "bicycle trains" whereby students walk or bike to school in groups escorted by parents/guardians or other volunteers as needed

b. Organizing special events and activities, such as Walk or Bike to School Day, International Walk to School Month, or year-round competitions

c. Publicizing the district's efforts in order to build support of parents/guardians and the community, including providing information about the district's safe routes to school program in parent/guardian communications and in any notifications about transportation options

3. Enforcement strategies to deter unsafe behaviors of drivers, pedestrians, and bicyclists, such as:

a. Initiating or expanding crossing guard, student safety patrol, and/or parent/guardian safety patrol programs

b. Partnering with local law enforcement to help ensure that traffic laws are obeyed in the vicinity of schools and to implement appropriate measures such as placement of speed feedback monitors, ticketing, and/or driver safety campaigns

c. Monitoring to ensure that students who bicycle to school or who use skateboards, skates, or nonmotorized scooters wear helmets in accordance with Vehicle Code 21212

4. Engineering strategies that address the design, implementation, operation, and maintenance of traffic control devices or physical measures, such as:

a. Working with local government agencies, parents/guardians, school staff, and others as appropriate to gather data about environmental conditions and hazards along routes to school b. Working with local government agencies to make operational and physical improvements that reduce or eliminate hazards, such as reducing motor vehicle traffic speeds in the area and establishing safer and fully accessible crosswalks, walkways, trails, and bikeways

b. Assessing the adequacy, accessibility, and safety of bicycle parking at schools and making modifications as needed, such as increasing the number of or relocating bicycle racks and/or equipment storage areas

c. Considering safe routes to school when making decisions about siting and designing of new schools

5. Evaluation to assess progress toward program goals, including:

a. Gathering and interpreting data based on indicators established by the Superintendent and the Governing Board

b. Presenting data to the Board, program partners, and the public

c. Recommending program modifications as needed

6. Emerging technologies that aid in the prevention and mitigation of accidents

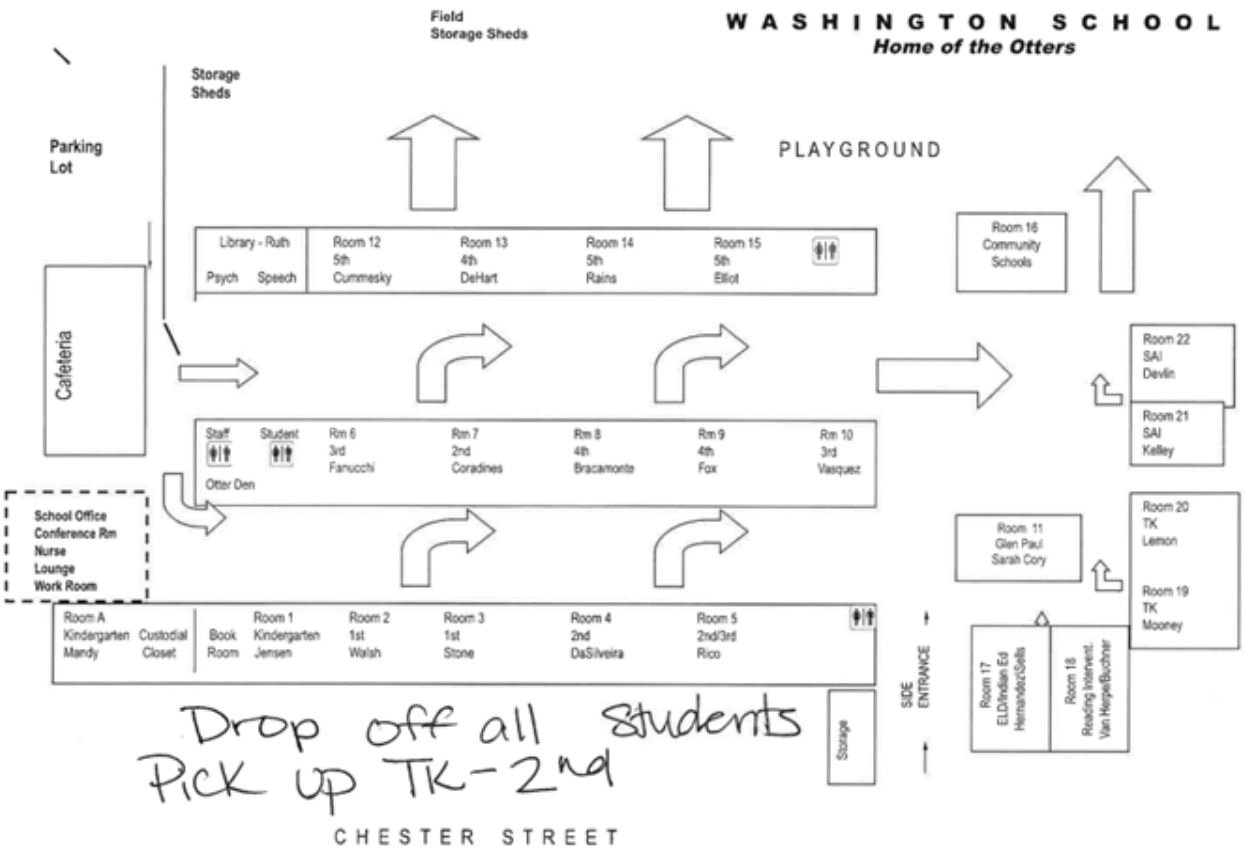
7. Emergency response in managing injuries after an accident occurs, including, but not limited to, training staff, crossing guards, student and/or parent/guardian safety patrols, and other volunteers who assist with drop-off and pick-up in emergency procedures

8. Equity, such that resources are distributed in a manner that provides safe access and participation in an equitable manner across the community

Original Adopted Date: 05/19/2010

To finalize your Safe Ingress and Egress Procedures, here is a structured breakdown based on your site-specific data. This section ensures compliance with the Education Code by clearly defining how students and visitors move safely through the campus. 1. Student Drop-Off and Pick-Up Procedures. Morning Ingress: 7:30 AM: The front gate opens. All arriving students proceed directly to the cafeteria for supervised breakfast/waiting.7:50 AM: The side gate opens to facilitate traffic flow for walkers and vehicle drop-offs.8:10 AM: The side gate is locked by an assigned Aide, funneling any late arrivals through the main office for check-in.Afternoon Egress (Dismissal): TK – 2nd Grade: Teachers escort students to the designated side gate. Teachers remain with students until a parent/guardian is present. Once all students are collected and the staff returns to the building, the side gate is locked. 3rd – 5th Grade: Students are dismissed from the front of the school through a gate that remains locked until the dismissal bell. 2. Supervision Schedule & Assignments Personnel are strategically stationed at all active entry and exit points during the transition windows. Supervision Duties: Arrival: Aides and Administrators are stationed at the front gate (7:30 AM) and the side gate (7:50 AM).Recess/Lunch: Staff follow the staggered schedule below to ensure high visibility and a low student-to-staff ratio.GradeRecessLunchLunch RecessDismissal (Early/Late)TK/K9:45–10:0511:10–11:3011:30–11:551:43 / 2:301st9:45–10:0511:10–11:3011:30–11:551:43 / 2:302nd10:05–10:2511:55–12:1512:15–12:401:43 / 2:303rd10:05–10:2511:55–12:1512:15–12:401:43 / 2:304th10:30–10:5012:40–1:001:00–1:251:43 / 2:305th10:30–10:5012:40–1:001:00–1:251:43 / 2:303. Visitor Access Protocols. To maintain a secure environment, all non-staff members must follow these steps: Office Check-In: All visitors must enter through the front office and sign in. Volunteer Clearance: Individuals wishing to volunteer must complete the formal ECS Volunteer Process, which includes background clearance and administrative approval.Identification: Once cleared, visitors are issued a badge that must be worn visibly at all times while on campus.4. Gate Access ProceduresKey Control: For maximum security, only staff members possess keys to the perimeter gates.Lockdown Status: All gates remain locked throughout the instructional day (8:10 AM – Dismissal) to maintain a closed-campus environment.Responsibility: Designated Aides are responsible for the morning gate locking (8:10 AM), while classroom teachers are responsible for securing gates immediately following their respective dismissal windows.5. Additional Safety MeasuresSafety Patrol: Student Safety Patrol members assist with pedestrian safety at the front of the school during peak dismissal times.Competency-Based Transition: Students are taught "Ingress/Egress Expectations" as part of the PBIS framework, ensuring they understand the "why" behind gate procedures and traffic flow.Bus Loading: Designated staff supervise the bus loading zone to ensure clear separation between pedestrians, cyclists, and the bus fleet.

Drop off all students AM
3-5 pick up



Campus Security – BP/AR 4158

Original Adopted Date: 10/22/2018 | Last Revised Date: 09/11/2025 | Last Reviewed Date: 09/11/2025Status: ADOPTED

The Governing Board desires to provide a safe and orderly work environment for all employees. As part of the district's comprehensive safety plan, the Superintendent or designee shall develop strategies for protecting employees from potentially dangerous persons and situations and for providing necessary assistance and support when emergency situations occur.

Any person who threatens the safety of others at any district facility may be removed by the Superintendent or designee in accordance with Administrative Regulation 3515.2 - Disruptions.

Any employee against whom harassment, violence, or any threat of violence has been directed in the workplace shall notify the Superintendent or designee immediately. As appropriate, the Superintendent or designee shall initiate legal and security measures to protect the employee and others in the workplace. Such measures may include seeking a temporary restraining order (TRO) on behalf of the employee pursuant to Code of Civil Procedure 527.8 and/or a gun violence restraining order pursuant to Penal Code 18150 and 18170.

Additionally, a collective bargaining representative may seek a TRO on behalf of a district employee against whom harassment, violence, or credible threat of violence has been directed in the workplace, if the collective bargaining representative serves that employee in employment or labor matters at the employee's workplace. (Code of Civil Procedure 527.8)

Upon request by an employee who is a victim of domestic violence, sexual assault, or stalking, the Superintendent or designee shall provide reasonable accommodations in accordance with Government Code 12945.8 and the accompanying administrative regulation to protect the employee's safety while at work.

The Superintendent or designee may pursue legal action on behalf of an employee against a student or the student's parent/guardian to recover damages for injury to the employee's person or property caused by the student's willful misconduct that occurred on district property, at a school or district activity, or in retaliation for lawful acts of the employee in the performance of the employee's duties. (Education Code 48904, 48905)

The Superintendent or designee shall provide staff development in crisis prevention and intervention techniques, which may include training in classroom management, effective communication techniques, procedures for responding to an active shooter situation, and crisis resolution.

In accordance with law, the Superintendent or designee shall inform teachers, administrators, and/or counselors of crimes and offenses committed by students who may pose a danger in the classroom. (Education Code 48201, 49079; Welfare and Institutions Code 827)

The Superintendent or designee may make available at appropriate locations, including, but not limited to, district and school offices, gyms, and classrooms, communication devices that would enable two-way communication with law enforcement and others when emergencies occur.

Reporting of Injurious Objects

Employees shall take immediate action upon being made aware that any person is in possession of a weapon or unauthorized injurious object on district property or at a district related or school-sponsored activity. Employees shall exercise their best judgment as to the potential danger involved and do one of the following:
Confiscate the object and deliver it to the principal immediately

Immediately notify the principal or supervisor, who shall take appropriate action

Immediately call 911 and the principal or supervisor
When informing the principal about the possession or seizure of a weapon or dangerous device, an employee shall report the name(s) of persons involved, witnesses, location, and the circumstances of any seizure.

A/R

Original Adopted Date: 10/22/2018 | Last Revised Date: 09/11/2025 | Last Reviewed Date: 09/11/2025Status: ADOPTED

An employee may use reasonable and necessary force for self-defense or defense of another person, to quell a disturbance threatening physical injury to others or damage to property, or to obtain possession of weapons or other dangerous objects within the control of a student. (Education Code 44807, 49001)

An employee shall promptly report to the principal or other immediate supervisor any attack, assault, or physical threat made against the employee by a student or by any other individual in relation to the performance of the employee's duties, and any action the employee took in response.

Additionally, the employee and the principal or other immediate supervisor shall promptly report to local law enforcement authorities an attack, assault, or physical threat made against the employee by a student. Reports of an attack, assault, or physical threat shall be forwarded immediately to the Superintendent or designee. (Education Code 44014)

Notice Regarding Student Offenses

When a student commits certain offenses that may endanger staff or others, the following procedures shall be implemented to notify staff members as appropriate:
Acts That Are Grounds for Suspension or Expulsion

The Superintendent or designee shall inform the teacher(s) of each student who, during the previous three school years, has engaged in or is reasonably suspected to have engaged in any act, except the possession or use of tobacco products, that would constitute a ground for suspension or expulsion as specified in Administrative Regulation 5144.1 - Suspension and Expulsion/Due Process (Education Code 49079)

This information shall be based upon district records maintained in the ordinary course of business or records received from a law enforcement agency. (Education Code 49079)

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

Information received by teacher(s) shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher (Education Code 48201, 49079)

Offenses Reported to the District by a Court

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

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

Any court-initiated information that a teacher, counselor, or administrator receives shall be kept confidential and used only to rehabilitate the student and protect other students and staff (Welfare and Institutions Code 827)

The information shall be further disseminated only when communication with the student, parent/guardian, law enforcement staff, and probation officer is necessary to rehabilitate the student or to protect students and staff. (Welfare and Institutions Code 827)

When a student is removed from school as a result of an offense, the Superintendent shall hold the court's information in a separate confidential file until the student is returned to the district (Welfare and Institutions Code 827)

If the student is returned to a different district, the Superintendent shall transmit the information provided by the student's parole or probation officer to the superintendent of the new district of attendance. (Welfare and Institutions Code 827)

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

Accommodations for Victims of Domestic Violence, Sexual Assault, Stalking, or Other Qualifying Acts of Violence

When requested by an employee who is a victim of domestic violence, sexual assault, stalking, or other qualifying acts of violence, the district shall provide the employee reasonable accommodations which may include the implementation of safety measures, including, but not limited to: (Government Code 12945.8)
A transfer, reassignment, or modified schedule

A changed work telephone or work station, including the permission to carry a telephone at work

An installed lock

Assistance in documenting domestic violence, sexual assault, stalking, or other qualifying act of violence that occurs in the workplace

Referral to a victim assistance organization

Another safety procedure or adjustment to a job structure, workplace facility, or work requirement in response to domestic violence, sexual assault, stalking, or other qualifying act of violence
The Superintendent or designee shall engage in a timely, good faith, and interactive process with the employee to determine effective reasonable accommodations that do not pose an undue hardship on the district. In determining

whether an accommodation is reasonable, the Superintendent or designee shall consider any exigent circumstance or danger facing the employee or their family member. (Government Code 12945.8)

Upon the request of the Superintendent or designee, an employee requesting a reasonable accommodation shall provide a written statement, signed by the employee or an individual acting on the employee's behalf, certifying that the accommodation is for an authorized purpose. The Superintendent or designee may also request that the employee provide certification of the employee's status as a victim of domestic violence, sexual assault, stalking, or other qualifying act of violence. Such certification may include: (Government Code 12945.8)
A police report indicating that the employee, or a family member of the employee, was a victim

A court order protecting or separating the employee, or family member of the employee, from the perpetrator of the crime or abuse, or other evidence from the court or prosecuting attorney that the employee has appeared in court

Documentation from a licensed medical professional or health care provider, domestic violence or sexual assault counselor, victim advocate, or counselor that the employee, or family member of the employee, was undergoing treatment or receiving services for physical or mental injuries or abuse resulting in victimization from the crime or abuse

Any other form of documentation that reasonably verifies that the crime or abuse occurred, including, but not limited to, a written statement signed by the employee or by an individual acting on the employee's behalf
Any verbal or written statement, police or court record, or other documentation identifying an employee, or a family member of the employee, as a victim shall be confidential and shall not be disclosed by the district except as required by federal or state law or as necessary to protect the employee's safety in the workplace. The employee shall be notified before any authorized disclosure. (Government Code 12945.8)

Every six months after the date of the certification, the Superintendent or designee may request recertification of the employee's status as a victim of domestic violence, sexual assault, stalking, other specified offense, or ongoing circumstances related to the crime or abuse. The employee shall notify the Superintendent or designee if, due to changing circumstances, the employee needs a new accommodation or no longer needs an accommodation. If a new accommodation is needed, the Superintendent or designee shall follow the procedures described above when making the initial determination regarding effective reasonable accommodations. (Government Code 12945.8)

The district shall not discharge or retaliate against an employee because of the employee's status as a victim of crime or abuse or for requesting a reasonable accommodation, regardless of whether the request was granted. (Government Code 12945.8)

Opioid Overdose Protocol – Melanie's Law

Current law (Education Code section 49414.3) allows schools to provide emergency opioid antagonist administration for individuals who may be experiencing symptoms of opioid drug poisoning. Opioid drug poisoning is a life-threatening condition that can be reversed with the administration of an opioid antagonist medication such as naloxone. Without immediate administration of an opioid antagonist and summoning Emergency Medical Services (911), death could occur.

This law allows for a school nurse or a trained volunteer to administer an opioid antagonist medication to an individual who is exhibiting potentially life-threatening symptoms of opioid drug poisoning. Training is provided to the volunteer on topics including but not limited to:

- Signs and symptoms of opioid drug poisoning
- How to administer the naloxone nasal spray (or other opioid antagonist)
- Calling EMS (911) and any follow up documentation or actions required.

*CPR training is recommended but not required of persons trained to administer an opioid antagonist.

Staff members who volunteer to be trained are protected under the law and will be provided defense and indemnification by the District for any and all civil liability.

This notification is provided annually to all staff. If staff are willing to be identified as a volunteer and be trained, staff complete the volunteer form and submit it to their site administrator.

Employees who volunteer to be trained may rescind their offer to volunteer at any time. No benefit will be granted to or withheld from any individual based on his or her offer to volunteer. There will be no retaliation against any individual for rescinding his or her offer to volunteer, including after receiving training.

Narcan/Naloxone on School Sites:
Each school site is given Narcan/Naloxone packages for overdose or possible overdose events. These complete packages contain:

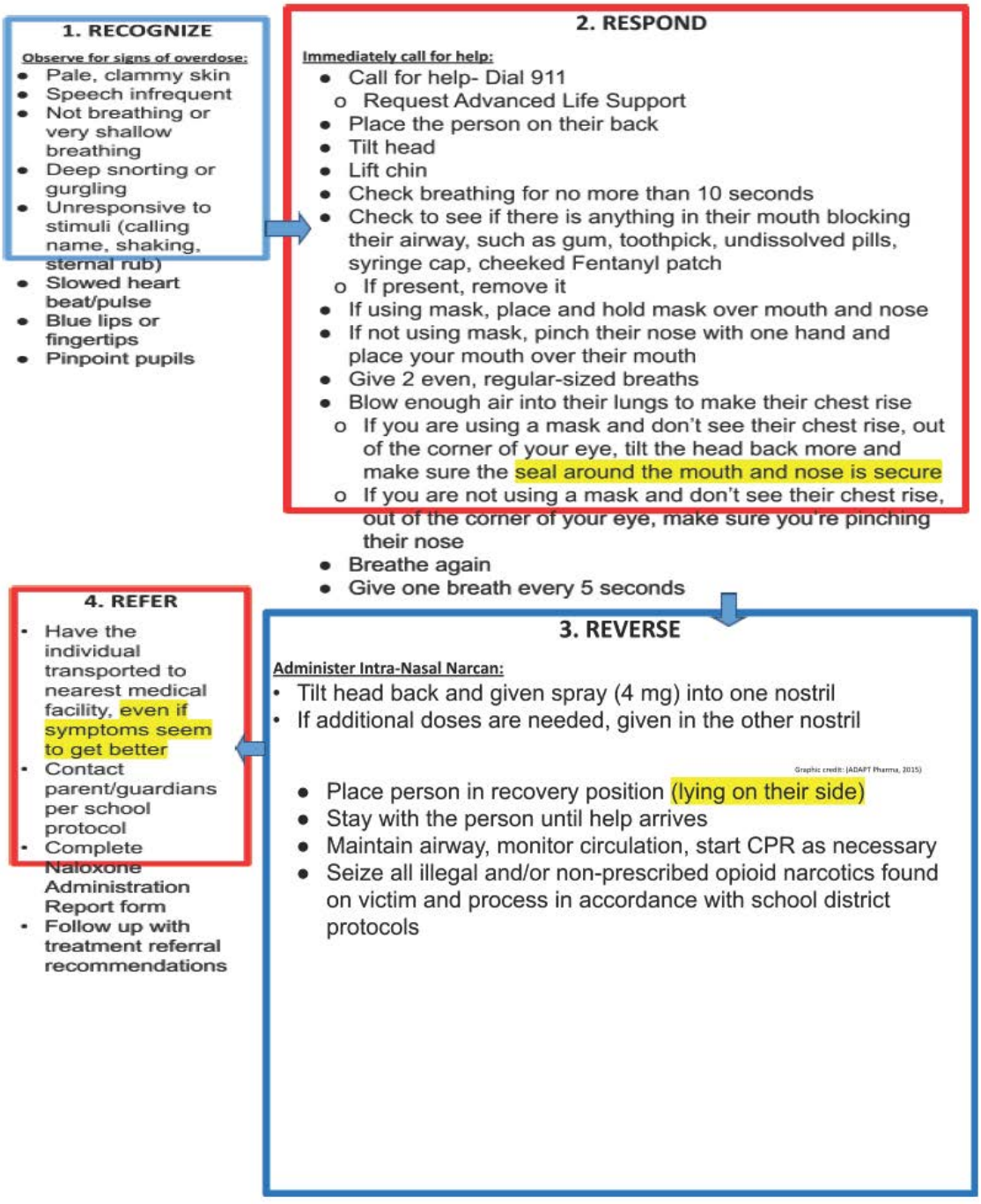
- Narcan Nasal Spay
- Narcan/Naloxone Quick Start Guide
- Gloves
- Face Mask
- Adult/Child CPR Rescue Mask Kit

o Alcohol Pads
o Rescue Mask Instructions

- Narcan/Naloxone Administration Report

(For additional supplies, please contact the District Office.)

NARCAN ADMINISTRATION



Response to Cardiac Arrest

Response to Cardiac Arrest*

The Cardiac Emergency Response Plan shall be as follows:
1. Developing a Cardiac Emergency Response Team
2. Activation of the Cardiac Emergency Response Team during an identified cardiac emergency
3. Automated external defibrillators (AEDs) – placement and maintenance
4. Communication of this Plan throughout the school campus
5. Training in Cardiopulmonary Resuscitation (CPR) and AED Use
6. Local Emergency Medical Services (EMS) integration with the school/school district's plan
7. Annual review and evaluation of the Plan
8. Protocol for School Cardiac Emergency Responders
(a) Recognize the following signs of sudden cardiac arrest and take action in the event of one or more of the following:
(b) Facilitate immediate access to professional medical help:
(c) Start CPR:
i. Use the nearest AED:
ii. Transition care to EMS:
iii. Action to be taken by Office / Administrative Staff:

Confirm the exact location and the condition of the patient.
Activate the Cardiac Emergency Response Team and give the exact location if not already done.
Confirm that the Cardiac Emergency Response Team has responded.
Confirm that 9-1-1 was called. If not, call 9-1-1 immediately.
Assign a staff member to direct EMS to the scene.
Perform "Crowd Control" – directing others away from the scene.
Notify other staff members, such as the school nurse, athletic trainer, and athletic director etc.
Ensure that medical coverage continues to be provided at the athletic event if on-site medical staff accompany the victim to the hospital.
Consider delaying class dismissal, recess, or other changes to facilitate CPR and EMS functions.
Designate people to cover the duties of the CPR responders.
Copy the patient's emergency information for EMS.
Notify the patient's emergency contact (parent/guardian, spouse, etc.).
Notify staff and students when to return to the normal schedule.
Contact the school district administration.

Instructional Continuity Plan

Eureka City Schools Instructional Continuity Plan (ICP)
Eureka City Schools
Date of Adoption: June 25, 2025

1. Communication

Objective: Ensure clear and timely communication with students, families, faculty, and staff regarding instructional continuity.

Communication Protocols:

- Primary Communication Channels:
  - School website: https://www.eurekacityschools.org/ for regular updates and links to important information for the district and each school site.
  - Email and text alerts via automated messaging system
  - Phone calls via automated messaging system
  - Social media updates on Facebook and Instagram
- Frequency of Updates:
  - Regular district and site updates during normal operations
  - Daily updates during an emergency or transition to remote learning
- Emergency Notifications:
  - Immediate alerts through automated systems
  - Emergency contacts established for staff and families
- Point of Contact:
  - Administrator responsible: Jennifer Johnson- Assistant Superintendent of Educational Services
  - Technology support lead: Marcel van Dissel- Director of Technology

2. Technology Readiness

Objective: Ensure all students and educators have access to technology and digital resources to support remote learning.

A. Technical Support Department

Responsible for maintaining the functionality, security, and availability of technology infrastructure and hardware that supports all digital resources in the District.

- Device & Internet Access:
  - Maintain and support inventory of student and staff devices.
  - Coordinate with library technicians for distribution and collection of Chromebooks and other loaner devices to staff and students.
  - Manage stock of spare devices for inventory and emergency distribution.
  - Oversee deployment and coordinate support of district-provided Wi-Fi hotspots with libraries and other designated stakeholders.
- Technical Help Desk:
  - Provide staff IT support during normal operating hours, with extended or on-call availability during remote learning periods or as needed.
  - Respond to hardware, software, and connectivity issues reported by staff and students.
  - Coordinate with libraries and school site designees for repairs.

B. Educational Services (Ed Tech and Curriculum Support)

Responsible for instructional integration of technology and development of digital learning resources.

- Training & Support:
  - Develop and deliver training for students, staff, and families on the use of instructional platforms (e.g., Google Classroom, Zoom, Canva).
  - Provide ongoing coaching and professional development via the Ed Tech Specialists, Instructional Coaches, and/or other designees
- Digital Backpacks:
  - Curate and maintain collections of approved digital learning tools, apps, e-books, and curriculum-aligned platforms.

- Ensure equitable access to digital resources for diverse student learning needs.

C. Library Technicians

Support Chromebooks, Hotspots, and other logistics to ensure student access at school sites.

- Assist with issuing, tracking, and basic troubleshooting Chromebooks and other learning devices.
  - Coordinates repairs and inventory with Technical Support staff
  - Support site-based communication with families regarding device checkouts and returns.

3. Instruction and Assessment

Objective: Ensure that learning remains flexible, accessible, and aligned with academic standards, whether in-person or remote.

- Instructional Strategies:
  - Prioritize essential learning and align objectives with state standards to ensure effective learning outcomes.
  - Implement California's Digital Learning Integration & Standards Guidance for effective technology use in instruction.
  - Ensure content is available in multiple formats (Google Classroom, videos, interactive lessons, PDFs).
  - Provide additional academic support through tutoring, virtual office hours, and small group instruction.
- Monitoring Student Progress:
  - Use state-approved screening tools for students in grades K–2 to assess early reading skills ([EC Section 53008]).
  - Utilize formative assessments (e.g., quizzes, reflection journals, virtual discussions) to check for understanding.
  - Define achievable learning goals that take into account students' unique circumstances and needs.

4. Equitable Access to Learning

Objective: Guarantee that all students, regardless of background or ability, have equal access to instructional resources.

Access Strategies:

- Provide all accommodations and support services for students with disabilities, English learners (ELs), homeless students, and foster youth.
- Follow CDE Special Education guidance to ensure accessibility in remote learning.
- Align the plan with Eureka City Schools EL Master Plan to support EL students' language development.
- Ensure individualized education plans (IEPs) are implemented in both in-person and remote settings.

5. Professional Learning for Educators

Objective: Equip educators with the skills and knowledge to effectively teach in remote and hybrid environments.

Training Plan:

- Professional development on virtual classroom management and student engagement led by site administrators and instructional coaches. Includes use of Google Workspace and Google Meet.
- Utilize Ed Tech TOSA for training and lesson planning resources.

6. Site-Based Collaboration

Objective: Foster a collaborative approach to instructional continuity planning and implementation.

Collaboration Strategies:

- Work with Executive and Leadership Teams to update the plan as needed.
- Review as part of site safety plans with each school Site Council on an annual basis.
- Seek input from staff, parents/guardians, and students to refine the plan after each instance of implementation.

7. Return to Site-Based Learning

Objective: Define the conditions necessary for a safe return to in-person instruction following a disruption.

Reopening Criteria:

- Evacuation orders lifted
- Power and utilities restored
- Air quality meets safety standards
- Safe and clean water access
- Campus free from debris and hazards
- Internet connectivity restored
- Adequate staffing levels
- Meal service operations reinstated

Plan Review and Approval

Approved by: _____

Jessica Rebholtz, Eureka City School Board President

_____

Gary Storts, Eureka City Schools Superintendent

Date: June 25, 2025

This plan will be reviewed annually and updated as needed based on feedback, emerging best practices, and changes in state and district policies.

Notification of Immigration Enforcement for Washington Elementary School

Protocol for Responding to ICE Agents on Campus
(Updated to reflect AB 49, SB 98, and CDE Guidance, September 2025)

This protocol is aligned with recommendations from the California School Board Association (CSBA), the California Department of Education (CDE), and recent legislation (AB 49 and SB 98). It is designed to uphold the law while protecting the rights and safety of students and staff.

Step 1: Remain Calm and Professional
Greet ICE agents respectfully.
Do not obstruct their actions physically or verbally.
Remember: Obstruction may result in legal consequences and loss of federal funding.

Step 2: Verify Access Requirements (AB 49)
Do not allow ICE agents into non-public areas of the school-site (classrooms, offices, buses, field trips, or other LEA-sponsored activities) without one of the following:

- A valid judicial warrant
- A judicial subpoena
- A court order
- A state or federal law requiring compliance

Politely ask:
1. “Do you have a judicial warrant, subpoena, or court order?”
2. “May I have your name and the names of the agents present?”
3. “May I call my principal to help assist in this process?”
4. “May I contact the superintendent/district office to ensure I follow Governing Board Policies correctly?”
5. “May I record this interaction?”

Step 3: Document the Interaction
Record:

- Names of agents
- Time and date of arrival
- Any documents presented
- Details of their requests or actions

Do not interpret legal documents yourself. Immediately forward warrants, subpoenas, or court orders to district-level personnel.

Step 4: Follow Standard Law Enforcement Procedures
Treat ICE agents as you would any other law enforcement officers (LEOs).
Verify credentials.
Ensure all interactions align with visitor management and safety protocols.

Step 5: Communication Protocol (SB 98)
Notify the following if ICE is present on a school site:

- Pupils
- Families
- Faculty and staff
- Other community members as appropriate

Use district-approved messaging channels to ensure clear, accurate, and timely communication.

Step 6: Prioritize Safety and Contact the District Office
Keep students and staff safe and calm.
If uncertain how to proceed, immediately contact the District Office for guidance.
Do not make independent legal determinations—defer to district leadership.
Key Reminders
Student and staff well-being comes first.
Never allow unauthorized access to non-public areas.
Always document interactions and escalate legal review.

Emergencies Disaster Preparedness Plan – BP/AR 3516

The Governing Board recognizes that all district staff and students must be prepared to respond quickly and responsibly to emergencies, disasters, and threats of disaster. The district shall take all reasonable steps to prevent and/or mitigate the impact of a disaster on district students, staff, and schools.

The Superintendent or designee shall develop and maintain a disaster preparedness plan which contains routine and emergency disaster procedures, including, but not limited to, earthquake emergency procedures, and adaptations for individuals with disabilities in accordance with the Americans with Disabilities Act, the federal Individuals with Disabilities Education Act, and Section 504 of the federal Rehabilitation Act of 1973. Such procedures shall be incorporated into the comprehensive school safety plan. (Education Code 32282)

In developing the disaster preparedness plan, the Superintendent or designee shall involve district staff at all levels, including administrators, district police or security officers, facilities managers, transportation managers, food services personnel, school psychologists, counselors, school nurses, teachers, classified employees, and public information officers. As appropriate, the Superintendent shall also collaborate with law enforcement, fire safety officials, emergency medical services, health and mental health professionals, parents/guardians, and students.

The plan shall comply with state-approved Standardized Emergency Management System (SEMS) guidelines established for multiple-jurisdiction or multiple-agency operations and with the National Incident Management System.

The Superintendent or designee shall provide training to employees regarding their responsibilities, including periodic drills and exercises to test and refine staff's responsiveness in the event of an emergency.

The Board shall grant the use of school buildings, grounds, and equipment to public agencies, including the American Red Cross, for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. The Board shall cooperate with such agencies in furnishing and maintaining whatever services the district may deem necessary to meet the community's needs. (Education Code 32282)

District employees are considered disaster service workers and are subject to disaster service activities assigned to them. (Government Code 3100)

The Superintendent or designee shall ensure that district and/or school site plans address, at a minimum, the following types of emergencies and disasters:
Fire on or off school grounds which endangers students and staff
Earthquake, flood, or other natural disasters
Environmental hazards, such as leakages or spills of hazardous materials
Attack or disturbance, or threat of attack or disturbance, by an individual or group
Bomb threat or actual detonation
Biological, radiological, chemical, and other activities, or heightened warning of such activities
Medical emergencies and quarantines, such as a pandemic influenza outbreak
Attack or threat of attack to the district's digital network and technology infrastructure

The Superintendent or designee shall ensure that the district's procedures include strategies and actions for prevention/mitigation, preparedness, response, and recovery, including, but not limited to, the following:
Regular inspection of school facilities and equipment, identification of risks, and implementation of strategies and measures to increase the safety and security of school facilities
Routine monitoring of the security of the district's digital network and technology infrastructure
Instruction for district staff and students regarding emergency plans, including:
Training of staff in first aid and cardiopulmonary resuscitation

Regular practice of emergency procedures by students and staff

Specific determination of roles and responsibilities of staff during a disaster or other emergency, including determination of:
The appropriate chain of command at the district and, if communication between the district and site is not possible, at each site
Individuals responsible for specific duties
Designation of the principal for the overall control and supervision of activities at each school during an emergency, including authorization to use discretion in situations which do not permit execution of prearranged plans
Identification of at least one person at each site who holds a valid certificate in first aid and cardiopulmonary resuscitation
Assignment of responsibility for identification of injured persons and administration of first aid

Personal safety and security, including:
Identification of areas of responsibility for the supervision of students
Procedures for the evacuation of students and staff, including posting of evacuation routes

Procedures for the release of students, including a procedure to release students when reference to the emergency card is not feasible
Identification of transportation needs, including a plan which allows bus seating capacity limits to be exceeded when a disaster or hazard requires students to be moved immediately to ensure their safety
Provision of a first aid kit to each classroom
Arrangements for students and staff with special needs
Upon notification that a pandemic situation exists, adjustment of attendance policies for students and sick leave policies for staff with known or suspected pandemic influenza or other infectious disease

Closure of schools, including an analysis of:
The impact on student learning and methods to ensure continuity of instruction
How to provide for continuity of operations for essential central office functions, such as payroll and ongoing communication with students and parents/guardians

Communication among staff, parents/guardians, the Governing Board, other governmental agencies, and the media during an emergency, including:
Identification of spokesperson(s)

Development and testing of communication platforms, such as hotlines, automatic dialing devices, telephone trees, websites, social media, and electronic notifications

Development of methods to ensure that communications are, to the extent practicable, in a language and format that is easy for parents/guardians to understand

Distribution of information about district and school site emergency procedures to staff, students, and parents/guardians

Cooperation with other state and local agencies, including:

Development of guidelines for law enforcement involvement and intervention

Collaboration with the local health department, including development of a tracking system to alert the local health department of a substantial increase of student or staff absenteeism as indicative of a potential outbreak of an infectious disease

Steps to be taken after the disaster or emergency, including:

Inspection of school facilities

Provision of mental health services for students and staff, as needed
The Superintendent or designee shall assemble critical information that would be needed in an emergency. Such information may include, but is not limited to, a list of individuals and organizations who should be contacted for assistance in an emergency, current layouts and blueprints of school buildings, aerial photos of the campus, maps of evacuation routes and alternate routes, a roster of employees with their work locations, student photographs and their emergency contact information, a clearly labeled set of keys, location of first aid supplies, procedures and locations for turning off fire alarms, sprinklers, utilities, and other systems, information to access the district's technology infrastructure, and insurance information. Such information shall be stored in a box in a secure, easily accessible location, with a duplicate kept at another location in case the primary location is inaccessible.

Use of SEMS/NIMS *

The District uses the Incident Command System as identified in the Authorities and References section of this plan.

In the event of a major disaster, there is no guarantee emergency medical, or fire personnel will be able to immediately respond to school sites. Therefore, the school staff must be prepared to ensure the care and safety of students during the first several hours after a major disaster without outside assistance. It is critical to determine who does what, where, and how before such a disaster occurs.

Use the Standardized Emergency Management System as detailed in the California Emergency Services Act (Gov. Code Section 8607) and the supporting California Code of Regulations

Disaster Service Worker Status

Government Code 3100
It is hereby declared that the protection of the health and safety and preservation of the lives and property of the people of the state from the effects of natural, manmade, or war-caused emergencies which result in conditions of disaster or in extreme peril to life, property, and resources is of paramount state importance requiring the responsible efforts of public and private agencies and individual citizens. In furtherance of the exercise of the police power of the state in protection of its citizens and resources, all public employees are hereby declared to be disaster service workers subject to such disaster service activities as may be assigned to them by their supervisors or by law.
(Amended by Stats. 1971, Ch. 38.)

These laws have two ramifications: 1) public school employees may be pressed into service as Disaster Service Workers by their superiors and may be asked to do jobs other than their usual duties for periods of time exceeding their normal working hours; and 2) in those cases, their Worker's Compensation Coverage becomes the responsibility of the state government (CalOES). The district, however, pays their overtime pay. These circumstances apply only when a local or State emergency has been proclaimed.

Individualized Safety Plans

The Education Code requires school disaster procedures to also include adaptations for pupils with disabilities in accordance with the federal Individuals with Disabilities Education Act and Section 504 of the federal Rehabilitation Act of 1973, and would require the annual evaluation of the comprehensive school safety plan and the annual review of a charter school's school safety plan to also include ensuring that the plan includes appropriate adaptations for pupils with disabilities and address any concerns to individual plans, as specified.

Washington Elementary School Individualized Plans

None Requested

CSSP and Emergency Operations Training

Mandated Reporter: Child Abuse and Neglect Ed Code 44691; Penal Code 11165.7 staff was trained on these procedures through Keenan

Sexual Harassment Prevention for Non-Managers SB 1343 staff was trained through Keenan

Students Experiencing Homelessness: Awareness and Understanding 42 U.S.C. 11432(g)(6)(A)(ix) staff was trained through Keenan

Integrated Pest Management (IPM) Ed Code 17614; Food and Agricultural Code 13186.5 staff was trained through Keenan

Cybersecurity Awareness for Employees at Educational Institutions: Security Awareness Essentials staff was trained through Keenan

Workplace Violence: Awareness and Prevention Labor Code 6401.7(a)(7), 6401.9(c)and(e) staff was trained through Keenan

Bloodborne Pathogens 8 C.C.R. 5193; 29 C.F.R. 1910.1030 staff was trained through Keenan

Non-Keenan Trainings Crisis Prevention Intervention Training classified was trained in this and a Crisis Intervention Team went through the full training

First Aid/CPR classified was trained in this and additional members of the Washington team

CATAPULT Training staff was trained through Keenan

Fire Drills and Fires – AR

Drills

The California Education Code requires the following drills per year.

Elementary

- Fire drills one per month
- Earthquake drills four times a year

Middle/Intermediate

- Fire Drills four times a year
- Earthquake four times per year.

High School

- Fire Drills two times per year
- Earthquake two times per year.

Drill Type	Dates
Fire Drills	Elementary and Intermediate Schools – not less than once every calendar month Secondary Schools – not less than twice yearly Legal Requirement: 19 CCR § 3.13 § 3.13. Fire Drills. (a) Group E Occupancies. (1) General. Every person and public officer managing, controlling, or in charge of any public, private, or parochial school shall cause the fire alarm signal to be sounded upon the discovery of fire. Every person and public officer managing, controlling, or in charge of any public, private, or parochial school, other than a two-year community college, shall cause the fire alarm signal to be sounded not less than once every calendar month at the elementary and intermediate levels, and not less than twice yearly at the secondary level, in the manner prescribed in California Code of Regulations, Title 24, Part 2, Section 907.
	9/17/2025 - 9:15 AM
	10/6/25 - 9:30 AM
	11/7/25 - 11:00 AM
	12/9/25 - 12:30 PM
	1/14/26 - 10:00 AM
	2/6/26 - 10:30 AM
	3/17/26 - 11:30 AM
	4/9/26 - 1:00 PM
	5/20/26 - 2:00 PM
Duck-Cover-Hold Drills	Elementary Schools – one time per quarter

Drill Type	Dates
(Earthquake)	Secondary Schools – one time per semester Education Code Requirements (excerpted) (II) A drop procedure whereby each pupil and staff member take cover under a table or desk, dropping to his or her knees, with the head protected by the arms, and the back to the windows. A drop procedure practice shall be held at least once each school quarter in elementary schools and at least once a semester in secondary schools.
	12/8/25 - 9:15 AM
	2/13/26 - 11:00 AM
	4/28/26 - 2:00 PM
Lockdown Drills	This drill should be done one time per semester and can be combined with the Evacuation Drill
	9/26/25 - 9:00 AM
	3/25/26 - 11:00 AM
Shelter in Place Drills	10/31/25 1:00
	10/8/25 10:30
Evacuation Drills	This drill should be done one time per semester and can be combined with the Lock Down Drill (Fire Code 403.5.2 indicates the first emergency evacuation drill of each school year shall be conducted within 10 days of the beginning of class)
	9/17/2025 - 9:15 AM
	2/13/26 - 11:00 AM
Multi-Option Drills, Including Tabletop Exercies (Describe Below)	

Provide this training for adult employees only, at least once per year, and it should be all-inclusive, addressing the Run, Hide, Fight protocols outlined by the FBI.

Outside Agency Use of Facilities

The Board shall grant the use of school buildings, grounds, and equipment to public agencies, including the American Red Cross, for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. The Board shall cooperate with such agencies in furnishing and maintaining whatever services the district may deem necessary to meet the community's needs. (Education Code 32282)

Emergency Procedures for People with Disabilities

The information contained in this document will assist school administrators, teachers, special education staff, parents, and students in planning for the support that may require for students with special needs in the event of an emergency. For the purposes of this section, students with special needs are those who cannot comfortably or safely access and use the standard resources offered in disaster preparedness, relief and recovery, whether their disability is chronic or temporary.

For individuals with special needs, physical environments may pose additional challenges. The ability to get to accessible exits and access personal items may be reduced. Communication may be impeded at a time when clear and rapid communication is crucial to safety and survival.
To comply with statutes involving students with special needs, individuals responsible for evacuation and emergency operation plans, notification protocols, shelter identification, emergency medical care and other emergency response and recovery programs must:

- Have sound working knowledge of the accessibility and nondiscrimination requirements applicable under Federal disability rights laws;
- Know the special needs demographics of the students attending classes on site;
- Involve students with different types of disabilities, staff, and teachers in identifying the communication and transportation needs, accommodations, support systems, equipment, services, and supplies that they will need during an emergency;
- Consider emergency accommodations for those with temporary disabilities.
- Identify existing resources within the school and local community that meet the special needs of these students;
- Develop new community partners and resources, as needed.
- Inform parents about the efforts to keep their child safe at school;
- Identify medical needs and make an appropriate plan;
- Determine transportation needs, special vans and buses for students;
- Identify any necessary tools such as personal response plans, evacuation equipment or visual aids;
- Include local responders and establish a relationship with individual students with disabilities and their teachers.

Mitigation Strategies (Before an Emergency Occurs)

- Learn about the types of hazards that may impact the school (e.g., earthquakes, floods, wildfires) and assure that emergency response procedures address each one.
- Identify a pre-evacuation site that is accessible to students with disabilities
- Plan a primary and secondary evacuation route from each location the student is in during the course of the day.
- Arrange sufficient transportation ahead of time to accommodate the entire special needs/staff population.
- Develop a schedule of daily activities and classes that identifies where a special needs student may be located each period of the day.
- Consider classroom location in placement of students with disabilities. Evaluate the handicap accessibility of nearby exits and proximity to the school nurse.
- Conduct a test of the family notification system to assure that contact information is up-to-date to help decrease parent anxiety during a disaster.

Tactical Response to Criminal Incidents

ACTIVE SHOOTER OR OTHER ACTIVE ASSAILANTS

All district sites adhere to the standardized procedures for Lockdown and Active Shooter and other Active Assailant listed in this plan if there is an active shooter, individual with a weapon on campus or other possible violent crime. For more details see Active Asailant, Threats , and Lock Down procedures.

Dangerous, Violent, Or Unlawful Activities

SB 671
SB 671 requires a Comprehensive School Safety Plan to include procedures to assess and respond to reports of any dangerous, violent, or unlawful activity that is being conducted or threatened to be conducted at the school, at an activity sponsored by the school, or on a school bus serving the school.

Multidisciplinary Threat Assessment Team
Eureka City Schools uses a multidisciplinary threat assessment team consisting of the specific site administrator, a local law enforcement representative, the student services Director, mental health or behavioral specialist representative as needed, and other outside services as needed.

Assessment and Response
Prohibited and concerning behaviors are defined in California Education Code 48900 and 48915. Additionally, all threats of self-harm are assessed and acted upon, as needed. In cases where dangerous, violent, or unlawful activities are being conducted, Law Enforcement is notified at once and a call to 911 is made.

The threshold of law enforcement intervention is decided by the relevant administration in cooperation with the District and mutual aid if requested. In practice, we find if a real or possible threat is present. We evaluate the threat or possible threat based upon prohibited and concerning behaviors, responding appropriately to the incident.

Risk Management
Risk Management is notified in incidents where there is physical, property or damage to others. Additionally, Risk Management is involved if a security assessment or report is needed. There may be times, following a potential or real incident, that an after-action debrief might be conducted, including a written summary.

School Culture and Training
Eureka City Schools utilizes PBIS as outlined in our PBIS Handbook. Eureka City Schools School Climate Team created our PBIS handbook in consultation with Dr. Jeff Sprague. The purpose of this handbook is to guide and support ECS staff as we implement PBIS in our school. Our goal is to provide all of our students with safe and effective school environments where they can experience academic and social-behavioral success.

Eureka City Schools conducts an annual update to their Comprehensive Safe School Plan at each school site as required by the California Education Code.

Training for all stakeholders is conducted during annual site meetings by administrators and/or district representatives.

Reunification

Student release is a crucial part of emergency planning. During an emergency or disaster, the traditional student release procedure is often unsafe and therefore not operable. Accordingly, a comprehensive emergency plan needs to include certain procedures to accomplish the main priority of safety planning which is to ensure the safety of the students to every extent possible.

There are a wide variety of emergency situations that might require student/family reunification. Student/family reunification may be needed if the site is evacuated or closed as a result of a hazardous materials transportation accident, fire, natural gas leak, flooding, earthquake, tsunami, school violence, bomb threat, terrorist attack or other local hazard.

Student/Family reunification is part of the Incident Command System and is assigned to the Operations Area.

Threats of Violence

THREATS

If a threat is made or if there is a weapon found on campus, the Threat Assessment team (consisting of multi-disciplinary personnel, including but not limited administration, counselors, mental health professionals, Information Technology professionals and law enforcement) will conduct the following steps:

- Evaluate the threat

THEN

- Decide if the threat is clearly transient and respond to the transient threat

o Contact student's parents if necessary.
o Notify intended victim's parents if necessary.
o See that threat is resolved through explanation, apology or making amends.
o Consult with Risk Management & Security Manager or law enforcement if necessary.
o Refer for conflict mediation, restorative justice or counseling to resolve problem as appropriate.
o Follow discipline procedures as per BP/AR.
o Develop Behavior Intervention Plan or Behavior Contract as appropriate.

OR

o Decide if the substantive threat is serious and respond to the serious substantive threat.
o Mobilize threat assessment team members as needed.
o Contact student's parents.
o Notify intended victim's parents.
o Protect and notify intended victim and parents of victim.
o Caution the student about the consequences of carrying out the threat.
o Provide direct supervision of student until parents assume control
o Consult with Risk Management and law enforcement.
o Refer for conflict mediation, restorative justice or counseling to resolve problem is appropriate
o Follow discipline procedures as per BP/AR
o Develop Behavior Intervention Plan

OR

- Decide if the substantive threat is very serious and respond to the very serious substantive threat

o Mobilize threat assessment team members as needed.
o Contact student's parents
o Notify intended victim's parents
o Protect and notify intended victim and parents of victim
o Caution the student about the consequences of carrying out the threat
o Provide direct supervision of student until parents assume control
o Consult with Risk Management & Security Manager and Law Enforcement
o Conduct mental health assessment
o Follow discipline procedures as per BP/AR
o Develop Behavior Intervention Plan

AND

- Implement a safety plan

OTHER CRIMES

If other crimes are committed on campus such as thefts and vandalism school administration, risk management and other needed resources along with law enforcement will conduct an investigation. Depending on the investigation outcomes, administration will follow district procedures for discipline and will assist in any necessary prosecution procedures through the District Attorney's office.

FUNCTIONAL ANNEX

Accounting for all Persons

Attendance Records



It is our daily practice to maintain manual attendance records in the Administrative Office of each site. This includes Daily Attendance Records, Site Employee Logs, Visitor Logs, and Itinerant Employee Logs (such as food services, maintenance and operations, etc.). If there are contractors or contracted service workers on-site in a controlled location (such as fenced areas under construction) the employer of record should be advised to consider keeping their own records of employee locations.

Crisis or Incident Accounting

In the event of a crisis or incident, each site administrator will ensure there are 2 – 3 key employees (only one needs to have control of records at a time – additional staff are only for backup) who will have responsibility as scribes to collect all site attendance records from the administrative office.

These records are to be provided to the on-site incident commander upon request. It is the scribe's responsibility to maintain and protect these records.

In cases where students, staff, or visitors cannot be located, the name and description of the person(s) will be provided to Search and Rescue teams for more specific search. All records of searches and tracking of people on-site will be recorded in appropriate ICS log. The incident commander will be kept informed of attendance status and updated with changes.

Assembly Areas

All staff will report as soon as is possible to their predesignated assembly areas. Premade signs may be used and maintained in assembly kits to assist in identifying specific assembly areas and will be held so as to be easily identified. Assembly area facilitators will distribute/record the attendance of all individuals in their assembly area.

For shelter-in-place or any evacuation, either on-site or off-site, attendance will be taken at any assembly areas and a comparison made to the attendance logs as follows:

Student Daily Attendance
Site Employee Log
Visitor Log
Itinerant Employee Log

Student Release

Student release will be conducted in an orderly fashion as outlined in the Reunification Annex of this plan. Attendance records will be checked and recorded as students leave the site.

Communications

Purpose



The Communications Annex ensures the availability and coordinated use of our communications systems for the dissemination of disaster information, for the exchange of information between decision-makers, and for the coordination of communications with local response agencies.

Scope

When activated, the Communications annex coordinates and supports emergency response/recovery telecommunications requirements. This includes the interface between our District and other agencies and outside organizations, such as local, state, and federal government, private nonprofit organizations, and business/industry. Immediately report communications degradation, interruption, or failure by alternate means (e.g. cell phone) to the Communications Officer and/or the District's Emergency Operations Center (EOC) if activated.

Activation

The senior executive (or designee) determines whether to activate this annex based upon information from initial staff reports and local authorities. The local emergency communications plan will include:
Channel designations
Contingency communications procedures
Training in back-up communications equipment

Key Tasks/Responsibilities

Develop a local communications plan
Establish and maintain liaison with local response agencies, state agencies, commercial communications companies, and amateur radio organizations
Support communications equipment (radio, computer, fax, etc.) as needed
Provide communications capability
Maintain equipment inventory
Designate a centrally-located area (usually main office) easily identified by staff, media, and the public
Predetermine an alternate location in case the primary location is inaccessible
Establish communication with staff
Maintain telephone and radio communication with emergency services
Post rumor control and information on the internet and in an area accessible to our students and the community
Record emergency related incidents
Maintain communication with staff by whatever means available (SMS text messaging, audio alarm warning system, intercom, bullhorn, canned air horn, two-way radio, e-mail, written notices)

Internal Communications

Staff will be notified when an incident occurs and kept informed as additional information becomes available and as plans for management of the situation evolve. The following practices will be utilized to disseminate information internally when appropriate:

Alert Notifications (SMS Texting)

Staff will be notified when an incident occurs and kept informed as additional information becomes available and as plans for management of the situation evolve. The following practices will be utilized to disseminate information internally when appropriate:

Telephone Tree

A telephone tree is a simple, widely used system for notifying staff of an incident when they are not at their primary work location. The tree originates with the senior site official, who contacts the members of the Incident Management Team. Team members then, in turn, will contact groups of staff identified on their call list.

Staff Meetings

As appropriate, updated information about an incident will be presented at regularly scheduled staff meetings. In some cases, special staff meetings may be called as incident evolution requires. Staff will also have the opportunity to address any misinformation or rumors. Any new procedures or temporary changes will also be reviewed at this time.

Communication With the District Administrative Office

The Incident Commander will use the designated countywide Emergency Radio Network to notify the site administrator of our District's status/needs. The site administrator will notify the District office. The District office will notify the County Office of the status of all of the District's sites. He/she will designate staff member(s) to monitor all communications.

Activation

Concept of Operations

The senior executive (or designee) determines whether to activate this annex based upon information from initial staff reports and local authorities. When activated, the Communications annex coordinates and supports emergency response/recovery telecommunications requirements

Immediately report communications degradation, interruption, or failure by alternate means (e.g. cell phone) to our District's Emergency Operations Center (EOC) if activated or the Communications Officer

The local emergency communications plan will include channel designations, contingency communications procedures, and training in back-up communications equipment.

Continuity of Operations (COOP)

General



Continuity of Operations planning is a program that ensures continued performance of essential functions across a full range of potential emergencies, be they natural or man-made, when a significant interruption of operations occurs following a severe disaster or tragedy.

A COOP provides guidance and establishes responsibilities and procedures to ensure that essential functions are maintained. COOP is not the same as an Emergency Operations Plan or a Recovery Plan, but rather supplements it, in the event normal facility or human resources are not available.

A COOP provides a continuity infrastructure that through careful planning ensures:
Emergency delegation of authority and an orderly line of succession, as necessary.
Safekeeping of essential personnel, resources, facilities, and vital records.
Emergency acquisition of resources necessary for business resumption.
The capability to perform critical functions remotely until resumption of normal operations.

A District's COOP plan should allow for its implementation anytime, with or without warning, during normal and after-hours operations; providing full operational capability for essential functions no later than 12 hours after activation; and sustain essential functions for up to 30 days.

The purpose of these Continuity of Operations (COOP) procedures is to ensure that there are procedures in place to maintain or rapidly resume essential operations within the District after an incident that results in disruption of normal activities or services to the District. Failure to maintain these critical services would significantly affect the operations and/or service mission of the District in an adverse way.

Scope

It is the responsibility of the District's officials to protect students and staff from incidents and restore critical operations as soon as it is safe to do so. This responsibility involves identifying and mitigating hazards, preparing for and responding to incidents, and managing the recovery process.

The COOP procedures outline actions needed to maintain and/or rapidly resume essential operations, business, and physical services, when interrupted for an extended period of time following an incident.

Responsibilities

Designated District Staff, in conjunction with the affected administrator(s) and staff, will perform the essential functions as follows:

Senior Executive/Site Administrator

Determine when to close District, and/or send students/staff to alternate locations
Disseminate information internally to students and staff
Communicate with family, media, and the larger community
Identify a line of succession, including who is responsible for restoring which business functions for the District
Ensure systems are in place for rapid contract execution after an incident
Identify relocation areas for site and administrative operations
Create a system for registering students (off site or into alternative locations)
Brief and train staff regarding their additional responsibilities

Secure and provide needed personnel, equipment and supplies, facilities, resources, and services required for continued operations
Identify strategies to continue operations (e.g., using the Internet, providing alternatives to operational contingencies)
Work with local and state government officials to determine when it is safe for students and staff to return to the District's buildings and grounds
Manage the restoration of the District's buildings and grounds (e.g. debris removal, repairing, repainting, and/or landscaping)
Collaborate with private and public-sector service providers and contractors

Administrative Services, District Staff

Maintain inventory
Maintain essential records (and copies of records) including the District's insurance policy
Ensure redundancy of records is kept at a different physical location.
Secure District's equipment and materials in advance.
Restore administrative and recordkeeping functions such as payroll, accounting, and personnel records.
Retrieve, collect, and maintain personnel data
Provide accounts payable and cash management services

Administrative Support Staff

Establish necessary support services for students and staff
Implement additional response and recovery activities according to established protocols
Collaborate with public and private providers

Food Services Worker

Determine how food services will resume
Support staff and volunteers as much as possible

Transportation

Provide emergency transportation services as needed
Assess and implement alternative transportation services that may be necessitated

Evacuation

General



Evacuation is one means of protecting the staff, students and visitors from the effects of a hazard through the orderly movement of person(s) away from the hazard. The type and magnitude of the emergency will dictate the scale of an evacuation (i.e., evacuation area).

Concept of Operations

Evacuation orders are generally given by the following:
Local Police
Environmental Health & Safety
Facilities Services
Administrator, director, or building supervisor
Fire Department with jurisdiction
Any person identifying a hazard and by activating the fire alarm system via a fire alarm pull station

Evacuation Procedures

Evacuation will be initiated by means of the fire alarm system. Whenever the alarm is sounded all occupants of all buildings are to initiate the evacuation procedure.
Take the Incident Action packet/binder which has a current class list and a red/green 8½ x 11 card (red on one side and green on the other side)
Close all doors and windows. (DO NOT LOCK DOORS)
Follow the safest evacuation route to the assembly or safe dispersal area.
Teachers are to take roll and make certain no one reenters the building for any reason.
If all students are present with staff member, staff will hold up the GREEN sheet to acknowledge to responsible incident management person that all students are present.
Support staff who have regular schedules with students need to have a green and red card also. If all students who are regularly scheduled are in their care and custody, they are to raise the green card, so staff member and responsible incident management person can see.
Staff members are to raise the red card even if they think a student is with support staff so responsible incident management person can account for those students.
If a student is not present, the staff member will hold up the RED card and wait for the administration to contact him/her to see who is absent. The responsible incident management person will coordinate the search for the missing student.
Students should remain 30 – 50 feet away from any building.
Students are to remain in groups, until the all clear signal is given.

On-Site Evacuation

The Incident Commander or designee activates fire alarm.
All staff follow the Evacuation Procedures identified above.
Once assembled, building occupants remain in their designated assembly or safe dispersal area until further instructions are given.
Reentry is only authorized after it is determined that conditions and buildings are deemed safe by appropriate incident management staff.

Off-Site Evacuation

If it is determined that the buildings and area are not safe for occupation and that the On-Site Evacuation locations are also at risk, the appropriate incident management staff will initiate an Off-Site Evacuation.
The Incident Commander or designee determines safest method for evacuating the site. This may include use of buses or simply walking to designated off-site location.
Staff members secure the student roster when leaving the building and take attendance once group is assembled in pre-designated safe location.
Once assembled off-site, staff members and students stay in place until further instructions are given.
In the event clearance is received from appropriate agencies, Incident Commander may authorize students and staff to return to buildings.

Evacuating Students with Disabilities

Procedures and actions regarding the special needs' population should cover the evacuation, transportation and medical needs of students who will require extreme special handling in an emergency. In most cases, additional safeguards must be established regarding roles, responsibilities and procedures for students with physical, sensory, emotional and health disabilities.

The following are steps that cover the evacuation procedure of student(s) with disabilities:
Review all paths of travel and potential obstacles
Know the facility, grounds, paths, exits and potential obstacles
Determine the primary and secondary paths of exit to be used during emergencies
Individuals with mobility impairments will need a smooth, solid, level walking surface, an exit that avoids barriers such as stairs, narrow doors and elevators and guardrails that protect open sides of the path
Compile and distribute evacuation route information to be used during emergency operations
Include alternative evacuation route information, should the primary route be inaccessible due to damage or danger
Install appropriate signage and visual alarms
Place evacuation information indicating primary and secondary exits in all offices, rooms, multipurpose rooms, hallways/corridors, lobbies, bathrooms and cafeterias. For passages and doorways that might be mistaken for an exit, place visible signs that proclaim, "NOT AN EXIT"
Place emergency notification devices appropriate for each student
Post signage with the name and location of each area so that the students will know exactly where they are, in order to comply with ADA (American's with Disabilities Act) Accessibility

Buildings and Facilities Signage Requirements

Approximately 60 inches above the floor
In a location that is not obscured in normal operation such as a swinging door
In all primary function areas

Preparation and Planning

Identify the students and staff with special needs and the type of assistance they will require in an emergency
Allow visitors to self-identify on a sign-in log if they have special evacuation needs
Discuss evacuation issues with the staff members and caretakers of students with special needs, including individuals, who may be temporarily disabled (i.e. a student with a broken leg)
Train staff in general evacuation procedures

Review the areas of rescue, primary exits, evacuation techniques, and the locations and operation of emergency equipment
Provide in-depth training to those designated to evacuate students with special needs
Train the staff for proper lifting techniques when lifting a person for evacuation
Anyone can assist a student with a visual impairment
Check on each special needs student to assure he/she is accounted for during an evacuation
Review the plan with emergency response personal, including local police, fire and emergency medical technicians
Identify “areas of rescue” in our site for students to wait for evacuation assistance from emergency personnel
Before operations begin in the Fall, walk around the site with first responders so that they are familiar with the primary exits and all areas of rescue; these areas must meet specifications for fire resistance and ventilation
Ask the responders to conduct a special drill explaining how they will support the students and staff with special needs during an emergency
Complete all contracts and Statements of Understanding with key emergency support providers
Ensure that sufficient transportation capacity exists with transportation providers, partner agencies, and suppliers to effectively meet the demand in an emergency
Identify transportation contracts through the District in case of an emergency; Emergency response for special needs requires special vans and special equipment
Specify who will do what to address these transportation needs
Develop a list of District-owned vehicles, staff vehicles that are available and make prior arrangements for their use in the event of an emergency
Review the evacuation plan with students and staff to be familiar with the process and identify any problems
Practice implementation of special duck and cover actions by students with able-bodied partners
Students should be aware that evacuation by themselves may be difficult or impossible because of obstacles in their path or because electric dependent machines may not function (i.e. elevator)
Special pre-planned assistance must be provided and reviewed regularly

Lockdown

General



A District or school site lock down is necessary when the threat of violence or gunfire is identified or directed by law enforcement and it is necessary to prevent the perpetrator(s) from entering occupied areas. During lock down, students are to remain in rooms or designated locations at all times.

Instructions

If a lock down situation is required, the Site Administrator will make an announcement on the Public Address (PA) system. If the PA system is not available, the Site Administrator will use other means of communication (e.g., sending messengers to deliver instructions). The Site Administrator should be calm, convey reassuring comments that the situation is under control, and provide clear and consistent directions. Below is an example of an announcement to be made by the Site Administrator:

"YOUR ATTENTION PLEASE. WE HAVE AN EMERGENCY SITUATION. STAFF ARE TO LOCK ROOM DOORS UNTIL NOTIFIED BY AN ADMINISTRATOR OR LAW ENFORCEMENT. STUDENTS AND STAFF ARE TO PROCEED TO THE NEAREST ROOM OR BUILDING. PLEASE REMAIN INDOORS UNTIL FURTHER INSTRUCTIONS ARE PROVIDED."

If inside, staff should instruct students to lie on the floor, move away from doors and remain in the center of the room out of the line of fire, lock the doors (if possible), and close any shades or blinds if it appears safe to do so. Students and staff who are physically unable to lie on the ground should move away from doors and windows.
If outside, students should proceed to their rooms if it is safe to do so. If it is not safe, staff must direct students into nearby rooms or other District buildings (e.g., auditorium, library, cafeteria, and gymnasium).
District staff and students must remain in their room or secured area until further instructions are provided by the Site Administrator or law enforcement.
Landline phones should not be used. District staff should use cell phones and speak quietly.
All site entrances and exits must be locked, and no visitors other than appropriate law enforcement or emergency personnel are to be allowed on the site.

Public, Medical, and Mental Health

General



Establishment of public, medical, and mental health procedures, will assist the District in preparing for, responding to, and recovering from an incident that affects the health and safety of students, staff, and family. Furthermore, coordination with Public Health agencies, Emergency Medical Services (EMS), and Mental Health support services will broaden their capacity to deal with these incidents by providing the District with resources beyond their existing expertise and training.

Public Health

Procedures

Designate District Medical Manager and/or other key personnel as the individual(s) responsible for coordinating incidents such as disease outbreaks, bioterrorism, and natural disasters with local, State, and Federal Public Health agencies.
Coordinate with local, State, and Federal Public Health agencies on information sharing protocols.
Develop procedures for reporting information to local, State, and Federal Public Health agencies.
Contact local Public Health agency to determine notification procedures for students/family, staff, and public, if necessary.
Send out any required notification to students/family, staff and public as required.
Establish a dedicated contact phone number for questions and concerns.
Coordinate with local, State, and Federal Public Health agencies, for assistance with managing large scale incidents or incidents beyond the District's resources.

Medical Health

Procedures

Designate District Medical Manager and/or other key personnel as the individual(s) responsible for coordinating incidents involving students or staff injuries or illnesses
Provide CPR/First Aid/AED to all staff designated to work in medical capacity
Establish a triage area for injured students and staff
Separate walking wounded, critically injured and deceased individuals (Keep a log of names of these individuals)
Keep a record of students and staff that are transported off-site for treatment.
Coordinate with local Emergency Medical Services (EMS) agencies for assistance with large scale incidents or incidents beyond the District's resources.

Mental Health

Procedures

Designate crisis counselors and/or other key personnel as the individual(s) responsible for coordinating incidents with local, State, and Federal Mental Health agencies
Activate crisis counselors during the incident to begin identifying students and staff that require assistance
Keep a log of individuals counseled or that require counseling following the incident
Notify students, family, and staff of counseling services available
Coordinate with local, State, and Federal Mental Health agencies, for assistance with large scale incidents or incidents beyond the 's resources.

Psychological First Aid for Schools (PFA-S)

The field of school safety and emergency management has evolved significantly over the past decade. Tragically, acts of violence, natural disasters, and terrorist attacks have taught us many lessons. We also know that other types of emergencies can impact schools, including medical emergencies, transportation accidents, sports injuries, peer victimization, public health emergencies, and the sudden death of a member of the school community. We now recognize the need for school emergency management plans that are up-to-date and take an “all-hazards”approach with clear communication channels and procedures that effectively reunite parents and caregivers with students. We have also learned that preparing school administrators, teachers, and school partnering agencies before a critical event is crucial for effective response, the value of ongoing training and emergency exercises, and that having intervention models that address the public health, mental health, and psychosocial needs of students and staff is essential to a safe school environment and the resumption of learning. (excerpted from Psychological First Aid for Schools, Field Operations Guide, 2nd Edition)

Field Operations Guide (FOG)

We use the PFA-S FOG as-needed, to prepare and respond to critical incidents affecting the mental health of our students. https://www.nctsn.org/resources/psychological-first-aid-schools-pfa-s-field-operations-guide

Public Safety and Security

Purpose



The Public Safety and Security Annex integrates State public safety and security capabilities and resources to support the full range of incident management activities.

Scope

The Public Safety and Security Annex provides a mechanism for coordinating and providing support to local law enforcement authorities to include non-investigative/non-criminal law enforcement, public safety, and security capabilities and resources during incidents. The Public Safety and Security Annex capabilities support incident management requirements, including force and critical infrastructure protection, security planning and technical assistance, technology support, and public safety, in both pre-incident and post-incident situations. The Public Safety and Security Annex generally is activated in situations requiring extensive assistance to provide public safety and security.

Key Tasks/Responsibilities

Coordinate public safety and security support (including personnel and equipment) to any affected department/agency during preparation for, response to, and/or recovery from any real or potential incident.
County Sheriff's Office
Police Department
Other Law Enforcement Agencies
Private Security Companies

Coordinate critical information dissemination regarding public safety/security through mass warning/notification.

County Sheriff's Office
Police Department
Dispatch
County Emergency Management
Facilitate multi-function public safety activities such as evacuation, traffic, looting, and riot control
County Sheriff's Office
Police Department
Other Law Enforcement Agencies
Fire/EMS

Concept of Operations

Local law enforcement authorities have the primary responsibility for public safety and security and are the first line of response and support in these functional areas, utilizing the Incident Command System on-scene
In larger-scale incidents, additional resources should first be obtained through the activation of mutual aid agreements with neighboring jurisdictions and/or State authorities, which may require the management of incident operations through a Unified Command structure

Through the Public Safety and Security Annex, outside resources supplement local resources when requested or required, as appropriate, and are integrated into the incident command structure using National Incident Management System principles and protocols
The Public Safety and Security Annex activities should not be confused with the activities described in the Terrorism Incident Annex or other criminal investigative law enforcement activities

As the lead law enforcement official in the United States, the Attorney General, generally acting through the Federal Bureau of Investigation (FBI), maintains the lead for criminal investigations of terrorist acts or terrorist threats by individuals or groups inside the United States
The Public Safety and Security Annex is activated when public safety and security capabilities and resources are needed to support incident operations
This includes threat or pre-incident as well as post-incident situations
When activated, the primary agencies assess public safety and security needs, and respond to requests for resources and planning/technical assistance from county agencies
The Public Safety and Security Annex manages support by coordinating the implementation of authorities related to public safety and security and protection of property, including critical infrastructure, and security resources and technologies and other assistance to support incident management operations and security capabilities and resources are needed to support incident operations
This includes threat or pre-incident as well as post-incident situations
The Public Safety and Security Annex maintains close coordination with Federal, State, and local officials to determine public safety and security support requirements and to jointly determine resource priorities
The primary agencies maintain communications with supporting agencies to determine capabilities, assess the availability of resources, and track resources that have been deployed

Recovery

General



When a disaster occurs, it is all too easy to get consumed by the urgent activities and emotions surrounding the event. That is understandable but don't allow the intensity of the incident to distract you from some extremely important actions you should be taking. Keep in mind that no financial assistance will occur until there is a declared disaster by the State and the Federal governments.

Tracking time and material (supplies and equipment specifically used for the disaster) should happen always, regardless of disaster declarations. There is no guarantee that we will get our expenses reimbursed. We are at the mercy of the State and Federal governments. In most cases, however, labor and materials specific to the disaster response get reimbursed. Losses already covered by our insurance are typically NOT reimbursed. For example, if an employee is injured our Workers' Compensation would cover the injured employee. If a building was damaged and our insurance does not cover that specific cause of loss there may be a chance it is reimbursable.

Before – Action Items

Establish relationships and contact information from our county Operational Area and Coordinating Council (OACC)
Create and maintain a current contact list with this information and other contact information essential to the Finance/Administration Section of our ICS structure
Train and practice the Start-up, Operation of, and the Closure of this ICS Section.
Modify and update our Emergency Operations Plan as necessary

During – Action Items

Within the very first moments of an incident, begin tracking every employee's and volunteer's time spent on the incident. (Be alert to any announcements from local or State government regarding "Public Assistance" requests or meetings.) Use the form designed for that purpose, the Activity Log (ICS 214). If not readily available, make sure each person is tracking the following:
Incident name
Date
Worker's name
Log each major activity and track start and end times
Don't be concerned with tracking too much – that can be sorted out after the event
This information will need to be transferred onto the Activity Log (ICS 214) before we can apply for Public Assistance funding (this is what they call the State and Federal reimbursement program)
Keep track of ANY disaster-related expenditures for supplies or equipment. It is best to retain copies of priced-out receipts and invoices for possible State and Federal reimbursement. For example, if our facilities may be used as a shelter and we are required to provide custodial services specific to the shelter, toilet paper, paper towels, cleaning material and chemicals would all likely be reimbursable. If our facility were being used as a medical care facility and the HVAC system required filters different than what we would normally use, the cost of the filters (and the labor to change them) are likely reimbursable.
Establish the Recovery Unit in the Finance/Administration Section of our Emergency Operations Center (EOC).
Have all sites or units collect information on their ability to sustain operations.
Develop staffing pattern for the Recovery Unit.

Collect information on damages, duration and impact from the following:
Utility Providers

Social, medical and health services
Transportation routes and services
Debris issues
County Government Operations
Private sector retail and wholesale providers
Others
Develop initial short term and long-term recovery objectives.
Refer to hazard/threat-specific annexes for information.
Develop information for the PIO on the recovery process and progress.
Develop a plan to assign personnel to sustain the recovery effort
Coordinate with the OACC, other local jurisdictions and the State on their recovery efforts.
While it is best if we already have an established relationship with our county Operational Area Coordinating Council (OACC) contact, we need to identify that individual and the means of communicating with them. We will want them to know who at our District will serve as the contact for emergency incidents. This will serve a couple of purposes:
It will keep our District "in the loop" and better informed when an incident affecting our District occurs
It will alert us to any notice of "Public Assistance" informational meetings to learn about getting Federal and State reimbursement for disaster related District activity
If our county's OACC is overwhelmed with an incident we should reach out directly to our Emergency Services Coordinator at the Governor's Office of Emergency Services Region Operational Area.
Ask them to put the District on the list for notification of "Public Assistance" informational meetings
There are forms that will be exchanged between our District and the OACC or the California Governor's Office of Emergency Services (they act as our liaison with FEMA)
If our employees and volunteers remain under our direction and control we are responsible for any costs associated with their activities. Should they perform work that they would not normally do and it is attributable to the disaster we will likely be able to reimburse the labor. Management costs are typically NOT reimbursable.
If our employees and volunteers, or our facilities, are tasked outside of our District we must only do so under the terms of a mutual aid agreement or memorandum of understanding to which the District have agreed, in writing. Make sure we understand when and if risk transfer occurs as it should be clear in these documents. These documents should identify, specifically, what is "covered" and by "whom." Examples for other agency usage of our facility might include the Fire Department using our facility as a command center for the incident.
Or, local hospitals may be "at-capacity" and need our facility to provide some form of medical or health services. In these cases, (like the case of sheltering) a written request for use of our facilities should be on file or requested prior to allowing the agency to use them. These documents should specify what they will and will not cover in terms of costs related to using the facility. Typically, if an outside agency damages the property or they cause a liability exposure, they are responsible for coverage.

When in doubt, ask for help.

After – Action Items

Begin closing the Recovery Unit
Assign any open or pending tasks, such as Public Assistance funding or other outstanding receivables or payables, to appropriate staff with specific checkup or due dates
Make sure all Activity Logs and equipment/supply records have been assembled and recorded into the request for Public Assistance from Cal OES and FEMA
Conduct an After-Action debrief within the Finance/Administration Section and include that in the main incident After-Action debrief held by the District
Review our EOP and include any lessons learned or altered actions into the plan for update and redistribution to the emergency management team
Participate in and debriefings provided by our ICS team and close the Recovery Unit

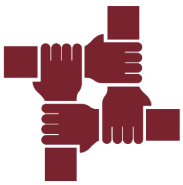
Resources

Activity Log (ICS 214)
Cal OES Regional Operations
Form Cal OES 126 – Project Application, California Disaster Assistance Act Program
Form Cal OES 130 – Designation Of Applicant's Agent Resolution For Non-State Agencies
Form Cal OES 89 – Project Assurances For Federal Assistance – Construction Programs
Form FEMA 009-0-49 9/16 – Request For Public Assistance

All links should be verified at least annually and updated. In some cases, expired forms will not be accepted.

Reunification

General



Student release is a crucial part of emergency planning. During an emergency or disaster, the traditional student release procedure is often unsafe and therefore not operable. Accordingly, a comprehensive emergency plan needs to include certain procedures to accomplish the main priority of safety planning which is to ensure the safety of the students to every extent possible.

There are a wide variety of emergency situations that might require student/family reunification. Student/family reunification may be needed if the site is evacuated or closed as a result of a hazardous materials transportation accident, fire, natural gas leak, flooding, earthquake, tsunami, school violence, bomb threat, terrorist attack or other local hazard.

Student/Family reunification is part of the Incident Command System and is assigned to the Operations Area.

Reunification Procedures

In an emergency, sites must establish a safe area for family members to meet with students. This area must be away from the both the damage and the student's assembly area. In a typical release the following steps will be followed:

Family member will report to the assigned area and give the name of the student
Picture ID will normally be required by the person in charge to insure the person requesting a minor is a match to the name on the emergency release card
A runner will go to the student assembly area and get the minor requested by the parent or adult and escort the student back to the pick-up area
Parents will be asked to sign a form indicating they picked up the minor (the date and time will also be indicated on the pick-up form)
If the minor is in the first aid area, the parent will be escorted to that area for reunification with their child/children
Counselors, when available, will be located close to the first aid area in the event they are needed

Traffic Control

Traffic may be controlled by trained and authorized employees who meet the requirements outlined in the Manual on Uniform Traffic Control Devices (MUTCD) Part 7, Traffic Control for School Areas. In the absence of this condition, we must wait until local law enforcement is available and on scene at the site.
To every extent possible, two-way traffic will be maintained to allow for entry and exit of emergency vehicles
As the situation develops there may be time for barricades and other traffic control devices to be delivered and set up
It should be understood this will not occur at the beginning of the incident
When law enforcement arrives on the scene they will take charge and do whatever is necessary, including the towing of vehicles to manage the emergency or disaster

Maintaining the Procedures

Student rosters should be updated at least twice a year
If enrollment dictates this may be updated more frequently
Updated rosters should be stored in every room in an area easily identified by the both staff and substitutes.
Additional copies of the rosters should be distributed to the site administrator and placed in the back of the emergency plan binder

Emergency cards should be filled out at the beginning of the year
This card should include contact information on family members, as well as other adults who can be contacted if the family member is not available
The card should also indicate who the minor is permitted to leave site with, if necessary
DO NOT release students to people not listed on the student emergency card.
A well- intentioned friend may offer to take a minor home; however, District staff must be certain that students are only released to the appropriate people, so their families will know where they are
The card should also include all pertinent medical information such as allergies, medications, and doctor contact information
These cards should be stored in the front office in both hard copy and electronically, if possible

Things to Remember

Some family members will refuse to cooperate with the student/family reunification process
This situation can be diminished, to some degree, if family members are informed about the District's release procedures before the disaster or emergency occurs
They should be reminded that the safety of their student is our utmost priority
Family members may be emotional when arriving at the site
Have counselors available to deal with issues if needed
Shortly after the incident, the media will have a presence on our site
The Public Information Officer, part of the command staff operating under the Incident Command System, will deal with the media, however, it is important that family be sheltered from media representatives

Shelter-in-Place

General



This action is taken to place and/or keep students indoors in order to provide a greater level of protection from airborne contaminants in outside air. Shelter-in-place is implemented when there is a need to isolate students and staff from the outside environment and includes the shutdown of room and/or building air systems. During shelter-in-place, no one should be exposed to the outside air.

Description of Action

If an emergency occurs that requires students and staff to Shelter-in-Place, the Site Administrator will make an announcement on the PA system. If the PA system is not available, the Site Administrator will use other means of communication (e.g., sending messengers to deliver instructions). The Site Administrator should be calm, convey reassuring comments that the situation is under control, and provide clear and consistent directions. Below is an example of an announcement to be made by the Site Administrator:

"YOUR ATTENTION PLEASE. WE HAVE RECEIVED INFORMATION REGARDING A HAZARD IN THE COMMUNITY. WE ARE INSTITUTING SHELTER-IN-PLACE PROCEDURES. PLEASE REMAIN INSIDE THE BUILDING AWAY FROM OUTSIDE AIR WITH WINDOWS AND DOORS SECURELY CLOSED AND AIR CONDITIONING UNITS TURNED OFF. ALL STUDENTS AND STAFF THAT ARE OUTSIDE ARE TO IMMEDIATELY MOVE TO THE PROTECTION OF AN INSIDE ROOM. PLEASE REMAIN INDOORS UNTIL FURTHER INSTRUCTIONS ARE PROVIDED."

If inside, staff should keep students in their rooms until further instructions are given
If outside, students must proceed to their rooms if it is safe to do so
If it is determined to be unsafe, staff should direct students into nearby rooms or buildings (e.g., auditorium, library, cafeteria, and gymnasium)
Staff and students who were exposed to outside air should congregate in indoor locations away from individuals who were not exposed to outside air
Anyone who is exhibiting symptoms must be treated
Staff is responsible for securing individual rooms and for completing the following procedures as needed:
Shut down the room/building HVAC (Heating Ventilation and Air Conditioning) system
Turn off local fans in the area
Close and lock doors and windows

If necessary, seal gaps under doors and windows with wet towels or duct tape, seal vents with aluminum foil or plastic wrap, and turn off sources of ignition, such as pilot lights

Situational Awareness

In the U.S., every public agency is expected to address situational awareness and personnel security. Situational Awareness is the ability to identify, process, and comprehend the critical information about an incident. More simply, it is knowing what is going on around us.

Overview

Situational Awareness requires continuous monitoring of relevant sources of information regarding actual incidents and developing hazards. A common core function of Emergency Operations Centers (EOC) is gaining, maintaining, and sharing Situational Awareness and developing a Situational Picture (SitPic) that is shared between the Incident ICS, EOC, JIS, and field staff participants in the incident.

In the early stages of activation, the EOC will obtain Situational Awareness. This is important because accurate, timely information will enable more informed, effective decision-making. An excellent tool for developing and maintaining this condition of the OODA loop.

OODA Loop

The OODA loop is the cycle: observe–orient–decide–act, developed by military strategist and United States Air Force Colonel John Boyd in the 1960s. Boyd applied the concept to the combat operations process, often at the operational level during military campaigns. It is now also often applied to understand commercial operations and learning processes.
The OODA loop has become an important concept in emergency management. According to Boyd, decision-making occurs in a recurring cycle of observe–orient–decide–act. An entity (whether an individual or an organization) that can process this cycle quickly, observing and reacting to unfolding events more rapidly than an “opponent,” can thereby "get inside" the opponent's decision cycle and gain the advantage.

Observe – Sensing yourself and the world around you
Orient – What you believe: a complex set of filters of genetic heritage, cultural predispositions, personal experience, and knowledge
Decide – A review of alternative courses of action and the selection of the preferred course as a hypothesis to be tested.
Act – Testing the decision chosen for implementation.

Every employee is a critical link to situational awareness. This annex address the expectations of this District in establishing and maintaining a vital communication and informational internal network. Whether you are in an office environment, inside a building, in the field, or at home, what you observe and absorb are invaluable to our District.

Prepare

The following list includes the minimum expectations for every employee:
Develop and maintain a personal family communication plan
Use the Family Emergency Communication Plan – Wallet Sized provided by our District
The plan should be completed at hire and updated when any of the information changes but at least annually
Share our plan with your family
Review and familiarize yourself with the District’s Emergency Operations Plan (EOP)
Prepare a “Go-Bag” for yourself with a 3-day supply of food and water
See the “Go-Bag” guide for help in assembling and stocking
Keep a copy of the District’s Critical Incident Field Operations Guide (FOG) with you at all times during work hours

Field Protocol

Before, during, and after critical incidents there are some basic steps you should take to improve your situation and help others in need:

f you are operating a vehicle or other equipment, stop your activity as soon as is safely possible (If driving, follow safe driving practices and get maneuver your vehicle without endangering your own or the safety of others)
Assess the situation using the OODA loop and take appropriate action
Follow our District's Communication protocols as outlined in the EOP
If you are unable to proceed to your primary location (starting and ending shift worksite) find out if you can return to an alternate site
If returning to any of these sites proves unreasonable, proceed to the nearest public facility (police or fire station, hospital, local government office) and notify our District of your exact location
Provide our District's Emergency Operations Center (EOC) with as much detailed information as possible:
Time, Date, and Location of Critical Incident
Your condition (unaffected, injured, etc.) and the condition of your equipment
Describe the type of incident such as fire, hazmat, earthquake, etc.
Provide details on estimate impact in your area (how much loss or damage)

Disaster Service Worker

As a California public employee, you may be called upon to work as a Disaster Service Worker (DSW) in the event of an emergency. The information contained in the Disaster Service Worker website will help you understand your role and obligations as a disaster service worker, and what to do in an emergency (California Government Code Section 3100-3109).

Special Needs Population

Planning Needs and Assumptions



For individuals with special needs, physical environments become a great deal more hostile and difficult to deal with during and after an emergency. The ability to get to accessible exits and personal items may be reduced. Communication may be impeded at a time when clear and rapid communication is crucial to safety and survival.

To comply with statutes involving students with special needs, individuals responsible for evacuation and emergency operation plans, notification protocols, shelter identification, emergency medical care and other emergency response and recovery programs must:

Have sound working knowledge of the accessibility and nondiscrimination requirements applicable under Federal disability rights laws
Know the special needs demographics of the attending students on site
Involve students with different types of disabilities and staff in identifying the communication and transportation needs, accommodations, support systems, equipment, services, and supplies that they will need during an emergency
Consider emergency accommodations for those with temporary disabilities
Identify existing resources within the site and local community that meet the special needs of these students
Develop new community partners and resources, as needed
Inform family members about the efforts to keep students safe
Identify medical needs and make an appropriate plan
Determine transportation needs, special vans, and buses for students
Identify any necessary tools such as personal response plans, evacuation equipment or visual aids
Include local responders and establish a relationship with individual students with disabilities and staff

HAZARD/THREAT ANNEX

Hazard-Threat Assessment

A representative number of participants were selected to participate in the Hazard-Threat Assessment Survey (HTAS). This survey follows best practices in emergency management and is a very important part of updating our Emergency Operations Plan.

This survey was designed to help us prioritize possible threats or hazards we may face. It covers many possible scenarios but is not exhaustive in nature. The survey information generated is invaluable in helping our Emergency Operations Plan Collaborative Planning Team identify the hazards and threats most likely to impact us.

The Collaborative Planning team has selected the following Hazards/Threats to be included in this annex:
Active Assailant
Cyber Threat or Attack
Earthquake
Extreme Heat and Unhealthy Air Quality
Fire-Structural
Fire-Forest, Wildfire, or Urban Interface
Infectious Disease
Power and Utility Failure
Severe Weather
Tsunami

Active Assailant

Purpose

Active assailant situations are often over within 10 to 15 minutes, before law enforcement arrives on the scene. Individuals must be prepared both mentally and physically to deal with an active assailant situation.



This Annex will address current best practices for dealing with Active Assailants, Before, During, and After an incident.

Situation and Assumptions

An Active Assailant is an individual actively engaged in the killing or attempting to kill people in a confined and populated area. In most cases, active assailants use firearms and there is no pattern or method to their selection of victims.

Active Assailant situations are unpredictable and evolve quickly. Typically, the immediate deployment of law enforcement is required to stop the attack and mitigate harm to victims.

Continuity of Operations (Annex Specific)

Continuity of Operations is defined as the internal effort of an organization to assure that the capability exists to continue essential functions and services in response to a comprehensive array of potential emergencies or disasters.

In the case of an active assailant actions can be taken in advance to mitigate some of the outcome of the attack.

Organization and Assignment of Responsibilities

Refer to the Organization and Assignment of Responsibilities section located in the Basic Plan.

Plan Development

This annex is part of the Hazard and Threat Annex and was developed using current best practices

Authorities and References

- CISA (Cybersecurity and Infrastructure Security Agency) Active Shooter Preparedness
  - https://www.cisa.gov/topics/physical-security/active-shooter-preparedness
- FBI (Federal Bureau of Investigation) Active Shooter Safety Resources
  - https://www.fbi.gov/how-we-can-help-you/safety-resources/active-shooter-safety-resources
- REMS (Readiness and Emergency Management for Schools) Technical Assistance Center
  - https://rems.ed.gov/IHEActiveShooterSituations.aspx

Incident Command Actions

Before

Threat and Physical Security Assessment of each site

Conducting periodic threat and physical security assessments will ensure that best practices are in place to control access to your campus.

- Appropriate perimeter fencing installation and maintenance
- Locks and closers on perimeter gates that prevent outsiders from opening the gate (mesh screen around gate area)
- Check for keyed exterior locksets of all classroom doors
- Make sure the lockset on the interior of the classroom door has a thumb lock or other quick-lock style lockset (see Figure 1- Interior Lock)
- Verify visitor access control is in place and works as intended
- Require classroom doors to be closed and locked when students are present

Student Education

- Educate students (age appropriate) through workshops, seminars, lectures, and any other opportunity to teach about the hazards of an active assailant/physical threat and ways each person can potentially react to such a situation
- Supplement in-person instructional elements with additional information to reinforce the training

Such material may be distributed in a variety of ways, including but not limited to web pages, social media, printed literature, radio/TV, etc.
Foster a respectful school community
Be aware of indications of violence and take remedial actions accordingly (i.e. If you see something, say something)





Behavioral Red Flags
Recognizing indicators for potential violence by an individual:
Increased use of alcohol and/or illegal drugs
Unexplained increase in absenteeism; vague physical complaints
Noticeable decrease in attention to appearance and hygiene
Depression/withdrawal
Resistance and overreaction to changes in policy and procedures
Repeated violations of District policies
Increased severe mood swings
Noticeably unstable, emotional responses
Explosive outbursts of anger or rage without provocation
Suicidal; comments about “putting things in order”
Behavior, which is suspect of paranoia, (“everybody is against me”)
Increasingly talks of personal problems
Talk of severe financial problems
Talk of previous incidents of violence
Empathy with individuals committing violence
Increase in unsolicited comments about firearms, other dangerous weapons, and violent crimes

Develop a positive behavioral intervention program that identifies at-risk behaviors early on and ensures administration is aware of these individuals
Decide upon communications and public information releases with your Public Information Officer prior to an incident
Develop model releases that provide well thought out and consistent messaging on behalf of the District
Discuss and decide upon Spontaneous Memorial practices including
Ease of public access
Minimize disruption of vehicular and pedestrian traffic
Monitored for appropriateness of items placed at the memorial
Prepared to announce the one location to the public and that it will be open from/to specific dates (typically no longer than 2-3 weeks)
Line-of-sight view by administration

During

Responding to an Active Assailant/Physical Threat

If you are in a situation where your safety is in question and you are at risk of harm from another person, you must quickly determine the most reasonable way to protect your own life.

Run (evacuate)

If there is an accessible escape path, attempt to evacuate the building/area. Be sure to:
Have an escape route and plan in mind
Evacuate regardless of whether others agree to follow
Leave your belongings behind
Help others escape, if possible
Prevent individuals from entering an area where the active assailant may be
Keep your hands visible, to prevent confusion to law enforcement
Follow the instructions of law enforcement personnel
Do not attempt to move wounded people
Notify Police when you are safe

Hide (lockdown)

If evacuation is not possible, find a place to hide where the active assailant is less likely to find you. Your hiding place should:
Be out of the active assailant's view
Provide protection if shots are fired in your direction (i.e. a room with a closed and locked door)
Not trap you or restrict your options for movement
Remember Cover vs. Concealment
Spread out to reduce target area
To prevent an active assailant from entering your hiding place:
Lock the door, if possible
Blockade the door with whatever is available – heavy furniture, door wedges, file cabinets, etc.
Cover any windows or openings that have a direct line of sight into a hallway
If the active assailant is nearby:
Lock the door, if possible
Close windows, shades and curtains.
Silence all cell phone and other electronic devices
Turn off any source of noise (i.e. radios, televisions, etc.)
Hide behind large items (i.e. cabinets, desks)
Remain silent

Do not sound the fire alarm
A fire alarm would signal the occupants to evacuate the building and thus place them in potential harm as they attempted to exit
Notify Police when it is safe to do so

Fight

If running and hiding are not possible:
Remain calm
Notify Police, if possible, to alert hem of the active assailant's location
If you cannot speak, leave the line open and allow the dispatcher to listen
As a last resort, and only when your life is in imminent danger, attempt to disrupt and/or incapacitate the active assailant by:
Acting as aggressively as possible against him/her
Throwing items and improvising weapons
Yelling
Committing to your actions



Law Enforcement

Law enforcement's purpose is to stop the active assailant as soon as possible. Officers will proceed directly to the area in which the last shots were heard.

While officers may prefer to team up, they are likely to deploy individually, upon arrival at the scene
Officers may wear regular patrol uniforms or external bulletproof vests, Kevlar helmets, and other tactical equipment
Officers may be armed with rifles, shotguns, handguns
Officers may use pepper spray or tear gas to control the situation
Officers may shout commands, and may push individuals to the ground for their safety
The first officers to arrive to the scene will not stop to help injured persons. Expect rescue teams comprised of additional officers and emergency medical personnel to follow the initial officers. These rescue teams will treat and remove any injured persons. They may also call upon able-bodied individuals to assist in removing the wounded from the premises.

While law enforcement personnel are still assessing the situation, uniformed security and/or police officers will move through the entire area to ensure the threat is over. For the safety of you and the officers, you may be handcuffed until the incident details are fully known.

How to react when law enforcement arrives:

Remain calm, and follow officers' instructions
Put down any items in your hands (i.e., cell phones, bags, jackets)
Immediately raise hands and spread fingers
Always keep hands visible
Avoid making quick movements toward officers such as holding on to them for safety
Avoid pointing, screaming and/or yelling
Do not stop to ask officers for help or direction when evacuating, just proceed in the direction from which officers are entering the premises

Once you have reached a safe location or an assembly point, you will likely be held in that area by law enforcement until the situation is under control, and all witnesses have been identified and questioned. Do not leave until law enforcement authorities have instructed you to do so.

Considerations
If a security threat is imminent or occurring, our personnel will take all reasonable and appropriate actions to minimize the hazard to the District's students and staff. If the perpetrator(s) is known, Incident Command will immediately deactivate the incident site's ID card(s) to prevent the individual(s) from entering a building/room equipped with card access.

For locations without electronic access control, incident personnel will make reasonable attempts to secure these doors as quickly as possible. The nature of the threat may make it unsafe for incident personnel to move from door-to-door, thus preventing these locations from being quickly secured.

If you become aware of an active assailant situation, immediately notify Police at 911. Information to provide to law enforcement or 911 operators:
Location of the active assailant
Number of assailants
Identity of the assailant(s), if known
Physical description of assailant(s)
Number and type of weapons held by the assailant(s)
Number of potential victims at the location

After

Good Practice for Coping
Good Practice for Coping
Be aware of your environment and any possible dangers
Take note of the two nearest exits in any facility you visit
If you are in an office, stay there and secure the door
If you are in a hallway, get into a room and secure the door
As a last resort, attempt to take the active assailant down. When the assailant is at close range and you cannot flee, your chance of survival is much greater if you try to incapacitate him/her.
Call 911 when it is safe to do so

Any time there is a significant security concern, we will make every reasonable attempt to immediately increase security on site. At the same time emergency personnel are responding to the emergency, public safety officials will communicate the hazard to the community via all available and appropriate means.

If you receive an official emergency communication notifying you of a hazardous situation where you must take immediate action to protect yourself, stay as calm as possible and follow these procedures. Only you will be able to determine the safest course of action that should be taken.

Bomb Threat Procedures and Checklist – DHS

BOMB THREAT PROCEDURES

This quick reference checklist is designed to help employees and decision makers of commercial facilities, schools, etc. respond to a bomb threat in an orderly and controlled manner with the first responders and other stakeholders.

Most bomb threats are received by phone. Bomb threats are serious until proven otherwise. Act quickly, but remain calm and obtain information with the checklist on the reverse of this card.

If a bomb threat is received by phone:

1. Remain calm. Keep the caller on the line for as long as possible. DO NOT HANG UP, even if the caller does.
2. Listen carefully. Be polite and show interest.
3. Try to keep the caller talking to learn more information.
4. If possible, write a note to a colleague to call the authorities or, as soon as the caller hangs up, immediately notify them yourself.
5. If your phone has a display, copy the number and/or letters on the window display.
6. Complete the Bomb Threat Checklist immediately. Write down as much detail as you can remember. Try to get exact words.
7. Immediately upon termination of call, DO NOT HANG UP, but from a different phone, contact authorities immediately with information and await instructions.

If a bomb threat is received by handwritten note:

- Call _____
- Handle note as minimally as possible.

If a bomb threat is received by e-mail:

- Call _____
- Do not delete the message.

Signs of a suspicious package:

- No return address
- Excessive postage
- Stains
- Strange odor
- Strange sounds
- Unexpected delivery
- Poorly handwritten
- Misspelled words
- Incorrect titles
- Foreign postage
- Restrictive notes

Refer to your local bomb threat emergency response plan for evacuation criteria

DO NOT:

- Use two-way radios or cellular phone. Radio signals have the potential to detonate a bomb.
- Touch or move a suspicious package.

WHO TO CONTACT (Select One)

- **911**
- **Follow your local guidelines**

For more information about this form contact the DHS Office for Bombing Prevention at OBP@dhs.gov

Homeland Security

2014

BOMB THREAT CHECKLIST

DATE: **TIME:**

TIME CALLER HUNG UP: **PHONE NUMBER WHERE CALL RECEIVED:**

Ask Caller:

- Where is the bomb located? (building, floor, room, etc.)
- When will it go off?
- What does it look like?
- What kind of bomb is it?
- What will make it explode?
- Did you place the bomb? Yes No
- Why?
- What is your name?

Exact Words of Threat:

Information About Caller:

- Where is the caller located? (background/level of noise)
- Estimated age:
- Is voice familiar? If so, who does it sound like?
- Other points:

Caller's Voice	Background Sounds	Threat Language
☐ **Female**	☐ Animal noises	☐ Incoherent
☐ **Male**	☐ House noises	☐ Message read
☐ Accent	☐ Kitchen noises	☐ Taped message
☐ Angry	☐ Street noises	☐ Irrational
☐ Calm	☐ Booth	☐ Profane
☐ Clearing throat	☐ PA system	☐ Well-spoken
☐ Coughing	☐ Conversation	
☐ Cracking voice	☐ Music	
☐ Crying	☐ Motor	
☐ Deep	☐ Clear	
☐ Deep breathing	☐ Static	
☐ Disguised	☐ Office machinery	
☐ Distinct	☐ Factory machinery	
☐ Excited	☐ Local	
☐ Laughter	☐ Long Distance	
☐ Lisp		
☐ Loud	**Other Information:**	
☐ Nasal		
☐ Normal		
☐ Ragged		
☐ Rapid		
☐ Raspy		
☐ Slow		
☐ Slurred		
☐ Soft		
☐ Stutter		

Cyber Threat or Attack

Purpose



Understanding the risks and motivations behind cyber threats or attacks is crucial in establishing and implementing this Cyber Threat or Attack annex. Technology continues to improve and develop at an amazing pace and with that advancement comes the challenges of protecting what we collect and manage using that technology.

Common criminals as well as hostile foreign actors have a couple of primary motivations when it comes to attacking your organization's cyber space. Both money and operational disruption are at the top of that list. For some hackers, they thrive on finding ways to access your information and then sell it, or threaten to disclose it asking for a "ransom," while freezing up your means of storing, accessing, or distributing information.

This annex will focus on the incident management perspective and address what to do before, during, and after an incident, following current best practices. These practices fall under the general category of cyber security.

Situation and Assumptions

Think of the cyber world as you would your own facilities. You provide appropriate fencing to ensure the security of those within its boundaries. The more access points you provide the more difficult it becomes to keep that site secure and safe. The cyber world is really the same way. Years ago we may have had only a handful of access points to our local area network. As technology improved, we added access. As we added access we provided more entry points for those who would seek our harm.

We are making some basic assumptions about systems and practices we should have in place:

- Installed and using modern firewall and antivirus software
- Conducting regular antivirus scanning
- Configured firewalls to prevent ransomware
- Keeping operating systems patches up-to-date
- Completing critical patching as expeditiously as possible
- Conducting employee cyber security awareness training including current best practices
- Keeping individual sites segregated
- Keeping user groups segregated (staff and student users segregated)
- Keeping privilege access management limited
- Using multi-factor authentication
- Implemented and using strong password policy
- Using off-site back up
- Providing email filtering to prevent spam reaching employees

Organization and Assignment of Responsibilities

Our IT department will have leadership over all aspects of our technology equipment and network spaces. They are the core of our Cyber Security Incident Response Team.

It is the responsibility of our Information Technology (IT) professionals to maintain a safe and secure cyber space. However, it is every network user's responsibility to follow best practices introduced by our IT professionals.

Glossary of Terms

Cyber Security Incident Response Team (CSIRT)

A group of experts that assesses, documents and responds to a cyber incident so that a network can not only recover quickly, but also avoid future incidents.

Denial-of-service attack

A denial-of-service attack floods systems, servers, or networks with traffic to exhaust resources and bandwidth. As a result, the system is unable to fulfill legitimate requests. Attackers can also use multiple compromised devices to launch this attack. This is known as a distributed-denial-of-service (DDoS) attack.

DNS Tunneling

DNS tunneling utilizes the DNS protocol to communicate non-DNS traffic over port 53. It sends HTTP and other protocol traffic over DNS. There are various, legitimate reasons to utilize DNS tunneling. However, there are also malicious reasons to use DNS Tunneling VPN services. They can be used to disguise outbound traffic as DNS, concealing data that is typically shared through an internet connection. For malicious use, DNS requests are manipulated to exfiltrate data from a compromised system to the attacker's infrastructure. It can also be used for command and control callbacks from the attacker's infrastructure to a compromised system.

Malware

Malware is a term used to describe malicious software, including spyware, ransomware, viruses, and worms. Malware breaches a network through a vulnerability, typically when a user clicks a dangerous link or email attachment that then installs risky software. Once inside the system, malware can do the following:

- Blocks access to key components of the network (ransomware)
- Installs malware or additional harmful software
- Covertly obtains information by transmitting data from the hard drive (spyware)
- Disrupts certain components and renders the system inoperable

Man-in-the-middle attack

Man-in-the-middle (MitM) attacks, also known as eavesdropping attacks, occur when attackers insert themselves into a two-party transaction. Once the attackers interrupt the traffic, they can filter and steal data.

Two common points of entry for MitM attacks:

- On unsecure public Wi-Fi, attackers can insert themselves between a visitor's device and the network. Without knowing, the visitor passes all information through the attacker.
- Once malware has breached a device, an attacker can install software to process all of the victim's information.

Phishing

Phishing is the practice of sending fraudulent communications that appear to come from a reputable source, usually through email. The goal is to steal sensitive data like credit card and login information or to install malware on the victim's machine. Phishing is an increasingly common cyberthreat.

SQL injection

A Structured Query Language (SQL) injection occurs when an attacker inserts malicious code into a server that uses SQL and forces the server to reveal information it normally would not. An attacker could carry out a SQL injection simply by submitting malicious code into a vulnerable website search box. Learn how to defend against SQL injection attacks.

Zero-day exploit

A zero-day exploit hits after a network vulnerability is announced but before a patch or solution is implemented. Attackers target the disclosed vulnerability during this window of time. Zero-day vulnerability threat detection requires constant awareness.

Incident Command Actions

Maintaining a best-practices approach to cyber security requires us to keep up to date on current trends and threats in the cyber world. Most of what we know comes from internet service providers who share this information to help us be better prepared.

Our cybersecurity response process recommendations by the SANS Institute, as defined in its Incident Handler's Handbook.

Before

Preparation

- Define, develop, and implement an Information Security policy and procedures that addresses current and possible future risks to cyber information handing and protection
- Conduct regular and periodic training for our staff to ensure they have the tools they need to preserve our cyber security. This may include hands-on virtual or email tests and scenarios designed to reinforce safe cyber practices and protect our digital/cyber foot print.
- Perform regular security assessments and intrusion testing
- Provide a trained staff Cybersecurity Incident Response Team (CSIRT)

During

Identification

- Monitor IT systems and detect deviations from normal operations and see if they represent actual security incidents
- Establish type and severity
- Log actions and responses
- Collect evidence

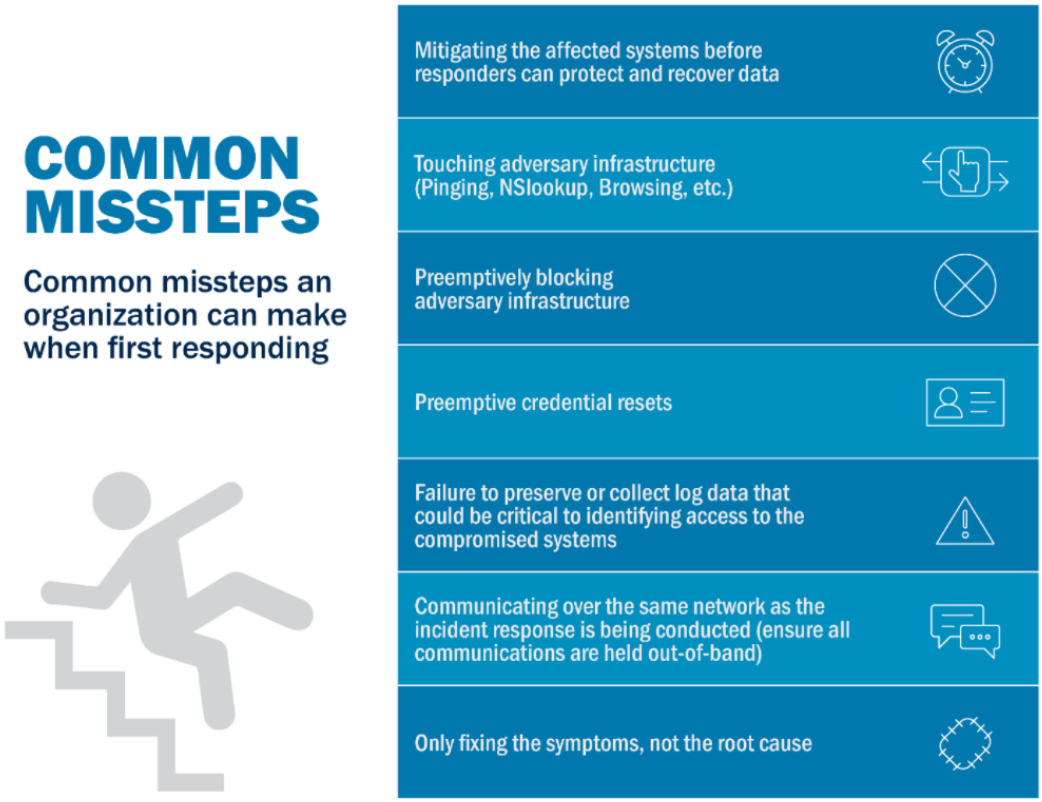
Containment

- Isolate impacted system(s)
- Implement temporary workarounds to maintain operations

Eradication

- Identify the root cause
- Remove malicious software from all affected systems
- Take action to prevent root cause from recurring

Caution



After

Recovery

- Bring affected systems back online
- Test, verify, and monitor affected systems to ensure they are operating normally

After-Action Report

- Finalized incident documentation
- Perform a retrospective of the incident to determine what was effective and what was not to identify lessons learned
- Modify and update this annex and any policy or procedure identified as insufficient or failed in the after-action debrief and report

Authorities and References

State

Cal OES - California Cybersecurity Integration Center

- https://www.caloes.ca.gov/cal-oes-divisions/law-enforcement/california-cybersecurity-integration-center

Federal

Department of Homeland Security - Cybersecurity and Infrastructure Security Agency (CISA)

- https://www.cisa.gov/

National Institute of Standards and Technology (NIST) – Cybersecurity

- https://www.nist.gov/cybersecurity

Earthquake

Duck, Cover, and Hold



This action is used to protect students and staff from flying or falling debris. Upon the first indication of an earthquake, staff should direct students to Duck, Cover, and Hold.

The Incident Commander will make the following announcement on the PA System:

"ATTENTION PLEASE. DUCK, COVER AND HOLD. DUCK, COVER, AND HOLD. ADDITIONAL INFORMATION TO FOLLOW."

Note: If the PA system is not available, use other means of communication, i.e. send messengers to deliver instructions, email, etc.

Description of Action

If inside

Drop to knees
Get under desk and remain facing away from windows
Clasp both hands behind neck
Bury face in arms
Make body as small as possible
Close eyes and cover ears with forearms.

If outside

Drop to knees
Clasp both hands behind neck
Bury face in arms
Make body as small as possible
Close eyes and cover ears with forearms.
Avoid glass and falling objects

Procedures

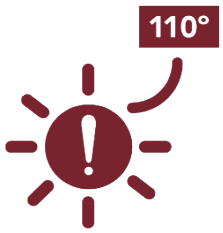
Avoid glass and falling objects. Move away from windows, heavy suspended light fixtures, and other overhead hazards.
When the shaking stops, the Incident Commander will issue the All Clear Response
Use prescribed routes and proceed directly to the Assembly Area. Teachers shall notify the Student Attendance/Release Team of missing students.
The Incident Commander to direct the Security Team to post guards a safe distance away from building entrances to prevent access.
Warn all personnel to avoid touching fallen electrical wires.
First Aid Team will check for injuries and provide appropriate first aid.
The Incident Commander will direct the Facility Team to turn off water, gas, and electrical and to alert appropriate utility company of damages, if appropriate.
If the area appears safe, the Search and Rescue team will be cleared by the Incident Commander to make an initial inspection of the District's buildings, if needed.
The Incident Commander will contact the Superintendent to determine if additional actions are deemed necessary.

During Non-Operating Hours

The Incident Commander and Identified Maintenance/Facilities Personnel will assess damages to determine needed corrective actions. For apparent damages, contact the Superintendent to determine if the District should be closed. If the District must be closed, notify staff and students as identified in District Closure Response Procedure.

Extreme Heat and Unhealthy Air Quality

Purpose



The purpose of this annex is to ensure that staff is advised of hazardous conditions caused by extreme heat conditions and/or unhealthy air quality and to minimize exposure to those conditions. Governmental agencies, such as the Air Quality Management District (AQMD), the National Weather Service (NWS-NOAA), the Center for Disease Control (CDC) and others provide guidance in how to respond to unhealthful air quality and extreme heat conditions.

Actions

The Incident Commander monitors air quality and heat conditions to provide recommended actions during an unhealthful air quality or extreme heat event. The Incident Commander will keep the Senior Executive or designee informed of these conditions and activate this annex. Upon activation, site administrators will perform the following:

Notify students and staff when unhealthful air quality or extreme heat conditions exist.
Modify District programs and work assignments for the protection of students and staff.
Adhere to the Unhealthful Air Quality and Extreme Heat Plan to correspond with current recommendations of both the AQMD and the NWS.
Cooperate with other governmental agencies and with the total community in matters of critical concern regarding unhealthful air quality and extreme heat.

District Activities and What To Do During Extreme Heat Conditions.

The National Weather Service (NOAA) provides information on responding to extreme heat conditions. The Incident Commander monitors temperature and humidity in the District and the National Weather Service website to ensure that our District sites are notified upon attainment of an extreme heat condition.
Always provide adequate amounts of water to students and staff to maintain appropriate hydration, use areas shaded from the direct sunlight, and:
When the Heat Index reaches the range of 90 to 105 degrees Fahrenheit, sunstroke, heat cramps, and heat exhaustion are possible. Everyone shall minimize prolonged, vigorous outdoor activity.
When the Heat Index reaches the range of 105 to 130 degrees Fahrenheit, sunstroke and heat exhaustion are likely and heat stroke is possible. Everyone shall discontinue prolonged, vigorous outdoor activity.
When the Heat Index reaches or exceeds 130 degrees Fahrenheit, heat stroke is highly likely with continued exposure. Everyone shall discontinue all vigorous outdoor activity.

Fire - Structural



The following procedure addresses the necessary actions that should be taken if a fire is discovered in or on the District's facilities. A timely response to this situation is critical to prevent injuries and further property damage.

Procedure

NOTE – There are cases during Active Assailant incidents where the assailant may trigger the fire alarm. This is done as a means to induce students and staff to evacuate which may provide the assailant with more "targets." Modified responses to a fire alarm should be discussed with your local fire and law enforcement jurisdictions to coordinate best practices for your district.
If a fire is discovered on site, the administrative staff will immediately signal the fire alarm and direct students out of the building.
The Incident Commander will call 911 and provide the location and nature of the incident
The Incident Commander will immediately initiate the Off-Site Evacuation Procedures
Staff and students will evacuate buildings using pre-designated routes or other safe routes and convene at the Assembly Area
Site staff members must bring their student rosters and take attendance at the Assembly Area to account for all students
Staff will notify the Incident Commander of any missing students
If safe to do so, staff will use fire extinguishers to suppress the fire until the local fire department arrives
All fires, regardless of size, which are extinguished by site personnel, require a call to the responding Fire Department to indicate "the fire is out"
The Incident Commander will secure the area to prevent unauthorized entry and keep access roads clear for emergency vehicles
The Incident Commander will notify the Senior Executive of the fire. The Senior Executive should work with the Public Information Officer
Outreach and Communication to disseminate information
In the event that students need to be released from the school site, refer to the Reunification Annex for reunification procedures
If necessary, the Incident Commander will notify appropriate Transportation official to request transportation for student and staff evacuation.

Any affected areas will not be reopened until the Fire Department or the appropriate agency provides clearance and the Incident Commander issues authorization to do so. For fires during non-school hours, the Incident Commander and the Senior Executive will determine if the school site will open the following day.

Fire - Forest, Wildfire, or Urban Interface

General



Fires can happen in almost any place, at any time, in almost any condition or circumstance as long as there is fuel, oxygen, and heat. While District's are required to have regularly scheduled fire drills by California law it is easy to overlook the risks associated with poor housekeeping, excessive and dried wildland shrubs and trees close to the District sites and many other factors. The damage caused by fire is real and serious, but the potential hazard of smoke can sometimes be even worse.

Fire in Surrounding Area

The following procedure addresses actions that should be taken in the event that a fire is discovered in an area nearby District grounds. The initiated response actions should take into consideration the location and size of the fire, its proximity to the District site, and the likelihood that the fire may affect the District.

Incident Command Actions

Before

Review and update the "Recovery" Annex located in your Functional Annex following current State and Federal "Best Practices" guidelines
Locate and participate in CSTI's course, "Recovery From Disasters: The Local Community Role (G-205)
Identify and include your "whole community" in strengthening your Pre-Disaster Recovery framework

During

Call 911 if you see a fire or flames.
Activate and follow your Emergency Operations Plan.
Use your internal Emergency Management Alert System to communicate with staff, students and parents.
Always follow instructions from your local emergency agencies (Fire and Law Enforcement).
If trapped, call 911 and give your location, but be aware that emergency response could be delayed or impossible. Turn of HVAC and natural gas. Turn on lights to help rescuers find you if you have power. Fill sinks and tubs with water and keep windows and doors unlocked.
Ensure you have a representative designated to be in contact with Cal OES (may be specific to your region) and your local EOC
You might consider predesignating a representative to be an active member of the Recovery task force.
If your site is a designated shelter or evacuation point, follow the instructions of the organization or agency that is managing the site (ie: American Red Cross).
Follow the Cal/OSHA Protection from Wildfire Smoke regulation, Title 8, Section 5141.1 for use of N95 respirators. https://www.dir.ca.gov/title8/5141_1.html. and you can find resources on wildfire smoke safety in this Cal/OSHA link. https://www.dir.ca.gov/dosh/Worker-Health-and-Safety-in-Wildfire-Regions.html
Monitor the Air Quality Index (AQI) at www.airnow.gov and enter the zip code of the location where you will be working. The current AQI is also available from the U.S. Forest Service at https://tools.airfire.org/ or a local air district, which can be located at www.arb.ca.gov/capcoa/dismap.htm
Listen to EAS, NOAA Weather Radio, or local alerting systems for current emergency information and instructions.

If you are not ordered to evacuate but smoky conditions exist, stay inside in a safe location or go to a location where smoke levels are lower, if possible.
Avoid vigorous activities outdoors and if travelling in a vehicle in the areas affected, close windows and make sure air is on "re-circulate" mode.

After

Continue to follow your EOP Recovery Annex
Listen to authorities to find out when it is safe to return and whether water is safe to drink.
Avoid hot ash, charred trees, smoldering debris, and live embers. The ground may contain heat pockets that can burn you or spark another fire. Consider the danger to pets and livestock.
Avoid downed power lines.
Send text messages or use social media to reach out to family and friends. Phone systems are often busy following a disaster. Make calls only in emergencies.
For those that are part of the damage assessment team, ensure training on personal protective equipment (PPE) use is conducted.
Continue to monitor the Air Quality Index (AQI) at www.airnow.gov and enter the zip code of the location where you will be working. The current AQI is also available from the U.S. Forest Service at https://tools.airfire.org/ or a local air district, which can be located at www.arb.ca.gov/capcoa/dismap.htm
Contact your insurance company/insurance pool/JPA for assistance.
Document everything you do related to the fire. For more details on this process, refer to the IMReady FEMA document.
Wildfires dramatically change landscape and ground conditions, which can lead to increased risk of flooding due to heavy rains, flash flooding and mudflows. Flood risk remains significantly higher until vegetation is restored — up to 5 years after a wildfire.
Be prepared to provide emotional and wellbeing services and resources for students and staff. Mental and physical fatigue are common in these situations .
https://www.cdc.gov/disasters/wildfires/afterfire.html and https://emergency.cdc.gov/coping/index.asp and www.NCTSN.org.

Any responsible person who observes a fire in the area outside of the District should immediately call 911 and notify the Incident Commander
The Incident Commander will initiate the appropriate Immediate Response Actions, which may include Shelter-in-Place, On-Site Evacuation, or Off-Site Evacuation
The Incident Commander will call 911 (to verify – good redundancy) and provide the location and nature of the incident
The Incident Commander will act to prevent students from approaching the fire and keep routes open for emergency vehicles
The Incident Commander will work with responding emergency personnel to determine if District grounds are threatened by the fire, smoke, or other hazardous conditions
If the Incident Commander issues the On-Site Evacuation procedure, staff and students will evacuate the affected building(s) using pre-designated routes or other safe routes and convene at the Assembly Area
All District staff members must bring their student rosters and take attendance at the Assembly Area to account for all students. Staff will notify the Incident Commander of any missing students
The Incident Commander should monitor local radio stations for emergency information.
The Incident Commander will notify the Senior Executive of the emergency situation
The office of the Senior Executive should work with the Office of Public Information and Communication to disseminate information
If necessary, the Incident Commander will notify the appropriate Transportation official to request transportation for staff and student evacuation
The Incident Commander will initiate Off-Site Evacuation procedures, as described in the Evacuation Annex, if warranted by changes in conditions
• In the event that students need to be released from the District site, refer to the Reunification Annex for reunification procedures

Infectious Disease

Purpose



The purpose of the Infectious Disease annex is to help equip our organization to be ready for the unexpected – before, during, and after an infectious disease outbreak. This annex does note replace the required Injury and Illness Prevention Program (IIPP) or other health and safety orders relevant to California Occupational Safety and Health Administration (Cal OSHA) or California Department of Public Health (CDPH)requirements.

Following are two current and specific requirements:

- COVID-19 Safety Plan (CSP) – The CSP is outlined in the CDPH Guidance and Framework for K-12 schools dated January 14, 2021
- The COVID-19 Prevention Plan (CPP) – The CPP is a requirement of the Cal/OSHA COVID -19 Prevention emergency temporary standard.

Infectious diseases occur, often with little or no warning. Essentials that need to be considered include the following:
EOPs may have to be activated with community partners if there is an infectious disease outbreak;
Rapid evolution and dissemination of information about an infectious disease incident will likely require activation of the Communication Annex;
Extensive absences may cause normal operations to close for days or weeks, calling for the activation of the Continuity of Operations (COOP) Annex;
Depending on the disease, there may potentially be some deaths in the community; and,
If handled poorly, community trust in our organization is likely to be shaken.

Disease Sources

Infectious diseases are illnesses that are transmitted from one person to another through various routes. These infectious diseases can be viral, bacterial, or fungal. Some of the more common infectious diseases that may affect us are:
Gastroenteritis; norovirus; influenza; chicken pox; and hand, foot, and mouth, which are all caused by a viral infection, Bacterial infections that can cause E. Coli, MRSA, and strep throat, and Fungal infections, like ringworm.

Influenza, one of the most common infectious diseases, is a highly contagious viral disease. Pandemic influenza differs from both seasonal influenza (flu) and avian influenza in the following aspects:
It is a rare global outbreak which can affect populations around the world.
It is caused by a new influenza virus to which people do not have immunity
Depending upon the specific virus, it can cause more severe illness than regular flu
Influenza can affect young healthy people more so than older, sick people. The Department of Health and Human Services will take the lead in mobilizing a local response to pandemic influenza. Public health alerts will be reported to our organization and the community. Individual rooms, hallways or, if necessary, entire sites may be closed temporarily to contain spread of the virus.

While influenza is the most common infectious disease there are others that can greatly affect our operations, including reduction in work force size to levels that make it difficult to fulfill organizational or operational mission objectives. The “Historical Information” section of this annex identifies some of the major infectious diseases that have affected us in the near past.

Rate of Spread

Infectious diseases may be categorized according to the rate at which they infect the population. The U.S. Centers for Disease Control and Prevention (CDC) categorizes the rate at which diseases are spread as a continuum from smallest to largest: case, outbreak, epidemic, and pandemic.

Case

A case is defined as an individual with the disease.

Outbreak

An outbreak is defined as a localized, as opposed to a generalized, epidemic. This term is also used synonymously with epidemic, and is sometimes the preferred word, as it may prevent sensationalism associated with the word epidemic.

Epidemic

An epidemic is defined as the occurrence of more cases of disease than expected in a given area or among a specific group of people over a period.

Pandemic

A pandemic is defined as an epidemic occurring over a very wide area (several countries or continents) and usually affecting a large proportion of the population.

Situation and Assumptions

The World Health Organization (WHO) provides an influenza pandemic alert system, with a scale ranging from Phase 1 (a low risk of a flu pandemic) to Phase 6 (a full-blown pandemic). See Figure 1, below.
Phase 1: A virus in animals has caused no known infections in humans.
Phase 2: An animal flu virus has caused infection in humans.
Phase 3: Sporadic cases or small clusters of disease occur in humans. Human-to-human transmission, if any, is insufficient to cause community-level outbreaks.
Phase 4: The risk for a pandemic is greatly increased but not certain.
Phase 5: Spread of disease between humans is occurring in more than one country of one WHO region.
Phase 6: Community-level outbreaks are in at least one additional country in a different WHO region from phase 5. A global pandemic is under way.

Figure 1: Infectious Disease Phases (WHO)



Concept of Operations

We monitor the following levels of activation for our EOP and Emergency Operations Center:

Level 3 (lowest level):

This level implies that, with modest augmentation, the lead agency or program can address the primary needs of the response. In the United States, many small natural disasters or environmental responses fall into this activation level.

Level 2 (intermediate level):

This level implies substantial augmentation is required for the lead agency or program to meet response requirements.

Level 1 (highest level):

This level requires an agency wide response and often includes domestic and international partners. As an example, there have been five Level 1 activations since 2005: Hurricane Katrina (2005), influenza A (H1N1) pandemic (2009–10), Ebola virus disease outbreak (2014–2016), Zika virus outbreak (2016–2017), and Coronavirus Disease 2019 (2019-202?).

Continuity of Operations (Annex Specific)

Important Notice

Occupational Health and Safety standards impose additional requirements on employers to protect employees from airborne infectious diseases like COVID-19 and pathogens transmitted by aerosols. Under section 3203 of California's general industry safety regulations, employers must establish, implement, and maintain an effective Injury and Illness Prevention Program (IIPP) to protect employees from workplace hazards. Employers are required to determine if the infectious disease is a hazard in their workplace. If it is a workplace hazard, then employers must implement infection control measures, including applicable and relevant recommendations from federal, state and local guidelines. It is the employer's responsibility to maintain a current and relevant IIPP.

All staff are to be informed regarding protective actions and/or modifications related to this plan. Messaging and risk communications during an emerging infectious disease or pandemic will be conducted by our Emergency Operations Center. Guidance and instructions on established infection control measures such as social distancing, personnel

protective equipment and telework polices are provided by our Emergency Operations Center to assist in limiting the spread of influenza at the primary and alternate worksites.

Within the workplace, social distancing measures could take the form of:

Modifying the frequency and type of face-to-face employee encounters (e.g., placing moratoriums on hand-shaking, substituting teleconferences for face-to-face meetings, staggering breaks, posting infection control guidelines);
Establishing flexible work hours or worksite, (e.g., telecommuting);
Promoting social distancing between employees and those with whom they interact to maintain six-feet spatial separation between individuals; and
Implementing strategies that request and enable employees with influenza to stay home at the first sign of symptoms.

Frequent, daily contact is important to keep our employees informed about developments in our response, impacts on the workforce, and to reassure employees that we are continuing to function as usual.
When necessary, our planners and pandemic response teams will include deliberate methods to measure, monitor, and adjust actions to changing conditions and improved protection strategies.

Implement a formal worker and workplace protection strategy with metrics for assessing worker conformance and workplace cleanliness.
Monitor and periodically test protection methods.
Track and implement changes in approved or recommended protection measures.
Pre-position material and equipment onsite.
Ensure essential personnel are at the primary worksite.
Reaffirm that essential suppliers have their material and personnel on-hand and can respond, and support as planned.
Coordinate with local public health and emergency response points of contact to ensure open, adequate communications.

Organization and Assignment of Responsibilities

We utilize the Standardized Emergency Management System (SEMS) which incorporates the Incident Command System (ICS) as the method of managing a crisis or event until operations return to “normal.” This includes activation, when necessary, of incident command posts and the activation of our EOC.

Plan Development

During the health crisis it is vital that we capture lessons learned and alternative practices to our operations as they occur
Maintain a central depository for this information to use it following the crisis to update this annex and our EOP in general
It is our intent to review our EOP and annexes at least annually and update as necessary to maintain a best-practices EOP
We will share this annex periodically with our Health partners to ensure it has captured the most current trends and practices

Authorities and References

In the United States, the responsibility for public health rests primarily with city or county and state public health agencies. All states and many large counties and cities have their own public health departments. Although many public health investigations are conducted with local resources, a city, county, or state health department can request field

epidemiologic or laboratory assistance from the next higher-level public health agency in response to a large or complex outbreak or problem that requires additional staff, expertise, or other resources.

In the United States, the Centers for Disease Control and Prevention (CDC) is the highest-level public health agency. Federal prisons, military bases, and tribal reservations have their own independent health systems but also can request assistance from CDC. Globally, countries can request assistance for field investigations from the World Health Organization, which coordinates with its members for needed resources. The Centers for Disease Control and Prevention (cdc.gov) contains the most current and relevant information on specific exposures and the appropriate practices and protocols.

Incident Command Actions

Before

One of the best things to do prior to an infectious disease incident is to identify, collect, and maintain current and relevant contact information of organizations and agencies that will be important to our ongoing operations. These should include local, state, and federal public health jurisdictions such as:
Your local health department contact
(Searchable database https://www.naccho.org/membership/lhd-directory)
California Department of Public Health – https://www.cdph.ca.gov/
Centers for Disease Control and Prevention (CDC) - https://www.cdc.gov/

Building and maintaining relationships with local health officials cannot be over emphasized. This effort before an infectious disease outbreak will prove invaluable as we seek support and guidance in maintaining, shutting down, and resuming operations.

In addition to this practice it is important to identify and document operational norms and standards that you maintain on an ongoing basis. These records will greatly help you resume operations following a major infectious disease event.

During

We activate our Emergency Operations Plan at a level sufficient to stay ahead of issues as much as possible including the activation of:
Communication annex
Continuity of Operations Plan (COOP) annex

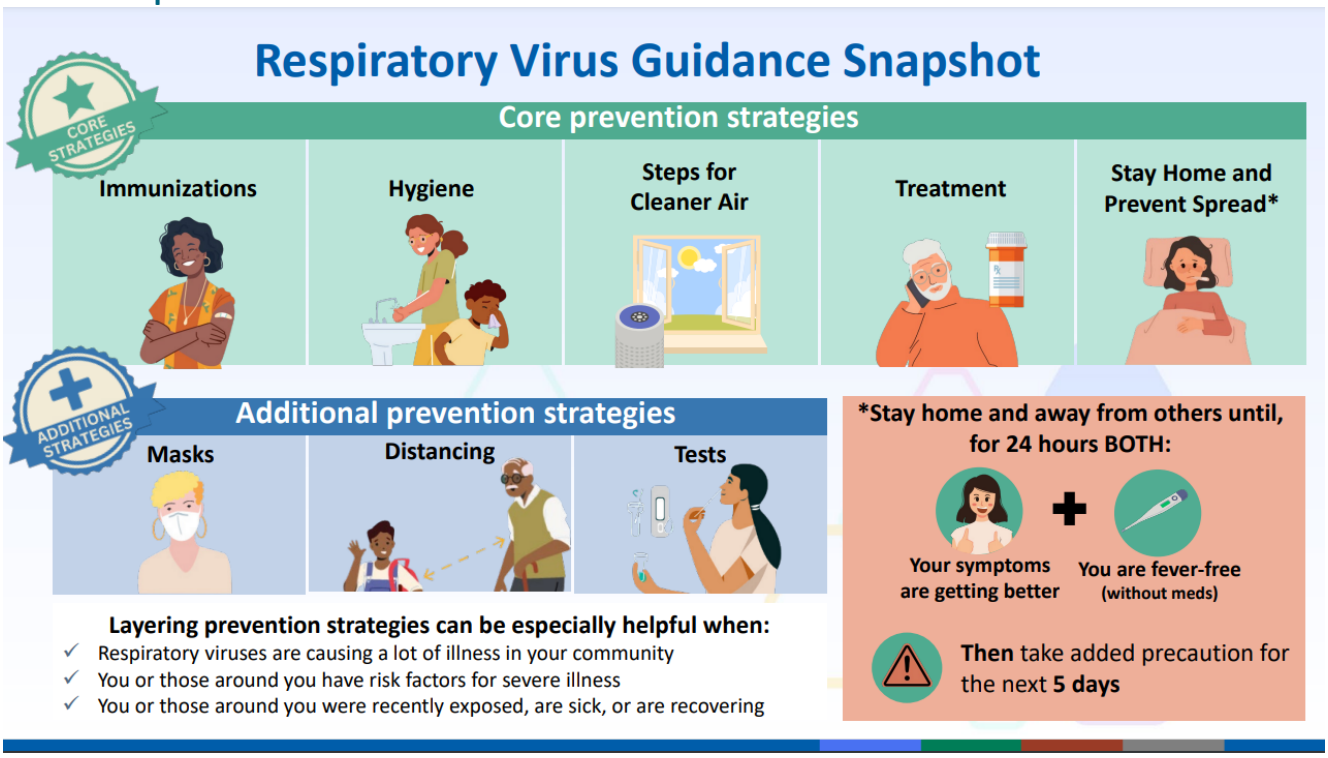
Additional actions include:
Maintain contact with our local Health Department and coordinate our actions based upon their recommendations
Collect preventive informational flyers and documents and disseminate to staff and/or students, as relevant
Activate heightened surveillance of illness within our sites. Gather data on symptoms of all students and/or staff who are sick at home.
Insure those who are ill stay home
Send the sick home immediately
Provide fact sheets and guidelines for families to make them aware of symptoms and remind them of respiratory hygiene etiquette
Monitor bulletins and alerts from the Department of Health and Human Services
Keep staff and students informed of developing issues
Assist the Department of Health and Human Services in monitoring outbreaks
Respond to media inquiries regarding organization attendance status
Implement telework procedures, if necessary, so that staff can stay home

Maintain surveillance after the initial epidemic in the event a second wave passes through the community

After

As with any major crisis or incident the major goal of our institution is to get things back to “normal.” This means restoration of our primary operations back to pre-incident or event levels. This is most effectively accomplished when there are accurate and well-maintained records and practices in place that help us on this recovery journey. Following are key concepts and actions that should be considered in getting back to “normal.”

COVID-19 Specific Guidance



Power and Utility Failure



Extended power outages may impact the whole community and the economy. A power outage is when the electrical power goes out unexpectedly. A power outage may:
Disrupt communications, water, and transportation
Close retail businesses, grocery stores, gas stations, ATMs, banks, and other services
Cause food spoilage and water contamination
Prevent use of medical devices

Protect Students And Staff During A Power Outage

Keep freezers and refrigerators closed
Only use generators outdoors and away from windows or air intakes
Do not use gas appliances for heating
Disconnect appliances and electronics to avoid damage from electrical surges
Have alternate plans for refrigerating medicines or using power-dependent medical devices
If safe, go to an alternate location for heat or cooling

Electrical Systems

The M&O Department should identify the location of all electrical main and subpanels throughout the site
Use a clean and clear site map of each site and label the map “Electrical Systems Field Operations Guide” (known as the Electrical Systems FOG)
Indicate the locations of the main electrical shut-off and each sub-panel main shut-off in the Electrical Systems FOG
Include a photo of each panel and label the photos corresponding to the panel numbers
If panels do not have a numeric identifier, consider adding that at all panel locations
Label the site main and subpanel main shut-off for each panel so as to minimize confusion
Laminate or plastic-protect the Electrical Systems FOG and provide to designated and trained employee(s) who will be responsible for emergency shutdown and restoration following an electrical failure

Backup Supplies and Other Resources

Identify all of the items needed that rely on electricity
Identify and have emergency plans for students or staff relying upon medical devices powered by electricity and refrigerated medicines
Find out how long medication can be stored at higher temperatures and get specific guidance for any medications that are critical for life
Plan for batteries and other alternatives to meet our needs when the power goes out
Sign up for local alerts and warning systems. Monitor weather reports
Ensure that any carbon monoxide detectors are in working order and that battery backups are available
Determine whether the phone system will work in a power outage and how long battery backup will last
Review the supplies that are available in case of a power outage
Have flashlights with extra batteries available for individual rooms or offices without exterior light sources
Maintain an inventory of nonperishable food and water
Regularly check the thermometer in the refrigerator and freezer so that we can know the temperature when the power is restored. Throw out food if the temperature is 40 degrees or higher
Keep mobile phones and other electric equipment charged and gas tanks full

Survive During

When power goes out, a trained and responsible employee should:
Keep freezers and refrigerators closed. The refrigerator will keep food cold for about four hours. A full freezer will keep the temperature for about 48 hours. Use coolers with ice if necessary. Monitor temperatures with a thermometer.
Maintain food supplies that do not require refrigeration
Avoid carbon monoxide poisoning. Generators and any fuel or gas-powered devices should always be used outdoors and at least 20 feet away from windows
Turn off or disconnect all appliances, equipment, or electronics. Power may return with momentary “surges” or “spikes” that can cause damage

Power Restoration

When in doubt, throw it out! Throw away any food that has been exposed to temperatures 40 degrees or higher for two hours or more, or that has an unusual odor, color, or texture
If the power is out for more than a day, discard any medication that should be refrigerated, unless the drug’s label says otherwise. If a life depends on the refrigerated drugs, consult a doctor or pharmacist and use medicine only until a new supply is available

Severe Weather

Purpose



The State of California is vulnerable to a variety of severe weather hazards. This incident annex addresses the hazards associated with severe weather. When severe weather occurs, the impacts can be devastating and may affect isolated locations or multiple jurisdictions simultaneously.

When the impacts exceed the capabilities of local jurisdictions, the State must respond in a prompt, organized, and efficient manner to save lives, mitigate property damage, and restore a sense of normalcy to the community. This response is coordinated through the Governor's Office of Emergency Services (OES) in concert with local, state, Federal, volunteer, and private sector partners.

Situation and Assumptions

El Niño

During El Niño, trade winds weaken. Warm water is pushed back east, toward the west coast of the Americas. El Niño means Little Boy in Spanish. South American fishermen first noticed periods of unusually warm water in the Pacific Ocean in the 1600s. The full name they used was El Niño de Navidad because El Niño typically peaks around December.

El Niño can affect our weather significantly. The warmer waters cause the Pacific jet stream to move south of its neutral position. With this shift, areas in the northern U.S. and Canada are dryer and warmer than usual. But in the U.S. Gulf Coast and Southeast, these periods are wetter than usual and have increased flooding.

Hail

Hail is considered severe when it reaches 1 inch in diameter. Hail can reach sizes much larger than the severe threshold size. Hail causes close to $1 billion in damage to property and crops each year in the U.S. While property is typically at greatest risk for hail damage, the National Oceanic and Atmospheric Administration (NOAA) estimate that 24 people are injured from hail each year.

Thunderstorms

The National Weather Service (NWS) defines a severe thunderstorm as any storm that produces one or more of the following: a tornado, damaging wind speeds of 58 mph (50 knots) or greater, and/or hail 1 inch in diameter or larger.

Continuity of Operations (Annex Specific)

The goal of emergency management is to restore operations of any organization back to its primary purpose, or "normal." In some cases, restoration of operations may have to be a new normal.

Organization and Assignment of Responsibilities

This organization follows SEMS/NIMS requirements, specifically incorporating the Incident Command System into emergency and incident operations.

Plan Development

This annex was selected for inclusion in this Emergency Operations Plan (EOP) following best practices Hazard/Threat Analysis and is reviewed annually for currency and applicability.
Severe weather-related hazards can occur at any time throughout the year

Local jurisdictions adversely affected by severe weather may declare local State of Emergency upon being affected
Local jurisdictions adversely affected by severe weather may use mutual aid agreements as part of their response to the disaster
Local jurisdictions affected by severe weather may request resources from the State as the situation evolves

Authorities and References

Center for Disease Control - Natural Disasters and Severe Weather
National Weather Service – Severe Weather Awareness
Ready.Gov – Severe Weather

Incident Command Actions

For predictable severe weather, such as excessive rain, wind, and/or snow, the following should be included in your procedures:

Winship Middle School

2025 – 2026 Comprehensive School Safety Plan

Eureka City Unified School District

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Section 1 - Introduction

SB 187 & AB 1747 Compliant Document

Preface

This comprehensive school safety plan is evaluated, and amended as needed, no less than once per year per Education Code section 35294.2(e)). This plan is available for public inspection during normal business hours at the Eureka City School District office located at 2100 J Street, Eureka, CA 95501. For questions regarding this plan please call (707) 441-2400.

NOTE: Tactical responses to criminal incidents are excluded from this public inspection document. This document is not available for public inspection on the internet.

An “Inspection Log” is utilized to record the name, address, phone number and identification method of all individuals that perform a public inspection of this plan.

Development and Update of the Winship Middle School CSSP

CSSP Planning Dates

Date of Meeting	Location	Time
11/18/2025	Winship Middle School	5:30-6:30 pm
1/12/2026	Winship Middle School	5:30-7:00 pm
1/28/2026	Winship Middle School	5:30-6:30 pm

CSSP Public Meeting

Date of Meeting	Location	Time
1/23/26	Winship Middle School Library	4:30-5:30

Winship Middle School's CSSP SSC/Safety Committee

School Site Council

School Stakeholders for Planning and Approval

Administrators:

Edwin Garcia (Principal)

Teachers:

Rachel De Mario (Teacher)

Alyssa Biesecker (Teacher)

Rob Budwig (Teacher)

Parents:

Christina Baxter (Parent)

Stephanie Brown (Parent)

Ryan Boyd (Parent)

Andrea Hilton (Parent)

Classified:

Jerry Blackburn (Restorative Practice Restorative Specialist)

School Site Council Representative (If Title 1 School):

Support Staff:

Tiffany Marmon (Community Schools Liasson)

All Others:

Scott Mauroff Eureka City Schools Safety Coordinator

Dakota Boyd (Student Leadership Representative)

Law Enforcement, Fire Department, Emergency Response

Anytime the CSSP is updated per California Education Code 32281 requires the updates be submitted to and reviewed by both a local law enforcement official and fire department official. The following officials were notified and given copies of the updated plan for review.

Sheriff, Police Agency/Name/Title: EPD/Officer Chris Baker/SRO
Notification to Date of Consultation: 1/20/26

Fire Department Agency/Name/Title: Humboldt Bay Fire/Bill Reynolds/Fire Marshall
Notification to Date of Consultation: 1/22/2026

Probation Agency/Name/Title:
Notification to Date of Consultation:

Other:
Notification to Date of Consultation:

Communicating Plan to the Public

Prior to final SSC/Safety Committee approval of the CSSP the school must present the plan to the Public at a meeting at the School Site.

Required Invitees to Public Meeting

Title	Name	Date Invited	How Invited
Mayor	Kim Bergel	1/13/26	Phone Conservation/Letter
Rep From School Employee Org	Tiffany Marmon	1/13/26	Letter
Rep from PTA	Teresa Kleyn-Schoorel	1/13/26	Letter
Rep from Teacher Org	Andrew Dawid	1/13126	Letter
Rep from Student Body Govt	Tanya Ellice Gayas	1/13/26	Letter
Any person requesting invite	Bill Reynolds (Fire Marshall), SGT Matt Helms (HCSO), Chris Baker (SRO, EPD), Shannon Fazio (City Manager's Office), Miles Slattery (City Manager), Pam Powell (Assistant City Manager), Commander Rabang (EPD), SGT Brian Ross (EPD), Tracy Damico (County Supervisor Office Clerk of the Board)	1/14/26	email

The School Community was notified of the meeting for review of the Comprehensive School Safety Plan through the following:

School Mass Notification System, social media post, marquee (1/14/26)

Vision Statement

All students will demonstrate high academic achievement and college and career readiness in a safe, caring learning environment that is intently focused on student learning.

Mission Statement

The mission of Winship Middle School is to provide a rigorous and relevant education for all students emphasizing high expectations, positive relationships, personal responsibility, and engagement with the community and the natural environment.

Final Approval Meeting Minutes

CSSP Committee Meeting Where Plan is Approved

Date of Meeting	Location	Time	Minutes
1/28/2026	Winship Middle School	5:30-6:30	Winship School Site Council Meeting January 28, 2026 5:30 pm-6:30 pm Winship Middle School AGENDA Members Present: Call to Order - 5:30 pm. Welcome and Introductions Opportunity for Public Input: No Public Input Approval of November Minutes (Please review prior to the meeting so we can take action): Rob Budwig motion to approve, Jerry Blackburn seconded, motion carried Approval of January, 2026 Agenda Committee Reports Student Leadership January 28th Parent Meeting for Dinner Dance, 5:30 Basketball Season is in in full swing Principal Report Academic Intervention sections have been built out. Teal Cody will teach both sections. Mixed grade levels, 6th and 7th, classes to serve students who need intervention in either Mathematics or ELA. Seating recommendations came from our Academic Leadership team, which looked at SBAC/Gradebook/IXL/and discipline data. Community Schools Update Data Walk will be on February 9th, our SSC meeting will roll into that event, English Learner Advisory Report

			Discussion Items Dashboard exercise led by August Deshais, HCOE Historical context of LCAP was presented. The Dashboard was presented as a resource. Mr. Deshais presented data. The team was given the opportunity to review the ELA data to make observations and ask questions. De Mario noticed that "Students with Disabilities" were in the red and scored the least, declined year over year. Mr. Blackburn asked for clarification about any differentiation for that subgroup. Stephanie Brown asked about the accommodations and how those are accessed in testing. The team was given an opportunity to study the math data. "Students with Disabilities" were again noted as being in the red, below standard, and having declined year over year. English Learner Progress was presented and examined. Recently Reclassified EL did better than peers on the ELA Data and also were closer to standard for Math. Chronic Absenteeism was discussed. Winship has declined 5.4%. Independent study and Saturday Workshop as mitigation strategies were discussed. "Homeless" and "Socioeconomically Disadvantaged" had the highest rate. Suspension Rate data was examined. The rate was discussed as to how it is determined B. CSSP Presentation Edwin Garcia presented the CSSP.

			Jerry Blackburn asked about the entrance to school and how we could possibly make it safer for pedestrians as there are often multiple vehicles speeding each morning. Mr. Garcia relayed information received from Supervisor Bohn about speed humps, signage, and other ideas that were discussed at the public hearing. Rachel De Mario asked about the accuracy of the detailed morning monitoring by PE and custodial personnel. Mr. Garcia verified. No further discussion. Dakota Boyd motioned to accept the CSSP as presented. Tiffany Marmon seconded the motion. Motion passed. Adjournment: 6:28

Section 2 – Action Plan

(Policies and Procedures have been excerpted and reformatted for this document.
Code and Legal References have been removed. For access to documents in their original and approved form please contact the Risk Management Office.)

Action Plan

This action plan was developed and updated by our SSC/Safety Committee through a comprehensive review of date from multiple sources.

- Suspensions
- Expulsions
- Chronic Absences
- Law Enforcement Calls for Service at Site
- Community Crime Data

Areas of Pride/Accomplishments*

- Hired 8 hour campus supervisor (4 hours paid through Community Schools Grant)
- Increased sense of belonging amongst all stakeholders.
- Increased signage on campus to support access for all stakeholders.
- Wellness Center procedures established, communicated and implemented.
- Increase resources for students in need of mental health support.
- Providing additional monitor hours during unstructured times.
- Maintaining the Winship Intervention Center (WIC).
- Explicitly focusing on student expectations for behavior.
- Promoting a SAFE, RESPECTFUL, RESPONSIBLE learning environment in order to be intently focused on student learning.
- Providing two full time RPSS Restorative Practices Support Specialists
- Community Schools Grant awarded and implementation has begun.
- Continue to employ Assistant Principal to support reducing undesired student behaviors.
- Continue to employ Community Schools Liaison
- Continue to employ Full time School Psychologist
- Continue to employ Full time School Social Worker and Social Work Interns
- MTSS (Multi-Tiered Systems and Supports team meets weekly.
- Behavior Huddle daily.
- Continue to employ a CARE Specialist to support student learning.
- Provided additional Library hours to offer alternate space during unstructured times.
- VNN Viking News Network
- Leadership Class
- Student Store-VIP's
- Student Recognition
- Weekly Attendance Huddle
- Morning Announcements
- Maintaining sports teams, fine arts, music and clubs.
- Highly Effective Athletic Director
- Leadership team that meets monthly to discuss PBIS and academics and then shares information with staff.

Sources of Strength program implemented (SEL)
Character Strong curriculum implemented (SEL)
CPI Holds team identified, trained, and certified
Groups for leadership and community facilitated in Wellness Center

Findings & Desired Improvements*

- Continued need for establishing clear, articulated student boundaries.
- Chronic Absenteeism remains a concern. Focus on reducing the percentage of students that are chronically absent.
- Provide support and resources through the Wellness Center for chronically absent students.
- Improve communication with all stakeholders.
- Increase Restorative Practices and Other Means of Correction.
- Decrease Suspension rate.
- Decrease negative student behaviors that interfere with student learning.
- Increase SAFE, RESPECTFUL, RESPONSIBLE behaviors on campus.
- Increase academic performance for all learners.

Decrease time out of class for during instructional time.

Priorities/Goals for Safe and Orderly Environment*

- All students will learn in a safe, supportive, and culturally responsive environment where students, families, and community are valued, connected, and engaged.
- Chronic absenteeism will decrease.

Overall Strategies for the 2025-2026 School Year are:

Look to increase opportunities to host families and community on our campus to foster engagement and connection. Utilize MTSS to focus on learner wellness.

Component 1 People and Programs (School Climate)

- Piloting Character Strong, SEL Curriculum schoolwide
- Launched Reflection Room (In School Suspension), facilitated by RPSS
- Increased Restorative Practices and Alternatives to Suspension
- Maintaining Winship Intervention Center (WIC)
- Launched TSC (Therapeutic Support Classroom)
- Continue to employ Assistant Principal to support reducing undesired student behaviors.
- Continue to employ Community Schools Liaison
- Continue to employ Full time School Psychologist
- Continue to employ Full time School Social Worker and Social Work Interns
- Continue to Employ 2 full time Restorative Practices Support Specialists to support student problem solving and conflict resolution.
- Hire 8 hour Campus Supervisor
- Continue to provide additional Library hours to offer an alternate space during unstructured times.
- Coping Skills and other social-emotional skills based groups through Wellness Center
- 1:1 mental health services provided through Wellness Center
- Increased parent engagement.

- Continued implementation of the “BASICS” establishing Tier I expectations for ALL students.
- MTSS Weekly Meetings
- Behavior Huddle Daily Meetings
- Attendance Huddle weekly Meetings
- Ongoing training for Staff around PBIS

Send PBIS lead to state conference for alignment and deepening understanding.

- Ongoing training for all staff around Restorative Practices and Trauma Informed Practices
- Advisory period for all students.
- Providing additional interventions.
- Providing lunchtime tutoring
- Providing after school tutoring.
- Regularly scheduled Safety Drills.
- VNN Viking News Network
- Providing monthly monitor meetings.
- Leadership team that meets monthly to discuss PBIS and academics and then shares information with staff.

Continue Student of the Month recognition and luncheon.
Continue Lunch on the Lawn, hosting families monthly
Continue Convivio Night monthly programming.
Math tutors from Cal Poly Humboldt

Component 2 Places (Physical Environment)

- Increased monitor supervision during unstructured times.
- Regularly scheduled Safety Drills.
- Additional cameras to increase student/staff safety.
- Vape Sensors installed in student restrooms.
- Staff badges for ALL staff to increase safety.
- Additional signage around campus.
- Winship Intervention Center (WIC)
- Reflection Room (ISS)
- Wellness Center
- Clearly define and communicate student boundaries.
- Clear and articulated expectations for all students in all areas of campus. (BASICS)
- Additional supervision during arrival and dismissal of students.
- Utilize PBIS strategies to support and maintain a safe, caring learning environment in which students, staff, and families feel a sense of belonging.
- Leadership team that meets monthly to discuss PBIS and academics and then shares information with staff.

Policies and Procedures for Positive School Climate

Section 3 – Data Analysis

School Performance Overview Dashboard

Student Population

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

This section provides information about the school's student population.

2024-25 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
413	**59.6%**	**13.3%**	**0.7%**
Total Number of Students enrolled in Winship Middle School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	55	13.3%
Foster Youth	3	0.7%
Homeless	21	5.1%
Socioeconomically Disadvantaged	246	59.6%
Students with Disabilities	58	14%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	4	1%
American Indian	21	5.1%
Asian	39	9.4%
Filipino	2	0.5%
Hispanic	102	24.7%
Two or More Races	43	10.4%
Pacific Islander	4	1%
White	198	47.9%

School and Student Performance Data

Overall Performance

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”


Red

Lowest Performance


Orange


Yellow


Green


Blue

Highest Performance

2025 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Yellow	**Graduation Rate**	**Suspension Rate**  Yellow
Mathematics  Yellow	**Chronic Absenteeism**  Yellow	
English Learner Progress  Blue		
College/Career		

School and Student Performance Data

Academic Performance
English Language Arts

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Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
1	2	5	0	0

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
 Yellow	 Yellow	 Orange
24.1 points below standard	51.4 points below standard	65.1 points below standard
Increased 14.1 points	Increased 4.9 points	Declined 12.7 points
381 Students	71 Students	35 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
 No Performance Color	 No Performance Color	 Yellow
Fewer than 11 students - No Data for Privacy	83.9 points below standard	37.9 points below standard
2 Students	Increased 58.9 points	Increased 18.9 points
	18 Students	272 Students

Students with Disabilities	African American	American Indian
 Red	 No Performance Color	 No Performance Color
120.2 points below standard	Fewer than 11 students - No Data for Privacy	60.2 points below standard
Declined 5.3 points	4 Students	Increased 44.7 points
61 Students		19 Students

Asian	Filipino	Hispanic
 Yellow	 No Performance Color	 Yellow
12.3 points below standard	Fewer than 11 students - No Data for Privacy	45.6 points below standard
Increased 19.9 points	2 Students	Increased 20 points
37 Students		90 Students

Two or More Races	Pacific Islander	White
 Yellow	 No Performance Color	 Orange
7.9 points below standard	Fewer than 11 students - No Data for Privacy	15.4 points below standard
Increased 36.1 points	4 Students	Maintained 0.6 points
43 Students		182 Students

School and Student Performance Data

Academic Performance
Mathematics

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Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
1	3	4	0	0

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2025 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Yellow	 Orange	 Orange
65 points below standard	103 points below standard	106.1 points below standard
Increased 15.7 points	Increased 10 points	Increased 25.8 points
383 Students	72 Students	35 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Yellow
Fewer than 11 students - No Data for Privacy	145.3 points below standard	82.9 points below standard
2 Students	Declined 6.7 points	Increased 14.8 points
	18 Students	273 Students

Students with Disabilities	African American	American Indian
 Red	 No Performance Color	 No Performance Color
150.4 points below standard	Fewer than 11 students - No Data for Privacy	98.4 points below standard
Declined 10.3 points	4 Students	Increased 39.2 points
61 Students		19 Students

Asian	Filipino	Hispanic
 Yellow	 No Performance Color	 Yellow
47.9 points below standard	Fewer than 11 students - No Data for Privacy	94.8 points below standard
Increased 35.6 points	2 Students	Increased 19.8 points
38 Students		90 Students

Two or More Races	Pacific Islander	White
 Orange	 No Performance Color	 Yellow
77.5 points below standard	Fewer than 11 students - No Data for Privacy	47.4 points below standard
Maintained 1.7 points	4 Students	Increased 10.2 points
43 Students		183 Students

School and Student Performance Data

Academic Performance
Science

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Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Science Equity Report

Red	Orange	Yellow	Green	Blue
0	0	0	2	0

This section provides a view of how well students are meeting grade-level standards on the Science assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2025 Fall Dashboard Science Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Green	 No Performance Color	 No Performance Color
51.6 science points	46.6 science points	47.1 science points
Increased 2.2 points	Increased 8 points	Increased 9.6 points
144 Students	26 Students	17 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Green
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	49.7 science points
1 Student	4 Students	Increased 3.9 points
		96 Students

Students with Disabilities	African American	American Indian
 No Performance Color	 No Performance Color	 No Performance Color
35.7 science points	Fewer than 11 students - No Data for Privacy	33.6 science points
Increased 8.6 points	3 Students	11 Students
17 Students		

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 No Performance Color
61.9 science points	0 Students	40 science points
Increased 22.1 points		Declined 2.5 points
11 Students		34 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Green
45 science points	0 Students	57 science points
Declined 5.2 points		Increased 2.8 points
17 Students		71 Students

School and Student Performance Data

Academic Performance
English Learner Progress

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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2025 Fall Dashboard English Learner Progress Indicator

English Learner Progress	Long-Term English Learner Progress
	
Blue	No Performance Color
65.9 making progress.	75 making progress.
Number Students: 41 Students	Number Students: 28 Students

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2025 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
17.1%	17.1%	12.2%	53.7%

School and Student Performance Data

Academic Performance
College/Career Report

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This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

Explore information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2025 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue
0	3	4	1	0

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Yellow	 Yellow	 Yellow
22.4% Chronically Absent	13.6% Chronically Absent	10.5% Chronically Absent
Declined 5.4	Declined 9.6	Declined 9
437 Students	59 Students	38 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Yellow
Fewer than 11 students - No Data for Privacy	41.4% Chronically Absent	25.4% Chronically Absent
4 Students	Declined 19.3	Declined 5.7
	29 Students	307 Students

Students with Disabilities	African American	American Indian
 Orange	 No Performance Color	 No Performance Color
32.4% Chronically Absent	Fewer than 11 students - No Data for Privacy	22.7% Chronically Absent
Declined 6.8	4 Students	Declined 5.8
68 Students		22 Students

Asian	Filipino	Hispanic
 Green	 No Performance Color	 Orange
5.1% Chronically Absent	Fewer than 11 students - No Data for Privacy	27.7% Chronically Absent
Declined 9.2	2 Students	Declined 6
39 Students		112 Students

Two or More Races	Pacific Islander	White
 Orange	 No Performance Color	 Yellow
20.5% Chronically Absent	Fewer than 11 students - No Data for Privacy	23.8% Chronically Absent
Declined 3.9	4 Students	Declined 5
44 Students		210 Students

School and Student Performance Data

Academic Engagement
Graduation Rate

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2025 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

School and Student Performance Data

Conditions & Climate
Suspension Rate

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Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
1	2	3	2	1

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
 Yellow	 Green	 Green
10.4% suspended at least one day	3.4% suspended at least one day	5.3% suspended at least one day
Declined 4.1%	Declined 8%	Declined 10%
443 Students	59 Students	38 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
 No Performance Color	 Yellow	 Orange
Fewer than 11 students - No Data for Privacy	9.7% suspended at least one day	12.8% suspended at least one day
4 Students	Declined 16.1%	Declined 2.4%
	31 Students	313 Students

Students with Disabilities	African American	American Indian
 Red	 No Performance Color	 No Performance Color
23.2% suspended at least one day	Fewer than 11 students - No Data for Privacy	22.7% suspended at least one day
Increased 2.1%	4 Students	Increased 5.5%
69 Students		22 Students

Asian	Filipino	Hispanic
 Blue	 No Performance Color	 Yellow
0% suspended at least one day	Fewer than 11 students - No Data for Privacy	9.6% suspended at least one day
Declined 4.8%	2 Students	Declined 6%
39 Students		114 Students

Two or More Races	Pacific Islander	White
 Orange	 No Performance Color	 Yellow
18.2% suspended at least one day	Fewer than 11 students - No Data for Privacy	9.8% suspended at least one day
Declined 6.2%	4 Students	Declined 3.5%
44 Students		214 Students

Section 4 – Policies and Procedures

(Policies and Procedures have been excerpted and reformatted for this document.
Code and Legal References have been removed. For access to documents in their original and approved form please contact the Risk Management Office.)

Child Abuse Prevention and Reporting – BP/AR 5141.4

Original Adopted Date: 12/10/2015 | Last Revised Date: 12/11/2025 | Last Reviewed Date: 12/11/2025Status: ADOPTED

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

The Superintendent or designee may provide a student who is a victim of abuse with school-based mental health services or other support services and/or may refer the student to resources available within the community as needed.

Child Abuse Prevention

The district's instructional program may provide age-appropriate and culturally sensitive child abuse prevention curriculum which explains students' right to live free of abuse, includes instruction in the skills and techniques needed to identify unsafe situations and react appropriately and promptly, informs students of available support resources, and teaches students how to obtain help and disclose incidents of abuse.

The district's program also may include age-appropriate instruction in sexual abuse and sexual assault awareness and prevention. Upon written request of a student's parent/guardian, the student shall be excused from taking such instruction. (Education Code 51900.6)

The Superintendent or designee may display posters, in areas on campus where students frequently congregate, notifying students of the appropriate telephone number to call to report child abuse or neglect. (Education Code 33133.5)

In addition, student identification cards for students in grades 7-12 shall include the National Domestic Violence Hotline telephone number. (Education Code 215.5)

The Superintendent or designee shall, to the extent feasible, seek to incorporate community resources into the district's child abuse prevention programs and may use these resources to provide parents/guardians with instruction in parenting skills and child abuse prevention.

Child Abuse Reporting

The Superintendent or designee shall establish procedures for the identification and reporting of known and suspected child abuse and neglect in accordance with law.

Procedures for reporting child abuse, as specified in Penal Code 11164-11174.3, shall be included in the district and/or school comprehensive safety plan. (Education Code 32282)

District employees who are mandated reporters, as defined by law and administrative regulation, are obligated to report all known or suspected incidents of child abuse and neglect.

The Superintendent or designee shall provide training regarding the duties of mandated reporters as required by law and as specified in the accompanying administrative regulation. (Education Code 44691; Penal Code 11165.7)

A/R

Original Adopted Date: 09/08/2016 | Last Revised Date: 12/11/2025 | Last Reviewed Date: 12/11/2025Status: ADOPTED

Definitions

Child abuse or neglect includes the following: (Penal Code 11165.5, 11165.6)
A physical injury or death inflicted by other than accidental means on a child by another person

Sexual abuse of a child, including sexual assault or sexual exploitation, as defined in Penal Code 11165.1

Neglect of a child as defined in Penal Code 11165.2

Willful harming or injuring of a child or the endangering of the person or health of a child as defined in Penal Code 11165.3

Unlawful corporal punishment or injury as defined in Penal Code 11165.4
Child abuse or neglect does not include:
A mutual affray between minors (Penal Code 11165.6)

An injury caused by reasonable and necessary force used by a peace officer acting within the course and scope of employment (Penal Code 11165.5, 11165.6)

An injury resulting from the exercise by a teacher, vice principal, principal, or other certificated employee of the same degree of physical control over a student that a parent/guardian would be legally privileged to exercise, not exceeding the amount of physical control reasonably necessary to maintain order, protect property, protect the health and safety of students, or maintain proper and appropriate conditions conducive to learning (Education Code 44807)

An injury caused by a district employee's use of force that is reasonable and necessary to quell a disturbance threatening physical injury to persons or damage to property, for purposes of self-defense, or to obtain weapons or other dangerous objects within the control of a student (Education Code 49001)

Physical pain or discomfort caused by athletic competition or other such recreational activity voluntarily engaged in by a student (Education Code 49001)
Additionally, general neglect does not include: (Penal Code 11165.2)
A parent/guardian's economic disadvantage

A child receiving treatment by spiritual means pursuant to Welfare and Institutions Code 16509.1, or not receiving specified medical treatment for religious reasons
Mandated reporters include, but are not limited to, teachers; instructional aides; teacher's aides or assistants; classified employees; certificated pupil personnel employees; administrative officers or supervisors of child attendance; athletic coaches, administrators, and directors; licensees, administrators, and employees of a licensed child day care facility; Head Start program teachers; district police or security officers; licensed nurses or health care providers; and administrators, presenters, and counselors of a child abuse prevention program. (Penal Code 11165.7)

Reasonable suspicion means that it is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing when appropriate on the person's training and experience, to suspect child abuse or neglect. However, reasonable suspicion does not require certainty that child abuse or neglect has occurred nor does it require a specific medical indication of child abuse or neglect. (Penal Code 11166)

Reportable Offenses

Using the procedures provided below, a mandated reporter shall make a report whenever the mandated reporter, while acting in a professional capacity or within the scope of employment, has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect. (Penal Code 11166)

Any mandated reporter who has knowledge of or who reasonably suspects that a child is suffering serious emotional damage or is at a substantial risk of suffering serious emotional damage, based on evidence of severe anxiety, depression, withdrawal, or untoward aggressive behavior toward self or others, may make a report to the appropriate agency. (Penal Code 11165.9, 11166.05, 11167)

Any district employee who reasonably believes to have observed the commission of a murder, rape, or lewd or lascivious act by use of force, violence, duress, menace, or fear of immediate and unlawful bodily injury against a victim who is a child under 14 years of age shall notify a peace officer. (Penal Code 152.3)

The fact that a child is experiencing homelessness or is classified as an unaccompanied minor, as defined in the federal McKinney-Vento Homeless Assistance Act (42 USC 11434a), is not, in and of itself, a sufficient basis for reporting child abuse or neglect. (Penal Code 11165.15)

Responsibility for Reporting

The reporting duties of mandated reporters are individual and cannot be delegated to another person. (Penal Code 11166)

When two or more mandated reporters jointly have knowledge of a known or suspected instance of child abuse or neglect, the report may be made by a member of the team selected by mutual agreement and a single report may be made and signed by the selected member of the reporting team. Any member who has knowledge that the member designated to report has failed to do so shall thereafter make the report. (Penal Code 11166)

No supervisor or administrator shall impede or inhibit a mandated reporter from making a report. (Penal Code 11166)

Any person not identified as a mandated reporter who has knowledge of or observes a child whom the person knows or reasonably suspects has been a victim of child abuse or neglect may report the known or suspected instance of child abuse or neglect to the appropriate agency. (Penal Code 11166)

Reporting Procedures
Initial Telephone Report

Immediately or as soon as practicable after knowing or observing suspected child abuse or neglect, a mandated reporter shall make an initial report by telephone to any police department (excluding a district police/security department), sheriff's department, county probation department if designated by the county to receive such reports, or county welfare department. (Penal Code 11165.9, 11166)

Such reports shall be made to the following agency(ies):

Child Welfare Services - 2440 Sixth Street, Eureka, CA 95501 / Telepone: 707-445-6180

When the initial telephone report is made, the mandated reporter shall note the name of the official contacted, the date and time contacted, and any instructions or advice received.

Written Report

Within 36 hours of knowing or observing the information concerning the incident, the mandated reporter shall prepare and either send, fax, or electronically transmit to the appropriate agency a written follow-up report, which includes a completed California Department of Justice (DOJ) form (BCIA 8572). (Penal Code 11166, 11168)

The DOJ form may be obtained from the district office or other appropriate agencies, such as the police department, sheriff's department, or county probation or welfare department.

Reports of suspected child abuse or neglect shall include, if known: (Penal Code 11167)

The name, business address, and telephone number of the person making the report and the capacity that makes the person a mandated reporter

The child's name and address, present location, and, where applicable, school, grade, and class

The names, addresses, and telephone numbers of the child's parents/guardians

The name, address, telephone number, and other relevant personal information about the person(s) who might have abused or neglected the child

The information that gave rise to the reasonable suspicion of child abuse or neglect and the source(s) of that information
The mandated reporter shall make a report even if some of this information is not known or is uncertain to the mandated reporter. (Penal Code 11167)

The mandated reporter may give to an investigator from an agency investigating the case, including a licensing agency, any information relevant to an incident of child abuse or neglect or to a report made for serious emotional damage pursuant to Penal Code 11166.05. (Penal Code 11167)

3. Internal Reporting

The mandated reporter shall not be required to disclose the mandated reporter's identity to a supervisor, the principal, or the Superintendent or designee. (Penal Code 11166)

However, employees reporting child abuse or neglect to an appropriate agency are encouraged, but not required, to notify the principal as soon as possible after the initial telephone report to the appropriate agency. When so notified, the principal shall inform the Superintendent or designee.

The principal so notified shall provide the mandated reporter with any assistance necessary to ensure that reporting procedures are carried out in accordance with law, Board policy, and administrative regulation. At the mandated reporter's request, the principal may assist in completing and filing the necessary forms.

Reporting the information to an employer, supervisor, principal, school counselor, co-worker, or other person shall not be a substitute for making a mandated report to the appropriate agency. (Penal Code 11166)

Training

Within the first six weeks of each school year, or within the first six weeks of employment if hired during the school year, the Superintendent or designee shall provide training on mandated reporting requirements to district employees and persons working on their behalf who are mandated reporters. (Education Code 44691; Penal Code 11165.7)

The Superintendent or designee shall use the online training module provided by the California Department of Social Services (CDSS). (Education Code 44691)

The training shall include, but not necessarily be limited to, training in identification and reporting of child abuse and neglect. Additionally, the training shall include information that failure to report an incident of known or reasonably suspected child abuse or neglect as required by law is a misdemeanor punishable by imprisonment and/or a fine as specified. (Education Code 44691; Penal Code 11165.7)

In addition, the Superintendent or designee shall provide annual training on the prevention of abuse, including sexual abuse, of children on district property, by district staff, or in district-sponsored programs. (Education Code 44691)

The Superintendent or designee shall obtain and retain proof of each mandated reporter's completion of the training. (Education Code 44691)

Victim Interviews by Social Services

Whenever CDSS or another government agency is investigating suspected child abuse or neglect that occurred within the child's home or out-of-home care facility, the student may be interviewed by an agency representative during school hours, on school premises. The Superintendent or designee shall give the student the choice of being interviewed in private or in the presence of any adult school employee or volunteer aide selected by the student. (Penal Code 11174.3)

A staff member or volunteer aide selected by a child may decline to be present at the interview. If the selected person accepts, the principal or designee shall inform the person of the following requirements prior to the interview: (Penal Code 11174.3)
The purpose of the selected person's presence at the interview is to lend support to the child and enable the child to be as comfortable as possible

The selected person shall not participate in the interview

The selected person shall not discuss the facts or circumstances of the case with the child

The selected person is subject to the confidentiality requirements of the Child Abuse and Neglect Reporting Act, a violation of which is punishable as specified in Penal Code 11167.5
If a staff member agrees to be present, the interview shall be held at a time during school hours when it does not involve an expense to the school. (Penal Code 11174.3)

Release of Child to Peace Officer

When a child is released to a peace officer and taken into custody as a victim of suspected child abuse or neglect, the Superintendent or designee and/or principal shall not notify the parent/guardian, but rather shall provide the peace officer with the address and telephone number of the child's parent/guardian. (Education Code 48906)

Parent/Guardian Complaints

Upon request, the Superintendent or designee shall provide parents/guardians with procedures for reporting suspected child abuse occurring on district property to appropriate agencies. For parents/guardians whose primary language is not English, such procedures shall be in their primary language and, when communicating orally regarding those guidelines and/or procedures, an interpreter shall be provided.

To file a complaint against a district employee or other person suspected of child abuse or neglect on district property, parents/guardians may file a report by telephone, in person, or in writing with any appropriate agency identified above under "Reporting Procedures." If a parent/guardian makes a complaint about an employee to any other employee, the employee receiving the information shall notify the parent/guardian of procedures for filing a complaint with the appropriate agency. The employee shall also file a report when obligated to do so pursuant to Penal Code 11166 using the procedures described above for mandated reporters.

In addition, if the child is enrolled in special education, a separate complaint may be filed with the California Department of Education pursuant to 5 CCR 3200-3205.

Notifications

The Superintendent or designee shall provide to all new employees who are mandated reporters a statement that informs them of their status as mandated reporters, their reporting obligations under Penal Code 11166, and their confidentiality rights under Penal Code 11167. Additionally, the district shall provide these new employees with a copy of Penal Code 11165.7, 11166, and 11167. (Penal Code 11165.7, 11166.5)

Before beginning employment, any person who will be a mandated reporter by virtue of the person's position shall sign a statement indicating knowledge of the reporting obligations under Penal Code 11166 and compliance with such provisions. The signed statement shall be retained by the Superintendent or designee. (Penal Code 11166.5)

Employees who work with dependent adults shall be notified of legal responsibilities and reporting procedures pursuant to Welfare and Institutions Code 15630-15637.

The Superintendent or designee also shall notify all employees that:
A mandated reporter who reports a known or suspected instance of child abuse or neglect shall not be held civilly or criminally liable for making a report and this immunity shall apply even if the mandated reporter acquired the knowledge or reasonable suspicion of child abuse or neglect outside of the mandated reporter's professional capacity or outside the scope of employment (Penal Code 11172)

Any other person making a report shall not incur civil or criminal liability unless it can be proven that the person knowingly made a false report or made a report with reckless disregard of the truth or falsity of the report. (Penal Code 11172)

If a mandated reporter fails to timely report an incident of known or reasonably suspected child abuse or neglect, the mandated reporter may be guilty of a crime punishable by a fine and/or imprisonment (Penal Code 11166)
No employee shall be subject to any sanction by the district for making a report unless it can be shown that the employee knowingly made a false report or made a report with reckless disregard of the truth or falsity of the report. (Penal Code 11166, 11172)

Suspected Child Abuse Report Form (BCIA 8572)

STATE OF CALIFORNIA
BCIA 8572
(Rev. 04/2017)

DEPARTMENT OF JUSTICE

SUSPECTED CHILD ABUSE REPORT
(Pursuant to Penal Code section 11166)

Print Form | Clear Form

To Be Completed by Mandated Child Abuse Reporters
PLEASE PRINT OR TYPE

CASE NAME: _____
CASE NUMBER: _____

A. REPORTING PARTY

NAME OF MANDATED REPORTER	TITLE	MANDATED REPORTER CATEGORY
REPORTER'S BUSINESS/AGENCY NAME AND ADDRESS Street City Zip		DID MANDATED REPORTER WITNESS THE INCIDENT? ☐ YES ☐ NO
REPORTER'S TELEPHONE (DAYTIME)	SIGNATURE	TODAY'S DATE

B. REPORT NOTIFICATION

☐ LAW ENFORCEMENT ☐ COUNTY PROBATION ☐ COUNTY WELFARE / CPS (Child Protective Services) — AGENCY

ADDRESS Street City Zip	DATE/TIME OF PHONE CALL
OFFICIAL CONTACTED - NAME AND TITLE	TELEPHONE

C. VICTIM (One report per victim)

NAME (LAST, FIRST, MIDDLE)	BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY
ADDRESS Street City Zip			TELEPHONE
PRESENT LOCATION OF VICTIM	SCHOOL	CLASS	GRADE
PHYSICALLY DISABLED? ☐ YES ☐ NO	DEVELOPMENTALLY DISABLED? ☐ YES ☐ NO	OTHER DISABILITY (SPECIFY)	PRIMARY LANGUAGE SPOKEN IN HOME

IN FOSTER CARE? ☐ YES ☐ NO

IF VICTIM WAS IN OUT-OF-HOME CARE AT TIME OF INCIDENT, CHECK TYPE OF CARE: ☐ DAY CARE ☐ CHILD CARE CENTER ☐ FOSTER FAMILY HOME ☐ FAMILY FRIEND ☐ GROUP HOME OR INSTITUTION ☐ RELATIVE'S HOME

TYPE OF ABUSE *(CHECK ONE OR MORE)*: ☐ PHYSICAL ☐ MENTAL ☐ SEXUAL ☐ NEGLECT ☐ OTHER (SPECIFY) _____

RELATIONSHIP TO SUSPECT	PHOTOS TAKEN? ☐ YES ☐ NO	DID THE INCIDENT RESULT IN THIS VICTIM'S DEATH? ☐ YES ☐ NO ☐ UNK

D. INVOLVED PARTIES

VICTIM'S SIBLINGS

NAME	BIRTHDATE	SEX	ETHNICITY	NAME	BIRTHDATE	SEX	ETHNICITY
1.				3.			
2.				4.			

VICTIM'S PARENTS/GUARDIANS

NAME (LAST, FIRST, MIDDLE)	BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY
ADDRESS Street City Zip	HOME PHONE		BUSINESS PHONE
NAME (LAST, FIRST, MIDDLE)	BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY
ADDRESS Street City Zip	HOME PHONE		BUSINESS PHONE

SUSPECT

SUSPECT'S NAME (LAST, FIRST, MIDDLE)	BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY
ADDRESS Street City Zip			TELEPHONE

OTHER RELEVANT INFORMATION

E. INCIDENT INFORMATION

IF NECESSARY, ATTACH EXTRA SHEET(S) OR OTHER FORM(S) AND CHECK THIS BOX ☐ IF MULTIPLE VICTIMS, INDICATE NUMBER: _____

DATE/TIME OF INCIDENT	PLACE OF INCIDENT

NARRATIVE DESCRIPTION (What victim(s) said/what the mandated reporter observed/what person accompanying the victim(s) said/similar or past incident's involving the victim(s) or suspect)

DO NOT submit a copy of this form to the Department of Justice (DOJ). The investigating agency is required under Penal Code section 11169 to submit to DOJ a Child Abuse or Severe Neglect Indexing Form BCIA 8583 if (1) an active investigation was conducted and (2) the incident was determined to be substantiated.

SUSPECTED CHILD ABUSE REPORT
(Pursuant to Penal Code section 11166)

DEFINITIONS AND GENERAL INSTRUCTIONS FOR COMPLETION OF FORM BCIA 8572

All Penal Code (PC) references are located in Article 2.5 of the California PC. This article is known as the Child Abuse and Neglect Reporting Act (CANRA). The provisions of CANRA may be viewed at: http://leginfo.legislature.ca.gov/faces/codes.xhtml (specify "Penal Code" and search for sections 11164-11174.3). A mandated reporter must complete and submit form BCIA 8572 even if some of the requested information is not known. (PC section 11167(a).)

I. MANDATED CHILD ABUSE REPORTERS

Mandated child abuse reporters include all those individuals and entities listed in PC section 11165.7.

II. TO WHOM REPORTS ARE TO BE MADE ("DESIGNATED AGENCIES")

Reports of suspected child abuse or neglect shall be made by mandated reporters to any police department or sheriff's department (not including a school district police or security department), the county probation department (if designated by the county to receive mandated reports), or the county welfare department. (PC section 11165.9.)

III. REPORTING RESPONSIBILITIES

Any mandated reporter who has knowledge of or observes a child, in his or her professional capacity or within the scope of his or her employment, whom he or she knows or reasonably suspects has been the victim of child abuse or neglect shall report such suspected incident of abuse or neglect to a designated agency immediately or as soon as practically possible by telephone and shall prepare and send a written report thereof ***within 36 hours*** of receiving the information concerning the incident. (PC section 11166(a).)

No mandated reporter who reports a suspected incident of child abuse or neglect shall be held civilly or criminally liable for any report required or authorized by CANRA. Any other person reporting a known or suspected incident of child abuse or neglect shall not incur civil or criminal liability as a result of any report authorized by CANRA unless it can be proven the report was false and the person knew it was false or made the report with reckless disregard of its truth or falsity. (PC section 11172(a).)

IV. INSTRUCTIONS

SECTION A – REPORTING PARTY: Enter the mandated reporter's name, title, category (from PC section 11165.7), business/agency name and address, daytime telephone number, and today's date. Check yes/no whether the mandated reporter witnessed the incident. The signature area is for either the mandated reporter or, if the report is telephoned in by the mandated reporter, the person taking the telephoned report.

IV. INSTRUCTIONS (*continued*)

SECTION B – REPORT NOTIFICATION: Complete the name and address of the designated agency notified, the date/time of the phone call, and the name, title, and telephone number of the official contacted.

SECTION C – VICTIM (One Report per Victim): Enter the victim's name, birthdate or approximate age, sex, ethnicity, address, telephone number, present location, and, where applicable, enter the school, class (indicate the teacher's name or room number), and grade. List the primary language spoken in the victim's home. Check the appropriate yes/no box to indicate whether the victim may have a developmental disability or physical disability and specify any other apparent disability. Check the appropriate yes/no box to indicate whether the victim is in foster care, and check the appropriate box to indicate the type of care if the victim was in out-of-home care. Check the appropriate box to indicate the type of abuse. List the victim's relationship to the suspect. Check the appropriate yes/no box to indicate whether photos of the injuries were taken. Check the appropriate box to indicate whether the incident resulted in the victim's death.

SECTION D – INVOLVED PARTIES: Enter the requested information for Victim's Siblings, Victim's Parents/Guardians, and Suspect. Attach extra sheet(s) if needed (provide the requested information for each individual on the attached sheet(s)).

SECTION E – INCIDENT INFORMATION: If multiple victims, indicate the number and submit a form for each victim. Enter date/time and place of the incident. Provide a narrative of the incident. Attach extra sheet(s) if needed.

V. DISTRIBUTION

Reporting Party: After completing form BCIA 8572, retain a copy for your records and submit copies to the designated agency.

Designated Agency: ***Within 36 hours*** of receipt of form BCIA 8572, the initial designated agency will send a copy of the completed form to the district attorney and any additional designated agencies in compliance with PC sections 11166(j) and 11166(k).

ETHNICITY CODES

1 Alaskan Native	6 Caribbean	11 Guamanian	16 Korean	22 Polynesian	27 White-Armenian
2 American Indian	7 Central American	12 Hawaiian	17 Laotian	23 Samoan	28 White-Central American
3 Asian Indian	8 Chinese	13 Hispanic	18 Mexican	24 South American	29 White-European
4 Black	9 Ethiopian	14 Hmong	19 Other Asian	25 Vietnamese	30 White-Middle Eastern
5 Cambodian	10 Filipino	15 Japanese	21 Other Pacific Islander	26 White	31 White-Romanian

Discipline – BP/AR 5144

Original Adopted Date: 05/21/2019 | Last Revised Date: 09/12/2024 | Last Reviewed Date: 09/12/2024Status: ADOPTED

The Governing Board is committed to providing a safe, supportive, and positive school environment which is conducive to student learning and achievement and desires to prepare students for responsible citizenship by fostering self-discipline and personal responsibility. The Board believes that high expectations for student behavior, use of effective school and classroom management strategies, provision of appropriate intervention and support, and parent/guardian involvement can minimize the need for disciplinary measures that exclude students from instruction as a means for correcting student misbehavior.

The Superintendent or designee shall develop effective, age-appropriate strategies for maintaining a positive school climate and responding appropriately to student misbehavior at district schools. The strategies shall focus on providing students with needed supports; communicating clear, appropriate, and consistent expectations and consequences for student conduct; and ensuring equity and continuous improvement in the implementation of district discipline policies and practices.

In addition, the Superintendent or designee's strategies for responding to student misconduct shall reflect the Board's preference for the use of positive interventions and alternative disciplinary measures over exclusionary discipline measures.

Disciplinary measures that may result in loss of instructional time or cause students to be disengaged from school, such as detention, suspension, and expulsion, shall be imposed only when required or permitted by law or when other means of correction have been documented to have failed. (Education Code 48900.5)

School personnel and volunteers shall not allow any disciplinary action taken against a student to result in the denial or delay of a school meal. (Education Code 49557.5)

A student shall not be denied recess unless the student's participation poses an immediate threat to the physical safety of the student or to the physical safety of one or more of the student's peers. If, due to such immediate threat, a student is denied recess, staff shall make all reasonable efforts to resolve the threat and minimize the student's exclusion from recess, to the greatest extent practicable. (Education Code 49056)

Seclusion and behavioral restraint are prohibited as a means of discipline and shall not be used to correct student behavior except as permitted pursuant to Education Code 49005.4 and in accordance with district regulations. (Education Code 49005.2)

The Superintendent or designee shall create a model discipline matrix that lists violations and the consequences for each as allowed by law.

The principal or designee at each school may develop disciplinary rules to meet the school's particular needs consistent with law, Board policy, and administrative regulations. The Board, at an open meeting, may review the approved school discipline rules for consistency with Board policy and state law. Site-level disciplinary rules shall be included in the district's comprehensive safety plan. (Education Code 32282, 35291.5)

At all times, the safety of students and staff, providing interventions and supports to students, as well as the maintenance of an orderly school environment, shall be priorities in determining appropriate discipline. When misconduct occurs, staff shall attempt to identify the causes of the student's behavior and implement appropriate support and/or discipline. When choosing between different disciplinary strategies, staff shall consider the effect of each option on the student's health, well-being, and opportunity to learn.

Staff shall enforce disciplinary rules fairly, consistently, and in accordance with the district's nondiscrimination policies.

The Superintendent or designee shall provide professional development as necessary to assist staff in developing the skills needed to effectively and equitably implement the disciplinary strategies adopted for district schools, including, but not limited to, knowledge of school and classroom management skills and their consistent application, effective accountability and positive intervention techniques, and the tools to form strong, cooperative relationships with parents/guardians.

District goals for improving school climate, based on suspension and expulsion rates, surveys of students, staff, and parents/guardians regarding their sense of school safety and connectedness to the school community, and other local measures, shall be included in the district's local control and accountability plan, as required by law.

At the beginning of each school year, the Superintendent or designee may report to the Board regarding disciplinary strategies used in district schools in the immediately preceding school year and their effect on student learning.

A/R

Original Adopted Date: 05/21/2019 | Last Revised Date: 09/12/2024 | Last Reviewed Date: 09/12/2024Status: ADOPTED

Site-Level Rules

Site-level rules shall be consistent with state law and Board policies and administrative regulations. In developing site-level disciplinary rules, the principal or designee shall solicit the participation, views, and advice of one representative selected by each of the following groups: (Education Code 35291.5)
Parents/guardians

Teachers

School administrators

School security personnel, if any

Students in grades seven through twelve
Annually, site-level discipline rules shall be reviewed and, if necessary, updated to align with any changes in state law, district discipline policies and regulations, and/or goals for school safety and climate as specified in the district's local control and accountability plan. A copy of the rules shall be filed with the Superintendent or designee for inclusion in the comprehensive safety plan.

School rules shall be communicated to students clearly and in an age-appropriate manner.

It shall be the duty of each employee of the school to enforce the school rules on student discipline. (Education Code 35291.5)

Disciplinary Strategies

To the extent possible, staff shall use disciplinary strategies that keep students in school and participating in the instructional program. Except when students' presence causes a danger to themselves or others or they commit a single act of a grave nature or an offense for which suspension or expulsion is required by law, suspension, supervised suspension, or expulsion shall be used only when other means of correction have failed to bring about proper conduct. Disciplinary strategies may include, but are not limited to:
Discussion or conference between school staff, the student, and the student's parents/guardians

Referral of the student to the school counselor or other school support service personnel for case management and counseling

Convening of a study team, guidance team, resource panel, or other intervention-related team to assess the behavior and develop and implement an individual plan to address the behavior in partnership with the student and the student's parents/guardians

When applicable, referral for a comprehensive psychosocial or psychoeducational assessment, including for purposes of creating an individualized education program (IEP) or a Section 504 plan

Enrollment in a program for teaching prosocial behavior or anger management

Participation in a restorative justice program

A positive behavior support approach with tiered interventions that occur during the school day on campus

Participation in a social and emotional learning program that teaches students the ability to understand and manage emotions, develop caring and concern for others, make responsible decisions, establish positive relationships, and handle challenging situations capably

Participation in a program that is sensitive to the traumas experienced by students, focuses on students' behavioral health needs, and addresses those needs in a proactive manner

After-school programs that address specific behavioral issues or expose students to positive activities and behaviors, including, but not limited to, those operated in collaboration with local parent and community groups

Detention after school hours as provided in the section below entitled "Detention After School"

Community service as provided in the section below entitled "Community Service"

In accordance with Board policy and administrative regulation, restriction or disqualification from participation in extracurricular activities

Reassignment to an alternative educational environment

Suspension and expulsion in accordance with law, Board policy, and administrative regulation
When, by law or district policy, other means of correction are required to be implemented before a student could be suspended or expelled, any other means of correction implemented shall be documented and retained in the student's records. (Education Code 48900.5)

When a student has been suspended, or other means of correction have been implemented against the student, for an incident of racist bullying, harassment, or intimidation, the principal or designee shall engage both the victim and perpetrator in a restorative justice practice suitable to the needs of the students. The principal or designee shall also require the perpetrator to engage in a culturally sensitive program that promotes racial justice and equity and combats racism and ignorance and shall regularly check on the victim to ensure that the victim is not in danger of suffering from any long-lasting mental health issues. (Education Code 48900.5)

Staff shall enforce disciplinary rules fairly, consistently, and in accordance with the district's nondiscrimination policies.

When disciplining a student who has been identified for special education and related services, the procedures specified in Administrative Regulation 5144.2 - Suspension And Expulsion/Due Process (Students With Disabilities) shall be

applied. If a student has not been identified as a student with a disability and the district suspects the behavior that resulted in discipline may be based in an unidentified disability, the district shall conduct an evaluation to determine if the student has a disability which requires an IEP or 504 plan. (U.S.C. 1412(a)(3))

Detention After School

Students may be detained for disciplinary reasons for up to one hour after the close of the maximum school day, or until the departure of the school bus to which they have been assigned if applicable. (5 CCR 307, 353)

The student shall not be detained unless the principal or designee notifies the parent/guardian.

Students shall remain under the supervision of a certificated employee during the period of detention.

Students may be offered the choice of serving their detention on Saturday rather than after school.

Community Service

As part of or instead of disciplinary action, the Board, Superintendent, principal, or principal's designee may require a student to perform community service during nonschool hours on school grounds or, with written permission of the student's parent/guardian, off school grounds. Such service may include, but is not limited to, community or school outdoor beautification, community or campus betterment, and teacher, peer, or youth assistance programs. (Education Code 48900.6)

This community service option is not available for a student who has been suspended, pending expulsion, pursuant to Education Code 48915. However, if the recommended expulsion is not implemented or the expulsion itself is suspended, then the student may be required to perform community service for the resulting suspension. (Education Code 48900.6)

Notice to Parents/Guardians and Students

At the beginning of the school year, the Superintendent or designee shall notify parents/guardians, in writing, about the availability of district rules related to discipline. (Education Code 35291, 48980)

The Superintendent or designee shall also provide written notice of disciplinary rules to parents/guardians of transfer students at the time of their enrollment in the district.

Dress Code – BP/AR 5132

Original Adopted Date: 09/13/2000 | Last Revised Date: 02/27/2020 | Last Reviewed Date: 02/27/2020

In cooperation with teachers, students, and parents/guardians, the principal or designee may establish school rules governing student dress and grooming which are consistent with law, Board policy, and administrative regulations. These school dress codes shall be regularly reviewed.

The following guidelines shall apply to all regular school activities:

Dress Code
Students must wear a shirt with pants or skirt, or the equivalent, and shoes.

Shirts and dresses must have fabric on the front and the sides.

The fabric covering the buttocks, genitals, and breasts must not be transparent (see-through).

Hats and other headwear must allow the face to be visible and not interfere with the line of sight of any student or staff. Hoodies must allow the student's face and ears to be visible to staff. No sunglasses may be worn indoors.

Clothing must be suitable for all scheduled classroom activities, including physical education, science labs, wood shop, and other activities where unique hazards exist. Specialized courses may require specialized attire, such as sports uniforms or safety gear.

Shoes must be worn at all times. Flip-flops, socks or sock-like footwear, slippers, backless shoes, or shoes with over a one-inch heel are not safe or appropriate for school. Toes must be covered.

Clothing may not depict, advertise or advocate the use of alcohol (excluding Humboldt County restaurants/family establishments), tobacco, or drugs.

Clothing may not reference genitals nor depict profanity, pornography, nudity, vulgarity, or sexual acts.

Clothing may not use or depict hate speech targeting any individual or group based on economics, ethnicity, gender, gender identity, intelligence, race, religious affiliation, sexual orientation, or any other protected group.

Clothing must not threaten the health or safety of any student or staff.

Clothing may not depict or advocate violence, criminal activity, race superiority, or hate speech.

Any attire identified as gang-related by local law enforcement is not allowed.

The dress code shall be modified as appropriate to accommodate a student's religious or cultural observance, health condition, or other circumstance deemed necessary by the principal or designee. In addition, the principal or designee may impose dress requirements to accommodate the needs of special school activities, physical education classes, athletic activities, and other extracurricular and cocurricular activities.

No grade of a student participating in a physical education class shall be adversely affected if the student does not wear standardized physical education apparel because of circumstances beyond the student's control. (Education Code 49066)

Students shall be allowed to wear sun-protective clothing, including but not limited to hats, for outdoor use during the school day. (Education Code 35183.5)

Gang-Related Apparel

At individual schools that have a dress code prohibiting gang-related apparel at school or school activities, the principal, staff, and parents/guardians participating in the development of the school safety plan shall define "gang-related apparel" and shall limit this definition to apparel that reasonably could be determined to threaten the health and safety of the school environment if it were worn or displayed on a school campus. (Education Code 32282)

Because gang-related symbols are constantly changing, definitions of gang-related apparel shall be reviewed annually and updated whenever related information is received. As necessary, the school shall collaborate with law enforcement agencies to update definitions of gang-related apparel.

A/R

Original Adopted Date: 09/13/2000 | Last Revised Date: 06/27/2023 | Last Reviewed Date: 06/27/2023

In cooperation with teachers, students, and parents/guardians, the principal or designee may establish school rules governing student dress and grooming which are consistent with law, Board policy, and administrative regulations. These school dress codes shall be regularly reviewed.

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Shoes must be worn at all times. Flip-flops, socks or sock-like footwear, slippers, backless shoes, or shoes with over a one-inch heel are not safe or appropriate for school. Toes must be covered.

Clothing may not depict, advertise or advocate the use of alcohol (excluding Humboldt County restaurants/family establishments), tobacco, or drugs.

Clothing may not reference genitals nor depict profanity, pornography, nudity, vulgarity, or sexual acts.

Clothing may not use or depict hate speech targeting any individual or group based on economics, ethnicity, gender, gender identity, intelligence, race, religious affiliation, sexual orientation, or any other protected group.

Clothing must not threaten the health or safety of any student or staff.

Clothing may not depict or advocate violence, criminal activity, race superiority, or hate speech.

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Because gang-related symbols are constantly changing, definitions of gang-related apparel shall be reviewed annually and updated whenever related information is received. As necessary, the school shall collaborate with law enforcement agencies to update definitions of gang-related apparel.

Bullying – BP 5131.2

Original Adopted Date: 10/22/2018 | Last Revised Date: 06/27/2024 | Last Reviewed Date: 06/27/2024Status: ADOPTED

This policy shall apply to all acts constituting bullying related to school activity or to school attendance occurring within a district school, to acts which occur off campus or outside of school-related or school-sponsored activities but which may have an impact or create a hostile environment at school, and to all acts of the Governing Board and the Superintendent in enacting policies and procedures that govern the district.

The Board recognizes the harmful effects of bullying on student well-being, student learning, and school attendance and desires to provide a welcoming, safe, and supportive school environment that protects students from physical, mental, and emotional harm. No individual or group shall, through physical, written, verbal, visual, or other means, harass, sexually harass, threaten, intimidate, cyberbully, cause bodily injury to, or commit hate violence against any student or school personnel, or retaliate against them for filing a complaint or participating in the complaint resolution process.

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

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

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

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

District families are encouraged to model respectful behavior, contribute to a safe and supportive learning environment, and monitor potential causes of bullying.

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

A/R

Original Adopted Date: 06/04/2020 | Last Revised Date: 06/27/2024 | Last Reviewed Date: 06/27/2024Status: ADOPTED

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

Cyberbullying includes the electronic creation or transmission of harassing communications, direct threats, or other harmful texts, sounds, or images, which may be shared, sent, or posted publicly. Cyberbullying may include, but is not limited to, personal or private information that causes humiliation, false or negative information to discredit or disparage, or threats of physical harm. Cyberbullying may also include breaking into another person's electronic account or assuming that person's online identity in order to damage that person's reputation.

Examples of the types of conduct that may constitute bullying and are prohibited by the district include, but are not limited to:
Physical bullying: An act that inflicts harm upon a person's body or possessions, such as hitting, kicking, pinching, spitting, tripping, pushing, taking or breaking someone's possessions, or making cruel or rude hand gestures

Verbal bullying: An act that includes saying or writing hurtful things, such as teasing, name-calling, inappropriate sexual comments, taunting, or threats to cause harm

Social/relational bullying: An act that harms a person's reputation or relationships, such as leaving a person out of an activity on purpose, influencing others not to be friends with someone, spreading rumors, or embarrassing someone in public

Cyberbullying: An act that occurs on electronic devices such as computers, tablets, or cell phones, such as sending demeaning or hateful text messages, direct messages or public posts on social media apps, gaming forums, or emails, spreading rumors by email or by posting on social networking sites, shaming or humiliating by allowing others to view, participate in, or share disparaging or harmful content, or posting or sharing embarrassing photos, videos, website, or fake profiles
Measures to Prevent Bullying

The Superintendent or designee shall implement measures to prevent bullying in district schools, including, but not limited to, the following:
Developing a strategic plan for school connectedness and social skills with benchmark tracking, which may include providing regular opportunities and spaces for students to develop social skills and strengthen relationships and promoting adult support from family and school staff, peer-led programs, and partnerships with key community groups, implementing socially based educational techniques such as cooperative learning projects that can improve educational outcomes as well as peer relations, creating a supportive school environment that fosters belonging through equitable classroom management, mentoring, and peer support groups that allow students to lean on each other and learn from each other's experiences, and building social connection into health education courses including information on the consequences of social connection on physical and mental health, key risk and protective factors, and strategies for increasing social connection

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

Providing information to students, through student handbooks, district and school websites and social media, and other age-appropriate means, about district and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for engaging in bullying

Encouraging students to notify school staff when they are being bullied or when they suspect that another student is being bullied, and providing means by which students may report threats or incidents confidentially and anonymously

Conducting an assessment of bullying incidents at each school and, if necessary, increasing supervision and security in areas where bullying most often occurs, such as playgrounds, hallways, restrooms, and cafeterias

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

Staff Development

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

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

Discuss bullying prevention strategies with students, and teach students to recognize the behavior and characteristics of bullying perpetrators and victims

Identify the signs of bullying or harassing behavior

Take immediate corrective action when bullying is observed

Report incidents to the appropriate authorities, including law enforcement in instances of criminal behavior
Information and Resources

The Superintendent or designee shall post on the district's website, in a prominent location and in a manner that is easily accessible to students and parents/guardians, information on bullying and harassment prevention which includes the following: (Education Code 234.6)
The district's policy on student suicide prevention, including a reference to the policy's age appropriateness for students in grades K-6

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

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

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

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

A link to statewide resources, including community-based organizations, compiled by CDE pursuant to Education Code 234.5
Any additional information the Superintendent or designee deems important for preventing bullying and harassment
Student Instruction

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

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

Students should be taught the difference between appropriate and inappropriate behaviors, how to advocate for themselves, how to help another student who is being bullied, and when to seek assistance from a trusted adult. As role models for students, staff are responsible for teaching and modeling respectful behavior and building safe and supportive learning environments, and are expected to demonstrate effective problem-solving and anger management skills.

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

Reporting and Filing of Complaints

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

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

Within one business day of receiving such a report, a staff member shall notify the principal of the report, regardless of whether a uniform complaint is filed. In addition, any school employee who observes an incident of bullying involving a student shall, within one business day, report such observation to the principal or a district compliance officer, regardless of whether the alleged victim files a complaint.

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

Any individuals with information about cyberbullying activity shall save and print any electronic or digital messages that they feel constitute cyberbullying and shall notify a teacher, the principal, or other employee so that the matter may be investigated. When an investigation concludes that a student used a social networking site or service to bully or harass another student, the Superintendent or designee may report the cyberbullying to the social media platform and may request the material be removed.

Discipline/Corrective Actions

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

When a student has been suspended, or other means of correction have been implemented against the student, for an incident of racist bullying, harassment, or intimidation, the principal or designee shall engage both the victim and perpetrator in a restorative justice practice suitable to the needs of the students. The principal or designee shall also require the perpetrator to engage in a culturally sensitive program that promotes racial justice and equity and combats racism and ignorance and shall regularly check on the victim to ensure that the victim is not in danger of suffering from any long-lasting mental health issues. (Education Code 48900.5)

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

Support Services

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

If any student involved in bullying exhibits warning signs of suicidal thought or intention or of intent to harm another person, the Superintendent or designee shall, as appropriate, implement district intervention protocols which may include, but are not limited to, referral to district or community mental health services, other health professionals, and/or law enforcement, in accordance with Board Policy and Administrative Regulation 5141.52 - Suicide Prevention.

Suspension and Expulsion/Due Process – BP/AR 5144.1

Original Adopted Date: 02/14/2019 | Last Revised Date: 12/13/2024 | Last Reviewed Date: 12/13/2024

The Governing Board desires to provide district students access to educational opportunities in an orderly school environment that protects their safety and security, ensures their welfare and well-being, and promotes their learning and development. The Board shall develop rules and regulations setting the standards of behavior expected of district students and the disciplinary processes and procedures for addressing violations of those standards, including suspension and/or expulsion.

The grounds for suspension and expulsion and the procedures for considering, recommending, and/or implementing suspension and expulsion shall be only those specified in law, in this policy, and in the accompanying administrative regulation.

Except when otherwise permitted by law, a student may be suspended or expelled only when the behavior is related to a school activity or school attendance occurring within any district school or another school district, regardless of when it occurs, including, but not limited to, the following: (Education Code 48900(s))
While on school grounds

While going to or coming from school

During the lunch period, whether on or off the school campus

During, going to, or coming from a school-sponsored activity

District staff shall enforce the rules concerning suspension and expulsion of students fairly, consistently, equally, and in accordance with the district's nondiscrimination policies.

Appropriate Use of Suspension Authority

Except when a student's act violates Education Code 48900(a)-(e), as listed in Items #1-5 under "Grounds for Suspension and Expulsion: Grades K-12" of the accompanying administrative regulation, or when the student's presence causes a danger to others, suspension shall be used only when other means of correction have failed to bring about proper conduct. (Education Code 48900.5, 48900.6)

A student's parents/guardians shall be notified as soon as possible when there is an escalating pattern of misbehavior that could lead to on-campus or off-campus suspension.

No student may be suspended for disruption or willful defiance, except by a teacher pursuant to Education Code 48910. (Education Code 48900)

Students shall not be suspended or expelled based solely on a student's truancy, tardiness, or absenteeism from assigned school activities. (Education Code 48900)

On-Campus Suspension

To ensure the proper supervision and ongoing learning of students who are suspended for any of the reasons enumerated in Education Code 48900 and 48900.2, but who pose no imminent danger or threat to anyone at school and for whom expulsion proceedings have not been initiated, the Superintendent or designee shall establish a supervised suspension classroom program which meets the requirements of law.

Except where a supervised suspension is permitted by law for a student's first offense, supervised suspension shall be imposed only when other means of correction have failed to bring about proper conduct. (Education Code 48900.5)

Authority to Expel

A student may be expelled only by the Board. (Education Code 48918(j))

As required by law, the Superintendent or principal shall recommend expulsion and the Board shall expel any student found to have committed any of the following "mandatory recommendation and mandatory expulsion" acts at school or at a school activity off school grounds: (Education Code 48915)
Possessing a firearm which is not an imitation firearm, as verified by a certificated employee, unless the student had obtained prior written permission to possess the item from a certificated school employee, with the principal or designee's concurrence

Selling or otherwise furnishing a firearm

Brandishing a knife at another person

Unlawfully selling a controlled substance listed in Health and Safety Code 11053-11058

Committing or attempting to commit a sexual assault as defined in Penal Code 261, 266c, 286, 287, 288, or 289, or former 288a, or committing a sexual battery as defined in Penal Code 243.4

Possessing an explosive as defined in 18 USC 921
For all other violations listed in the accompanying administrative regulation, the Superintendent or principal shall have the discretion to recommend expulsion of a student. If expulsion is recommended, the Board shall order the student expelled only if it makes a finding of either or both of the following: (Education Code 48915(b) and (e))
That other means of correction are not feasible or have repeatedly failed to bring about proper conduct

That due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others
A vote to expel a student shall be taken in an open session of a Board meeting. (Education Code 48918(j))

The Board may vote to suspend the enforcement of the expulsion order pursuant to the requirements of law and the accompanying administrative regulation. (Education Code 48917)

No student shall be expelled for disruption or willful defiance. (Education Code 48900)

No child enrolled in a preschool program shall be expelled or unenrolled except under limited circumstances in accordance with Education Code 8489.1 and as specified in Administrative Regulation 5148.3 - Preschool/Early Childhood Education.

Due Process

The Board shall provide for the fair and equitable treatment of students facing suspension and/or expulsion by affording the students due process rights under the law. The Superintendent or designee shall comply with procedures for notices, hearings, and appeals as specified in law and administrative regulation. (Education Code 48911, 48915, 48915.5, 48918)

Maintenance and Monitoring of Outcome Data

The Superintendent or designee shall maintain outcome data related to student suspensions and expulsions in accordance with Education Code 48900.8 and 48916.1, including, but not limited to, the number of students recommended for expulsion, the grounds for each recommended expulsion, the actions taken by the Board, the types of referral made after each expulsion, and the disposition of the students after the expulsion period. For any expulsion that involves the possession of a firearm, such data shall include the name of the school and the type of firearm involved, as required pursuant to 20 USC 7961. Suspension and expulsion data shall be reported to the Board annually and to the California Department of Education when so required.

In presenting the report to the Board, the Superintendent or designee shall disaggregate data on suspensions and expulsions by school and by numerically significant student subgroups, including, but not limited to, ethnic subgroups, socioeconomically disadvantaged students, English learners, long-term English learners, students with disabilities, foster youth, and homeless students. Based on the data, the Board shall address any identified disparities in the imposition of student discipline and shall determine whether and how the district is meeting its goals for improving school climate as specified in its local control and accountability plan.

A/R

Original Adopted Date: 02/14/2019 | Last Revised Date: 12/13/2024 | Last Reviewed Date: 12/13/2024Status: ADOPTED
Definitions

Suspension means removal of a student from ongoing instruction for adjustment purposes. However, suspension does not mean any of the following: (Education Code 48925)
Reassignment to another education program or class at the same school where the student will receive continuing instruction for the length of day prescribed by the Governing Board for students of the same grade level

Referral to a certificated employee designated by the principal to advise students

Removal from the class, but without reassignment to another class or program, for the remainder of the class period without sending the student to the principal or designee as provided in Education Code 48910, so long as removal from a particular class does not occur more than once every five school days
Expulsion means removal of a student from the immediate supervision and control or the general supervision of school personnel. (Education Code 48925)

Notice of Regulations

At the beginning of each school year, the principal of each school shall ensure that all students and parents/guardians are notified in writing of all school rules related to discipline, including suspension and expulsion. (Education Code 35291, 48900.1, 48980)

Grounds for Suspension and Expulsion: Grades K-12

Acts for which a student, including a student with disabilities, may be suspended or expelled shall be only those specified as follows and in "Additional Grounds for Suspension and Expulsion: Grades 4-12," below:
Caused, attempted to cause, or threatened to cause physical injury to another person; willfully used force or violence upon another person, except in self-defense; or committed as an aider or abettor, as adjudged by a juvenile court, a crime of physical violence in which the victim suffered great or serious bodily injury (Education Code 48900(a) and (t))

Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the principal or designee's concurrence (Education Code 48900(b))

Unlawfully possessed, used, sold, otherwise furnished, or was under the influence of any controlled substance as defined in Health and Safety Code 11053-11059, alcoholic beverage, or intoxicant of any kind (Education Code 48900(c))

Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11059, alcoholic beverage, or intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the same as a controlled substance, alcoholic beverage, or intoxicant (Education Code 48900(d))

Committed or attempted to commit robbery or extortion (Education Code 48900(e))

Caused or attempted to cause damage to school property or private property (Education Code 48900(f))

Stole or attempted to steal school property or private property (Education Code 48900(g))

Possessed or used tobacco or products containing tobacco or nicotine products, including, but not limited to, cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel, except that this restriction shall not prohibit a student from using or possessing prescription products (Education Code 48900(h))

Committed an obscene act or engaged in habitual profanity or vulgarity (Education Code 48900(i))

Unlawfully possessed, offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5 (Education Code 48900(j))

Knowingly received stolen school property or private property (Education Code 48900(l))

Possessed an imitation firearm (Education Code 48900(m))

Imitation firearm means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm. (Education Code 48900(m))

Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 287, 288, 289, or former 288a, or committed a sexual battery as defined in Penal Code 243.4 (Education Code 48900(n))

Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness (Education Code 48900(o))

Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma (Education Code 48900(p))

Engaged in, or attempted to engage in, hazing (Education Code 48900(q))

Hazing means a method of initiation or pre-initiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. Hazing does not include athletic events or school-sanctioned events. (Education Code 48900(q))

Engaged in an act of bullying (Education Code 48900(r))

Bullying means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, directed toward one or more students that has or can reasonably be predicted to have the effect of placing a reasonable student(s) in fear of harm to self or property; cause the student to experience a substantially detrimental effect on physical or mental health; or cause the student to experience substantial

interferences with academic performance or ability to participate in or benefit from the services, activities, or privileges provided by a school. (Education Code 48900(r))

Bullying includes any act of sexual harassment, hate violence, or harassment, threat, or intimidation, as defined in Education Code 48900.2, 48900.3, or 48900.4 and below in "Additional Grounds for Suspension and Expulsion: Grades 4-12," that has any of the effects described above on a reasonable student.

Bullying also includes an act of cyber sexual bullying by a student through the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording that depicts a nude, semi-nude, or sexually explicit photograph or other visual recording of an identifiable minor, when such dissemination is to another student or to school personnel by means of an electronic act and has or can be reasonably predicted to have one or more of the effects of bullying described above. Cyber sexual bullying does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

Electronic act means the creation or transmission originated on or off the school site by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication including, but not limited to: (Education Code 48900(r))
A message, text, sound, video, or image

A post on a social network Internet website, including, but not limited to, posting to or creating a burn page or creating a credible impersonation or false profile for the purpose of causing a reasonable student any of the effects of bullying described above

Reasonable student means a student, including, but not limited to, a student who has been identified as a student with a disability, who exercises average care, skill, and judgment in conduct for a person of the student's age, or for a person of the student's age and disability. (Education Code 48900(r))

Burn page means an internet website created for the purpose of causing a reasonable student any of the effects of bullying described above. (Education Code 48900(r))

Credible impersonation means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that the student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated. (Education Code 48900(r))

False profile means a profile of a fictitious student or profile using the likeness or attributes of an actual student other than the student who created the false profile. (Education Code 48900(r))

An electronic act is not considered pervasive conduct solely on the basis that it has been transmitted to the internet or is currently posted on the internet. (Education Code 48900(r))

When a student has been suspended, or other means of correction have been implemented against the student, for an incident of racist bullying, harassment, or intimidation, the principal or designee may, as appropriate, engage both the victim and perpetrator in a restorative justice practice suitable to the needs of the students. The principal or designee shall also require the perpetrator to engage in a culturally sensitive program that promotes racial justice and equity and combats racism and ignorance and shall regularly check on the victim to ensure that the victim is not in danger of suffering from any long-lasting mental health issues. (Education Code 48900.5)

Aided or abetted the infliction or attempted infliction of physical injury on another person, as defined in Penal Code 31 (Education Code 48900(t))

Made terrorist threats against school officials and/or school property (Education Code 48900.7)

A terrorist threat includes any written or oral statement by a person who willfully threatens to commit a crime which will result in death or great bodily injury to another person or property damage in excess of $1,000, with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying out the crime. (Education Code 48900.7)

A student may not be suspended or expelled for disruption or willful defiance. (Education Code 48900)

Additional Grounds for Suspension and Expulsion: Grades 4-12

A student in grades 4-12 shall be subject to suspension or recommendation for expulsion when it is determined that the student:
Committed sexual harassment as defined in Education Code 212.5 (Education Code 48900.2)

Sexual harassment means conduct which, when considered from the perspective of a reasonable person of the same gender as the victim, is sufficiently severe or pervasive as to have a negative impact upon the victim's academic performance or to create an intimidating, hostile, or offensive educational environment. (Education Code 212.5, 48900.2)

Caused, attempted to cause, threatened to cause, or participated in an act of hate violence as defined in Education Code 233 (Education Code 48900.3)

Hate violence means any act punishable under Penal Code 422.6, 422.7, or 422.75. Such acts include injuring or intimidating a victim, interfering with the exercise of a victim's civil rights, or damaging a victim's property because of the victim's race, ethnicity, religion, nationality, disability, gender, gender identity, gender expression, or sexual orientation; a perception of the presence of any of those characteristics in the victim; or the victim's association with a person or group with one or more of those actual or perceived characteristics. (Education Code 233; Penal Code 422.55)

Intentionally engaged in harassment, threats, or intimidation against district personnel or students that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of school personnel or students by creating an intimidating or hostile educational environment (Education Code 48900.4)
Suspension from Class by a Teacher

A teacher may suspend a student from class for the remainder of the day and the following day for any of the acts specified in Education Code 48900 and listed as Items #1-19 under "Grounds for Suspension and Expulsion: Grades K-12" above or for disruption or willful defiance at any grade level. (Education Code 48910)

When suspending a student from class, the teacher shall immediately report this action to the principal or designee and send the student to the principal or designee for appropriate action. If that action requires the continuing presence of the student at school, the student shall be appropriately supervised during the class periods from which the student has been suspended. (Education Code 48910)

As soon as possible after the teacher has suspended the student, the teacher shall ask the student's parent/guardian to attend a parent-teacher conference regarding the suspension. A counselor or psychologist may attend the conference if it is practicable, and a school administrator shall attend if requested by the parent/guardian or teacher. (Education Code 48910)

A student suspended from class shall not be returned to class during the period of the suspension without the approval of the teacher of the class and the principal or designee. (Education Code 48910)

A student suspended from class shall not be placed in another regular class during the period of suspension. However, a student assigned to more than one class per day may continue to attend other regular classes except those held at the same time as the class from which the student was suspended. (Education Code 48910)

A teacher may also refer a student, for any of the acts specified above in Education Code 48900, to the principal or designee for consideration of a suspension from school. (Education Code 48910)

The teacher of any class from which a student is suspended may require the student to complete any assignments and tests missed during the removal. (Education Code 48913)

Suspension by Superintendent, Principal or Principal's Designee

To implement disciplinary procedures at a school site, the principal may, in writing, designate as the principal's designee another administrator or, if the principal is the only administrator at the school site, a certificated employee. As necessary, the principal may, in writing, also designate another administrator or certificated employee as the secondary designee to assist with disciplinary procedures when the principal and the principal's primary designee are absent from the school site.

The Superintendent, principal, or designee shall immediately suspend any student found at school or at a school activity away from school to have committed any of the acts listed in the Board policy under "Authority to Expel" for which a recommendation of expulsion is required. (Education Code 48915(c))

The Superintendent, principal, or designee may impose a suspension for a first offense if it is determined that the student violated any of Items #1-5 listed under "Grounds for Suspension and Expulsion: Grades K-12" above or if the student's presence causes a danger to persons. (Education Code 48900.5)

For all other offenses, a student may be suspended only when the Superintendent or principal has determined that other means of correction have failed to bring about proper conduct. (Education Code 48900.5)

When other means of correction are implemented prior to imposing suspension upon a student, including supervised suspension, the Superintendent, principal, or designee shall document the other means of correction used and retain the documentation in the student's record. (Education Code 48900.5)

Length of Suspension

The Superintendent, principal, or designee may suspend a student from school for not more than five consecutive school days. (Education Code 48911)

A student may be suspended from school for not more than 20 school days in any school year. However, if a student enrolls in or is transferred to another regular school, an opportunity school or class, or continuation school or class for the purpose of adjustment, the student may be suspended for not more than 30 school days in a school year. The district may count suspensions that occur while a student is enrolled in another school district toward the maximum number of days for which the student may be suspended in any school year. (Education Code 48903, 48911, 48912)

These restrictions on the number of days of suspension shall not apply when the suspension is extended pending an expulsion. (Education Code 48911)

Due Process Procedures for Suspension

Suspensions shall be imposed in accordance with the following procedures:

Informal Conference: Suspension shall be preceded by an informal conference conducted by the Superintendent, principal, or designee with the student and, whenever practicable, the teacher, supervisor, or school employee who referred the student to the principal. At the conference, the student shall be informed of the reason for the disciplinary action, including the other means of correction that were attempted before the suspension as required pursuant to Education Code 48900.5, and the evidence against the student, and shall be given the opportunity to present the student's version and evidence in the student's defense. (Education Code 48911)

This conference may be omitted if the Superintendent, principal, or designee determines that an emergency situation exists involving a clear and present danger to the lives, safety, or health of students or school personnel. If a student is suspended without this conference, the student, the student's parent/guardian, or if the student is a foster youth, the foster youth's educational rights holder, attorney, and county social worker, or if the student is an Indian child, the Indian child's tribal social worker and, if applicable, county social worker, shall be notified of the student's right to a conference and the right to return to school for the purpose of the conference. The conference shall be held within two school days, unless the student waives the right to it or is physically unable to attend for any reason. In such a case, the conference shall be held as soon as the student is physically able to return to school for the conference. (Education Code 48911)

Administrative Actions: All requests for student suspension are to be processed by the principal or designee. A school employee shall report the suspension, including the name of the student and the cause for the suspension, to the Superintendent or designee. (Education Code 48911)

Notice to Parents/Guardians: At the time of the suspension, a school employee shall make a reasonable effort to contact the parent/guardian, or if the student is a foster youth, the foster youth's educational rights holder, attorney, and county social worker, or if the student is an Indian child, the Indian child's tribal social worker, and, if applicable, the county social worker, in person, by email, or by telephone. Whenever a student is suspended, the parent/guardian, or, if applicable, the foster youth's educational rights holder, attorney, and county social worker, or the Indian child's tribal social worker and, if applicable, the county social worker, shall also be notified in writing of the suspension. (Education Code 48911)

This notice shall state the specific offense committed by the student. (Education Code 48900.8)

In addition, the notice shall state the date and time when the student may return to school.

Parent/Guardian Conference: Whenever a student is suspended, school officials may conduct a meeting with the parent/guardian to discuss the cause(s) and duration of the suspension, the school policy involved, and any other pertinent matter. (Education Code 48914)

If school officials request to meet with the parent/guardian, a foster youth's educational rights holder, attorney, and county social worker, or an Indian child's tribal social worker, and, if applicable, the county social worker, the notice may state that the law requires such individuals to respond to the request without delay. However, the student shall not be penalized for the failure of the parent/guardian, a foster youth's educational rights holder, attorney, and county social worker, or an Indian child's tribal social worker, and, if applicable, the county social worker, to attend such a conference. The student may not be denied reinstatement solely because such individuals failed to attend the conference. (Education Code 48911)

Extension of Suspension: If the Board is considering the expulsion of a suspended student from any school or the suspension of a student for the balance of the semester from continuation school, the Superintendent or designee may, in writing, extend the suspension until such time as the Board has made a decision, provided the following requirements are followed: (Education Code 48911)

The extension of the original period of suspension is preceded by notice of such extension with an offer to hold a conference concerning the extension, giving the student an opportunity to be heard

This conference may be held in conjunction with a meeting requested by the student or parent/guardian to challenge the original suspension.

The Superintendent or designee determines, following a meeting in which the student and the student's parent/guardian were invited to participate, that the student's presence at the school or at an alternative school would endanger persons or property or threaten to disrupt the instructional process

If the student involved is a foster youth or Indian child, the Superintendent or designee shall notify the district's educational liaison of the need to invite the foster youth's educational rights holder, attorney and county social worker, or the Indian child's tribal social worker or, if applicable, the county social worker, to attend the meeting (Education Code 48853.5, 48911, 48918.1)

If the student involved is a child or youth experiencing homelessness, the Superintendent or designee shall notify the district liaison for homeless students (Education Code 48918.1)

In lieu of or in addition to suspending a student, the Superintendent, principal, or designee may provide services or require the student to participate in an alternative disciplinary program designed to correct the behavior and keep the student in school
Suspension by the Board

The Board may suspend a student for any of the acts listed under "Grounds for Suspension and Expulsion: Grades K-12," and "Additional Grounds for Suspension and Expulsion: Grades 4-12," above and within the limits specified under "Suspension by Superintendent, Principal, or Designee," above. (Education Code 48912)

The Board may suspend a student enrolled in a continuation school or class for a period not longer than the remainder of the semester. The suspension shall meet the requirements of Education Code 48915. (Education Code 48912.5)

When the Board is considering a suspension, disciplinary action, or any other action (except expulsion) against any student, it shall hold a closed session if a public hearing would lead to disclosure of information that would violate a student's right to privacy under Education Code 49073-49079. (Education Code 35146, 48912)

The Board shall provide the student and parent/guardian with written notice of the closed session by registered or certified mail or personal service. Upon receiving this notice, the student or parent/guardian may request a public meeting, and this request shall be granted if made in writing within 48 hours after receipt of the Board's notice. However, any discussion that conflicts with any other student's right to privacy still shall be held in closed session. (Education Code 35146, 48912)

On-Campus Suspension

A student for whom an expulsion action has not been initiated and who poses no imminent danger or threat to the school, students, or staff may be assigned to on-campus suspension in a separate classroom, building, or site for the entire period of suspension. The following conditions shall apply: (Education Code 48911.1)
The on-campus suspension classroom shall be staffed in accordance with law

The student shall have access to appropriate counseling services

The on-campus suspension classroom shall promote completion of schoolwork and tests missed by the student during the suspension

The student shall be responsible for contacting the student's teacher(s) to receive assignments to be completed in the supervised suspension classroom and the teacher(s) shall provide all assignments and tests that the student will miss while suspended

If no such work is assigned, the person supervising the suspension classroom shall assign schoolwork.
At the time a student is assigned to an on-campus suspension classroom, the principal or designee shall notify the student's parent/guardian, or if the student is a foster youth, the foster youth's educational rights holder, attorney, and county social worker, or, if the student if an Indian child, the Indian child's tribal social worker and, if applicable, county social worker, in person, by email, or by telephone. When the assignment is for longer than one class period, this notification shall be made in writing. (Education Code 48911.1)

Superintendent or Principal's Authority to Recommend Expulsion

Unless the Superintendent or principal determines that expulsion should not be recommended under the circumstances or that an alternative means of correction would address the conduct, the Superintendent or principal shall recommend a student's expulsion for any of the following acts: (Education Code 48915)
Causing serious physical injury to another person, except in self-defense

Possession of any knife or other dangerous object of no reasonable use to the student

Unlawful possession of any controlled substance as listed in Health and Safety Code 11053-11059, except for:

The first offense for the possession of not more than one ounce of marijuana, other than concentrated cannabis

The student's possession of over-the-counter medication for use by the student for medical purposes

Medication prescribed for the student by a physician

Robbery or extortion

Assault or battery, as defined in Penal Code 240 and 242, upon any school employee
In determining whether to recommend the expulsion of a student, the Superintendent, principal, or designee shall act as quickly as possible to ensure that the student does not lose instructional time. (Education Code 48915)

Student's Right to Expulsion Hearing

Any student recommended for expulsion shall be entitled to a hearing to determine whether the student should be expelled. The hearing shall be held within 30 school days after the Superintendent, principal, or designee determines that the student has committed the act(s) that form the basis for the expulsion recommendation. (Education Code 48918(a))

The student is entitled to at least one postponement of an expulsion hearing for a period of not more than 30 calendar days. The request for postponement shall be in writing. Any subsequent postponement may be granted at the Board's discretion. (Education Code 48918(a))

If the Board finds it impractical during the regular school year to comply with these time requirements for conducting an expulsion hearing, the Superintendent or designee may, for good cause, extend the time period by an additional five school days. Reasons for the extension shall be included as a part of the record when the expulsion hearing is held. (Education Code 48918(a))

If the Board finds it impractical to comply with the time requirements of the expulsion hearing due to a summer recess of Board meetings of more than two weeks, the days during the recess shall not be counted as school days. The days not

counted during the recess may not exceed 20 school days, as defined in Education Code 48925. Unless the student requests in writing that the expulsion hearing be postponed, the hearing shall be held not later than 20 calendar days prior to the first day of the next school year. (Education Code 48918(a))

Once the hearing starts, all matters shall be pursued with reasonable diligence and concluded without unnecessary delay. (Education Code 48918(a))

Stipulated Expulsion

After a determination that a student has committed an offense for which the student may be expelled, the Superintendent, principal, or designee shall offer the student, the student's parent/guardian, or, when applicable, other person holding the right to make educational decisions for the student, the option to waive a hearing and stipulate to the expulsion or to a suspension of the expulsion under certain conditions. The offer shall be made only after written notice of the expulsion hearing pursuant to Education Code 48918 has been given.

The stipulation agreement shall be in writing and shall be signed by the student, the student's parent/guardian, or, when applicable, the person holding the right to make educational decisions for the student. The stipulation agreement shall include notice of all the rights that the student is waiving, including the waiving of the right to have a full hearing, to appeal the expulsion to the County Board of Education, and to consult legal counsel.

A stipulated expulsion agreed to by the student, the student's parent/guardian, or, when applicable, the person holding the right to make educational decisions for the student, shall be effective upon approval by the Board.

Rights of Complaining Witness

An expulsion hearing involving allegations of sexual assault or sexual battery may be postponed for one school day in order to accommodate the special physical, mental, or emotional needs of a student who is the complaining witness. (Education Code 48918.5)

Whenever the Superintendent or designee recommends an expulsion hearing that addresses allegations of sexual assault or sexual battery, the Superintendent or designee shall give the complaining witness a copy of the district's suspension and expulsion policy and regulation and shall advise the witness of the right to: (Education Code 48918.5)
Receive five days' notice of the scheduled testimony at the hearing

Have up to two adult support persons present at the hearing at the time the witness testifies

Have a closed hearing during the time the witness testifies
Whenever any allegation of sexual assault or sexual battery is made, the Superintendent or designee shall immediately advise complaining witnesses and accused students to refrain from personal or telephone contact with each other during the time when an expulsion process is pending. (Education Code 48918.5)

Written Notice of the Expulsion Hearing

Written notice of the expulsion hearing shall be forwarded to the student and the student's parent/guardian at least 10 calendar days before the date of the hearing. The notice shall include: (Education Code 48900.8, 48918(b))
The date and place of the hearing

A statement of the specific facts, charges, and offense upon which the proposed expulsion is based

A copy of district disciplinary rules which relate to the alleged violation

Notification of the student's or parent/guardian's obligation, pursuant to Education Code 48915.1, to provide information about the student's status in the district to any other district in which the student seeks enrollment

This obligation applies when a student is expelled for acts other than those described in Education Code 48915(a) or (c).

The opportunity for the student or the student's parent/guardian to appear in person or be represented by legal counsel or by a nonattorney adviser

Legal counsel means an attorney or lawyer who is admitted to the practice of law in California and is an active member of the State Bar of California.

Nonattorney adviser means an individual who is not an attorney or lawyer, but who is familiar with the facts of the case and has been selected by the student or student's parent/guardian to provide assistance at the hearing.

The right to inspect and obtain copies of all documents to be used at the hearing

The opportunity to confront and question all witnesses who testify at the hearing

The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf, including witnesses
Additional Notice of Expulsion Hearing for Foster Youth, Homeless Students, and Indian Children

If the student facing expulsion is a foster student or Indian child, the Superintendent or designee shall also send notice of the hearing to the foster youth's educational rights holder, attorney, and county social worker, or the Indian child's tribal social worker and, if applicable, county social worker, at least 10 calendar days prior to the hearing. (Education Code 48918.1)

If the student facing expulsion is a student experiencing homelessness, the Superintendent or designee shall also send notice of the hearing to the district liaison for homeless students at least 10 calendar days prior to the hearing. (Education Code 48918.1)

Any notice for these purposes may be provided by the most cost-effective method possible, including by email or a telephone call. (Education Code 48918.1)

Conduct of Expulsion Hearing

Closed Session: Notwithstanding Education Code 35145, the Board shall conduct a hearing to consider the expulsion of the student in a session closed to the public unless the student requests in writing at least five days prior to the hearing that the hearing be a public meeting. If such a request is made, the meeting shall be public to the extent that privacy rights of other students are not violated. (Education Code 48918)

Whether the expulsion hearing is held in closed or public session, the Board may meet in closed session to deliberate and determine whether the student should be expelled. If the Board admits any other person to this closed session, the parent/guardian, the student, and the counsel of the student also shall be allowed to attend the closed session. (Education Code 48918(c))

If a hearing that involves a charge of sexual assault or sexual battery is to be conducted in public, a complaining witness shall have the right to testify in closed session when testifying in public would threaten serious psychological harm to the witness and when there are no alternative procedures to avoid the threatened harm, including, but not limited to, a videotaped deposition or contemporaneous examination in another place communicated to the hearing room by closed-circuit television. (Education Code 48918(c)

Record of Hearing: A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made. (Education Code 48918(g))

Subpoenas: Before commencing a student expulsion hearing, the Board may issue subpoenas, at the request of either the student or the Superintendent or designee, for the personal appearance at the hearing of any person who actually witnessed the action that gave rise to the recommendation for expulsion. After the hearing has commenced, the Board or the hearing officer or administrative panel may issue such subpoenas at the request of the student or the County Superintendent of Schools or designee. All subpoenas shall be issued in accordance with Code of Civil Procedure 1985-1985.2 and enforced in accordance with Government Code 11455.20. (Education Code 48918(i))

Any objection raised by the student or the Superintendent or designee to the issuance of subpoenas may be considered by the Board in closed session, or in open session if so requested by the student, before the meeting. The Board's decision in response to such an objection shall be final and binding. (Education Code 48918(i))

If the Board determines, or if the hearing officer or administrative panel finds and submits to the Board, that a witness would be subject to unreasonable risk of harm by testifying at the hearing, a subpoena shall not be issued to compel the personal attendance of that witness at the hearing. However, that witness may be compelled to testify by means of a sworn declaration as described in Item #6 below. (Education Code 48918(i))

Presentation of Evidence: Technical rules of evidence shall not apply to the expulsion hearing, but relevant evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. The decision of the Board to expel shall be supported by substantial evidence that the student committed any of the acts pursuant to Education Code 48900 and listed in "Grounds for Suspension and Expulsion: Grades K-12," and "Additional Grounds for Suspension and Expulsion: Grades 4-12," above. (Education Code 48918(h))

Findings of fact shall be based solely on the evidence at the hearing. Although no finding shall be based solely on hearsay, sworn declarations may be admitted as testimony from witnesses whose disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm. (Education Code 48918(f))

In cases where a search of a student's person or property has occurred, evidence describing the reasonableness of the search shall be included in the hearing record.

Testimony by Complaining Witnesses: The following procedures shall be observed when a hearing involves allegations of sexual assault or sexual battery by a student: (Education Code 48918, 48918.5)

Any complaining witness shall be given five days' notice before being called to testify

Any complaining witness shall be entitled to have up to two adult support persons, including, but not limited to, a parent/guardian or legal counsel, present during the testimony

Before a complaining witness testifies, support persons shall be admonished that the hearing is confidential

The person presiding over the hearing may remove a support person who is disrupting the hearing

If one or both support persons are also witnesses, the hearing shall be conducted in accordance with Penal Code 868.5

Evidence of specific instances of prior sexual conduct of a complaining witness shall be presumed inadmissible and shall not be heard unless the person conducting the hearing determines that extraordinary circumstances require the evidence to be heard

Before such a determination is made, the complaining witness shall be given notice and an opportunity to oppose the introduction of this evidence. In the hearing on the admissibility of this evidence, the complaining witness shall be entitled to be represented by a parent/guardian, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of a complaining witness shall not be admissible for any purpose.

In order to facilitate a free and accurate statement of the experiences of the complaining witness and to prevent discouragement of complaints, the district shall provide a nonthreatening environment

The district shall provide a room separate from the hearing room for the use of the complaining witness before and during breaks in testimony

At the discretion of the person conducting the hearing, the complaining witness shall be allowed reasonable periods of relief from examination and cross-examination during which the complaining witness may leave the hearing room

The person conducting the hearing may:

Arrange the seating within the hearing room so as to facilitate a less intimidating environment for the complaining witness

Limit the time for taking the testimony of a complaining witness to normal school hours, if there is no good cause to take the testimony during other hours

(Permit one of the support persons to accompany the complaining witness to the witness stand

Decision: The Board's decision as to whether to expel a student shall be made within 40 school days after the student is removed from school, unless the student requests in writing that the decision be postponed. (Education Code 48918(a))
Alternative Expulsion Hearing: Hearing Officer or Administrative Panel

Instead of conducting an expulsion hearing itself, the Board may contract with the county hearing officer or with the Office of Administrative Hearings of the State of California for a hearing officer. The Board may also appoint an impartial administrative panel composed of three or more certificated personnel, none of whom shall be members of the Board or on the staff of the school in which the student is enrolled. (Education Code 48918)

A hearing conducted by the hearing officer or administrative panel shall conform to the same procedures applicable to a hearing conducted by the Board as specified above in "Conduct of Expulsion Hearing," including the requirement to issue a decision within 40 school days of the student's removal from school, unless the student requests that the decision be postponed. (Education Code 48918(a) and (d))

The hearing officer or administrative panel shall, within three school days after the hearing, determine whether to recommend expulsion of the student to the Board. If expulsion is not recommended, the expulsion proceeding shall be terminated and the student shall be immediately reinstated and permitted to return to the classroom instructional program from which the referral was made, unless another placement is requested in writing by the student's parent/guardian. Before the student's placement decision is made by the student's parent/guardian, the Superintendent or designee shall consult with the parent/guardian and district staff, including the student's teachers, regarding other placement options for the student in addition to the option to return to the classroom instructional program from which the student's expulsion referral was made. The decision to not recommend expulsion shall be final. (Education Code 48918(e))

If expulsion is recommended, findings of fact in support of the recommendation shall be prepared and submitted to the Board. All findings of fact and recommendations shall be based solely on the evidence presented at the hearing. The

Board may accept the recommendation based either upon a review of the findings of fact and recommendations submitted or upon the results of any supplementary hearing the Board may order. (Education Code 48918(f))

In accordance with Board policy, the hearing officer or administrative panel may recommend that the Board suspend the enforcement of the expulsion. If the hearing officer or administrative panel recommends that the Board expel a student but suspend the enforcement of the expulsion, the student shall not be reinstated and permitted to return to the classroom instructional program from which the referral was made until the Board has ruled on the recommendation. (Education Code 48917, 48918)

Final Action by the Board

Whether the expulsion hearing is conducted in closed or open session by the Board, a hearing officer, or an administrative panel or is waived through the signing of a stipulated expulsion agreement, the final action to expel shall be taken by the Board in public. (Education Code 48918(j))

The Board's decision is final. If the decision is to not expel, the student shall be reinstated immediately. If the decision is to suspend the enforcement of the expulsion, the student shall be reinstated under the conditions of the suspended expulsion.

Upon ordering an expulsion, the Board shall set a date when the student shall be reviewed for readmission to a school within the district. For a student expelled for any "mandatory recommendation and mandatory expulsion" act listed in "Authority to Expel" in the accompanying Board policy, this date shall be one year from the date the expulsion occurred, except that the Board may set an earlier date on a case-by-case basis. For a student expelled for other acts, this date shall be no later than the last day of the semester following the semester in which the expulsion occurred. If an expulsion is ordered during summer session or the intersession period of a year-round program, the Board shall set a date when the student shall be reviewed for readmission not later than the last day of the semester following the summer session or intersession period in which the expulsion occurred. (Education Code 48916)

At the time of the expulsion order, the Board shall recommend a plan for the student's rehabilitation, which may include: (Education Code 48916)
Periodic review, as well as assessment at the time of review, for readmission

Recommendations for improved academic performance, tutoring, special education assessments, job training, counseling, employment, community service, or other rehabilitative programs
With parent/guardian consent, students who have been expelled for reasons relating to controlled substances or alcohol may be required to enroll in a county-sponsored drug rehabilitation program before returning to school. (Education Code 48916.5)

Written Notice to Expel

The Superintendent or designee shall send written notice of the decision to expel to the student or parent/guardian. This notice shall include the following:
The specific offense committed by the student for any of the causes for suspension or expulsion listed above under "Grounds for Suspension and Expulsion: Grades K-12" or "Additional Grounds for Suspension and Expulsion: Grades 4-12" (Education Code 48900.8)

The fact that a description of readmission procedures will be made available to the student and parent/guardian (Education Code 48916)

Notice of the right to appeal the expulsion to the County Board (Education Code 48918)

Notice of the alternative educational placement to be provided to the student during the time of expulsion (Education Code 48918)

Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the expelling district, pursuant to Education Code 48915.1 (Education Code 48918)
Decision to Suspend Expulsion Order

In accordance with Board policy, when deciding whether to suspend the enforcement of an expulsion order, the Board shall take into account the following criteria:
The student's pattern of behavior

The seriousness of the misconduct

The student's attitude toward the misconduct and willingness to follow a rehabilitation program
The suspension of the enforcement of an expulsion shall be governed by the following:
The Board may, as a condition of the suspension of enforcement, assign the student to a school, class, or program appropriate for the student's rehabilitation

This rehabilitation program may provide for the involvement of the student's parent/guardian in the student's education. However, a parent/guardian's refusal to participate in the rehabilitation program shall not be considered in the Board's determination as to whether the student has satisfactorily completed the rehabilitation program. (Education Code 48917)

During the period when enforcement of the expulsion order is suspended, the student shall be on probationary status (Education Code 48917)

The suspension of the enforcement of an expulsion order may be revoked by the Board if the student commits any of the acts listed under "Grounds for Suspension and Expulsion: Grades K-12" or "Additional Grounds for Suspension and Expulsion: Grades 4-12" above, or violates any of the district's rules and regulations governing student conduct (Education Code 48917)

When the suspension of enforcement of an expulsion order is revoked, a student may be expelled under the terms of the original expulsion order (Education Code 48917)

Upon satisfactory completion of the rehabilitation assignment, the Board shall reinstate the student in a district school

Upon reinstatement, the Board may order the expunging of any or all records of the expulsion proceedings. (Education Code 48917)

The Superintendent or designee shall send written notice of any decision to suspend the enforcement of an expulsion order during a period of probation to the student or parent/guardian

The notice shall inform the parent/guardian of the right to appeal the expulsion to the County Board, the alternative educational placement to be provided to the student during the period of expulsion, and the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the expelling district, pursuant to Education Code 48915.1(b). (Education Code 48918(j))

Suspension of the enforcement of an expulsion order shall not affect the time period and requirements for the filing of an appeal of the expulsion order with the County Board (Education Code 48917)
Appeal

If a student is expelled from school, the student or parent/guardian is entitled to file an appeal of the Board's decision with the County Board. The appeal must be filed within 30 days of the Board's decision to expel, even if the expulsion order is suspended and the student is placed on probation. (Education Code 48919)

If the student submits a written request for a copy of the written transcripts and supporting documents from the district simultaneously with the filing of the notice of appeal with the County Board, the district shall provide the student with these documents within 10 school days following the student's written request. (Education Code 48919)

Notification to Law Enforcement Authorities

Prior to the suspension or expulsion of any student, the principal or designee shall notify appropriate city or county law enforcement authorities of any student acts of assault which may have violated Penal Code 245. (Education Code 48902)

The principal or designee shall notify appropriate city or county law enforcement authorities of any student acts which may involve the possession or sale of narcotics or of a controlled substance, or of any student acts involving the possession, sale, or furnishing of firearms, explosives, or other dangerous weapons in violation of Education Code 48915(c)(1) or (5) or Penal Code 626.9 and 626.10. (Education Code 48902)

Within one school day after a student's suspension or expulsion, the principal or designee shall notify appropriate county or district law enforcement authorities, by telephone or other appropriate means, of any student acts which may violate Education Code 48900(c) or (d), relating to the possession, use, offering, or sale of controlled substances, alcohol, or intoxicants of any kind. (Education Code 48902)

Placement During Expulsion

The Board shall refer expelled students to a program of study that is: (Education Code 48915, 48915.01)
Appropriately prepared to accommodate students who exhibit discipline problems

Not provided at a comprehensive middle, junior, or senior high school or at any elementary school, unless the program is offered at a community day school established at any of these

Not housed at the school site attended by the student at the time of suspension
When the placement described above is not available and when the County Superintendent so certifies, students expelled for only acts described in Items #6-12 under "Grounds for Suspension and Expulsion: Grades K-12" and Items #1-3 under "Additional Grounds for Suspension and Expulsion: Grades 4-12" above may be referred to a program of study that is provided at another comprehensive middle, junior, or senior high school or at an elementary school. (Education Code 48915)

The program for a student expelled from any of grades K-6 shall not be combined or merged with programs offered to students in any of grades 7-12. (Education Code 48916.1)

Readmission After Expulsion

Prior to the date set by the Board for the student's readmission:
The Superintendent or designee shall hold a conference with the student's parent/guardian, or other person holding the right to make educational decisions for the student, and the student

At the conference, the student's rehabilitation plan shall be reviewed and the Superintendent or designee shall verify that the provisions of this plan have been met. School regulations shall be reviewed and the student and the student's parent/guardian or other person holding the right to make educational decisions for the student shall be asked to indicate in writing their willingness to comply with these regulations.

The Superintendent or designee shall transmit to the Board a recommendation regarding readmission

The Board shall consider this recommendation in closed session. If a written request for open session is received from the student's parent/guardian or other person holding the right to make educational decisions for the student, or adult student, it shall be honored to the extent that privacy rights of other students are not violated.

If the readmission is granted, the Superintendent or designee shall notify the student and the student's parent/guardian, or other person holding the right to make educational decisions for the student, by registered mail, of the Board's decision regarding readmission

The Board may deny readmission only if it finds that the student has not satisfied the conditions of the rehabilitation plan or that the student continues to pose a danger to campus safety or to other district students or employees (Education Code 48916)

If the Board denies the readmission of a student, the Board shall determine either to continue the student's placement in the alternative educational program initially selected or to place the student in another program that serves expelled students, including placement in a county community school

The Board shall provide written notice to the expelled student and the student's parent/guardian, or other person holding the right to make educational decisions for the student, describing the reasons for denying readmittance into the regular program

This notice shall indicate the Board's determination of the educational program which the Board has chosen. The student shall enroll in that program unless the parent/guardian chooses to enroll the student in another school district. No student shall be denied readmission into the district based solely on the student's arrest, adjudication by a juvenile court, formal or informal supervision by a probation officer, detention in a juvenile facility, enrollment in a juvenile court school, or other such contact with the juvenile justice system. (Education Code 48645.5)

Maintenance of Records

The district shall maintain a record of each suspension and expulsion, including its specific cause(s). (Education Code 48900.8)

Expulsion records of any student shall be maintained in the student's mandatory interim record and sent to any school in which the student subsequently enrolls upon written request by that school. (Education Code 48918(k))

The Superintendent or designee shall, within five working days, honor any other district's request for information about an expulsion from this district. (Education Code 48915.1)

Notify Teacher of Dangerous Students

BP 4158

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An employee may use reasonable and necessary force for self-defense or defense of another person, to quell a disturbance threatening physical injury to others or damage to property, or to obtain possession of weapons or other dangerous objects within the control of a student. (Education Code 44807, 49001)

An employee shall promptly report to the principal or other immediate supervisor any attack, assault, or physical threat made against the employee by a student or by any other individual in relation to the performance of the employee's duties, and any action the employee took in response.

Additionally, the employee and the principal or other immediate supervisor shall promptly report to local law enforcement authorities an attack, assault, or physical threat made against the employee by a student. Reports of an attack, assault, or physical threat shall be forwarded immediately to the Superintendent or designee. (Education Code 44014)

Notice Regarding Student Offenses

When a student commits certain offenses that may endanger staff or others, the following procedures shall be implemented to notify staff members as appropriate:
Acts That Are Grounds for Suspension or Expulsion

The Superintendent or designee shall inform the teacher(s) of each student who, during the previous three school years, has engaged in or is reasonably suspected to have engaged in any act, except the possession or use of tobacco products, that would constitute a ground for suspension or expulsion as specified in Administrative Regulation 5144.1 - Suspension and Expulsion/Due Process (Education Code 49079)

This information shall be based upon district records maintained in the ordinary course of business or records received from a law enforcement agency. (Education Code 49079)

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

Information received by teacher(s) shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher (Education Code 48201, 49079)

Offenses Reported to the District by a Court

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

The principal or designee shall expeditiously disseminate this information to any counselor who directly supervises or reports on the student's behavior or progress and to any teacher or administrator directly supervising or reporting on the student's behavior or progress whom the principal or designee thinks may need the information in order to work

with the student appropriately, to avoid being needlessly vulnerable, or to protect others from vulnerability (Welfare and Institutions Code 827)

Any court-initiated information that a teacher, counselor, or administrator receives shall be kept confidential and used only to rehabilitate the student and protect other students and staff (Welfare and Institutions Code 827)

The information shall be further disseminated only when communication with the student, parent/guardian, law enforcement staff, and probation officer is necessary to rehabilitate the student or to protect students and staff. (Welfare and Institutions Code 827)

When a student is removed from school as a result of an offense, the Superintendent shall hold the court's information in a separate confidential file until the student is returned to the district (Welfare and Institutions Code 827)

If the student is returned to a different district, the Superintendent shall transmit the information provided by the student's parole or probation officer to the superintendent of the new district of attendance. (Welfare and Institutions Code 827)

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

Accommodations for Victims of Domestic Violence, Sexual Assault, Stalking, or Other Qualifying Acts of Violence

When requested by an employee who is a victim of domestic violence, sexual assault, stalking, or other qualifying acts of violence, the district shall provide the employee reasonable accommodations which may include the implementation of safety measures, including, but not limited to: (Government Code 12945.8)
A transfer, reassignment, or modified schedule

A changed work telephone or work station, including the permission to carry a telephone at work

An installed lock

Assistance in documenting domestic violence, sexual assault, stalking, or other qualifying act of violence that occurs in the workplace

Referral to a victim assistance organization

Another safety procedure or adjustment to a job structure, workplace facility, or work requirement in response to domestic violence, sexual assault, stalking, or other qualifying act of violence
The Superintendent or designee shall engage in a timely, good faith, and interactive process with the employee to determine effective reasonable accommodations that do not pose an undue hardship on the district. In determining whether an accommodation is reasonable, the Superintendent or designee shall consider any exigent circumstance or danger facing the employee or their family member. (Government Code 12945.8)

Upon the request of the Superintendent or designee, an employee requesting a reasonable accommodation shall provide a written statement, signed by the employee or an individual acting on the employee's behalf, certifying that the accommodation is for an authorized purpose. The Superintendent or designee may also request that the employee provide certification of the employee's status as a victim of domestic violence, sexual assault, stalking, or other qualifying act of violence. Such certification may include: (Government Code 12945.8)
A police report indicating that the employee, or a family member of the employee, was a victim

A court order protecting or separating the employee, or family member of the employee, from the perpetrator of the crime or abuse, or other evidence from the court or prosecuting attorney that the employee has appeared in court

Documentation from a licensed medical professional or health care provider, domestic violence or sexual assault counselor, victim advocate, or counselor that the employee, or family member of the employee, was undergoing treatment or receiving services for physical or mental injuries or abuse resulting in victimization from the crime or abuse

Any other form of documentation that reasonably verifies that the crime or abuse occurred, including, but not limited to, a written statement signed by the employee or by an individual acting on the employee's behalf
Any verbal or written statement, police or court record, or other documentation identifying an employee, or a family member of the employee, as a victim shall be confidential and shall not be disclosed by the district except as required by federal or state law or as necessary to protect the employee's safety in the workplace. The employee shall be notified before any authorized disclosure. (Government Code 12945.8)

Every six months after the date of the certification, the Superintendent or designee may request recertification of the employee's status as a victim of domestic violence, sexual assault, stalking, other specified offense, or ongoing circumstances related to the crime or abuse. The employee shall notify the Superintendent or designee if, due to changing circumstances, the employee needs a new accommodation or no longer needs an accommodation. If a new accommodation is needed, the Superintendent or designee shall follow the procedures described above when making the initial determination regarding effective reasonable accommodations. (Government Code 12945.8)

The district shall not discharge or retaliate against an employee because of the employee's status as a victim of crime or abuse or for requesting a reasonable accommodation, regardless of whether the request was granted. (Government Code 12945.8)

Nondiscrimination/Harassment and Hate Crime Reporting– BP/AR BP 5145.3

Original Adopted Date: 10/22/2018 | Last Revised Date: 10/09/2025 | Last Reviewed Date: 10/09/2025Status: ADOPTED

The Governing Board desires to provide a welcoming, safe, and supportive school environment that allows all students equal access to and opportunities in the district's academic, extracurricular, and other educational support programs, services, and activities.

This policy shall apply to all acts constituting unlawful discrimination or harassment related to district activity or attendance, to acts which occur off campus or outside of district-related or district-sponsored activities but which may have an impact or create a hostile environment at school, and to all acts of the Board and the Superintendent in enacting policies and procedures that govern the district.

The Board prohibits, at any district school or activity, unlawful discrimination, including discriminatory harassment, intimidation, and bullying, against an individual or group based on one, or a combination of two or more, protected characteristics, which include, but may not be limited to, race or ethnicity; ancestry; color; ethnic group identification; nationality; national origin; immigration status; sex; sexual orientation; sex stereotypes; gender; gender identity; gender expression; religion; disability; medical condition; genetic information; pregnancy, false pregnancy, childbirth, termination of pregnancy, or related conditions or recovery; and parental, marital, and family status; a perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics. (Education Code 200, 210.1, 210.2, 212, 212.1, 220, 221.51, 230, 260; Government Code 11135, 12926; 20 USC 1681-1688, 42 USC 2000d-2000d-7)

Unlawful discrimination, including discriminatory harassment, intimidation, or bullying, may result from physical, verbal, nonverbal, or written conduct based on any of the categories listed above. Unlawful discrimination also occurs when prohibited conduct is so severe, persistent, or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; has the effect of substantially or unreasonably interfering with a student's academic performance; or otherwise adversely affects a student's educational opportunities.

Unlawful discrimination also includes disparate treatment of students based on one of the categories above with respect to the provision of opportunities to participate in district programs or activities or the provision or receipt of educational benefits or services.

Because unlawful discrimination could occur when disciplining students, including suspension and expulsion, the Superintendent or designee shall ensure that staff enforce discipline rules fairly, consistently and in a non-discriminatory manner, as specified in Board Policy and Administrative Regulation 5144 - Discipline, Board Policy and Administrative Regulation 5144.1 - Suspension and Expulsion/Due Process, and Administrative Regulation 5144.2 - Suspension and Expulsion/Due Process (Students With Disabilities).

The Board also prohibits any form of retaliation against any individual who reports or participates in the reporting of unlawful discrimination, files or participates in the filing of a complaint, or investigates, participates, or refuses to participate in the investigation of a complaint or report alleging unlawful discrimination. Retaliation complaints shall be investigated and resolved in the same manner as a discrimination complaint.

The Superintendent or designee shall facilitate students' access to the educational program by publicizing the district's nondiscrimination policy and related complaint procedures to students, parents/guardians, and employees. In addition,

the Superintendent or designee shall post the district's policies prohibiting discrimination, harassment, intimidation, and bullying and other required information on the district's website in a manner that is easily accessible to parents/guardians and students, in accordance with law and the accompanying administrative regulation. (Education Code 234.1, 234.6; 34 CFR 106.8)

The Superintendent or designee shall provide training and/or information on the scope and use of the policy and complaint procedures and take other measures designed to increase understanding of the requirements of law related to discrimination. The Superintendent or designee shall regularly review the implementation of the district's nondiscrimination policies and practices and, as necessary, shall take action to remove any identified barrier to student access to or participation in the district's educational program. The Superintendent or designee shall report the findings and recommendations to the Board after each review.

Regardless of whether a complainant complies with the writing, timeline, and/or other formal filing requirements, all complaints alleging unlawful discrimination, including discriminatory harassment, intimidation, or bullying, shall be investigated and prompt action taken to stop the discrimination, prevent recurrence, and address any continuing effect on students.

Students who engage in unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, in violation of law, Board policy, or administrative regulation shall be subject to appropriate consequence or discipline, which may include suspension or expulsion when the behavior is severe or pervasive as defined in Education Code 48900.4. Any employee who permits or engages in prohibited discrimination related to a district activity, attendance, or district-related or district-sponsored activity, including discriminatory harassment, intimidation, retaliation, or bullying, shall be subject to disciplinary action, up to and including dismissal.

When a student has been suspended, or other means of correction have been implemented against the student for an incident of racist bullying, harassment, or intimidation, the principal or designee may engage both the victim and perpetrator in a restorative justice practice suitable to the needs of the students. The principal or designee may also require the perpetrator to engage in a culturally sensitive program that promotes racial justice and equity and combats racism and ignorance and regularly check on the victim to ensure that the victim is not in danger of suffering from any long-lasting mental health issues. (Education Code 48900.5)

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

Complaints alleging unlawful discrimination in district programs and activities shall be investigated and resolved in accordance with Board Policy 1312.3 - Uniform Complaint Procedures, when required by law. However, complaints alleging sexual harassment under Title IX shall be investigated and resolved in accordance with the procedures specified in Administrative Regulation 5145.71 - Title IX Sexual Harassment Complaint Procedures.

Record-Keeping

The Superintendent or designee shall maintain a record of all reported cases of unlawful discrimination, including discriminatory harassment, intimidation, or bullying, to enable the district to monitor, address, and prevent repetitive prohibited behavior in district schools.

A/R

Original Adopted Date: 10/22/2018 | Last Revised Date: 10/09/2025 | Last Reviewed Date: 10/09/2025Status: ADOPTED

The district designates the individual(s) identified below as the Compliance Officer(s). The employee(s) is responsible for coordinating the district's efforts to comply with applicable state and federal civil rights laws and to answer inquiries regarding the district's nondiscrimination policies. The individual(s) shall also serve as the Compliance Officer(s) specified in Administrative Regulation 1312.3 - Uniform Complaint Procedures as the responsible employee to handle complaints alleging unlawful discrimination of a student, and the Title IX Coordinator specified in Administrative Regulation 5145.7 - Sexual Harassment as the responsible employee to handle complaints alleging unlawful sexual harassment, as permitted by law. The Compliance Officer(s) may be contacted at: (Education Code 234.1; 5 CCR 4621)

Assistant Superintendent of Educational Services
2100 J Street
Eureka, CA 95501
Tel: 707-441-3363

Measures to Prevent Discrimination

To prevent unlawful discrimination, including discriminatory harassment, intimidation, retaliation, and bullying, of students at district schools or activities and to ensure equal access of all students to the educational program, the Superintendent or designee shall implement the following measures:

Publicize the district's nondiscrimination policy and related complaint procedures, including the Compliance Officer's contact information, to students, parents/guardians, employees, volunteers, and the general public by posting them in prominent locations and providing easy access to them through district-supported communications

Post the district's policies and procedures prohibiting discrimination, harassment, student sexual harassment, intimidation, bullying, and cyberbullying, including a section on social media bullying that includes all of the references described in Education Code 234.6 as possible forums for social media, in a prominent location on the district's website in a manner that is easily accessible to parents/guardians and students (Education Code 234.1, 234.6)

Post the definition of sex discrimination and harassment as described in Education Code 230, including the rights set forth in Education Code 221.8, in a prominent location on the district's website in a manner that is easily accessible to parents/guardians and students (Education Code 234.6)

Post in a prominent location on the district website in a manner that is easily accessible to parents/guardians and students information regarding Title IX prohibitions against discrimination based on a student's sex, including the following: (Education Code 221.6, 221.61, 234.6)

The name and contact information of the district's Title IX Coordinator, including the phone number and email address

The rights of students and the public and the responsibilities of the district under Title IX, including a list of rights as specified in Education Code 221.8 and web links to information about those rights and responsibilities located on the websites of the Office for Equal Opportunity and the U.S. Department of Education's Office for Civil Rights (OCR)

A description of how to file a complaint of noncompliance under Title IX, which shall include:

An explanation of the statute of limitations within which a complaint must be filed after an alleged incident of discrimination has occurred and how a complaint may be filed beyond the statute of limitations

An explanation of how the complaint will be investigated and how the complainant may further pursue the complaint, including web links to this information on OCR's website

A web link to the OCR complaints form and the contact information for the office, including the phone number and email address for the office

A link to the Title IX information included on the California Department of Education's (CDE) website

Post CDE's standardized incident form to track racial discrimination, harassment, or hazing that occurs at high school sporting games or events, including information on how to submit a completed incident form to the district (Education Code 33353)

Post a link to statewide CDE-compiled resources, including community-based organizations, that provide support to youth who have been subjected to school-based discrimination, harassment, intimidation, or bullying and to their families (Education Code 234.5. 234.6)

Such resources shall be posted in a prominent location on the district's website in a manner that is easily accessible to parents/guardians and students. (Education Code 234.6)

Provide to students a handbook that contains age-appropriate information that clearly describes the district's nondiscrimination policy, procedures for filing a complaint, and resources available to students who feel that they have been the victim of any such behavior

Annually notify all students and parents/guardians of the district's nondiscrimination policy, including its responsibility to provide a safe, nondiscriminatory school environment for all students

The notice shall inform students and parents/guardians that they may request to meet with the Compliance Officer to determine how best to accommodate or resolve concerns that may arise from the district's implementation of its nondiscrimination policies. The notice shall also inform all students and parents/guardians that, to the extent possible, the district will address any individual student's interests and concerns in private.

Ensure that students and parents/guardians, including those with limited English proficiency, are notified of how to access the relevant information provided in the district's nondiscrimination policy and related complaint procedures, notices, and forms in a language they can understand

If 15 percent or more of students enrolled in a particular district school speak a single primary language other than English, the district's policy, regulation, forms, and notices concerning nondiscrimination shall be translated into that language in accordance with Education Code 234.1 and 48985. In all other instances, the district shall ensure meaningful access to all relevant information for parents/guardians with limited English proficiency.

Provide to students, employees, volunteers, and parents/guardians age-appropriate training and/or information regarding the district's nondiscrimination policy; what constitutes prohibited discrimination, including discriminatory harassment, intimidation, retaliation, or bullying; how and to whom a report of an incident should be made; and how to guard against segregating or stereotyping students when providing instruction, guidance, supervision, or other services to them

Such training and information shall include details of guidelines the district may use to provide a discrimination-free environment for all district students.

Provide to certificated employees serving students in grades 7-12 information on existing school and community resources related to the support of lesbian, gay, bisexual, transgender, queer, and questioning (LGBTQ+) students, or related to the support of students who may face bias or bullying on the basis of any of the actual or perceived characteristics in Penal Code 422.55, including immigration status; Education Code 220; and disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation; or association with a person or group with one or more of these actual or perceived characteristics (Education Code 234.1)

For the 2025-2026 school year through the 2029-2030 school year, provide annually to certificated employees serving students in grades 7-12 at least one hour of training to support LGBTQ+ cultural competency in accordance with Education Code 218.3

At the beginning of each school year, inform school employees that any employee who witnesses any act of unlawful discrimination, including discriminatory harassment, intimidation, or bullying, against a student is required to intervene if it is safe to do so (Education Code 234.1)

At the beginning of each school year, inform each principal or designee of the district's responsibility to provide appropriate assistance or resources to protect students from threatened or potentially discriminatory behavior and ensure their privacy rights

Process for Initiating and Responding to Complaints

Students who feel that they have been subjected to unlawful discrimination described above or in district policy are strongly encouraged to immediately contact the Compliance Officer, Title IX Coordinator, principal, or any other staff member. In addition, students who observe any such incident are strongly encouraged to report the incident to the Compliance Officer, Title IX Coordinator, or principal, regardless of whether the alleged victim files a complaint.

Any district employee who observes an incident of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, or to whom such an incident is reported, shall report the incident to the Compliance Officer, Title IX Coordinator, or principal within one workday, regardless of whether the alleged victim files a complaint.

Any school employee who witnesses an incident of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, shall immediately intervene to stop the incident when it is safe to do so. (Education Code 234.1)

When a report of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, is made to or received by the principal, Compliance Officer, or Title IX Coordinator, the principal, Compliance Officer, or Title IX Coordinator shall notify the student or parent/guardian of the right to file a formal complaint in accordance with Administrative Regulation 1312.3 - Uniform Complaint Procedures or, for complaints of sexual harassment that meet the federal Title IX definition, Administrative Regulation 5145.71 - Title IX Sexual Harassment Complaint Procedures. Once notified verbally or in writing, the Compliance Officer or Title IX Coordinator shall begin the investigation and shall implement immediate measures necessary to stop the discrimination and ensure that all students have access to the educational program and a safe school environment. Any interim measures adopted to address unlawful discrimination

shall, to the extent possible, not disadvantage the complainant or a student who is the victim of the alleged unlawful discrimination.

Any report or complaint alleging unlawful discrimination by the principal, Compliance Officer, Title IX Coordinator, or any other person to whom a report would ordinarily be made or complaint filed shall instead be made to or filed with the Superintendent or designee who shall determine how the complaint will be investigated.

Support for Intersex, Nonbinary, Transgender and Gender-Nonconforming Students

Gender refers to a student's sex, and includes a student's gender identity and gender expression. (Education Code 210.7)

Gender identity refers to a student's gender-related identity, appearance, or behavior as determined from the student's internal sense, regardless of whether that gender-related identity, appearance, or behavior is different from that traditionally associated with the student's physiology or assigned sex at birth.

Gender expression refers to a student's gender-related appearance and behavior, regardless of whether stereotypically associated with the student's assigned sex at birth. (Education Code 210.7)

Gender transition refers to the process in which a student changes from living and identifying as the sex assigned to the student at birth to living and identifying as the sex that corresponds to the student's gender identity.

Gender-nonconforming refers to when a student's gender expression differs from stereotypical expectations.

Intersex refers to when a student has natural bodily variations in anatomy, hormones, chromosomes, and other traits that differ from expectations generally associated with female and male bodies.

Nonbinary refers to when a student's gender identity falls outside of the traditional conception of strictly either female or male, regardless of whether the student identifies as transgender, was born with intersex traits, uses gender-neutral pronouns, or uses agender, genderqueer, pangender, gender nonconforming, gender variant, or such other more specific term to describe their gender.

Sex refers to the biological condition of being a female or male human being. (5 CCR 4910)

Transgender refers to when a student's gender identity is different from the sex assigned at birth.

The district shall ensure that all students, regardless of sex, gender, gender identity or gender expression, are afforded the same rights, benefits, and protections provided to students by law and Board policy. To do so, the Superintendent or designee shall address each situation that arises on a case-by-case basis and in accordance with the following guidelines:

Acceptance of a Student's Gender Identity: The district shall accept the student's assertion of the student's gender identity and treat the student consistent with that gender identity unless district personnel present a credible and supportable basis for believing that the student's assertion is for an improper purpose

Use of Names and Pronouns: Upon request by a student, district personnel shall address the student by the requested name and pronoun(s), without the necessity of a court order or a change to the student's mandatory permanent student record

Inadvertent slips or honest mistakes by district personnel in the use of the student's name and/or pronouns may not constitute a violation of this administrative regulation or the accompanying Board policy.

Accessibility to Sex-Segregated Facilities, Programs, and Activities: When the district maintains sex-segregated facilities, such as restrooms and locker rooms, or offers sex-segregated programs and activities, such as physical education classes, intermural sports, and interscholastic athletic programs, students shall be permitted to access facilities and participate in programs and activities consistent with their gender identity

Additionally, a student shall be permitted to participate in accordance with the student's gender identity in other circumstances where students are separated by sex, such as for class discussions, yearbook pictures, and field trips.

To address any student's privacy concerns in using sex-segregated facilities, the district shall consider offering a gender-neutral or single-use restroom or changing area, a bathroom stall with a door, an area in the locker room separated by a curtain or screen, or use of the locker room before or after the other students. However, in no case shall the district require a student to utilize these options because of the student's sex, gender, gender identify, or gender expression. A student's right to participate in a sex-segregated activity in accordance with the student's gender identity shall not render invalid or inapplicable any other eligibility rule established for participation in the activity.

Beginning July 1, 2026, each school shall provide and maintain at least one all-gender restroom for student use that meets the requirements of Education Code 35292.5.

Adherence to Uniforms/Dress Code: A student has the right to dress in a manner consistent with the student's gender identity, subject to any dress code adopted on a school site, which may not discriminate on the basis of sex, gender, gender identity or gender expression

Equal Access to Educational Programs and Activities: Upon request by a student based on the student's gender identity or gender expression, the Compliance Officer shall identify and develop strategies for ensuring that the student's access to educational programs and activities is maintained

The Compliance Officer shall consider the rights of all students and how those rights may affect and be affected by the rights of other students. Additionally, the Compliance Officer shall identify specific school site employee(s) to whom the student may report any problem related to the student's sex, gender, gender identity, or gender expression so that prompt action can be taken to address it. Alternatively, if appropriate and desired by the student, the school may form a support team for the student that will meet periodically to assess whether the arrangements for the student are providing equal access to programs and activities.

Right to privacy: A student's sex, gender, gender identity, and gender status is private information

The district may only disclose such information to others when the disclosure is permitted by law, with the student's prior written consent, or when the district has compelling evidence that disclosure is necessary to preserve the student's physical or mental well-being. (Education Code 220.3, 220.5; 34 CFR 99.31, 99.36)

Student Records: A student's sex and legal name shall be maintained as part of a student's mandatory permanent student record as specified in 5 CCR 432 and shall only be changed with proper documentation (Education Code 49061-49072)

When a request to change a student's gender or name is submitted without proper documentation, any change to the student's gender or name shall be applied only to documents not included in the mandatory permanent student record such as attendance sheets, report cards, and school identification.

The Superintendent or designee shall follow this guideline such that it does not change or alter the obligations of the district to maintain student records in accordance with Board Policy/Administrative Regulation 5125 - Student Records, and to ensure access to such records in accordance with Board Policy/Administrative Regulation 1340 - Access to District Records.
The district prohibits any act of verbal, nonverbal, or physical aggression, intimidation, or hostility, including any such act based on sex, gender, gender identity, or gender expression, or that have the purpose or effect of producing a negative impact on the student's academic performance or of creating an intimidating, hostile, or offensive educational environment, regardless of whether the acts are sexual in nature, including, but not limited to:
Refusing to address or refer to a student in a manner consistent with the student's gender identity

Disciplining a student or excluding the student from participating in activities, for behavior or appearance that is consistent with the student's gender identity or that does not conform to stereotypical notions of masculinity or femininity

Blocking, prohibiting, or restricting a student's entry to the restroom that corresponds to the student's gender identity

Disclosing student records that reveal a student's gender identity to individuals who do not have a legitimate need for the information except as permitted by law

Verbally or physically assaulting a student because of the student's sex, gender, gender identity, or gender expression, including, but not limited to, causing, attempting to cause, threatening to cause, or participating in an act of hate violence on the basis of sex, gender, gender identity, or gender expression

Sexual Harassment – BP/AR 5145.7

Original Adopted Date: 03/09/2017 | Last Revised Date: 10/09/2025 | Last Reviewed Date: 10/09/2025Status: ADOPTED

The district does not discriminate on the basis of sex in any of its programs or activities and complies with Title IX of the Education Amendments of 1972 and its implementing regulations.

The Governing Board is committed to maintaining a welcoming, safe, and supportive school environment that is free from discrimination and harassment. The Board prohibits at district or at district-sponsored or district-related activities, sexual harassment, as defined in the accompanying administrative regulation, targeted at any student.

Additionally, the Board prohibits retaliatory behavior or action against any person who reports, files a complaint, testifies about, assists with, or otherwise supports a complainant in alleging sexual harassment, or otherwise participates or refuses to participate in the complaint process established for the purpose of this policy. (Education Code 220.1, 221.8; 34 CFR 106.71)

The district strongly encourages students who feel that they are being or have experienced sexual harassment on district grounds or at a district-sponsored or district-related activity, or off-campus when the conduct has a continuing effect on campus, to immediately contact their teacher, the principal, the district's Title IX Coordinator, or any other available school employee.

Any employee who receives a report or observes an incident of sexual harassment by or against a student in a district education program or activity shall report the incident to the Title IX Coordinator within one workday.

Once notified, the Title IX Coordinator shall ensure that the complaint alleging sexual harassment is addressed through Administrative Regulation 5145.71 - Title IX Sexual Harassment Complaint Procedures or Board Policy/Administrative Regulation 1312.3 - Uniform Complaint Procedures, as applicable. Additionally, the Title IX Coordinator shall ensure that any implementation of Administrative Regulation 5145.71 - Title IX Sexual Harassment Complaint Procedures concurrently meets the requirements of Board Policy/Administrative Regulation 1312.3 - Uniform Complaint Procedures.

The Title IX Coordinator shall offer and coordinate supportive measures to the complainant and respondent, as deemed appropriate under the circumstances.

The Superintendent or designee shall inform students and parents/guardians of this policy in the manner specified in the accompanying administrative regulation.

The Superintendent or designee shall ensure that all district staff are trained regarding this policy, and that employees required to receive training related to their duties under Title IX receive training as specified in Administrative Regulation 4119.11/4219.11/4319.11 - Sexual Harassment. (Government Code 12950.1; 2 CCR 11023, 11024; 34 CFR 106.45)

Instruction/Information

The Superintendent or designee shall ensure that all district students receive age-appropriate information on sexual harassment. Such instruction and information shall include:
What acts and behavior constitute sexual harassment, including the fact that sexual harassment could occur between people of the same sex and could involve sexual violence

A clear message that students do not have to endure sexual harassment under any circumstance

Encouragement to report observed incidents of sexual harassment even when the alleged victim of the harassment has not complained

A clear message that student safety is the district's primary concern, and that any separate rule violation involving an alleged victim or any other person reporting a sexual harassment incident will be addressed separately and will not affect the manner in which the sexual harassment complaint will be received, investigated, or resolved

A clear message that, regardless of a complainant's noncompliance with the writing, timeline, or other formal filing requirements, every sexual harassment allegation that involves a student, whether as the complainant, respondent, or victim of the harassment, shall be investigated and action shall be taken to respond to the harassment, prevent recurrence, and address any continuing effect on students

Information about the district's procedures for investigating complaints and the person(s) to whom a report of sexual harassment should be made

Information about the rights of students and parents/guardians to file a civil or criminal complaint, as applicable, including the right to file a civil or criminal complaint while the district investigation of a sexual harassment complaint continues

A clear message that, when needed, the district will implement supportive measures to ensure a safe school environment for a student who is the complainant or victim of sexual harassment and/or other students during an investigation

Disciplinary Actions

Upon completion of an investigation of sexual harassment, any student found to have engaged in sexual harassment or sexual violence in violation of this policy shall be subject to disciplinary action. For students in grades 4-12, disciplinary action may include suspension and/or expulsion, provided that, in imposing such discipline, the entire circumstances of the incident(s) shall be taken into account.

Upon completion of an investigation of sexual harassment, any employee found to have engaged in sexual harassment or sexual violence toward any student shall be subject to disciplinary action, up to and including dismissal, in accordance with law and the applicable collective bargaining agreement.

Record-Keeping

The Superintendent or designee shall maintain records in accordance with law, including in accordance with Administrative Regulation 5145.71 - Title IX Sexual Harassment Complaint Procedures, and district policies and regulations, of all reported cases of sexual harassment to enable the district to monitor, address, and prevent repetitive harassing behavior in district schools.

A/R

Original Adopted Date: 03/09/2017 | Last Revised Date: 10/09/2025 | Last Reviewed Date: 10/09/2025Status: ADOPTED

Definitions

Sexual harassment is a form of sex discrimination and means sexual harassment and other harassment on the basis of one, or a combination of two or more protected characteristics, which include, but may not be limited to, sex; gender; gender identity; gender expression; sexual orientation; sex stereotypes; pregnancy, false pregnancy, childbirth, termination of pregnancy, or related conditions or recovery; and parental, marital, and family status. (Education Code 200, 210.2, 220, 221.51, 230, 260; Government Code 11135; 20 USC 1681-1688)

Sexual harassment includes, but is not limited to, unwelcome sexual advances, unwanted requests for sexual favors, or other unwanted verbal, visual, or physical conduct of a sexual nature made against another person of the same or opposite sex in the educational setting, under any of the following conditions: (Education Code 212.5; 5 CCR 4916)
Submission to the conduct is explicitly or implicitly made a term or condition of a student's academic status or progress

Submission to or rejection of the conduct by a student is used as the basis for academic decisions affecting the student

The conduct has the purpose or effect of having a negative impact on the student's academic performance or of creating an intimidating, hostile, or offensive educational environment

Submission to or rejection of the conduct by the student is used as the basis for any decision affecting the student regarding benefits and services, honors, programs, or activities available at or through any district program or activity
Any prohibited conduct that occurs off campus or outside of district-related or district-sponsored programs or activities will be regarded as sexual harassment in violation of district policy if it has a continuing effect on or creates a hostile school environment for the complainant or victim of the conduct.

For purposes of applying the complaint procedures specified in Title IX, sexual harassment is defined as any of the following forms of conduct that occurs in an education program or activity in which a district school exercises substantial control over the context and respondent: (34 CFR 106.30, 106.44)
A district employee conditioning the provision of a district aid, benefit, or service on the student's participation in unwelcome sexual conduct

Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a student equal access to the district's education program or activity

Sexual assault, dating violence, domestic violence, or stalking as defined in 20 USC 1092 or 34 USC 12291
Title IX Coordinator/Compliance Officer

The district designates the following individual as the responsible employee to coordinate its efforts to comply with Title IX. The individual shall also serve as the Compliance Officer specified in Administrative Regulation 1312.3 - Uniform Complaint Procedures and Administrative Regulation 5145.3 - Nondiscrimination/Harassment as the responsible employee to handle student complaints alleging unlawful discrimination, as permitted by law. The Title IX Coordinator may be contacted at:

Assistant Superintendent of Educational Services
2100 J Street
Eureka, CA 95501
Tel: 707-441-3363

Notifications

The Superintendent or designee shall notify students and parents/guardians that the district does not discriminate on the basis of sex as required by Title IX and that inquiries about the application of Title IX to the district may be referred to the district's Title IX Coordinator and/or to the Assistant Secretary for Civil Rights, U.S. Department of Education. (34 CFR 106.8)

The district shall notify students and parents/guardians of the name or title, office address, email address, and telephone number of the district's Title IX Coordinator. (34 CFR 106.8)

The Superintendent or designee shall ensure that a copy of the district's sexual harassment policy and regulation:
Is included in the notifications that are sent to parents/guardians at the beginning of each school year (Education Code 48980; 5 CCR 4917)

Is displayed in a prominent location in the main administrative building or other area where notices of district rules, regulations, procedures, and standards of conduct are posted (Education Code 231.5)

Is summarized on a poster, which shall be prominently and conspicuously displayed in each bathroom and locker room at each school

The poster may be displayed in public areas that are accessible to and frequented by students, including, but not limited to, classrooms, hallways, gymnasiums, auditoriums, and cafeterias. The poster shall display the rules and procedures for reporting a charge of sexual harassment; the name, phone number, and email address of an appropriate school employee to contact to report sexual harassment; the rights of the reporting student, the complainant, and the respondent; and the responsibilities of the school. (Education Code 231.6)

Is posted, along with the name or title and contact information of the Title IX Coordinator, in a prominent location on the district's website in a manner that is easily accessible to parents/guardians and students (Education Code 234.6; 34 CFR 106.8)

Is provided as part of any orientation program conducted for new and continuing students at the time the student is enrolled or at the beginning of each quarter, semester, or summer session (Education Code 231.5)

Appears in any school or district publication that sets forth the school's or district's comprehensive rules, regulations, procedures, and standards of conduct (Education Code 231.5)
Reports and Complaints

A student or a student's parent(s)/guardian(s) who believes that the student has been subjected to sexual harassment in a district program or activity or who has witnessed sexual harassment is strongly encouraged to report the incident to the district's Title IX Coordinator, a teacher, the principal, or any other available school employee. Within one workday of receiving such a report, the principal or other school employee shall forward the report to the district's Title IX Coordinator. Any school employee who observes an incident of sexual harassment shall, within one workday, report the observation to the Title IX Coordinator as specified in the accompanying Board policy. The report shall be made regardless of whether the alleged victim files a formal complaint or requests confidentiality.

When a report or complaint of sexual harassment involves off-campus conduct, the Title IX Coordinator shall assess whether the conduct may create or contribute to the creation of a hostile school environment. If the Title IX Coordinator determines that a hostile environment may be created, the complaint shall be investigated and resolved in the same manner as if the prohibited conduct occurred at school.

When a verbal or informal report of sexual harassment is submitted, the Title IX Coordinator shall inform the student or parent/guardian of the right to file a formal written complaint in accordance with applicable district complaint procedures.

All complaints alleging sexual harassment against students in the school setting shall be investigated and resolved in accordance with law and district procedures. The district's Title IX Coordinator shall review the allegations to determine the applicable procedure for responding to the complaint. All complaints that meet the definition of sexual harassment under Title IX shall be investigated and resolved in accordance with Administrative Regulation 5145.71 - Title IX Sexual Harassment Complaint Procedures. Other sexual harassment complaints shall be investigated and resolved pursuant to Board Policy and Administrative Regulation 1312.3 - Uniform Complaint Procedures.

If sexual harassment is found following an investigation, the Title IX Coordinator, or designee in consultation with the Title IX Coordinator, shall take prompt action to stop the sexual harassment, prevent recurrence, implement remedies, and address any continuing effects.

Safe Routes to School Program – BP 5142.2

The Governing Board recognizes that walking, bicycling, and other forms of active transport to school increase students' physical activity and reduce vehicle traffic and air pollution in the vicinity of schools. As part of the district's coordinated approach to supporting student wellness and safety and enhancing student learning and achievement, the Superintendent or designee shall develop and implement strategies to establish and encourage safe routes to school program activities.

All students shall have equitable access and opportunity to participate in the district's safe routes to school program.

The Superintendent or designee may appoint a program coordinator and identify or establish district and/or school site committees to oversee and coordinate related activities.

The Superintendent or designee may collaborate with local public works and public safety departments, transportation agencies, other city and county agencies, school staff, students, parents/guardians and parent organizations, health organizations, community organizations, and/or businesses in the development, implementation, and evaluation of strategies.

Strategies in support of the safe routes to school program shall be based on the grade levels of the students and an assessment of the conditions and needs of each school and the surrounding neighborhoods.

The Superintendent or designee shall explore the availability of grant funds and other sources of funding to support related projects and activities.

The Superintendent or designee shall periodically report to the Board on the implementation of program activities and progress toward program goals. Such reports may include, but are not limited to, levels of participation in promotional and educational activities, survey results of parent/guardian attitudes about allowing their child to walk or bicycle to school, tallies of the numbers of students using various modes of travel to and from school and how these numbers have changed over time, records of student attendance and on-time arrival, and injury data within the school and/or district attendance boundaries.
Original Adopted Date: 05/19/2010
Last Revised Date: 11/18/2021

Safe Routes To School Program – AR 5142.2
District strategies to improve student safety along routes to school and to promote walking, bicycling, and other forms of active transport to school by students may include:
1. Education activities that promote safety and awareness, such as:

a. Instructing students about pedestrian and personal safety related to the use of electric or motorized and nonmotorized bicycles or scooters, including by local law enforcement, organizations specified in Education Code 38134, and public agencies that provide safety instructions on such bicycles and scooters.

b. Instructing students about the health, academic, and environmental benefits of walking, bicycling, and other forms of active transport to school

c. Offering driver safety information to high school students, parents/guardians, and the community to promote safety around school campuses and routes

2. Encouragement strategies designed to generate interest in active transport to school, such as:

a. Organizing or facilitating "walking school buses" and/or "bicycle trains" whereby students walk or bike to school in groups escorted by parents/guardians or other volunteers as needed

b. Organizing special events and activities, such as Walk or Bike to School Day, International Walk to School Month, or year-round competitions

c. Publicizing the district's efforts in order to build support of parents/guardians and the community, including providing information about the district's safe routes to school program in parent/guardian communications and in any notifications about transportation options

3. Enforcement strategies to deter unsafe behaviors of drivers, pedestrians, and bicyclists, such as:

a. Initiating or expanding crossing guard, student safety patrol, and/or parent/guardian safety patrol programs

b. Partnering with local law enforcement to help ensure that traffic laws are obeyed in the vicinity of schools and to implement appropriate measures such as placement of speed feedback monitors, ticketing, and/or driver safety campaigns

c. Monitoring to ensure that students who bicycle to school or who use skateboards, skates, or nonmotorized scooters wear helmets in accordance with Vehicle Code 21212

4. Engineering strategies that address the design, implementation, operation, and maintenance of traffic control devices or physical measures, such as:

a. Working with local government agencies, parents/guardians, school staff, and others as appropriate to gather data about environmental conditions and hazards along routes to school b. Working with local government agencies to make operational and physical improvements that reduce or eliminate hazards, such as reducing motor vehicle traffic speeds in the area and establishing safer and fully accessible crosswalks, walkways, trails, and bikeways

b. Assessing the adequacy, accessibility, and safety of bicycle parking at schools and making modifications as needed, such as increasing the number of or relocating bicycle racks and/or equipment storage areas

c. Considering safe routes to school when making decisions about siting and designing of new schools

5. Evaluation to assess progress toward program goals, including:

a. Gathering and interpreting data based on indicators established by the Superintendent and the Governing Board

b. Presenting data to the Board, program partners, and the public

c. Recommending program modifications as needed

6. Emerging technologies that aid in the prevention and mitigation of accidents

7. Emergency response in managing injuries after an accident occurs, including, but not limited to, training staff, crossing guards, student and/or parent/guardian safety patrols, and other volunteers who assist with drop-off and pick-up in emergency procedures

8. Equity, such that resources are distributed in a manner that provides safe access and participation in an equitable manner across the community

Original Adopted Date: 05/19/2010

This Safe Ingress and Egress Procedures Plan for a normal day at Winship Middle School is designed to prioritize student safety, streamline traffic flow, and ensure a secure campus environment through consistent supervision and clear protocols.

1. Student Drop-off and Pick-Up Procedures:
To ensure a safe and efficient flow of traffic, all drivers must adhere to the designated patterns during peak hours. Designated Locations: The primary drop-off and pick-up zone is located at the Front Curb (Main Entrance).Traffic Flow Pattern: * Vehicles must enter the campus via the Cypress Entrance and proceed in a single-file line. Drivers are required to pull forward as far as possible to the end of the "Loading Zone" to prevent street backups. Strict No-Idle Policy: To keep traffic moving, drivers must remain in their vehicles. Students should have bags ready to exit/enter quickly on the passenger side only. Alternative Pedestrian Route: Students walking or biking should enter through the Pedestrian Gate to avoid vehicle intersections.

2. Supervision Assignments:
Winship Middle School utilizes a "High-Visibility" model to monitor student safety during transitions. Supervision Post/Assigned Personnel/Primary Responsibility
A) Main Entrance & Bus Loop/Administrator & Campus Supervisor/Monitor bus unloading and crosswalk safety.
B) Drop-Off Loading Zone/Assigned Faculty (Rotating)/Assisting student movement and managing vehicle flow.
C) Back Field & Locker Area/Monitors and Custodial/Ensuring students move directly to the quad & classrooms.
D) West Pedestrian Gate/Campus Security/ Monitoring bike & pedestrian entry and vetting late arrivals.

3. Supervision Schedule:
Supervision is active throughout the school day to maintain a secure campus climate. Arrival: 7:45 AM – 8:36 AM (All gates and perimeter posts).Nutrition Break: 10:50 AM – 11:02 AM (Quad, Cafeteria, and Hallways).Lunch Period: 12:56 PM – 1:26 PM (Cafeteria, Outdoor Courts, and Field). Dismissal: 3:19 PM – 3:35 PM (Staging areas and all exit gates).

4. Visitor Access Protocols:
Winship Middle School maintains a "Closed Campus" policy for the safety of our students.
Single Point of Entry: All visitors must enter through the Main Front Office. All other perimeter gates remain locked during school hours.
Verification: Visitors must present a valid government-issued photo ID upon entry. Badge Issuance: IDs are processed through the visitor management system, and a printed photo badge will be issued.
Requirements: Badges must be worn prominently on the upper torso at all times. Visitors must sign out in the front office before departing.

5. Gate Access Procedures:
Securing the campus perimeter is a critical component of our daily safety routine.
Unlocking: The Lead Custodian is responsible for unlocking all perimeter and pedestrian gates at 7:30 AM.
School access thereafter is through to the Main Office.
Locking (End of Day): The Evening Custodial Crew performs a final perimeter sweep and double-locks all gates by 11:00 PM.

6. Additional Safety Measures:
Bus Loading/Unloading: The North Bus Loop is strictly off-limits to private vehicles during arrival and dismissal.
Staff Safety Patrols: Instructional leaders are stationed at interior hallway intersections to encourage "walk, don't run" behaviors and assist peers in finding their classrooms.

This emergency plan is designed to ensure a structured, calm, and efficient movement of people and vehicles during an evacuation. By separating pedestrian paths from vehicle routes, we minimize the risk of accidents and ensure emergency responders have clear access.

1. Primary Vehicle Routes:
The goal of primary routing is to provide the most direct access for Emergency Medical Services (EMS) while allowing for a one-way flow for parents. Emergency Responders: The Main Entrance Gate is designated exclusively for police, fire, and ambulance arrivals. No civilian traffic is permitted through this gate once an evacuation is triggered.

2. Alternate Vehicle Routes:
In the event that the parking lot is blocked, emergency vehicles will use the road adjacent to the logging track on the east side of campus.
3. Pedestrian Evacuation Paths:
Student safety relies on keeping foot traffic entirely separate from moving vehicles. Main Assembly Point: Students will exit classrooms and proceed to the Lower Turf Field. Off-Campus Walking Route: If the campus itself is unsafe (e.g., a gas leak), students will move via the Forestry Trail located behind the gymnasium. This path leads directly to the Community Community Center (0.5 miles away), which serves as our secondary reunification site. Mobility Assistance: Students with physical disabilities will be escorted via the ADA-compliant ramp at Hallway B, leading to the designated "Safe Zone" in the South Lot for immediate transport.

4. Estimated Pick-Up Times:
The following estimates are based on a student body of 400 and assume a "Staggered Release" protocol:
Stage Action Estimated Time
Initial Alert Emergency services arrive; staff secure students in assembly areas.10–15 minutes
Wave 1 Pickup Immediate family of students in Grades K-2 and those with special needs.20–30 minutes
Wave 2 Pickup General student population pickup via the South Maple loop.45–60 minutes
Full Clearance: Final sweep of campus and accountability check.90 minutes total
Note: These times may vary significantly based on the time of day and the nature of the emergency. Real-time updates will be sent via the school's SMS alert system.

Campus Security – BP/AR 4158

Original Adopted Date: 10/22/2018 | Last Revised Date: 09/11/2025 | Last Reviewed Date: 09/11/2025Status: ADOPTED

The Governing Board desires to provide a safe and orderly work environment for all employees. As part of the district's comprehensive safety plan, the Superintendent or designee shall develop strategies for protecting employees from potentially dangerous persons and situations and for providing necessary assistance and support when emergency situations occur.

Any person who threatens the safety of others at any district facility may be removed by the Superintendent or designee in accordance with Administrative Regulation 3515.2 - Disruptions.

Any employee against whom harassment, violence, or any threat of violence has been directed in the workplace shall notify the Superintendent or designee immediately. As appropriate, the Superintendent or designee shall initiate legal and security measures to protect the employee and others in the workplace. Such measures may include seeking a temporary restraining order (TRO) on behalf of the employee pursuant to Code of Civil Procedure 527.8 and/or a gun violence restraining order pursuant to Penal Code 18150 and 18170.

Additionally, a collective bargaining representative may seek a TRO on behalf of a district employee against whom harassment, violence, or credible threat of violence has been directed in the workplace, if the collective bargaining representative serves that employee in employment or labor matters at the employee's workplace. (Code of Civil Procedure 527.8)

Upon request by an employee who is a victim of domestic violence, sexual assault, or stalking, the Superintendent or designee shall provide reasonable accommodations in accordance with Government Code 12945.8 and the accompanying administrative regulation to protect the employee's safety while at work.

The Superintendent or designee may pursue legal action on behalf of an employee against a student or the student's parent/guardian to recover damages for injury to the employee's person or property caused by the student's willful misconduct that occurred on district property, at a school or district activity, or in retaliation for lawful acts of the employee in the performance of the employee's duties. (Education Code 48904, 48905)

The Superintendent or designee shall provide staff development in crisis prevention and intervention techniques, which may include training in classroom management, effective communication techniques, procedures for responding to an active shooter situation, and crisis resolution.

In accordance with law, the Superintendent or designee shall inform teachers, administrators, and/or counselors of crimes and offenses committed by students who may pose a danger in the classroom. (Education Code 48201, 49079; Welfare and Institutions Code 827)

The Superintendent or designee may make available at appropriate locations, including, but not limited to, district and school offices, gyms, and classrooms, communication devices that would enable two-way communication with law enforcement and others when emergencies occur.

Reporting of Injurious Objects

Employees shall take immediate action upon being made aware that any person is in possession of a weapon or unauthorized injurious object on district property or at a district related or school-sponsored activity. Employees shall exercise their best judgment as to the potential danger involved and do one of the following:
Confiscate the object and deliver it to the principal immediately

Immediately notify the principal or supervisor, who shall take appropriate action

Immediately call 911 and the principal or supervisor
When informing the principal about the possession or seizure of a weapon or dangerous device, an employee shall report the name(s) of persons involved, witnesses, location, and the circumstances of any seizure.

A/R

Original Adopted Date: 10/22/2018 | Last Revised Date: 09/11/2025 | Last Reviewed Date: 09/11/2025Status: ADOPTED

An employee may use reasonable and necessary force for self-defense or defense of another person, to quell a disturbance threatening physical injury to others or damage to property, or to obtain possession of weapons or other dangerous objects within the control of a student. (Education Code 44807, 49001)

An employee shall promptly report to the principal or other immediate supervisor any attack, assault, or physical threat made against the employee by a student or by any other individual in relation to the performance of the employee's duties, and any action the employee took in response.

Additionally, the employee and the principal or other immediate supervisor shall promptly report to local law enforcement authorities an attack, assault, or physical threat made against the employee by a student. Reports of an attack, assault, or physical threat shall be forwarded immediately to the Superintendent or designee. (Education Code 44014)

Notice Regarding Student Offenses

When a student commits certain offenses that may endanger staff or others, the following procedures shall be implemented to notify staff members as appropriate:
Acts That Are Grounds for Suspension or Expulsion

The Superintendent or designee shall inform the teacher(s) of each student who, during the previous three school years, has engaged in or is reasonably suspected to have engaged in any act, except the possession or use of tobacco products, that would constitute a ground for suspension or expulsion as specified in Administrative Regulation 5144.1 - Suspension and Expulsion/Due Process (Education Code 49079)

This information shall be based upon district records maintained in the ordinary course of business or records received from a law enforcement agency. (Education Code 49079)

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

Information received by teacher(s) shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher (Education Code 48201, 49079)

Offenses Reported to the District by a Court

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

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

Any court-initiated information that a teacher, counselor, or administrator receives shall be kept confidential and used only to rehabilitate the student and protect other students and staff (Welfare and Institutions Code 827)

The information shall be further disseminated only when communication with the student, parent/guardian, law enforcement staff, and probation officer is necessary to rehabilitate the student or to protect students and staff. (Welfare and Institutions Code 827)

When a student is removed from school as a result of an offense, the Superintendent shall hold the court's information in a separate confidential file until the student is returned to the district (Welfare and Institutions Code 827)

If the student is returned to a different district, the Superintendent shall transmit the information provided by the student's parole or probation officer to the superintendent of the new district of attendance. (Welfare and Institutions Code 827)

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

Accommodations for Victims of Domestic Violence, Sexual Assault, Stalking, or Other Qualifying Acts of Violence

When requested by an employee who is a victim of domestic violence, sexual assault, stalking, or other qualifying acts of violence, the district shall provide the employee reasonable accommodations which may include the implementation of safety measures, including, but not limited to: (Government Code 12945.8)
A transfer, reassignment, or modified schedule

A changed work telephone or work station, including the permission to carry a telephone at work

An installed lock

Assistance in documenting domestic violence, sexual assault, stalking, or other qualifying act of violence that occurs in the workplace

Referral to a victim assistance organization

Another safety procedure or adjustment to a job structure, workplace facility, or work requirement in response to domestic violence, sexual assault, stalking, or other qualifying act of violence
The Superintendent or designee shall engage in a timely, good faith, and interactive process with the employee to determine effective reasonable accommodations that do not pose an undue hardship on the district. In determining

whether an accommodation is reasonable, the Superintendent or designee shall consider any exigent circumstance or danger facing the employee or their family member. (Government Code 12945.8)

Upon the request of the Superintendent or designee, an employee requesting a reasonable accommodation shall provide a written statement, signed by the employee or an individual acting on the employee's behalf, certifying that the accommodation is for an authorized purpose. The Superintendent or designee may also request that the employee provide certification of the employee's status as a victim of domestic violence, sexual assault, stalking, or other qualifying act of violence. Such certification may include: (Government Code 12945.8)
A police report indicating that the employee, or a family member of the employee, was a victim

A court order protecting or separating the employee, or family member of the employee, from the perpetrator of the crime or abuse, or other evidence from the court or prosecuting attorney that the employee has appeared in court

Documentation from a licensed medical professional or health care provider, domestic violence or sexual assault counselor, victim advocate, or counselor that the employee, or family member of the employee, was undergoing treatment or receiving services for physical or mental injuries or abuse resulting in victimization from the crime or abuse

Any other form of documentation that reasonably verifies that the crime or abuse occurred, including, but not limited to, a written statement signed by the employee or by an individual acting on the employee's behalf
Any verbal or written statement, police or court record, or other documentation identifying an employee, or a family member of the employee, as a victim shall be confidential and shall not be disclosed by the district except as required by federal or state law or as necessary to protect the employee's safety in the workplace. The employee shall be notified before any authorized disclosure. (Government Code 12945.8)

Every six months after the date of the certification, the Superintendent or designee may request recertification of the employee's status as a victim of domestic violence, sexual assault, stalking, other specified offense, or ongoing circumstances related to the crime or abuse. The employee shall notify the Superintendent or designee if, due to changing circumstances, the employee needs a new accommodation or no longer needs an accommodation. If a new accommodation is needed, the Superintendent or designee shall follow the procedures described above when making the initial determination regarding effective reasonable accommodations. (Government Code 12945.8)

The district shall not discharge or retaliate against an employee because of the employee's status as a victim of crime or abuse or for requesting a reasonable accommodation, regardless of whether the request was granted. (Government Code 12945.8)

Opioid Overdose Protocol – Melanie's Law

Current law (Education Code section 49414.3) allows schools to provide emergency opioid antagonist administration for individuals who may be experiencing symptoms of opioid drug poisoning. Opioid drug poisoning is a life-threatening condition that can be reversed with the administration of an opioid antagonist medication such as naloxone. Without immediate administration of an opioid antagonist and summoning Emergency Medical Services (911), death could occur.

This law allows for a school nurse or a trained volunteer to administer an opioid antagonist medication to an individual who is exhibiting potentially life-threatening symptoms of opioid drug poisoning. Training is provided to the volunteer on topics including but not limited to:

- Signs and symptoms of opioid drug poisoning
- How to administer the naloxone nasal spray (or other opioid antagonist)
- Calling EMS (911) and any follow up documentation or actions required.

*CPR training is recommended but not required of persons trained to administer an opioid antagonist.

Staff members who volunteer to be trained are protected under the law and will be provided defense and indemnification by the District for any and all civil liability.

This notification is provided annually to all staff. If staff are willing to be identified as a volunteer and be trained, staff complete the volunteer form and submit it to their site administrator.

Employees who volunteer to be trained may rescind their offer to volunteer at any time. No benefit will be granted to or withheld from any individual based on his or her offer to volunteer. There will be no retaliation against any individual for rescinding his or her offer to volunteer, including after receiving training.

Narcan/Naloxone on School Sites:
Each school site is given Narcan/Naloxone packages for overdose or possible overdose events. These complete packages contain:

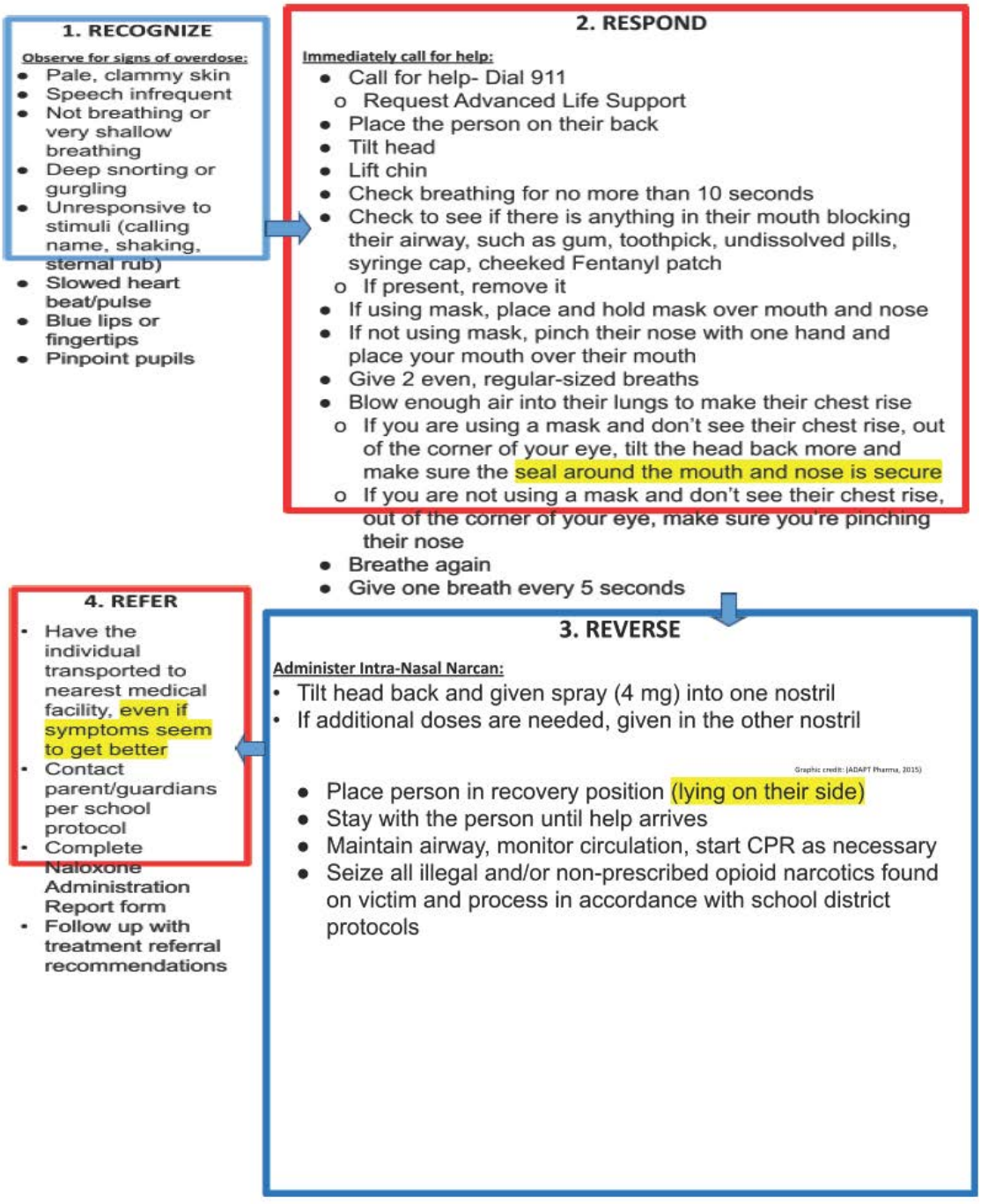
- Narcan Nasal Spay
- Narcan/Naloxone Quick Start Guide
- Gloves
- Face Mask
- Adult/Child CPR Rescue Mask Kit

o Alcohol Pads
o Rescue Mask Instructions

- Narcan/Naloxone Administration Report

(For additional supplies, please contact the District Office.)

NARCAN ADMINISTRATION



Response to Cardiac Arrest

Response to Cardiac Arrest*

The Cardiac Emergency Response Plan shall be as follows:
1. Developing a Cardiac Emergency Response Team
2. Activation of the Cardiac Emergency Response Team during an identified cardiac emergency
3. Automated external defibrillators (AEDs) – placement and maintenance
4. Communication of this Plan throughout the school campus
5. Training in Cardiopulmonary Resuscitation (CPR) and AED Use
6. Local Emergency Medical Services (EMS) integration with the school/school district's plan
7. Annual review and evaluation of the Plan
8. Protocol for School Cardiac Emergency Responders
(a) Recognize the following signs of sudden cardiac arrest and take action in the event of one or more of the following:
(b) Facilitate immediate access to professional medical help:
(c) Start CPR:
i. Use the nearest AED:
ii. Transition care to EMS:
iii. Action to be taken by Office / Administrative Staff:

Confirm the exact location and the condition of the patient.
Activate the Cardiac Emergency Response Team and give the exact location if not already done.
Confirm that the Cardiac Emergency Response Team has responded.
Confirm that 9-1-1 was called. If not, call 9-1-1 immediately.
Assign a staff member to direct EMS to the scene.
Perform "Crowd Control" – directing others away from the scene.
Notify other staff members, such as the school nurse, athletic trainer, and athletic director etc.
Ensure that medical coverage continues to be provided at the athletic event if on-site medical staff accompany the victim to the hospital.
Consider delaying class dismissal, recess, or other changes to facilitate CPR and EMS functions.
Designate people to cover the duties of the CPR responders.
Copy the patient's emergency information for EMS.
Notify the patient's emergency contact (parent/guardian, spouse, etc.).
Notify staff and students when to return to the normal schedule.
Contact the school district administration.

Instructional Continuity Plan

Eureka City Schools Instructional Continuity Plan (ICP)
Eureka City Schools
Date of Adoption: June 25, 2025

1. Communication

Objective: Ensure clear and timely communication with students, families, faculty, and staff regarding instructional continuity.

Communication Protocols:

- Primary Communication Channels:
  - School website: https://www.eurekacityschools.org/ for regular updates and links to important information for the district and each school site.
  - Email and text alerts via automated messaging system
  - Phone calls via automated messaging system
  - Social media updates on Facebook and Instagram
- Frequency of Updates:
  - Regular district and site updates during normal operations
  - Daily updates during an emergency or transition to remote learning
- Emergency Notifications:
  - Immediate alerts through automated systems
  - Emergency contacts established for staff and families
- Point of Contact:
  - Administrator responsible: Jennifer Johnson- Assistant Superintendent of Educational Services
  - Technology support lead: Marcel van Dissel- Director of Technology

2. Technology Readiness

Objective: Ensure all students and educators have access to technology and digital resources to support remote learning.

A. Technical Support Department

Responsible for maintaining the functionality, security, and availability of technology infrastructure and hardware that supports all digital resources in the District.

- Device & Internet Access:
  - Maintain and support inventory of student and staff devices.
  - Coordinate with library technicians for distribution and collection of Chromebooks and other loaner devices to staff and students.
  - Manage stock of spare devices for inventory and emergency distribution.
  - Oversee deployment and coordinate support of district-provided Wi-Fi hotspots with libraries and other designated stakeholders.
- Technical Help Desk:
  - Provide staff IT support during normal operating hours, with extended or on-call availability during remote learning periods or as needed.
  - Respond to hardware, software, and connectivity issues reported by staff and students.
  - Coordinate with libraries and school site designees for repairs.

B. Educational Services (Ed Tech and Curriculum Support)

Responsible for instructional integration of technology and development of digital learning resources.

- Training & Support:
  - Develop and deliver training for students, staff, and families on the use of instructional platforms (e.g., Google Classroom, Zoom, Canva).
  - Provide ongoing coaching and professional development via the Ed Tech Specialists, Instructional Coaches, and/or other designees
- Digital Backpacks:
  - Curate and maintain collections of approved digital learning tools, apps, e-books, and curriculum-aligned platforms.

- Ensure equitable access to digital resources for diverse student learning needs.

C. Library Technicians

Support Chromebooks, Hotspots, and other logistics to ensure student access at school sites.

- Assist with issuing, tracking, and basic troubleshooting Chromebooks and other learning devices.
  - Coordinates repairs and inventory with Technical Support staff
  - Support site-based communication with families regarding device checkouts and returns.

3. Instruction and Assessment

Objective: Ensure that learning remains flexible, accessible, and aligned with academic standards, whether in-person or remote.

- Instructional Strategies:
  - Prioritize essential learning and align objectives with state standards to ensure effective learning outcomes.
  - Implement California's Digital Learning Integration & Standards Guidance for effective technology use in instruction.
  - Ensure content is available in multiple formats (Google Classroom, videos, interactive lessons, PDFs).
  - Provide additional academic support through tutoring, virtual office hours, and small group instruction.
- Monitoring Student Progress:
  - Use state-approved screening tools for students in grades K–2 to assess early reading skills ([EC Section 53008]).
  - Utilize formative assessments (e.g., quizzes, reflection journals, virtual discussions) to check for understanding.
  - Define achievable learning goals that take into account students' unique circumstances and needs.

4. Equitable Access to Learning

Objective: Guarantee that all students, regardless of background or ability, have equal access to instructional resources.

Access Strategies:

- Provide all accommodations and support services for students with disabilities, English learners (ELs), homeless students, and foster youth.
- Follow CDE Special Education guidance to ensure accessibility in remote learning.
- Align the plan with Eureka City Schools EL Master Plan to support EL students' language development.
- Ensure individualized education plans (IEPs) are implemented in both in-person and remote settings.

5. Professional Learning for Educators

Objective: Equip educators with the skills and knowledge to effectively teach in remote and hybrid environments.

Training Plan:

- Professional development on virtual classroom management and student engagement led by site administrators and instructional coaches. Includes use of Google Workspace and Google Meet.
- Utilize Ed Tech TOSA for training and lesson planning resources.

6. Site-Based Collaboration

Objective: Foster a collaborative approach to instructional continuity planning and implementation.

Collaboration Strategies:

- Work with Executive and Leadership Teams to update the plan as needed.
- Review as part of site safety plans with each school Site Council on an annual basis.
- Seek input from staff, parents/guardians, and students to refine the plan after each instance of implementation.

7. Return to Site-Based Learning

Objective: Define the conditions necessary for a safe return to in-person instruction following a disruption.

Reopening Criteria:

- Evacuation orders lifted
- Power and utilities restored
- Air quality meets safety standards
- Safe and clean water access
- Campus free from debris and hazards
- Internet connectivity restored
- Adequate staffing levels
- Meal service operations reinstated

Plan Review and Approval

Approved by: _____

Jessica Rebholtz, Eureka City School Board President

_____

Gary Storts, Eureka City Schools Superintendent

Date: June 25, 2025

This plan will be reviewed annually and updated as needed based on feedback, emerging best practices, and changes in state and district policies.

Notification of Immigration Enforcement for Winship Middle School

Protocol for Responding to ICE Agents on Campus
(Updated to reflect AB 49, SB 98, and CDE Guidance, September 2025)

This protocol is aligned with recommendations from the California School Board Association (CSBA), the California Department of Education (CDE), and recent legislation (AB 49 and SB 98). It is designed to uphold the law while protecting the rights and safety of students and staff.

Step 1: Remain Calm and Professional
Greet ICE agents respectfully.
Do not obstruct their actions physically or verbally.
Remember: Obstruction may result in legal consequences and loss of federal funding.

Step 2: Verify Access Requirements (AB 49)
Do not allow ICE agents into non-public areas of the school-site (classrooms, offices, buses, field trips, or other LEA-sponsored activities) without one of the following:

- A valid judicial warrant
- A judicial subpoena
- A court order
- A state or federal law requiring compliance

Politely ask:
1. “Do you have a judicial warrant, subpoena, or court order?”
2. “May I have your name and the names of the agents present?”
3. “May I call my principal to help assist in this process?”
4. “May I contact the superintendent/district office to ensure I follow Governing Board Policies correctly?”
5. “May I record this interaction?”

Step 3: Document the Interaction
Record:

- Names of agents
- Time and date of arrival
- Any documents presented
- Details of their requests or actions

Do not interpret legal documents yourself. Immediately forward warrants, subpoenas, or court orders to district-level personnel.

Step 4: Follow Standard Law Enforcement Procedures
Treat ICE agents as you would any other law enforcement officers (LEOs).
Verify credentials.
Ensure all interactions align with visitor management and safety protocols.

Step 5: Communication Protocol (SB 98)
Notify the following if ICE is present on a school site:

- Pupils
- Families
- Faculty and staff
- Other community members as appropriate

Use district-approved messaging channels to ensure clear, accurate, and timely communication.

Step 6: Prioritize Safety and Contact the District Office
Keep students and staff safe and calm.
If uncertain how to proceed, immediately contact the District Office for guidance.
Do not make independent legal determinations—defer to district leadership.
Key Reminders
Student and staff well-being comes first.
Never allow unauthorized access to non-public areas.
Always document interactions and escalate legal review.

Emergencies Disaster Preparedness Plan – BP/AR 3516

The Governing Board recognizes that all district staff and students must be prepared to respond quickly and responsibly to emergencies, disasters, and threats of disaster. The district shall take all reasonable steps to prevent and/or mitigate the impact of a disaster on district students, staff, and schools.

The Superintendent or designee shall develop and maintain a disaster preparedness plan which contains routine and emergency disaster procedures, including, but not limited to, earthquake emergency procedures, and adaptations for individuals with disabilities in accordance with the Americans with Disabilities Act, the federal Individuals with Disabilities Education Act, and Section 504 of the federal Rehabilitation Act of 1973. Such procedures shall be incorporated into the comprehensive school safety plan. (Education Code 32282)

In developing the disaster preparedness plan, the Superintendent or designee shall involve district staff at all levels, including administrators, district police or security officers, facilities managers, transportation managers, food services personnel, school psychologists, counselors, school nurses, teachers, classified employees, and public information officers. As appropriate, the Superintendent shall also collaborate with law enforcement, fire safety officials, emergency medical services, health and mental health professionals, parents/guardians, and students.

The plan shall comply with state-approved Standardized Emergency Management System (SEMS) guidelines established for multiple-jurisdiction or multiple-agency operations and with the National Incident Management System.

The Superintendent or designee shall provide training to employees regarding their responsibilities, including periodic drills and exercises to test and refine staff's responsiveness in the event of an emergency.

The Board shall grant the use of school buildings, grounds, and equipment to public agencies, including the American Red Cross, for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. The Board shall cooperate with such agencies in furnishing and maintaining whatever services the district may deem necessary to meet the community's needs. (Education Code 32282)

District employees are considered disaster service workers and are subject to disaster service activities assigned to them. (Government Code 3100)

The Superintendent or designee shall ensure that district and/or school site plans address, at a minimum, the following types of emergencies and disasters:
Fire on or off school grounds which endangers students and staff
Earthquake, flood, or other natural disasters
Environmental hazards, such as leakages or spills of hazardous materials
Attack or disturbance, or threat of attack or disturbance, by an individual or group
Bomb threat or actual detonation
Biological, radiological, chemical, and other activities, or heightened warning of such activities
Medical emergencies and quarantines, such as a pandemic influenza outbreak
Attack or threat of attack to the district's digital network and technology infrastructure

The Superintendent or designee shall ensure that the district's procedures include strategies and actions for prevention/mitigation, preparedness, response, and recovery, including, but not limited to, the following:
Regular inspection of school facilities and equipment, identification of risks, and implementation of strategies and measures to increase the safety and security of school facilities
Routine monitoring of the security of the district's digital network and technology infrastructure
Instruction for district staff and students regarding emergency plans, including:
Training of staff in first aid and cardiopulmonary resuscitation

Regular practice of emergency procedures by students and staff

Specific determination of roles and responsibilities of staff during a disaster or other emergency, including determination of:
The appropriate chain of command at the district and, if communication between the district and site is not possible, at each site
Individuals responsible for specific duties
Designation of the principal for the overall control and supervision of activities at each school during an emergency, including authorization to use discretion in situations which do not permit execution of prearranged plans
Identification of at least one person at each site who holds a valid certificate in first aid and cardiopulmonary resuscitation
Assignment of responsibility for identification of injured persons and administration of first aid

Personal safety and security, including:
Identification of areas of responsibility for the supervision of students
Procedures for the evacuation of students and staff, including posting of evacuation routes

Procedures for the release of students, including a procedure to release students when reference to the emergency card is not feasible
Identification of transportation needs, including a plan which allows bus seating capacity limits to be exceeded when a disaster or hazard requires students to be moved immediately to ensure their safety
Provision of a first aid kit to each classroom
Arrangements for students and staff with special needs
Upon notification that a pandemic situation exists, adjustment of attendance policies for students and sick leave policies for staff with known or suspected pandemic influenza or other infectious disease

Closure of schools, including an analysis of:
The impact on student learning and methods to ensure continuity of instruction
How to provide for continuity of operations for essential central office functions, such as payroll and ongoing communication with students and parents/guardians

Communication among staff, parents/guardians, the Governing Board, other governmental agencies, and the media during an emergency, including:
Identification of spokesperson(s)

Development and testing of communication platforms, such as hotlines, automatic dialing devices, telephone trees, websites, social media, and electronic notifications

Development of methods to ensure that communications are, to the extent practicable, in a language and format that is easy for parents/guardians to understand

Distribution of information about district and school site emergency procedures to staff, students, and parents/guardians

Cooperation with other state and local agencies, including:

Development of guidelines for law enforcement involvement and intervention

Collaboration with the local health department, including development of a tracking system to alert the local health department of a substantial increase of student or staff absenteeism as indicative of a potential outbreak of an infectious disease

Steps to be taken after the disaster or emergency, including:

Inspection of school facilities

Provision of mental health services for students and staff, as needed
The Superintendent or designee shall assemble critical information that would be needed in an emergency. Such information may include, but is not limited to, a list of individuals and organizations who should be contacted for assistance in an emergency, current layouts and blueprints of school buildings, aerial photos of the campus, maps of evacuation routes and alternate routes, a roster of employees with their work locations, student photographs and their emergency contact information, a clearly labeled set of keys, location of first aid supplies, procedures and locations for turning off fire alarms, sprinklers, utilities, and other systems, information to access the district's technology infrastructure, and insurance information. Such information shall be stored in a box in a secure, easily accessible location, with a duplicate kept at another location in case the primary location is inaccessible.

Use of SEMS/NIMS *

The District uses the Incident Command System as identified in the Authorities and References section of this plan.

In the event of a major disaster, there is no guarantee emergency medical, or fire personnel will be able to immediately respond to school sites. Therefore, the school staff must be prepared to ensure the care and safety of students during the first several hours after a major disaster without outside assistance. It is critical to determine who does what, where, and how before such a disaster occurs.

Use the Standardized Emergency Management System as detailed in the California Emergency Services Act (Gov. Code Section 8607) and the supporting California Code of Regulations

Disaster Service Worker Status

Government Code 3100
It is hereby declared that the protection of the health and safety and preservation of the lives and property of the people of the state from the effects of natural, manmade, or war-caused emergencies which result in conditions of disaster or in extreme peril to life, property, and resources is of paramount state importance requiring the responsible efforts of public and private agencies and individual citizens. In furtherance of the exercise of the police power of the state in protection of its citizens and resources, all public employees are hereby declared to be disaster service workers subject to such disaster service activities as may be assigned to them by their supervisors or by law.
(Amended by Stats. 1971, Ch. 38.)

These laws have two ramifications: 1) public school employees may be pressed into service as Disaster Service Workers by their superiors and may be asked to do jobs other than their usual duties for periods of time exceeding their normal working hours; and 2) in those cases, their Worker's Compensation Coverage becomes the responsibility of the state government (CalOES). The district, however, pays their overtime pay. These circumstances apply only when a local or State emergency has been proclaimed.

Individualized Safety Plans

The Education Code requires school disaster procedures to also include adaptations for pupils with disabilities in accordance with the federal Individuals with Disabilities Education Act and Section 504 of the federal Rehabilitation Act of 1973, and would require the annual evaluation of the comprehensive school safety plan and the annual review of a charter school's school safety plan to also include ensuring that the plan includes appropriate adaptations for pupils with disabilities and address any concerns to individual plans, as specified.

Winship Middle School Individualized Plans

None Requested/Required

CSSP and Emergency Operations Training

Staff at Winship Middle School are trained through a multi-layered approach that combines digital learning, hands-on practice, and specialized in-person seminars. Because Winship is part of the Eureka City Schools (ECS) district, their training follows both California state law (Education Code 32280) and specific district-wide safety initiatives. The training process is broken down into the following key components:

1. Annual "Keenan Safe Schools" Online Training:
All certificated and classified staff are required to complete a suite of online modules via the Keenan Safe Schools (or similar RESIG) platform. These courses ensure that every employee has a baseline understanding of safety protocols and legal requirements. Key modules include:
Mandated Reporter Training: Identifying and reporting child abuse and neglect.
Harassment Prevention: Protocols for preventing and responding to sexual harassment and bullying.
Bloodborne Pathogens: Safety procedures for handling medical emergencies or injuries.

2. Regular Practice Drills:
Training is not just theoretical; staff are required to lead and participate in tactical drills throughout the school year. These drills reinforce the "muscle memory" needed to execute the Comprehensive School Safety Plan (CSSP) during a real crisis.
Fire Drills: Conducted regularly to practice evacuation routes.
Earthquake Drills: Focused on "Drop, Cover, and Hold On" procedures and post-shaking evacuation.
Lockdown Drills: Practiced to prepare for potential campus threats or active assailants. For example, Winship schedules specific dates for these, such as the lockdown drill held in late October.

3. Specialized CPI team:
Five Winship staff members are trained and certified in specialized body positioning and safe holds to prevent harm in situations of immediate danger.

4. Professional Development (PD) Days:
Winship allocates roughly 6 days per year specifically to staff development and continuous improvement. During these sessions, safety is a recurring theme:
Monday Collaboration Days: Teachers meet on Monday afternoons to review school achievement data and safety protocols.
PBIS (Positive Behavioral Interventions and Supports): Staff are trained in PBIS strategies to foster a safe and orderly school climate, which is a required component of the CSSP.
Crisis Response Teams: Specific staff members serve as "Crisis Response/Safety Representatives" and receive additional training on coordinating with local law enforcement and fire departments.
Key Safety Personnel at Winship: Role/Responsibility
Principal/Designee Leads the School Site Council in annually updating the CSSP.
Safety Planning Committee/Includes teachers, parents, and classified staff who review and approve safety goals.
School Resource Officers (SROs)Local law enforcement partners who participate in drills and plan reviews.
District Safety and Security Coordinator participates in drills and provides feedback.

Fire Drills and Fires – AR

Drills

The California Education Code requires the following drills per year.

Elementary

- Fire drills one per month
- Earthquake drills four times a year

Middle/Intermediate

- Fire Drills four times a year
- Earthquake four times per year.

High School

- Fire Drills two times per year
- Earthquake two times per year.

Drill Type	Dates
Fire Drills	Elementary and Intermediate Schools – not less than once every calendar month Secondary Schools – not less than twice yearly Legal Requirement: 19 CCR § 3.13 § 3.13. Fire Drills. (a) Group E Occupancies. (1) General. Every person and public officer managing, controlling, or in charge of any public, private, or parochial school shall cause the fire alarm signal to be sounded upon the discovery of fire. Every person and public officer managing, controlling, or in charge of any public, private, or parochial school, other than a two-year community college, shall cause the fire alarm signal to be sounded not less than once every calendar month at the elementary and intermediate levels, and not less than twice yearly at the secondary level, in the manner prescribed in California Code of Regulations, Title 24, Part 2, Section 907.
	10/30/24
	11/14/24
	12/17/24
Duck-Cover-Hold Drills (Earthquake)	Elementary Schools – one time per quarter Secondary Schools – one time per semester Education Code Requirements (excerpted) (II) A drop procedure whereby each pupil and staff member take cover under a table or desk, dropping to his or her knees, with the head protected by the arms, and the back to the windows. A drop procedure practice shall be held at least once each school quarter in elementary schools and at least once a semester in secondary schools.

Drill Type	Dates
	10/17/24
Lockdown Drills	This drill should be done one time per semester and can be combined with the Evacuation Drill
	10/29/24
Shelter in Place Drills	
Evacuation Drills	This drill should be done one time per semester and can be combined with the Lock Down Drill (Fire Code 403.5.2 indicates the first emergency evacuation drill of each school year shall be conducted within 10 days of the beginning of class)
	11/19/24
Multi-Option Drills, Including Tabletop Exercies (Describe Below)	

Provide this training for adult employees only, at least once per year, and it should be all-inclusive, addressing the Run, Hide, Fight protocols outlined by the FBI.

Outside Agency Use of Facilities

The Board shall grant the use of school buildings, grounds, and equipment to public agencies, including the American Red Cross, for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. The Board shall cooperate with such agencies in furnishing and maintaining whatever services the district may deem necessary to meet the community's needs. (Education Code 32282)

Emergency Procedures for People with Disabilities

The information contained in this document will assist school administrators, teachers, special education staff, parents, and students in planning for the support that may require for students with special needs in the event of an emergency. For the purposes of this section, students with special needs are those who cannot comfortably or safely access and use the standard resources offered in disaster preparedness, relief and recovery, whether their disability is chronic or temporary.

For individuals with special needs, physical environments may pose additional challenges. The ability to get to accessible exits and access personal items may be reduced. Communication may be impeded at a time when clear and rapid communication is crucial to safety and survival.
To comply with statutes involving students with special needs, individuals responsible for evacuation and emergency operation plans, notification protocols, shelter identification, emergency medical care and other emergency response and recovery programs must:

- Have sound working knowledge of the accessibility and nondiscrimination requirements applicable under Federal disability rights laws;
- Know the special needs demographics of the students attending classes on site;
- Involve students with different types of disabilities, staff, and teachers in identifying the communication and transportation needs, accommodations, support systems, equipment, services, and supplies that they will need during an emergency;
- Consider emergency accommodations for those with temporary disabilities.
- Identify existing resources within the school and local community that meet the special needs of these students;
- Develop new community partners and resources, as needed.
- Inform parents about the efforts to keep their child safe at school;
- Identify medical needs and make an appropriate plan;
- Determine transportation needs, special vans and buses for students;
- Identify any necessary tools such as personal response plans, evacuation equipment or visual aids;
- Include local responders and establish a relationship with individual students with disabilities and their teachers.

Mitigation Strategies (Before an Emergency Occurs)

- Learn about the types of hazards that may impact the school (e.g., earthquakes, floods, wildfires) and assure that emergency response procedures address each one.
- Identify a pre-evacuation site that is accessible to students with disabilities
- Plan a primary and secondary evacuation route from each location the student is in during the course of the day.
- Arrange sufficient transportation ahead of time to accommodate the entire special needs/staff population.
- Develop a schedule of daily activities and classes that identifies where a special needs student may be located each period of the day.
- Consider classroom location in placement of students with disabilities. Evaluate the handicap accessibility of nearby exits and proximity to the school nurse.
- Conduct a test of the family notification system to assure that contact information is up-to-date to help decrease parent anxiety during a disaster.

Tactical Response to Criminal Incidents

ACTIVE SHOOTER OR OTHER ACTIVE ASSAILANTS

All district sites adhere to the standardized procedures for Lockdown and Active Shooter and other Active Assailant listed in this plan if there is an active shooter, individual with a weapon on campus or other possible violent crime. For more details see Active Asailant, Threats , and Lock Down procedures.

Dangerous, Violent, Or Unlawful Activities

SB 671
SB 671 requires a Comprehensive School Safety Plan to include procedures to assess and respond to reports of any dangerous, violent, or unlawful activity that is being conducted or threatened to be conducted at the school, at an activity sponsored by the school, or on a school bus serving the school.

Multidisciplinary Threat Assessment Team
Eureka City Schools uses a multidisciplinary threat assessment team consisting of the specific site administrator, a local law enforcement representative, the student services Director, mental health or behavioral specialist representative as needed, and other outside services as needed.

Assessment and Response
Prohibited and concerning behaviors are defined in California Education Code 48900 and 48915. Additionally, all threats of self-harm are assessed and acted upon, as needed. In cases where dangerous, violent, or unlawful activities are being conducted, Law Enforcement is notified at once and a call to 911 is made.

The threshold of law enforcement intervention is decided by the relevant administration in cooperation with the District and mutual aid if requested. In practice, we find if a real or possible threat is present. We evaluate the threat or possible threat based upon prohibited and concerning behaviors, responding appropriately to the incident.

Risk Management
Risk Management is notified in incidents where there is physical, property or damage to others. Additionally, Risk Management is involved if a security assessment or report is needed. There may be times, following a potential or real incident, that an after-action debrief might be conducted, including a written summary.

School Culture and Training
Eureka City Schools utilizes PBIS as outlined in our PBIS Handbook. Eureka City Schools School Climate Team created our PBIS handbook in consultation with Dr. Jeff Sprague. The purpose of this handbook is to guide and support ECS staff as we implement PBIS in our school. Our goal is to provide all of our students with safe and effective school environments where they can experience academic and social-behavioral success.

Eureka City Schools conducts an annual update to their Comprehensive Safe School Plan at each school site as required by the California Education Code.

Training for all stakeholders is conducted during annual site meetings by administrators and/or district representatives.

Reunification

Student release is a crucial part of emergency planning. During an emergency or disaster, the traditional student release procedure is often unsafe and therefore not operable. Accordingly, a comprehensive emergency plan needs to include certain procedures to accomplish the main priority of safety planning which is to ensure the safety of the students to every extent possible.

There are a wide variety of emergency situations that might require student/family reunification. Student/family reunification may be needed if the site is evacuated or closed as a result of a hazardous materials transportation accident, fire, natural gas leak, flooding, earthquake, tsunami, school violence, bomb threat, terrorist attack or other local hazard.

Student/Family reunification is part of the Incident Command System and is assigned to the Operations Area.

Threats of Violence

THREATS

If a threat is made or if there is a weapon found on campus, the Threat Assessment team (consisting of multi-disciplinary personnel, including but not limited administration, counselors, mental health professionals, Information Technology professionals and law enforcement) will conduct the following steps:

- Evaluate the threat

THEN

- Decide if the threat is clearly transient and respond to the transient threat

o Contact student's parents if necessary.
o Notify intended victim's parents if necessary.
o See that threat is resolved through explanation, apology or making amends.
o Consult with Risk Management & Security Manager or law enforcement if necessary.
o Refer for conflict mediation, restorative justice or counseling to resolve problem as appropriate.
o Follow discipline procedures as per BP/AR.
o Develop Behavior Intervention Plan or Behavior Contract as appropriate.

OR

o Decide if the substantive threat is serious and respond to the serious substantive threat.
o Mobilize threat assessment team members as needed.
o Contact student's parents.
o Notify intended victim's parents.
o Protect and notify intended victim and parents of victim.
o Caution the student about the consequences of carrying out the threat.
o Provide direct supervision of student until parents assume control
o Consult with Risk Management and law enforcement.
o Refer for conflict mediation, restorative justice or counseling to resolve problem is appropriate
o Follow discipline procedures as per BP/AR
o Develop Behavior Intervention Plan

OR

- Decide if the substantive threat is very serious and respond to the very serious substantive threat

o Mobilize threat assessment team members as needed.
o Contact student's parents
o Notify intended victim's parents
o Protect and notify intended victim and parents of victim
o Caution the student about the consequences of carrying out the threat
o Provide direct supervision of student until parents assume control
o Consult with Risk Management & Security Manager and Law Enforcement
o Conduct mental health assessment
o Follow discipline procedures as per BP/AR
o Develop Behavior Intervention Plan

AND

- Implement a safety plan

OTHER CRIMES

If other crimes are committed on campus such as thefts and vandalism school administration, risk management and other needed resources along with law enforcement will conduct an investigation. Depending on the investigation outcomes, administration will follow district procedures for discipline and will assist in any necessary prosecution procedures through the District Attorney's office.

FUNCTIONAL ANNEX

Accounting for all Persons

Attendance Records



It is our daily practice to maintain manual attendance records in the Administrative Office of each site. This includes Daily Attendance Records, Site Employee Logs, Visitor Logs, and Itinerant Employee Logs (such as food services, maintenance and operations, etc.). If there are contractors or contracted service workers on-site in a controlled location (such as fenced areas under construction) the employer of record should be advised to consider keeping their own records of employee locations.

Crisis or Incident Accounting

In the event of a crisis or incident, each site administrator will ensure there are 2 – 3 key employees (only one needs to have control of records at a time – additional staff are only for backup) who will have responsibility as scribes to collect all site attendance records from the administrative office.

These records are to be provided to the on-site incident commander upon request. It is the scribe's responsibility to maintain and protect these records.

In cases where students, staff, or visitors cannot be located, the name and description of the person(s) will be provided to Search and Rescue teams for more specific search. All records of searches and tracking of people on-site will be recorded in appropriate ICS log. The incident commander will be kept informed of attendance status and updated with changes.

Assembly Areas

All staff will report as soon as is possible to their predesignated assembly areas. Premade signs may be used and maintained in assembly kits to assist in identifying specific assembly areas and will be held so as to be easily identified. Assembly area facilitators will distribute/record the attendance of all individuals in their assembly area.

For shelter-in-place or any evacuation, either on-site or off-site, attendance will be taken at any assembly areas and a comparison made to the attendance logs as follows:

Student Daily Attendance
Site Employee Log
Visitor Log
Itinerant Employee Log

Student Release

Student release will be conducted in an orderly fashion as outlined in the Reunification Annex of this plan. Attendance records will be checked and recorded as students leave the site.

Communications

Purpose

The Communications Annex ensures the availability and coordinated use of our communications systems for the dissemination of disaster information, for the exchange of information between decision-makers, and for the coordination of communications with local response agencies.



Scope

When activated, the Communications annex coordinates and supports emergency response/recovery telecommunications requirements. This includes the interface between our District and other agencies and outside organizations, such as local, state, and federal government, private nonprofit organizations, and business/industry. Immediately report communications degradation, interruption, or failure by alternate means (e.g. cell phone) to the Communications Officer and/or the District's Emergency Operations Center (EOC) if activated.

Activation

The senior executive (or designee) determines whether to activate this annex based upon information from initial staff reports and local authorities. The local emergency communications plan will include:
Channel designations
Contingency communications procedures
Training in back-up communications equipment

Key Tasks/Responsibilities

Develop a local communications plan
Establish and maintain liaison with local response agencies, state agencies, commercial communications companies, and amateur radio organizations
Support communications equipment (radio, computer, fax, etc.) as needed
Provide communications capability
Maintain equipment inventory
Designate a centrally-located area (usually main office) easily identified by staff, media, and the public
Predetermine an alternate location in case the primary location is inaccessible
Establish communication with staff
Maintain telephone and radio communication with emergency services
Post rumor control and information on the internet and in an area accessible to our students and the community
Record emergency related incidents
Maintain communication with staff by whatever means available (SMS text messaging, audio alarm warning system, intercom, bullhorn, canned air horn, two-way radio, e-mail, written notices)

Internal Communications

Staff will be notified when an incident occurs and kept informed as additional information becomes available and as plans for management of the situation evolve. The following practices will be utilized to disseminate information internally when appropriate:

Alert Notifications (SMS Texting)

Staff will be notified when an incident occurs and kept informed as additional information becomes available and as plans for management of the situation evolve. The following practices will be utilized to disseminate information internally when appropriate:

Telephone Tree

A telephone tree is a simple, widely used system for notifying staff of an incident when they are not at their primary work location. The tree originates with the senior site official, who contacts the members of the Incident Management Team. Team members then, in turn, will contact groups of staff identified on their call list.

Staff Meetings

As appropriate, updated information about an incident will be presented at regularly scheduled staff meetings. In some cases, special staff meetings may be called as incident evolution requires. Staff will also have the opportunity to address any misinformation or rumors. Any new procedures or temporary changes will also be reviewed at this time.

Communication With the District Administrative Office

The Incident Commander will use the designated countywide Emergency Radio Network to notify the site administrator of our District's status/needs. The site administrator will notify the District office. The District office will notify the County Office of the status of all of the District's sites. He/she will designate staff member(s) to monitor all communications.

Activation

Concept of Operations

The senior executive (or designee) determines whether to activate this annex based upon information from initial staff reports and local authorities. When activated, the Communications annex coordinates and supports emergency response/recovery telecommunications requirements

Immediately report communications degradation, interruption, or failure by alternate means (e.g. cell phone) to our District's Emergency Operations Center (EOC) if activated or the Communications Officer

The local emergency communications plan will include channel designations, contingency communications procedures, and training in back-up communications equipment.

Continuity of Operations (COOP)

General



Continuity of Operations planning is a program that ensures continued performance of essential functions across a full range of potential emergencies, be they natural or man-made, when a significant interruption of operations occurs following a severe disaster or tragedy.

A COOP provides guidance and establishes responsibilities and procedures to ensure that essential functions are maintained. COOP is not the same as an Emergency Operations Plan or a Recovery Plan, but rather supplements it, in the event normal facility or human resources are not available.

A COOP provides a continuity infrastructure that through careful planning ensures:
Emergency delegation of authority and an orderly line of succession, as necessary.
Safekeeping of essential personnel, resources, facilities, and vital records.
Emergency acquisition of resources necessary for business resumption.
The capability to perform critical functions remotely until resumption of normal operations.

A District's COOP plan should allow for its implementation anytime, with or without warning, during normal and after-hours operations; providing full operational capability for essential functions no later than 12 hours after activation; and sustain essential functions for up to 30 days.

The purpose of these Continuity of Operations (COOP) procedures is to ensure that there are procedures in place to maintain or rapidly resume essential operations within the District after an incident that results in disruption of normal activities or services to the District. Failure to maintain these critical services would significantly affect the operations and/or service mission of the District in an adverse way.

Scope

It is the responsibility of the District's officials to protect students and staff from incidents and restore critical operations as soon as it is safe to do so. This responsibility involves identifying and mitigating hazards, preparing for and responding to incidents, and managing the recovery process.

The COOP procedures outline actions needed to maintain and/or rapidly resume essential operations, business, and physical services, when interrupted for an extended period of time following an incident.

Responsibilities

Designated District Staff, in conjunction with the affected administrator(s) and staff, will perform the essential functions as follows:

Senior Executive/Site Administrator

Determine when to close District, and/or send students/staff to alternate locations
Disseminate information internally to students and staff
Communicate with family, media, and the larger community
Identify a line of succession, including who is responsible for restoring which business functions for the District
Ensure systems are in place for rapid contract execution after an incident
Identify relocation areas for site and administrative operations
Create a system for registering students (off site or into alternative locations)
Brief and train staff regarding their additional responsibilities

Secure and provide needed personnel, equipment and supplies, facilities, resources, and services required for continued operations
Identify strategies to continue operations (e.g., using the Internet, providing alternatives to operational contingencies)
Work with local and state government officials to determine when it is safe for students and staff to return to the District's buildings and grounds
Manage the restoration of the District's buildings and grounds (e.g. debris removal, repairing, repainting, and/or landscaping)
Collaborate with private and public-sector service providers and contractors

Administrative Services, District Staff

Maintain inventory
Maintain essential records (and copies of records) including the District's insurance policy
Ensure redundancy of records is kept at a different physical location.
Secure District's equipment and materials in advance.
Restore administrative and recordkeeping functions such as payroll, accounting, and personnel records.
Retrieve, collect, and maintain personnel data
Provide accounts payable and cash management services

Administrative Support Staff

Establish necessary support services for students and staff
Implement additional response and recovery activities according to established protocols
Collaborate with public and private providers

Food Services Worker

Determine how food services will resume
Support staff and volunteers as much as possible

Transportation

Provide emergency transportation services as needed
Assess and implement alternative transportation services that may be necessitated

Evacuation

General



Evacuation is one means of protecting the staff, students and visitors from the effects of a hazard through the orderly movement of person(s) away from the hazard. The type and magnitude of the emergency will dictate the scale of an evacuation (i.e., evacuation area).

Concept of Operations

Evacuation orders are generally given by the following:
Local Police
Environmental Health & Safety
Facilities Services
Administrator, director, or building supervisor
Fire Department with jurisdiction
Any person identifying a hazard and by activating the fire alarm system via a fire alarm pull station

Evacuation Procedures

Evacuation will be initiated by means of the fire alarm system. Whenever the alarm is sounded all occupants of all buildings are to initiate the evacuation procedure.
Take the Incident Action packet/binder which has a current class list and a red/green 8½ x 11 card (red on one side and green on the other side)
Close all doors and windows. (DO NOT LOCK DOORS)
Follow the safest evacuation route to the assembly or safe dispersal area.
Teachers are to take roll and make certain no one reenters the building for any reason.
If all students are present with staff member, staff will hold up the GREEN sheet to acknowledge to responsible incident management person that all students are present.
Support staff who have regular schedules with students need to have a green and red card also. If all students who are regularly scheduled are in their care and custody, they are to raise the green card, so staff member and responsible incident management person can see.
Staff members are to raise the red card even if they think a student is with support staff so responsible incident management person can account for those students.
If a student is not present, the staff member will hold up the RED card and wait for the administration to contact him/her to see who is absent. The responsible incident management person will coordinate the search for the missing student.
Students should remain 30 – 50 feet away from any building.
Students are to remain in groups, until the all clear signal is given.

On-Site Evacuation

The Incident Commander or designee activates fire alarm.
All staff follow the Evacuation Procedures identified above.
Once assembled, building occupants remain in their designated assembly or safe dispersal area until further instructions are given.
Reentry is only authorized after it is determined that conditions and buildings are deemed safe by appropriate incident management staff.

Off-Site Evacuation

If it is determined that the buildings and area are not safe for occupation and that the On-Site Evacuation locations are also at risk, the appropriate incident management staff will initiate an Off-Site Evacuation.
The Incident Commander or designee determines safest method for evacuating the site. This may include use of buses or simply walking to designated off-site location.
Staff members secure the student roster when leaving the building and take attendance once group is assembled in pre-designated safe location.
Once assembled off-site, staff members and students stay in place until further instructions are given.
In the event clearance is received from appropriate agencies, Incident Commander may authorize students and staff to return to buildings.

Evacuating Students with Disabilities

Procedures and actions regarding the special needs' population should cover the evacuation, transportation and medical needs of students who will require extreme special handling in an emergency. In most cases, additional safeguards must be established regarding roles, responsibilities and procedures for students with physical, sensory, emotional and health disabilities.

The following are steps that cover the evacuation procedure of student(s) with disabilities:
Review all paths of travel and potential obstacles
Know the facility, grounds, paths, exits and potential obstacles
Determine the primary and secondary paths of exit to be used during emergencies
Individuals with mobility impairments will need a smooth, solid, level walking surface, an exit that avoids barriers such as stairs, narrow doors and elevators and guardrails that protect open sides of the path
Compile and distribute evacuation route information to be used during emergency operations
Include alternative evacuation route information, should the primary route be inaccessible due to damage or danger
Install appropriate signage and visual alarms
Place evacuation information indicating primary and secondary exits in all offices, rooms, multipurpose rooms, hallways/corridors, lobbies, bathrooms and cafeterias. For passages and doorways that might be mistaken for an exit, place visible signs that proclaim, "NOT AN EXIT"
Place emergency notification devices appropriate for each student
Post signage with the name and location of each area so that the students will know exactly where they are, in order to comply with ADA (American's with Disabilities Act) Accessibility

Buildings and Facilities Signage Requirements

Approximately 60 inches above the floor
In a location that is not obscured in normal operation such as a swinging door
In all primary function areas

Preparation and Planning

Identify the students and staff with special needs and the type of assistance they will require in an emergency
Allow visitors to self-identify on a sign-in log if they have special evacuation needs
Discuss evacuation issues with the staff members and caretakers of students with special needs, including individuals, who may be temporarily disabled (i.e. a student with a broken leg)
Train staff in general evacuation procedures

Review the areas of rescue, primary exits, evacuation techniques, and the locations and operation of emergency equipment
Provide in-depth training to those designated to evacuate students with special needs
Train the staff for proper lifting techniques when lifting a person for evacuation
Anyone can assist a student with a visual impairment
Check on each special needs student to assure he/she is accounted for during an evacuation
Review the plan with emergency response personal, including local police, fire and emergency medical technicians
Identify “areas of rescue” in our site for students to wait for evacuation assistance from emergency personnel
Before operations begin in the Fall, walk around the site with first responders so that they are familiar with the primary exits and all areas of rescue; these areas must meet specifications for fire resistance and ventilation
Ask the responders to conduct a special drill explaining how they will support the students and staff with special needs during an emergency
Complete all contracts and Statements of Understanding with key emergency support providers
Ensure that sufficient transportation capacity exists with transportation providers, partner agencies, and suppliers to effectively meet the demand in an emergency
Identify transportation contracts through the District in case of an emergency; Emergency response for special needs requires special vans and special equipment
Specify who will do what to address these transportation needs
Develop a list of District-owned vehicles, staff vehicles that are available and make prior arrangements for their use in the event of an emergency
Review the evacuation plan with students and staff to be familiar with the process and identify any problems
Practice implementation of special duck and cover actions by students with able-bodied partners
Students should be aware that evacuation by themselves may be difficult or impossible because of obstacles in their path or because electric dependent machines may not function (i.e. elevator)
Special pre-planned assistance must be provided and reviewed regularly

Lockdown

General



A District or school site lock down is necessary when the threat of violence or gunfire is identified or directed by law enforcement and it is necessary to prevent the perpetrator(s) from entering occupied areas. During lock down, students are to remain in rooms or designated locations at all times.

Instructions

If a lock down situation is required, the Site Administrator will make an announcement on the Public Address (PA) system. If the PA system is not available, the Site Administrator will use other means of communication (e.g., sending messengers to deliver instructions). The Site Administrator should be calm, convey reassuring comments that the situation is under control, and provide clear and consistent directions. Below is an example of an announcement to be made by the Site Administrator:

"YOUR ATTENTION PLEASE. WE HAVE AN EMERGENCY SITUATION. STAFF ARE TO LOCK ROOM DOORS UNTIL NOTIFIED BY AN ADMINISTRATOR OR LAW ENFORCEMENT. STUDENTS AND STAFF ARE TO PROCEED TO THE NEAREST ROOM OR BUILDING. PLEASE REMAIN INDOORS UNTIL FURTHER INSTRUCTIONS ARE PROVIDED."

If inside, staff should instruct students to lie on the floor, move away from doors and remain in the center of the room out of the line of fire, lock the doors (if possible), and close any shades or blinds if it appears safe to do so. Students and staff who are physically unable to lie on the ground should move away from doors and windows.
If outside, students should proceed to their rooms if it is safe to do so. If it is not safe, staff must direct students into nearby rooms or other District buildings (e.g., auditorium, library, cafeteria, and gymnasium).
District staff and students must remain in their room or secured area until further instructions are provided by the Site Administrator or law enforcement.
Landline phones should not be used. District staff should use cell phones and speak quietly.
All site entrances and exits must be locked, and no visitors other than appropriate law enforcement or emergency personnel are to be allowed on the site.

Public, Medical, and Mental Health

General



Establishment of public, medical, and mental health procedures, will assist the District in preparing for, responding to, and recovering from an incident that affects the health and safety of students, staff, and family. Furthermore, coordination with Public Health agencies, Emergency Medical Services (EMS), and Mental Health support services will broaden their capacity to deal with these incidents by providing the District with resources beyond their existing expertise and training.

Public Health

Procedures

Designate District Medical Manager and/or other key personnel as the individual(s) responsible for coordinating incidents such as disease outbreaks, bioterrorism, and natural disasters with local, State, and Federal Public Health agencies.
Coordinate with local, State, and Federal Public Health agencies on information sharing protocols.
Develop procedures for reporting information to local, State, and Federal Public Health agencies.
Contact local Public Health agency to determine notification procedures for students/family, staff, and public, if necessary.
Send out any required notification to students/family, staff and public as required.
Establish a dedicated contact phone number for questions and concerns.
Coordinate with local, State, and Federal Public Health agencies, for assistance with managing large scale incidents or incidents beyond the District's resources.

Medical Health

Procedures

Designate District Medical Manager and/or other key personnel as the individual(s) responsible for coordinating incidents involving students or staff injuries or illnesses
Provide CPR/First Aid/AED to all staff designated to work in medical capacity
Establish a triage area for injured students and staff
Separate walking wounded, critically injured and deceased individuals (Keep a log of names of these individuals)
Keep a record of students and staff that are transported off-site for treatment.
Coordinate with local Emergency Medical Services (EMS) agencies for assistance with large scale incidents or incidents beyond the District's resources.

Mental Health

Procedures

Designate crisis counselors and/or other key personnel as the individual(s) responsible for coordinating incidents with local, State, and Federal Mental Health agencies
Activate crisis counselors during the incident to begin identifying students and staff that require assistance
Keep a log of individuals counseled or that require counseling following the incident
Notify students, family, and staff of counseling services available
Coordinate with local, State, and Federal Mental Health agencies, for assistance with large scale incidents or incidents beyond the 's resources.

Psychological First Aid for Schools (PFA-S)

The field of school safety and emergency management has evolved significantly over the past decade. Tragically, acts of violence, natural disasters, and terrorist attacks have taught us many lessons. We also know that other types of emergencies can impact schools, including medical emergencies, transportation accidents, sports injuries, peer victimization, public health emergencies, and the sudden death of a member of the school community. We now recognize the need for school emergency management plans that are up-to-date and take an “all-hazards”approach with clear communication channels and procedures that effectively reunite parents and caregivers with students. We have also learned that preparing school administrators, teachers, and school partnering agencies before a critical event is crucial for effective response, the value of ongoing training and emergency exercises, and that having intervention models that address the public health, mental health, and psychosocial needs of students and staff is essential to a safe school environment and the resumption of learning. (excerpted from Psychological First Aid for Schools, Field Operations Guide, 2nd Edition)

Field Operations Guide (FOG)

We use the PFA-S FOG as-needed, to prepare and respond to critical incidents affecting the mental health of our students. https://www.nctsn.org/resources/psychological-first-aid-schools-pfa-s-field-operations-guide

Public Safety and Security

Purpose



The Public Safety and Security Annex integrates State public safety and security capabilities and resources to support the full range of incident management activities.

Scope

The Public Safety and Security Annex provides a mechanism for coordinating and providing support to local law enforcement authorities to include non-investigative/non-criminal law enforcement, public safety, and security capabilities and resources during incidents. The Public Safety and Security Annex capabilities support incident management requirements, including force and critical infrastructure protection, security planning and technical assistance, technology support, and public safety, in both pre-incident and post-incident situations. The Public Safety and Security Annex generally is activated in situations requiring extensive assistance to provide public safety and security.

Key Tasks/Responsibilities

Coordinate public safety and security support (including personnel and equipment) to any affected department/agency during preparation for, response to, and/or recovery from any real or potential incident.
County Sheriff's Office
Police Department
Other Law Enforcement Agencies
Private Security Companies

Coordinate critical information dissemination regarding public safety/security through mass warning/notification.

County Sheriff's Office
Police Department
Dispatch
County Emergency Management
Facilitate multi-function public safety activities such as evacuation, traffic, looting, and riot control
County Sheriff's Office
Police Department
Other Law Enforcement Agencies
Fire/EMS

Concept of Operations

Local law enforcement authorities have the primary responsibility for public safety and security and are the first line of response and support in these functional areas, utilizing the Incident Command System on-scene
In larger-scale incidents, additional resources should first be obtained through the activation of mutual aid agreements with neighboring jurisdictions and/or State authorities, which may require the management of incident operations through a Unified Command structure

Through the Public Safety and Security Annex, outside resources supplement local resources when requested or required, as appropriate, and are integrated into the incident command structure using National Incident Management System principles and protocols
The Public Safety and Security Annex activities should not be confused with the activities described in the Terrorism Incident Annex or other criminal investigative law enforcement activities

As the lead law enforcement official in the United States, the Attorney General, generally acting through the Federal Bureau of Investigation (FBI), maintains the lead for criminal investigations of terrorist acts or terrorist threats by individuals or groups inside the United States
The Public Safety and Security Annex is activated when public safety and security capabilities and resources are needed to support incident operations
This includes threat or pre-incident as well as post-incident situations
When activated, the primary agencies assess public safety and security needs, and respond to requests for resources and planning/technical assistance from county agencies
The Public Safety and Security Annex manages support by coordinating the implementation of authorities related to public safety and security and protection of property, including critical infrastructure, and security resources and technologies and other assistance to support incident management operations and security capabilities and resources are needed to support incident operations
This includes threat or pre-incident as well as post-incident situations
The Public Safety and Security Annex maintains close coordination with Federal, State, and local officials to determine public safety and security support requirements and to jointly determine resource priorities
The primary agencies maintain communications with supporting agencies to determine capabilities, assess the availability of resources, and track resources that have been deployed

Recovery

General



When a disaster occurs, it is all too easy to get consumed by the urgent activities and emotions surrounding the event. That is understandable but don't allow the intensity of the incident to distract you from some extremely important actions you should be taking. Keep in mind that no financial assistance will occur until there is a declared disaster by the State and the Federal governments.

Tracking time and material (supplies and equipment specifically used for the disaster) should happen always, regardless of disaster declarations. There is no guarantee that we will get our expenses reimbursed. We are at the mercy of the State and Federal governments. In most cases, however, labor and materials specific to the disaster response get reimbursed. Losses already covered by our insurance are typically NOT reimbursed. For example, if an employee is injured our Workers' Compensation would cover the injured employee. If a building was damaged and our insurance does not cover that specific cause of loss there may be a chance it is reimbursable.

Before – Action Items

Establish relationships and contact information from our county Operational Area and Coordinating Council (OACC)
Create and maintain a current contact list with this information and other contact information essential to the Finance/Administration Section of our ICS structure
Train and practice the Start-up, Operation of, and the Closure of this ICS Section.
Modify and update our Emergency Operations Plan as necessary

During – Action Items

Within the very first moments of an incident, begin tracking every employee's and volunteer's time spent on the incident. (Be alert to any announcements from local or State government regarding "Public Assistance" requests or meetings.) Use the form designed for that purpose, the Activity Log (ICS 214). If not readily available, make sure each person is tracking the following:
Incident name
Date
Worker's name
Log each major activity and track start and end times
Don't be concerned with tracking too much – that can be sorted out after the event
This information will need to be transferred onto the Activity Log (ICS 214) before we can apply for Public Assistance funding (this is what they call the State and Federal reimbursement program)
Keep track of ANY disaster-related expenditures for supplies or equipment. It is best to retain copies of priced-out receipts and invoices for possible State and Federal reimbursement. For example, if our facilities may be used as a shelter and we are required to provide custodial services specific to the shelter, toilet paper, paper towels, cleaning material and chemicals would all likely be reimbursable. If our facility were being used as a medical care facility and the HVAC system required filters different than what we would normally use, the cost of the filters (and the labor to change them) are likely reimbursable.
Establish the Recovery Unit in the Finance/Administration Section of our Emergency Operations Center (EOC).
Have all sites or units collect information on their ability to sustain operations.
Develop staffing pattern for the Recovery Unit.

Collect information on damages, duration and impact from the following:
Utility Providers

Social, medical and health services
Transportation routes and services
Debris issues
County Government Operations
Private sector retail and wholesale providers
Others
Develop initial short term and long-term recovery objectives.
Refer to hazard/threat-specific annexes for information.
Develop information for the PIO on the recovery process and progress.
Develop a plan to assign personnel to sustain the recovery effort
Coordinate with the OACC, other local jurisdictions and the State on their recovery efforts.
While it is best if we already have an established relationship with our county Operational Area Coordinating Council (OACC) contact, we need to identify that individual and the means of communicating with them. We will want them to know who at our District will serve as the contact for emergency incidents. This will serve a couple of purposes:
It will keep our District "in the loop" and better informed when an incident affecting our District occurs
It will alert us to any notice of "Public Assistance" informational meetings to learn about getting Federal and State reimbursement for disaster related District activity
If our county's OACC is overwhelmed with an incident we should reach out directly to our Emergency Services Coordinator at the Governor's Office of Emergency Services Region Operational Area.
Ask them to put the District on the list for notification of "Public Assistance" informational meetings
There are forms that will be exchanged between our District and the OACC or the California Governor's Office of Emergency Services (they act as our liaison with FEMA)
If our employees and volunteers remain under our direction and control we are responsible for any costs associated with their activities. Should they perform work that they would not normally do and it is attributable to the disaster we will likely be able to reimburse the labor. Management costs are typically NOT reimbursable.
If our employees and volunteers, or our facilities, are tasked outside of our District we must only do so under the terms of a mutual aid agreement or memorandum of understanding to which the District have agreed, in writing. Make sure we understand when and if risk transfer occurs as it should be clear in these documents. These documents should identify, specifically, what is "covered" and by "whom." Examples for other agency usage of our facility might include the Fire Department using our facility as a command center for the incident.
Or, local hospitals may be "at-capacity" and need our facility to provide some form of medical or health services. In these cases, (like the case of sheltering) a written request for use of our facilities should be on file or requested prior to allowing the agency to use them. These documents should specify what they will and will not cover in terms of costs related to using the facility. Typically, if an outside agency damages the property or they cause a liability exposure, they are responsible for coverage.

When in doubt, ask for help.

After – Action Items

Begin closing the Recovery Unit
Assign any open or pending tasks, such as Public Assistance funding or other outstanding receivables or payables, to appropriate staff with specific checkup or due dates
Make sure all Activity Logs and equipment/supply records have been assembled and recorded into the request for Public Assistance from Cal OES and FEMA
Conduct an After-Action debrief within the Finance/Administration Section and include that in the main incident After-Action debrief held by the District
Review our EOP and include any lessons learned or altered actions into the plan for update and redistribution to the emergency management team
Participate in and debriefings provided by our ICS team and close the Recovery Unit

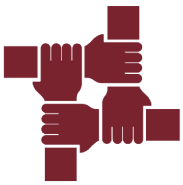
Resources

Activity Log (ICS 214)
Cal OES Regional Operations
Form Cal OES 126 – Project Application, California Disaster Assistance Act Program
Form Cal OES 130 – Designation Of Applicant's Agent Resolution For Non-State Agencies
Form Cal OES 89 – Project Assurances For Federal Assistance – Construction Programs
Form FEMA 009-0-49 9/16 – Request For Public Assistance

All links should be verified at least annually and updated. In some cases, expired forms will not be accepted.

Reunification

General



Student release is a crucial part of emergency planning. During an emergency or disaster, the traditional student release procedure is often unsafe and therefore not operable. Accordingly, a comprehensive emergency plan needs to include certain procedures to accomplish the main priority of safety planning which is to ensure the safety of the students to every extent possible.

There are a wide variety of emergency situations that might require student/family reunification. Student/family reunification may be needed if the site is evacuated or closed as a result of a hazardous materials transportation accident, fire, natural gas leak, flooding, earthquake, tsunami, school violence, bomb threat, terrorist attack or other local hazard.

Student/Family reunification is part of the Incident Command System and is assigned to the Operations Area.

Reunification Procedures

In an emergency, sites must establish a safe area for family members to meet with students. This area must be away from the both the damage and the student's assembly area. In a typical release the following steps will be followed:

Family member will report to the assigned area and give the name of the student
Picture ID will normally be required by the person in charge to insure the person requesting a minor is a match to the name on the emergency release card
A runner will go to the student assembly area and get the minor requested by the parent or adult and escort the student back to the pick-up area
Parents will be asked to sign a form indicating they picked up the minor (the date and time will also be indicated on the pick-up form)
If the minor is in the first aid area, the parent will be escorted to that area for reunification with their child/children
Counselors, when available, will be located close to the first aid area in the event they are needed

Traffic Control

Traffic may be controlled by trained and authorized employees who meet the requirements outlined in the Manual on Uniform Traffic Control Devices (MUTCD) Part 7, Traffic Control for School Areas. In the absence of this condition, we must wait until local law enforcement is available and on scene at the site.
To every extent possible, two-way traffic will be maintained to allow for entry and exit of emergency vehicles
As the situation develops there may be time for barricades and other traffic control devices to be delivered and set up
It should be understood this will not occur at the beginning of the incident
When law enforcement arrives on the scene they will take charge and do whatever is necessary, including the towing of vehicles to manage the emergency or disaster

Maintaining the Procedures

Student rosters should be updated at least twice a year
If enrollment dictates this may be updated more frequently
Updated rosters should be stored in every room in an area easily identified by the both staff and substitutes.
Additional copies of the rosters should be distributed to the site administrator and placed in the back of the emergency plan binder

Emergency cards should be filled out at the beginning of the year
This card should include contact information on family members, as well as other adults who can be contacted if the family member is not available
The card should also indicate who the minor is permitted to leave site with, if necessary
DO NOT release students to people not listed on the student emergency card.
A well- intentioned friend may offer to take a minor home; however, District staff must be certain that students are only released to the appropriate people, so their families will know where they are
The card should also include all pertinent medical information such as allergies, medications, and doctor contact information
These cards should be stored in the front office in both hard copy and electronically, if possible

Things to Remember

Some family members will refuse to cooperate with the student/family reunification process
This situation can be diminished, to some degree, if family members are informed about the District's release procedures before the disaster or emergency occurs
They should be reminded that the safety of their student is our utmost priority
Family members may be emotional when arriving at the site
Have counselors available to deal with issues if needed
Shortly after the incident, the media will have a presence on our site
The Public Information Officer, part of the command staff operating under the Incident Command System, will deal with the media, however, it is important that family be sheltered from media representatives

Shelter-in-Place

General



This action is taken to place and/or keep students indoors in order to provide a greater level of protection from airborne contaminants in outside air. Shelter-in-place is implemented when there is a need to isolate students and staff from the outside environment and includes the shutdown of room and/or building air systems. During shelter-in-place, no one should be exposed to the outside air.

Description of Action

If an emergency occurs that requires students and staff to Shelter-in-Place, the Site Administrator will make an announcement on the PA system. If the PA system is not available, the Site Administrator will use other means of communication (e.g., sending messengers to deliver instructions). The Site Administrator should be calm, convey reassuring comments that the situation is under control, and provide clear and consistent directions. Below is an example of an announcement to be made by the Site Administrator:

"YOUR ATTENTION PLEASE. WE HAVE RECEIVED INFORMATION REGARDING A HAZARD IN THE COMMUNITY. WE ARE INSTITUTING SHELTER-IN-PLACE PROCEDURES. PLEASE REMAIN INSIDE THE BUILDING AWAY FROM OUTSIDE AIR WITH WINDOWS AND DOORS SECURELY CLOSED AND AIR CONDITIONING UNITS TURNED OFF. ALL STUDENTS AND STAFF THAT ARE OUTSIDE ARE TO IMMEDIATELY MOVE TO THE PROTECTION OF AN INSIDE ROOM. PLEASE REMAIN INDOORS UNTIL FURTHER INSTRUCTIONS ARE PROVIDED."

If inside, staff should keep students in their rooms until further instructions are given
If outside, students must proceed to their rooms if it is safe to do so
If it is determined to be unsafe, staff should direct students into nearby rooms or buildings (e.g., auditorium, library, cafeteria, and gymnasium)
Staff and students who were exposed to outside air should congregate in indoor locations away from individuals who were not exposed to outside air
Anyone who is exhibiting symptoms must be treated
Staff is responsible for securing individual rooms and for completing the following procedures as needed:
Shut down the room/building HVAC (Heating Ventilation and Air Conditioning) system
Turn off local fans in the area
Close and lock doors and windows

If necessary, seal gaps under doors and windows with wet towels or duct tape, seal vents with aluminum foil or plastic wrap, and turn off sources of ignition, such as pilot lights

Situational Awareness

In the U.S., every public agency is expected to address situational awareness and personnel security. Situational Awareness is the ability to identify, process, and comprehend the critical information about an incident. More simply, it is knowing what is going on around us.

Overview

Situational Awareness requires continuous monitoring of relevant sources of information regarding actual incidents and developing hazards. A common core function of Emergency Operations Centers (EOC) is gaining, maintaining, and sharing Situational Awareness and developing a Situational Picture (SitPic) that is shared between the Incident ICS, EOC, JIS, and field staff participants in the incident.

In the early stages of activation, the EOC will obtain Situational Awareness. This is important because accurate, timely information will enable more informed, effective decision-making. An excellent tool for developing and maintaining this condition of the OODA loop.

OODA Loop

The OODA loop is the cycle: observe–orient–decide–act, developed by military strategist and United States Air Force Colonel John Boyd in the 1960s. Boyd applied the concept to the combat operations process, often at the operational level during military campaigns. It is now also often applied to understand commercial operations and learning processes.
The OODA loop has become an important concept in emergency management. According to Boyd, decision-making occurs in a recurring cycle of observe–orient–decide–act. An entity (whether an individual or an organization) that can process this cycle quickly, observing and reacting to unfolding events more rapidly than an “opponent,” can thereby "get inside" the opponent's decision cycle and gain the advantage.

Observe – Sensing yourself and the world around you
Orient – What you believe: a complex set of filters of genetic heritage, cultural predispositions, personal experience, and knowledge
Decide – A review of alternative courses of action and the selection of the preferred course as a hypothesis to be tested.
Act – Testing the decision chosen for implementation.

Every employee is a critical link to situational awareness. This annex address the expectations of this District in establishing and maintaining a vital communication and informational internal network. Whether you are in an office environment, inside a building, in the field, or at home, what you observe and absorb are invaluable to our District.

Prepare

The following list includes the minimum expectations for every employee:
Develop and maintain a personal family communication plan
Use the Family Emergency Communication Plan – Wallet Sized provided by our District
The plan should be completed at hire and updated when any of the information changes but at least annually
Share our plan with your family
Review and familiarize yourself with the District’s Emergency Operations Plan (EOP)
Prepare a “Go-Bag” for yourself with a 3-day supply of food and water
See the “Go-Bag” guide for help in assembling and stocking
Keep a copy of the District’s Critical Incident Field Operations Guide (FOG) with you at all times during work hours

Field Protocol

Before, during, and after critical incidents there are some basic steps you should take to improve your situation and help others in need:

f you are operating a vehicle or other equipment, stop your activity as soon as is safely possible (If driving, follow safe driving practices and get maneuver your vehicle without endangering your own or the safety of others)
Assess the situation using the OODA loop and take appropriate action
Follow our District's Communication protocols as outlined in the EOP
If you are unable to proceed to your primary location (starting and ending shift worksite) find out if you can return to an alternate site
If returning to any of these sites proves unreasonable, proceed to the nearest public facility (police or fire station, hospital, local government office) and notify our District of your exact location
Provide our District's Emergency Operations Center (EOC) with as much detailed information as possible:
Time, Date, and Location of Critical Incident
Your condition (unaffected, injured, etc.) and the condition of your equipment
Describe the type of incident such as fire, hazmat, earthquake, etc.
Provide details on estimate impact in your area (how much loss or damage)

Disaster Service Worker

As a California public employee, you may be called upon to work as a Disaster Service Worker (DSW) in the event of an emergency. The information contained in the Disaster Service Worker website will help you understand your role and obligations as a disaster service worker, and what to do in an emergency (California Government Code Section 3100-3109).

Special Needs Population

Planning Needs and Assumptions



For individuals with special needs, physical environments become a great deal more hostile and difficult to deal with during and after an emergency. The ability to get to accessible exits and personal items may be reduced. Communication may be impeded at a time when clear and rapid communication is crucial to safety and survival.

To comply with statutes involving students with special needs, individuals responsible for evacuation and emergency operation plans, notification protocols, shelter identification, emergency medical care and other emergency response and recovery programs must:

Have sound working knowledge of the accessibility and nondiscrimination requirements applicable under Federal disability rights laws
Know the special needs demographics of the attending students on site
Involve students with different types of disabilities and staff in identifying the communication and transportation needs, accommodations, support systems, equipment, services, and supplies that they will need during an emergency
Consider emergency accommodations for those with temporary disabilities
Identify existing resources within the site and local community that meet the special needs of these students
Develop new community partners and resources, as needed
Inform family members about the efforts to keep students safe
Identify medical needs and make an appropriate plan
Determine transportation needs, special vans, and buses for students
Identify any necessary tools such as personal response plans, evacuation equipment or visual aids
Include local responders and establish a relationship with individual students with disabilities and staff

HAZARD/THREAT ANNEX

Hazard-Threat Assessment

A representative number of participants were selected to participate in the Hazard-Threat Assessment Survey (HTAS). This survey follows best practices in emergency management and is a very important part of updating our Emergency Operations Plan.

This survey was designed to help us prioritize possible threats or hazards we may face. It covers many possible scenarios but is not exhaustive in nature. The survey information generated is invaluable in helping our Emergency Operations Plan Collaborative Planning Team identify the hazards and threats most likely to impact us.

The Collaborative Planning team has selected the following Hazards/Threats to be included in this annex:
Active Assailant
Cyber Threat or Attack
Earthquake
Extreme Heat and Unhealthy Air Quality
Fire-Structural
Fire-Forest, Wildfire, or Urban Interface
Infectious Disease
Power and Utility Failure
Severe Weather
Tsunami

Active Assailant

Purpose

Active assailant situations are often over within 10 to 15 minutes, before law enforcement arrives on the scene. Individuals must be prepared both mentally and physically to deal with an active assailant situation.



This Annex will address current best practices for dealing with Active Assailants, Before, During, and After an incident.

Situation and Assumptions

An Active Assailant is an individual actively engaged in the killing or attempting to kill people in a confined and populated area. In most cases, active assailants use firearms and there is no pattern or method to their selection of victims.

Active Assailant situations are unpredictable and evolve quickly. Typically, the immediate deployment of law enforcement is required to stop the attack and mitigate harm to victims.

Continuity of Operations (Annex Specific)

Continuity of Operations is defined as the internal effort of an organization to assure that the capability exists to continue essential functions and services in response to a comprehensive array of potential emergencies or disasters.

In the case of an active assailant actions can be taken in advance to mitigate some of the outcome of the attack.

Organization and Assignment of Responsibilities

Refer to the Organization and Assignment of Responsibilities section located in the Basic Plan.

Plan Development

This annex is part of the Hazard and Threat Annex and was developed using current best practices

Authorities and References

- CISA (Cybersecurity and Infrastructure Security Agency) Active Shooter Preparedness
  - https://www.cisa.gov/topics/physical-security/active-shooter-preparedness
- FBI (Federal Bureau of Investigation) Active Shooter Safety Resources
  - https://www.fbi.gov/how-we-can-help-you/safety-resources/active-shooter-safety-resources
- REMS (Readiness and Emergency Management for Schools) Technical Assistance Center
  - https://rems.ed.gov/IHEActiveShooterSituations.aspx

Incident Command Actions

Before

Threat and Physical Security Assessment of each site

Conducting periodic threat and physical security assessments will ensure that best practices are in place to control access to your campus.

- Appropriate perimeter fencing installation and maintenance
- Locks and closers on perimeter gates that prevent outsiders from opening the gate (mesh screen around gate area)
- Check for keyed exterior locksets of all classroom doors
- Make sure the lockset on the interior of the classroom door has a thumb lock or other quick-lock style lockset (see Figure 1- Interior Lock)
- Verify visitor access control is in place and works as intended
- Require classroom doors to be closed and locked when students are present

Student Education

- Educate students (age appropriate) through workshops, seminars, lectures, and any other opportunity to teach about the hazards of an active assailant/physical threat and ways each person can potentially react to such a situation
- Supplement in-person instructional elements with additional information to reinforce the training

Such material may be distributed in a variety of ways, including but not limited to web pages, social media, printed literature, radio/TV, etc.
Foster a respectful school community
Be aware of indications of violence and take remedial actions accordingly (i.e. If you see something, say something)





Behavioral Red Flags
Recognizing indicators for potential violence by an individual:
Increased use of alcohol and/or illegal drugs
Unexplained increase in absenteeism; vague physical complaints
Noticeable decrease in attention to appearance and hygiene
Depression/withdrawal
Resistance and overreaction to changes in policy and procedures
Repeated violations of District policies
Increased severe mood swings
Noticeably unstable, emotional responses
Explosive outbursts of anger or rage without provocation
Suicidal; comments about “putting things in order”
Behavior, which is suspect of paranoia, (“everybody is against me”)
Increasingly talks of personal problems
Talk of severe financial problems
Talk of previous incidents of violence
Empathy with individuals committing violence
Increase in unsolicited comments about firearms, other dangerous weapons, and violent crimes

Develop a positive behavioral intervention program that identifies at-risk behaviors early on and ensures administration is aware of these individuals
Decide upon communications and public information releases with your Public Information Officer prior to an incident
Develop model releases that provide well thought out and consistent messaging on behalf of the District
Discuss and decide upon Spontaneous Memorial practices including
Ease of public access
Minimize disruption of vehicular and pedestrian traffic
Monitored for appropriateness of items placed at the memorial
Prepared to announce the one location to the public and that it will be open from/to specific dates (typically no longer than 2-3 weeks)
Line-of-sight view by administration

During

Responding to an Active Assailant/Physical Threat

If you are in a situation where your safety is in question and you are at risk of harm from another person, you must quickly determine the most reasonable way to protect your own life.

Run (evacuate)

If there is an accessible escape path, attempt to evacuate the building/area. Be sure to:
Have an escape route and plan in mind
Evacuate regardless of whether others agree to follow
Leave your belongings behind
Help others escape, if possible
Prevent individuals from entering an area where the active assailant may be
Keep your hands visible, to prevent confusion to law enforcement
Follow the instructions of law enforcement personnel
Do not attempt to move wounded people
Notify Police when you are safe

Hide (lockdown)

If evacuation is not possible, find a place to hide where the active assailant is less likely to find you. Your hiding place should:
Be out of the active assailant's view
Provide protection if shots are fired in your direction (i.e. a room with a closed and locked door)
Not trap you or restrict your options for movement
Remember Cover vs. Concealment
Spread out to reduce target area
To prevent an active assailant from entering your hiding place:
Lock the door, if possible
Blockade the door with whatever is available – heavy furniture, door wedges, file cabinets, etc.
Cover any windows or openings that have a direct line of sight into a hallway
If the active assailant is nearby:
Lock the door, if possible
Close windows, shades and curtains.
Silence all cell phone and other electronic devices
Turn off any source of noise (i.e. radios, televisions, etc.)
Hide behind large items (i.e. cabinets, desks)
Remain silent

Do not sound the fire alarm
A fire alarm would signal the occupants to evacuate the building and thus place them in potential harm as they attempted to exit
Notify Police when it is safe to do so

Fight

If running and hiding are not possible:
Remain calm
Notify Police, if possible, to alert hem of the active assailant's location
If you cannot speak, leave the line open and allow the dispatcher to listen
As a last resort, and only when your life is in imminent danger, attempt to disrupt and/or incapacitate the active assailant by:
Acting as aggressively as possible against him/her
Throwing items and improvising weapons
Yelling
Committing to your actions



Law Enforcement

Law enforcement's purpose is to stop the active assailant as soon as possible. Officers will proceed directly to the area in which the last shots were heard.

While officers may prefer to team up, they are likely to deploy individually, upon arrival at the scene
Officers may wear regular patrol uniforms or external bulletproof vests, Kevlar helmets, and other tactical equipment
Officers may be armed with rifles, shotguns, handguns
Officers may use pepper spray or tear gas to control the situation
Officers may shout commands, and may push individuals to the ground for their safety
The first officers to arrive to the scene will not stop to help injured persons. Expect rescue teams comprised of additional officers and emergency medical personnel to follow the initial officers. These rescue teams will treat and remove any injured persons. They may also call upon able-bodied individuals to assist in removing the wounded from the premises.

While law enforcement personnel are still assessing the situation, uniformed security and/or police officers will move through the entire area to ensure the threat is over. For the safety of you and the officers, you may be handcuffed until the incident details are fully known.

How to react when law enforcement arrives:

Remain calm, and follow officers' instructions
Put down any items in your hands (i.e., cell phones, bags, jackets)
Immediately raise hands and spread fingers
Always keep hands visible
Avoid making quick movements toward officers such as holding on to them for safety
Avoid pointing, screaming and/or yelling
Do not stop to ask officers for help or direction when evacuating, just proceed in the direction from which officers are entering the premises

Once you have reached a safe location or an assembly point, you will likely be held in that area by law enforcement until the situation is under control, and all witnesses have been identified and questioned. Do not leave until law enforcement authorities have instructed you to do so.

Considerations
If a security threat is imminent or occurring, our personnel will take all reasonable and appropriate actions to minimize the hazard to the District's students and staff. If the perpetrator(s) is known, Incident Command will immediately deactivate the incident site's ID card(s) to prevent the individual(s) from entering a building/room equipped with card access.

For locations without electronic access control, incident personnel will make reasonable attempts to secure these doors as quickly as possible. The nature of the threat may make it unsafe for incident personnel to move from door-to-door, thus preventing these locations from being quickly secured.

If you become aware of an active assailant situation, immediately notify Police at 911. Information to provide to law enforcement or 911 operators:
Location of the active assailant
Number of assailants
Identity of the assailant(s), if known
Physical description of assailant(s)
Number and type of weapons held by the assailant(s)
Number of potential victims at the location

After

Good Practice for Coping
Good Practice for Coping
Be aware of your environment and any possible dangers
Take note of the two nearest exits in any facility you visit
If you are in an office, stay there and secure the door
If you are in a hallway, get into a room and secure the door
As a last resort, attempt to take the active assailant down. When the assailant is at close range and you cannot flee, your chance of survival is much greater if you try to incapacitate him/her.
Call 911 when it is safe to do so

Any time there is a significant security concern, we will make every reasonable attempt to immediately increase security on site. At the same time emergency personnel are responding to the emergency, public safety officials will communicate the hazard to the community via all available and appropriate means.

If you receive an official emergency communication notifying you of a hazardous situation where you must take immediate action to protect yourself, stay as calm as possible and follow these procedures. Only you will be able to determine the safest course of action that should be taken.

Bomb Threat Procedures and Checklist – DHS

BOMB THREAT PROCEDURES

This quick reference checklist is designed to help employees and decision makers of commercial facilities, schools, etc. respond to a bomb threat in an orderly and controlled manner with the first responders and other stakeholders.

Most bomb threats are received by phone. Bomb threats are serious until proven otherwise. Act quickly, but remain calm and obtain information with the checklist on the reverse of this card.

If a bomb threat is received by phone:

1. Remain calm. Keep the caller on the line for as long as possible. DO NOT HANG UP, even if the caller does.
2. Listen carefully. Be polite and show interest.
3. Try to keep the caller talking to learn more information.
4. If possible, write a note to a colleague to call the authorities or, as soon as the caller hangs up, immediately notify them yourself.
5. If your phone has a display, copy the number and/or letters on the window display.
6. Complete the Bomb Threat Checklist immediately. Write down as much detail as you can remember. Try to get exact words.
7. Immediately upon termination of call, DO NOT HANG UP, but from a different phone, contact authorities immediately with information and await instructions.

If a bomb threat is received by handwritten note:

- Call _____
- Handle note as minimally as possible.

If a bomb threat is received by e-mail:

- Call _____
- Do not delete the message.

Signs of a suspicious package:

- No return address
- Excessive postage
- Stains
- Strange odor
- Strange sounds
- Unexpected delivery
- Poorly handwritten
- Misspelled words
- Incorrect titles
- Foreign postage
- Restrictive notes

**** Refer to your local bomb threat emergency response plan for evacuation criteria***

DO NOT:

- Use two-way radios or cellular phone. Radio signals have the potential to detonate a bomb.
- Touch or move a suspicious package.

WHO TO CONTACT (Select One)

- **911**
- **Follow your local guidelines**

For more information about this form contact the DHS Office for Bombing Prevention at OBP@dhs.gov

Homeland Security

2014

BOMB THREAT CHECKLIST

DATE: **TIME:**

TIME CALLER HUNG UP: **PHONE NUMBER WHERE CALL RECEIVED:**

Ask Caller:

- Where is the bomb located? (building, floor, room, etc.)
- When will it go off?
- What does it look like?
- What kind of bomb is it?
- What will make it explode?
- Did you place the bomb? Yes No
- Why?
- What is your name?

Exact Words of Threat:

Information About Caller:

- Where is the caller located? (background/level of noise)
- Estimated age:
- Is voice familiar? If so, who does it sound like?
- Other points:

Caller's Voice	Background Sounds	Threat Language
☐ **Female**	☐ Animal noises	☐ Incoherent
☐ **Male**	☐ House noises	☐ Message read
☐ Accent	☐ Kitchen noises	☐ Taped message
☐ Angry	☐ Street noises	☐ Irrational
☐ Calm	☐ Booth	☐ Profane
☐ Clearing throat	☐ PA system	☐ Well-spoken
☐ Coughing	☐ Conversation	
☐ Cracking voice	☐ Music	
☐ Crying	☐ Motor	
☐ Deep	☐ Clear	
☐ Deep breathing	☐ Static	
☐ Disguised	☐ Office machinery	
☐ Distinct	☐ Factory machinery	
☐ Excited	☐ Local	
☐ Laughter	☐ Long Distance	
☐ Lisp		
☐ Loud	**Other Information:**	
☐ Nasal		
☐ Normal		
☐ Ragged		
☐ Rapid		
☐ Raspy		
☐ Slow		
☐ Slurred		
☐ Soft		
☐ Stutter		

Cyber Threat or Attack

Purpose



Understanding the risks and motivations behind cyber threats or attacks is crucial in establishing and implementing this Cyber Threat or Attack annex. Technology continues to improve and develop at an amazing pace and with that advancement comes the challenges of protecting what we collect and manage using that technology.

Common criminals as well as hostile foreign actors have a couple of primary motivations when it comes to attacking your organization's cyber space. Both money and operational disruption are at the top of that list. For some hackers, they thrive on finding ways to access your information and then sell it, or threaten to disclose it asking for a "ransom," while freezing up your means of storing, accessing, or distributing information.

This annex will focus on the incident management perspective and address what to do before, during, and after an incident, following current best practices. These practices fall under the general category of cyber security.

Situation and Assumptions

Think of the cyber world as you would your own facilities. You provide appropriate fencing to ensure the security of those within its boundaries. The more access points you provide the more difficult it becomes to keep that site secure and safe. The cyber world is really the same way. Years ago we may have had only a handful of access points to our local area network. As technology improved, we added access. As we added access we provided more entry points for those who would seek our harm.

We are making some basic assumptions about systems and practices we should have in place:

- Installed and using modern firewall and antivirus software
- Conducting regular antivirus scanning
- Configured firewalls to prevent ransomware
- Keeping operating systems patches up-to-date
- Completing critical patching as expeditiously as possible
- Conducting employee cyber security awareness training including current best practices
- Keeping individual sites segregated
- Keeping user groups segregated (staff and student users segregated)
- Keeping privilege access management limited
- Using multi-factor authentication
- Implemented and using strong password policy
- Using off-site back up
- Providing email filtering to prevent spam reaching employees

Organization and Assignment of Responsibilities

Our IT department will have leadership over all aspects of our technology equipment and network spaces. They are the core of our Cyber Security Incident Response Team.

It is the responsibility of our Information Technology (IT) professionals to maintain a safe and secure cyber space. However, it is every network user's responsibility to follow best practices introduced by our IT professionals.

Glossary of Terms

Cyber Security Incident Response Team (CSIRT)

A group of experts that assesses, documents and responds to a cyber incident so that a network can not only recover quickly, but also avoid future incidents.

Denial-of-service attack

A denial-of-service attack floods systems, servers, or networks with traffic to exhaust resources and bandwidth. As a result, the system is unable to fulfill legitimate requests. Attackers can also use multiple compromised devices to launch this attack. This is known as a distributed-denial-of-service (DDoS) attack.

DNS Tunneling

DNS tunneling utilizes the DNS protocol to communicate non-DNS traffic over port 53. It sends HTTP and other protocol traffic over DNS. There are various, legitimate reasons to utilize DNS tunneling. However, there are also malicious reasons to use DNS Tunneling VPN services. They can be used to disguise outbound traffic as DNS, concealing data that is typically shared through an internet connection. For malicious use, DNS requests are manipulated to exfiltrate data from a compromised system to the attacker's infrastructure. It can also be used for command and control callbacks from the attacker's infrastructure to a compromised system.

Malware

Malware is a term used to describe malicious software, including spyware, ransomware, viruses, and worms. Malware breaches a network through a vulnerability, typically when a user clicks a dangerous link or email attachment that then installs risky software. Once inside the system, malware can do the following:

- Blocks access to key components of the network (ransomware)
- Installs malware or additional harmful software
- Covertly obtains information by transmitting data from the hard drive (spyware)
- Disrupts certain components and renders the system inoperable

Man-in-the-middle attack

Man-in-the-middle (MitM) attacks, also known as eavesdropping attacks, occur when attackers insert themselves into a two-party transaction. Once the attackers interrupt the traffic, they can filter and steal data.

Two common points of entry for MitM attacks:

- On unsecure public Wi-Fi, attackers can insert themselves between a visitor's device and the network. Without knowing, the visitor passes all information through the attacker.
- Once malware has breached a device, an attacker can install software to process all of the victim's information.

Phishing

Phishing is the practice of sending fraudulent communications that appear to come from a reputable source, usually through email. The goal is to steal sensitive data like credit card and login information or to install malware on the victim's machine. Phishing is an increasingly common cyberthreat.

SQL injection

A Structured Query Language (SQL) injection occurs when an attacker inserts malicious code into a server that uses SQL and forces the server to reveal information it normally would not. An attacker could carry out a SQL injection simply by submitting malicious code into a vulnerable website search box. Learn how to defend against SQL injection attacks.

Zero-day exploit

A zero-day exploit hits after a network vulnerability is announced but before a patch or solution is implemented. Attackers target the disclosed vulnerability during this window of time. Zero-day vulnerability threat detection requires constant awareness.

Incident Command Actions

Maintaining a best-practices approach to cyber security requires us to keep up to date on current trends and threats in the cyber world. Most of what we know comes from internet service providers who share this information to help us be better prepared.

Our cybersecurity response process recommendations by the SANS Institute, as defined in its Incident Handler's Handbook.

Before

Preparation

- Define, develop, and implement an Information Security policy and procedures that addresses current and possible future risks to cyber information handing and protection
- Conduct regular and periodic training for our staff to ensure they have the tools they need to preserve our cyber security. This may include hands-on virtual or email tests and scenarios designed to reinforce safe cyber practices and protect our digital/cyber foot print.
- Perform regular security assessments and intrusion testing
- Provide a trained staff Cybersecurity Incident Response Team (CSIRT)

During

Identification

- Monitor IT systems and detect deviations from normal operations and see if they represent actual security incidents
- Establish type and severity
- Log actions and responses
- Collect evidence

Containment

- Isolate impacted system(s)
- Implement temporary workarounds to maintain operations

Eradication

- Identify the root cause
- Remove malicious software from all affected systems
- Take action to prevent root cause from recurring

Caution



After

Recovery

- Bring affected systems back online
- Test, verify, and monitor affected systems to ensure they are operating normally

After-Action Report

- Finalized incident documentation
- Perform a retrospective of the incident to determine what was effective and what was not to identify lessons learned
- Modify and update this annex and any policy or procedure identified as insufficient or failed in the after-action debrief and report

Authorities and References

State

Cal OES - California Cybersecurity Integration Center

- https://www.caloes.ca.gov/cal-oes-divisions/law-enforcement/california-cybersecurity-integration-center

Federal

Department of Homeland Security - Cybersecurity and Infrastructure Security Agency (CISA)

- https://www.cisa.gov/

National Institute of Standards and Technology (NIST) – Cybersecurity

- https://www.nist.gov/cybersecurity

Earthquake

Duck, Cover, and Hold

This action is used to protect students and staff from flying or falling debris. Upon the first indication of an earthquake, staff should direct students to Duck, Cover, and Hold.



The Incident Commander will make the following announcement on the PA System:

"ATTENTION PLEASE. DUCK, COVER AND HOLD. DUCK, COVER, AND HOLD. ADDITIONAL INFORMATION TO FOLLOW."

Note: If the PA system is not available, use other means of communication, i.e. send messengers to deliver instructions, email, etc.

Description of Action

If inside

Drop to knees
Get under desk and remain facing away from windows
Clasp both hands behind neck
Bury face in arms
Make body as small as possible
Close eyes and cover ears with forearms.

If outside

Drop to knees
Clasp both hands behind neck
Bury face in arms
Make body as small as possible
Close eyes and cover ears with forearms.
Avoid glass and falling objects

Procedures

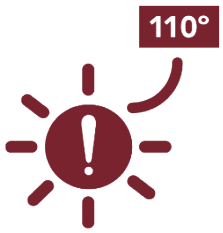
Avoid glass and falling objects. Move away from windows, heavy suspended light fixtures, and other overhead hazards.
When the shaking stops, the Incident Commander will issue the All Clear Response
Use prescribed routes and proceed directly to the Assembly Area. Teachers shall notify the Student Attendance/Release Team of missing students.
The Incident Commander to direct the Security Team to post guards a safe distance away from building entrances to prevent access.
Warn all personnel to avoid touching fallen electrical wires.
First Aid Team will check for injuries and provide appropriate first aid.
The Incident Commander will direct the Facility Team to turn off water, gas, and electrical and to alert appropriate utility company of damages, if appropriate.
If the area appears safe, the Search and Rescue team will be cleared by the Incident Commander to make an initial inspection of the District's buildings, if needed.
The Incident Commander will contact the Superintendent to determine if additional actions are deemed necessary.

During Non-Operating Hours

The Incident Commander and Identified Maintenance/Facilities Personnel will assess damages to determine needed corrective actions. For apparent damages, contact the Superintendent to determine if the District should be closed. If the District must be closed, notify staff and students as identified in District Closure Response Procedure.

Extreme Heat and Unhealthy Air Quality

Purpose



The purpose of this annex is to ensure that staff is advised of hazardous conditions caused by extreme heat conditions and/or unhealthy air quality and to minimize exposure to those conditions. Governmental agencies, such as the Air Quality Management District (AQMD), the National Weather Service (NWS-NOAA), the Center for Disease Control (CDC) and others provide guidance in how to respond to unhealthful air quality and extreme heat conditions.

Actions

The Incident Commander monitors air quality and heat conditions to provide recommended actions during an unhealthful air quality or extreme heat event. The Incident Commander will keep the Senior Executive or designee informed of these conditions and activate this annex. Upon activation, site administrators will perform the following:

Notify students and staff when unhealthful air quality or extreme heat conditions exist.
Modify District programs and work assignments for the protection of students and staff.
Adhere to the Unhealthful Air Quality and Extreme Heat Plan to correspond with current recommendations of both the AQMD and the NWS.
Cooperate with other governmental agencies and with the total community in matters of critical concern regarding unhealthful air quality and extreme heat.

District Activities and What To Do During Extreme Heat Conditions.

The National Weather Service (NOAA) provides information on responding to extreme heat conditions. The Incident Commander monitors temperature and humidity in the District and the National Weather Service website to ensure that our District sites are notified upon attainment of an extreme heat condition.
Always provide adequate amounts of water to students and staff to maintain appropriate hydration, use areas shaded from the direct sunlight, and:
When the Heat Index reaches the range of 90 to 105 degrees Fahrenheit, sunstroke, heat cramps, and heat exhaustion are possible. Everyone shall minimize prolonged, vigorous outdoor activity.
When the Heat Index reaches the range of 105 to 130 degrees Fahrenheit, sunstroke and heat exhaustion are likely and heat stroke is possible. Everyone shall discontinue prolonged, vigorous outdoor activity.
When the Heat Index reaches or exceeds 130 degrees Fahrenheit, heat stroke is highly likely with continued exposure. Everyone shall discontinue all vigorous outdoor activity.

Fire - Structural



The following procedure addresses the necessary actions that should be taken if a fire is discovered in or on the District's facilities. A timely response to this situation is critical to prevent injuries and further property damage.

Procedure

NOTE – There are cases during Active Assailant incidents where the assailant may trigger the fire alarm. This is done as a means to induce students and staff to evacuate which may provide the assailant with more "targets." Modified responses to a fire alarm should be discussed with your local fire and law enforcement jurisdictions to coordinate best practices for your district.
If a fire is discovered on site, the administrative staff will immediately signal the fire alarm and direct students out of the building.
The Incident Commander will call 911 and provide the location and nature of the incident
The Incident Commander will immediately initiate the Off-Site Evacuation Procedures
Staff and students will evacuate buildings using pre-designated routes or other safe routes and convene at the Assembly Area
Site staff members must bring their student rosters and take attendance at the Assembly Area to account for all students
Staff will notify the Incident Commander of any missing students
If safe to do so, staff will use fire extinguishers to suppress the fire until the local fire department arrives
All fires, regardless of size, which are extinguished by site personnel, require a call to the responding Fire Department to indicate "the fire is out"
The Incident Commander will secure the area to prevent unauthorized entry and keep access roads clear for emergency vehicles
The Incident Commander will notify the Senior Executive of the fire. The Senior Executive should work with the Public Information Officer
Outreach and Communication to disseminate information
In the event that students need to be released from the school site, refer to the Reunification Annex for reunification procedures
If necessary, the Incident Commander will notify appropriate Transportation official to request transportation for student and staff evacuation.

Any affected areas will not be reopened until the Fire Department or the appropriate agency provides clearance and the Incident Commander issues authorization to do so. For fires during non-school hours, the Incident Commander and the Senior Executive will determine if the school site will open the following day.

Fire - Forest, Wildfire, or Urban Interface

General



Fires can happen in almost any place, at any time, in almost any condition or circumstance as long as there is fuel, oxygen, and heat. While District's are required to have regularly scheduled fire drills by California law it is easy to overlook the risks associated with poor housekeeping, excessive and dried wildland shrubs and trees close to the District sites and many other factors. The damage caused by fire is real and serious, but the potential hazard of smoke can sometimes be even worse.

Fire in Surrounding Area

The following procedure addresses actions that should be taken in the event that a fire is discovered in an area nearby District grounds. The initiated response actions should take into consideration the location and size of the fire, its proximity to the District site, and the likelihood that the fire may affect the District.

Incident Command Actions

Before

Review and update the "Recovery" Annex located in your Functional Annex following current State and Federal "Best Practices" guidelines
Locate and participate in CSTI's course, "Recovery From Disasters: The Local Community Role (G-205)
Identify and include your "whole community" in strengthening your Pre-Disaster Recovery framework

During

Call 911 if you see a fire or flames.
Activate and follow your Emergency Operations Plan.
Use your internal Emergency Management Alert System to communicate with staff, students and parents.
Always follow instructions from your local emergency agencies (Fire and Law Enforcement).
If trapped, call 911 and give your location, but be aware that emergency response could be delayed or impossible. Turn of HVAC and natural gas. Turn on lights to help rescuers find you if you have power. Fill sinks and tubs with water and keep windows and doors unlocked.
Ensure you have a representative designated to be in contact with Cal OES (may be specific to your region) and your local EOC
You might consider predesignating a representative to be an active member of the Recovery task force.
If your site is a designated shelter or evacuation point, follow the instructions of the organization or agency that is managing the site (ie: American Red Cross).
Follow the Cal/OSHA Protection from Wildfire Smoke regulation, Title 8, Section 5141.1 for use of N95 respirators. https://www.dir.ca.gov/title8/5141_1.html. and you can find resources on wildfire smoke safety in this Cal/OSHA link. https://www.dir.ca.gov/dosh/Worker-Health-and-Safety-in-Wildfire-Regions.html
Monitor the Air Quality Index (AQI) at www.airnow.gov and enter the zip code of the location where you will be working. The current AQI is also available from the U.S. Forest Service at https://tools.airfire.org/ or a local air district, which can be located at www.arb.ca.gov/capcoa/dismap.htm
Listen to EAS, NOAA Weather Radio, or local alerting systems for current emergency information and instructions.

If you are not ordered to evacuate but smoky conditions exist, stay inside in a safe location or go to a location where smoke levels are lower, if possible.
Avoid vigorous activities outdoors and if travelling in a vehicle in the areas affected, close windows and make sure air is on "re-circulate" mode.

After

Continue to follow your EOP Recovery Annex
Listen to authorities to find out when it is safe to return and whether water is safe to drink.
Avoid hot ash, charred trees, smoldering debris, and live embers. The ground may contain heat pockets that can burn you or spark another fire. Consider the danger to pets and livestock.
Avoid downed power lines.
Send text messages or use social media to reach out to family and friends. Phone systems are often busy following a disaster. Make calls only in emergencies.
For those that are part of the damage assessment team, ensure training on personal protective equipment (PPE) use is conducted.
Continue to monitor the Air Quality Index (AQI) at www.airnow.gov and enter the zip code of the location where you will be working. The current AQI is also available from the U.S. Forest Service at https://tools.airfire.org/ or a local air district, which can be located at www.arb.ca.gov/capcoa/dismap.htm
Contact your insurance company/insurance pool/JPA for assistance.
Document everything you do related to the fire. For more details on this process, refer to the IMReady FEMA document.
Wildfires dramatically change landscape and ground conditions, which can lead to increased risk of flooding due to heavy rains, flash flooding and mudflows. Flood risk remains significantly higher until vegetation is restored — up to 5 years after a wildfire.
Be prepared to provide emotional and wellbeing services and resources for students and staff. Mental and physical fatigue are common in these situations .
https://www.cdc.gov/disasters/wildfires/afterfire.html and https://emergency.cdc.gov/coping/index.asp and www.NCTSN.org.

Any responsible person who observes a fire in the area outside of the District should immediately call 911 and notify the Incident Commander
The Incident Commander will initiate the appropriate Immediate Response Actions, which may include Shelter-in-Place, On-Site Evacuation, or Off-Site Evacuation
The Incident Commander will call 911 (to verify – good redundancy) and provide the location and nature of the incident
The Incident Commander will act to prevent students from approaching the fire and keep routes open for emergency vehicles
The Incident Commander will work with responding emergency personnel to determine if District grounds are threatened by the fire, smoke, or other hazardous conditions
If the Incident Commander issues the On-Site Evacuation procedure, staff and students will evacuate the affected building(s) using pre-designated routes or other safe routes and convene at the Assembly Area
All District staff members must bring their student rosters and take attendance at the Assembly Area to account for all students. Staff will notify the Incident Commander of any missing students
The Incident Commander should monitor local radio stations for emergency information.
The Incident Commander will notify the Senior Executive of the emergency situation
The office of the Senior Executive should work with the Office of Public Information and Communication to disseminate information
If necessary, the Incident Commander will notify the appropriate Transportation official to request transportation for staff and student evacuation
The Incident Commander will initiate Off-Site Evacuation procedures, as described in the Evacuation Annex, if warranted by changes in conditions
• In the event that students need to be released from the District site, refer to the Reunification Annex for reunification procedures

Infectious Disease

Purpose



The purpose of the Infectious Disease annex is to help equip our organization to be ready for the unexpected – before, during, and after an infectious disease outbreak. This annex does note replace the required Injury and Illness Prevention Program (IIPP) or other health and safety orders relevant to California Occupational Safety and Health Administration (Cal OSHA) or California Department of Public Health (CDPH)requirements.

Following are two current and specific requirements:

- COVID-19 Safety Plan (CSP) – The CSP is outlined in the CDPH Guidance and Framework for K-12 schools dated January 14, 2021
- The COVID-19 Prevention Plan (CPP) – The CPP is a requirement of the Cal/OSHA COVID -19 Prevention emergency temporary standard.

Infectious diseases occur, often with little or no warning. Essentials that need to be considered include the following:
EOPs may have to be activated with community partners if there is an infectious disease outbreak;
Rapid evolution and dissemination of information about an infectious disease incident will likely require activation of the Communication Annex;
Extensive absences may cause normal operations to close for days or weeks, calling for the activation of the Continuity of Operations (COOP) Annex;
Depending on the disease, there may potentially be some deaths in the community; and,
If handled poorly, community trust in our organization is likely to be shaken.

Disease Sources

Infectious diseases are illnesses that are transmitted from one person to another through various routes. These infectious diseases can be viral, bacterial, or fungal. Some of the more common infectious diseases that may affect us are:
Gastroenteritis; norovirus; influenza; chicken pox; and hand, foot, and mouth, which are all caused by a viral infection, Bacterial infections that can cause E. Coli, MRSA, and strep throat, and Fungal infections, like ringworm.

Influenza, one of the most common infectious diseases, is a highly contagious viral disease. Pandemic influenza differs from both seasonal influenza (flu) and avian influenza in the following aspects:
It is a rare global outbreak which can affect populations around the world.
It is caused by a new influenza virus to which people do not have immunity
Depending upon the specific virus, it can cause more severe illness than regular flu
Influenza can affect young healthy people more so than older, sick people. The Department of Health and Human Services will take the lead in mobilizing a local response to pandemic influenza. Public health alerts will be reported to our organization and the community. Individual rooms, hallways or, if necessary, entire sites may be closed temporarily to contain spread of the virus.

While influenza is the most common infectious disease there are others that can greatly affect our operations, including reduction in work force size to levels that make it difficult to fulfill organizational or operational mission objectives. The “Historical Information” section of this annex identifies some of the major infectious diseases that have affected us in the near past.

Rate of Spread

Infectious diseases may be categorized according to the rate at which they infect the population. The U.S. Centers for Disease Control and Prevention (CDC) categorizes the rate at which diseases are spread as a continuum from smallest to largest: case, outbreak, epidemic, and pandemic.

Case
A case is defined as an individual with the disease.

Outbreak
An outbreak is defined as a localized, as opposed to a generalized, epidemic. This term is also used synonymously with epidemic, and is sometimes the preferred word, as it may prevent sensationalism associated with the word epidemic.

Epidemic
An epidemic is defined as the occurrence of more cases of disease than expected in a given area or among a specific group of people over a period.

Pandemic
A pandemic is defined as an epidemic occurring over a very wide area (several countries or continents) and usually affecting a large proportion of the population.

Situation and Assumptions
The World Health Organization (WHO) provides an influenza pandemic alert system, with a scale ranging from Phase 1 (a low risk of a flu pandemic) to Phase 6 (a full-blown pandemic). See Figure 1, below.
Phase 1: A virus in animals has caused no known infections in humans.
Phase 2: An animal flu virus has caused infection in humans.
Phase 3: Sporadic cases or small clusters of disease occur in humans. Human-to-human transmission, if any, is insufficient to cause community-level outbreaks.
Phase 4: The risk for a pandemic is greatly increased but not certain.
Phase 5: Spread of disease between humans is occurring in more than one country of one WHO region.
Phase 6: Community-level outbreaks are in at least one additional country in a different WHO region from phase 5. A global pandemic is under way.

Figure 1: Infectious Disease Phases (WHO)



Concept of Operations

We monitor the following levels of activation for our EOP and Emergency Operations Center:

Level 3 (lowest level):

This level implies that, with modest augmentation, the lead agency or program can address the primary needs of the response. In the United States, many small natural disasters or environmental responses fall into this activation level.

Level 2 (intermediate level):

This level implies substantial augmentation is required for the lead agency or program to meet response requirements.

Level 1 (highest level):

This level requires an agency wide response and often includes domestic and international partners. As an example, there have been five Level 1 activations since 2005: Hurricane Katrina (2005), influenza A (H1N1) pandemic (2009–10), Ebola virus disease outbreak (2014–2016), Zika virus outbreak (2016–2017), and Coronavirus Disease 2019 (2019-202?).

Continuity of Operations (Annex Specific)

Important Notice

Occupational Health and Safety standards impose additional requirements on employers to protect employees from airborne infectious diseases like COVID-19 and pathogens transmitted by aerosols. Under section 3203 of California's general industry safety regulations, employers must establish, implement, and maintain an effective Injury and Illness Prevention Program (IIPP) to protect employees from workplace hazards. Employers are required to determine if the infectious disease is a hazard in their workplace. If it is a workplace hazard, then employers must implement infection control measures, including applicable and relevant recommendations from federal, state and local guidelines. It is the employer's responsibility to maintain a current and relevant IIPP.

All staff are to be informed regarding protective actions and/or modifications related to this plan. Messaging and risk communications during an emerging infectious disease or pandemic will be conducted by our Emergency Operations Center. Guidance and instructions on established infection control measures such as social distancing, personnel

protective equipment and telework polices are provided by our Emergency Operations Center to assist in limiting the spread of influenza at the primary and alternate worksites.

Within the workplace, social distancing measures could take the form of:

Modifying the frequency and type of face-to-face employee encounters (e.g., placing moratoriums on hand-shaking, substituting teleconferences for face-to-face meetings, staggering breaks, posting infection control guidelines);
Establishing flexible work hours or worksite, (e.g., telecommuting);
Promoting social distancing between employees and those with whom they interact to maintain six-feet spatial separation between individuals; and
Implementing strategies that request and enable employees with influenza to stay home at the first sign of symptoms.

Frequent, daily contact is important to keep our employees informed about developments in our response, impacts on the workforce, and to reassure employees that we are continuing to function as usual.
When necessary, our planners and pandemic response teams will include deliberate methods to measure, monitor, and adjust actions to changing conditions and improved protection strategies.

Implement a formal worker and workplace protection strategy with metrics for assessing worker conformance and workplace cleanliness.
Monitor and periodically test protection methods.
Track and implement changes in approved or recommended protection measures.
Pre-position material and equipment onsite.
Ensure essential personnel are at the primary worksite.
Reaffirm that essential suppliers have their material and personnel on-hand and can respond, and support as planned.
Coordinate with local public health and emergency response points of contact to ensure open, adequate communications.

Organization and Assignment of Responsibilities

We utilize the Standardized Emergency Management System (SEMS) which incorporates the Incident Command System (ICS) as the method of managing a crisis or event until operations return to “normal.” This includes activation, when necessary, of incident command posts and the activation of our EOC.

Plan Development

During the health crisis it is vital that we capture lessons learned and alternative practices to our operations as they occur
Maintain a central depository for this information to use it following the crisis to update this annex and our EOP in general
It is our intent to review our EOP and annexes at least annually and update as necessary to maintain a best-practices EOP
We will share this annex periodically with our Health partners to ensure it has captured the most current trends and practices

Authorities and References

In the United States, the responsibility for public health rests primarily with city or county and state public health agencies. All states and many large counties and cities have their own public health departments. Although many public health investigations are conducted with local resources, a city, county, or state health department can request field

epidemiologic or laboratory assistance from the next higher-level public health agency in response to a large or complex outbreak or problem that requires additional staff, expertise, or other resources.

In the United States, the Centers for Disease Control and Prevention (CDC) is the highest-level public health agency. Federal prisons, military bases, and tribal reservations have their own independent health systems but also can request assistance from CDC. Globally, countries can request assistance for field investigations from the World Health Organization, which coordinates with its members for needed resources. The Centers for Disease Control and Prevention (cdc.gov) contains the most current and relevant information on specific exposures and the appropriate practices and protocols.

Incident Command Actions

Before

One of the best things to do prior to an infectious disease incident is to identify, collect, and maintain current and relevant contact information of organizations and agencies that will be important to our ongoing operations. These should include local, state, and federal public health jurisdictions such as:
Your local health department contact
(Searchable database https://www.naccho.org/membership/lhd-directory)
California Department of Public Health – https://www.cdph.ca.gov/
Centers for Disease Control and Prevention (CDC) - https://www.cdc.gov/

Building and maintaining relationships with local health officials cannot be over emphasized. This effort before an infectious disease outbreak will prove invaluable as we seek support and guidance in maintaining, shutting down, and resuming operations.

In addition to this practice it is important to identify and document operational norms and standards that you maintain on an ongoing basis. These records will greatly help you resume operations following a major infectious disease event.

During

We activate our Emergency Operations Plan at a level sufficient to stay ahead of issues as much as possible including the activation of:
Communication annex
Continuity of Operations Plan (COOP) annex

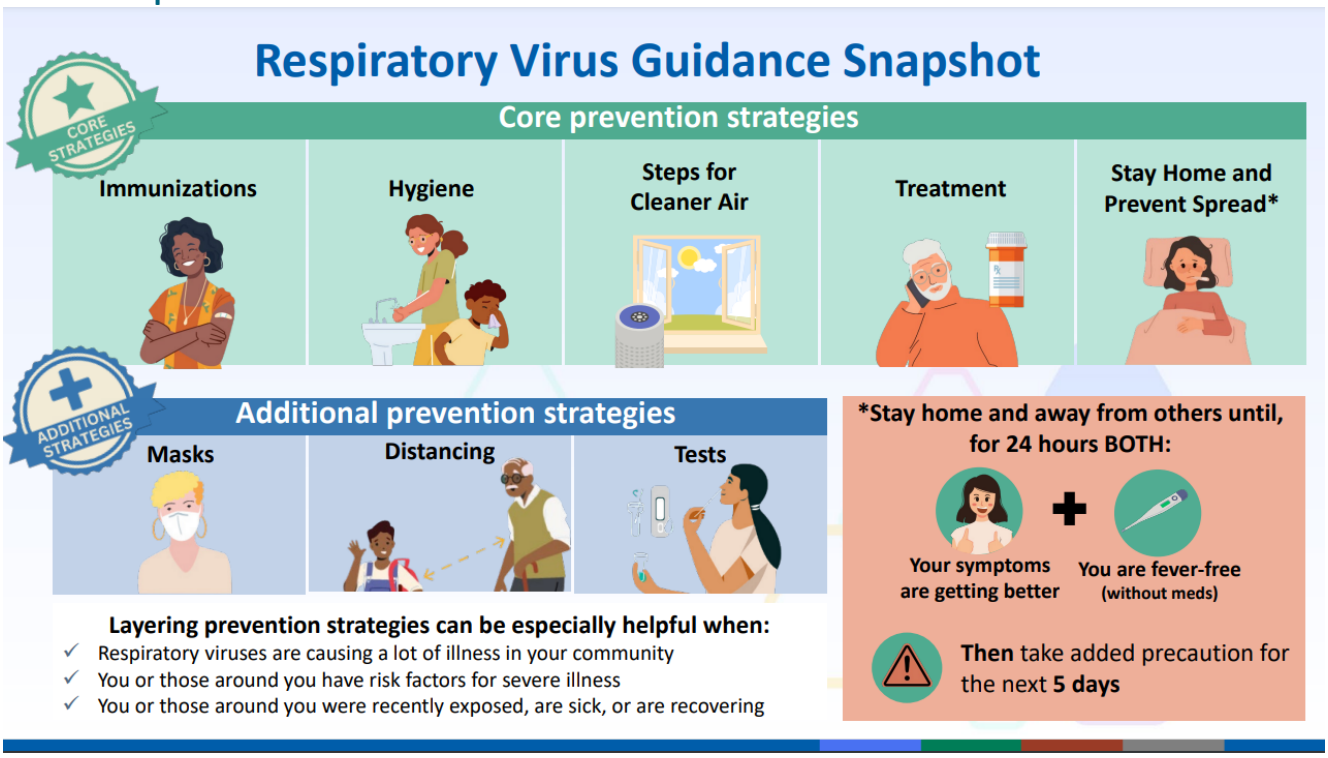
Additional actions include:
Maintain contact with our local Health Department and coordinate our actions based upon their recommendations
Collect preventive informational flyers and documents and disseminate to staff and/or students, as relevant
Activate heightened surveillance of illness within our sites. Gather data on symptoms of all students and/or staff who are sick at home.
Insure those who are ill stay home
Send the sick home immediately
Provide fact sheets and guidelines for families to make them aware of symptoms and remind them of respiratory hygiene etiquette
Monitor bulletins and alerts from the Department of Health and Human Services
Keep staff and students informed of developing issues
Assist the Department of Health and Human Services in monitoring outbreaks
Respond to media inquiries regarding organization attendance status
Implement telework procedures, if necessary, so that staff can stay home

Maintain surveillance after the initial epidemic in the event a second wave passes through the community

After

As with any major crisis or incident the major goal of our institution is to get things back to “normal.” This means restoration of our primary operations back to pre-incident or event levels. This is most effectively accomplished when there are accurate and well-maintained records and practices in place that help us on this recovery journey. Following are key concepts and actions that should be considered in getting back to “normal.”

COVID-19 Specific Guidance



Power and Utility Failure



Extended power outages may impact the whole community and the economy. A power outage is when the electrical power goes out unexpectedly. A power outage may:
Disrupt communications, water, and transportation
Close retail businesses, grocery stores, gas stations, ATMs, banks, and other services
Cause food spoilage and water contamination
Prevent use of medical devices

Protect Students And Staff During A Power Outage

Keep freezers and refrigerators closed
Only use generators outdoors and away from windows or air intakes
Do not use gas appliances for heating
Disconnect appliances and electronics to avoid damage from electrical surges
Have alternate plans for refrigerating medicines or using power-dependent medical devices
If safe, go to an alternate location for heat or cooling

Electrical Systems

The M&O Department should identify the location of all electrical main and subpanels throughout the site
Use a clean and clear site map of each site and label the map “Electrical Systems Field Operations Guide” (known as the Electrical Systems FOG)
Indicate the locations of the main electrical shut-off and each sub-panel main shut-off in the Electrical Systems FOG
Include a photo of each panel and label the photos corresponding to the panel numbers
If panels do not have a numeric identifier, consider adding that at all panel locations
Label the site main and subpanel main shut-off for each panel so as to minimize confusion
Laminate or plastic-protect the Electrical Systems FOG and provide to designated and trained employee(s) who will be responsible for emergency shutdown and restoration following an electrical failure

Backup Supplies and Other Resources

Identify all of the items needed that rely on electricity
Identify and have emergency plans for students or staff relying upon medical devices powered by electricity and refrigerated medicines
Find out how long medication can be stored at higher temperatures and get specific guidance for any medications that are critical for life
Plan for batteries and other alternatives to meet our needs when the power goes out
Sign up for local alerts and warning systems. Monitor weather reports
Ensure that any carbon monoxide detectors are in working order and that battery backups are available
Determine whether the phone system will work in a power outage and how long battery backup will last
Review the supplies that are available in case of a power outage
Have flashlights with extra batteries available for individual rooms or offices without exterior light sources
Maintain an inventory of nonperishable food and water
Regularly check the thermometer in the refrigerator and freezer so that we can know the temperature when the power is restored. Throw out food if the temperature is 40 degrees or higher
Keep mobile phones and other electric equipment charged and gas tanks full

Survive During

When power goes out, a trained and responsible employee should:
Keep freezers and refrigerators closed. The refrigerator will keep food cold for about four hours. A full freezer will keep the temperature for about 48 hours. Use coolers with ice if necessary. Monitor temperatures with a thermometer.
Maintain food supplies that do not require refrigeration
Avoid carbon monoxide poisoning. Generators and any fuel or gas-powered devices should always be used outdoors and at least 20 feet away from windows
Turn off or disconnect all appliances, equipment, or electronics. Power may return with momentary “surges” or “spikes” that can cause damage

Power Restoration

When in doubt, throw it out! Throw away any food that has been exposed to temperatures 40 degrees or higher for two hours or more, or that has an unusual odor, color, or texture
If the power is out for more than a day, discard any medication that should be refrigerated, unless the drug’s label says otherwise. If a life depends on the refrigerated drugs, consult a doctor or pharmacist and use medicine only until a new supply is available

Severe Weather

Purpose



The State of California is vulnerable to a variety of severe weather hazards. This incident annex addresses the hazards associated with severe weather. When severe weather occurs, the impacts can be devastating and may affect isolated locations or multiple jurisdictions simultaneously.

When the impacts exceed the capabilities of local jurisdictions, the State must respond in a prompt, organized, and efficient manner to save lives, mitigate property damage, and restore a sense of normalcy to the community. This response is coordinated through the Governor's Office of Emergency Services (OES) in concert with local, state, Federal, volunteer, and private sector partners.

Situation and Assumptions

El Niño

During El Niño, trade winds weaken. Warm water is pushed back east, toward the west coast of the Americas. El Niño means Little Boy in Spanish. South American fishermen first noticed periods of unusually warm water in the Pacific Ocean in the 1600s. The full name they used was El Niño de Navidad because El Niño typically peaks around December.

El Niño can affect our weather significantly. The warmer waters cause the Pacific jet stream to move south of its neutral position. With this shift, areas in the northern U.S. and Canada are dryer and warmer than usual. But in the U.S. Gulf Coast and Southeast, these periods are wetter than usual and have increased flooding.

Hail

Hail is considered severe when it reaches 1 inch in diameter. Hail can reach sizes much larger than the severe threshold size. Hail causes close to $1 billion in damage to property and crops each year in the U.S. While property is typically at greatest risk for hail damage, the National Oceanic and Atmospheric Administration (NOAA) estimate that 24 people are injured from hail each year.

Thunderstorms

The National Weather Service (NWS) defines a severe thunderstorm as any storm that produces one or more of the following: a tornado, damaging wind speeds of 58 mph (50 knots) or greater, and/or hail 1 inch in diameter or larger.

Continuity of Operations (Annex Specific)

The goal of emergency management is to restore operations of any organization back to its primary purpose, or "normal." In some cases, restoration of operations may have to be a new normal.

Organization and Assignment of Responsibilities

This organization follows SEMS/NIMS requirements, specifically incorporating the Incident Command System into emergency and incident operations.

Plan Development

This annex was selected for inclusion in this Emergency Operations Plan (EOP) following best practices Hazard/Threat Analysis and is reviewed annually for currency and applicability.
Severe weather-related hazards can occur at any time throughout the year

Local jurisdictions adversely affected by severe weather may declare local State of Emergency upon being affected
Local jurisdictions adversely affected by severe weather may use mutual aid agreements as part of their response to the disaster
Local jurisdictions affected by severe weather may request resources from the State as the situation evolves

Authorities and References

Center for Disease Control - Natural Disasters and Severe Weather
National Weather Service – Severe Weather Awareness
Ready.Gov – Severe Weather

Incident Command Actions

For predictable severe weather, such as excessive rain, wind, and/or snow, the following should be included in your procedures:

Winzler Children's Center

2025 – 2026 Comprehensive School Safety Plan

Eureka City Unified School District

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Section 1 - Introduction

SB 187 & AB 1747 Compliant Document

Preface

This comprehensive school safety plan is evaluated, and amended as needed, no less than once per year per Education Code section 35294.2(e)). This plan is available for public inspection during normal business hours at the Eureka City School District office located at 2100 J Street, Eureka, CA 95501. For questions regarding this plan please call (707) 441-2400.

NOTE: Tactical responses to criminal incidents are excluded from this public inspection document. This document is not available for public inspection on the internet.

An “Inspection Log” is utilized to record the name, address, phone number and identification method of all individuals that perform a public inspection of this plan.

Development and Update of the Winzler Children's Center CSSP

CSSP Planning Dates

Date of Meeting	Location	Time
December 8th 2025	Winzler Children's Center	2:45-3:15pm
January 16th 2026	Winzler Children's Center	3:30-5pm

CSSP Public Meeting

Date of Meeting	Location	Time
1/16/2026	Winzler Children's Center	3:30-5PM

Winzler Children's Center's CSSP SSC/Safety Committee

Separate Safety Committee or Parent Advisory Council

School Stakeholders for Planning and Approval

Administrators:

Opal Church

Teachers:

Teacher Melanie Bialous, Teacher Breanna Fuchs, Haley Nielson

Parents:

Michelle Taylor- Current Winzler Parent

Classified:

Teaching Assistant Luz Platt

School Site Council Representative (If Title 1 School):

Lissa Claussen, Director of Student Services

Support Staff:

Sean Gardner School Psyc.

Law Enforcement, Fire Department, Emergency Response

Anytime the CSSP is updated per California Education Code 32281 requires the updates be submitted to and reviewed by both a local law enforcement official and fire department official. The following officials were notified and given copies of the updated plan for review.

Sheriff, Police Agency/Name/Title: Sergeant Matt Helm Humboldt County Sheriff's Office
Notification to Date of Consultation: Email 1/15/26

Fire Department Agency/Name/Title: Bill Reynolds – Fire Marshall Humboldt Bay Fire
Notification to Date of Consultation: Email 1/15/26

Probation Agency/Name/Title:
Notification to Date of Consultation:

Other:
Notification to Date of Consultation:

Communicating Plan to the Public

Prior to final SSC/Safety Committee approval of the CSSP the school must present the plan to the Public at a meeting at the School Site.

Required Invitees to Public Meeting

Title	Name	Date Invited	How Invited
Mayor	Kim Bergel	1/15/26	Email
Rep From School Employee Org	Sean Gearner	1/15/26	In Person
Rep from PTA	N/A		
Rep from Teacher Org	N/A		
Rep from Student Body Govt	N/A		
Any person requesting invite	N/A		

The School Community was notified of the meeting for review of the Comprehensive School Safety Plan through the following:

Required invitees were emailed on 1/15/26, Winzler employees were informed and invited of the date and time in person on Winzler campus 1/15/26, interested Parents who conveyed interest were called and messaged through our school communication app, Bright wheel on 1/15/26.

Vision Statement

Winzler Children’s Center is a welcoming and safe place for all preschool children and their families to feel a sense of belonging and community in their first introduction to school. Winzler is a space which supports young children’s skills in all developmental domains to help prepare them for school readiness. Through nurturing and positive relationships, children establish their love of learning, fostering curiosity and hands-on exploration.

Mission Statement

Winzler Children’s Center follows all licensing regulations and state procedures and policies to ensure a safe environment for learning. All children and their families will feel valued and respected in the school community. Children’s unique cultural backgrounds, languages, and traditions will be represented in the classroom and curriculum. Developmentally appropriate practices to meet all students' learning needs are implemented. Winzler prepares students to solve problems, and develop critical thinking skills, resulting in students who have a strong foundation and passion for lifelong learning and are prepared to thrive as they move on to TK and Kindergarten in our community.

Final Approval Meeting Minutes

CSSP Committee Meeting Where Plan is Approved

Date of Meeting	Location	Time	Minutes
1/16/2026	Winzler Children's Center	3:30-5PM	Jan 16, 2026 | leadership meeting with Safety Plan & Public Meeting Attendees: Melanie Bialous: teacher, Opal Church: Director, Breanna Fuchs: Teacher, Sean Gardner: School Phyc., Haley Neilson: Spec Ed. Teacher, Luz Platt: Asst. teacher, Michelle Taylor: Parent Notes Reviewed team members and their roles in the safety book Reviewed Winzler's safety concerns and needs from December 8th meeting Reviewed areas of pride and accomplishments 100% of Winzler parents reported that their students feel safe at school! Reviewed finding and desired improvements Reviewed priorities and goals Reviewed drills from previous school year Reviewed Winzler's safety plan All in attendance felt comfortable with plan Reviewed vision and mission statements Reviewed community members who were invited Comments/questions/concerns Sean - Appreciates the mission statement Vote All in attendance voted to approve the safety book Action items Talk to Scott about getting covers for fire alarms

Section 2 – Action Plan

(Policies and Procedures have been excerpted and reformatted for this document.
Code and Legal References have been removed. For access to documents in their original and approved form please contact the Risk Management Office.)

Action Plan

This action plan was developed and updated by our SSC/Safety Committee through a comprehensive review of date from multiple sources.

- Suspensions
- Expulsions
- Chronic Absences
- Law Enforcement Calls for Service at Site
- Community Crime Data

Areas of Pride/Accomplishments*

- Providing care and education to a diverse community and meeting the needs of all children including children with identified disabilities.
- Maintaining high quality standards through the state preschool guidelines, licensing requirements and NAEYC accreditation.
- Using developmentally appropriate activities, curriculum and relationship building as the forefront for children's preschool growth and development.
- Lead teachers and staff who hold child development permits participate in on-going professional development to inform their practice and stay current on knowledge in the ECE field.
- Winzler scored a tier 5 on QRIS receiving local funding from Humboldt First 5.
- Winzler has a Supporting inclusive practices grant through the CDE to support program needs for inclusion and professional development.
- The Early Education assessment team provides screenings and evaluations to children in our community and for children referred from RCRC for over 3 special education services.
- Winzler works with community partners and ECS district specialists to support the needs of children and families.
- Our bilingual staff supports our Spanish speaking students and families.
- From data collection through parent surveys, our families reported that the program supports their child's needs and their children feel happy at Winzler.
- Whole school implementation of safety Social Stories that are reviewed before and after drills for child preparedness and comfort.
- Whole school support during drills for safety and expectations.

-Safety team and whole school Catapolt Training

Findings & Desired Improvements*

-Hiring qualified teachers with child development permits and having a qualified substitute list for coverage when staff are out.
-Growing the whole staff's knowledge of special education, best practices for inclusion, and the use of visuals in the classrooms and during safety drills.
-Continued alignment of early childhood practices with ongoing UPK professional development to support TK/K and elementary school success

- Physical locations of safety alarms and equipment need to align with physical environment.

-Bulleted quick read Staff safety plan for subs.

Priorities/Goals for Safe and Orderly Environment*

Bulleted quick read Staff safety plan for subs.

- Hiring qualified teachers with child development permits and having a qualified substitute list for coverage when staff are out.
- Growing the whole staff's knowledge of special education, best practices for inclusion, and the use of visuals in the classrooms and for safety drills.
- Continued alignment of early childhood practices with ongoing UPK professional development to support TK/K and elementary school success.

Overall Strategies for the 2025-2026 School Year are:

Growing the whole staff's knowledge of special education, best practices for inclusion, and the use of visuals in the classrooms and during safety drills.
Bulleted quick read Staff safety plan for subs that corresponds to Winzler's Safety Plan with CCL.
Growing the whole staff's knowledge of special education, best practices for inclusion, and the use of visuals in the classrooms and for safety drills.
Full site PBIS implementation with PBIS & Safety Team.

Component 1 People and Programs (School Climate)

Hiring qualified teachers with child development permits and having a qualified substitute list for coverage when staff are out.

Growing the whole staff's knowledge of special education, best practices for inclusion, and the use of visuals in the classrooms and during drills.

Continued alignment of early childhood practices with ongoing UPK professional development to support TK/K and elementary school success.

Full site PBIS implementation with PBIS & Safety Team with Catapult implantation and training..

Component 2 Places (Physical Environment)

- Bulleted quick read Staff safety plan for subs in front office.
- Hiring qualified teachers with child development permits and having a qualified substitute list for coverage when staff are out.
- Growing the whole staff's knowledge of special education, best practices for inclusion, and the use of visuals in the classrooms and for safety drills.

Full site PBIS implementation with PBIS & Safety Team with Catapult implantation and training.

Policies and Procedures for Positive School Climate

Section 3 – Data Analysis

School Performance Overview Dashboard

Student Population

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

This section provides information about the school's student population.

2024-25 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
Total Number of Students enrolled in Winzler Children's Center.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners		
Foster Youth		
Homeless		
Socioeconomically Disadvantaged		
Students with Disabilities		

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American		
American Indian		
Asian		
Filipino		
Hispanic		
Two or More Races		
Pacific Islander		
White		

School and Student Performance Data

Overall Performance

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

2025 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts	**Graduation Rate**	**Suspension Rate**
Mathematics	**Chronic Absenteeism**	
English Learner Progress		
College/Career		

School and Student Performance Data

Academic Performance
English Language Arts

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

School and Student Performance Data

Academic Performance
Mathematics

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

School and Student Performance Data

Academic Performance
Science

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Science Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides a view of how well students are meeting grade-level standards on the Science assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2025 Fall Dashboard Science Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

School and Student Performance Data

Academic Performance
English Learner Progress

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2025 Fall Dashboard English Learner Progress Indicator

English Learner Progress	Long-Term English Learner Progress
making progress.	making progress.
Number Students:	Number Students:

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2025 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level

School and Student Performance Data

Academic Performance
College/Career Report

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

Explore information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2025 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

School and Student Performance Data

Academic Engagement
Graduation Rate

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2025 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

School and Student Performance Data

Conditions & Climate
Suspension Rate

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Section 4 – Policies and Procedures

(Policies and Procedures have been excerpted and reformatted for this document.
Code and Legal References have been removed. For access to documents in their original and approved form please contact the Risk Management Office.)

Child Abuse Prevention and Reporting – BP/AR 5141.4

Original Adopted Date: 12/10/2015 | Last Revised Date: 12/11/2025 | Last Reviewed Date: 12/11/2025Status: ADOPTED

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

The Superintendent or designee may provide a student who is a victim of abuse with school-based mental health services or other support services and/or may refer the student to resources available within the community as needed.

Child Abuse Prevention

The district's instructional program may provide age-appropriate and culturally sensitive child abuse prevention curriculum which explains students' right to live free of abuse, includes instruction in the skills and techniques needed to identify unsafe situations and react appropriately and promptly, informs students of available support resources, and teaches students how to obtain help and disclose incidents of abuse.

The district's program also may include age-appropriate instruction in sexual abuse and sexual assault awareness and prevention. Upon written request of a student's parent/guardian, the student shall be excused from taking such instruction. (Education Code 51900.6)

The Superintendent or designee may display posters, in areas on campus where students frequently congregate, notifying students of the appropriate telephone number to call to report child abuse or neglect. (Education Code 33133.5)

In addition, student identification cards for students in grades 7-12 shall include the National Domestic Violence Hotline telephone number. (Education Code 215.5)

The Superintendent or designee shall, to the extent feasible, seek to incorporate community resources into the district's child abuse prevention programs and may use these resources to provide parents/guardians with instruction in parenting skills and child abuse prevention.

Child Abuse Reporting

The Superintendent or designee shall establish procedures for the identification and reporting of known and suspected child abuse and neglect in accordance with law.

Procedures for reporting child abuse, as specified in Penal Code 11164-11174.3, shall be included in the district and/or school comprehensive safety plan. (Education Code 32282)

District employees who are mandated reporters, as defined by law and administrative regulation, are obligated to report all known or suspected incidents of child abuse and neglect.

The Superintendent or designee shall provide training regarding the duties of mandated reporters as required by law and as specified in the accompanying administrative regulation. (Education Code 44691; Penal Code 11165.7)

A/R

Original Adopted Date: 09/08/2016 | Last Revised Date: 12/11/2025 | Last Reviewed Date: 12/11/2025Status: ADOPTED

Definitions

Child abuse or neglect includes the following: (Penal Code 11165.5, 11165.6)
A physical injury or death inflicted by other than accidental means on a child by another person

Sexual abuse of a child, including sexual assault or sexual exploitation, as defined in Penal Code 11165.1

Neglect of a child as defined in Penal Code 11165.2

Willful harming or injuring of a child or the endangering of the person or health of a child as defined in Penal Code 11165.3

Unlawful corporal punishment or injury as defined in Penal Code 11165.4
Child abuse or neglect does not include:
A mutual affray between minors (Penal Code 11165.6)

An injury caused by reasonable and necessary force used by a peace officer acting within the course and scope of employment (Penal Code 11165.5, 11165.6)

An injury resulting from the exercise by a teacher, vice principal, principal, or other certificated employee of the same degree of physical control over a student that a parent/guardian would be legally privileged to exercise, not exceeding the amount of physical control reasonably necessary to maintain order, protect property, protect the health and safety of students, or maintain proper and appropriate conditions conducive to learning (Education Code 44807)

An injury caused by a district employee's use of force that is reasonable and necessary to quell a disturbance threatening physical injury to persons or damage to property, for purposes of self-defense, or to obtain weapons or other dangerous objects within the control of a student (Education Code 49001)

Physical pain or discomfort caused by athletic competition or other such recreational activity voluntarily engaged in by a student (Education Code 49001)
Additionally, general neglect does not include: (Penal Code 11165.2)
A parent/guardian's economic disadvantage

A child receiving treatment by spiritual means pursuant to Welfare and Institutions Code 16509.1, or not receiving specified medical treatment for religious reasons
Mandated reporters include, but are not limited to, teachers; instructional aides; teacher's aides or assistants; classified employees; certificated pupil personnel employees; administrative officers or supervisors of child attendance; athletic coaches, administrators, and directors; licensees, administrators, and employees of a licensed child day care facility; Head Start program teachers; district police or security officers; licensed nurses or health care providers; and administrators, presenters, and counselors of a child abuse prevention program. (Penal Code 11165.7)

Reasonable suspicion means that it is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing when appropriate on the person's training and experience, to suspect child abuse or neglect. However, reasonable suspicion does not require certainty that child abuse or neglect has occurred nor does it require a specific medical indication of child abuse or neglect. (Penal Code 11166)

Reportable Offenses

Using the procedures provided below, a mandated reporter shall make a report whenever the mandated reporter, while acting in a professional capacity or within the scope of employment, has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect. (Penal Code 11166)

Any mandated reporter who has knowledge of or who reasonably suspects that a child is suffering serious emotional damage or is at a substantial risk of suffering serious emotional damage, based on evidence of severe anxiety, depression, withdrawal, or untoward aggressive behavior toward self or others, may make a report to the appropriate agency. (Penal Code 11165.9, 11166.05, 11167)

Any district employee who reasonably believes to have observed the commission of a murder, rape, or lewd or lascivious act by use of force, violence, duress, menace, or fear of immediate and unlawful bodily injury against a victim who is a child under 14 years of age shall notify a peace officer. (Penal Code 152.3)

The fact that a child is experiencing homelessness or is classified as an unaccompanied minor, as defined in the federal McKinney-Vento Homeless Assistance Act (42 USC 11434a), is not, in and of itself, a sufficient basis for reporting child abuse or neglect. (Penal Code 11165.15)

Responsibility for Reporting

The reporting duties of mandated reporters are individual and cannot be delegated to another person. (Penal Code 11166)

When two or more mandated reporters jointly have knowledge of a known or suspected instance of child abuse or neglect, the report may be made by a member of the team selected by mutual agreement and a single report may be made and signed by the selected member of the reporting team. Any member who has knowledge that the member designated to report has failed to do so shall thereafter make the report. (Penal Code 11166)

No supervisor or administrator shall impede or inhibit a mandated reporter from making a report. (Penal Code 11166)

Any person not identified as a mandated reporter who has knowledge of or observes a child whom the person knows or reasonably suspects has been a victim of child abuse or neglect may report the known or suspected instance of child abuse or neglect to the appropriate agency. (Penal Code 11166)

Reporting Procedures
Initial Telephone Report

Immediately or as soon as practicable after knowing or observing suspected child abuse or neglect, a mandated reporter shall make an initial report by telephone to any police department (excluding a district police/security department), sheriff's department, county probation department if designated by the county to receive such reports, or county welfare department. (Penal Code 11165.9, 11166)

Such reports shall be made to the following agency(ies):

Child Welfare Services - 2440 Sixth Street, Eureka, CA 95501 / Telepone: 707-445-6180

When the initial telephone report is made, the mandated reporter shall note the name of the official contacted, the date and time contacted, and any instructions or advice received.

Written Report

Within 36 hours of knowing or observing the information concerning the incident, the mandated reporter shall prepare and either send, fax, or electronically transmit to the appropriate agency a written follow-up report, which includes a completed California Department of Justice (DOJ) form (BCIA 8572). (Penal Code 11166, 11168)

The DOJ form may be obtained from the district office or other appropriate agencies, such as the police department, sheriff's department, or county probation or welfare department.

Reports of suspected child abuse or neglect shall include, if known: (Penal Code 11167)

The name, business address, and telephone number of the person making the report and the capacity that makes the person a mandated reporter

The child's name and address, present location, and, where applicable, school, grade, and class

The names, addresses, and telephone numbers of the child's parents/guardians

The name, address, telephone number, and other relevant personal information about the person(s) who might have abused or neglected the child

The information that gave rise to the reasonable suspicion of child abuse or neglect and the source(s) of that information
The mandated reporter shall make a report even if some of this information is not known or is uncertain to the mandated reporter. (Penal Code 11167)

The mandated reporter may give to an investigator from an agency investigating the case, including a licensing agency, any information relevant to an incident of child abuse or neglect or to a report made for serious emotional damage pursuant to Penal Code 11166.05. (Penal Code 11167)

3. Internal Reporting

The mandated reporter shall not be required to disclose the mandated reporter's identity to a supervisor, the principal, or the Superintendent or designee. (Penal Code 11166)

However, employees reporting child abuse or neglect to an appropriate agency are encouraged, but not required, to notify the principal as soon as possible after the initial telephone report to the appropriate agency. When so notified, the principal shall inform the Superintendent or designee.

The principal so notified shall provide the mandated reporter with any assistance necessary to ensure that reporting procedures are carried out in accordance with law, Board policy, and administrative regulation. At the mandated reporter's request, the principal may assist in completing and filing the necessary forms.

Reporting the information to an employer, supervisor, principal, school counselor, co-worker, or other person shall not be a substitute for making a mandated report to the appropriate agency. (Penal Code 11166)

Training

Within the first six weeks of each school year, or within the first six weeks of employment if hired during the school year, the Superintendent or designee shall provide training on mandated reporting requirements to district employees and persons working on their behalf who are mandated reporters. (Education Code 44691; Penal Code 11165.7)

The Superintendent or designee shall use the online training module provided by the California Department of Social Services (CDSS). (Education Code 44691)

The training shall include, but not necessarily be limited to, training in identification and reporting of child abuse and neglect. Additionally, the training shall include information that failure to report an incident of known or reasonably suspected child abuse or neglect as required by law is a misdemeanor punishable by imprisonment and/or a fine as specified. (Education Code 44691; Penal Code 11165.7)

In addition, the Superintendent or designee shall provide annual training on the prevention of abuse, including sexual abuse, of children on district property, by district staff, or in district-sponsored programs. (Education Code 44691)

The Superintendent or designee shall obtain and retain proof of each mandated reporter's completion of the training. (Education Code 44691)

Victim Interviews by Social Services

Whenever CDSS or another government agency is investigating suspected child abuse or neglect that occurred within the child's home or out-of-home care facility, the student may be interviewed by an agency representative during school hours, on school premises. The Superintendent or designee shall give the student the choice of being interviewed in private or in the presence of any adult school employee or volunteer aide selected by the student. (Penal Code 11174.3)

A staff member or volunteer aide selected by a child may decline to be present at the interview. If the selected person accepts, the principal or designee shall inform the person of the following requirements prior to the interview: (Penal Code 11174.3)
The purpose of the selected person's presence at the interview is to lend support to the child and enable the child to be as comfortable as possible

The selected person shall not participate in the interview

The selected person shall not discuss the facts or circumstances of the case with the child

The selected person is subject to the confidentiality requirements of the Child Abuse and Neglect Reporting Act, a violation of which is punishable as specified in Penal Code 11167.5
If a staff member agrees to be present, the interview shall be held at a time during school hours when it does not involve an expense to the school. (Penal Code 11174.3)

Release of Child to Peace Officer

When a child is released to a peace officer and taken into custody as a victim of suspected child abuse or neglect, the Superintendent or designee and/or principal shall not notify the parent/guardian, but rather shall provide the peace officer with the address and telephone number of the child's parent/guardian. (Education Code 48906)

Parent/Guardian Complaints

Upon request, the Superintendent or designee shall provide parents/guardians with procedures for reporting suspected child abuse occurring on district property to appropriate agencies. For parents/guardians whose primary language is not English, such procedures shall be in their primary language and, when communicating orally regarding those guidelines and/or procedures, an interpreter shall be provided.

To file a complaint against a district employee or other person suspected of child abuse or neglect on district property, parents/guardians may file a report by telephone, in person, or in writing with any appropriate agency identified above under "Reporting Procedures." If a parent/guardian makes a complaint about an employee to any other employee, the employee receiving the information shall notify the parent/guardian of procedures for filing a complaint with the appropriate agency. The employee shall also file a report when obligated to do so pursuant to Penal Code 11166 using the procedures described above for mandated reporters.

In addition, if the child is enrolled in special education, a separate complaint may be filed with the California Department of Education pursuant to 5 CCR 3200-3205.

Notifications

The Superintendent or designee shall provide to all new employees who are mandated reporters a statement that informs them of their status as mandated reporters, their reporting obligations under Penal Code 11166, and their confidentiality rights under Penal Code 11167. Additionally, the district shall provide these new employees with a copy of Penal Code 11165.7, 11166, and 11167. (Penal Code 11165.7, 11166.5)

Before beginning employment, any person who will be a mandated reporter by virtue of the person's position shall sign a statement indicating knowledge of the reporting obligations under Penal Code 11166 and compliance with such provisions. The signed statement shall be retained by the Superintendent or designee. (Penal Code 11166.5)

Employees who work with dependent adults shall be notified of legal responsibilities and reporting procedures pursuant to Welfare and Institutions Code 15630-15637.

The Superintendent or designee also shall notify all employees that:
A mandated reporter who reports a known or suspected instance of child abuse or neglect shall not be held civilly or criminally liable for making a report and this immunity shall apply even if the mandated reporter acquired the knowledge or reasonable suspicion of child abuse or neglect outside of the mandated reporter's professional capacity or outside the scope of employment (Penal Code 11172)

Any other person making a report shall not incur civil or criminal liability unless it can be proven that the person knowingly made a false report or made a report with reckless disregard of the truth or falsity of the report. (Penal Code 11172)

If a mandated reporter fails to timely report an incident of known or reasonably suspected child abuse or neglect, the mandated reporter may be guilty of a crime punishable by a fine and/or imprisonment (Penal Code 11166)
No employee shall be subject to any sanction by the district for making a report unless it can be shown that the employee knowingly made a false report or made a report with reckless disregard of the truth or falsity of the report. (Penal Code 11166, 11172)

Suspected Child Abuse Report Form (BCIA 8572)

STATE OF CALIFORNIA
BCIA 8572
(Rev. 04/2017)

DEPARTMENT OF JUSTICE

SUSPECTED CHILD ABUSE REPORT
(Pursuant to Penal Code section 11166)

Print Form | Clear Form

To Be Completed by Mandated Child Abuse Reporters
PLEASE PRINT OR TYPE

CASE NAME: _____
CASE NUMBER: _____

A. REPORTING PARTY

NAME OF MANDATED REPORTER	TITLE	MANDATED REPORTER CATEGORY
REPORTER'S BUSINESS/AGENCY NAME AND ADDRESS Street City Zip		DID MANDATED REPORTER WITNESS THE INCIDENT? ☐ YES ☐ NO
REPORTER'S TELEPHONE (DAYTIME)	SIGNATURE	TODAY'S DATE

B. REPORT NOTIFICATION

☐ LAW ENFORCEMENT ☐ COUNTY PROBATION ☐ COUNTY WELFARE / CPS (Child Protective Services) — AGENCY

ADDRESS Street City Zip	DATE/TIME OF PHONE CALL
OFFICIAL CONTACTED - NAME AND TITLE	TELEPHONE

C. VICTIM One report per victim

NAME (LAST, FIRST, MIDDLE)	BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY
ADDRESS Street City Zip			TELEPHONE
PRESENT LOCATION OF VICTIM	SCHOOL	CLASS	GRADE
PHYSICALLY DISABLED? ☐ YES ☐ NO	DEVELOPMENTALLY DISABLED? ☐ YES ☐ NO	OTHER DISABILITY (SPECIFY)	PRIMARY LANGUAGE SPOKEN IN HOME

IN FOSTER CARE? ☐ YES ☐ NO

IF VICTIM WAS IN OUT-OF-HOME CARE AT TIME OF INCIDENT, CHECK TYPE OF CARE: ☐ DAY CARE ☐ CHILD CARE CENTER ☐ FOSTER FAMILY HOME ☐ FAMILY FRIEND ☐ GROUP HOME OR INSTITUTION ☐ RELATIVE'S HOME

TYPE OF ABUSE *(CHECK ONE OR MORE)*: ☐ PHYSICAL ☐ MENTAL ☐ SEXUAL ☐ NEGLECT ☐ OTHER (SPECIFY) _____

RELATIONSHIP TO SUSPECT	PHOTOS TAKEN? ☐ YES ☐ NO	DID THE INCIDENT RESULT IN THIS VICTIM'S DEATH? ☐ YES ☐ NO ☐ UNK

D. INVOLVED PARTIES

VICTIM'S SIBLINGS

NAME	BIRTHDATE	SEX	ETHNICITY	NAME	BIRTHDATE	SEX	ETHNICITY
1.				3.			
2.				4.			

VICTIM'S PARENTS/GUARDIANS

NAME (LAST, FIRST, MIDDLE)	BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY
ADDRESS Street City Zip	HOME PHONE		BUSINESS PHONE
NAME (LAST, FIRST, MIDDLE)	BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY
ADDRESS Street City Zip	HOME PHONE		BUSINESS PHONE

SUSPECT

SUSPECT'S NAME (LAST, FIRST, MIDDLE)	BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY
ADDRESS Street City Zip			TELEPHONE

OTHER RELEVANT INFORMATION

E. INCIDENT INFORMATION

IF NECESSARY, ATTACH EXTRA SHEET(S) OR OTHER FORM(S) AND CHECK THIS BOX ☐ IF MULTIPLE VICTIMS, INDICATE NUMBER: _____

DATE/TIME OF INCIDENT	PLACE OF INCIDENT

NARRATIVE DESCRIPTION (What victim(s) said/what the mandated reporter observed/what person accompanying the victim(s) said/similar or past incident's involving the victim(s) or suspect)

DO NOT submit a copy of this form to the Department of Justice (DOJ). The investigating agency is required under Penal Code section 11169 to submit to DOJ a Child Abuse or Severe Neglect Indexing Form BCIA 8583 if (1) an active investigation was conducted and (2) the incident was determined to be substantiated.

SUSPECTED CHILD ABUSE REPORT
(Pursuant to Penal Code section 11166)

DEFINITIONS AND GENERAL INSTRUCTIONS FOR COMPLETION OF FORM BCIA 8572

All Penal Code (PC) references are located in Article 2.5 of the California PC. This article is known as the Child Abuse and Neglect Reporting Act (CANRA). The provisions of CANRA may be viewed at: http://leginfo.legislature.ca.gov/faces/codes.xhtml (specify "Penal Code" and search for sections 11164-11174.3). A mandated reporter must complete and submit form BCIA 8572 even if some of the requested information is not known. (PC section 11167(a).)

I. MANDATED CHILD ABUSE REPORTERS

Mandated child abuse reporters include all those individuals and entities listed in PC section 11165.7.

II. TO WHOM REPORTS ARE TO BE MADE ("DESIGNATED AGENCIES")

Reports of suspected child abuse or neglect shall be made by mandated reporters to any police department or sheriff's department (not including a school district police or security department), the county probation department (if designated by the county to receive mandated reports), or the county welfare department. (PC section 11165.9.)

III. REPORTING RESPONSIBILITIES

Any mandated reporter who has knowledge of or observes a child, in his or her professional capacity or within the scope of his or her employment, whom he or she knows or reasonably suspects has been the victim of child abuse or neglect shall report such suspected incident of abuse or neglect to a designated agency immediately or as soon as practically possible by telephone and shall prepare and send a written report thereof ***within 36 hours*** of receiving the information concerning the incident. (PC section 11166(a).)

No mandated reporter who reports a suspected incident of child abuse or neglect shall be held civilly or criminally liable for any report required or authorized by CANRA. Any other person reporting a known or suspected incident of child abuse or neglect shall not incur civil or criminal liability as a result of any report authorized by CANRA unless it can be proven the report was false and the person knew it was false or made the report with reckless disregard of its truth or falsity. (PC section 11172(a).)

IV. INSTRUCTIONS

SECTION A – REPORTING PARTY: Enter the mandated reporter's name, title, category (from PC section 11165.7), business/agency name and address, daytime telephone number, and today's date. Check yes/no whether the mandated reporter witnessed the incident. The signature area is for either the mandated reporter or, if the report is telephoned in by the mandated reporter, the person taking the telephoned report.

IV. INSTRUCTIONS (*continued*)

SECTION B – REPORT NOTIFICATION: Complete the name and address of the designated agency notified, the date/time of the phone call, and the name, title, and telephone number of the official contacted.

SECTION C – VICTIM (One Report per Victim): Enter the victim's name, birthdate or approximate age, sex, ethnicity, address, telephone number, present location, and, where applicable, enter the school, class (indicate the teacher's name or room number), and grade. List the primary language spoken in the victim's home. Check the appropriate yes/no box to indicate whether the victim may have a developmental disability or physical disability and specify any other apparent disability. Check the appropriate yes/no box to indicate whether the victim is in foster care, and check the appropriate box to indicate the type of care if the victim was in out-of-home care. Check the appropriate box to indicate the type of abuse. List the victim's relationship to the suspect. Check the appropriate yes/no box to indicate whether photos of the injuries were taken. Check the appropriate box to indicate whether the incident resulted in the victim's death.

SECTION D – INVOLVED PARTIES: Enter the requested information for Victim's Siblings, Victim's Parents/Guardians, and Suspect. Attach extra sheet(s) if needed (provide the requested information for each individual on the attached sheet(s)).

SECTION E – INCIDENT INFORMATION: If multiple victims, indicate the number and submit a form for each victim. Enter date/time and place of the incident. Provide a narrative of the incident. Attach extra sheet(s) if needed.

V. DISTRIBUTION

Reporting Party: After completing form BCIA 8572, retain a copy for your records and submit copies to the designated agency.

Designated Agency: ***Within 36 hours*** of receipt of form BCIA 8572, the initial designated agency will send a copy of the completed form to the district attorney and any additional designated agencies in compliance with PC sections 11166(j) and 11166(k).

ETHNICITY CODES

1 Alaskan Native	6 Caribbean	11 Guamanian	16 Korean	22 Polynesian	27 White-Armenian
2 American Indian	7 Central American	12 Hawaiian	17 Laotian	23 Samoan	28 White-Central American
3 Asian Indian	8 Chinese	13 Hispanic	18 Mexican	24 South American	29 White-European
4 Black	9 Ethiopian	14 Hmong	19 Other Asian	25 Vietnamese	30 White-Middle Eastern
5 Cambodian	10 Filipino	15 Japanese	21 Other Pacific Islander	26 White	31 White-Romanian

Discipline – BP/AR 5144

Original Adopted Date: 05/21/2019 | Last Revised Date: 09/12/2024 | Last Reviewed Date: 09/12/2024Status: ADOPTED

The Governing Board is committed to providing a safe, supportive, and positive school environment which is conducive to student learning and achievement and desires to prepare students for responsible citizenship by fostering self-discipline and personal responsibility. The Board believes that high expectations for student behavior, use of effective school and classroom management strategies, provision of appropriate intervention and support, and parent/guardian involvement can minimize the need for disciplinary measures that exclude students from instruction as a means for correcting student misbehavior.

The Superintendent or designee shall develop effective, age-appropriate strategies for maintaining a positive school climate and responding appropriately to student misbehavior at district schools. The strategies shall focus on providing students with needed supports; communicating clear, appropriate, and consistent expectations and consequences for student conduct; and ensuring equity and continuous improvement in the implementation of district discipline policies and practices.

In addition, the Superintendent or designee's strategies for responding to student misconduct shall reflect the Board's preference for the use of positive interventions and alternative disciplinary measures over exclusionary discipline measures.

Disciplinary measures that may result in loss of instructional time or cause students to be disengaged from school, such as detention, suspension, and expulsion, shall be imposed only when required or permitted by law or when other means of correction have been documented to have failed. (Education Code 48900.5)

School personnel and volunteers shall not allow any disciplinary action taken against a student to result in the denial or delay of a school meal. (Education Code 49557.5)

A student shall not be denied recess unless the student's participation poses an immediate threat to the physical safety of the student or to the physical safety of one or more of the student's peers. If, due to such immediate threat, a student is denied recess, staff shall make all reasonable efforts to resolve the threat and minimize the student's exclusion from recess, to the greatest extent practicable. (Education Code 49056)

Seclusion and behavioral restraint are prohibited as a means of discipline and shall not be used to correct student behavior except as permitted pursuant to Education Code 49005.4 and in accordance with district regulations. (Education Code 49005.2)

The Superintendent or designee shall create a model discipline matrix that lists violations and the consequences for each as allowed by law.

The principal or designee at each school may develop disciplinary rules to meet the school's particular needs consistent with law, Board policy, and administrative regulations. The Board, at an open meeting, may review the approved school discipline rules for consistency with Board policy and state law. Site-level disciplinary rules shall be included in the district's comprehensive safety plan. (Education Code 32282, 35291.5)

At all times, the safety of students and staff, providing interventions and supports to students, as well as the maintenance of an orderly school environment, shall be priorities in determining appropriate discipline. When misconduct occurs, staff shall attempt to identify the causes of the student's behavior and implement appropriate support and/or discipline. When choosing between different disciplinary strategies, staff shall consider the effect of each option on the student's health, well-being, and opportunity to learn.

Staff shall enforce disciplinary rules fairly, consistently, and in accordance with the district's nondiscrimination policies.

The Superintendent or designee shall provide professional development as necessary to assist staff in developing the skills needed to effectively and equitably implement the disciplinary strategies adopted for district schools, including, but not limited to, knowledge of school and classroom management skills and their consistent application, effective accountability and positive intervention techniques, and the tools to form strong, cooperative relationships with parents/guardians.

District goals for improving school climate, based on suspension and expulsion rates, surveys of students, staff, and parents/guardians regarding their sense of school safety and connectedness to the school community, and other local measures, shall be included in the district's local control and accountability plan, as required by law.

At the beginning of each school year, the Superintendent or designee may report to the Board regarding disciplinary strategies used in district schools in the immediately preceding school year and their effect on student learning.

A/R

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Site-Level Rules

Site-level rules shall be consistent with state law and Board policies and administrative regulations. In developing site-level disciplinary rules, the principal or designee shall solicit the participation, views, and advice of one representative selected by each of the following groups: (Education Code 35291.5)
Parents/guardians

Teachers

School administrators

School security personnel, if any

Students in grades seven through twelve
Annually, site-level discipline rules shall be reviewed and, if necessary, updated to align with any changes in state law, district discipline policies and regulations, and/or goals for school safety and climate as specified in the district's local control and accountability plan. A copy of the rules shall be filed with the Superintendent or designee for inclusion in the comprehensive safety plan.

School rules shall be communicated to students clearly and in an age-appropriate manner.

It shall be the duty of each employee of the school to enforce the school rules on student discipline. (Education Code 35291.5)

Disciplinary Strategies

To the extent possible, staff shall use disciplinary strategies that keep students in school and participating in the instructional program. Except when students' presence causes a danger to themselves or others or they commit a single act of a grave nature or an offense for which suspension or expulsion is required by law, suspension, supervised suspension, or expulsion shall be used only when other means of correction have failed to bring about proper conduct. Disciplinary strategies may include, but are not limited to:
Discussion or conference between school staff, the student, and the student's parents/guardians

Referral of the student to the school counselor or other school support service personnel for case management and counseling

Convening of a study team, guidance team, resource panel, or other intervention-related team to assess the behavior and develop and implement an individual plan to address the behavior in partnership with the student and the student's parents/guardians

When applicable, referral for a comprehensive psychosocial or psychoeducational assessment, including for purposes of creating an individualized education program (IEP) or a Section 504 plan

Enrollment in a program for teaching prosocial behavior or anger management

Participation in a restorative justice program

A positive behavior support approach with tiered interventions that occur during the school day on campus

Participation in a social and emotional learning program that teaches students the ability to understand and manage emotions, develop caring and concern for others, make responsible decisions, establish positive relationships, and handle challenging situations capably

Participation in a program that is sensitive to the traumas experienced by students, focuses on students' behavioral health needs, and addresses those needs in a proactive manner

After-school programs that address specific behavioral issues or expose students to positive activities and behaviors, including, but not limited to, those operated in collaboration with local parent and community groups

Detention after school hours as provided in the section below entitled "Detention After School"

Community service as provided in the section below entitled "Community Service"

In accordance with Board policy and administrative regulation, restriction or disqualification from participation in extracurricular activities

Reassignment to an alternative educational environment

Suspension and expulsion in accordance with law, Board policy, and administrative regulation
When, by law or district policy, other means of correction are required to be implemented before a student could be suspended or expelled, any other means of correction implemented shall be documented and retained in the student's records. (Education Code 48900.5)

When a student has been suspended, or other means of correction have been implemented against the student, for an incident of racist bullying, harassment, or intimidation, the principal or designee shall engage both the victim and perpetrator in a restorative justice practice suitable to the needs of the students. The principal or designee shall also require the perpetrator to engage in a culturally sensitive program that promotes racial justice and equity and combats racism and ignorance and shall regularly check on the victim to ensure that the victim is not in danger of suffering from any long-lasting mental health issues. (Education Code 48900.5)

Staff shall enforce disciplinary rules fairly, consistently, and in accordance with the district's nondiscrimination policies.

When disciplining a student who has been identified for special education and related services, the procedures specified in Administrative Regulation 5144.2 - Suspension And Expulsion/Due Process (Students With Disabilities) shall be

applied. If a student has not been identified as a student with a disability and the district suspects the behavior that resulted in discipline may be based in an unidentified disability, the district shall conduct an evaluation to determine if the student has a disability which requires an IEP or 504 plan. (U.S.C. 1412(a)(3))

Detention After School

Students may be detained for disciplinary reasons for up to one hour after the close of the maximum school day, or until the departure of the school bus to which they have been assigned if applicable. (5 CCR 307, 353)

The student shall not be detained unless the principal or designee notifies the parent/guardian.

Students shall remain under the supervision of a certificated employee during the period of detention.

Students may be offered the choice of serving their detention on Saturday rather than after school.

Community Service

As part of or instead of disciplinary action, the Board, Superintendent, principal, or principal's designee may require a student to perform community service during nonschool hours on school grounds or, with written permission of the student's parent/guardian, off school grounds. Such service may include, but is not limited to, community or school outdoor beautification, community or campus betterment, and teacher, peer, or youth assistance programs. (Education Code 48900.6)

This community service option is not available for a student who has been suspended, pending expulsion, pursuant to Education Code 48915. However, if the recommended expulsion is not implemented or the expulsion itself is suspended, then the student may be required to perform community service for the resulting suspension. (Education Code 48900.6)

Notice to Parents/Guardians and Students

At the beginning of the school year, the Superintendent or designee shall notify parents/guardians, in writing, about the availability of district rules related to discipline. (Education Code 35291, 48980)

The Superintendent or designee shall also provide written notice of disciplinary rules to parents/guardians of transfer students at the time of their enrollment in the district.

Dress Code – BP/AR 5132

Original Adopted Date: 09/13/2000 | Last Revised Date: 02/27/2020 | Last Reviewed Date: 02/27/2020

In cooperation with teachers, students, and parents/guardians, the principal or designee may establish school rules governing student dress and grooming which are consistent with law, Board policy, and administrative regulations. These school dress codes shall be regularly reviewed.

The following guidelines shall apply to all regular school activities:

Dress Code
Students must wear a shirt with pants or skirt, or the equivalent, and shoes.

Shirts and dresses must have fabric on the front and the sides.

The fabric covering the buttocks, genitals, and breasts must not be transparent (see-through).

Hats and other headwear must allow the face to be visible and not interfere with the line of sight of any student or staff. Hoodies must allow the student's face and ears to be visible to staff. No sunglasses may be worn indoors.

Clothing must be suitable for all scheduled classroom activities, including physical education, science labs, wood shop, and other activities where unique hazards exist. Specialized courses may require specialized attire, such as sports uniforms or safety gear.

Shoes must be worn at all times. Flip-flops, socks or sock-like footwear, slippers, backless shoes, or shoes with over a one-inch heel are not safe or appropriate for school. Toes must be covered.

Clothing may not depict, advertise or advocate the use of alcohol (excluding Humboldt County restaurants/family establishments), tobacco, or drugs.

Clothing may not reference genitals nor depict profanity, pornography, nudity, vulgarity, or sexual acts.

Clothing may not use or depict hate speech targeting any individual or group based on economics, ethnicity, gender, gender identity, intelligence, race, religious affiliation, sexual orientation, or any other protected group.

Clothing must not threaten the health or safety of any student or staff.

Clothing may not depict or advocate violence, criminal activity, race superiority, or hate speech.

Any attire identified as gang-related by local law enforcement is not allowed.

The dress code shall be modified as appropriate to accommodate a student's religious or cultural observance, health condition, or other circumstance deemed necessary by the principal or designee. In addition, the principal or designee may impose dress requirements to accommodate the needs of special school activities, physical education classes, athletic activities, and other extracurricular and cocurricular activities.

No grade of a student participating in a physical education class shall be adversely affected if the student does not wear standardized physical education apparel because of circumstances beyond the student's control. (Education Code 49066)

Students shall be allowed to wear sun-protective clothing, including but not limited to hats, for outdoor use during the school day. (Education Code 35183.5)

Gang-Related Apparel

At individual schools that have a dress code prohibiting gang-related apparel at school or school activities, the principal, staff, and parents/guardians participating in the development of the school safety plan shall define "gang-related apparel" and shall limit this definition to apparel that reasonably could be determined to threaten the health and safety of the school environment if it were worn or displayed on a school campus. (Education Code 32282)

Because gang-related symbols are constantly changing, definitions of gang-related apparel shall be reviewed annually and updated whenever related information is received. As necessary, the school shall collaborate with law enforcement agencies to update definitions of gang-related apparel.

A/R

Original Adopted Date: 09/13/2000 | Last Revised Date: 06/27/2023 | Last Reviewed Date: 06/27/2023

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Because gang-related symbols are constantly changing, definitions of gang-related apparel shall be reviewed annually and updated whenever related information is received. As necessary, the school shall collaborate with law enforcement agencies to update definitions of gang-related apparel.

Bullying – BP 5131.2

Original Adopted Date: 10/22/2018 | Last Revised Date: 06/27/2024 | Last Reviewed Date: 06/27/2024Status: ADOPTED

This policy shall apply to all acts constituting bullying related to school activity or to school attendance occurring within a district school, to acts which occur off campus or outside of school-related or school-sponsored activities but which may have an impact or create a hostile environment at school, and to all acts of the Governing Board and the Superintendent in enacting policies and procedures that govern the district.

The Board recognizes the harmful effects of bullying on student well-being, student learning, and school attendance and desires to provide a welcoming, safe, and supportive school environment that protects students from physical, mental, and emotional harm. No individual or group shall, through physical, written, verbal, visual, or other means, harass, sexually harass, threaten, intimidate, cyberbully, cause bodily injury to, or commit hate violence against any student or school personnel, or retaliate against them for filing a complaint or participating in the complaint resolution process.

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

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

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

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

District families are encouraged to model respectful behavior, contribute to a safe and supportive learning environment, and monitor potential causes of bullying.

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

A/R

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

Cyberbullying includes the electronic creation or transmission of harassing communications, direct threats, or other harmful texts, sounds, or images, which may be shared, sent, or posted publicly. Cyberbullying may include, but is not limited to, personal or private information that causes humiliation, false or negative information to discredit or disparage, or threats of physical harm. Cyberbullying may also include breaking into another person's electronic account or assuming that person's online identity in order to damage that person's reputation.

Examples of the types of conduct that may constitute bullying and are prohibited by the district include, but are not limited to:
Physical bullying: An act that inflicts harm upon a person's body or possessions, such as hitting, kicking, pinching, spitting, tripping, pushing, taking or breaking someone's possessions, or making cruel or rude hand gestures

Verbal bullying: An act that includes saying or writing hurtful things, such as teasing, name-calling, inappropriate sexual comments, taunting, or threats to cause harm

Social/relational bullying: An act that harms a person's reputation or relationships, such as leaving a person out of an activity on purpose, influencing others not to be friends with someone, spreading rumors, or embarrassing someone in public

Cyberbullying: An act that occurs on electronic devices such as computers, tablets, or cell phones, such as sending demeaning or hateful text messages, direct messages or public posts on social media apps, gaming forums, or emails, spreading rumors by email or by posting on social networking sites, shaming or humiliating by allowing others to view, participate in, or share disparaging or harmful content, or posting or sharing embarrassing photos, videos, website, or fake profiles
Measures to Prevent Bullying

The Superintendent or designee shall implement measures to prevent bullying in district schools, including, but not limited to, the following:
Developing a strategic plan for school connectedness and social skills with benchmark tracking, which may include providing regular opportunities and spaces for students to develop social skills and strengthen relationships and promoting adult support from family and school staff, peer-led programs, and partnerships with key community groups, implementing socially based educational techniques such as cooperative learning projects that can improve educational outcomes as well as peer relations, creating a supportive school environment that fosters belonging through equitable classroom management, mentoring, and peer support groups that allow students to lean on each other and learn from each other's experiences, and building social connection into health education courses including information on the consequences of social connection on physical and mental health, key risk and protective factors, and strategies for increasing social connection

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

Providing information to students, through student handbooks, district and school websites and social media, and other age-appropriate means, about district and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for engaging in bullying

Encouraging students to notify school staff when they are being bullied or when they suspect that another student is being bullied, and providing means by which students may report threats or incidents confidentially and anonymously

Conducting an assessment of bullying incidents at each school and, if necessary, increasing supervision and security in areas where bullying most often occurs, such as playgrounds, hallways, restrooms, and cafeterias

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

Staff Development

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

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

Discuss bullying prevention strategies with students, and teach students to recognize the behavior and characteristics of bullying perpetrators and victims

Identify the signs of bullying or harassing behavior

Take immediate corrective action when bullying is observed

Report incidents to the appropriate authorities, including law enforcement in instances of criminal behavior
Information and Resources

The Superintendent or designee shall post on the district's website, in a prominent location and in a manner that is easily accessible to students and parents/guardians, information on bullying and harassment prevention which includes the following: (Education Code 234.6)
The district's policy on student suicide prevention, including a reference to the policy's age appropriateness for students in grades K-6

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

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

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

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

A link to statewide resources, including community-based organizations, compiled by CDE pursuant to Education Code 234.5
Any additional information the Superintendent or designee deems important for preventing bullying and harassment
Student Instruction

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

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

Students should be taught the difference between appropriate and inappropriate behaviors, how to advocate for themselves, how to help another student who is being bullied, and when to seek assistance from a trusted adult. As role models for students, staff are responsible for teaching and modeling respectful behavior and building safe and supportive learning environments, and are expected to demonstrate effective problem-solving and anger management skills.

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

Reporting and Filing of Complaints

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

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

Within one business day of receiving such a report, a staff member shall notify the principal of the report, regardless of whether a uniform complaint is filed. In addition, any school employee who observes an incident of bullying involving a student shall, within one business day, report such observation to the principal or a district compliance officer, regardless of whether the alleged victim files a complaint.

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

Any individuals with information about cyberbullying activity shall save and print any electronic or digital messages that they feel constitute cyberbullying and shall notify a teacher, the principal, or other employee so that the matter may be investigated. When an investigation concludes that a student used a social networking site or service to bully or harass another student, the Superintendent or designee may report the cyberbullying to the social media platform and may request the material be removed.

Discipline/Corrective Actions

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

When a student has been suspended, or other means of correction have been implemented against the student, for an incident of racist bullying, harassment, or intimidation, the principal or designee shall engage both the victim and perpetrator in a restorative justice practice suitable to the needs of the students. The principal or designee shall also require the perpetrator to engage in a culturally sensitive program that promotes racial justice and equity and combats racism and ignorance and shall regularly check on the victim to ensure that the victim is not in danger of suffering from any long-lasting mental health issues. (Education Code 48900.5)

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

Support Services

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

If any student involved in bullying exhibits warning signs of suicidal thought or intention or of intent to harm another person, the Superintendent or designee shall, as appropriate, implement district intervention protocols which may include, but are not limited to, referral to district or community mental health services, other health professionals, and/or law enforcement, in accordance with Board Policy and Administrative Regulation 5141.52 - Suicide Prevention.

Suspension and Expulsion/Due Process – BP/AR 5144.1

Original Adopted Date: 02/14/2019 | Last Revised Date: 12/13/2024 | Last Reviewed Date: 12/13/2024

The Governing Board desires to provide district students access to educational opportunities in an orderly school environment that protects their safety and security, ensures their welfare and well-being, and promotes their learning and development. The Board shall develop rules and regulations setting the standards of behavior expected of district students and the disciplinary processes and procedures for addressing violations of those standards, including suspension and/or expulsion.

The grounds for suspension and expulsion and the procedures for considering, recommending, and/or implementing suspension and expulsion shall be only those specified in law, in this policy, and in the accompanying administrative regulation.

Except when otherwise permitted by law, a student may be suspended or expelled only when the behavior is related to a school activity or school attendance occurring within any district school or another school district, regardless of when it occurs, including, but not limited to, the following: (Education Code 48900(s))
While on school grounds

While going to or coming from school

During the lunch period, whether on or off the school campus

During, going to, or coming from a school-sponsored activity

District staff shall enforce the rules concerning suspension and expulsion of students fairly, consistently, equally, and in accordance with the district's nondiscrimination policies.

Appropriate Use of Suspension Authority

Except when a student's act violates Education Code 48900(a)-(e), as listed in Items #1-5 under "Grounds for Suspension and Expulsion: Grades K-12" of the accompanying administrative regulation, or when the student's presence causes a danger to others, suspension shall be used only when other means of correction have failed to bring about proper conduct. (Education Code 48900.5, 48900.6)

A student's parents/guardians shall be notified as soon as possible when there is an escalating pattern of misbehavior that could lead to on-campus or off-campus suspension.

No student may be suspended for disruption or willful defiance, except by a teacher pursuant to Education Code 48910. (Education Code 48900)

Students shall not be suspended or expelled based solely on a student's truancy, tardiness, or absenteeism from assigned school activities. (Education Code 48900)

On-Campus Suspension

To ensure the proper supervision and ongoing learning of students who are suspended for any of the reasons enumerated in Education Code 48900 and 48900.2, but who pose no imminent danger or threat to anyone at school and for whom expulsion proceedings have not been initiated, the Superintendent or designee shall establish a supervised suspension classroom program which meets the requirements of law.

Except where a supervised suspension is permitted by law for a student's first offense, supervised suspension shall be imposed only when other means of correction have failed to bring about proper conduct. (Education Code 48900.5)

Authority to Expel

A student may be expelled only by the Board. (Education Code 48918(j))

As required by law, the Superintendent or principal shall recommend expulsion and the Board shall expel any student found to have committed any of the following "mandatory recommendation and mandatory expulsion" acts at school or at a school activity off school grounds: (Education Code 48915)
Possessing a firearm which is not an imitation firearm, as verified by a certificated employee, unless the student had obtained prior written permission to possess the item from a certificated school employee, with the principal or designee's concurrence

Selling or otherwise furnishing a firearm

Brandishing a knife at another person

Unlawfully selling a controlled substance listed in Health and Safety Code 11053-11058

Committing or attempting to commit a sexual assault as defined in Penal Code 261, 266c, 286, 287, 288, or 289, or former 288a, or committing a sexual battery as defined in Penal Code 243.4

Possessing an explosive as defined in 18 USC 921
For all other violations listed in the accompanying administrative regulation, the Superintendent or principal shall have the discretion to recommend expulsion of a student. If expulsion is recommended, the Board shall order the student expelled only if it makes a finding of either or both of the following: (Education Code 48915(b) and (e))
That other means of correction are not feasible or have repeatedly failed to bring about proper conduct

That due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others
A vote to expel a student shall be taken in an open session of a Board meeting. (Education Code 48918(j))

The Board may vote to suspend the enforcement of the expulsion order pursuant to the requirements of law and the accompanying administrative regulation. (Education Code 48917)

No student shall be expelled for disruption or willful defiance. (Education Code 48900)

No child enrolled in a preschool program shall be expelled or unenrolled except under limited circumstances in accordance with Education Code 8489.1 and as specified in Administrative Regulation 5148.3 - Preschool/Early Childhood Education.

Due Process

The Board shall provide for the fair and equitable treatment of students facing suspension and/or expulsion by affording the students due process rights under the law. The Superintendent or designee shall comply with procedures for notices, hearings, and appeals as specified in law and administrative regulation. (Education Code 48911, 48915, 48915.5, 48918)

Maintenance and Monitoring of Outcome Data

The Superintendent or designee shall maintain outcome data related to student suspensions and expulsions in accordance with Education Code 48900.8 and 48916.1, including, but not limited to, the number of students recommended for expulsion, the grounds for each recommended expulsion, the actions taken by the Board, the types of referral made after each expulsion, and the disposition of the students after the expulsion period. For any expulsion that involves the possession of a firearm, such data shall include the name of the school and the type of firearm involved, as required pursuant to 20 USC 7961. Suspension and expulsion data shall be reported to the Board annually and to the California Department of Education when so required.

In presenting the report to the Board, the Superintendent or designee shall disaggregate data on suspensions and expulsions by school and by numerically significant student subgroups, including, but not limited to, ethnic subgroups, socioeconomically disadvantaged students, English learners, long-term English learners, students with disabilities, foster youth, and homeless students. Based on the data, the Board shall address any identified disparities in the imposition of student discipline and shall determine whether and how the district is meeting its goals for improving school climate as specified in its local control and accountability plan.

A/R

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Definitions

Suspension means removal of a student from ongoing instruction for adjustment purposes. However, suspension does not mean any of the following: (Education Code 48925)
Reassignment to another education program or class at the same school where the student will receive continuing instruction for the length of day prescribed by the Governing Board for students of the same grade level

Referral to a certificated employee designated by the principal to advise students

Removal from the class, but without reassignment to another class or program, for the remainder of the class period without sending the student to the principal or designee as provided in Education Code 48910, so long as removal from a particular class does not occur more than once every five school days
Expulsion means removal of a student from the immediate supervision and control or the general supervision of school personnel. (Education Code 48925)

Notice of Regulations

At the beginning of each school year, the principal of each school shall ensure that all students and parents/guardians are notified in writing of all school rules related to discipline, including suspension and expulsion. (Education Code 35291, 48900.1, 48980)

Grounds for Suspension and Expulsion: Grades K-12

Acts for which a student, including a student with disabilities, may be suspended or expelled shall be only those specified as follows and in "Additional Grounds for Suspension and Expulsion: Grades 4-12," below:
Caused, attempted to cause, or threatened to cause physical injury to another person; willfully used force or violence upon another person, except in self-defense; or committed as an aider or abettor, as adjudged by a juvenile court, a crime of physical violence in which the victim suffered great or serious bodily injury (Education Code 48900(a) and (t))

Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the principal or designee's concurrence (Education Code 48900(b))

Unlawfully possessed, used, sold, otherwise furnished, or was under the influence of any controlled substance as defined in Health and Safety Code 11053-11059, alcoholic beverage, or intoxicant of any kind (Education Code 48900(c))

Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11059, alcoholic beverage, or intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the same as a controlled substance, alcoholic beverage, or intoxicant (Education Code 48900(d))

Committed or attempted to commit robbery or extortion (Education Code 48900(e))

Caused or attempted to cause damage to school property or private property (Education Code 48900(f))

Stole or attempted to steal school property or private property (Education Code 48900(g))

Possessed or used tobacco or products containing tobacco or nicotine products, including, but not limited to, cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel, except that this restriction shall not prohibit a student from using or possessing prescription products (Education Code 48900(h))

Committed an obscene act or engaged in habitual profanity or vulgarity (Education Code 48900(i))

Unlawfully possessed, offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5 (Education Code 48900(j))

Knowingly received stolen school property or private property (Education Code 48900(l))

Possessed an imitation firearm (Education Code 48900(m))

Imitation firearm means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm. (Education Code 48900(m))

Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 287, 288, 289, or former 288a, or committed a sexual battery as defined in Penal Code 243.4 (Education Code 48900(n))

Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness (Education Code 48900(o))

Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma (Education Code 48900(p))

Engaged in, or attempted to engage in, hazing (Education Code 48900(q))

Hazing means a method of initiation or pre-initiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. Hazing does not include athletic events or school-sanctioned events. (Education Code 48900(q))

Engaged in an act of bullying (Education Code 48900(r))

Bullying means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, directed toward one or more students that has or can reasonably be predicted to have the effect of placing a reasonable student(s) in fear of harm to self or property; cause the student to experience a substantially detrimental effect on physical or mental health; or cause the student to experience substantial

interferences with academic performance or ability to participate in or benefit from the services, activities, or privileges provided by a school. (Education Code 48900(r))

Bullying includes any act of sexual harassment, hate violence, or harassment, threat, or intimidation, as defined in Education Code 48900.2, 48900.3, or 48900.4 and below in "Additional Grounds for Suspension and Expulsion: Grades 4-12," that has any of the effects described above on a reasonable student.

Bullying also includes an act of cyber sexual bullying by a student through the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording that depicts a nude, semi-nude, or sexually explicit photograph or other visual recording of an identifiable minor, when such dissemination is to another student or to school personnel by means of an electronic act and has or can be reasonably predicted to have one or more of the effects of bullying described above. Cyber sexual bullying does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

Electronic act means the creation or transmission originated on or off the school site by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication including, but not limited to: (Education Code 48900(r))
A message, text, sound, video, or image

A post on a social network Internet website, including, but not limited to, posting to or creating a burn page or creating a credible impersonation or false profile for the purpose of causing a reasonable student any of the effects of bullying described above

Reasonable student means a student, including, but not limited to, a student who has been identified as a student with a disability, who exercises average care, skill, and judgment in conduct for a person of the student's age, or for a person of the student's age and disability. (Education Code 48900(r))

Burn page means an internet website created for the purpose of causing a reasonable student any of the effects of bullying described above. (Education Code 48900(r))

Credible impersonation means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that the student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated. (Education Code 48900(r))

False profile means a profile of a fictitious student or profile using the likeness or attributes of an actual student other than the student who created the false profile. (Education Code 48900(r))

An electronic act is not considered pervasive conduct solely on the basis that it has been transmitted to the internet or is currently posted on the internet. (Education Code 48900(r))

When a student has been suspended, or other means of correction have been implemented against the student, for an incident of racist bullying, harassment, or intimidation, the principal or designee may, as appropriate, engage both the victim and perpetrator in a restorative justice practice suitable to the needs of the students. The principal or designee shall also require the perpetrator to engage in a culturally sensitive program that promotes racial justice and equity and combats racism and ignorance and shall regularly check on the victim to ensure that the victim is not in danger of suffering from any long-lasting mental health issues. (Education Code 48900.5)

Aided or abetted the infliction or attempted infliction of physical injury on another person, as defined in Penal Code 31 (Education Code 48900(t))

Made terrorist threats against school officials and/or school property (Education Code 48900.7)

A terrorist threat includes any written or oral statement by a person who willfully threatens to commit a crime which will result in death or great bodily injury to another person or property damage in excess of $1,000, with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying out the crime. (Education Code 48900.7)

A student may not be suspended or expelled for disruption or willful defiance. (Education Code 48900)

Additional Grounds for Suspension and Expulsion: Grades 4-12

A student in grades 4-12 shall be subject to suspension or recommendation for expulsion when it is determined that the student:
Committed sexual harassment as defined in Education Code 212.5 (Education Code 48900.2)

Sexual harassment means conduct which, when considered from the perspective of a reasonable person of the same gender as the victim, is sufficiently severe or pervasive as to have a negative impact upon the victim's academic performance or to create an intimidating, hostile, or offensive educational environment. (Education Code 212.5, 48900.2)

Caused, attempted to cause, threatened to cause, or participated in an act of hate violence as defined in Education Code 233 (Education Code 48900.3)

Hate violence means any act punishable under Penal Code 422.6, 422.7, or 422.75. Such acts include injuring or intimidating a victim, interfering with the exercise of a victim's civil rights, or damaging a victim's property because of the victim's race, ethnicity, religion, nationality, disability, gender, gender identity, gender expression, or sexual orientation; a perception of the presence of any of those characteristics in the victim; or the victim's association with a person or group with one or more of those actual or perceived characteristics. (Education Code 233; Penal Code 422.55)

Intentionally engaged in harassment, threats, or intimidation against district personnel or students that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of school personnel or students by creating an intimidating or hostile educational environment (Education Code 48900.4)
Suspension from Class by a Teacher

A teacher may suspend a student from class for the remainder of the day and the following day for any of the acts specified in Education Code 48900 and listed as Items #1-19 under "Grounds for Suspension and Expulsion: Grades K-12" above or for disruption or willful defiance at any grade level. (Education Code 48910)

When suspending a student from class, the teacher shall immediately report this action to the principal or designee and send the student to the principal or designee for appropriate action. If that action requires the continuing presence of the student at school, the student shall be appropriately supervised during the class periods from which the student has been suspended. (Education Code 48910)

As soon as possible after the teacher has suspended the student, the teacher shall ask the student's parent/guardian to attend a parent-teacher conference regarding the suspension. A counselor or psychologist may attend the conference if it is practicable, and a school administrator shall attend if requested by the parent/guardian or teacher. (Education Code 48910)

A student suspended from class shall not be returned to class during the period of the suspension without the approval of the teacher of the class and the principal or designee. (Education Code 48910)

A student suspended from class shall not be placed in another regular class during the period of suspension. However, a student assigned to more than one class per day may continue to attend other regular classes except those held at the same time as the class from which the student was suspended. (Education Code 48910)

A teacher may also refer a student, for any of the acts specified above in Education Code 48900, to the principal or designee for consideration of a suspension from school. (Education Code 48910)

The teacher of any class from which a student is suspended may require the student to complete any assignments and tests missed during the removal. (Education Code 48913)

Suspension by Superintendent, Principal or Principal's Designee

To implement disciplinary procedures at a school site, the principal may, in writing, designate as the principal's designee another administrator or, if the principal is the only administrator at the school site, a certificated employee. As necessary, the principal may, in writing, also designate another administrator or certificated employee as the secondary designee to assist with disciplinary procedures when the principal and the principal's primary designee are absent from the school site.

The Superintendent, principal, or designee shall immediately suspend any student found at school or at a school activity away from school to have committed any of the acts listed in the Board policy under "Authority to Expel" for which a recommendation of expulsion is required. (Education Code 48915(c))

The Superintendent, principal, or designee may impose a suspension for a first offense if it is determined that the student violated any of Items #1-5 listed under "Grounds for Suspension and Expulsion: Grades K-12" above or if the student's presence causes a danger to persons. (Education Code 48900.5)

For all other offenses, a student may be suspended only when the Superintendent or principal has determined that other means of correction have failed to bring about proper conduct. (Education Code 48900.5)

When other means of correction are implemented prior to imposing suspension upon a student, including supervised suspension, the Superintendent, principal, or designee shall document the other means of correction used and retain the documentation in the student's record. (Education Code 48900.5)

Length of Suspension

The Superintendent, principal, or designee may suspend a student from school for not more than five consecutive school days. (Education Code 48911)

A student may be suspended from school for not more than 20 school days in any school year. However, if a student enrolls in or is transferred to another regular school, an opportunity school or class, or continuation school or class for the purpose of adjustment, the student may be suspended for not more than 30 school days in a school year. The district may count suspensions that occur while a student is enrolled in another school district toward the maximum number of days for which the student may be suspended in any school year. (Education Code 48903, 48911, 48912)

These restrictions on the number of days of suspension shall not apply when the suspension is extended pending an expulsion. (Education Code 48911)

Due Process Procedures for Suspension

Suspensions shall be imposed in accordance with the following procedures:

Informal Conference: Suspension shall be preceded by an informal conference conducted by the Superintendent, principal, or designee with the student and, whenever practicable, the teacher, supervisor, or school employee who referred the student to the principal. At the conference, the student shall be informed of the reason for the disciplinary action, including the other means of correction that were attempted before the suspension as required pursuant to Education Code 48900.5, and the evidence against the student, and shall be given the opportunity to present the student's version and evidence in the student's defense. (Education Code 48911)

This conference may be omitted if the Superintendent, principal, or designee determines that an emergency situation exists involving a clear and present danger to the lives, safety, or health of students or school personnel. If a student is suspended without this conference, the student, the student's parent/guardian, or if the student is a foster youth, the foster youth's educational rights holder, attorney, and county social worker, or if the student is an Indian child, the Indian child's tribal social worker and, if applicable, county social worker, shall be notified of the student's right to a conference and the right to return to school for the purpose of the conference. The conference shall be held within two school days, unless the student waives the right to it or is physically unable to attend for any reason. In such a case, the conference shall be held as soon as the student is physically able to return to school for the conference. (Education Code 48911)

Administrative Actions: All requests for student suspension are to be processed by the principal or designee. A school employee shall report the suspension, including the name of the student and the cause for the suspension, to the Superintendent or designee. (Education Code 48911)

Notice to Parents/Guardians: At the time of the suspension, a school employee shall make a reasonable effort to contact the parent/guardian, or if the student is a foster youth, the foster youth's educational rights holder, attorney, and county social worker, or if the student is an Indian child, the Indian child's tribal social worker, and, if applicable, the county social worker, in person, by email, or by telephone. Whenever a student is suspended, the parent/guardian, or, if applicable, the foster youth's educational rights holder, attorney, and county social worker, or the Indian child's tribal social worker and, if applicable, the county social worker, shall also be notified in writing of the suspension. (Education Code 48911)

This notice shall state the specific offense committed by the student. (Education Code 48900.8)

In addition, the notice shall state the date and time when the student may return to school.

Parent/Guardian Conference: Whenever a student is suspended, school officials may conduct a meeting with the parent/guardian to discuss the cause(s) and duration of the suspension, the school policy involved, and any other pertinent matter. (Education Code 48914)

If school officials request to meet with the parent/guardian, a foster youth's educational rights holder, attorney, and county social worker, or an Indian child's tribal social worker, and, if applicable, the county social worker, the notice may state that the law requires such individuals to respond to the request without delay. However, the student shall not be penalized for the failure of the parent/guardian, a foster youth's educational rights holder, attorney, and county social worker, or an Indian child's tribal social worker, and, if applicable, the county social worker, to attend such a conference. The student may not be denied reinstatement solely because such individuals failed to attend the conference. (Education Code 48911)

Extension of Suspension: If the Board is considering the expulsion of a suspended student from any school or the suspension of a student for the balance of the semester from continuation school, the Superintendent or designee may, in writing, extend the suspension until such time as the Board has made a decision, provided the following requirements are followed: (Education Code 48911)

The extension of the original period of suspension is preceded by notice of such extension with an offer to hold a conference concerning the extension, giving the student an opportunity to be heard

This conference may be held in conjunction with a meeting requested by the student or parent/guardian to challenge the original suspension.

The Superintendent or designee determines, following a meeting in which the student and the student's parent/guardian were invited to participate, that the student's presence at the school or at an alternative school would endanger persons or property or threaten to disrupt the instructional process

If the student involved is a foster youth or Indian child, the Superintendent or designee shall notify the district's educational liaison of the need to invite the foster youth's educational rights holder, attorney and county social worker, or the Indian child's tribal social worker or, if applicable, the county social worker, to attend the meeting (Education Code 48853.5, 48911, 48918.1)

If the student involved is a child or youth experiencing homelessness, the Superintendent or designee shall notify the district liaison for homeless students (Education Code 48918.1)

In lieu of or in addition to suspending a student, the Superintendent, principal, or designee may provide services or require the student to participate in an alternative disciplinary program designed to correct the behavior and keep the student in school
Suspension by the Board

The Board may suspend a student for any of the acts listed under "Grounds for Suspension and Expulsion: Grades K-12," and "Additional Grounds for Suspension and Expulsion: Grades 4-12," above and within the limits specified under "Suspension by Superintendent, Principal, or Designee," above. (Education Code 48912)

The Board may suspend a student enrolled in a continuation school or class for a period not longer than the remainder of the semester. The suspension shall meet the requirements of Education Code 48915. (Education Code 48912.5)

When the Board is considering a suspension, disciplinary action, or any other action (except expulsion) against any student, it shall hold a closed session if a public hearing would lead to disclosure of information that would violate a student's right to privacy under Education Code 49073-49079. (Education Code 35146, 48912)

The Board shall provide the student and parent/guardian with written notice of the closed session by registered or certified mail or personal service. Upon receiving this notice, the student or parent/guardian may request a public meeting, and this request shall be granted if made in writing within 48 hours after receipt of the Board's notice. However, any discussion that conflicts with any other student's right to privacy still shall be held in closed session. (Education Code 35146, 48912)

On-Campus Suspension

A student for whom an expulsion action has not been initiated and who poses no imminent danger or threat to the school, students, or staff may be assigned to on-campus suspension in a separate classroom, building, or site for the entire period of suspension. The following conditions shall apply: (Education Code 48911.1)
The on-campus suspension classroom shall be staffed in accordance with law

The student shall have access to appropriate counseling services

The on-campus suspension classroom shall promote completion of schoolwork and tests missed by the student during the suspension

The student shall be responsible for contacting the student's teacher(s) to receive assignments to be completed in the supervised suspension classroom and the teacher(s) shall provide all assignments and tests that the student will miss while suspended

If no such work is assigned, the person supervising the suspension classroom shall assign schoolwork.
At the time a student is assigned to an on-campus suspension classroom, the principal or designee shall notify the student's parent/guardian, or if the student is a foster youth, the foster youth's educational rights holder, attorney, and county social worker, or, if the student if an Indian child, the Indian child's tribal social worker and, if applicable, county social worker, in person, by email, or by telephone. When the assignment is for longer than one class period, this notification shall be made in writing. (Education Code 48911.1)

Superintendent or Principal's Authority to Recommend Expulsion

Unless the Superintendent or principal determines that expulsion should not be recommended under the circumstances or that an alternative means of correction would address the conduct, the Superintendent or principal shall recommend a student's expulsion for any of the following acts: (Education Code 48915)
Causing serious physical injury to another person, except in self-defense

Possession of any knife or other dangerous object of no reasonable use to the student

Unlawful possession of any controlled substance as listed in Health and Safety Code 11053-11059, except for:

The first offense for the possession of not more than one ounce of marijuana, other than concentrated cannabis

The student's possession of over-the-counter medication for use by the student for medical purposes

Medication prescribed for the student by a physician

Robbery or extortion

Assault or battery, as defined in Penal Code 240 and 242, upon any school employee
In determining whether to recommend the expulsion of a student, the Superintendent, principal, or designee shall act as quickly as possible to ensure that the student does not lose instructional time. (Education Code 48915)

Student's Right to Expulsion Hearing

Any student recommended for expulsion shall be entitled to a hearing to determine whether the student should be expelled. The hearing shall be held within 30 school days after the Superintendent, principal, or designee determines that the student has committed the act(s) that form the basis for the expulsion recommendation. (Education Code 48918(a))

The student is entitled to at least one postponement of an expulsion hearing for a period of not more than 30 calendar days. The request for postponement shall be in writing. Any subsequent postponement may be granted at the Board's discretion. (Education Code 48918(a))

If the Board finds it impractical during the regular school year to comply with these time requirements for conducting an expulsion hearing, the Superintendent or designee may, for good cause, extend the time period by an additional five school days. Reasons for the extension shall be included as a part of the record when the expulsion hearing is held. (Education Code 48918(a))

If the Board finds it impractical to comply with the time requirements of the expulsion hearing due to a summer recess of Board meetings of more than two weeks, the days during the recess shall not be counted as school days. The days not

counted during the recess may not exceed 20 school days, as defined in Education Code 48925. Unless the student requests in writing that the expulsion hearing be postponed, the hearing shall be held not later than 20 calendar days prior to the first day of the next school year. (Education Code 48918(a))

Once the hearing starts, all matters shall be pursued with reasonable diligence and concluded without unnecessary delay. (Education Code 48918(a))

Stipulated Expulsion

After a determination that a student has committed an offense for which the student may be expelled, the Superintendent, principal, or designee shall offer the student, the student's parent/guardian, or, when applicable, other person holding the right to make educational decisions for the student, the option to waive a hearing and stipulate to the expulsion or to a suspension of the expulsion under certain conditions. The offer shall be made only after written notice of the expulsion hearing pursuant to Education Code 48918 has been given.

The stipulation agreement shall be in writing and shall be signed by the student, the student's parent/guardian, or, when applicable, the person holding the right to make educational decisions for the student. The stipulation agreement shall include notice of all the rights that the student is waiving, including the waiving of the right to have a full hearing, to appeal the expulsion to the County Board of Education, and to consult legal counsel.

A stipulated expulsion agreed to by the student, the student's parent/guardian, or, when applicable, the person holding the right to make educational decisions for the student, shall be effective upon approval by the Board.

Rights of Complaining Witness

An expulsion hearing involving allegations of sexual assault or sexual battery may be postponed for one school day in order to accommodate the special physical, mental, or emotional needs of a student who is the complaining witness. (Education Code 48918.5)

Whenever the Superintendent or designee recommends an expulsion hearing that addresses allegations of sexual assault or sexual battery, the Superintendent or designee shall give the complaining witness a copy of the district's suspension and expulsion policy and regulation and shall advise the witness of the right to: (Education Code 48918.5)
Receive five days' notice of the scheduled testimony at the hearing

Have up to two adult support persons present at the hearing at the time the witness testifies

Have a closed hearing during the time the witness testifies
Whenever any allegation of sexual assault or sexual battery is made, the Superintendent or designee shall immediately advise complaining witnesses and accused students to refrain from personal or telephone contact with each other during the time when an expulsion process is pending. (Education Code 48918.5)

Written Notice of the Expulsion Hearing

Written notice of the expulsion hearing shall be forwarded to the student and the student's parent/guardian at least 10 calendar days before the date of the hearing. The notice shall include: (Education Code 48900.8, 48918(b))
The date and place of the hearing

A statement of the specific facts, charges, and offense upon which the proposed expulsion is based

A copy of district disciplinary rules which relate to the alleged violation

Notification of the student's or parent/guardian's obligation, pursuant to Education Code 48915.1, to provide information about the student's status in the district to any other district in which the student seeks enrollment

This obligation applies when a student is expelled for acts other than those described in Education Code 48915(a) or (c).

The opportunity for the student or the student's parent/guardian to appear in person or be represented by legal counsel or by a nonattorney adviser

Legal counsel means an attorney or lawyer who is admitted to the practice of law in California and is an active member of the State Bar of California.

Nonattorney adviser means an individual who is not an attorney or lawyer, but who is familiar with the facts of the case and has been selected by the student or student's parent/guardian to provide assistance at the hearing.

The right to inspect and obtain copies of all documents to be used at the hearing

The opportunity to confront and question all witnesses who testify at the hearing

The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf, including witnesses
Additional Notice of Expulsion Hearing for Foster Youth, Homeless Students, and Indian Children

If the student facing expulsion is a foster student or Indian child, the Superintendent or designee shall also send notice of the hearing to the foster youth's educational rights holder, attorney, and county social worker, or the Indian child's tribal social worker and, if applicable, county social worker, at least 10 calendar days prior to the hearing. (Education Code 48918.1)

If the student facing expulsion is a student experiencing homelessness, the Superintendent or designee shall also send notice of the hearing to the district liaison for homeless students at least 10 calendar days prior to the hearing. (Education Code 48918.1)

Any notice for these purposes may be provided by the most cost-effective method possible, including by email or a telephone call. (Education Code 48918.1)

Conduct of Expulsion Hearing

Closed Session: Notwithstanding Education Code 35145, the Board shall conduct a hearing to consider the expulsion of the student in a session closed to the public unless the student requests in writing at least five days prior to the hearing that the hearing be a public meeting. If such a request is made, the meeting shall be public to the extent that privacy rights of other students are not violated. (Education Code 48918)

Whether the expulsion hearing is held in closed or public session, the Board may meet in closed session to deliberate and determine whether the student should be expelled. If the Board admits any other person to this closed session, the parent/guardian, the student, and the counsel of the student also shall be allowed to attend the closed session. (Education Code 48918(c))

If a hearing that involves a charge of sexual assault or sexual battery is to be conducted in public, a complaining witness shall have the right to testify in closed session when testifying in public would threaten serious psychological harm to the witness and when there are no alternative procedures to avoid the threatened harm, including, but not limited to, a videotaped deposition or contemporaneous examination in another place communicated to the hearing room by closed-circuit television. (Education Code 48918(c)

Record of Hearing: A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made. (Education Code 48918(g))

Subpoenas: Before commencing a student expulsion hearing, the Board may issue subpoenas, at the request of either the student or the Superintendent or designee, for the personal appearance at the hearing of any person who actually witnessed the action that gave rise to the recommendation for expulsion. After the hearing has commenced, the Board or the hearing officer or administrative panel may issue such subpoenas at the request of the student or the County Superintendent of Schools or designee. All subpoenas shall be issued in accordance with Code of Civil Procedure 1985-1985.2 and enforced in accordance with Government Code 11455.20. (Education Code 48918(i))

Any objection raised by the student or the Superintendent or designee to the issuance of subpoenas may be considered by the Board in closed session, or in open session if so requested by the student, before the meeting. The Board's decision in response to such an objection shall be final and binding. (Education Code 48918(i))

If the Board determines, or if the hearing officer or administrative panel finds and submits to the Board, that a witness would be subject to unreasonable risk of harm by testifying at the hearing, a subpoena shall not be issued to compel the personal attendance of that witness at the hearing. However, that witness may be compelled to testify by means of a sworn declaration as described in Item #6 below. (Education Code 48918(i))

Presentation of Evidence: Technical rules of evidence shall not apply to the expulsion hearing, but relevant evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. The decision of the Board to expel shall be supported by substantial evidence that the student committed any of the acts pursuant to Education Code 48900 and listed in "Grounds for Suspension and Expulsion: Grades K-12," and "Additional Grounds for Suspension and Expulsion: Grades 4-12," above. (Education Code 48918(h))

Findings of fact shall be based solely on the evidence at the hearing. Although no finding shall be based solely on hearsay, sworn declarations may be admitted as testimony from witnesses whose disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm. (Education Code 48918(f))

In cases where a search of a student's person or property has occurred, evidence describing the reasonableness of the search shall be included in the hearing record.

Testimony by Complaining Witnesses: The following procedures shall be observed when a hearing involves allegations of sexual assault or sexual battery by a student: (Education Code 48918, 48918.5)

Any complaining witness shall be given five days' notice before being called to testify

Any complaining witness shall be entitled to have up to two adult support persons, including, but not limited to, a parent/guardian or legal counsel, present during the testimony

Before a complaining witness testifies, support persons shall be admonished that the hearing is confidential

The person presiding over the hearing may remove a support person who is disrupting the hearing

If one or both support persons are also witnesses, the hearing shall be conducted in accordance with Penal Code 868.5

Evidence of specific instances of prior sexual conduct of a complaining witness shall be presumed inadmissible and shall not be heard unless the person conducting the hearing determines that extraordinary circumstances require the evidence to be heard

Before such a determination is made, the complaining witness shall be given notice and an opportunity to oppose the introduction of this evidence. In the hearing on the admissibility of this evidence, the complaining witness shall be entitled to be represented by a parent/guardian, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of a complaining witness shall not be admissible for any purpose.

In order to facilitate a free and accurate statement of the experiences of the complaining witness and to prevent discouragement of complaints, the district shall provide a nonthreatening environment

The district shall provide a room separate from the hearing room for the use of the complaining witness before and during breaks in testimony

At the discretion of the person conducting the hearing, the complaining witness shall be allowed reasonable periods of relief from examination and cross-examination during which the complaining witness may leave the hearing room

The person conducting the hearing may:

Arrange the seating within the hearing room so as to facilitate a less intimidating environment for the complaining witness

Limit the time for taking the testimony of a complaining witness to normal school hours, if there is no good cause to take the testimony during other hours

(Permit one of the support persons to accompany the complaining witness to the witness stand

Decision: The Board's decision as to whether to expel a student shall be made within 40 school days after the student is removed from school, unless the student requests in writing that the decision be postponed. (Education Code 48918(a))
Alternative Expulsion Hearing: Hearing Officer or Administrative Panel

Instead of conducting an expulsion hearing itself, the Board may contract with the county hearing officer or with the Office of Administrative Hearings of the State of California for a hearing officer. The Board may also appoint an impartial administrative panel composed of three or more certificated personnel, none of whom shall be members of the Board or on the staff of the school in which the student is enrolled. (Education Code 48918)

A hearing conducted by the hearing officer or administrative panel shall conform to the same procedures applicable to a hearing conducted by the Board as specified above in "Conduct of Expulsion Hearing," including the requirement to issue a decision within 40 school days of the student's removal from school, unless the student requests that the decision be postponed. (Education Code 48918(a) and (d))

The hearing officer or administrative panel shall, within three school days after the hearing, determine whether to recommend expulsion of the student to the Board. If expulsion is not recommended, the expulsion proceeding shall be terminated and the student shall be immediately reinstated and permitted to return to the classroom instructional program from which the referral was made, unless another placement is requested in writing by the student's parent/guardian. Before the student's placement decision is made by the student's parent/guardian, the Superintendent or designee shall consult with the parent/guardian and district staff, including the student's teachers, regarding other placement options for the student in addition to the option to return to the classroom instructional program from which the student's expulsion referral was made. The decision to not recommend expulsion shall be final. (Education Code 48918(e))

If expulsion is recommended, findings of fact in support of the recommendation shall be prepared and submitted to the Board. All findings of fact and recommendations shall be based solely on the evidence presented at the hearing. The

Board may accept the recommendation based either upon a review of the findings of fact and recommendations submitted or upon the results of any supplementary hearing the Board may order. (Education Code 48918(f))

In accordance with Board policy, the hearing officer or administrative panel may recommend that the Board suspend the enforcement of the expulsion. If the hearing officer or administrative panel recommends that the Board expel a student but suspend the enforcement of the expulsion, the student shall not be reinstated and permitted to return to the classroom instructional program from which the referral was made until the Board has ruled on the recommendation. (Education Code 48917, 48918)

Final Action by the Board

Whether the expulsion hearing is conducted in closed or open session by the Board, a hearing officer, or an administrative panel or is waived through the signing of a stipulated expulsion agreement, the final action to expel shall be taken by the Board in public. (Education Code 48918(j))

The Board's decision is final. If the decision is to not expel, the student shall be reinstated immediately. If the decision is to suspend the enforcement of the expulsion, the student shall be reinstated under the conditions of the suspended expulsion.

Upon ordering an expulsion, the Board shall set a date when the student shall be reviewed for readmission to a school within the district. For a student expelled for any "mandatory recommendation and mandatory expulsion" act listed in "Authority to Expel" in the accompanying Board policy, this date shall be one year from the date the expulsion occurred, except that the Board may set an earlier date on a case-by-case basis. For a student expelled for other acts, this date shall be no later than the last day of the semester following the semester in which the expulsion occurred. If an expulsion is ordered during summer session or the intersession period of a year-round program, the Board shall set a date when the student shall be reviewed for readmission not later than the last day of the semester following the summer session or intersession period in which the expulsion occurred. (Education Code 48916)

At the time of the expulsion order, the Board shall recommend a plan for the student's rehabilitation, which may include: (Education Code 48916)
Periodic review, as well as assessment at the time of review, for readmission

Recommendations for improved academic performance, tutoring, special education assessments, job training, counseling, employment, community service, or other rehabilitative programs
With parent/guardian consent, students who have been expelled for reasons relating to controlled substances or alcohol may be required to enroll in a county-sponsored drug rehabilitation program before returning to school. (Education Code 48916.5)

Written Notice to Expel

The Superintendent or designee shall send written notice of the decision to expel to the student or parent/guardian. This notice shall include the following:
The specific offense committed by the student for any of the causes for suspension or expulsion listed above under "Grounds for Suspension and Expulsion: Grades K-12" or "Additional Grounds for Suspension and Expulsion: Grades 4-12" (Education Code 48900.8)

The fact that a description of readmission procedures will be made available to the student and parent/guardian (Education Code 48916)

Notice of the right to appeal the expulsion to the County Board (Education Code 48918)

Notice of the alternative educational placement to be provided to the student during the time of expulsion (Education Code 48918)

Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the expelling district, pursuant to Education Code 48915.1 (Education Code 48918)
Decision to Suspend Expulsion Order

In accordance with Board policy, when deciding whether to suspend the enforcement of an expulsion order, the Board shall take into account the following criteria:
The student's pattern of behavior

The seriousness of the misconduct

The student's attitude toward the misconduct and willingness to follow a rehabilitation program
The suspension of the enforcement of an expulsion shall be governed by the following:
The Board may, as a condition of the suspension of enforcement, assign the student to a school, class, or program appropriate for the student's rehabilitation

This rehabilitation program may provide for the involvement of the student's parent/guardian in the student's education. However, a parent/guardian's refusal to participate in the rehabilitation program shall not be considered in the Board's determination as to whether the student has satisfactorily completed the rehabilitation program. (Education Code 48917)

During the period when enforcement of the expulsion order is suspended, the student shall be on probationary status (Education Code 48917)

The suspension of the enforcement of an expulsion order may be revoked by the Board if the student commits any of the acts listed under "Grounds for Suspension and Expulsion: Grades K-12" or "Additional Grounds for Suspension and Expulsion: Grades 4-12" above, or violates any of the district's rules and regulations governing student conduct (Education Code 48917)

When the suspension of enforcement of an expulsion order is revoked, a student may be expelled under the terms of the original expulsion order (Education Code 48917)

Upon satisfactory completion of the rehabilitation assignment, the Board shall reinstate the student in a district school

Upon reinstatement, the Board may order the expunging of any or all records of the expulsion proceedings. (Education Code 48917)

The Superintendent or designee shall send written notice of any decision to suspend the enforcement of an expulsion order during a period of probation to the student or parent/guardian

The notice shall inform the parent/guardian of the right to appeal the expulsion to the County Board, the alternative educational placement to be provided to the student during the period of expulsion, and the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the expelling district, pursuant to Education Code 48915.1(b). (Education Code 48918(j))

Suspension of the enforcement of an expulsion order shall not affect the time period and requirements for the filing of an appeal of the expulsion order with the County Board (Education Code 48917)
Appeal

If a student is expelled from school, the student or parent/guardian is entitled to file an appeal of the Board's decision with the County Board. The appeal must be filed within 30 days of the Board's decision to expel, even if the expulsion order is suspended and the student is placed on probation. (Education Code 48919)

If the student submits a written request for a copy of the written transcripts and supporting documents from the district simultaneously with the filing of the notice of appeal with the County Board, the district shall provide the student with these documents within 10 school days following the student's written request. (Education Code 48919)

Notification to Law Enforcement Authorities

Prior to the suspension or expulsion of any student, the principal or designee shall notify appropriate city or county law enforcement authorities of any student acts of assault which may have violated Penal Code 245. (Education Code 48902)

The principal or designee shall notify appropriate city or county law enforcement authorities of any student acts which may involve the possession or sale of narcotics or of a controlled substance, or of any student acts involving the possession, sale, or furnishing of firearms, explosives, or other dangerous weapons in violation of Education Code 48915(c)(1) or (5) or Penal Code 626.9 and 626.10. (Education Code 48902)

Within one school day after a student's suspension or expulsion, the principal or designee shall notify appropriate county or district law enforcement authorities, by telephone or other appropriate means, of any student acts which may violate Education Code 48900(c) or (d), relating to the possession, use, offering, or sale of controlled substances, alcohol, or intoxicants of any kind. (Education Code 48902)

Placement During Expulsion

The Board shall refer expelled students to a program of study that is: (Education Code 48915, 48915.01)
Appropriately prepared to accommodate students who exhibit discipline problems

Not provided at a comprehensive middle, junior, or senior high school or at any elementary school, unless the program is offered at a community day school established at any of these

Not housed at the school site attended by the student at the time of suspension
When the placement described above is not available and when the County Superintendent so certifies, students expelled for only acts described in Items #6-12 under "Grounds for Suspension and Expulsion: Grades K-12" and Items #1-3 under "Additional Grounds for Suspension and Expulsion: Grades 4-12" above may be referred to a program of study that is provided at another comprehensive middle, junior, or senior high school or at an elementary school. (Education Code 48915)

The program for a student expelled from any of grades K-6 shall not be combined or merged with programs offered to students in any of grades 7-12. (Education Code 48916.1)

Readmission After Expulsion

Prior to the date set by the Board for the student's readmission:
The Superintendent or designee shall hold a conference with the student's parent/guardian, or other person holding the right to make educational decisions for the student, and the student

At the conference, the student's rehabilitation plan shall be reviewed and the Superintendent or designee shall verify that the provisions of this plan have been met. School regulations shall be reviewed and the student and the student's parent/guardian or other person holding the right to make educational decisions for the student shall be asked to indicate in writing their willingness to comply with these regulations.

The Superintendent or designee shall transmit to the Board a recommendation regarding readmission

The Board shall consider this recommendation in closed session. If a written request for open session is received from the student's parent/guardian or other person holding the right to make educational decisions for the student, or adult student, it shall be honored to the extent that privacy rights of other students are not violated.

If the readmission is granted, the Superintendent or designee shall notify the student and the student's parent/guardian, or other person holding the right to make educational decisions for the student, by registered mail, of the Board's decision regarding readmission

The Board may deny readmission only if it finds that the student has not satisfied the conditions of the rehabilitation plan or that the student continues to pose a danger to campus safety or to other district students or employees (Education Code 48916)

If the Board denies the readmission of a student, the Board shall determine either to continue the student's placement in the alternative educational program initially selected or to place the student in another program that serves expelled students, including placement in a county community school

The Board shall provide written notice to the expelled student and the student's parent/guardian, or other person holding the right to make educational decisions for the student, describing the reasons for denying readmittance into the regular program

This notice shall indicate the Board's determination of the educational program which the Board has chosen. The student shall enroll in that program unless the parent/guardian chooses to enroll the student in another school district. No student shall be denied readmission into the district based solely on the student's arrest, adjudication by a juvenile court, formal or informal supervision by a probation officer, detention in a juvenile facility, enrollment in a juvenile court school, or other such contact with the juvenile justice system. (Education Code 48645.5)

Maintenance of Records

The district shall maintain a record of each suspension and expulsion, including its specific cause(s). (Education Code 48900.8)

Expulsion records of any student shall be maintained in the student's mandatory interim record and sent to any school in which the student subsequently enrolls upon written request by that school. (Education Code 48918(k))

The Superintendent or designee shall, within five working days, honor any other district's request for information about an expulsion from this district. (Education Code 48915.1)

Notify Teacher of Dangerous Students

BP 4158

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An employee may use reasonable and necessary force for self-defense or defense of another person, to quell a disturbance threatening physical injury to others or damage to property, or to obtain possession of weapons or other dangerous objects within the control of a student. (Education Code 44807, 49001)

An employee shall promptly report to the principal or other immediate supervisor any attack, assault, or physical threat made against the employee by a student or by any other individual in relation to the performance of the employee's duties, and any action the employee took in response.

Additionally, the employee and the principal or other immediate supervisor shall promptly report to local law enforcement authorities an attack, assault, or physical threat made against the employee by a student. Reports of an attack, assault, or physical threat shall be forwarded immediately to the Superintendent or designee. (Education Code 44014)

Notice Regarding Student Offenses

When a student commits certain offenses that may endanger staff or others, the following procedures shall be implemented to notify staff members as appropriate:
Acts That Are Grounds for Suspension or Expulsion

The Superintendent or designee shall inform the teacher(s) of each student who, during the previous three school years, has engaged in or is reasonably suspected to have engaged in any act, except the possession or use of tobacco products, that would constitute a ground for suspension or expulsion as specified in Administrative Regulation 5144.1 - Suspension and Expulsion/Due Process (Education Code 49079)

This information shall be based upon district records maintained in the ordinary course of business or records received from a law enforcement agency. (Education Code 49079)

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

Information received by teacher(s) shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher (Education Code 48201, 49079)

Offenses Reported to the District by a Court

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

The principal or designee shall expeditiously disseminate this information to any counselor who directly supervises or reports on the student's behavior or progress and to any teacher or administrator directly supervising or reporting on the student's behavior or progress whom the principal or designee thinks may need the information in order to work

with the student appropriately, to avoid being needlessly vulnerable, or to protect others from vulnerability (Welfare and Institutions Code 827)

Any court-initiated information that a teacher, counselor, or administrator receives shall be kept confidential and used only to rehabilitate the student and protect other students and staff (Welfare and Institutions Code 827)

The information shall be further disseminated only when communication with the student, parent/guardian, law enforcement staff, and probation officer is necessary to rehabilitate the student or to protect students and staff. (Welfare and Institutions Code 827)

When a student is removed from school as a result of an offense, the Superintendent shall hold the court's information in a separate confidential file until the student is returned to the district (Welfare and Institutions Code 827)

If the student is returned to a different district, the Superintendent shall transmit the information provided by the student's parole or probation officer to the superintendent of the new district of attendance. (Welfare and Institutions Code 827)

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

Accommodations for Victims of Domestic Violence, Sexual Assault, Stalking, or Other Qualifying Acts of Violence

When requested by an employee who is a victim of domestic violence, sexual assault, stalking, or other qualifying acts of violence, the district shall provide the employee reasonable accommodations which may include the implementation of safety measures, including, but not limited to: (Government Code 12945.8)
A transfer, reassignment, or modified schedule

A changed work telephone or work station, including the permission to carry a telephone at work

An installed lock

Assistance in documenting domestic violence, sexual assault, stalking, or other qualifying act of violence that occurs in the workplace

Referral to a victim assistance organization

Another safety procedure or adjustment to a job structure, workplace facility, or work requirement in response to domestic violence, sexual assault, stalking, or other qualifying act of violence
The Superintendent or designee shall engage in a timely, good faith, and interactive process with the employee to determine effective reasonable accommodations that do not pose an undue hardship on the district. In determining whether an accommodation is reasonable, the Superintendent or designee shall consider any exigent circumstance or danger facing the employee or their family member. (Government Code 12945.8)

Upon the request of the Superintendent or designee, an employee requesting a reasonable accommodation shall provide a written statement, signed by the employee or an individual acting on the employee's behalf, certifying that the accommodation is for an authorized purpose. The Superintendent or designee may also request that the employee provide certification of the employee's status as a victim of domestic violence, sexual assault, stalking, or other qualifying act of violence. Such certification may include: (Government Code 12945.8)
A police report indicating that the employee, or a family member of the employee, was a victim

A court order protecting or separating the employee, or family member of the employee, from the perpetrator of the crime or abuse, or other evidence from the court or prosecuting attorney that the employee has appeared in court

Documentation from a licensed medical professional or health care provider, domestic violence or sexual assault counselor, victim advocate, or counselor that the employee, or family member of the employee, was undergoing treatment or receiving services for physical or mental injuries or abuse resulting in victimization from the crime or abuse

Any other form of documentation that reasonably verifies that the crime or abuse occurred, including, but not limited to, a written statement signed by the employee or by an individual acting on the employee's behalf
Any verbal or written statement, police or court record, or other documentation identifying an employee, or a family member of the employee, as a victim shall be confidential and shall not be disclosed by the district except as required by federal or state law or as necessary to protect the employee's safety in the workplace. The employee shall be notified before any authorized disclosure. (Government Code 12945.8)

Every six months after the date of the certification, the Superintendent or designee may request recertification of the employee's status as a victim of domestic violence, sexual assault, stalking, other specified offense, or ongoing circumstances related to the crime or abuse. The employee shall notify the Superintendent or designee if, due to changing circumstances, the employee needs a new accommodation or no longer needs an accommodation. If a new accommodation is needed, the Superintendent or designee shall follow the procedures described above when making the initial determination regarding effective reasonable accommodations. (Government Code 12945.8)

The district shall not discharge or retaliate against an employee because of the employee's status as a victim of crime or abuse or for requesting a reasonable accommodation, regardless of whether the request was granted. (Government Code 12945.8)

Nondiscrimination/Harassment and Hate Crime Reporting– BP/AR BP 5145.3

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The Governing Board desires to provide a welcoming, safe, and supportive school environment that allows all students equal access to and opportunities in the district's academic, extracurricular, and other educational support programs, services, and activities.

This policy shall apply to all acts constituting unlawful discrimination or harassment related to district activity or attendance, to acts which occur off campus or outside of district-related or district-sponsored activities but which may have an impact or create a hostile environment at school, and to all acts of the Board and the Superintendent in enacting policies and procedures that govern the district.

The Board prohibits, at any district school or activity, unlawful discrimination, including discriminatory harassment, intimidation, and bullying, against an individual or group based on one, or a combination of two or more, protected characteristics, which include, but may not be limited to, race or ethnicity; ancestry; color; ethnic group identification; nationality; national origin; immigration status; sex; sexual orientation; sex stereotypes; gender; gender identity; gender expression; religion; disability; medical condition; genetic information; pregnancy, false pregnancy, childbirth, termination of pregnancy, or related conditions or recovery; and parental, marital, and family status; a perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics. (Education Code 200, 210.1, 210.2, 212, 212.1, 220, 221.51, 230, 260; Government Code 11135, 12926; 20 USC 1681-1688, 42 USC 2000d-2000d-7)

Unlawful discrimination, including discriminatory harassment, intimidation, or bullying, may result from physical, verbal, nonverbal, or written conduct based on any of the categories listed above. Unlawful discrimination also occurs when prohibited conduct is so severe, persistent, or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; has the effect of substantially or unreasonably interfering with a student's academic performance; or otherwise adversely affects a student's educational opportunities.

Unlawful discrimination also includes disparate treatment of students based on one of the categories above with respect to the provision of opportunities to participate in district programs or activities or the provision or receipt of educational benefits or services.

Because unlawful discrimination could occur when disciplining students, including suspension and expulsion, the Superintendent or designee shall ensure that staff enforce discipline rules fairly, consistently and in a non-discriminatory manner, as specified in Board Policy and Administrative Regulation 5144 - Discipline, Board Policy and Administrative Regulation 5144.1 - Suspension and Expulsion/Due Process, and Administrative Regulation 5144.2 - Suspension and Expulsion/Due Process (Students With Disabilities).

The Board also prohibits any form of retaliation against any individual who reports or participates in the reporting of unlawful discrimination, files or participates in the filing of a complaint, or investigates, participates, or refuses to participate in the investigation of a complaint or report alleging unlawful discrimination. Retaliation complaints shall be investigated and resolved in the same manner as a discrimination complaint.

The Superintendent or designee shall facilitate students' access to the educational program by publicizing the district's nondiscrimination policy and related complaint procedures to students, parents/guardians, and employees. In addition,

the Superintendent or designee shall post the district's policies prohibiting discrimination, harassment, intimidation, and bullying and other required information on the district's website in a manner that is easily accessible to parents/guardians and students, in accordance with law and the accompanying administrative regulation. (Education Code 234.1, 234.6; 34 CFR 106.8)

The Superintendent or designee shall provide training and/or information on the scope and use of the policy and complaint procedures and take other measures designed to increase understanding of the requirements of law related to discrimination. The Superintendent or designee shall regularly review the implementation of the district's nondiscrimination policies and practices and, as necessary, shall take action to remove any identified barrier to student access to or participation in the district's educational program. The Superintendent or designee shall report the findings and recommendations to the Board after each review.

Regardless of whether a complainant complies with the writing, timeline, and/or other formal filing requirements, all complaints alleging unlawful discrimination, including discriminatory harassment, intimidation, or bullying, shall be investigated and prompt action taken to stop the discrimination, prevent recurrence, and address any continuing effect on students.

Students who engage in unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, in violation of law, Board policy, or administrative regulation shall be subject to appropriate consequence or discipline, which may include suspension or expulsion when the behavior is severe or pervasive as defined in Education Code 48900.4. Any employee who permits or engages in prohibited discrimination related to a district activity, attendance, or district-related or district-sponsored activity, including discriminatory harassment, intimidation, retaliation, or bullying, shall be subject to disciplinary action, up to and including dismissal.

When a student has been suspended, or other means of correction have been implemented against the student for an incident of racist bullying, harassment, or intimidation, the principal or designee may engage both the victim and perpetrator in a restorative justice practice suitable to the needs of the students. The principal or designee may also require the perpetrator to engage in a culturally sensitive program that promotes racial justice and equity and combats racism and ignorance and regularly check on the victim to ensure that the victim is not in danger of suffering from any long-lasting mental health issues. (Education Code 48900.5)

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

Complaints alleging unlawful discrimination in district programs and activities shall be investigated and resolved in accordance with Board Policy 1312.3 - Uniform Complaint Procedures, when required by law. However, complaints alleging sexual harassment under Title IX shall be investigated and resolved in accordance with the procedures specified in Administrative Regulation 5145.71 - Title IX Sexual Harassment Complaint Procedures.

Record-Keeping

The Superintendent or designee shall maintain a record of all reported cases of unlawful discrimination, including discriminatory harassment, intimidation, or bullying, to enable the district to monitor, address, and prevent repetitive prohibited behavior in district schools.

A/R

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The district designates the individual(s) identified below as the Compliance Officer(s). The employee(s) is responsible for coordinating the district's efforts to comply with applicable state and federal civil rights laws and to answer inquiries regarding the district's nondiscrimination policies. The individual(s) shall also serve as the Compliance Officer(s) specified in Administrative Regulation 1312.3 - Uniform Complaint Procedures as the responsible employee to handle complaints alleging unlawful discrimination of a student, and the Title IX Coordinator specified in Administrative Regulation 5145.7 - Sexual Harassment as the responsible employee to handle complaints alleging unlawful sexual harassment, as permitted by law. The Compliance Officer(s) may be contacted at: (Education Code 234.1; 5 CCR 4621)

Assistant Superintendent of Educational Services
2100 J Street
Eureka, CA 95501
Tel: 707-441-3363

Measures to Prevent Discrimination

To prevent unlawful discrimination, including discriminatory harassment, intimidation, retaliation, and bullying, of students at district schools or activities and to ensure equal access of all students to the educational program, the Superintendent or designee shall implement the following measures:

Publicize the district's nondiscrimination policy and related complaint procedures, including the Compliance Officer's contact information, to students, parents/guardians, employees, volunteers, and the general public by posting them in prominent locations and providing easy access to them through district-supported communications

Post the district's policies and procedures prohibiting discrimination, harassment, student sexual harassment, intimidation, bullying, and cyberbullying, including a section on social media bullying that includes all of the references described in Education Code 234.6 as possible forums for social media, in a prominent location on the district's website in a manner that is easily accessible to parents/guardians and students (Education Code 234.1, 234.6)

Post the definition of sex discrimination and harassment as described in Education Code 230, including the rights set forth in Education Code 221.8, in a prominent location on the district's website in a manner that is easily accessible to parents/guardians and students (Education Code 234.6)

Post in a prominent location on the district website in a manner that is easily accessible to parents/guardians and students information regarding Title IX prohibitions against discrimination based on a student's sex, including the following: (Education Code 221.6, 221.61, 234.6)

The name and contact information of the district's Title IX Coordinator, including the phone number and email address

The rights of students and the public and the responsibilities of the district under Title IX, including a list of rights as specified in Education Code 221.8 and web links to information about those rights and responsibilities located on the websites of the Office for Equal Opportunity and the U.S. Department of Education's Office for Civil Rights (OCR)

A description of how to file a complaint of noncompliance under Title IX, which shall include:

An explanation of the statute of limitations within which a complaint must be filed after an alleged incident of discrimination has occurred and how a complaint may be filed beyond the statute of limitations

An explanation of how the complaint will be investigated and how the complainant may further pursue the complaint, including web links to this information on OCR's website

A web link to the OCR complaints form and the contact information for the office, including the phone number and email address for the office

A link to the Title IX information included on the California Department of Education's (CDE) website

Post CDE's standardized incident form to track racial discrimination, harassment, or hazing that occurs at high school sporting games or events, including information on how to submit a completed incident form to the district (Education Code 33353)

Post a link to statewide CDE-compiled resources, including community-based organizations, that provide support to youth who have been subjected to school-based discrimination, harassment, intimidation, or bullying and to their families (Education Code 234.5. 234.6)

Such resources shall be posted in a prominent location on the district's website in a manner that is easily accessible to parents/guardians and students. (Education Code 234.6)

Provide to students a handbook that contains age-appropriate information that clearly describes the district's nondiscrimination policy, procedures for filing a complaint, and resources available to students who feel that they have been the victim of any such behavior

Annually notify all students and parents/guardians of the district's nondiscrimination policy, including its responsibility to provide a safe, nondiscriminatory school environment for all students

The notice shall inform students and parents/guardians that they may request to meet with the Compliance Officer to determine how best to accommodate or resolve concerns that may arise from the district's implementation of its nondiscrimination policies. The notice shall also inform all students and parents/guardians that, to the extent possible, the district will address any individual student's interests and concerns in private.

Ensure that students and parents/guardians, including those with limited English proficiency, are notified of how to access the relevant information provided in the district's nondiscrimination policy and related complaint procedures, notices, and forms in a language they can understand

If 15 percent or more of students enrolled in a particular district school speak a single primary language other than English, the district's policy, regulation, forms, and notices concerning nondiscrimination shall be translated into that language in accordance with Education Code 234.1 and 48985. In all other instances, the district shall ensure meaningful access to all relevant information for parents/guardians with limited English proficiency.

Provide to students, employees, volunteers, and parents/guardians age-appropriate training and/or information regarding the district's nondiscrimination policy; what constitutes prohibited discrimination, including discriminatory harassment, intimidation, retaliation, or bullying; how and to whom a report of an incident should be made; and how to guard against segregating or stereotyping students when providing instruction, guidance, supervision, or other services to them

Such training and information shall include details of guidelines the district may use to provide a discrimination-free environment for all district students.

Provide to certificated employees serving students in grades 7-12 information on existing school and community resources related to the support of lesbian, gay, bisexual, transgender, queer, and questioning (LGBTQ+) students, or related to the support of students who may face bias or bullying on the basis of any of the actual or perceived characteristics in Penal Code 422.55, including immigration status; Education Code 220; and disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation; or association with a person or group with one or more of these actual or perceived characteristics (Education Code 234.1)

For the 2025-2026 school year through the 2029-2030 school year, provide annually to certificated employees serving students in grades 7-12 at least one hour of training to support LGBTQ+ cultural competency in accordance with Education Code 218.3

At the beginning of each school year, inform school employees that any employee who witnesses any act of unlawful discrimination, including discriminatory harassment, intimidation, or bullying, against a student is required to intervene if it is safe to do so (Education Code 234.1)

At the beginning of each school year, inform each principal or designee of the district's responsibility to provide appropriate assistance or resources to protect students from threatened or potentially discriminatory behavior and ensure their privacy rights

Process for Initiating and Responding to Complaints

Students who feel that they have been subjected to unlawful discrimination described above or in district policy are strongly encouraged to immediately contact the Compliance Officer, Title IX Coordinator, principal, or any other staff member. In addition, students who observe any such incident are strongly encouraged to report the incident to the Compliance Officer, Title IX Coordinator, or principal, regardless of whether the alleged victim files a complaint.

Any district employee who observes an incident of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, or to whom such an incident is reported, shall report the incident to the Compliance Officer, Title IX Coordinator, or principal within one workday, regardless of whether the alleged victim files a complaint.

Any school employee who witnesses an incident of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, shall immediately intervene to stop the incident when it is safe to do so. (Education Code 234.1)

When a report of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, is made to or received by the principal, Compliance Officer, or Title IX Coordinator, the principal, Compliance Officer, or Title IX Coordinator shall notify the student or parent/guardian of the right to file a formal complaint in accordance with Administrative Regulation 1312.3 - Uniform Complaint Procedures or, for complaints of sexual harassment that meet the federal Title IX definition, Administrative Regulation 5145.71 - Title IX Sexual Harassment Complaint Procedures. Once notified verbally or in writing, the Compliance Officer or Title IX Coordinator shall begin the investigation and shall implement immediate measures necessary to stop the discrimination and ensure that all students have access to the educational program and a safe school environment. Any interim measures adopted to address unlawful discrimination

shall, to the extent possible, not disadvantage the complainant or a student who is the victim of the alleged unlawful discrimination.

Any report or complaint alleging unlawful discrimination by the principal, Compliance Officer, Title IX Coordinator, or any other person to whom a report would ordinarily be made or complaint filed shall instead be made to or filed with the Superintendent or designee who shall determine how the complaint will be investigated.

Support for Intersex, Nonbinary, Transgender and Gender-Nonconforming Students

Gender refers to a student's sex, and includes a student's gender identity and gender expression. (Education Code 210.7)

Gender identity refers to a student's gender-related identity, appearance, or behavior as determined from the student's internal sense, regardless of whether that gender-related identity, appearance, or behavior is different from that traditionally associated with the student's physiology or assigned sex at birth.

Gender expression refers to a student's gender-related appearance and behavior, regardless of whether stereotypically associated with the student's assigned sex at birth. (Education Code 210.7)

Gender transition refers to the process in which a student changes from living and identifying as the sex assigned to the student at birth to living and identifying as the sex that corresponds to the student's gender identity.

Gender-nonconforming refers to when a student's gender expression differs from stereotypical expectations.

Intersex refers to when a student has natural bodily variations in anatomy, hormones, chromosomes, and other traits that differ from expectations generally associated with female and male bodies.

Nonbinary refers to when a student's gender identity falls outside of the traditional conception of strictly either female or male, regardless of whether the student identifies as transgender, was born with intersex traits, uses gender-neutral pronouns, or uses agender, genderqueer, pangender, gender nonconforming, gender variant, or such other more specific term to describe their gender.

Sex refers to the biological condition of being a female or male human being. (5 CCR 4910)

Transgender refers to when a student's gender identity is different from the sex assigned at birth.

The district shall ensure that all students, regardless of sex, gender, gender identity or gender expression, are afforded the same rights, benefits, and protections provided to students by law and Board policy. To do so, the Superintendent or designee shall address each situation that arises on a case-by-case basis and in accordance with the following guidelines:

Acceptance of a Student's Gender Identity: The district shall accept the student's assertion of the student's gender identity and treat the student consistent with that gender identity unless district personnel present a credible and supportable basis for believing that the student's assertion is for an improper purpose

Use of Names and Pronouns: Upon request by a student, district personnel shall address the student by the requested name and pronoun(s), without the necessity of a court order or a change to the student's mandatory permanent student record

Inadvertent slips or honest mistakes by district personnel in the use of the student's name and/or pronouns may not constitute a violation of this administrative regulation or the accompanying Board policy.

Accessibility to Sex-Segregated Facilities, Programs, and Activities: When the district maintains sex-segregated facilities, such as restrooms and locker rooms, or offers sex-segregated programs and activities, such as physical education classes, intermural sports, and interscholastic athletic programs, students shall be permitted to access facilities and participate in programs and activities consistent with their gender identity

Additionally, a student shall be permitted to participate in accordance with the student's gender identity in other circumstances where students are separated by sex, such as for class discussions, yearbook pictures, and field trips.

To address any student's privacy concerns in using sex-segregated facilities, the district shall consider offering a gender-neutral or single-use restroom or changing area, a bathroom stall with a door, an area in the locker room separated by a curtain or screen, or use of the locker room before or after the other students. However, in no case shall the district require a student to utilize these options because of the student's sex, gender, gender identify, or gender expression. A student's right to participate in a sex-segregated activity in accordance with the student's gender identity shall not render invalid or inapplicable any other eligibility rule established for participation in the activity.

Beginning July 1, 2026, each school shall provide and maintain at least one all-gender restroom for student use that meets the requirements of Education Code 35292.5.

Adherence to Uniforms/Dress Code: A student has the right to dress in a manner consistent with the student's gender identity, subject to any dress code adopted on a school site, which may not discriminate on the basis of sex, gender, gender identity or gender expression

Equal Access to Educational Programs and Activities: Upon request by a student based on the student's gender identity or gender expression, the Compliance Officer shall identify and develop strategies for ensuring that the student's access to educational programs and activities is maintained

The Compliance Officer shall consider the rights of all students and how those rights may affect and be affected by the rights of other students. Additionally, the Compliance Officer shall identify specific school site employee(s) to whom the student may report any problem related to the student's sex, gender, gender identity, or gender expression so that prompt action can be taken to address it. Alternatively, if appropriate and desired by the student, the school may form a support team for the student that will meet periodically to assess whether the arrangements for the student are providing equal access to programs and activities.

Right to privacy: A student's sex, gender, gender identity, and gender status is private information

The district may only disclose such information to others when the disclosure is permitted by law, with the student's prior written consent, or when the district has compelling evidence that disclosure is necessary to preserve the student's physical or mental well-being. (Education Code 220.3, 220.5; 34 CFR 99.31, 99.36)

Student Records: A student's sex and legal name shall be maintained as part of a student's mandatory permanent student record as specified in 5 CCR 432 and shall only be changed with proper documentation (Education Code 49061-49072)

When a request to change a student's gender or name is submitted without proper documentation, any change to the student's gender or name shall be applied only to documents not included in the mandatory permanent student record such as attendance sheets, report cards, and school identification.

The Superintendent or designee shall follow this guideline such that it does not change or alter the obligations of the district to maintain student records in accordance with Board Policy/Administrative Regulation 5125 - Student Records, and to ensure access to such records in accordance with Board Policy/Administrative Regulation 1340 - Access to District Records.
The district prohibits any act of verbal, nonverbal, or physical aggression, intimidation, or hostility, including any such act based on sex, gender, gender identity, or gender expression, or that have the purpose or effect of producing a negative impact on the student's academic performance or of creating an intimidating, hostile, or offensive educational environment, regardless of whether the acts are sexual in nature, including, but not limited to:
Refusing to address or refer to a student in a manner consistent with the student's gender identity

Disciplining a student or excluding the student from participating in activities, for behavior or appearance that is consistent with the student's gender identity or that does not conform to stereotypical notions of masculinity or femininity

Blocking, prohibiting, or restricting a student's entry to the restroom that corresponds to the student's gender identity

Disclosing student records that reveal a student's gender identity to individuals who do not have a legitimate need for the information except as permitted by law

Verbally or physically assaulting a student because of the student's sex, gender, gender identity, or gender expression, including, but not limited to, causing, attempting to cause, threatening to cause, or participating in an act of hate violence on the basis of sex, gender, gender identity, or gender expression

Sexual Harassment – BP/AR 5145.7

Original Adopted Date: 03/09/2017 | Last Revised Date: 10/09/2025 | Last Reviewed Date: 10/09/2025Status: ADOPTED

The district does not discriminate on the basis of sex in any of its programs or activities and complies with Title IX of the Education Amendments of 1972 and its implementing regulations.

The Governing Board is committed to maintaining a welcoming, safe, and supportive school environment that is free from discrimination and harassment. The Board prohibits at district or at district-sponsored or district-related activities, sexual harassment, as defined in the accompanying administrative regulation, targeted at any student.

Additionally, the Board prohibits retaliatory behavior or action against any person who reports, files a complaint, testifies about, assists with, or otherwise supports a complainant in alleging sexual harassment, or otherwise participates or refuses to participate in the complaint process established for the purpose of this policy. (Education Code 220.1, 221.8; 34 CFR 106.71)

The district strongly encourages students who feel that they are being or have experienced sexual harassment on district grounds or at a district-sponsored or district-related activity, or off-campus when the conduct has a continuing effect on campus, to immediately contact their teacher, the principal, the district's Title IX Coordinator, or any other available school employee.

Any employee who receives a report or observes an incident of sexual harassment by or against a student in a district education program or activity shall report the incident to the Title IX Coordinator within one workday.

Once notified, the Title IX Coordinator shall ensure that the complaint alleging sexual harassment is addressed through Administrative Regulation 5145.71 - Title IX Sexual Harassment Complaint Procedures or Board Policy/Administrative Regulation 1312.3 - Uniform Complaint Procedures, as applicable. Additionally, the Title IX Coordinator shall ensure that any implementation of Administrative Regulation 5145.71 - Title IX Sexual Harassment Complaint Procedures concurrently meets the requirements of Board Policy/Administrative Regulation 1312.3 - Uniform Complaint Procedures.

The Title IX Coordinator shall offer and coordinate supportive measures to the complainant and respondent, as deemed appropriate under the circumstances.

The Superintendent or designee shall inform students and parents/guardians of this policy in the manner specified in the accompanying administrative regulation.

The Superintendent or designee shall ensure that all district staff are trained regarding this policy, and that employees required to receive training related to their duties under Title IX receive training as specified in Administrative Regulation 4119.11/4219.11/4319.11 - Sexual Harassment. (Government Code 12950.1; 2 CCR 11023, 11024; 34 CFR 106.45)

Instruction/Information

The Superintendent or designee shall ensure that all district students receive age-appropriate information on sexual harassment. Such instruction and information shall include:
What acts and behavior constitute sexual harassment, including the fact that sexual harassment could occur between people of the same sex and could involve sexual violence

A clear message that students do not have to endure sexual harassment under any circumstance

Encouragement to report observed incidents of sexual harassment even when the alleged victim of the harassment has not complained

A clear message that student safety is the district's primary concern, and that any separate rule violation involving an alleged victim or any other person reporting a sexual harassment incident will be addressed separately and will not affect the manner in which the sexual harassment complaint will be received, investigated, or resolved

A clear message that, regardless of a complainant's noncompliance with the writing, timeline, or other formal filing requirements, every sexual harassment allegation that involves a student, whether as the complainant, respondent, or victim of the harassment, shall be investigated and action shall be taken to respond to the harassment, prevent recurrence, and address any continuing effect on students

Information about the district's procedures for investigating complaints and the person(s) to whom a report of sexual harassment should be made

Information about the rights of students and parents/guardians to file a civil or criminal complaint, as applicable, including the right to file a civil or criminal complaint while the district investigation of a sexual harassment complaint continues

A clear message that, when needed, the district will implement supportive measures to ensure a safe school environment for a student who is the complainant or victim of sexual harassment and/or other students during an investigation

Disciplinary Actions

Upon completion of an investigation of sexual harassment, any student found to have engaged in sexual harassment or sexual violence in violation of this policy shall be subject to disciplinary action. For students in grades 4-12, disciplinary action may include suspension and/or expulsion, provided that, in imposing such discipline, the entire circumstances of the incident(s) shall be taken into account.

Upon completion of an investigation of sexual harassment, any employee found to have engaged in sexual harassment or sexual violence toward any student shall be subject to disciplinary action, up to and including dismissal, in accordance with law and the applicable collective bargaining agreement.

Record-Keeping

The Superintendent or designee shall maintain records in accordance with law, including in accordance with Administrative Regulation 5145.71 - Title IX Sexual Harassment Complaint Procedures, and district policies and regulations, of all reported cases of sexual harassment to enable the district to monitor, address, and prevent repetitive harassing behavior in district schools.

A/R

Original Adopted Date: 03/09/2017 | Last Revised Date: 10/09/2025 | Last Reviewed Date: 10/09/2025Status: ADOPTED

Definitions

Sexual harassment is a form of sex discrimination and means sexual harassment and other harassment on the basis of one, or a combination of two or more protected characteristics, which include, but may not be limited to, sex; gender; gender identity; gender expression; sexual orientation; sex stereotypes; pregnancy, false pregnancy, childbirth, termination of pregnancy, or related conditions or recovery; and parental, marital, and family status. (Education Code 200, 210.2, 220, 221.51, 230, 260; Government Code 11135; 20 USC 1681-1688)

Sexual harassment includes, but is not limited to, unwelcome sexual advances, unwanted requests for sexual favors, or other unwanted verbal, visual, or physical conduct of a sexual nature made against another person of the same or opposite sex in the educational setting, under any of the following conditions: (Education Code 212.5; 5 CCR 4916)
Submission to the conduct is explicitly or implicitly made a term or condition of a student's academic status or progress

Submission to or rejection of the conduct by a student is used as the basis for academic decisions affecting the student

The conduct has the purpose or effect of having a negative impact on the student's academic performance or of creating an intimidating, hostile, or offensive educational environment

Submission to or rejection of the conduct by the student is used as the basis for any decision affecting the student regarding benefits and services, honors, programs, or activities available at or through any district program or activity
Any prohibited conduct that occurs off campus or outside of district-related or district-sponsored programs or activities will be regarded as sexual harassment in violation of district policy if it has a continuing effect on or creates a hostile school environment for the complainant or victim of the conduct.

For purposes of applying the complaint procedures specified in Title IX, sexual harassment is defined as any of the following forms of conduct that occurs in an education program or activity in which a district school exercises substantial control over the context and respondent: (34 CFR 106.30, 106.44)
A district employee conditioning the provision of a district aid, benefit, or service on the student's participation in unwelcome sexual conduct

Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a student equal access to the district's education program or activity

Sexual assault, dating violence, domestic violence, or stalking as defined in 20 USC 1092 or 34 USC 12291
Title IX Coordinator/Compliance Officer

The district designates the following individual as the responsible employee to coordinate its efforts to comply with Title IX. The individual shall also serve as the Compliance Officer specified in Administrative Regulation 1312.3 - Uniform Complaint Procedures and Administrative Regulation 5145.3 - Nondiscrimination/Harassment as the responsible employee to handle student complaints alleging unlawful discrimination, as permitted by law. The Title IX Coordinator may be contacted at:

Assistant Superintendent of Educational Services
2100 J Street
Eureka, CA 95501
Tel: 707-441-3363

Notifications

The Superintendent or designee shall notify students and parents/guardians that the district does not discriminate on the basis of sex as required by Title IX and that inquiries about the application of Title IX to the district may be referred to the district's Title IX Coordinator and/or to the Assistant Secretary for Civil Rights, U.S. Department of Education. (34 CFR 106.8)

The district shall notify students and parents/guardians of the name or title, office address, email address, and telephone number of the district's Title IX Coordinator. (34 CFR 106.8)

The Superintendent or designee shall ensure that a copy of the district's sexual harassment policy and regulation:
Is included in the notifications that are sent to parents/guardians at the beginning of each school year (Education Code 48980; 5 CCR 4917)

Is displayed in a prominent location in the main administrative building or other area where notices of district rules, regulations, procedures, and standards of conduct are posted (Education Code 231.5)

Is summarized on a poster, which shall be prominently and conspicuously displayed in each bathroom and locker room at each school

The poster may be displayed in public areas that are accessible to and frequented by students, including, but not limited to, classrooms, hallways, gymnasiums, auditoriums, and cafeterias. The poster shall display the rules and procedures for reporting a charge of sexual harassment; the name, phone number, and email address of an appropriate school employee to contact to report sexual harassment; the rights of the reporting student, the complainant, and the respondent; and the responsibilities of the school. (Education Code 231.6)

Is posted, along with the name or title and contact information of the Title IX Coordinator, in a prominent location on the district's website in a manner that is easily accessible to parents/guardians and students (Education Code 234.6; 34 CFR 106.8)

Is provided as part of any orientation program conducted for new and continuing students at the time the student is enrolled or at the beginning of each quarter, semester, or summer session (Education Code 231.5)

Appears in any school or district publication that sets forth the school's or district's comprehensive rules, regulations, procedures, and standards of conduct (Education Code 231.5)
Reports and Complaints

A student or a student's parent(s)/guardian(s) who believes that the student has been subjected to sexual harassment in a district program or activity or who has witnessed sexual harassment is strongly encouraged to report the incident to the district's Title IX Coordinator, a teacher, the principal, or any other available school employee. Within one workday of receiving such a report, the principal or other school employee shall forward the report to the district's Title IX Coordinator. Any school employee who observes an incident of sexual harassment shall, within one workday, report the observation to the Title IX Coordinator as specified in the accompanying Board policy. The report shall be made regardless of whether the alleged victim files a formal complaint or requests confidentiality.

When a report or complaint of sexual harassment involves off-campus conduct, the Title IX Coordinator shall assess whether the conduct may create or contribute to the creation of a hostile school environment. If the Title IX Coordinator determines that a hostile environment may be created, the complaint shall be investigated and resolved in the same manner as if the prohibited conduct occurred at school.

When a verbal or informal report of sexual harassment is submitted, the Title IX Coordinator shall inform the student or parent/guardian of the right to file a formal written complaint in accordance with applicable district complaint procedures.

All complaints alleging sexual harassment against students in the school setting shall be investigated and resolved in accordance with law and district procedures. The district's Title IX Coordinator shall review the allegations to determine the applicable procedure for responding to the complaint. All complaints that meet the definition of sexual harassment under Title IX shall be investigated and resolved in accordance with Administrative Regulation 5145.71 - Title IX Sexual Harassment Complaint Procedures. Other sexual harassment complaints shall be investigated and resolved pursuant to Board Policy and Administrative Regulation 1312.3 - Uniform Complaint Procedures.

If sexual harassment is found following an investigation, the Title IX Coordinator, or designee in consultation with the Title IX Coordinator, shall take prompt action to stop the sexual harassment, prevent recurrence, implement remedies, and address any continuing effects.

Safe Routes to School Program – BP 5142.2

The Governing Board recognizes that walking, bicycling, and other forms of active transport to school increase students' physical activity and reduce vehicle traffic and air pollution in the vicinity of schools. As part of the district's coordinated approach to supporting student wellness and safety and enhancing student learning and achievement, the Superintendent or designee shall develop and implement strategies to establish and encourage safe routes to school program activities.

All students shall have equitable access and opportunity to participate in the district's safe routes to school program.

The Superintendent or designee may appoint a program coordinator and identify or establish district and/or school site committees to oversee and coordinate related activities.

The Superintendent or designee may collaborate with local public works and public safety departments, transportation agencies, other city and county agencies, school staff, students, parents/guardians and parent organizations, health organizations, community organizations, and/or businesses in the development, implementation, and evaluation of strategies.

Strategies in support of the safe routes to school program shall be based on the grade levels of the students and an assessment of the conditions and needs of each school and the surrounding neighborhoods.

The Superintendent or designee shall explore the availability of grant funds and other sources of funding to support related projects and activities.

The Superintendent or designee shall periodically report to the Board on the implementation of program activities and progress toward program goals. Such reports may include, but are not limited to, levels of participation in promotional and educational activities, survey results of parent/guardian attitudes about allowing their child to walk or bicycle to school, tallies of the numbers of students using various modes of travel to and from school and how these numbers have changed over time, records of student attendance and on-time arrival, and injury data within the school and/or district attendance boundaries.
Original Adopted Date: 05/19/2010
Last Revised Date: 11/18/2021

Safe Routes To School Program – AR 5142.2
District strategies to improve student safety along routes to school and to promote walking, bicycling, and other forms of active transport to school by students may include:
1. Education activities that promote safety and awareness, such as:

a. Instructing students about pedestrian and personal safety related to the use of electric or motorized and nonmotorized bicycles or scooters, including by local law enforcement, organizations specified in Education Code 38134, and public agencies that provide safety instructions on such bicycles and scooters.

b. Instructing students about the health, academic, and environmental benefits of walking, bicycling, and other forms of active transport to school

c. Offering driver safety information to high school students, parents/guardians, and the community to promote safety around school campuses and routes

2. Encouragement strategies designed to generate interest in active transport to school, such as:

a. Organizing or facilitating "walking school buses" and/or "bicycle trains" whereby students walk or bike to school in groups escorted by parents/guardians or other volunteers as needed

b. Organizing special events and activities, such as Walk or Bike to School Day, International Walk to School Month, or year-round competitions

c. Publicizing the district's efforts in order to build support of parents/guardians and the community, including providing information about the district's safe routes to school program in parent/guardian communications and in any notifications about transportation options

3. Enforcement strategies to deter unsafe behaviors of drivers, pedestrians, and bicyclists, such as:

a. Initiating or expanding crossing guard, student safety patrol, and/or parent/guardian safety patrol programs

b. Partnering with local law enforcement to help ensure that traffic laws are obeyed in the vicinity of schools and to implement appropriate measures such as placement of speed feedback monitors, ticketing, and/or driver safety campaigns

c. Monitoring to ensure that students who bicycle to school or who use skateboards, skates, or nonmotorized scooters wear helmets in accordance with Vehicle Code 21212

4. Engineering strategies that address the design, implementation, operation, and maintenance of traffic control devices or physical measures, such as:

a. Working with local government agencies, parents/guardians, school staff, and others as appropriate to gather data about environmental conditions and hazards along routes to school b. Working with local government agencies to make operational and physical improvements that reduce or eliminate hazards, such as reducing motor vehicle traffic speeds in the area and establishing safer and fully accessible crosswalks, walkways, trails, and bikeways

b. Assessing the adequacy, accessibility, and safety of bicycle parking at schools and making modifications as needed, such as increasing the number of or relocating bicycle racks and/or equipment storage areas

c. Considering safe routes to school when making decisions about siting and designing of new schools

5. Evaluation to assess progress toward program goals, including:

a. Gathering and interpreting data based on indicators established by the Superintendent and the Governing Board

b. Presenting data to the Board, program partners, and the public

c. Recommending program modifications as needed

6. Emerging technologies that aid in the prevention and mitigation of accidents

7. Emergency response in managing injuries after an accident occurs, including, but not limited to, training staff, crossing guards, student and/or parent/guardian safety patrols, and other volunteers who assist with drop-off and pick-up in emergency procedures

8. Equity, such that resources are distributed in a manner that provides safe access and participation in an equitable manner across the community

Original Adopted Date: 05/19/2010

See attached Disaster Plan, Emergency Procedures, and Designation of Responsibilities Per Child Care Licensing Requirements for Preschool. All staff trained in procedures, designated staff responsibilities, and a copy of this plan is visible in every room at Winzler. Catapult Training and app downloaded for safety team and staff use.

STATE OF CALIFORNIA-HEALTH AND HUMAN SERVICES AGENCY

CALIFORNIA DEPARTMENT OF SOCIAL SERVICES

EMERGENCY DISASTER PLAN FOR CHILD CARE CENTERS

INSTRUCTIONS:
Post a copy in a prominent location in facility, near telephone.
Licensee is responsible for updating information as required.
Return a copy to the licensing office.

NAME OF FACILITY: Winzler Children's Center
ADMINISTRATOR OF FACILITY: Opal Church
FACILITY ADDRESS (NUMBER, STREET): 719 Creighton Street
CITY: Eureka
STATE: CA
ZIP CODE: 95501
TELEPHONE NUMBER: (707) 441-2498

I. ASSIGNMENTS DURING AN EMERGENCY (USE REVERSE SIDE IF ADDITIONAL SPACE IS REQUIRED)

NAME(S) OF STAFF	TITLE	ASSIGNMENT
1. Opal Church	Director	DIRECT EVACUATION AND PERSON COUNT
2. Melanie Bialous	Teacher	HANDLE FIRST AID
3. Michele Schlesinger	Site Secretary	TELEPHONE EMERGENCY NUMBERS
4. Daysy Ferreira Cendajas	Teacher/Site Supervisor	TRANSPORTATION
5. Josh Hackenberg	Special Ed. Teacher	OTHER (DESCRIBE)
6. Breanna Fuchs	Teacher/Acting Site Supervisor Temp. - Transportation	

II. EMERGENCY NAMES AND TELEPHONE NUMBERS (IN ADDITION TO 9-1-1)

POISON CONTROL: 1-800-222-1222
OFFICE OF EMERGENCY SERVICES: 707-441-4060 or 707-441-4044
RED CROSS: 707-443-4521
HOSPITAL(S): St. Joseph 707-445-8121 or ER 707-268-4250
CHILD PROTECTIVE SERVICES: 707-445-6180
OFFICE OF EMERGENCY SERVICES: 707-268-2500
OTHER AGENCY/PERSON:

III. FACILITY EXIT LOCATIONS (USING A COPY OF THE FACILITY SKETCH [LIC 999] INDICATE EXITS BY NUMBER)

1. Back doors to yard
2. Front doors to parking lot
3. Side door and gate to parking lot
4. Back door to parking lot

IV. TEMPORARY RELOCATION SITE(S) (IF AVAILABLE, SUBMIT LETTER OF PERMISSION FROM RENTER/LEASSOR/MANAGER/PROPERTY OWNER)

NAME: Winco Parking lot
ADDRESS: 638 West Harris St. Eureka CA
TELEPHONE NUMBER: (707) 442-4040
NAME: North American Mental Health Services
ADDRESS: 800 West Harris St. Eureka
TELEPHONE NUMBER: (707) 240-4212

V. UTILITY SHUT--OFF LOCATIONS (INDICATE LOCATION(S) ON THE FACILITY SKETCH [LIC 999])

ELECTRICITY: Rm1: Right corner of class-Rm 2: Far left corner of classroom-Rm3&4: In closet of small room across from Rm5- Rm5: In closet on left
WATER: In frount of building under office window
GAS: Outside the Northwest wall of Rm 2 between buildings

VI. FIRST AID KIT (LOCATION) Every room has emergency backpack with supplies

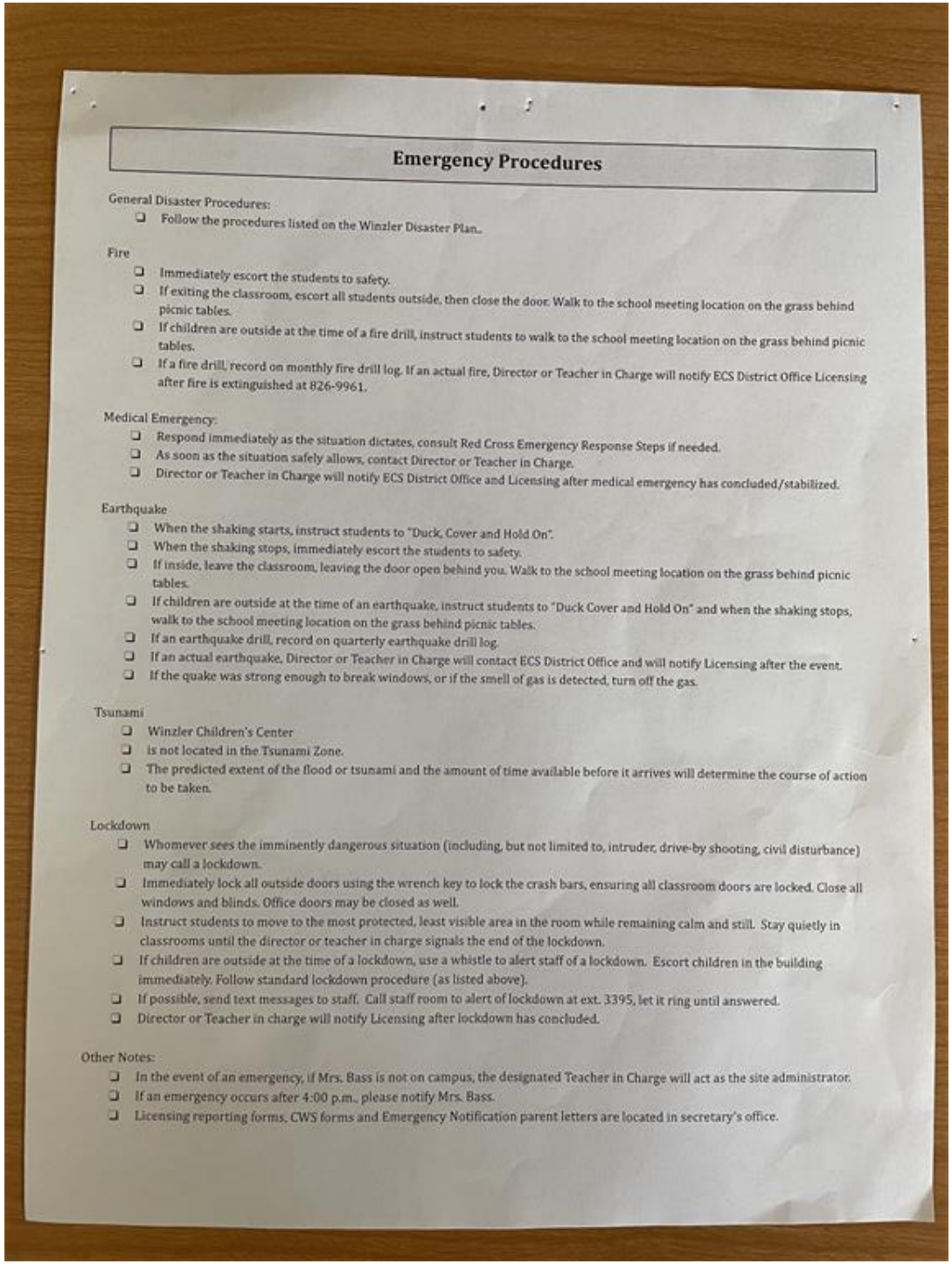
VII. EQUIPMENT

SMOKE DETECTOR LOCATION (IF REQUIRED): 1 in every class on ceiling
FIRE EXTINGUISHER LOCATION (IF REQUIRED): Inside of frount entry in Rm 1, Inside of back exit door Rm 2, Hallway outside Rm 3
TYPE OF FIRE ALARM SIGNALING DEVICE (IF REQUIRED): Advanced Security Systems
LOCATION OF DEVICE: Alarm pad at frount entrance of lobby, other system at backdoor next to Rm 5.

VIII. AFFIRMATION STATEMENT

AS ADMINISTRATOR OF THIS FACILITY, I ASSUME RESPONSIBILITY FOR THIS PLAN FOR PROVIDING EMERGENCY SERVICES AS INDICATED BELOW. I SHALL INSTRUCT ALL CLIENTS/RESIDENTS, AGE AND ABILITIES PERMITTING, ANY STAFF AND/OR HOUSEHOLD MEMBERS AS NEEDED IN THEIR DUTIES AND RESPONSIBILITIES UNDER THIS PLAN.

SIGNATURE
DATE: 7/23/2024
LIC 610 (10/03) (PUB)



Emergency Procedures

General Disaster Procedures:

- ❑ Follow the procedures listed on the Winzler Disaster Plan.

Fire

- ❑ Immediately escort the students to safety.
- ❑ If exiting the classroom, escort all students outside, then close the door. Walk to the school meeting location on the grass behind picnic tables.
- ❑ If children are outside at the time of a fire drill, instruct students to walk to the school meeting location on the grass behind picnic tables.
- ❑ If a fire drill, record on monthly fire drill log. If an actual fire, Director or Teacher in Charge will notify ECS District Office Licensing after fire is extinguished at 826-9961.

Medical Emergency:

- ❑ Respond immediately as the situation dictates, consult Red Cross Emergency Response Steps if needed.
- ❑ As soon as the situation safely allows, contact Director or Teacher in Charge.
- ❑ Director or Teacher in Charge will notify ECS District Office and Licensing after medical emergency has concluded/stabilized.

Earthquake

- ❑ When the shaking starts, instruct students to "Duck, Cover and Hold On".
- ❑ When the shaking stops, immediately escort the students to safety.
- ❑ If inside, leave the classroom, leaving the door open behind you. Walk to the school meeting location on the grass behind picnic tables.
- ❑ If children are outside at the time of an earthquake, instruct students to "Duck Cover and Hold On" and when the shaking stops, walk to the school meeting location on the grass behind picnic tables.
- ❑ If an earthquake drill, record on quarterly earthquake drill log.
- ❑ If an actual earthquake, Director or Teacher in Charge will contact ECS District Office and will notify Licensing after the event.
- ❑ If the quake was strong enough to break windows, or if the smell of gas is detected, turn off the gas.

Tsunami

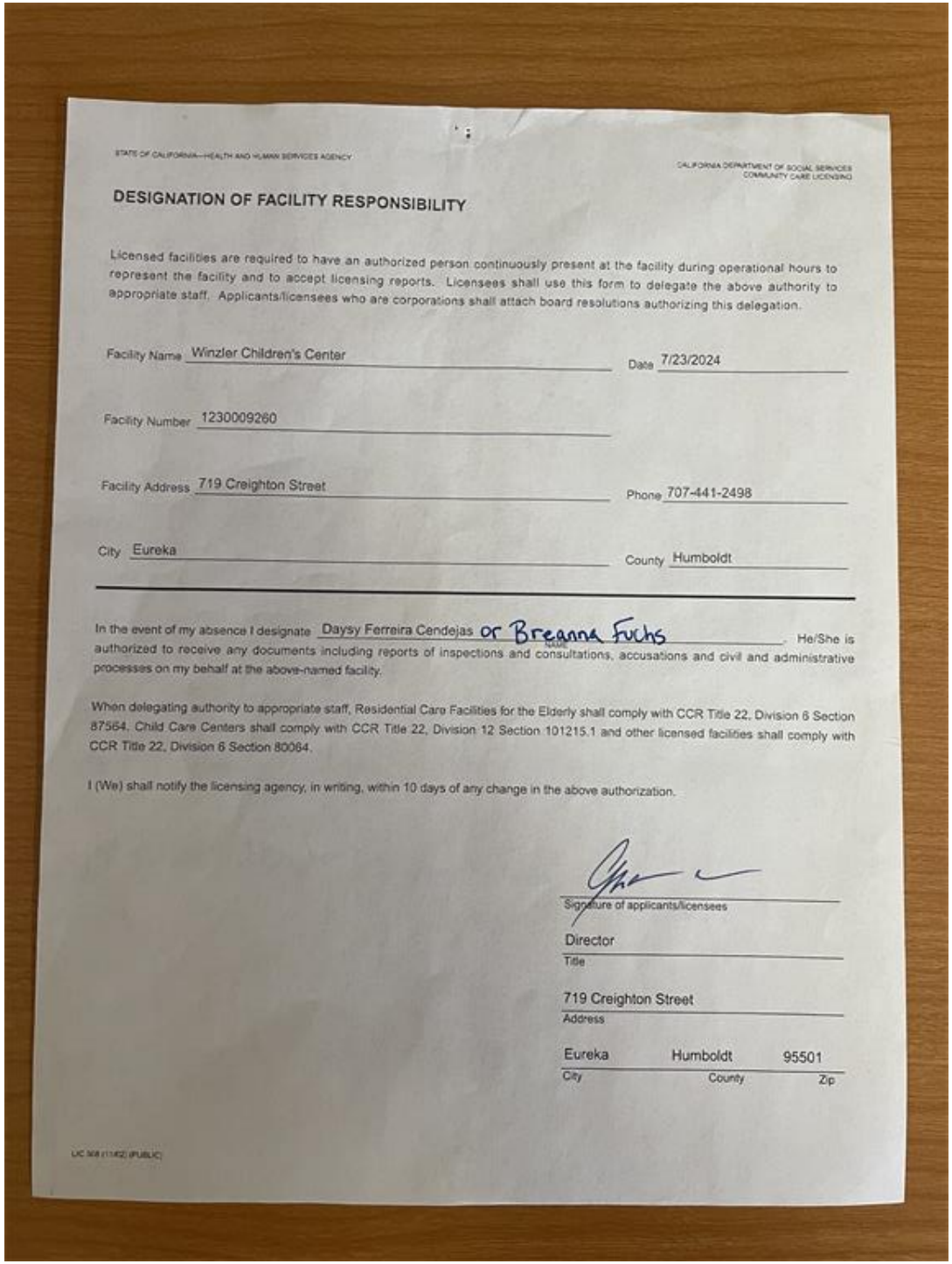
- ❑ Winzler Children's Center
- ❑ is not located in the Tsunami Zone.
- ❑ The predicted extent of the flood or tsunami and the amount of time available before it arrives will determine the course of action to be taken.

Lockdown

- ❑ Whomever sees the imminently dangerous situation (including, but not limited to, intruder, drive-by shooting, civil disturbance) may call a lockdown.
- ❑ Immediately lock all outside doors using the wrench key to lock the crash bars, ensuring all classroom doors are locked. Close all windows and blinds. Office doors may be closed as well.
- ❑ Instruct students to move to the most protected, least visible area in the room while remaining calm and still. Stay quietly in classrooms until the director or teacher in charge signals the end of the lockdown.
- ❑ If children are outside at the time of a lockdown, use a whistle to alert staff of a lockdown. Escort children in the building immediately. Follow standard lockdown procedure (as listed above).
- ❑ If possible, send text messages to staff. Call staff room to alert of lockdown at ext. 3395, let it ring until answered.
- ❑ Director or Teacher in charge will notify Licensing after lockdown has concluded.

Other Notes:

- ❑ In the event of an emergency, if Mrs. Bass is not on campus, the designated Teacher in Charge will act as the site administrator.
- ❑ If an emergency occurs after 4:00 p.m., please notify Mrs. Bass.
- ❑ Licensing reporting forms, CWS forms and Emergency Notification parent letters are located in secretary's office.



STATE OF CALIFORNIA—HEALTH AND HUMAN SERVICES AGENCY

CALIFORNIA DEPARTMENT OF SOCIAL SERVICES
COMMUNITY CARE LICENSING

DESIGNATION OF FACILITY RESPONSIBILITY

Licensed facilities are required to have an authorized person continuously present at the facility during operational hours to represent the facility and to accept licensing reports. Licensees shall use this form to delegate the above authority to appropriate staff. Applicants/licensees who are corporations shall attach board resolutions authorizing this delegation.

Facility Name: Winzler Children's Center Date: 7/23/2024

Facility Number: 1230009260

Facility Address: 719 Creighton Street Phone: 707-441-2498

City: Eureka County: Humboldt

In the event of my absence I designate Daysy Ferreira Cendejas or Breanna Fuchs (NAME). He/She is authorized to receive any documents including reports of inspections and consultations, accusations and civil and administrative processes on my behalf at the above-named facility.

When delegating authority to appropriate staff, Residential Care Facilities for the Elderly shall comply with CCR Title 22, Division 6 Section 87564. Child Care Centers shall comply with CCR Title 22, Division 12 Section 101215.1 and other licensed facilities shall comply with CCR Title 22, Division 6 Section 80064.

I (We) shall notify the licensing agency, in writing, within 10 days of any change in the above authorization.

Signature of applicants/licensees

Director
Title

719 Creighton Street
Address

Eureka Humboldt 95501
City County Zip

LIC 508 (11/12) (PUBLIC)

Campus Security – BP/AR 4158

Original Adopted Date: 10/22/2018 | Last Revised Date: 09/11/2025 | Last Reviewed Date: 09/11/2025Status: ADOPTED

The Governing Board desires to provide a safe and orderly work environment for all employees. As part of the district's comprehensive safety plan, the Superintendent or designee shall develop strategies for protecting employees from potentially dangerous persons and situations and for providing necessary assistance and support when emergency situations occur.

Any person who threatens the safety of others at any district facility may be removed by the Superintendent or designee in accordance with Administrative Regulation 3515.2 - Disruptions.

Any employee against whom harassment, violence, or any threat of violence has been directed in the workplace shall notify the Superintendent or designee immediately. As appropriate, the Superintendent or designee shall initiate legal and security measures to protect the employee and others in the workplace. Such measures may include seeking a temporary restraining order (TRO) on behalf of the employee pursuant to Code of Civil Procedure 527.8 and/or a gun violence restraining order pursuant to Penal Code 18150 and 18170.

Additionally, a collective bargaining representative may seek a TRO on behalf of a district employee against whom harassment, violence, or credible threat of violence has been directed in the workplace, if the collective bargaining representative serves that employee in employment or labor matters at the employee's workplace. (Code of Civil Procedure 527.8)

Upon request by an employee who is a victim of domestic violence, sexual assault, or stalking, the Superintendent or designee shall provide reasonable accommodations in accordance with Government Code 12945.8 and the accompanying administrative regulation to protect the employee's safety while at work.

The Superintendent or designee may pursue legal action on behalf of an employee against a student or the student's parent/guardian to recover damages for injury to the employee's person or property caused by the student's willful misconduct that occurred on district property, at a school or district activity, or in retaliation for lawful acts of the employee in the performance of the employee's duties. (Education Code 48904, 48905)

The Superintendent or designee shall provide staff development in crisis prevention and intervention techniques, which may include training in classroom management, effective communication techniques, procedures for responding to an active shooter situation, and crisis resolution.

In accordance with law, the Superintendent or designee shall inform teachers, administrators, and/or counselors of crimes and offenses committed by students who may pose a danger in the classroom. (Education Code 48201, 49079; Welfare and Institutions Code 827)

The Superintendent or designee may make available at appropriate locations, including, but not limited to, district and school offices, gyms, and classrooms, communication devices that would enable two-way communication with law enforcement and others when emergencies occur.

Reporting of Injurious Objects

Employees shall take immediate action upon being made aware that any person is in possession of a weapon or unauthorized injurious object on district property or at a district related or school-sponsored activity. Employees shall exercise their best judgment as to the potential danger involved and do one of the following:
Confiscate the object and deliver it to the principal immediately

Immediately notify the principal or supervisor, who shall take appropriate action

Immediately call 911 and the principal or supervisor
When informing the principal about the possession or seizure of a weapon or dangerous device, an employee shall report the name(s) of persons involved, witnesses, location, and the circumstances of any seizure.

A/R

Original Adopted Date: 10/22/2018 | Last Revised Date: 09/11/2025 | Last Reviewed Date: 09/11/2025Status: ADOPTED

An employee may use reasonable and necessary force for self-defense or defense of another person, to quell a disturbance threatening physical injury to others or damage to property, or to obtain possession of weapons or other dangerous objects within the control of a student. (Education Code 44807, 49001)

An employee shall promptly report to the principal or other immediate supervisor any attack, assault, or physical threat made against the employee by a student or by any other individual in relation to the performance of the employee's duties, and any action the employee took in response.

Additionally, the employee and the principal or other immediate supervisor shall promptly report to local law enforcement authorities an attack, assault, or physical threat made against the employee by a student. Reports of an attack, assault, or physical threat shall be forwarded immediately to the Superintendent or designee. (Education Code 44014)

Notice Regarding Student Offenses

When a student commits certain offenses that may endanger staff or others, the following procedures shall be implemented to notify staff members as appropriate:
Acts That Are Grounds for Suspension or Expulsion

The Superintendent or designee shall inform the teacher(s) of each student who, during the previous three school years, has engaged in or is reasonably suspected to have engaged in any act, except the possession or use of tobacco products, that would constitute a ground for suspension or expulsion as specified in Administrative Regulation 5144.1 - Suspension and Expulsion/Due Process (Education Code 49079)

This information shall be based upon district records maintained in the ordinary course of business or records received from a law enforcement agency. (Education Code 49079)

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

Information received by teacher(s) shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher (Education Code 48201, 49079)

Offenses Reported to the District by a Court

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

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

Any court-initiated information that a teacher, counselor, or administrator receives shall be kept confidential and used only to rehabilitate the student and protect other students and staff (Welfare and Institutions Code 827)

The information shall be further disseminated only when communication with the student, parent/guardian, law enforcement staff, and probation officer is necessary to rehabilitate the student or to protect students and staff. (Welfare and Institutions Code 827)

When a student is removed from school as a result of an offense, the Superintendent shall hold the court's information in a separate confidential file until the student is returned to the district (Welfare and Institutions Code 827)

If the student is returned to a different district, the Superintendent shall transmit the information provided by the student's parole or probation officer to the superintendent of the new district of attendance. (Welfare and Institutions Code 827)

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

Accommodations for Victims of Domestic Violence, Sexual Assault, Stalking, or Other Qualifying Acts of Violence

When requested by an employee who is a victim of domestic violence, sexual assault, stalking, or other qualifying acts of violence, the district shall provide the employee reasonable accommodations which may include the implementation of safety measures, including, but not limited to: (Government Code 12945.8)
A transfer, reassignment, or modified schedule

A changed work telephone or work station, including the permission to carry a telephone at work

An installed lock

Assistance in documenting domestic violence, sexual assault, stalking, or other qualifying act of violence that occurs in the workplace

Referral to a victim assistance organization

Another safety procedure or adjustment to a job structure, workplace facility, or work requirement in response to domestic violence, sexual assault, stalking, or other qualifying act of violence
The Superintendent or designee shall engage in a timely, good faith, and interactive process with the employee to determine effective reasonable accommodations that do not pose an undue hardship on the district. In determining

whether an accommodation is reasonable, the Superintendent or designee shall consider any exigent circumstance or danger facing the employee or their family member. (Government Code 12945.8)

Upon the request of the Superintendent or designee, an employee requesting a reasonable accommodation shall provide a written statement, signed by the employee or an individual acting on the employee's behalf, certifying that the accommodation is for an authorized purpose. The Superintendent or designee may also request that the employee provide certification of the employee's status as a victim of domestic violence, sexual assault, stalking, or other qualifying act of violence. Such certification may include: (Government Code 12945.8)
A police report indicating that the employee, or a family member of the employee, was a victim

A court order protecting or separating the employee, or family member of the employee, from the perpetrator of the crime or abuse, or other evidence from the court or prosecuting attorney that the employee has appeared in court

Documentation from a licensed medical professional or health care provider, domestic violence or sexual assault counselor, victim advocate, or counselor that the employee, or family member of the employee, was undergoing treatment or receiving services for physical or mental injuries or abuse resulting in victimization from the crime or abuse

Any other form of documentation that reasonably verifies that the crime or abuse occurred, including, but not limited to, a written statement signed by the employee or by an individual acting on the employee's behalf
Any verbal or written statement, police or court record, or other documentation identifying an employee, or a family member of the employee, as a victim shall be confidential and shall not be disclosed by the district except as required by federal or state law or as necessary to protect the employee's safety in the workplace. The employee shall be notified before any authorized disclosure. (Government Code 12945.8)

Every six months after the date of the certification, the Superintendent or designee may request recertification of the employee's status as a victim of domestic violence, sexual assault, stalking, other specified offense, or ongoing circumstances related to the crime or abuse. The employee shall notify the Superintendent or designee if, due to changing circumstances, the employee needs a new accommodation or no longer needs an accommodation. If a new accommodation is needed, the Superintendent or designee shall follow the procedures described above when making the initial determination regarding effective reasonable accommodations. (Government Code 12945.8)

The district shall not discharge or retaliate against an employee because of the employee's status as a victim of crime or abuse or for requesting a reasonable accommodation, regardless of whether the request was granted. (Government Code 12945.8)

Opioid Overdose Protocol – Melanie's Law

Current law (Education Code section 49414.3) allows schools to provide emergency opioid antagonist administration for individuals who may be experiencing symptoms of opioid drug poisoning. Opioid drug poisoning is a life-threatening condition that can be reversed with the administration of an opioid antagonist medication such as naloxone. Without immediate administration of an opioid antagonist and summoning Emergency Medical Services (911), death could occur.

This law allows for a school nurse or a trained volunteer to administer an opioid antagonist medication to an individual who is exhibiting potentially life-threatening symptoms of opioid drug poisoning. Training is provided to the volunteer on topics including but not limited to:

- Signs and symptoms of opioid drug poisoning
- How to administer the naloxone nasal spray (or other opioid antagonist)
- Calling EMS (911) and any follow up documentation or actions required.

*CPR training is recommended but not required of persons trained to administer an opioid antagonist.

Staff members who volunteer to be trained are protected under the law and will be provided defense and indemnification by the District for any and all civil liability.

This notification is provided annually to all staff. If staff are willing to be identified as a volunteer and be trained, staff complete the volunteer form and submit it to their site administrator.

Employees who volunteer to be trained may rescind their offer to volunteer at any time. No benefit will be granted to or withheld from any individual based on his or her offer to volunteer. There will be no retaliation against any individual for rescinding his or her offer to volunteer, including after receiving training.

Narcan/Naloxone on School Sites:
Each school site is given Narcan/Naloxone packages for overdose or possible overdose events. These complete packages contain:

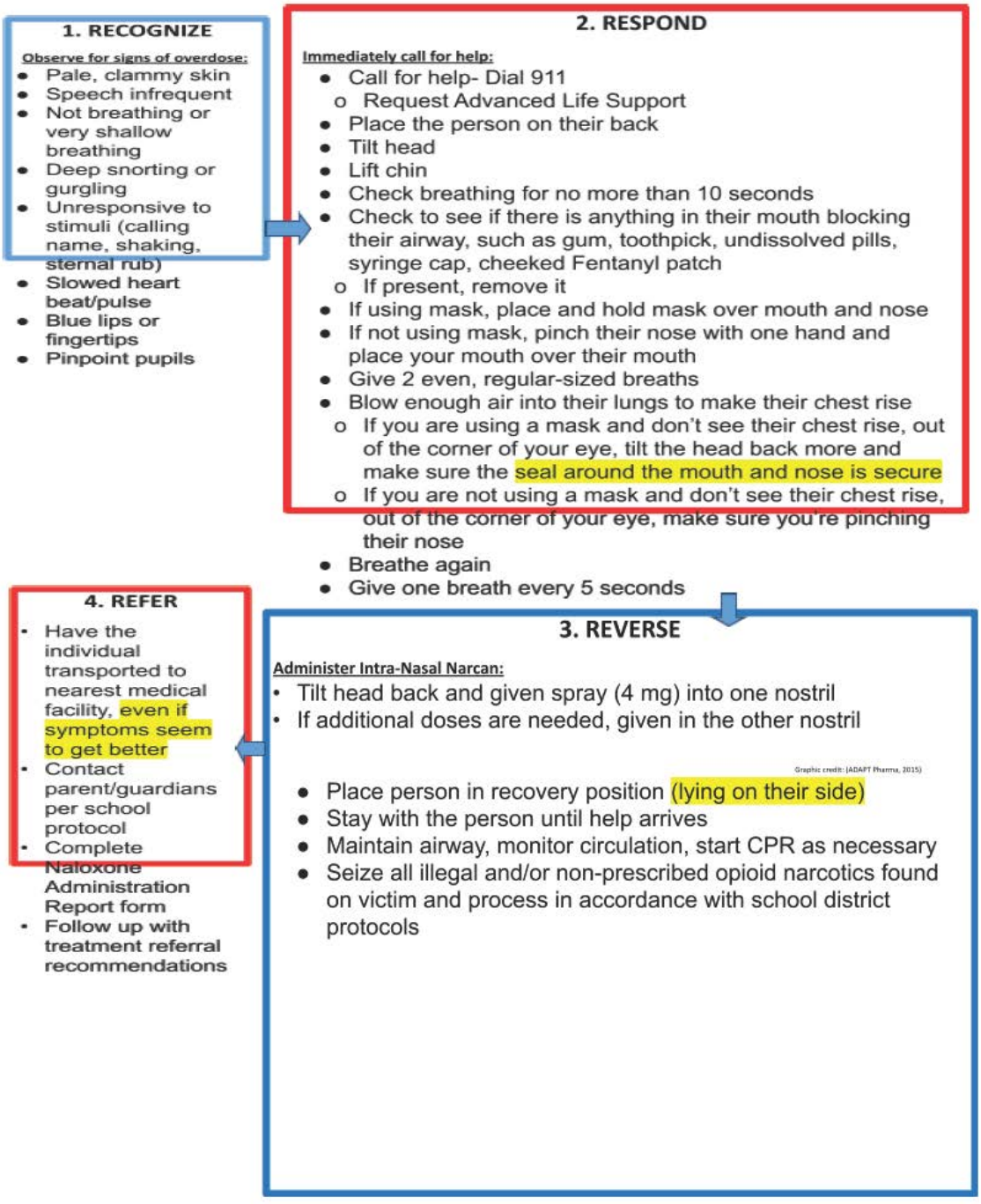
- Narcan Nasal Spay
- Narcan/Naloxone Quick Start Guide
- Gloves
- Face Mask
- Adult/Child CPR Rescue Mask Kit

o Alcohol Pads
o Rescue Mask Instructions

- Narcan/Naloxone Administration Report

(For additional supplies, please contact the District Office.)

NARCAN ADMINISTRATION



Response to Cardiac Arrest

Response to Cardiac Arrest*

The Cardiac Emergency Response Plan shall be as follows:
1. Developing a Cardiac Emergency Response Team
2. Activation of the Cardiac Emergency Response Team during an identified cardiac emergency
3. Automated external defibrillators (AEDs) – placement and maintenance
4. Communication of this Plan throughout the school campus
5. Training in Cardiopulmonary Resuscitation (CPR) and AED Use
6. Local Emergency Medical Services (EMS) integration with the school/school district's plan
7. Annual review and evaluation of the Plan
8. Protocol for School Cardiac Emergency Responders
(a) Recognize the following signs of sudden cardiac arrest and take action in the event of one or more of the following:
(b) Facilitate immediate access to professional medical help:
(c) Start CPR:
i. Use the nearest AED:
ii. Transition care to EMS:
iii. Action to be taken by Office / Administrative Staff:

Confirm the exact location and the condition of the patient.
Activate the Cardiac Emergency Response Team and give the exact location if not already done.
Confirm that the Cardiac Emergency Response Team has responded.
Confirm that 9-1-1 was called. If not, call 9-1-1 immediately.
Assign a staff member to direct EMS to the scene.
Perform "Crowd Control" – directing others away from the scene.
Notify other staff members, such as the school nurse, athletic trainer, and athletic director etc.
Ensure that medical coverage continues to be provided at the athletic event if on-site medical staff accompany the victim to the hospital.
Consider delaying class dismissal, recess, or other changes to facilitate CPR and EMS functions.
Designate people to cover the duties of the CPR responders.
Copy the patient's emergency information for EMS.
Notify the patient's emergency contact (parent/guardian, spouse, etc.).
Notify staff and students when to return to the normal schedule.
Contact the school district administration.

Instructional Continuity Plan

Eureka City Schools Instructional Continuity Plan (ICP)
Eureka City Schools
Date of Adoption: June 25, 2025

1. Communication

Objective: Ensure clear and timely communication with students, families, faculty, and staff regarding instructional continuity.

Communication Protocols:

- Primary Communication Channels:
  - School website: https://www.eurekacityschools.org/ for regular updates and links to important information for the district and each school site.
  - Email and text alerts via automated messaging system
  - Phone calls via automated messaging system
  - Social media updates on Facebook and Instagram
- Frequency of Updates:
  - Regular district and site updates during normal operations
  - Daily updates during an emergency or transition to remote learning
- Emergency Notifications:
  - Immediate alerts through automated systems
  - Emergency contacts established for staff and families
- Point of Contact:
  - Administrator responsible: Jennifer Johnson- Assistant Superintendent of Educational Services
  - Technology support lead: Marcel van Dissel- Director of Technology

2. Technology Readiness

Objective: Ensure all students and educators have access to technology and digital resources to support remote learning.

A. Technical Support Department

Responsible for maintaining the functionality, security, and availability of technology infrastructure and hardware that supports all digital resources in the District.

- Device & Internet Access:
  - Maintain and support inventory of student and staff devices.
  - Coordinate with library technicians for distribution and collection of Chromebooks and other loaner devices to staff and students.
  - Manage stock of spare devices for inventory and emergency distribution.
  - Oversee deployment and coordinate support of district-provided Wi-Fi hotspots with libraries and other designated stakeholders.
- Technical Help Desk:
  - Provide staff IT support during normal operating hours, with extended or on-call availability during remote learning periods or as needed.
  - Respond to hardware, software, and connectivity issues reported by staff and students.
  - Coordinate with libraries and school site designees for repairs.

B. Educational Services (Ed Tech and Curriculum Support)

Responsible for instructional integration of technology and development of digital learning resources.

- Training & Support:
  - Develop and deliver training for students, staff, and families on the use of instructional platforms (e.g., Google Classroom, Zoom, Canva).
  - Provide ongoing coaching and professional development via the Ed Tech Specialists, Instructional Coaches, and/or other designees
- Digital Backpacks:
  - Curate and maintain collections of approved digital learning tools, apps, e-books, and curriculum-aligned platforms.

- Ensure equitable access to digital resources for diverse student learning needs.

C. Library Technicians

Support Chromebooks, Hotspots, and other logistics to ensure student access at school sites.

- Assist with issuing, tracking, and basic troubleshooting Chromebooks and other learning devices.
  - Coordinates repairs and inventory with Technical Support staff
  - Support site-based communication with families regarding device checkouts and returns.

3. Instruction and Assessment

Objective: Ensure that learning remains flexible, accessible, and aligned with academic standards, whether in-person or remote.

- Instructional Strategies:
  - Prioritize essential learning and align objectives with state standards to ensure effective learning outcomes.
  - Implement California's Digital Learning Integration & Standards Guidance for effective technology use in instruction.
  - Ensure content is available in multiple formats (Google Classroom, videos, interactive lessons, PDFs).
  - Provide additional academic support through tutoring, virtual office hours, and small group instruction.
- Monitoring Student Progress:
  - Use state-approved screening tools for students in grades K–2 to assess early reading skills ([EC Section 53008]).
  - Utilize formative assessments (e.g., quizzes, reflection journals, virtual discussions) to check for understanding.
  - Define achievable learning goals that take into account students' unique circumstances and needs.

4. Equitable Access to Learning

Objective: Guarantee that all students, regardless of background or ability, have equal access to instructional resources.

Access Strategies:

- Provide all accommodations and support services for students with disabilities, English learners (ELs), homeless students, and foster youth.
- Follow CDE Special Education guidance to ensure accessibility in remote learning.
- Align the plan with Eureka City Schools EL Master Plan to support EL students' language development.
- Ensure individualized education plans (IEPs) are implemented in both in-person and remote settings.

5. Professional Learning for Educators

Objective: Equip educators with the skills and knowledge to effectively teach in remote and hybrid environments.

Training Plan:

- Professional development on virtual classroom management and student engagement led by site administrators and instructional coaches. Includes use of Google Workspace and Google Meet.
- Utilize Ed Tech TOSA for training and lesson planning resources.

6. Site-Based Collaboration

Objective: Foster a collaborative approach to instructional continuity planning and implementation.

Collaboration Strategies:

- Work with Executive and Leadership Teams to update the plan as needed.
- Review as part of site safety plans with each school Site Council on an annual basis.
- Seek input from staff, parents/guardians, and students to refine the plan after each instance of implementation.

7. Return to Site-Based Learning

Objective: Define the conditions necessary for a safe return to in-person instruction following a disruption.

Reopening Criteria:

- Evacuation orders lifted
- Power and utilities restored
- Air quality meets safety standards
- Safe and clean water access
- Campus free from debris and hazards
- Internet connectivity restored
- Adequate staffing levels
- Meal service operations reinstated

Plan Review and Approval

Approved by: _____

Jessica Rebholtz, Eureka City School Board President

_____

Gary Storts, Eureka City Schools Superintendent

Date: June 25, 2025

This plan will be reviewed annually and updated as needed based on feedback, emerging best practices, and changes in state and district policies.

Notification of Immigration Enforcement for Winzler Children's Center

Protocol for Responding to ICE Agents on Campus
(Updated to reflect AB 49, SB 98, and CDE Guidance, September 2025)

This protocol is aligned with recommendations from the California School Board Association (CSBA), the California Department of Education (CDE), and recent legislation (AB 49 and SB 98). It is designed to uphold the law while protecting the rights and safety of students and staff.

Step 1: Remain Calm and Professional
Greet ICE agents respectfully.
Do not obstruct their actions physically or verbally.
Remember: Obstruction may result in legal consequences and loss of federal funding.

Step 2: Verify Access Requirements (AB 49)
Do not allow ICE agents into non-public areas of the school-site (classrooms, offices, buses, field trips, or other LEA-sponsored activities) without one of the following:

- A valid judicial warrant
- A judicial subpoena
- A court order
- A state or federal law requiring compliance

Politely ask:
1. “Do you have a judicial warrant, subpoena, or court order?”
2. “May I have your name and the names of the agents present?”
3. “May I call my principal to help assist in this process?”
4. “May I contact the superintendent/district office to ensure I follow Governing Board Policies correctly?”
5. “May I record this interaction?”

Step 3: Document the Interaction
Record:

- Names of agents
- Time and date of arrival
- Any documents presented
- Details of their requests or actions

Do not interpret legal documents yourself. Immediately forward warrants, subpoenas, or court orders to district-level personnel.

Step 4: Follow Standard Law Enforcement Procedures
Treat ICE agents as you would any other law enforcement officers (LEOs).
Verify credentials.
Ensure all interactions align with visitor management and safety protocols.

Step 5: Communication Protocol (SB 98)
Notify the following if ICE is present on a school site:

- Pupils
- Families
- Faculty and staff
- Other community members as appropriate

Use district-approved messaging channels to ensure clear, accurate, and timely communication.

Step 6: Prioritize Safety and Contact the District Office
Keep students and staff safe and calm.
If uncertain how to proceed, immediately contact the District Office for guidance.
Do not make independent legal determinations—defer to district leadership.
Key Reminders
Student and staff well-being comes first.
Never allow unauthorized access to non-public areas.
Always document interactions and escalate legal review.

Emergencies Disaster Preparedness Plan – BP/AR 3516

The Governing Board recognizes that all district staff and students must be prepared to respond quickly and responsibly to emergencies, disasters, and threats of disaster. The district shall take all reasonable steps to prevent and/or mitigate the impact of a disaster on district students, staff, and schools.

The Superintendent or designee shall develop and maintain a disaster preparedness plan which contains routine and emergency disaster procedures, including, but not limited to, earthquake emergency procedures, and adaptations for individuals with disabilities in accordance with the Americans with Disabilities Act, the federal Individuals with Disabilities Education Act, and Section 504 of the federal Rehabilitation Act of 1973. Such procedures shall be incorporated into the comprehensive school safety plan. (Education Code 32282)

In developing the disaster preparedness plan, the Superintendent or designee shall involve district staff at all levels, including administrators, district police or security officers, facilities managers, transportation managers, food services personnel, school psychologists, counselors, school nurses, teachers, classified employees, and public information officers. As appropriate, the Superintendent shall also collaborate with law enforcement, fire safety officials, emergency medical services, health and mental health professionals, parents/guardians, and students.

The plan shall comply with state-approved Standardized Emergency Management System (SEMS) guidelines established for multiple-jurisdiction or multiple-agency operations and with the National Incident Management System.

The Superintendent or designee shall provide training to employees regarding their responsibilities, including periodic drills and exercises to test and refine staff's responsiveness in the event of an emergency.

The Board shall grant the use of school buildings, grounds, and equipment to public agencies, including the American Red Cross, for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. The Board shall cooperate with such agencies in furnishing and maintaining whatever services the district may deem necessary to meet the community's needs. (Education Code 32282)

District employees are considered disaster service workers and are subject to disaster service activities assigned to them. (Government Code 3100)

The Superintendent or designee shall ensure that district and/or school site plans address, at a minimum, the following types of emergencies and disasters:
Fire on or off school grounds which endangers students and staff
Earthquake, flood, or other natural disasters
Environmental hazards, such as leakages or spills of hazardous materials
Attack or disturbance, or threat of attack or disturbance, by an individual or group
Bomb threat or actual detonation
Biological, radiological, chemical, and other activities, or heightened warning of such activities
Medical emergencies and quarantines, such as a pandemic influenza outbreak
Attack or threat of attack to the district's digital network and technology infrastructure

The Superintendent or designee shall ensure that the district's procedures include strategies and actions for prevention/mitigation, preparedness, response, and recovery, including, but not limited to, the following:
Regular inspection of school facilities and equipment, identification of risks, and implementation of strategies and measures to increase the safety and security of school facilities
Routine monitoring of the security of the district's digital network and technology infrastructure
Instruction for district staff and students regarding emergency plans, including:
Training of staff in first aid and cardiopulmonary resuscitation

Regular practice of emergency procedures by students and staff

Specific determination of roles and responsibilities of staff during a disaster or other emergency, including determination of:
The appropriate chain of command at the district and, if communication between the district and site is not possible, at each site
Individuals responsible for specific duties
Designation of the principal for the overall control and supervision of activities at each school during an emergency, including authorization to use discretion in situations which do not permit execution of prearranged plans
Identification of at least one person at each site who holds a valid certificate in first aid and cardiopulmonary resuscitation
Assignment of responsibility for identification of injured persons and administration of first aid

Personal safety and security, including:
Identification of areas of responsibility for the supervision of students
Procedures for the evacuation of students and staff, including posting of evacuation routes

Procedures for the release of students, including a procedure to release students when reference to the emergency card is not feasible
Identification of transportation needs, including a plan which allows bus seating capacity limits to be exceeded when a disaster or hazard requires students to be moved immediately to ensure their safety
Provision of a first aid kit to each classroom
Arrangements for students and staff with special needs
Upon notification that a pandemic situation exists, adjustment of attendance policies for students and sick leave policies for staff with known or suspected pandemic influenza or other infectious disease

Closure of schools, including an analysis of:
The impact on student learning and methods to ensure continuity of instruction
How to provide for continuity of operations for essential central office functions, such as payroll and ongoing communication with students and parents/guardians

Communication among staff, parents/guardians, the Governing Board, other governmental agencies, and the media during an emergency, including:
Identification of spokesperson(s)

Development and testing of communication platforms, such as hotlines, automatic dialing devices, telephone trees, websites, social media, and electronic notifications

Development of methods to ensure that communications are, to the extent practicable, in a language and format that is easy for parents/guardians to understand

Distribution of information about district and school site emergency procedures to staff, students, and parents/guardians

Cooperation with other state and local agencies, including:

Development of guidelines for law enforcement involvement and intervention

Collaboration with the local health department, including development of a tracking system to alert the local health department of a substantial increase of student or staff absenteeism as indicative of a potential outbreak of an infectious disease

Steps to be taken after the disaster or emergency, including:

Inspection of school facilities

Provision of mental health services for students and staff, as needed
The Superintendent or designee shall assemble critical information that would be needed in an emergency. Such information may include, but is not limited to, a list of individuals and organizations who should be contacted for assistance in an emergency, current layouts and blueprints of school buildings, aerial photos of the campus, maps of evacuation routes and alternate routes, a roster of employees with their work locations, student photographs and their emergency contact information, a clearly labeled set of keys, location of first aid supplies, procedures and locations for turning off fire alarms, sprinklers, utilities, and other systems, information to access the district's technology infrastructure, and insurance information. Such information shall be stored in a box in a secure, easily accessible location, with a duplicate kept at another location in case the primary location is inaccessible.

Use of SEMS/NIMS *

The District uses the Incident Command System as identified in the Authorities and References section of this plan.

In the event of a major disaster, there is no guarantee emergency medical, or fire personnel will be able to immediately respond to school sites. Therefore, the school staff must be prepared to ensure the care and safety of students during the first several hours after a major disaster without outside assistance. It is critical to determine who does what, where, and how before such a disaster occurs.

Use the Standardized Emergency Management System as detailed in the California Emergency Services Act (Gov. Code Section 8607) and the supporting California Code of Regulations

Disaster Service Worker Status

Government Code 3100
It is hereby declared that the protection of the health and safety and preservation of the lives and property of the people of the state from the effects of natural, manmade, or war-caused emergencies which result in conditions of disaster or in extreme peril to life, property, and resources is of paramount state importance requiring the responsible efforts of public and private agencies and individual citizens. In furtherance of the exercise of the police power of the state in protection of its citizens and resources, all public employees are hereby declared to be disaster service workers subject to such disaster service activities as may be assigned to them by their supervisors or by law.
(Amended by Stats. 1971, Ch. 38.)

These laws have two ramifications: 1) public school employees may be pressed into service as Disaster Service Workers by their superiors and may be asked to do jobs other than their usual duties for periods of time exceeding their normal working hours; and 2) in those cases, their Worker's Compensation Coverage becomes the responsibility of the state government (CalOES). The district, however, pays their overtime pay. These circumstances apply only when a local or State emergency has been proclaimed.

Individualized Safety Plans

The Education Code requires school disaster procedures to also include adaptations for pupils with disabilities in accordance with the federal Individuals with Disabilities Education Act and Section 504 of the federal Rehabilitation Act of 1973, and would require the annual evaluation of the comprehensive school safety plan and the annual review of a charter school's school safety plan to also include ensuring that the plan includes appropriate adaptations for pupils with disabilities and address any concerns to individual plans, as specified.

Winzler Children's Center Individualized Plans

None Requested

CSSP and Emergency Operations Training

All Staff review Emergency Disaster Plan prior to school starting at site Professional Development day 8/14/25. Safety Team and Leadership Team reviewed and discussed prior years CSSP safety book at Nov 16th 2025 Meeting. Safety Team took online Catapult Training with quiz and downloaded app to devices at on site PD. Safety book reviewed with data, notes to change and keep information from staff input, Alignment to Winzler 's Disaster Plan conducted at Dec. 21st Leadership and Safety Team Meeting.

Fire Drills and Fires – AR

Drills

The California Education Code requires the following drills per year.

Elementary

- Fire drills one per month
- Earthquake drills four times a year

Middle/Intermediate

- Fire Drills four times a year
- Earthquake four times per year.

High School

- Fire Drills two times per year
- Earthquake two times per year.

Drill Type	Dates
Fire Drills	Elementary and Intermediate Schools – not less than once every calendar month Secondary Schools – not less than twice yearly Legal Requirement: 19 CCR § 3.13 § 3.13. Fire Drills. (a) Group E Occupancies. (1) General. Every person and public officer managing, controlling, or in charge of any public, private, or parochial school shall cause the fire alarm signal to be sounded upon the discovery of fire. Every person and public officer managing, controlling, or in charge of any public, private, or parochial school, other than a two-year community college, shall cause the fire alarm signal to be sounded not less than once every calendar month at the elementary and intermediate levels, and not less than twice yearly at the secondary level, in the manner prescribed in California Code of Regulations, Title 24, Part 2, Section 907.
	9/26/24 10am
	1/16/25 10:10am
	5/16/25 10:30am
Duck-Cover-Hold Drills (Earthquake)	Elementary Schools – one time per quarter Secondary Schools – one time per semester Education Code Requirements (excerpted) (II) A drop procedure whereby each pupil and staff member take cover under a table or desk, dropping to his or her knees, with the head protected by the arms, and the back to the windows. A drop procedure practice shall be held at least once each school quarter in elementary schools and at least once a semester in secondary schools.

Drill Type	Dates
	10/17/24 11am
	3/04/25 11am
Lockdown Drills	This drill should be done one time per semester and can be combined with the Evacuation Drill
	11/14/24 10am
	5/22/25 10am
Shelter in Place Drills	
Evacuation Drills	This drill should be done one time per semester and can be combined with the Lock Down Drill (Fire Code 403.5.2 indicates the first emergency evacuation drill of each school year shall be conducted within 10 days of the beginning of class)
	9/26/24 10am
	1/16/25 10:10am
Multi-Option Drills, Including Tabletop Exercies (Describe Below)	

Provide this training for adult employees only, at least once per year, and it should be all-inclusive, addressing the Run, Hide, Fight protocols outlined by the FBI.

Outside Agency Use of Facilities

The Board shall grant the use of school buildings, grounds, and equipment to public agencies, including the American Red Cross, for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. The Board shall cooperate with such agencies in furnishing and maintaining whatever services the district may deem necessary to meet the community's needs. (Education Code 32282)

Emergency Procedures for People with Disabilities

The information contained in this document will assist school administrators, teachers, special education staff, parents, and students in planning for the support that may require for students with special needs in the event of an emergency. For the purposes of this section, students with special needs are those who cannot comfortably or safely access and use the standard resources offered in disaster preparedness, relief and recovery, whether their disability is chronic or temporary.

For individuals with special needs, physical environments may pose additional challenges. The ability to get to accessible exits and access personal items may be reduced. Communication may be impeded at a time when clear and rapid communication is crucial to safety and survival.
To comply with statutes involving students with special needs, individuals responsible for evacuation and emergency operation plans, notification protocols, shelter identification, emergency medical care and other emergency response and recovery programs must:

- Have sound working knowledge of the accessibility and nondiscrimination requirements applicable under Federal disability rights laws;
- Know the special needs demographics of the students attending classes on site;
- Involve students with different types of disabilities, staff, and teachers in identifying the communication and transportation needs, accommodations, support systems, equipment, services, and supplies that they will need during an emergency;
- Consider emergency accommodations for those with temporary disabilities.
- Identify existing resources within the school and local community that meet the special needs of these students;
- Develop new community partners and resources, as needed.
- Inform parents about the efforts to keep their child safe at school;
- Identify medical needs and make an appropriate plan;
- Determine transportation needs, special vans and buses for students;
- Identify any necessary tools such as personal response plans, evacuation equipment or visual aids;
- Include local responders and establish a relationship with individual students with disabilities and their teachers.

Mitigation Strategies (Before an Emergency Occurs)

- Learn about the types of hazards that may impact the school (e.g., earthquakes, floods, wildfires) and assure that emergency response procedures address each one.
- Identify a pre-evacuation site that is accessible to students with disabilities
- Plan a primary and secondary evacuation route from each location the student is in during the course of the day.
- Arrange sufficient transportation ahead of time to accommodate the entire special needs/staff population.
- Develop a schedule of daily activities and classes that identifies where a special needs student may be located each period of the day.
- Consider classroom location in placement of students with disabilities. Evaluate the handicap accessibility of nearby exits and proximity to the school nurse.
- Conduct a test of the family notification system to assure that contact information is up-to-date to help decrease parent anxiety during a disaster.

Tactical Response to Criminal Incidents

ACTIVE SHOOTER OR OTHER ACTIVE ASSAILANTS

All district sites adhere to the standardized procedures for Lockdown and Active Shooter and other Active Assailant listed in this plan if there is an active shooter, individual with a weapon on campus or other possible violent crime. For more details see Active Asailant, Threats , and Lock Down procedures.

Dangerous, Violent, Or Unlawful Activities

SB 671
SB 671 requires a Comprehensive School Safety Plan to include procedures to assess and respond to reports of any dangerous, violent, or unlawful activity that is being conducted or threatened to be conducted at the school, at an activity sponsored by the school, or on a school bus serving the school.

Multidisciplinary Threat Assessment Team
Eureka City Schools uses a multidisciplinary threat assessment team consisting of the specific site administrator, a local law enforcement representative, the student services Director, mental health or behavioral specialist representative as needed, and other outside services as needed.

Assessment and Response
Prohibited and concerning behaviors are defined in California Education Code 48900 and 48915. Additionally, all threats of self-harm are assessed and acted upon, as needed. In cases where dangerous, violent, or unlawful activities are being conducted, Law Enforcement is notified at once and a call to 911 is made.

The threshold of law enforcement intervention is decided by the relevant administration in cooperation with the District and mutual aid if requested. In practice, we find if a real or possible threat is present. We evaluate the threat or possible threat based upon prohibited and concerning behaviors, responding appropriately to the incident.

Risk Management
Risk Management is notified in incidents where there is physical, property or damage to others. Additionally, Risk Management is involved if a security assessment or report is needed. There may be times, following a potential or real incident, that an after-action debrief might be conducted, including a written summary.

School Culture and Training
Eureka City Schools utilizes PBIS as outlined in our PBIS Handbook. Eureka City Schools School Climate Team created our PBIS handbook in consultation with Dr. Jeff Sprague. The purpose of this handbook is to guide and support ECS staff as we implement PBIS in our school. Our goal is to provide all of our students with safe and effective school environments where they can experience academic and social-behavioral success.

Eureka City Schools conducts an annual update to their Comprehensive Safe School Plan at each school site as required by the California Education Code.

Training for all stakeholders is conducted during annual site meetings by administrators and/or district representatives.

Reunification

Student release is a crucial part of emergency planning. During an emergency or disaster, the traditional student release procedure is often unsafe and therefore not operable. Accordingly, a comprehensive emergency plan needs to include certain procedures to accomplish the main priority of safety planning which is to ensure the safety of the students to every extent possible.

There are a wide variety of emergency situations that might require student/family reunification. Student/family reunification may be needed if the site is evacuated or closed as a result of a hazardous materials transportation accident, fire, natural gas leak, flooding, earthquake, tsunami, school violence, bomb threat, terrorist attack or other local hazard.

Student/Family reunification is part of the Incident Command System and is assigned to the Operations Area.

Threats of Violence

THREATS

If a threat is made or if there is a weapon found on campus, the Threat Assessment team (consisting of multi-disciplinary personnel, including but not limited administration, counselors, mental health professionals, Information Technology professionals and law enforcement) will conduct the following steps:

- Evaluate the threat

THEN

- Decide if the threat is clearly transient and respond to the transient threat

o Contact student's parents if necessary.
o Notify intended victim's parents if necessary.
o See that threat is resolved through explanation, apology or making amends.
o Consult with Risk Management & Security Manager or law enforcement if necessary.
o Refer for conflict mediation, restorative justice or counseling to resolve problem as appropriate.
o Follow discipline procedures as per BP/AR.
o Develop Behavior Intervention Plan or Behavior Contract as appropriate.

OR

o Decide if the substantive threat is serious and respond to the serious substantive threat.
o Mobilize threat assessment team members as needed.
o Contact student's parents.
o Notify intended victim's parents.
o Protect and notify intended victim and parents of victim.
o Caution the student about the consequences of carrying out the threat.
o Provide direct supervision of student until parents assume control
o Consult with Risk Management and law enforcement.
o Refer for conflict mediation, restorative justice or counseling to resolve problem is appropriate
o Follow discipline procedures as per BP/AR
o Develop Behavior Intervention Plan

OR

- Decide if the substantive threat is very serious and respond to the very serious substantive threat

o Mobilize threat assessment team members as needed.
o Contact student's parents
o Notify intended victim's parents
o Protect and notify intended victim and parents of victim
o Caution the student about the consequences of carrying out the threat
o Provide direct supervision of student until parents assume control
o Consult with Risk Management & Security Manager and Law Enforcement
o Conduct mental health assessment
o Follow discipline procedures as per BP/AR
o Develop Behavior Intervention Plan

AND

- Implement a safety plan

OTHER CRIMES

If other crimes are committed on campus such as thefts and vandalism school administration, risk management and other needed resources along with law enforcement will conduct an investigation. Depending on the investigation outcomes, administration will follow district procedures for discipline and will assist in any necessary prosecution procedures through the District Attorney's office.

FUNCTIONAL ANNEX

Accounting for all Persons

Attendance Records



It is our daily practice to maintain manual attendance records in the Administrative Office of each site. This includes Daily Attendance Records, Site Employee Logs, Visitor Logs, and Itinerant Employee Logs (such as food services, maintenance and operations, etc.). If there are contractors or contracted service workers on-site in a controlled location (such as fenced areas under construction) the employer of record should be advised to consider keeping their own records of employee locations.

Crisis or Incident Accounting

In the event of a crisis or incident, each site administrator will ensure there are 2 – 3 key employees (only one needs to have control of records at a time – additional staff are only for backup) who will have responsibility as scribes to collect all site attendance records from the administrative office.

These records are to be provided to the on-site incident commander upon request. It is the scribe's responsibility to maintain and protect these records.

In cases where students, staff, or visitors cannot be located, the name and description of the person(s) will be provided to Search and Rescue teams for more specific search. All records of searches and tracking of people on-site will be recorded in appropriate ICS log. The incident commander will be kept informed of attendance status and updated with changes.

Assembly Areas

All staff will report as soon as is possible to their predesignated assembly areas. Premade signs may be used and maintained in assembly kits to assist in identifying specific assembly areas and will be held so as to be easily identified. Assembly area facilitators will distribute/record the attendance of all individuals in their assembly area.

For shelter-in-place or any evacuation, either on-site or off-site, attendance will be taken at any assembly areas and a comparison made to the attendance logs as follows:

Student Daily Attendance
Site Employee Log
Visitor Log
Itinerant Employee Log

Student Release

Student release will be conducted in an orderly fashion as outlined in the Reunification Annex of this plan. Attendance records will be checked and recorded as students leave the site.

Communications

Purpose



The Communications Annex ensures the availability and coordinated use of our communications systems for the dissemination of disaster information, for the exchange of information between decision-makers, and for the coordination of communications with local response agencies.

Scope

When activated, the Communications annex coordinates and supports emergency response/recovery telecommunications requirements. This includes the interface between our District and other agencies and outside organizations, such as local, state, and federal government, private nonprofit organizations, and business/industry. Immediately report communications degradation, interruption, or failure by alternate means (e.g. cell phone) to the Communications Officer and/or the District's Emergency Operations Center (EOC) if activated.

Activation

The senior executive (or designee) determines whether to activate this annex based upon information from initial staff reports and local authorities. The local emergency communications plan will include:
Channel designations
Contingency communications procedures
Training in back-up communications equipment

Key Tasks/Responsibilities

Develop a local communications plan
Establish and maintain liaison with local response agencies, state agencies, commercial communications companies, and amateur radio organizations
Support communications equipment (radio, computer, fax, etc.) as needed
Provide communications capability
Maintain equipment inventory
Designate a centrally-located area (usually main office) easily identified by staff, media, and the public
Predetermine an alternate location in case the primary location is inaccessible
Establish communication with staff
Maintain telephone and radio communication with emergency services
Post rumor control and information on the internet and in an area accessible to our students and the community
Record emergency related incidents
Maintain communication with staff by whatever means available (SMS text messaging, audio alarm warning system, intercom, bullhorn, canned air horn, two-way radio, e-mail, written notices)

Internal Communications

Staff will be notified when an incident occurs and kept informed as additional information becomes available and as plans for management of the situation evolve. The following practices will be utilized to disseminate information internally when appropriate:

Alert Notifications (SMS Texting)

Staff will be notified when an incident occurs and kept informed as additional information becomes available and as plans for management of the situation evolve. The following practices will be utilized to disseminate information internally when appropriate:

Telephone Tree

A telephone tree is a simple, widely used system for notifying staff of an incident when they are not at their primary work location. The tree originates with the senior site official, who contacts the members of the Incident Management Team. Team members then, in turn, will contact groups of staff identified on their call list.

Staff Meetings

As appropriate, updated information about an incident will be presented at regularly scheduled staff meetings. In some cases, special staff meetings may be called as incident evolution requires. Staff will also have the opportunity to address any misinformation or rumors. Any new procedures or temporary changes will also be reviewed at this time.

Communication With the District Administrative Office

The Incident Commander will use the designated countywide Emergency Radio Network to notify the site administrator of our District's status/needs. The site administrator will notify the District office. The District office will notify the County Office of the status of all of the District's sites. He/she will designate staff member(s) to monitor all communications.

Activation

Concept of Operations

The senior executive (or designee) determines whether to activate this annex based upon information from initial staff reports and local authorities. When activated, the Communications annex coordinates and supports emergency response/recovery telecommunications requirements

Immediately report communications degradation, interruption, or failure by alternate means (e.g. cell phone) to our District's Emergency Operations Center (EOC) if activated or the Communications Officer

The local emergency communications plan will include channel designations, contingency communications procedures, and training in back-up communications equipment.

Continuity of Operations (COOP)

General



Continuity of Operations planning is a program that ensures continued performance of essential functions across a full range of potential emergencies, be they natural or man-made, when a significant interruption of operations occurs following a severe disaster or tragedy.

A COOP provides guidance and establishes responsibilities and procedures to ensure that essential functions are maintained. COOP is not the same as an Emergency Operations Plan or a Recovery Plan, but rather supplements it, in the event normal facility or human resources are not available.

A COOP provides a continuity infrastructure that through careful planning ensures:
Emergency delegation of authority and an orderly line of succession, as necessary.
Safekeeping of essential personnel, resources, facilities, and vital records.
Emergency acquisition of resources necessary for business resumption.
The capability to perform critical functions remotely until resumption of normal operations.

A District's COOP plan should allow for its implementation anytime, with or without warning, during normal and after-hours operations; providing full operational capability for essential functions no later than 12 hours after activation; and sustain essential functions for up to 30 days.

The purpose of these Continuity of Operations (COOP) procedures is to ensure that there are procedures in place to maintain or rapidly resume essential operations within the District after an incident that results in disruption of normal activities or services to the District. Failure to maintain these critical services would significantly affect the operations and/or service mission of the District in an adverse way.

Scope

It is the responsibility of the District's officials to protect students and staff from incidents and restore critical operations as soon as it is safe to do so. This responsibility involves identifying and mitigating hazards, preparing for and responding to incidents, and managing the recovery process.

The COOP procedures outline actions needed to maintain and/or rapidly resume essential operations, business, and physical services, when interrupted for an extended period of time following an incident.

Responsibilities

Designated District Staff, in conjunction with the affected administrator(s) and staff, will perform the essential functions as follows:

Senior Executive/Site Administrator

Determine when to close District, and/or send students/staff to alternate locations
Disseminate information internally to students and staff
Communicate with family, media, and the larger community
Identify a line of succession, including who is responsible for restoring which business functions for the District
Ensure systems are in place for rapid contract execution after an incident
Identify relocation areas for site and administrative operations
Create a system for registering students (off site or into alternative locations)
Brief and train staff regarding their additional responsibilities

Secure and provide needed personnel, equipment and supplies, facilities, resources, and services required for continued operations
Identify strategies to continue operations (e.g., using the Internet, providing alternatives to operational contingencies)
Work with local and state government officials to determine when it is safe for students and staff to return to the District's buildings and grounds
Manage the restoration of the District's buildings and grounds (e.g. debris removal, repairing, repainting, and/or landscaping)
Collaborate with private and public-sector service providers and contractors

Administrative Services, District Staff

Maintain inventory
Maintain essential records (and copies of records) including the District's insurance policy
Ensure redundancy of records is kept at a different physical location.
Secure District's equipment and materials in advance.
Restore administrative and recordkeeping functions such as payroll, accounting, and personnel records.
Retrieve, collect, and maintain personnel data
Provide accounts payable and cash management services

Administrative Support Staff

Establish necessary support services for students and staff
Implement additional response and recovery activities according to established protocols
Collaborate with public and private providers

Food Services Worker

Determine how food services will resume
Support staff and volunteers as much as possible

Transportation

Provide emergency transportation services as needed
Assess and implement alternative transportation services that may be necessitated

Evacuation

General



Evacuation is one means of protecting the staff, students and visitors from the effects of a hazard through the orderly movement of person(s) away from the hazard. The type and magnitude of the emergency will dictate the scale of an evacuation (i.e., evacuation area).

Concept of Operations

Evacuation orders are generally given by the following:
Local Police
Environmental Health & Safety
Facilities Services
Administrator, director, or building supervisor
Fire Department with jurisdiction
Any person identifying a hazard and by activating the fire alarm system via a fire alarm pull station

Evacuation Procedures

Evacuation will be initiated by means of the fire alarm system. Whenever the alarm is sounded all occupants of all buildings are to initiate the evacuation procedure.
Take the Incident Action packet/binder which has a current class list and a red/green 8½ x 11 card (red on one side and green on the other side)
Close all doors and windows. (DO NOT LOCK DOORS)
Follow the safest evacuation route to the assembly or safe dispersal area.
Teachers are to take roll and make certain no one reenters the building for any reason.
If all students are present with staff member, staff will hold up the GREEN sheet to acknowledge to responsible incident management person that all students are present.
Support staff who have regular schedules with students need to have a green and red card also. If all students who are regularly scheduled are in their care and custody, they are to raise the green card, so staff member and responsible incident management person can see.
Staff members are to raise the red card even if they think a student is with support staff so responsible incident management person can account for those students.
If a student is not present, the staff member will hold up the RED card and wait for the administration to contact him/her to see who is absent. The responsible incident management person will coordinate the search for the missing student.
Students should remain 30 – 50 feet away from any building.
Students are to remain in groups, until the all clear signal is given.

On-Site Evacuation

The Incident Commander or designee activates fire alarm.
All staff follow the Evacuation Procedures identified above.
Once assembled, building occupants remain in their designated assembly or safe dispersal area until further instructions are given.
Reentry is only authorized after it is determined that conditions and buildings are deemed safe by appropriate incident management staff.

Off-Site Evacuation

If it is determined that the buildings and area are not safe for occupation and that the On-Site Evacuation locations are also at risk, the appropriate incident management staff will initiate an Off-Site Evacuation.
The Incident Commander or designee determines safest method for evacuating the site. This may include use of buses or simply walking to designated off-site location.
Staff members secure the student roster when leaving the building and take attendance once group is assembled in pre-designated safe location.
Once assembled off-site, staff members and students stay in place until further instructions are given.
In the event clearance is received from appropriate agencies, Incident Commander may authorize students and staff to return to buildings.

Evacuating Students with Disabilities

Procedures and actions regarding the special needs' population should cover the evacuation, transportation and medical needs of students who will require extreme special handling in an emergency. In most cases, additional safeguards must be established regarding roles, responsibilities and procedures for students with physical, sensory, emotional and health disabilities.

The following are steps that cover the evacuation procedure of student(s) with disabilities:
Review all paths of travel and potential obstacles
Know the facility, grounds, paths, exits and potential obstacles
Determine the primary and secondary paths of exit to be used during emergencies
Individuals with mobility impairments will need a smooth, solid, level walking surface, an exit that avoids barriers such as stairs, narrow doors and elevators and guardrails that protect open sides of the path
Compile and distribute evacuation route information to be used during emergency operations
Include alternative evacuation route information, should the primary route be inaccessible due to damage or danger
Install appropriate signage and visual alarms
Place evacuation information indicating primary and secondary exits in all offices, rooms, multipurpose rooms, hallways/corridors, lobbies, bathrooms and cafeterias. For passages and doorways that might be mistaken for an exit, place visible signs that proclaim, "NOT AN EXIT"
Place emergency notification devices appropriate for each student
Post signage with the name and location of each area so that the students will know exactly where they are, in order to comply with ADA (American's with Disabilities Act) Accessibility

Buildings and Facilities Signage Requirements

Approximately 60 inches above the floor
In a location that is not obscured in normal operation such as a swinging door
In all primary function areas

Preparation and Planning

Identify the students and staff with special needs and the type of assistance they will require in an emergency
Allow visitors to self-identify on a sign-in log if they have special evacuation needs
Discuss evacuation issues with the staff members and caretakers of students with special needs, including individuals, who may be temporarily disabled (i.e. a student with a broken leg)
Train staff in general evacuation procedures

Review the areas of rescue, primary exits, evacuation techniques, and the locations and operation of emergency equipment
Provide in-depth training to those designated to evacuate students with special needs
Train the staff for proper lifting techniques when lifting a person for evacuation
Anyone can assist a student with a visual impairment
Check on each special needs student to assure he/she is accounted for during an evacuation
Review the plan with emergency response personal, including local police, fire and emergency medical technicians
Identify “areas of rescue” in our site for students to wait for evacuation assistance from emergency personnel
Before operations begin in the Fall, walk around the site with first responders so that they are familiar with the primary exits and all areas of rescue; these areas must meet specifications for fire resistance and ventilation
Ask the responders to conduct a special drill explaining how they will support the students and staff with special needs during an emergency
Complete all contracts and Statements of Understanding with key emergency support providers
Ensure that sufficient transportation capacity exists with transportation providers, partner agencies, and suppliers to effectively meet the demand in an emergency
Identify transportation contracts through the District in case of an emergency; Emergency response for special needs requires special vans and special equipment
Specify who will do what to address these transportation needs
Develop a list of District-owned vehicles, staff vehicles that are available and make prior arrangements for their use in the event of an emergency
Review the evacuation plan with students and staff to be familiar with the process and identify any problems
Practice implementation of special duck and cover actions by students with able-bodied partners
Students should be aware that evacuation by themselves may be difficult or impossible because of obstacles in their path or because electric dependent machines may not function (i.e. elevator)
Special pre-planned assistance must be provided and reviewed regularly

Lockdown

General



A District or school site lock down is necessary when the threat of violence or gunfire is identified or directed by law enforcement and it is necessary to prevent the perpetrator(s) from entering occupied areas. During lock down, students are to remain in rooms or designated locations at all times.

Instructions

If a lock down situation is required, the Site Administrator will make an announcement on the Public Address (PA) system. If the PA system is not available, the Site Administrator will use other means of communication (e.g., sending messengers to deliver instructions). The Site Administrator should be calm, convey reassuring comments that the situation is under control, and provide clear and consistent directions. Below is an example of an announcement to be made by the Site Administrator:

"YOUR ATTENTION PLEASE. WE HAVE AN EMERGENCY SITUATION. STAFF ARE TO LOCK ROOM DOORS UNTIL NOTIFIED BY AN ADMINISTRATOR OR LAW ENFORCEMENT. STUDENTS AND STAFF ARE TO PROCEED TO THE NEAREST ROOM OR BUILDING. PLEASE REMAIN INDOORS UNTIL FURTHER INSTRUCTIONS ARE PROVIDED."

If inside, staff should instruct students to lie on the floor, move away from doors and remain in the center of the room out of the line of fire, lock the doors (if possible), and close any shades or blinds if it appears safe to do so. Students and staff who are physically unable to lie on the ground should move away from doors and windows.
If outside, students should proceed to their rooms if it is safe to do so. If it is not safe, staff must direct students into nearby rooms or other District buildings (e.g., auditorium, library, cafeteria, and gymnasium).
District staff and students must remain in their room or secured area until further instructions are provided by the Site Administrator or law enforcement.
Landline phones should not be used. District staff should use cell phones and speak quietly.
All site entrances and exits must be locked, and no visitors other than appropriate law enforcement or emergency personnel are to be allowed on the site.

Public, Medical, and Mental Health

General



Establishment of public, medical, and mental health procedures, will assist the District in preparing for, responding to, and recovering from an incident that affects the health and safety of students, staff, and family. Furthermore, coordination with Public Health agencies, Emergency Medical Services (EMS), and Mental Health support services will broaden their capacity to deal with these incidents by providing the District with resources beyond their existing expertise and training.

Public Health

Procedures

Designate District Medical Manager and/or other key personnel as the individual(s) responsible for coordinating incidents such as disease outbreaks, bioterrorism, and natural disasters with local, State, and Federal Public Health agencies.
Coordinate with local, State, and Federal Public Health agencies on information sharing protocols.
Develop procedures for reporting information to local, State, and Federal Public Health agencies.
Contact local Public Health agency to determine notification procedures for students/family, staff, and public, if necessary.
Send out any required notification to students/family, staff and public as required.
Establish a dedicated contact phone number for questions and concerns.
Coordinate with local, State, and Federal Public Health agencies, for assistance with managing large scale incidents or incidents beyond the District's resources.

Medical Health

Procedures

Designate District Medical Manager and/or other key personnel as the individual(s) responsible for coordinating incidents involving students or staff injuries or illnesses
Provide CPR/First Aid/AED to all staff designated to work in medical capacity
Establish a triage area for injured students and staff
Separate walking wounded, critically injured and deceased individuals (Keep a log of names of these individuals)
Keep a record of students and staff that are transported off-site for treatment.
Coordinate with local Emergency Medical Services (EMS) agencies for assistance with large scale incidents or incidents beyond the District's resources.

Mental Health

Procedures

Designate crisis counselors and/or other key personnel as the individual(s) responsible for coordinating incidents with local, State, and Federal Mental Health agencies
Activate crisis counselors during the incident to begin identifying students and staff that require assistance
Keep a log of individuals counseled or that require counseling following the incident
Notify students, family, and staff of counseling services available
Coordinate with local, State, and Federal Mental Health agencies, for assistance with large scale incidents or incidents beyond the 's resources.

Psychological First Aid for Schools (PFA-S)

The field of school safety and emergency management has evolved significantly over the past decade. Tragically, acts of violence, natural disasters, and terrorist attacks have taught us many lessons. We also know that other types of emergencies can impact schools, including medical emergencies, transportation accidents, sports injuries, peer victimization, public health emergencies, and the sudden death of a member of the school community. We now recognize the need for school emergency management plans that are up-to-date and take an “all-hazards”approach with clear communication channels and procedures that effectively reunite parents and caregivers with students. We have also learned that preparing school administrators, teachers, and school partnering agencies before a critical event is crucial for effective response, the value of ongoing training and emergency exercises, and that having intervention models that address the public health, mental health, and psychosocial needs of students and staff is essential to a safe school environment and the resumption of learning. (excerpted from Psychological First Aid for Schools, Field Operations Guide, 2nd Edition)

Field Operations Guide (FOG)

We use the PFA-S FOG as-needed, to prepare and respond to critical incidents affecting the mental health of our students. https://www.nctsn.org/resources/psychological-first-aid-schools-pfa-s-field-operations-guide

Public Safety and Security

Purpose



The Public Safety and Security Annex integrates State public safety and security capabilities and resources to support the full range of incident management activities.

Scope

The Public Safety and Security Annex provides a mechanism for coordinating and providing support to local law enforcement authorities to include non-investigative/non-criminal law enforcement, public safety, and security capabilities and resources during incidents. The Public Safety and Security Annex capabilities support incident management requirements, including force and critical infrastructure protection, security planning and technical assistance, technology support, and public safety, in both pre-incident and post-incident situations. The Public Safety and Security Annex generally is activated in situations requiring extensive assistance to provide public safety and security.

Key Tasks/Responsibilities

Coordinate public safety and security support (including personnel and equipment) to any affected department/agency during preparation for, response to, and/or recovery from any real or potential incident.
County Sheriff's Office
Police Department
Other Law Enforcement Agencies
Private Security Companies

Coordinate critical information dissemination regarding public safety/security through mass warning/notification.

County Sheriff's Office
Police Department
Dispatch
County Emergency Management
Facilitate multi-function public safety activities such as evacuation, traffic, looting, and riot control
County Sheriff's Office
Police Department
Other Law Enforcement Agencies
Fire/EMS

Concept of Operations

Local law enforcement authorities have the primary responsibility for public safety and security and are the first line of response and support in these functional areas, utilizing the Incident Command System on-scene
In larger-scale incidents, additional resources should first be obtained through the activation of mutual aid agreements with neighboring jurisdictions and/or State authorities, which may require the management of incident operations through a Unified Command structure

Through the Public Safety and Security Annex, outside resources supplement local resources when requested or required, as appropriate, and are integrated into the incident command structure using National Incident Management System principles and protocols
The Public Safety and Security Annex activities should not be confused with the activities described in the Terrorism Incident Annex or other criminal investigative law enforcement activities

As the lead law enforcement official in the United States, the Attorney General, generally acting through the Federal Bureau of Investigation (FBI), maintains the lead for criminal investigations of terrorist acts or terrorist threats by individuals or groups inside the United States
The Public Safety and Security Annex is activated when public safety and security capabilities and resources are needed to support incident operations
This includes threat or pre-incident as well as post-incident situations
When activated, the primary agencies assess public safety and security needs, and respond to requests for resources and planning/technical assistance from county agencies
The Public Safety and Security Annex manages support by coordinating the implementation of authorities related to public safety and security and protection of property, including critical infrastructure, and security resources and technologies and other assistance to support incident management operations and security capabilities and resources are needed to support incident operations
This includes threat or pre-incident as well as post-incident situations
The Public Safety and Security Annex maintains close coordination with Federal, State, and local officials to determine public safety and security support requirements and to jointly determine resource priorities
The primary agencies maintain communications with supporting agencies to determine capabilities, assess the availability of resources, and track resources that have been deployed

Recovery

General



When a disaster occurs, it is all too easy to get consumed by the urgent activities and emotions surrounding the event. That is understandable but don't allow the intensity of the incident to distract you from some extremely important actions you should be taking. Keep in mind that no financial assistance will occur until there is a declared disaster by the State and the Federal governments.

Tracking time and material (supplies and equipment specifically used for the disaster) should happen always, regardless of disaster declarations. There is no guarantee that we will get our expenses reimbursed. We are at the mercy of the State and Federal governments. In most cases, however, labor and materials specific to the disaster response get reimbursed. Losses already covered by our insurance are typically NOT reimbursed. For example, if an employee is injured our Workers' Compensation would cover the injured employee. If a building was damaged and our insurance does not cover that specific cause of loss there may be a chance it is reimbursable.

Before – Action Items

Establish relationships and contact information from our county Operational Area and Coordinating Council (OACC)
Create and maintain a current contact list with this information and other contact information essential to the Finance/Administration Section of our ICS structure
Train and practice the Start-up, Operation of, and the Closure of this ICS Section.
Modify and update our Emergency Operations Plan as necessary

During – Action Items

Within the very first moments of an incident, begin tracking every employee's and volunteer's time spent on the incident. (Be alert to any announcements from local or State government regarding "Public Assistance" requests or meetings.) Use the form designed for that purpose, the Activity Log (ICS 214). If not readily available, make sure each person is tracking the following:
Incident name
Date
Worker's name
Log each major activity and track start and end times
Don't be concerned with tracking too much – that can be sorted out after the event
This information will need to be transferred onto the Activity Log (ICS 214) before we can apply for Public Assistance funding (this is what they call the State and Federal reimbursement program)
Keep track of ANY disaster-related expenditures for supplies or equipment. It is best to retain copies of priced-out receipts and invoices for possible State and Federal reimbursement. For example, if our facilities may be used as a shelter and we are required to provide custodial services specific to the shelter, toilet paper, paper towels, cleaning material and chemicals would all likely be reimbursable. If our facility were being used as a medical care facility and the HVAC system required filters different than what we would normally use, the cost of the filters (and the labor to change them) are likely reimbursable.
Establish the Recovery Unit in the Finance/Administration Section of our Emergency Operations Center (EOC).
Have all sites or units collect information on their ability to sustain operations.
Develop staffing pattern for the Recovery Unit.

Collect information on damages, duration and impact from the following:
Utility Providers

Social, medical and health services
Transportation routes and services
Debris issues
County Government Operations
Private sector retail and wholesale providers
Others
Develop initial short term and long-term recovery objectives.
Refer to hazard/threat-specific annexes for information.
Develop information for the PIO on the recovery process and progress.
Develop a plan to assign personnel to sustain the recovery effort
Coordinate with the OACC, other local jurisdictions and the State on their recovery efforts.
While it is best if we already have an established relationship with our county Operational Area Coordinating Council (OACC) contact, we need to identify that individual and the means of communicating with them. We will want them to know who at our District will serve as the contact for emergency incidents. This will serve a couple of purposes:
It will keep our District "in the loop" and better informed when an incident affecting our District occurs
It will alert us to any notice of "Public Assistance" informational meetings to learn about getting Federal and State reimbursement for disaster related District activity
If our county's OACC is overwhelmed with an incident we should reach out directly to our Emergency Services Coordinator at the Governor's Office of Emergency Services Region Operational Area.
Ask them to put the District on the list for notification of "Public Assistance" informational meetings
There are forms that will be exchanged between our District and the OACC or the California Governor's Office of Emergency Services (they act as our liaison with FEMA)
If our employees and volunteers remain under our direction and control we are responsible for any costs associated with their activities. Should they perform work that they would not normally do and it is attributable to the disaster we will likely be able to reimburse the labor. Management costs are typically NOT reimbursable.
If our employees and volunteers, or our facilities, are tasked outside of our District we must only do so under the terms of a mutual aid agreement or memorandum of understanding to which the District have agreed, in writing. Make sure we understand when and if risk transfer occurs as it should be clear in these documents. These documents should identify, specifically, what is "covered" and by "whom." Examples for other agency usage of our facility might include the Fire Department using our facility as a command center for the incident.
Or, local hospitals may be "at-capacity" and need our facility to provide some form of medical or health services. In these cases, (like the case of sheltering) a written request for use of our facilities should be on file or requested prior to allowing the agency to use them. These documents should specify what they will and will not cover in terms of costs related to using the facility. Typically, if an outside agency damages the property or they cause a liability exposure, they are responsible for coverage.

When in doubt, ask for help.

After – Action Items

Begin closing the Recovery Unit
Assign any open or pending tasks, such as Public Assistance funding or other outstanding receivables or payables, to appropriate staff with specific checkup or due dates
Make sure all Activity Logs and equipment/supply records have been assembled and recorded into the request for Public Assistance from Cal OES and FEMA
Conduct an After-Action debrief within the Finance/Administration Section and include that in the main incident After-Action debrief held by the District
Review our EOP and include any lessons learned or altered actions into the plan for update and redistribution to the emergency management team
Participate in and debriefings provided by our ICS team and close the Recovery Unit

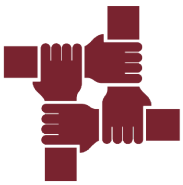
Resources

Activity Log (ICS 214)
Cal OES Regional Operations
Form Cal OES 126 – Project Application, California Disaster Assistance Act Program
Form Cal OES 130 – Designation Of Applicant's Agent Resolution For Non-State Agencies
Form Cal OES 89 – Project Assurances For Federal Assistance – Construction Programs
Form FEMA 009-0-49 9/16 – Request For Public Assistance

All links should be verified at least annually and updated. In some cases, expired forms will not be accepted.

Reunification

General



Student release is a crucial part of emergency planning. During an emergency or disaster, the traditional student release procedure is often unsafe and therefore not operable. Accordingly, a comprehensive emergency plan needs to include certain procedures to accomplish the main priority of safety planning which is to ensure the safety of the students to every extent possible.

There are a wide variety of emergency situations that might require student/family reunification. Student/family reunification may be needed if the site is evacuated or closed as a result of a hazardous materials transportation accident, fire, natural gas leak, flooding, earthquake, tsunami, school violence, bomb threat, terrorist attack or other local hazard.

Student/Family reunification is part of the Incident Command System and is assigned to the Operations Area.

Reunification Procedures

In an emergency, sites must establish a safe area for family members to meet with students. This area must be away from the both the damage and the student's assembly area. In a typical release the following steps will be followed:

Family member will report to the assigned area and give the name of the student
Picture ID will normally be required by the person in charge to insure the person requesting a minor is a match to the name on the emergency release card
A runner will go to the student assembly area and get the minor requested by the parent or adult and escort the student back to the pick-up area
Parents will be asked to sign a form indicating they picked up the minor (the date and time will also be indicated on the pick-up form)
If the minor is in the first aid area, the parent will be escorted to that area for reunification with their child/children
Counselors, when available, will be located close to the first aid area in the event they are needed

Traffic Control

Traffic may be controlled by trained and authorized employees who meet the requirements outlined in the Manual on Uniform Traffic Control Devices (MUTCD) Part 7, Traffic Control for School Areas. In the absence of this condition, we must wait until local law enforcement is available and on scene at the site.
To every extent possible, two-way traffic will be maintained to allow for entry and exit of emergency vehicles
As the situation develops there may be time for barricades and other traffic control devices to be delivered and set up
It should be understood this will not occur at the beginning of the incident
When law enforcement arrives on the scene they will take charge and do whatever is necessary, including the towing of vehicles to manage the emergency or disaster

Maintaining the Procedures

Student rosters should be updated at least twice a year
If enrollment dictates this may be updated more frequently
Updated rosters should be stored in every room in an area easily identified by the both staff and substitutes.
Additional copies of the rosters should be distributed to the site administrator and placed in the back of the emergency plan binder

Emergency cards should be filled out at the beginning of the year
This card should include contact information on family members, as well as other adults who can be contacted if the family member is not available
The card should also indicate who the minor is permitted to leave site with, if necessary
DO NOT release students to people not listed on the student emergency card.
A well- intentioned friend may offer to take a minor home; however, District staff must be certain that students are only released to the appropriate people, so their families will know where they are
The card should also include all pertinent medical information such as allergies, medications, and doctor contact information
These cards should be stored in the front office in both hard copy and electronically, if possible

Things to Remember

Some family members will refuse to cooperate with the student/family reunification process
This situation can be diminished, to some degree, if family members are informed about the District's release procedures before the disaster or emergency occurs
They should be reminded that the safety of their student is our utmost priority
Family members may be emotional when arriving at the site
Have counselors available to deal with issues if needed
Shortly after the incident, the media will have a presence on our site
The Public Information Officer, part of the command staff operating under the Incident Command System, will deal with the media, however, it is important that family be sheltered from media representatives

Shelter-in-Place

General



This action is taken to place and/or keep students indoors in order to provide a greater level of protection from airborne contaminants in outside air. Shelter-in-place is implemented when there is a need to isolate students and staff from the outside environment and includes the shutdown of room and/or building air systems. During shelter-in-place, no one should be exposed to the outside air.

Description of Action

If an emergency occurs that requires students and staff to Shelter-in-Place, the Site Administrator will make an announcement on the PA system. If the PA system is not available, the Site Administrator will use other means of communication (e.g., sending messengers to deliver instructions). The Site Administrator should be calm, convey reassuring comments that the situation is under control, and provide clear and consistent directions. Below is an example of an announcement to be made by the Site Administrator:

"YOUR ATTENTION PLEASE. WE HAVE RECEIVED INFORMATION REGARDING A HAZARD IN THE COMMUNITY. WE ARE INSTITUTING SHELTER-IN-PLACE PROCEDURES. PLEASE REMAIN INSIDE THE BUILDING AWAY FROM OUTSIDE AIR WITH WINDOWS AND DOORS SECURELY CLOSED AND AIR CONDITIONING UNITS TURNED OFF. ALL STUDENTS AND STAFF THAT ARE OUTSIDE ARE TO IMMEDIATELY MOVE TO THE PROTECTION OF AN INSIDE ROOM. PLEASE REMAIN INDOORS UNTIL FURTHER INSTRUCTIONS ARE PROVIDED."

If inside, staff should keep students in their rooms until further instructions are given
If outside, students must proceed to their rooms if it is safe to do so
If it is determined to be unsafe, staff should direct students into nearby rooms or buildings (e.g., auditorium, library, cafeteria, and gymnasium)
Staff and students who were exposed to outside air should congregate in indoor locations away from individuals who were not exposed to outside air
Anyone who is exhibiting symptoms must be treated
Staff is responsible for securing individual rooms and for completing the following procedures as needed:
Shut down the room/building HVAC (Heating Ventilation and Air Conditioning) system
Turn off local fans in the area
Close and lock doors and windows

If necessary, seal gaps under doors and windows with wet towels or duct tape, seal vents with aluminum foil or plastic wrap, and turn off sources of ignition, such as pilot lights

Situational Awareness

In the U.S., every public agency is expected to address situational awareness and personnel security. Situational Awareness is the ability to identify, process, and comprehend the critical information about an incident. More simply, it is knowing what is going on around us.

Overview

Situational Awareness requires continuous monitoring of relevant sources of information regarding actual incidents and developing hazards. A common core function of Emergency Operations Centers (EOC) is gaining, maintaining, and sharing Situational Awareness and developing a Situational Picture (SitPic) that is shared between the Incident ICS, EOC, JIS, and field staff participants in the incident.

In the early stages of activation, the EOC will obtain Situational Awareness. This is important because accurate, timely information will enable more informed, effective decision-making. An excellent tool for developing and maintaining this condition of the OODA loop.

OODA Loop

The OODA loop is the cycle: observe–orient–decide–act, developed by military strategist and United States Air Force Colonel John Boyd in the 1960s. Boyd applied the concept to the combat operations process, often at the operational level during military campaigns. It is now also often applied to understand commercial operations and learning processes.
The OODA loop has become an important concept in emergency management. According to Boyd, decision-making occurs in a recurring cycle of observe–orient–decide–act. An entity (whether an individual or an organization) that can process this cycle quickly, observing and reacting to unfolding events more rapidly than an “opponent,” can thereby "get inside" the opponent's decision cycle and gain the advantage.

Observe – Sensing yourself and the world around you
Orient – What you believe: a complex set of filters of genetic heritage, cultural predispositions, personal experience, and knowledge
Decide – A review of alternative courses of action and the selection of the preferred course as a hypothesis to be tested.
Act – Testing the decision chosen for implementation.

Every employee is a critical link to situational awareness. This annex address the expectations of this District in establishing and maintaining a vital communication and informational internal network. Whether you are in an office environment, inside a building, in the field, or at home, what you observe and absorb are invaluable to our District.

Prepare

The following list includes the minimum expectations for every employee:
Develop and maintain a personal family communication plan
Use the Family Emergency Communication Plan – Wallet Sized provided by our District
The plan should be completed at hire and updated when any of the information changes but at least annually
Share our plan with your family
Review and familiarize yourself with the District’s Emergency Operations Plan (EOP)
Prepare a “Go-Bag” for yourself with a 3-day supply of food and water
See the “Go-Bag” guide for help in assembling and stocking
Keep a copy of the District’s Critical Incident Field Operations Guide (FOG) with you at all times during work hours

Field Protocol

Before, during, and after critical incidents there are some basic steps you should take to improve your situation and help others in need:

f you are operating a vehicle or other equipment, stop your activity as soon as is safely possible (If driving, follow safe driving practices and get maneuver your vehicle without endangering your own or the safety of others)
Assess the situation using the OODA loop and take appropriate action
Follow our District's Communication protocols as outlined in the EOP
If you are unable to proceed to your primary location (starting and ending shift worksite) find out if you can return to an alternate site
If returning to any of these sites proves unreasonable, proceed to the nearest public facility (police or fire station, hospital, local government office) and notify our District of your exact location
Provide our District's Emergency Operations Center (EOC) with as much detailed information as possible:
Time, Date, and Location of Critical Incident
Your condition (unaffected, injured, etc.) and the condition of your equipment
Describe the type of incident such as fire, hazmat, earthquake, etc.
Provide details on estimate impact in your area (how much loss or damage)

Disaster Service Worker

As a California public employee, you may be called upon to work as a Disaster Service Worker (DSW) in the event of an emergency. The information contained in the Disaster Service Worker website will help you understand your role and obligations as a disaster service worker, and what to do in an emergency (California Government Code Section 3100-3109).

Special Needs Population

Planning Needs and Assumptions



For individuals with special needs, physical environments become a great deal more hostile and difficult to deal with during and after an emergency. The ability to get to accessible exits and personal items may be reduced. Communication may be impeded at a time when clear and rapid communication is crucial to safety and survival.

To comply with statutes involving students with special needs, individuals responsible for evacuation and emergency operation plans, notification protocols, shelter identification, emergency medical care and other emergency response and recovery programs must:

Have sound working knowledge of the accessibility and nondiscrimination requirements applicable under Federal disability rights laws
Know the special needs demographics of the attending students on site
Involve students with different types of disabilities and staff in identifying the communication and transportation needs, accommodations, support systems, equipment, services, and supplies that they will need during an emergency
Consider emergency accommodations for those with temporary disabilities
Identify existing resources within the site and local community that meet the special needs of these students
Develop new community partners and resources, as needed
Inform family members about the efforts to keep students safe
Identify medical needs and make an appropriate plan
Determine transportation needs, special vans, and buses for students
Identify any necessary tools such as personal response plans, evacuation equipment or visual aids
Include local responders and establish a relationship with individual students with disabilities and staff

HAZARD/THREAT ANNEX

Hazard-Threat Assessment

A representative number of participants were selected to participate in the Hazard-Threat Assessment Survey (HTAS). This survey follows best practices in emergency management and is a very important part of updating our Emergency Operations Plan.

This survey was designed to help us prioritize possible threats or hazards we may face. It covers many possible scenarios but is not exhaustive in nature. The survey information generated is invaluable in helping our Emergency Operations Plan Collaborative Planning Team identify the hazards and threats most likely to impact us.

The Collaborative Planning team has selected the following Hazards/Threats to be included in this annex:
Active Assailant
Cyber Threat or Attack
Earthquake
Extreme Heat and Unhealthy Air Quality
Fire-Structural
Fire-Forest, Wildfire, or Urban Interface
Infectious Disease
Power and Utility Failure
Severe Weather
Tsunami

Active Assailant

Purpose

Active assailant situations are often over within 10 to 15 minutes, before law enforcement arrives on the scene. Individuals must be prepared both mentally and physically to deal with an active assailant situation.



This Annex will address current best practices for dealing with Active Assailants, Before, During, and After an incident.

Situation and Assumptions

An Active Assailant is an individual actively engaged in the killing or attempting to kill people in a confined and populated area. In most cases, active assailants use firearms and there is no pattern or method to their selection of victims.

Active Assailant situations are unpredictable and evolve quickly. Typically, the immediate deployment of law enforcement is required to stop the attack and mitigate harm to victims.

Continuity of Operations (Annex Specific)

Continuity of Operations is defined as the internal effort of an organization to assure that the capability exists to continue essential functions and services in response to a comprehensive array of potential emergencies or disasters.

In the case of an active assailant actions can be taken in advance to mitigate some of the outcome of the attack.

Organization and Assignment of Responsibilities

Refer to the Organization and Assignment of Responsibilities section located in the Basic Plan.

Plan Development

This annex is part of the Hazard and Threat Annex and was developed using current best practices

Authorities and References

- CISA (Cybersecurity and Infrastructure Security Agency) Active Shooter Preparedness
  - https://www.cisa.gov/topics/physical-security/active-shooter-preparedness
- FBI (Federal Bureau of Investigation) Active Shooter Safety Resources
  - https://www.fbi.gov/how-we-can-help-you/safety-resources/active-shooter-safety-resources
- REMS (Readiness and Emergency Management for Schools) Technical Assistance Center
  - https://rems.ed.gov/IHEActiveShooterSituations.aspx

Incident Command Actions

Before

Threat and Physical Security Assessment of each site

Conducting periodic threat and physical security assessments will ensure that best practices are in place to control access to your campus.

- Appropriate perimeter fencing installation and maintenance
- Locks and closers on perimeter gates that prevent outsiders from opening the gate (mesh screen around gate area)
- Check for keyed exterior locksets of all classroom doors
- Make sure the lockset on the interior of the classroom door has a thumb lock or other quick-lock style lockset (see Figure 1- Interior Lock)
- Verify visitor access control is in place and works as intended
- Require classroom doors to be closed and locked when students are present

Student Education

- Educate students (age appropriate) through workshops, seminars, lectures, and any other opportunity to teach about the hazards of an active assailant/physical threat and ways each person can potentially react to such a situation
- Supplement in-person instructional elements with additional information to reinforce the training

Such material may be distributed in a variety of ways, including but not limited to web pages, social media, printed literature, radio/TV, etc.
Foster a respectful school community
Be aware of indications of violence and take remedial actions accordingly (i.e. If you see something, say something)





Behavioral Red Flags
Recognizing indicators for potential violence by an individual:
Increased use of alcohol and/or illegal drugs
Unexplained increase in absenteeism; vague physical complaints
Noticeable decrease in attention to appearance and hygiene
Depression/withdrawal
Resistance and overreaction to changes in policy and procedures
Repeated violations of District policies
Increased severe mood swings
Noticeably unstable, emotional responses
Explosive outbursts of anger or rage without provocation
Suicidal; comments about “putting things in order”
Behavior, which is suspect of paranoia, (“everybody is against me”)
Increasingly talks of personal problems
Talk of severe financial problems
Talk of previous incidents of violence
Empathy with individuals committing violence
Increase in unsolicited comments about firearms, other dangerous weapons, and violent crimes

Develop a positive behavioral intervention program that identifies at-risk behaviors early on and ensures administration is aware of these individuals
Decide upon communications and public information releases with your Public Information Officer prior to an incident
Develop model releases that provide well thought out and consistent messaging on behalf of the District
Discuss and decide upon Spontaneous Memorial practices including
Ease of public access
Minimize disruption of vehicular and pedestrian traffic
Monitored for appropriateness of items placed at the memorial
Prepared to announce the one location to the public and that it will be open from/to specific dates (typically no longer than 2-3 weeks)
Line-of-sight view by administration

During

Responding to an Active Assailant/Physical Threat

If you are in a situation where your safety is in question and you are at risk of harm from another person, you must quickly determine the most reasonable way to protect your own life.

Run (evacuate)

If there is an accessible escape path, attempt to evacuate the building/area. Be sure to:
Have an escape route and plan in mind
Evacuate regardless of whether others agree to follow
Leave your belongings behind
Help others escape, if possible
Prevent individuals from entering an area where the active assailant may be
Keep your hands visible, to prevent confusion to law enforcement
Follow the instructions of law enforcement personnel
Do not attempt to move wounded people
Notify Police when you are safe

Hide (lockdown)

If evacuation is not possible, find a place to hide where the active assailant is less likely to find you. Your hiding place should:
Be out of the active assailant's view
Provide protection if shots are fired in your direction (i.e. a room with a closed and locked door)
Not trap you or restrict your options for movement
Remember Cover vs. Concealment
Spread out to reduce target area
To prevent an active assailant from entering your hiding place:
Lock the door, if possible
Blockade the door with whatever is available – heavy furniture, door wedges, file cabinets, etc.
Cover any windows or openings that have a direct line of sight into a hallway
If the active assailant is nearby:
Lock the door, if possible
Close windows, shades and curtains.
Silence all cell phone and other electronic devices
Turn off any source of noise (i.e. radios, televisions, etc.)
Hide behind large items (i.e. cabinets, desks)
Remain silent

Do not sound the fire alarm
A fire alarm would signal the occupants to evacuate the building and thus place them in potential harm as they attempted to exit
Notify Police when it is safe to do so

Fight

If running and hiding are not possible:
Remain calm
Notify Police, if possible, to alert hem of the active assailant's location
If you cannot speak, leave the line open and allow the dispatcher to listen
As a last resort, and only when your life is in imminent danger, attempt to disrupt and/or incapacitate the active assailant by:
Acting as aggressively as possible against him/her
Throwing items and improvising weapons
Yelling
Committing to your actions



Law Enforcement

Law enforcement's purpose is to stop the active assailant as soon as possible. Officers will proceed directly to the area in which the last shots were heard.

While officers may prefer to team up, they are likely to deploy individually, upon arrival at the scene
Officers may wear regular patrol uniforms or external bulletproof vests, Kevlar helmets, and other tactical equipment
Officers may be armed with rifles, shotguns, handguns
Officers may use pepper spray or tear gas to control the situation
Officers may shout commands, and may push individuals to the ground for their safety
The first officers to arrive to the scene will not stop to help injured persons. Expect rescue teams comprised of additional officers and emergency medical personnel to follow the initial officers. These rescue teams will treat and remove any injured persons. They may also call upon able-bodied individuals to assist in removing the wounded from the premises.

While law enforcement personnel are still assessing the situation, uniformed security and/or police officers will move through the entire area to ensure the threat is over. For the safety of you and the officers, you may be handcuffed until the incident details are fully known.

How to react when law enforcement arrives:

Remain calm, and follow officers' instructions
Put down any items in your hands (i.e., cell phones, bags, jackets)
Immediately raise hands and spread fingers
Always keep hands visible
Avoid making quick movements toward officers such as holding on to them for safety
Avoid pointing, screaming and/or yelling
Do not stop to ask officers for help or direction when evacuating, just proceed in the direction from which officers are entering the premises

Once you have reached a safe location or an assembly point, you will likely be held in that area by law enforcement until the situation is under control, and all witnesses have been identified and questioned. Do not leave until law enforcement authorities have instructed you to do so.

Considerations
If a security threat is imminent or occurring, our personnel will take all reasonable and appropriate actions to minimize the hazard to the District's students and staff. If the perpetrator(s) is known, Incident Command will immediately deactivate the incident site's ID card(s) to prevent the individual(s) from entering a building/room equipped with card access.

For locations without electronic access control, incident personnel will make reasonable attempts to secure these doors as quickly as possible. The nature of the threat may make it unsafe for incident personnel to move from door-to-door, thus preventing these locations from being quickly secured.

If you become aware of an active assailant situation, immediately notify Police at 911. Information to provide to law enforcement or 911 operators:
Location of the active assailant
Number of assailants
Identity of the assailant(s), if known
Physical description of assailant(s)
Number and type of weapons held by the assailant(s)
Number of potential victims at the location

After

Good Practice for Coping
Good Practice for Coping
Be aware of your environment and any possible dangers
Take note of the two nearest exits in any facility you visit
If you are in an office, stay there and secure the door
If you are in a hallway, get into a room and secure the door
As a last resort, attempt to take the active assailant down. When the assailant is at close range and you cannot flee, your chance of survival is much greater if you try to incapacitate him/her.
Call 911 when it is safe to do so

Any time there is a significant security concern, we will make every reasonable attempt to immediately increase security on site. At the same time emergency personnel are responding to the emergency, public safety officials will communicate the hazard to the community via all available and appropriate means.

If you receive an official emergency communication notifying you of a hazardous situation where you must take immediate action to protect yourself, stay as calm as possible and follow these procedures. Only you will be able to determine the safest course of action that should be taken.

Bomb Threat Procedures and Checklist – DHS

BOMB THREAT PROCEDURES

This quick reference checklist is designed to help employees and decision makers of commercial facilities, schools, etc. respond to a bomb threat in an orderly and controlled manner with the first responders and other stakeholders.

Most bomb threats are received by phone. Bomb threats are serious until proven otherwise. Act quickly, but remain calm and obtain information with the checklist on the reverse of this card.

If a bomb threat is received by phone:

1. Remain calm. Keep the caller on the line for as long as possible. DO NOT HANG UP, even if the caller does.
2. Listen carefully. Be polite and show interest.
3. Try to keep the caller talking to learn more information.
4. If possible, write a note to a colleague to call the authorities or, as soon as the caller hangs up, immediately notify them yourself.
5. If your phone has a display, copy the number and/or letters on the window display.
6. Complete the Bomb Threat Checklist immediately. Write down as much detail as you can remember. Try to get exact words.
7. Immediately upon termination of call, DO NOT HANG UP, but from a different phone, contact authorities immediately with information and await instructions.

If a bomb threat is received by handwritten note:

- Call _____
- Handle note as minimally as possible.

If a bomb threat is received by e-mail:

- Call _____
- Do not delete the message.

Signs of a suspicious package:

- No return address
- Excessive postage
- Stains
- Strange odor
- Strange sounds
- Unexpected delivery
- Poorly handwritten
- Misspelled words
- Incorrect titles
- Foreign postage
- Restrictive notes

Refer to your local bomb threat emergency response plan for evacuation criteria

DO NOT:

- Use two-way radios or cellular phone. Radio signals have the potential to detonate a bomb.
- Touch or move a suspicious package.

WHO TO CONTACT (Select One)

- **911**
- **Follow your local guidelines**

For more information about this form contact the DHS Office for Bombing Prevention at OBP@dhs.gov

Homeland Security

2014

BOMB THREAT CHECKLIST

DATE: **TIME:**

TIME CALLER HUNG UP: **PHONE NUMBER WHERE CALL RECEIVED:**

Ask Caller:

- Where is the bomb located? (building, floor, room, etc.)
- When will it go off?
- What does it look like?
- What kind of bomb is it?
- What will make it explode?
- Did you place the bomb? Yes No
- Why?
- What is your name?

Exact Words of Threat:

Information About Caller:

- Where is the caller located? (background/level of noise)
- Estimated age:
- Is voice familiar? If so, who does it sound like?
- Other points:

Caller's Voice

- ☐ **Female**
- ☐ **Male**
- ☐ Accent
- ☐ Angry
- ☐ Calm
- ☐ Clearing throat
- ☐ Coughing
- ☐ Cracking voice
- ☐ Crying
- ☐ Deep
- ☐ Deep breathing
- ☐ Disguised
- ☐ Distinct
- ☐ Excited
- ☐ Laughter
- ☐ Lisp
- ☐ Loud
- ☐ Nasal
- ☐ Normal
- ☐ Ragged
- ☐ Rapid
- ☐ Raspy
- ☐ Slow
- ☐ Slurred
- ☐ Soft
- ☐ Stutter

Background Sounds

- ☐ Animal noises
- ☐ House noises
- ☐ Kitchen noises
- ☐ Street noises
- ☐ Booth
- ☐ PA system
- ☐ Conversation
- ☐ Music
- ☐ Motor
- ☐ Clear
- ☐ Static
- ☐ Office machinery
- ☐ Factory machinery
- ☐ Local
- ☐ Long Distance

Other Information:

_____

_____

_____

_____

Threat Language

- ☐ Incoherent
- ☐ Message read
- ☐ Taped message
- ☐ Irrational
- ☐ Profane
- ☐ Well-spoken

Cyber Threat or Attack

Purpose



Understanding the risks and motivations behind cyber threats or attacks is crucial in establishing and implementing this Cyber Threat or Attack annex. Technology continues to improve and develop at an amazing pace and with that advancement comes the challenges of protecting what we collect and manage using that technology.

Common criminals as well as hostile foreign actors have a couple of primary motivations when it comes to attacking your organization's cyber space. Both money and operational disruption are at the top of that list. For some hackers, they thrive on finding ways to access your information and then sell it, or threaten to disclose it asking for a "ransom," while freezing up your means of storing, accessing, or distributing information.

This annex will focus on the incident management perspective and address what to do before, during, and after an incident, following current best practices. These practices fall under the general category of cyber security.

Situation and Assumptions

Think of the cyber world as you would your own facilities. You provide appropriate fencing to ensure the security of those within its boundaries. The more access points you provide the more difficult it becomes to keep that site secure and safe. The cyber world is really the same way. Years ago we may have had only a handful of access points to our local area network. As technology improved, we added access. As we added access we provided more entry points for those who would seek our harm.

We are making some basic assumptions about systems and practices we should have in place:

- Installed and using modern firewall and antivirus software
- Conducting regular antivirus scanning
- Configured firewalls to prevent ransomware
- Keeping operating systems patches up-to-date
- Completing critical patching as expeditiously as possible
- Conducting employee cyber security awareness training including current best practices
- Keeping individual sites segregated
- Keeping user groups segregated (staff and student users segregated)
- Keeping privilege access management limited
- Using multi-factor authentication
- Implemented and using strong password policy
- Using off-site back up
- Providing email filtering to prevent spam reaching employees

Organization and Assignment of Responsibilities

Our IT department will have leadership over all aspects of our technology equipment and network spaces. They are the core of our Cyber Security Incident Response Team.

It is the responsibility of our Information Technology (IT) professionals to maintain a safe and secure cyber space. However, it is every network user's responsibility to follow best practices introduced by our IT professionals.

Glossary of Terms

Cyber Security Incident Response Team (CSIRT)

A group of experts that assesses, documents and responds to a cyber incident so that a network can not only recover quickly, but also avoid future incidents.

Denial-of-service attack

A denial-of-service attack floods systems, servers, or networks with traffic to exhaust resources and bandwidth. As a result, the system is unable to fulfill legitimate requests. Attackers can also use multiple compromised devices to launch this attack. This is known as a distributed-denial-of-service (DDoS) attack.

DNS Tunneling

DNS tunneling utilizes the DNS protocol to communicate non-DNS traffic over port 53. It sends HTTP and other protocol traffic over DNS. There are various, legitimate reasons to utilize DNS tunneling. However, there are also malicious reasons to use DNS Tunneling VPN services. They can be used to disguise outbound traffic as DNS, concealing data that is typically shared through an internet connection. For malicious use, DNS requests are manipulated to exfiltrate data from a compromised system to the attacker's infrastructure. It can also be used for command and control callbacks from the attacker's infrastructure to a compromised system.

Malware

Malware is a term used to describe malicious software, including spyware, ransomware, viruses, and worms. Malware breaches a network through a vulnerability, typically when a user clicks a dangerous link or email attachment that then installs risky software. Once inside the system, malware can do the following:

- Blocks access to key components of the network (ransomware)
- Installs malware or additional harmful software
- Covertly obtains information by transmitting data from the hard drive (spyware)
- Disrupts certain components and renders the system inoperable

Man-in-the-middle attack

Man-in-the-middle (MitM) attacks, also known as eavesdropping attacks, occur when attackers insert themselves into a two-party transaction. Once the attackers interrupt the traffic, they can filter and steal data.

Two common points of entry for MitM attacks:

- On unsecure public Wi-Fi, attackers can insert themselves between a visitor's device and the network. Without knowing, the visitor passes all information through the attacker.
- Once malware has breached a device, an attacker can install software to process all of the victim's information.

Phishing

Phishing is the practice of sending fraudulent communications that appear to come from a reputable source, usually through email. The goal is to steal sensitive data like credit card and login information or to install malware on the victim's machine. Phishing is an increasingly common cyberthreat.

SQL injection

A Structured Query Language (SQL) injection occurs when an attacker inserts malicious code into a server that uses SQL and forces the server to reveal information it normally would not. An attacker could carry out a SQL injection simply by submitting malicious code into a vulnerable website search box. Learn how to defend against SQL injection attacks.

Zero-day exploit

A zero-day exploit hits after a network vulnerability is announced but before a patch or solution is implemented. Attackers target the disclosed vulnerability during this window of time. Zero-day vulnerability threat detection requires constant awareness.

Incident Command Actions

Maintaining a best-practices approach to cyber security requires us to keep up to date on current trends and threats in the cyber world. Most of what we know comes from internet service providers who share this information to help us be better prepared.

Our cybersecurity response process recommendations by the SANS Institute, as defined in its Incident Handler's Handbook.

Before

Preparation

- Define, develop, and implement an Information Security policy and procedures that addresses current and possible future risks to cyber information handing and protection
- Conduct regular and periodic training for our staff to ensure they have the tools they need to preserve our cyber security. This may include hands-on virtual or email tests and scenarios designed to reinforce safe cyber practices and protect our digital/cyber foot print.
- Perform regular security assessments and intrusion testing
- Provide a trained staff Cybersecurity Incident Response Team (CSIRT)

During

Identification

- Monitor IT systems and detect deviations from normal operations and see if they represent actual security incidents
- Establish type and severity
- Log actions and responses
- Collect evidence

Containment

- Isolate impacted system(s)
- Implement temporary workarounds to maintain operations

Eradication

- Identify the root cause
- Remove malicious software from all affected systems
- Take action to prevent root cause from recurring

Caution



After

Recovery

- Bring affected systems back online
- Test, verify, and monitor affected systems to ensure they are operating normally

After-Action Report

- Finalized incident documentation
- Perform a retrospective of the incident to determine what was effective and what was not to identify lessons learned
- Modify and update this annex and any policy or procedure identified as insufficient or failed in the after-action debrief and report

Authorities and References

State

Cal OES - California Cybersecurity Integration Center

- https://www.caloes.ca.gov/cal-oes-divisions/law-enforcement/california-cybersecurity-integration-center

Federal

Department of Homeland Security - Cybersecurity and Infrastructure Security Agency (CISA)

- https://www.cisa.gov/

National Institute of Standards and Technology (NIST) – Cybersecurity

- https://www.nist.gov/cybersecurity

Earthquake

Duck, Cover, and Hold

This action is used to protect students and staff from flying or falling debris. Upon the first indication of an earthquake, staff should direct students to Duck, Cover, and Hold.



The Incident Commander will make the following announcement on the PA System:

"ATTENTION PLEASE. DUCK, COVER AND HOLD. DUCK, COVER, AND HOLD. ADDITIONAL INFORMATION TO FOLLOW."

Note: If the PA system is not available, use other means of communication, i.e. send messengers to deliver instructions, email, etc.

Description of Action

If inside

Drop to knees
Get under desk and remain facing away from windows
Clasp both hands behind neck
Bury face in arms
Make body as small as possible
Close eyes and cover ears with forearms.

If outside

Drop to knees
Clasp both hands behind neck
Bury face in arms
Make body as small as possible
Close eyes and cover ears with forearms.
Avoid glass and falling objects

Procedures

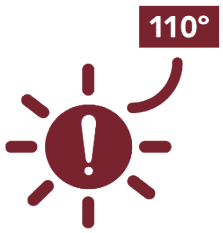
Avoid glass and falling objects. Move away from windows, heavy suspended light fixtures, and other overhead hazards.
When the shaking stops, the Incident Commander will issue the All Clear Response
Use prescribed routes and proceed directly to the Assembly Area. Teachers shall notify the Student Attendance/Release Team of missing students.
The Incident Commander to direct the Security Team to post guards a safe distance away from building entrances to prevent access.
Warn all personnel to avoid touching fallen electrical wires.
First Aid Team will check for injuries and provide appropriate first aid.
The Incident Commander will direct the Facility Team to turn off water, gas, and electrical and to alert appropriate utility company of damages, if appropriate.
If the area appears safe, the Search and Rescue team will be cleared by the Incident Commander to make an initial inspection of the District's buildings, if needed.
The Incident Commander will contact the Superintendent to determine if additional actions are deemed necessary.

During Non-Operating Hours

The Incident Commander and Identified Maintenance/Facilities Personnel will assess damages to determine needed corrective actions. For apparent damages, contact the Superintendent to determine if the District should be closed. If the District must be closed, notify staff and students as identified in District Closure Response Procedure.

Extreme Heat and Unhealthy Air Quality

Purpose



The purpose of this annex is to ensure that staff is advised of hazardous conditions caused by extreme heat conditions and/or unhealthy air quality and to minimize exposure to those conditions. Governmental agencies, such as the Air Quality Management District (AQMD), the National Weather Service (NWS-NOAA), the Center for Disease Control (CDC) and others provide guidance in how to respond to unhealthful air quality and extreme heat conditions.

Actions

The Incident Commander monitors air quality and heat conditions to provide recommended actions during an unhealthful air quality or extreme heat event. The Incident Commander will keep the Senior Executive or designee informed of these conditions and activate this annex. Upon activation, site administrators will perform the following:

Notify students and staff when unhealthful air quality or extreme heat conditions exist.
Modify District programs and work assignments for the protection of students and staff.
Adhere to the Unhealthful Air Quality and Extreme Heat Plan to correspond with current recommendations of both the AQMD and the NWS.
Cooperate with other governmental agencies and with the total community in matters of critical concern regarding unhealthful air quality and extreme heat.

District Activities and What To Do During Extreme Heat Conditions.

The National Weather Service (NOAA) provides information on responding to extreme heat conditions. The Incident Commander monitors temperature and humidity in the District and the National Weather Service website to ensure that our District sites are notified upon attainment of an extreme heat condition.
Always provide adequate amounts of water to students and staff to maintain appropriate hydration, use areas shaded from the direct sunlight, and:
When the Heat Index reaches the range of 90 to 105 degrees Fahrenheit, sunstroke, heat cramps, and heat exhaustion are possible. Everyone shall minimize prolonged, vigorous outdoor activity.
When the Heat Index reaches the range of 105 to 130 degrees Fahrenheit, sunstroke and heat exhaustion are likely and heat stroke is possible. Everyone shall discontinue prolonged, vigorous outdoor activity.
When the Heat Index reaches or exceeds 130 degrees Fahrenheit, heat stroke is highly likely with continued exposure. Everyone shall discontinue all vigorous outdoor activity.

Fire - Structural



The following procedure addresses the necessary actions that should be taken if a fire is discovered in or on the District's facilities. A timely response to this situation is critical to prevent injuries and further property damage.

Procedure

NOTE – There are cases during Active Assailant incidents where the assailant may trigger the fire alarm. This is done as a means to induce students and staff to evacuate which may provide the assailant with more "targets." Modified responses to a fire alarm should be discussed with your local fire and law enforcement jurisdictions to coordinate best practices for your district.
If a fire is discovered on site, the administrative staff will immediately signal the fire alarm and direct students out of the building.
The Incident Commander will call 911 and provide the location and nature of the incident
The Incident Commander will immediately initiate the Off-Site Evacuation Procedures
Staff and students will evacuate buildings using pre-designated routes or other safe routes and convene at the Assembly Area
Site staff members must bring their student rosters and take attendance at the Assembly Area to account for all students
Staff will notify the Incident Commander of any missing students
If safe to do so, staff will use fire extinguishers to suppress the fire until the local fire department arrives
All fires, regardless of size, which are extinguished by site personnel, require a call to the responding Fire Department to indicate "the fire is out"
The Incident Commander will secure the area to prevent unauthorized entry and keep access roads clear for emergency vehicles
The Incident Commander will notify the Senior Executive of the fire. The Senior Executive should work with the Public Information Officer
Outreach and Communication to disseminate information
In the event that students need to be released from the school site, refer to the Reunification Annex for reunification procedures
If necessary, the Incident Commander will notify appropriate Transportation official to request transportation for student and staff evacuation.

Any affected areas will not be reopened until the Fire Department or the appropriate agency provides clearance and the Incident Commander issues authorization to do so. For fires during non-school hours, the Incident Commander and the Senior Executive will determine if the school site will open the following day.

Fire - Forest, Wildfire, or Urban Interface

General



Fires can happen in almost any place, at any time, in almost any condition or circumstance as long as there is fuel, oxygen, and heat. While District's are required to have regularly scheduled fire drills by California law it is easy to overlook the risks associated with poor housekeeping, excessive and dried wildland shrubs and trees close to the District sites and many other factors. The damage caused by fire is real and serious, but the potential hazard of smoke can sometimes be even worse.

Fire in Surrounding Area

The following procedure addresses actions that should be taken in the event that a fire is discovered in an area nearby District grounds. The initiated response actions should take into consideration the location and size of the fire, its proximity to the District site, and the likelihood that the fire may affect the District.

Incident Command Actions

Before

Review and update the "Recovery" Annex located in your Functional Annex following current State and Federal "Best Practices" guidelines
Locate and participate in CSTI's course, "Recovery From Disasters: The Local Community Role (G-205)
Identify and include your "whole community" in strengthening your Pre-Disaster Recovery framework

During

Call 911 if you see a fire or flames.
Activate and follow your Emergency Operations Plan.
Use your internal Emergency Management Alert System to communicate with staff, students and parents.
Always follow instructions from your local emergency agencies (Fire and Law Enforcement).
If trapped, call 911 and give your location, but be aware that emergency response could be delayed or impossible. Turn of HVAC and natural gas. Turn on lights to help rescuers find you if you have power. Fill sinks and tubs with water and keep windows and doors unlocked.
Ensure you have a representative designated to be in contact with Cal OES (may be specific to your region) and your local EOC
You might consider predesignating a representative to be an active member of the Recovery task force.
If your site is a designated shelter or evacuation point, follow the instructions of the organization or agency that is managing the site (ie: American Red Cross).
Follow the Cal/OSHA Protection from Wildfire Smoke regulation, Title 8, Section 5141.1 for use of N95 respirators. https://www.dir.ca.gov/title8/5141_1.html. and you can find resources on wildfire smoke safety in this Cal/OSHA link. https://www.dir.ca.gov/dosh/Worker-Health-and-Safety-in-Wildfire-Regions.html
Monitor the Air Quality Index (AQI) at www.airnow.gov and enter the zip code of the location where you will be working. The current AQI is also available from the U.S. Forest Service at https://tools.airfire.org/ or a local air district, which can be located at www.arb.ca.gov/capcoa/dismap.htm
Listen to EAS, NOAA Weather Radio, or local alerting systems for current emergency information and instructions.

If you are not ordered to evacuate but smoky conditions exist, stay inside in a safe location or go to a location where smoke levels are lower, if possible.
Avoid vigorous activities outdoors and if travelling in a vehicle in the areas affected, close windows and make sure air is on "re-circulate" mode.

After

Continue to follow your EOP Recovery Annex
Listen to authorities to find out when it is safe to return and whether water is safe to drink.
Avoid hot ash, charred trees, smoldering debris, and live embers. The ground may contain heat pockets that can burn you or spark another fire. Consider the danger to pets and livestock.
Avoid downed power lines.
Send text messages or use social media to reach out to family and friends. Phone systems are often busy following a disaster. Make calls only in emergencies.
For those that are part of the damage assessment team, ensure training on personal protective equipment (PPE) use is conducted.
Continue to monitor the Air Quality Index (AQI) at www.airnow.gov and enter the zip code of the location where you will be working. The current AQI is also available from the U.S. Forest Service at https://tools.airfire.org/ or a local air district, which can be located at www.arb.ca.gov/capcoa/dismap.htm
Contact your insurance company/insurance pool/JPA for assistance.
Document everything you do related to the fire. For more details on this process, refer to the IMReady FEMA document.
Wildfires dramatically change landscape and ground conditions, which can lead to increased risk of flooding due to heavy rains, flash flooding and mudflows. Flood risk remains significantly higher until vegetation is restored — up to 5 years after a wildfire.
Be prepared to provide emotional and wellbeing services and resources for students and staff. Mental and physical fatigue are common in these situations .
https://www.cdc.gov/disasters/wildfires/afterfire.html and https://emergency.cdc.gov/coping/index.asp and www.NCTSN.org.

Any responsible person who observes a fire in the area outside of the District should immediately call 911 and notify the Incident Commander
The Incident Commander will initiate the appropriate Immediate Response Actions, which may include Shelter-in-Place, On-Site Evacuation, or Off-Site Evacuation
The Incident Commander will call 911 (to verify – good redundancy) and provide the location and nature of the incident
The Incident Commander will act to prevent students from approaching the fire and keep routes open for emergency vehicles
The Incident Commander will work with responding emergency personnel to determine if District grounds are threatened by the fire, smoke, or other hazardous conditions
If the Incident Commander issues the On-Site Evacuation procedure, staff and students will evacuate the affected building(s) using pre-designated routes or other safe routes and convene at the Assembly Area
All District staff members must bring their student rosters and take attendance at the Assembly Area to account for all students. Staff will notify the Incident Commander of any missing students
The Incident Commander should monitor local radio stations for emergency information.
The Incident Commander will notify the Senior Executive of the emergency situation
The office of the Senior Executive should work with the Office of Public Information and Communication to disseminate information
If necessary, the Incident Commander will notify the appropriate Transportation official to request transportation for staff and student evacuation
The Incident Commander will initiate Off-Site Evacuation procedures, as described in the Evacuation Annex, if warranted by changes in conditions
• In the event that students need to be released from the District site, refer to the Reunification Annex for reunification procedures

Infectious Disease

Purpose



The purpose of the Infectious Disease annex is to help equip our organization to be ready for the unexpected – before, during, and after an infectious disease outbreak. This annex does note replace the required Injury and Illness Prevention Program (IIPP) or other health and safety orders relevant to California Occupational Safety and Health Administration (Cal OSHA) or California Department of Public Health (CDPH)requirements.

Following are two current and specific requirements:

- COVID-19 Safety Plan (CSP) – The CSP is outlined in the CDPH Guidance and Framework for K-12 schools dated January 14, 2021
- The COVID-19 Prevention Plan (CPP) – The CPP is a requirement of the Cal/OSHA COVID -19 Prevention emergency temporary standard.

Infectious diseases occur, often with little or no warning. Essentials that need to be considered include the following:
EOPs may have to be activated with community partners if there is an infectious disease outbreak;
Rapid evolution and dissemination of information about an infectious disease incident will likely require activation of the Communication Annex;
Extensive absences may cause normal operations to close for days or weeks, calling for the activation of the Continuity of Operations (COOP) Annex;
Depending on the disease, there may potentially be some deaths in the community; and,
If handled poorly, community trust in our organization is likely to be shaken.

Disease Sources

Infectious diseases are illnesses that are transmitted from one person to another through various routes. These infectious diseases can be viral, bacterial, or fungal. Some of the more common infectious diseases that may affect us are:
Gastroenteritis; norovirus; influenza; chicken pox; and hand, foot, and mouth, which are all caused by a viral infection, Bacterial infections that can cause E. Coli, MRSA, and strep throat, and Fungal infections, like ringworm.

Influenza, one of the most common infectious diseases, is a highly contagious viral disease. Pandemic influenza differs from both seasonal influenza (flu) and avian influenza in the following aspects:
It is a rare global outbreak which can affect populations around the world.
It is caused by a new influenza virus to which people do not have immunity
Depending upon the specific virus, it can cause more severe illness than regular flu
Influenza can affect young healthy people more so than older, sick people. The Department of Health and Human Services will take the lead in mobilizing a local response to pandemic influenza. Public health alerts will be reported to our organization and the community. Individual rooms, hallways or, if necessary, entire sites may be closed temporarily to contain spread of the virus.

While influenza is the most common infectious disease there are others that can greatly affect our operations, including reduction in work force size to levels that make it difficult to fulfill organizational or operational mission objectives. The “Historical Information” section of this annex identifies some of the major infectious diseases that have affected us in the near past.

Rate of Spread

Infectious diseases may be categorized according to the rate at which they infect the population. The U.S. Centers for Disease Control and Prevention (CDC) categorizes the rate at which diseases are spread as a continuum from smallest to largest: case, outbreak, epidemic, and pandemic.

Case
A case is defined as an individual with the disease.

Outbreak
An outbreak is defined as a localized, as opposed to a generalized, epidemic. This term is also used synonymously with epidemic, and is sometimes the preferred word, as it may prevent sensationalism associated with the word epidemic.

Epidemic
An epidemic is defined as the occurrence of more cases of disease than expected in a given area or among a specific group of people over a period.

Pandemic
A pandemic is defined as an epidemic occurring over a very wide area (several countries or continents) and usually affecting a large proportion of the population.

Situation and Assumptions
The World Health Organization (WHO) provides an influenza pandemic alert system, with a scale ranging from Phase 1 (a low risk of a flu pandemic) to Phase 6 (a full-blown pandemic). See Figure 1, below.
Phase 1: A virus in animals has caused no known infections in humans.
Phase 2: An animal flu virus has caused infection in humans.
Phase 3: Sporadic cases or small clusters of disease occur in humans. Human-to-human transmission, if any, is insufficient to cause community-level outbreaks.
Phase 4: The risk for a pandemic is greatly increased but not certain.
Phase 5: Spread of disease between humans is occurring in more than one country of one WHO region.
Phase 6: Community-level outbreaks are in at least one additional country in a different WHO region from phase 5. A global pandemic is under way.

Figure 1: Infectious Disease Phases (WHO)



Concept of Operations

We monitor the following levels of activation for our EOP and Emergency Operations Center:

Level 3 (lowest level):

This level implies that, with modest augmentation, the lead agency or program can address the primary needs of the response. In the United States, many small natural disasters or environmental responses fall into this activation level.

Level 2 (intermediate level):

This level implies substantial augmentation is required for the lead agency or program to meet response requirements.

Level 1 (highest level):

This level requires an agency wide response and often includes domestic and international partners. As an example, there have been five Level 1 activations since 2005: Hurricane Katrina (2005), influenza A (H1N1) pandemic (2009–10), Ebola virus disease outbreak (2014–2016), Zika virus outbreak (2016–2017), and Coronavirus Disease 2019 (2019-202?).

Continuity of Operations (Annex Specific)

Important Notice

Occupational Health and Safety standards impose additional requirements on employers to protect employees from airborne infectious diseases like COVID-19 and pathogens transmitted by aerosols. Under section 3203 of California's general industry safety regulations, employers must establish, implement, and maintain an effective Injury and Illness Prevention Program (IIPP) to protect employees from workplace hazards. Employers are required to determine if the infectious disease is a hazard in their workplace. If it is a workplace hazard, then employers must implement infection control measures, including applicable and relevant recommendations from federal, state and local guidelines. It is the employer's responsibility to maintain a current and relevant IIPP.

All staff are to be informed regarding protective actions and/or modifications related to this plan. Messaging and risk communications during an emerging infectious disease or pandemic will be conducted by our Emergency Operations Center. Guidance and instructions on established infection control measures such as social distancing, personnel

protective equipment and telework polices are provided by our Emergency Operations Center to assist in limiting the spread of influenza at the primary and alternate worksites.

Within the workplace, social distancing measures could take the form of:

Modifying the frequency and type of face-to-face employee encounters (e.g., placing moratoriums on hand-shaking, substituting teleconferences for face-to-face meetings, staggering breaks, posting infection control guidelines);
Establishing flexible work hours or worksite, (e.g., telecommuting);
Promoting social distancing between employees and those with whom they interact to maintain six-feet spatial separation between individuals; and
Implementing strategies that request and enable employees with influenza to stay home at the first sign of symptoms.

Frequent, daily contact is important to keep our employees informed about developments in our response, impacts on the workforce, and to reassure employees that we are continuing to function as usual.
When necessary, our planners and pandemic response teams will include deliberate methods to measure, monitor, and adjust actions to changing conditions and improved protection strategies.

Implement a formal worker and workplace protection strategy with metrics for assessing worker conformance and workplace cleanliness.
Monitor and periodically test protection methods.
Track and implement changes in approved or recommended protection measures.
Pre-position material and equipment onsite.
Ensure essential personnel are at the primary worksite.
Reaffirm that essential suppliers have their material and personnel on-hand and can respond, and support as planned.
Coordinate with local public health and emergency response points of contact to ensure open, adequate communications.

Organization and Assignment of Responsibilities

We utilize the Standardized Emergency Management System (SEMS) which incorporates the Incident Command System (ICS) as the method of managing a crisis or event until operations return to “normal.” This includes activation, when necessary, of incident command posts and the activation of our EOC.

Plan Development

During the health crisis it is vital that we capture lessons learned and alternative practices to our operations as they occur
Maintain a central depository for this information to use it following the crisis to update this annex and our EOP in general
It is our intent to review our EOP and annexes at least annually and update as necessary to maintain a best-practices EOP
We will share this annex periodically with our Health partners to ensure it has captured the most current trends and practices

Authorities and References

In the United States, the responsibility for public health rests primarily with city or county and state public health agencies. All states and many large counties and cities have their own public health departments. Although many public health investigations are conducted with local resources, a city, county, or state health department can request field

epidemiologic or laboratory assistance from the next higher-level public health agency in response to a large or complex outbreak or problem that requires additional staff, expertise, or other resources.

In the United States, the Centers for Disease Control and Prevention (CDC) is the highest-level public health agency. Federal prisons, military bases, and tribal reservations have their own independent health systems but also can request assistance from CDC. Globally, countries can request assistance for field investigations from the World Health Organization, which coordinates with its members for needed resources. The Centers for Disease Control and Prevention (cdc.gov) contains the most current and relevant information on specific exposures and the appropriate practices and protocols.

Incident Command Actions

Before

One of the best things to do prior to an infectious disease incident is to identify, collect, and maintain current and relevant contact information of organizations and agencies that will be important to our ongoing operations. These should include local, state, and federal public health jurisdictions such as:
Your local health department contact
(Searchable database https://www.naccho.org/membership/lhd-directory)
California Department of Public Health – https://www.cdph.ca.gov/
Centers for Disease Control and Prevention (CDC) - https://www.cdc.gov/

Building and maintaining relationships with local health officials cannot be over emphasized. This effort before an infectious disease outbreak will prove invaluable as we seek support and guidance in maintaining, shutting down, and resuming operations.

In addition to this practice it is important to identify and document operational norms and standards that you maintain on an ongoing basis. These records will greatly help you resume operations following a major infectious disease event.

During

We activate our Emergency Operations Plan at a level sufficient to stay ahead of issues as much as possible including the activation of:
Communication annex
Continuity of Operations Plan (COOP) annex

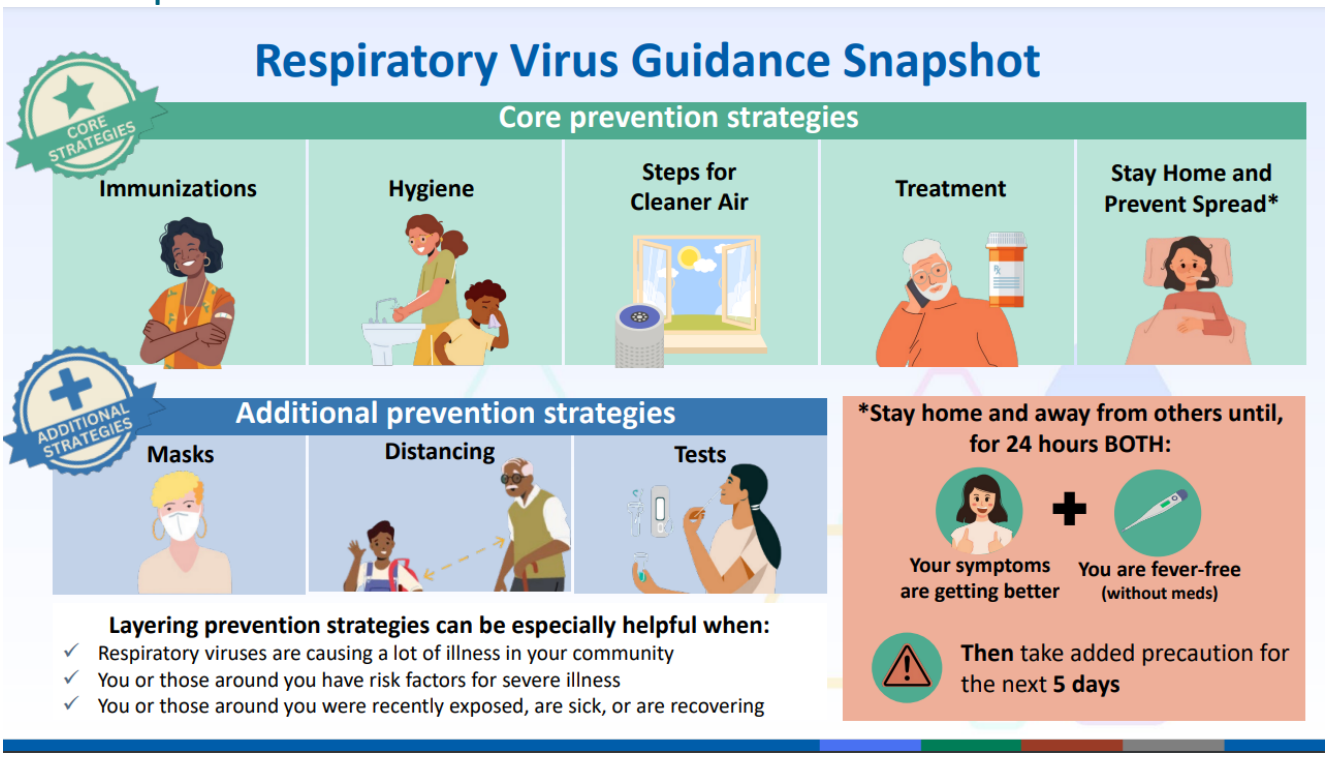
Additional actions include:
Maintain contact with our local Health Department and coordinate our actions based upon their recommendations
Collect preventive informational flyers and documents and disseminate to staff and/or students, as relevant
Activate heightened surveillance of illness within our sites. Gather data on symptoms of all students and/or staff who are sick at home.
Insure those who are ill stay home
Send the sick home immediately
Provide fact sheets and guidelines for families to make them aware of symptoms and remind them of respiratory hygiene etiquette
Monitor bulletins and alerts from the Department of Health and Human Services
Keep staff and students informed of developing issues
Assist the Department of Health and Human Services in monitoring outbreaks
Respond to media inquiries regarding organization attendance status
Implement telework procedures, if necessary, so that staff can stay home

Maintain surveillance after the initial epidemic in the event a second wave passes through the community

After

As with any major crisis or incident the major goal of our institution is to get things back to “normal.” This means restoration of our primary operations back to pre-incident or event levels. This is most effectively accomplished when there are accurate and well-maintained records and practices in place that help us on this recovery journey. Following are key concepts and actions that should be considered in getting back to “normal.”

COVID-19 Specific Guidance



Power and Utility Failure



Extended power outages may impact the whole community and the economy. A power outage is when the electrical power goes out unexpectedly. A power outage may:
Disrupt communications, water, and transportation
Close retail businesses, grocery stores, gas stations, ATMs, banks, and other services
Cause food spoilage and water contamination
Prevent use of medical devices

Protect Students And Staff During A Power Outage

Keep freezers and refrigerators closed
Only use generators outdoors and away from windows or air intakes
Do not use gas appliances for heating
Disconnect appliances and electronics to avoid damage from electrical surges
Have alternate plans for refrigerating medicines or using power-dependent medical devices
If safe, go to an alternate location for heat or cooling

Electrical Systems

The M&O Department should identify the location of all electrical main and subpanels throughout the site
Use a clean and clear site map of each site and label the map “Electrical Systems Field Operations Guide” (known as the Electrical Systems FOG)
Indicate the locations of the main electrical shut-off and each sub-panel main shut-off in the Electrical Systems FOG
Include a photo of each panel and label the photos corresponding to the panel numbers
If panels do not have a numeric identifier, consider adding that at all panel locations
Label the site main and subpanel main shut-off for each panel so as to minimize confusion
Laminate or plastic-protect the Electrical Systems FOG and provide to designated and trained employee(s) who will be responsible for emergency shutdown and restoration following an electrical failure

Backup Supplies and Other Resources

Identify all of the items needed that rely on electricity
Identify and have emergency plans for students or staff relying upon medical devices powered by electricity and refrigerated medicines
Find out how long medication can be stored at higher temperatures and get specific guidance for any medications that are critical for life
Plan for batteries and other alternatives to meet our needs when the power goes out
Sign up for local alerts and warning systems. Monitor weather reports
Ensure that any carbon monoxide detectors are in working order and that battery backups are available
Determine whether the phone system will work in a power outage and how long battery backup will last
Review the supplies that are available in case of a power outage
Have flashlights with extra batteries available for individual rooms or offices without exterior light sources
Maintain an inventory of nonperishable food and water
Regularly check the thermometer in the refrigerator and freezer so that we can know the temperature when the power is restored. Throw out food if the temperature is 40 degrees or higher
Keep mobile phones and other electric equipment charged and gas tanks full

Survive During

When power goes out, a trained and responsible employee should:
Keep freezers and refrigerators closed. The refrigerator will keep food cold for about four hours. A full freezer will keep the temperature for about 48 hours. Use coolers with ice if necessary. Monitor temperatures with a thermometer.
Maintain food supplies that do not require refrigeration
Avoid carbon monoxide poisoning. Generators and any fuel or gas-powered devices should always be used outdoors and at least 20 feet away from windows
Turn off or disconnect all appliances, equipment, or electronics. Power may return with momentary “surges” or “spikes” that can cause damage

Power Restoration

When in doubt, throw it out! Throw away any food that has been exposed to temperatures 40 degrees or higher for two hours or more, or that has an unusual odor, color, or texture
If the power is out for more than a day, discard any medication that should be refrigerated, unless the drug’s label says otherwise. If a life depends on the refrigerated drugs, consult a doctor or pharmacist and use medicine only until a new supply is available

Severe Weather

Purpose



The State of California is vulnerable to a variety of severe weather hazards. This incident annex addresses the hazards associated with severe weather. When severe weather occurs, the impacts can be devastating and may affect isolated locations or multiple jurisdictions simultaneously.

When the impacts exceed the capabilities of local jurisdictions, the State must respond in a prompt, organized, and efficient manner to save lives, mitigate property damage, and restore a sense of normalcy to the community. This response is coordinated through the Governor's Office of Emergency Services (OES) in concert with local, state, Federal, volunteer, and private sector partners.

Situation and Assumptions

El Niño

During El Niño, trade winds weaken. Warm water is pushed back east, toward the west coast of the Americas. El Niño means Little Boy in Spanish. South American fishermen first noticed periods of unusually warm water in the Pacific Ocean in the 1600s. The full name they used was El Niño de Navidad because El Niño typically peaks around December.

El Niño can affect our weather significantly. The warmer waters cause the Pacific jet stream to move south of its neutral position. With this shift, areas in the northern U.S. and Canada are dryer and warmer than usual. But in the U.S. Gulf Coast and Southeast, these periods are wetter than usual and have increased flooding.

Hail

Hail is considered severe when it reaches 1 inch in diameter. Hail can reach sizes much larger than the severe threshold size. Hail causes close to $1 billion in damage to property and crops each year in the U.S. While property is typically at greatest risk for hail damage, the National Oceanic and Atmospheric Administration (NOAA) estimate that 24 people are injured from hail each year.

Thunderstorms

The National Weather Service (NWS) defines a severe thunderstorm as any storm that produces one or more of the following: a tornado, damaging wind speeds of 58 mph (50 knots) or greater, and/or hail 1 inch in diameter or larger.

Continuity of Operations (Annex Specific)

The goal of emergency management is to restore operations of any organization back to its primary purpose, or "normal." In some cases, restoration of operations may have to be a new normal.

Organization and Assignment of Responsibilities

This organization follows SEMS/NIMS requirements, specifically incorporating the Incident Command System into emergency and incident operations.

Plan Development

This annex was selected for inclusion in this Emergency Operations Plan (EOP) following best practices Hazard/Threat Analysis and is reviewed annually for currency and applicability.
Severe weather-related hazards can occur at any time throughout the year

Local jurisdictions adversely affected by severe weather may declare local State of Emergency upon being affected
Local jurisdictions adversely affected by severe weather may use mutual aid agreements as part of their response to the disaster
Local jurisdictions affected by severe weather may request resources from the State as the situation evolves

Authorities and References

Center for Disease Control - Natural Disasters and Severe Weather
National Weather Service – Severe Weather Awareness
Ready.Gov – Severe Weather

Incident Command Actions

For predictable severe weather, such as excessive rain, wind, and/or snow, the following should be included in your procedures:

Catherine L. Zane
Middle School

2025 – 2026 Comprehensive School Safety Plan

Eureka City Unified
School District

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Section 1 - Introduction

SB 187 & AB 1747 Compliant Document

Preface

This comprehensive school safety plan is evaluated, and amended as needed, no less than once per year per Education Code section 35294.2(e)). This plan is available for public inspection during normal business hours at the Eureka City School District office located at 2100 J Street, Eureka, CA 95501. For questions regarding this plan please call (707) 441-2400.

NOTE: Tactical responses to criminal incidents are excluded from this public inspection document. This document is not available for public inspection on the internet.

An “Inspection Log” is utilized to record the name, address, phone number and identification method of all individuals that perform a public inspection of this plan.

Development and Update of the Catherine L. Zane Middle School CSSP

CSSP Planning Dates

Date of Meeting	Location	Time
10/9/2025	Zane Middle School Library	4:00 PM
11/13/2025	Zane Middle School Library	4:00 PM
12/11/2025	Zane Middle School Library	4:00 PM
1/28/2026	Zane Middle School Library	3:45 PM
1/28/2026	Zane Middle School Library	4:45 PM

CSSP Public Meeting

Date of Meeting	Location	Time
1/28/26	Zane Middle School	3:45 PM

Catherine L. Zane Middle School's CSSP SSC/Safety Committee

School Site Council

School Stakeholders for Planning and Approval

Administrators:

Tammi Wagner, Principal

Teachers:

Byron Zinselmeir, Teacher

Kristin Cooper , Teacher

Lance Oden, Teacher

Parents:

Tassai Garcia, Parent

Megan Teagarden, Parent

Erika Harris, Parent

Classified:

Megan McDonnell, School Attendance Clerk

School Site Council Representative (If Title 1 School):

Support Staff:

EmmaLee Constant, Community Schools Liaison

All Others:

Scott Mauroff Eureka City Schools Safety Coordinator

Law Enforcement, Fire Department, Emergency Response

Anytime the CSSP is updated per California Education Code 32281 requires the updates be submitted to and reviewed by both a local law enforcement official and fire department official. The following officials were notified and given copies of the updated plan for review.

Sheriff, Police Agency/Name/Title: Chris Baker, SRO, Eureka Police Department, Brian Stephens, Interim Chief of Police, Eureka Police Department
Notification to Date of Consultation: 1/26/26

Fire Department Agency/Name/Title: Bill Reynolds, Fire Marshall
Notification to Date of Consultation: 1/26/26

Probation Agency/Name/Title:
Notification to Date of Consultation:

Other:
Notification to Date of Consultation:

Communicating Plan to the Public

Prior to final SSC/Safety Committee approval of the CSSP the school must present the plan to the Public at a meeting at the School Site.

Required Invitees to Public Meeting

Title	Name	Date Invited	How Invited
Mayor	Kim Bergel	1/26/2026	email
Rep From School Employee Org	Megan McDonnell	1/26/2026	email
Rep from PTA	Betsy Totten, Tasai Garcia	1/26/2026	email
Rep from Teacher Org	Byron Zinselmeir, Aaron Freeman, Terra Pennsy	1/26/2026	email
Rep from Student Body Govt	Breanna Ronlund,	1/26/2026	email
Any person requesting invite			

The School Community was notified of the meeting for review of the Comprehensive School Safety Plan through the following:

Parent Square1/26/26, Website posting 1/26/26, Facebook 1/26/26

Vision Statement

Zane Middle School is a safe, caring, and inclusive learning environment where every student is valued, respected, and supported. We are committed to fostering academic excellence and ensuring all students are fully prepared for college and career success by students making progress towards the six competencies of the ECS Portrait of a Graduate.

Our vision is realized through:

Exemplary Academic Achievement: We strive for 95% or more completion for all students on IXL Math and ELA Benchmarks. Furthermore, we commit to achieving a 5% increase in the number of students performing at or above grade level on these benchmark assessments by the end of each reporting period, leading to a year-end 5% decrease in the number of students earning a D or F.

A Culture of Belonging: We cultivate a strong sense of community where students, staff, and families feel a deep sense of belonging, as measured by the California Healthy Kids Survey (CHKS), ensuring that each member of the Zane community is seen and celebrated in their growth and development.

Mission Statement

The mission of Zane Middle School is to cultivate a thriving and supportive environment where every student realizes their full potential while learning in a safe and caring environment. We achieve this by providing rigorous, relevant, and engaging instruction that promotes excellence in academics and ensures continuous growth for all learners. Our commitment is to empower students to make measurable progress toward the 6 Competencies of the ECS Portrait of a Graduate:

Effective Communicator

Independent Critical Thinker

Responsible Collaborator

Community Engager

Global Steward

Resilient Learner

We work in partnership with staff, families, and the community to foster a culture where every individual is respected, valued, and safe, preparing all students to be contributing members of society and ultimately equipping them for college and career success.

Final Approval Meeting Minutes

CSSP Committee Meeting Where Plan is Approved

Date of Meeting	Location	Time	Minutes
1/28/2026	Zane Middle School	5:00 pm	

Zane School Site Council Meeting
January 28, 2026
4:45 pm
Zane Middle School
Comprehensive School Safety Plan Workbook Approval post Public Safety Planning meeting

Minutes

Members Present: Tammi Wagner, EmmaLee Constant, Byron Zinselmeir, Megan McDonnell , Tassai Garcia, Harlee Peters, Avyrie McCoy

1. Call to Order -
2. Presentation of CSSP to public
3. SSC members vote- 6 all in favor: 0 opposed:

Section 2 – Action Plan

(Policies and Procedures have been excerpted and reformatted for this document.
Code and Legal References have been removed. For access to documents in their original and approved form please contact the Risk Management Office.)

Action Plan

This action plan was developed and updated by our SSC/Safety Committee through a comprehensive review of date from multiple sources.

- Suspensions
- Expulsions
- Chronic Absences
- Law Enforcement Calls for Service at Site
- Community Crime Data

Areas of Pride/Accomplishments*

- 4 hour campus supervisor
- Increased sense of belonging all stakeholders.
- Wellness Center procedures established, communicated and implemented. (Reflection and revision ongoing)
- Increase resources for students in need of mental health support.
- Fully staffed monitor hours during unstructured times.
- Implementation of the Student Support Center staffed by an additional Restorative Practices Support Specialist
- Explicitly focusing on student expectations for behavior.
- Community Schools Grant awarded and implementation has begun.
- Continue to employ Assistant Principal to support reducing undesired student behaviors.
- Continue to employ Community Schools Liaison
- Continue to employ Full time School Psychologist
- Continue to employ Full time School Social Worker and Social Work Interns
- MTSS (Multi-Tiered Systems and Supports team meets weekly.
- Continue to employ a CARE Specialist to support student learning.
- Provided additional Library hours to offer alternate space during unstructured times.
- Leadership Class
- Student Store-VIP's
- Student Recognition
- Daily Attendance Huddle
- Morning Announcements
- Maintaining sports teams, fine arts, music and clubs.
- Leadership team that meets monthly to discuss PBIS and academics and then shares information with staff.

Findings & Desired Improvements*

- Leadership team that meets monthly to discuss PBIS and academics and then shares information with staff.
- PBIS reboot by District and Site. Working in conjunction with Director Adriana West to improve implementation and data analysis of PBIS strategies and MTSS systems
- Decrease suspensions by increasing the number of students attending Saturday Workshop by providing additional staffing in order to focus on attendance recovery and academic support while still supporting students with alternatives to suspension.

- Work closely with SRO Baker of Eureka Police department to provide additional supports and interventions for students requiring this level of support.
- Increase attendance by working through the MTSS team with support from Jenny Martinez to address chronic absenteeism

Priorities/Goals for Safe and Orderly Environment*

- Increase SAFE, RESPECTFUL, RESPONSIBLE behaviors on campus as indicated by a decrease in BTFs and less students requiring corrective measures.
- Increase academic performance for all learners.
- Increase Restorative Practices and Other Means of Correction.
- Ensure that all staff are trained in emergency protocols and have the necessary materials needed for an emergency.

Overall Strategies for the 2025-2026 School Year are:

- Increase the number of Expectation Station reteaches throughout the 2025-26 school year.
- Expand the Saturday Workshop opportunities to include Attendance Recovery and Academic support
- Revise the after school homework plan to provide more opportunities for student engagement and support
- Develop a continuum of interventions for students with infractions of the California Education Code that provide more opportunities for reflection and diversion.
- Survey staff on their understanding and comfort level of emergency protocols.

Component 1 People and Programs (School Climate)

- Student Support Center (In School Suspension), facilitated by RPSS
- Increased Restorative Practices and Alternatives to Suspension
- Continue to employ Assistant Principal to support reducing undesired student behaviors.
- Continue to employ Community Schools Liaison
- Continue to employ Full time School Psychologist
- Continue to employ Full time School Social Worker
- Continue to provide additional Library hours to offer an alternate space during unstructured times.
- Coping Skills and other social-emotional skills based groups through Wellness Center
- 1:1 mental health services provided through Wellness Center in partnership with Humboldt Neuro Health
- Increase parent engagement.
- Implement two listening sessions in collaboration with True North Organizing Network to increase participation and engagement with families that don't speak English as their primary language.
- Attendance Huddle Daily Meetings
- Ongoing training for Staff around PBIS
- Ongoing training for all staff around Restorative Practices and Trauma Informed Practices
- Advisory period for all students.
- Providing additional interventions.

- Providing after school tutoring.
- Regularly scheduled Safety Drills.
- Providing monthly monitor meetings.
- Leadership team that meets monthly to discuss PBIS and academics and then shares information with staff.

Component 2 Places (Physical Environment)

- Regularly scheduled Safety Drills.
- Staff badges for ALL staff to increase safety.
- Student Support Center
- Wellness Center
- Clearly define and communicate student boundaries.
- Clear and articulated expectations for all students in all areas of campus.
- Utilize PBIS strategies to support and maintain a safe, caring learning environment in which students, staff, and families feel a sense of belonging.
- Leadership team that meets monthly to discuss PBIS and academics and then shares information with staff.

Policies and Procedures for Positive School Climate

Section 3 – Data Analysis

School Performance Overview Dashboard

Student Population

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

This section provides information about the school's student population.

2024-25 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
417	**63.8%**	**15.1%**	**1.9%**
Total Number of Students enrolled in Catherine L. Zane Middle School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	63	15.1%
Foster Youth	8	1.9%
Homeless	38	9.1%
Socioeconomically Disadvantaged	266	63.8%
Students with Disabilities	83	19.9%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	6	1.4%
American Indian	20	4.8%
Asian	30	7.2%
Filipino	1	0.2%
Hispanic	137	32.9%
Two or More Races	74	17.7%
Pacific Islander	6	1.4%
White	143	34.3%

School and Student Performance Data

Overall Performance

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”


Red

Lowest Performance


Orange


Yellow


Green


Blue

Highest Performance

2025 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Orange	**Graduation Rate**	**Suspension Rate**  Red
Mathematics  Red	**Chronic Absenteeism**  Red	
English Learner Progress  Yellow		
College/Career		

School and Student Performance Data

Academic Performance
English Language Arts

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”


Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
2	5	0	0	0

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
 Orange	 Red	 Red
35.8 points below standard	70.2 points below standard	86.4 points below standard
Declined 10.9 points	Declined 12.7 points	Declined 4 points
369 Students	85 Students	45 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
 No Performance Color	 No Performance Color	 Orange
Fewer than 11 students - No Data for Privacy	97.8 points below standard	47 points below standard
6 Students	Declined 16.5 points	Declined 11.7 points
	31 Students	285 Students

Students with Disabilities	African American	American Indian
 Orange	 No Performance Color	 No Performance Color
107.7 points below standard	Fewer than 11 students - No Data for Privacy	93.3 points below standard
Increased 5.1 points	5 Students	Declined 6.9 points
76 Students		19 Students

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Orange
13.1 points below standard	Fewer than 11 students - No Data for Privacy	52.7 points below standard
Declined 12.1 points	1 Student	Declined 3.9 points
28 Students		121 Students

Two or More Races	Pacific Islander	White
 Orange	 No Performance Color	 Orange
46.8 points below standard	Fewer than 11 students - No Data for Privacy	12.6 points below standard
Declined 18.8 points	4 Students	Declined 10.6 points
63 Students		130 Students

School and Student Performance Data

Academic Performance
Mathematics

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”


Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
4	3	0	0	0

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2025 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Red	 Red	 Orange
99.4 points below standard	133.5 points below standard	154.2 points below standard
Declined 14 points	Maintained 2.7 points	Increased 10.8 points
369 Students	87 Students	45 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Red
Fewer than 11 students - No Data for Privacy	159.1 points below standard	109.6 points below standard
6 Students	Increased 11.1 points	Declined 10.2 points
	32 Students	285 Students

Students with Disabilities	African American	American Indian
 Red	 No Performance Color	 No Performance Color
174.4 points below standard	Fewer than 11 students - No Data for Privacy	140.6 points below standard
Maintained 2 points	5 Students	Declined 25.3 points
74 Students		19 Students

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Orange
79.4 points below standard	Fewer than 11 students - No Data for Privacy	114.9 points below standard
Increased 7.4 points	1 Student	Increased 5.4 points
28 Students		121 Students

Two or More Races	Pacific Islander	White
 Red	 No Performance Color	 Orange
112.8 points below standard	Fewer than 11 students - No Data for Privacy	75.7 points below standard
Declined 31.7 points	5 Students	Declined 20.9 points
63 Students		129 Students

School and Student Performance Data

Academic Performance
Science

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Science Equity Report

Red	Orange	Yellow	Green	Blue
0	0	2	1	0

This section provides a view of how well students are meeting grade-level standards on the Science assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2025 Fall Dashboard Science Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Yellow	 No Performance Color	 No Performance Color
50 science points	42.3 science points	40.7 science points
Maintained -1.9 points	Maintained 0.4 points	Increased 4.6 points
120 Students	26 Students	18 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Yellow
Fewer than 11 students - No Data for Privacy	39.2 science points	47.4 science points
3 Students	13 Students	Maintained -0.2 points
		91 Students

Students with Disabilities	African American	American Indian
 No Performance Color	 No Performance Color	 No Performance Color
32.6 science points	Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy
Maintained -0.9 points	1 Student	8 Students
24 Students		

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Green
Fewer than 11 students - No Data for Privacy	0 Students	47.8 science points
10 Students		Increased 3.1 points
		37 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Yellow
54.1 science points	Fewer than 11 students - No Data for Privacy	54.1 science points
Increased 11.9 points	3 Students	Declined 4.9 points
21 Students		40 Students

School and Student Performance Data

Academic Performance
English Learner Progress

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2025 Fall Dashboard English Learner Progress Indicator

English Learner Progress	Long-Term English Learner Progress
	
Yellow	Blue
55.2 making progress.	65.8 making progress.
Number Students: 58 Students	Number Students: 38 Students

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2025 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
12.5%	32.1%	8.9%	46.4%

School and Student Performance Data

Academic Performance
College/Career Report

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

Explore information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2025 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
7	1	0	0	0

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
		
Red	Red	Red
36% Chronically Absent	31.4% Chronically Absent	31.8% Chronically Absent
Increased 5.7	Increased 7.4	Increased 2.7
428 Students	70 Students	44 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
		
No Performance Color	Red	Red
Fewer than 11 students - No Data for Privacy	70.6% Chronically Absent	39.9% Chronically Absent
8 Students	Increased 12.8	Increased 8.4
	51 Students	338 Students

Students with Disabilities	African American	American Indian
 Orange	 No Performance Color	 No Performance Color
43% Chronically Absent	Fewer than 11 students - No Data for Privacy	28.6% Chronically Absent
Declined 1.4	6 Students	Declined 4.8
86 Students		21 Students

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Red
13.8% Chronically Absent	Fewer than 11 students - No Data for Privacy	39.4% Chronically Absent
Declined 1.2	1 Student	Increased 9.4
29 Students		142 Students

Two or More Races	Pacific Islander	White
 Red	 No Performance Color	 Red
42.1% Chronically Absent	Fewer than 11 students - No Data for Privacy	35.8% Chronically Absent
Increased 1.5	5 Students	Increased 5.5
76 Students		148 Students

School and Student Performance Data

Academic Engagement
Graduation Rate

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2025 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

School and Student Performance Data

Conditions & Climate
Suspension Rate

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
8	1	0	0	0

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
 Red	 Red	 Red
17% suspended at least one day	18.1% suspended at least one day	22.2% suspended at least one day
Increased 7%	Increased 11%	Increased 16.1%
436 Students	72 Students	45 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
 No Performance Color	 Red	 Red
Fewer than 11 students - No Data for Privacy	34.5% suspended at least one day	19.4% suspended at least one day
10 Students	Increased 22.8%	Increased 7%
	55 Students	345 Students

Students with Disabilities	African American	American Indian
 Red	 No Performance Color	 No Performance Color
27.3% suspended at least one day	Fewer than 11 students - No Data for Privacy	21.7% suspended at least one day
Increased 2.9%	6 Students	Increased 5.9%
88 Students		23 Students

Asian	Filipino	Hispanic
 Orange	 No Performance Color	 Red
3.2% suspended at least one day	Fewer than 11 students - No Data for Privacy	19% suspended at least one day
Increased 3.2%	1 Student	Increased 10.4%
31 Students		142 Students

Two or More Races	Pacific Islander	White
 Red	 No Performance Color	 Red
20.5% suspended at least one day	Fewer than 11 students - No Data for Privacy	14% suspended at least one day
Increased 9.6%	5 Students	Increased 0.7%
78 Students		150 Students

Section 4 – Policies and Procedures

(Policies and Procedures have been excerpted and reformatted for this document.
Code and Legal References have been removed. For access to documents in their original and approved form please contact the Risk Management Office.)

Child Abuse Prevention and Reporting – BP/AR 5141.4

Original Adopted Date: 12/10/2015 | Last Revised Date: 12/11/2025 | Last Reviewed Date: 12/11/2025Status: ADOPTED

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

The Superintendent or designee may provide a student who is a victim of abuse with school-based mental health services or other support services and/or may refer the student to resources available within the community as needed.

Child Abuse Prevention

The district's instructional program may provide age-appropriate and culturally sensitive child abuse prevention curriculum which explains students' right to live free of abuse, includes instruction in the skills and techniques needed to identify unsafe situations and react appropriately and promptly, informs students of available support resources, and teaches students how to obtain help and disclose incidents of abuse.

The district's program also may include age-appropriate instruction in sexual abuse and sexual assault awareness and prevention. Upon written request of a student's parent/guardian, the student shall be excused from taking such instruction. (Education Code 51900.6)

The Superintendent or designee may display posters, in areas on campus where students frequently congregate, notifying students of the appropriate telephone number to call to report child abuse or neglect. (Education Code 33133.5)

In addition, student identification cards for students in grades 7-12 shall include the National Domestic Violence Hotline telephone number. (Education Code 215.5)

The Superintendent or designee shall, to the extent feasible, seek to incorporate community resources into the district's child abuse prevention programs and may use these resources to provide parents/guardians with instruction in parenting skills and child abuse prevention.

Child Abuse Reporting

The Superintendent or designee shall establish procedures for the identification and reporting of known and suspected child abuse and neglect in accordance with law.

Procedures for reporting child abuse, as specified in Penal Code 11164-11174.3, shall be included in the district and/or school comprehensive safety plan. (Education Code 32282)

District employees who are mandated reporters, as defined by law and administrative regulation, are obligated to report all known or suspected incidents of child abuse and neglect.

The Superintendent or designee shall provide training regarding the duties of mandated reporters as required by law and as specified in the accompanying administrative regulation. (Education Code 44691; Penal Code 11165.7)

A/R

Original Adopted Date: 09/08/2016 | Last Revised Date: 12/11/2025 | Last Reviewed Date: 12/11/2025Status: ADOPTED

Definitions

Child abuse or neglect includes the following: (Penal Code 11165.5, 11165.6)
A physical injury or death inflicted by other than accidental means on a child by another person

Sexual abuse of a child, including sexual assault or sexual exploitation, as defined in Penal Code 11165.1

Neglect of a child as defined in Penal Code 11165.2

Willful harming or injuring of a child or the endangering of the person or health of a child as defined in Penal Code 11165.3

Unlawful corporal punishment or injury as defined in Penal Code 11165.4
Child abuse or neglect does not include:
A mutual affray between minors (Penal Code 11165.6)

An injury caused by reasonable and necessary force used by a peace officer acting within the course and scope of employment (Penal Code 11165.5, 11165.6)

An injury resulting from the exercise by a teacher, vice principal, principal, or other certificated employee of the same degree of physical control over a student that a parent/guardian would be legally privileged to exercise, not exceeding the amount of physical control reasonably necessary to maintain order, protect property, protect the health and safety of students, or maintain proper and appropriate conditions conducive to learning (Education Code 44807)

An injury caused by a district employee's use of force that is reasonable and necessary to quell a disturbance threatening physical injury to persons or damage to property, for purposes of self-defense, or to obtain weapons or other dangerous objects within the control of a student (Education Code 49001)

Physical pain or discomfort caused by athletic competition or other such recreational activity voluntarily engaged in by a student (Education Code 49001)
Additionally, general neglect does not include: (Penal Code 11165.2)
A parent/guardian's economic disadvantage

A child receiving treatment by spiritual means pursuant to Welfare and Institutions Code 16509.1, or not receiving specified medical treatment for religious reasons
Mandated reporters include, but are not limited to, teachers; instructional aides; teacher's aides or assistants; classified employees; certificated pupil personnel employees; administrative officers or supervisors of child attendance; athletic coaches, administrators, and directors; licensees, administrators, and employees of a licensed child day care facility; Head Start program teachers; district police or security officers; licensed nurses or health care providers; and administrators, presenters, and counselors of a child abuse prevention program. (Penal Code 11165.7)

Reasonable suspicion means that it is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing when appropriate on the person's training and experience, to suspect child abuse or neglect. However, reasonable suspicion does not require certainty that child abuse or neglect has occurred nor does it require a specific medical indication of child abuse or neglect. (Penal Code 11166)

Reportable Offenses

Using the procedures provided below, a mandated reporter shall make a report whenever the mandated reporter, while acting in a professional capacity or within the scope of employment, has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect. (Penal Code 11166)

Any mandated reporter who has knowledge of or who reasonably suspects that a child is suffering serious emotional damage or is at a substantial risk of suffering serious emotional damage, based on evidence of severe anxiety, depression, withdrawal, or untoward aggressive behavior toward self or others, may make a report to the appropriate agency. (Penal Code 11165.9, 11166.05, 11167)

Any district employee who reasonably believes to have observed the commission of a murder, rape, or lewd or lascivious act by use of force, violence, duress, menace, or fear of immediate and unlawful bodily injury against a victim who is a child under 14 years of age shall notify a peace officer. (Penal Code 152.3)

The fact that a child is experiencing homelessness or is classified as an unaccompanied minor, as defined in the federal McKinney-Vento Homeless Assistance Act (42 USC 11434a), is not, in and of itself, a sufficient basis for reporting child abuse or neglect. (Penal Code 11165.15)

Responsibility for Reporting

The reporting duties of mandated reporters are individual and cannot be delegated to another person. (Penal Code 11166)

When two or more mandated reporters jointly have knowledge of a known or suspected instance of child abuse or neglect, the report may be made by a member of the team selected by mutual agreement and a single report may be made and signed by the selected member of the reporting team. Any member who has knowledge that the member designated to report has failed to do so shall thereafter make the report. (Penal Code 11166)

No supervisor or administrator shall impede or inhibit a mandated reporter from making a report. (Penal Code 11166)

Any person not identified as a mandated reporter who has knowledge of or observes a child whom the person knows or reasonably suspects has been a victim of child abuse or neglect may report the known or suspected instance of child abuse or neglect to the appropriate agency. (Penal Code 11166)

Reporting Procedures
Initial Telephone Report

Immediately or as soon as practicable after knowing or observing suspected child abuse or neglect, a mandated reporter shall make an initial report by telephone to any police department (excluding a district police/security department), sheriff's department, county probation department if designated by the county to receive such reports, or county welfare department. (Penal Code 11165.9, 11166)

Such reports shall be made to the following agency(ies):

Child Welfare Services - 2440 Sixth Street, Eureka, CA 95501 / Telepone: 707-445-6180

When the initial telephone report is made, the mandated reporter shall note the name of the official contacted, the date and time contacted, and any instructions or advice received.

Written Report

Within 36 hours of knowing or observing the information concerning the incident, the mandated reporter shall prepare and either send, fax, or electronically transmit to the appropriate agency a written follow-up report, which includes a completed California Department of Justice (DOJ) form (BCIA 8572). (Penal Code 11166, 11168)

The DOJ form may be obtained from the district office or other appropriate agencies, such as the police department, sheriff's department, or county probation or welfare department.

Reports of suspected child abuse or neglect shall include, if known: (Penal Code 11167)

The name, business address, and telephone number of the person making the report and the capacity that makes the person a mandated reporter

The child's name and address, present location, and, where applicable, school, grade, and class

The names, addresses, and telephone numbers of the child's parents/guardians

The name, address, telephone number, and other relevant personal information about the person(s) who might have abused or neglected the child

The information that gave rise to the reasonable suspicion of child abuse or neglect and the source(s) of that information
The mandated reporter shall make a report even if some of this information is not known or is uncertain to the mandated reporter. (Penal Code 11167)

The mandated reporter may give to an investigator from an agency investigating the case, including a licensing agency, any information relevant to an incident of child abuse or neglect or to a report made for serious emotional damage pursuant to Penal Code 11166.05. (Penal Code 11167)

3. Internal Reporting

The mandated reporter shall not be required to disclose the mandated reporter's identity to a supervisor, the principal, or the Superintendent or designee. (Penal Code 11166)

However, employees reporting child abuse or neglect to an appropriate agency are encouraged, but not required, to notify the principal as soon as possible after the initial telephone report to the appropriate agency. When so notified, the principal shall inform the Superintendent or designee.

The principal so notified shall provide the mandated reporter with any assistance necessary to ensure that reporting procedures are carried out in accordance with law, Board policy, and administrative regulation. At the mandated reporter's request, the principal may assist in completing and filing the necessary forms.

Reporting the information to an employer, supervisor, principal, school counselor, co-worker, or other person shall not be a substitute for making a mandated report to the appropriate agency. (Penal Code 11166)

Training

Within the first six weeks of each school year, or within the first six weeks of employment if hired during the school year, the Superintendent or designee shall provide training on mandated reporting requirements to district employees and persons working on their behalf who are mandated reporters. (Education Code 44691; Penal Code 11165.7)

The Superintendent or designee shall use the online training module provided by the California Department of Social Services (CDSS). (Education Code 44691)

The training shall include, but not necessarily be limited to, training in identification and reporting of child abuse and neglect. Additionally, the training shall include information that failure to report an incident of known or reasonably suspected child abuse or neglect as required by law is a misdemeanor punishable by imprisonment and/or a fine as specified. (Education Code 44691; Penal Code 11165.7)

In addition, the Superintendent or designee shall provide annual training on the prevention of abuse, including sexual abuse, of children on district property, by district staff, or in district-sponsored programs. (Education Code 44691)

The Superintendent or designee shall obtain and retain proof of each mandated reporter's completion of the training. (Education Code 44691)

Victim Interviews by Social Services

Whenever CDSS or another government agency is investigating suspected child abuse or neglect that occurred within the child's home or out-of-home care facility, the student may be interviewed by an agency representative during school hours, on school premises. The Superintendent or designee shall give the student the choice of being interviewed in private or in the presence of any adult school employee or volunteer aide selected by the student. (Penal Code 11174.3)

A staff member or volunteer aide selected by a child may decline to be present at the interview. If the selected person accepts, the principal or designee shall inform the person of the following requirements prior to the interview: (Penal Code 11174.3)
The purpose of the selected person's presence at the interview is to lend support to the child and enable the child to be as comfortable as possible

The selected person shall not participate in the interview

The selected person shall not discuss the facts or circumstances of the case with the child

The selected person is subject to the confidentiality requirements of the Child Abuse and Neglect Reporting Act, a violation of which is punishable as specified in Penal Code 11167.5
If a staff member agrees to be present, the interview shall be held at a time during school hours when it does not involve an expense to the school. (Penal Code 11174.3)

Release of Child to Peace Officer

When a child is released to a peace officer and taken into custody as a victim of suspected child abuse or neglect, the Superintendent or designee and/or principal shall not notify the parent/guardian, but rather shall provide the peace officer with the address and telephone number of the child's parent/guardian. (Education Code 48906)

Parent/Guardian Complaints

Upon request, the Superintendent or designee shall provide parents/guardians with procedures for reporting suspected child abuse occurring on district property to appropriate agencies. For parents/guardians whose primary language is not English, such procedures shall be in their primary language and, when communicating orally regarding those guidelines and/or procedures, an interpreter shall be provided.

To file a complaint against a district employee or other person suspected of child abuse or neglect on district property, parents/guardians may file a report by telephone, in person, or in writing with any appropriate agency identified above under "Reporting Procedures." If a parent/guardian makes a complaint about an employee to any other employee, the employee receiving the information shall notify the parent/guardian of procedures for filing a complaint with the appropriate agency. The employee shall also file a report when obligated to do so pursuant to Penal Code 11166 using the procedures described above for mandated reporters.

In addition, if the child is enrolled in special education, a separate complaint may be filed with the California Department of Education pursuant to 5 CCR 3200-3205.

Notifications

The Superintendent or designee shall provide to all new employees who are mandated reporters a statement that informs them of their status as mandated reporters, their reporting obligations under Penal Code 11166, and their confidentiality rights under Penal Code 11167. Additionally, the district shall provide these new employees with a copy of Penal Code 11165.7, 11166, and 11167. (Penal Code 11165.7, 11166.5)

Before beginning employment, any person who will be a mandated reporter by virtue of the person's position shall sign a statement indicating knowledge of the reporting obligations under Penal Code 11166 and compliance with such provisions. The signed statement shall be retained by the Superintendent or designee. (Penal Code 11166.5)

Employees who work with dependent adults shall be notified of legal responsibilities and reporting procedures pursuant to Welfare and Institutions Code 15630-15637.

The Superintendent or designee also shall notify all employees that:
A mandated reporter who reports a known or suspected instance of child abuse or neglect shall not be held civilly or criminally liable for making a report and this immunity shall apply even if the mandated reporter acquired the knowledge or reasonable suspicion of child abuse or neglect outside of the mandated reporter's professional capacity or outside the scope of employment (Penal Code 11172)

Any other person making a report shall not incur civil or criminal liability unless it can be proven that the person knowingly made a false report or made a report with reckless disregard of the truth or falsity of the report. (Penal Code 11172)

If a mandated reporter fails to timely report an incident of known or reasonably suspected child abuse or neglect, the mandated reporter may be guilty of a crime punishable by a fine and/or imprisonment (Penal Code 11166)
No employee shall be subject to any sanction by the district for making a report unless it can be shown that the employee knowingly made a false report or made a report with reckless disregard of the truth or falsity of the report. (Penal Code 11166, 11172)

Suspected Child Abuse Report Form (BCIA 8572)

STATE OF CALIFORNIA
BCIA 8572
(Rev. 04/2017)

DEPARTMENT OF JUSTICE

SUSPECTED CHILD ABUSE REPORT
(Pursuant to Penal Code section 11166)

Print Form | Clear Form

To Be Completed by Mandated Child Abuse Reporters
PLEASE PRINT OR TYPE

CASE NAME: _____
CASE NUMBER: _____

A. REPORTING PARTY

NAME OF MANDATED REPORTER	TITLE	MANDATED REPORTER CATEGORY
REPORTER'S BUSINESS/AGENCY NAME AND ADDRESS Street City Zip		DID MANDATED REPORTER WITNESS THE INCIDENT? ☐ YES ☐ NO
REPORTER'S TELEPHONE (DAYTIME)	SIGNATURE	TODAY'S DATE

B. REPORT NOTIFICATION

☐ LAW ENFORCEMENT ☐ COUNTY PROBATION ☐ COUNTY WELFARE / CPS (Child Protective Services) — AGENCY

ADDRESS Street City Zip	DATE/TIME OF PHONE CALL
OFFICIAL CONTACTED - NAME AND TITLE	TELEPHONE

C. VICTIM One report per victim

NAME (LAST, FIRST, MIDDLE)	BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY
ADDRESS Street City Zip			TELEPHONE
PRESENT LOCATION OF VICTIM	SCHOOL	CLASS	GRADE
PHYSICALLY DISABLED? ☐ YES ☐ NO	DEVELOPMENTALLY DISABLED? ☐ YES ☐ NO	OTHER DISABILITY (SPECIFY)	PRIMARY LANGUAGE SPOKEN IN HOME

IN FOSTER CARE? ☐ YES ☐ NO

IF VICTIM WAS IN OUT-OF-HOME CARE AT TIME OF INCIDENT, CHECK TYPE OF CARE: ☐ DAY CARE ☐ CHILD CARE CENTER ☐ FOSTER FAMILY HOME ☐ FAMILY FRIEND ☐ GROUP HOME OR INSTITUTION ☐ RELATIVE'S HOME

TYPE OF ABUSE *(CHECK ONE OR MORE)*: ☐ PHYSICAL ☐ MENTAL ☐ SEXUAL ☐ NEGLECT ☐ OTHER (SPECIFY) _____

RELATIONSHIP TO SUSPECT	PHOTOS TAKEN? ☐ YES ☐ NO	DID THE INCIDENT RESULT IN THIS VICTIM'S DEATH? ☐ YES ☐ NO ☐ UNK

D. INVOLVED PARTIES

VICTIM'S SIBLINGS

NAME	BIRTHDATE	SEX	ETHNICITY	NAME	BIRTHDATE	SEX	ETHNICITY
1.				3.			
2.				4.			

VICTIM'S PARENTS/GUARDIANS

NAME (LAST, FIRST, MIDDLE)	BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY
ADDRESS Street City Zip	HOME PHONE		BUSINESS PHONE
NAME (LAST, FIRST, MIDDLE)	BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY
ADDRESS Street City Zip	HOME PHONE		BUSINESS PHONE

SUSPECT

SUSPECT'S NAME (LAST, FIRST, MIDDLE)	BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY
ADDRESS Street City Zip			TELEPHONE

OTHER RELEVANT INFORMATION

E. INCIDENT INFORMATION

IF NECESSARY, ATTACH EXTRA SHEET(S) OR OTHER FORM(S) AND CHECK THIS BOX ☐ IF MULTIPLE VICTIMS, INDICATE NUMBER: _____

DATE/TIME OF INCIDENT	PLACE OF INCIDENT

NARRATIVE DESCRIPTION (What victim(s) said/what the mandated reporter observed/what person accompanying the victim(s) said/similar or past incident's involving the victim(s) or suspect)

DO NOT submit a copy of this form to the Department of Justice (DOJ). The investigating agency is required under Penal Code section 11169 to submit to DOJ a Child Abuse or Severe Neglect Indexing Form BCIA 8583 if (1) an active investigation was conducted and (2) the incident was determined to be substantiated.

SUSPECTED CHILD ABUSE REPORT
(Pursuant to Penal Code section 11166)

DEFINITIONS AND GENERAL INSTRUCTIONS FOR COMPLETION OF FORM BCIA 8572

All Penal Code (PC) references are located in Article 2.5 of the California PC. This article is known as the Child Abuse and Neglect Reporting Act (CANRA). The provisions of CANRA may be viewed at: http://leginfo.legislature.ca.gov/faces/codes.xhtml (specify "Penal Code" and search for sections 11164-11174.3). A mandated reporter must complete and submit form BCIA 8572 even if some of the requested information is not known. (PC section 11167(a).)

I. MANDATED CHILD ABUSE REPORTERS

Mandated child abuse reporters include all those individuals and entities listed in PC section 11165.7.

II. TO WHOM REPORTS ARE TO BE MADE ("DESIGNATED AGENCIES")

Reports of suspected child abuse or neglect shall be made by mandated reporters to any police department or sheriff's department (not including a school district police or security department), the county probation department (if designated by the county to receive mandated reports), or the county welfare department. (PC section 11165.9.)

III. REPORTING RESPONSIBILITIES

Any mandated reporter who has knowledge of or observes a child, in his or her professional capacity or within the scope of his or her employment, whom he or she knows or reasonably suspects has been the victim of child abuse or neglect shall report such suspected incident of abuse or neglect to a designated agency immediately or as soon as practically possible by telephone and shall prepare and send a written report thereof ***within 36 hours*** of receiving the information concerning the incident. (PC section 11166(a).)

No mandated reporter who reports a suspected incident of child abuse or neglect shall be held civilly or criminally liable for any report required or authorized by CANRA. Any other person reporting a known or suspected incident of child abuse or neglect shall not incur civil or criminal liability as a result of any report authorized by CANRA unless it can be proven the report was false and the person knew it was false or made the report with reckless disregard of its truth or falsity. (PC section 11172(a).)

IV. INSTRUCTIONS

SECTION A – REPORTING PARTY: Enter the mandated reporter's name, title, category (from PC section 11165.7), business/agency name and address, daytime telephone number, and today's date. Check yes/no whether the mandated reporter witnessed the incident. The signature area is for either the mandated reporter or, if the report is telephoned in by the mandated reporter, the person taking the telephoned report.

IV. INSTRUCTIONS (*continued*)

SECTION B – REPORT NOTIFICATION: Complete the name and address of the designated agency notified, the date/time of the phone call, and the name, title, and telephone number of the official contacted.

SECTION C – VICTIM (One Report per Victim): Enter the victim's name, birthdate or approximate age, sex, ethnicity, address, telephone number, present location, and, where applicable, enter the school, class (indicate the teacher's name or room number), and grade. List the primary language spoken in the victim's home. Check the appropriate yes/no box to indicate whether the victim may have a developmental disability or physical disability and specify any other apparent disability. Check the appropriate yes/no box to indicate whether the victim is in foster care, and check the appropriate box to indicate the type of care if the victim was in out-of-home care. Check the appropriate box to indicate the type of abuse. List the victim's relationship to the suspect. Check the appropriate yes/no box to indicate whether photos of the injuries were taken. Check the appropriate box to indicate whether the incident resulted in the victim's death.

SECTION D – INVOLVED PARTIES: Enter the requested information for Victim's Siblings, Victim's Parents/Guardians, and Suspect. Attach extra sheet(s) if needed (provide the requested information for each individual on the attached sheet(s)).

SECTION E – INCIDENT INFORMATION: If multiple victims, indicate the number and submit a form for each victim. Enter date/time and place of the incident. Provide a narrative of the incident. Attach extra sheet(s) if needed.

V. DISTRIBUTION

Reporting Party: After completing form BCIA 8572, retain a copy for your records and submit copies to the designated agency.

Designated Agency: ***Within 36 hours*** of receipt of form BCIA 8572, the initial designated agency will send a copy of the completed form to the district attorney and any additional designated agencies in compliance with PC sections 11166(j) and 11166(k).

ETHNICITY CODES

1 Alaskan Native	6 Caribbean	11 Guamanian	16 Korean	22 Polynesian	27 White-Armenian
2 American Indian	7 Central American	12 Hawaiian	17 Laotian	23 Samoan	28 White-Central American
3 Asian Indian	8 Chinese	13 Hispanic	18 Mexican	24 South American	29 White-European
4 Black	9 Ethiopian	14 Hmong	19 Other Asian	25 Vietnamese	30 White-Middle Eastern
5 Cambodian	10 Filipino	15 Japanese	21 Other Pacific Islander	26 White	31 White-Romanian

Discipline – BP/AR 5144

Original Adopted Date: 05/21/2019 | Last Revised Date: 09/12/2024 | Last Reviewed Date: 09/12/2024Status: ADOPTED

The Governing Board is committed to providing a safe, supportive, and positive school environment which is conducive to student learning and achievement and desires to prepare students for responsible citizenship by fostering self-discipline and personal responsibility. The Board believes that high expectations for student behavior, use of effective school and classroom management strategies, provision of appropriate intervention and support, and parent/guardian involvement can minimize the need for disciplinary measures that exclude students from instruction as a means for correcting student misbehavior.

The Superintendent or designee shall develop effective, age-appropriate strategies for maintaining a positive school climate and responding appropriately to student misbehavior at district schools. The strategies shall focus on providing students with needed supports; communicating clear, appropriate, and consistent expectations and consequences for student conduct; and ensuring equity and continuous improvement in the implementation of district discipline policies and practices.

In addition, the Superintendent or designee's strategies for responding to student misconduct shall reflect the Board's preference for the use of positive interventions and alternative disciplinary measures over exclusionary discipline measures.

Disciplinary measures that may result in loss of instructional time or cause students to be disengaged from school, such as detention, suspension, and expulsion, shall be imposed only when required or permitted by law or when other means of correction have been documented to have failed. (Education Code 48900.5)

School personnel and volunteers shall not allow any disciplinary action taken against a student to result in the denial or delay of a school meal. (Education Code 49557.5)

A student shall not be denied recess unless the student's participation poses an immediate threat to the physical safety of the student or to the physical safety of one or more of the student's peers. If, due to such immediate threat, a student is denied recess, staff shall make all reasonable efforts to resolve the threat and minimize the student's exclusion from recess, to the greatest extent practicable. (Education Code 49056)

Seclusion and behavioral restraint are prohibited as a means of discipline and shall not be used to correct student behavior except as permitted pursuant to Education Code 49005.4 and in accordance with district regulations. (Education Code 49005.2)

The Superintendent or designee shall create a model discipline matrix that lists violations and the consequences for each as allowed by law.

The principal or designee at each school may develop disciplinary rules to meet the school's particular needs consistent with law, Board policy, and administrative regulations. The Board, at an open meeting, may review the approved school discipline rules for consistency with Board policy and state law. Site-level disciplinary rules shall be included in the district's comprehensive safety plan. (Education Code 32282, 35291.5)

At all times, the safety of students and staff, providing interventions and supports to students, as well as the maintenance of an orderly school environment, shall be priorities in determining appropriate discipline. When misconduct occurs, staff shall attempt to identify the causes of the student's behavior and implement appropriate support and/or discipline. When choosing between different disciplinary strategies, staff shall consider the effect of each option on the student's health, well-being, and opportunity to learn.

Staff shall enforce disciplinary rules fairly, consistently, and in accordance with the district's nondiscrimination policies.

The Superintendent or designee shall provide professional development as necessary to assist staff in developing the skills needed to effectively and equitably implement the disciplinary strategies adopted for district schools, including, but not limited to, knowledge of school and classroom management skills and their consistent application, effective accountability and positive intervention techniques, and the tools to form strong, cooperative relationships with parents/guardians.

District goals for improving school climate, based on suspension and expulsion rates, surveys of students, staff, and parents/guardians regarding their sense of school safety and connectedness to the school community, and other local measures, shall be included in the district's local control and accountability plan, as required by law.

At the beginning of each school year, the Superintendent or designee may report to the Board regarding disciplinary strategies used in district schools in the immediately preceding school year and their effect on student learning.

A/R

Original Adopted Date: 05/21/2019 | Last Revised Date: 09/12/2024 | Last Reviewed Date: 09/12/2024Status: ADOPTED

Site-Level Rules

Site-level rules shall be consistent with state law and Board policies and administrative regulations. In developing site-level disciplinary rules, the principal or designee shall solicit the participation, views, and advice of one representative selected by each of the following groups: (Education Code 35291.5)
Parents/guardians

Teachers

School administrators

School security personnel, if any

Students in grades seven through twelve
Annually, site-level discipline rules shall be reviewed and, if necessary, updated to align with any changes in state law, district discipline policies and regulations, and/or goals for school safety and climate as specified in the district's local control and accountability plan. A copy of the rules shall be filed with the Superintendent or designee for inclusion in the comprehensive safety plan.

School rules shall be communicated to students clearly and in an age-appropriate manner.

It shall be the duty of each employee of the school to enforce the school rules on student discipline. (Education Code 35291.5)

Disciplinary Strategies

To the extent possible, staff shall use disciplinary strategies that keep students in school and participating in the instructional program. Except when students' presence causes a danger to themselves or others or they commit a single act of a grave nature or an offense for which suspension or expulsion is required by law, suspension, supervised suspension, or expulsion shall be used only when other means of correction have failed to bring about proper conduct. Disciplinary strategies may include, but are not limited to:
Discussion or conference between school staff, the student, and the student's parents/guardians

Referral of the student to the school counselor or other school support service personnel for case management and counseling

Convening of a study team, guidance team, resource panel, or other intervention-related team to assess the behavior and develop and implement an individual plan to address the behavior in partnership with the student and the student's parents/guardians

When applicable, referral for a comprehensive psychosocial or psychoeducational assessment, including for purposes of creating an individualized education program (IEP) or a Section 504 plan

Enrollment in a program for teaching prosocial behavior or anger management

Participation in a restorative justice program

A positive behavior support approach with tiered interventions that occur during the school day on campus

Participation in a social and emotional learning program that teaches students the ability to understand and manage emotions, develop caring and concern for others, make responsible decisions, establish positive relationships, and handle challenging situations capably

Participation in a program that is sensitive to the traumas experienced by students, focuses on students' behavioral health needs, and addresses those needs in a proactive manner

After-school programs that address specific behavioral issues or expose students to positive activities and behaviors, including, but not limited to, those operated in collaboration with local parent and community groups

Detention after school hours as provided in the section below entitled "Detention After School"

Community service as provided in the section below entitled "Community Service"

In accordance with Board policy and administrative regulation, restriction or disqualification from participation in extracurricular activities

Reassignment to an alternative educational environment

Suspension and expulsion in accordance with law, Board policy, and administrative regulation
When, by law or district policy, other means of correction are required to be implemented before a student could be suspended or expelled, any other means of correction implemented shall be documented and retained in the student's records. (Education Code 48900.5)

When a student has been suspended, or other means of correction have been implemented against the student, for an incident of racist bullying, harassment, or intimidation, the principal or designee shall engage both the victim and perpetrator in a restorative justice practice suitable to the needs of the students. The principal or designee shall also require the perpetrator to engage in a culturally sensitive program that promotes racial justice and equity and combats racism and ignorance and shall regularly check on the victim to ensure that the victim is not in danger of suffering from any long-lasting mental health issues. (Education Code 48900.5)

Staff shall enforce disciplinary rules fairly, consistently, and in accordance with the district's nondiscrimination policies.

When disciplining a student who has been identified for special education and related services, the procedures specified in Administrative Regulation 5144.2 - Suspension And Expulsion/Due Process (Students With Disabilities) shall be

applied. If a student has not been identified as a student with a disability and the district suspects the behavior that resulted in discipline may be based in an unidentified disability, the district shall conduct an evaluation to determine if the student has a disability which requires an IEP or 504 plan. (U.S.C. 1412(a)(3))

Detention After School

Students may be detained for disciplinary reasons for up to one hour after the close of the maximum school day, or until the departure of the school bus to which they have been assigned if applicable. (5 CCR 307, 353)

The student shall not be detained unless the principal or designee notifies the parent/guardian.

Students shall remain under the supervision of a certificated employee during the period of detention.

Students may be offered the choice of serving their detention on Saturday rather than after school.

Community Service

As part of or instead of disciplinary action, the Board, Superintendent, principal, or principal's designee may require a student to perform community service during nonschool hours on school grounds or, with written permission of the student's parent/guardian, off school grounds. Such service may include, but is not limited to, community or school outdoor beautification, community or campus betterment, and teacher, peer, or youth assistance programs. (Education Code 48900.6)

This community service option is not available for a student who has been suspended, pending expulsion, pursuant to Education Code 48915. However, if the recommended expulsion is not implemented or the expulsion itself is suspended, then the student may be required to perform community service for the resulting suspension. (Education Code 48900.6)

Notice to Parents/Guardians and Students

At the beginning of the school year, the Superintendent or designee shall notify parents/guardians, in writing, about the availability of district rules related to discipline. (Education Code 35291, 48980)

The Superintendent or designee shall also provide written notice of disciplinary rules to parents/guardians of transfer students at the time of their enrollment in the district.

Dress Code – BP/AR 5132

Original Adopted Date: 09/13/2000 | Last Revised Date: 02/27/2020 | Last Reviewed Date: 02/27/2020

In cooperation with teachers, students, and parents/guardians, the principal or designee may establish school rules governing student dress and grooming which are consistent with law, Board policy, and administrative regulations. These school dress codes shall be regularly reviewed.

The following guidelines shall apply to all regular school activities:

Dress Code
Students must wear a shirt with pants or skirt, or the equivalent, and shoes.

Shirts and dresses must have fabric on the front and the sides.

The fabric covering the buttocks, genitals, and breasts must not be transparent (see-through).

Hats and other headwear must allow the face to be visible and not interfere with the line of sight of any student or staff. Hoodies must allow the student's face and ears to be visible to staff. No sunglasses may be worn indoors.

Clothing must be suitable for all scheduled classroom activities, including physical education, science labs, wood shop, and other activities where unique hazards exist. Specialized courses may require specialized attire, such as sports uniforms or safety gear.

Shoes must be worn at all times. Flip-flops, socks or sock-like footwear, slippers, backless shoes, or shoes with over a one-inch heel are not safe or appropriate for school. Toes must be covered.

Clothing may not depict, advertise or advocate the use of alcohol (excluding Humboldt County restaurants/family establishments), tobacco, or drugs.

Clothing may not reference genitals nor depict profanity, pornography, nudity, vulgarity, or sexual acts.

Clothing may not use or depict hate speech targeting any individual or group based on economics, ethnicity, gender, gender identity, intelligence, race, religious affiliation, sexual orientation, or any other protected group.

Clothing must not threaten the health or safety of any student or staff.

Clothing may not depict or advocate violence, criminal activity, race superiority, or hate speech.

Any attire identified as gang-related by local law enforcement is not allowed.

The dress code shall be modified as appropriate to accommodate a student's religious or cultural observance, health condition, or other circumstance deemed necessary by the principal or designee. In addition, the principal or designee may impose dress requirements to accommodate the needs of special school activities, physical education classes, athletic activities, and other extracurricular and cocurricular activities.

No grade of a student participating in a physical education class shall be adversely affected if the student does not wear standardized physical education apparel because of circumstances beyond the student's control. (Education Code 49066)

Students shall be allowed to wear sun-protective clothing, including but not limited to hats, for outdoor use during the school day. (Education Code 35183.5)

Gang-Related Apparel

At individual schools that have a dress code prohibiting gang-related apparel at school or school activities, the principal, staff, and parents/guardians participating in the development of the school safety plan shall define "gang-related apparel" and shall limit this definition to apparel that reasonably could be determined to threaten the health and safety of the school environment if it were worn or displayed on a school campus. (Education Code 32282)

Because gang-related symbols are constantly changing, definitions of gang-related apparel shall be reviewed annually and updated whenever related information is received. As necessary, the school shall collaborate with law enforcement agencies to update definitions of gang-related apparel.

A/R

Original Adopted Date: 09/13/2000 | Last Revised Date: 06/27/2023 | Last Reviewed Date: 06/27/2023

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Because gang-related symbols are constantly changing, definitions of gang-related apparel shall be reviewed annually and updated whenever related information is received. As necessary, the school shall collaborate with law enforcement agencies to update definitions of gang-related apparel.

Bullying – BP 5131.2

Original Adopted Date: 10/22/2018 | Last Revised Date: 06/27/2024 | Last Reviewed Date: 06/27/2024Status: ADOPTED

This policy shall apply to all acts constituting bullying related to school activity or to school attendance occurring within a district school, to acts which occur off campus or outside of school-related or school-sponsored activities but which may have an impact or create a hostile environment at school, and to all acts of the Governing Board and the Superintendent in enacting policies and procedures that govern the district.

The Board recognizes the harmful effects of bullying on student well-being, student learning, and school attendance and desires to provide a welcoming, safe, and supportive school environment that protects students from physical, mental, and emotional harm. No individual or group shall, through physical, written, verbal, visual, or other means, harass, sexually harass, threaten, intimidate, cyberbully, cause bodily injury to, or commit hate violence against any student or school personnel, or retaliate against them for filing a complaint or participating in the complaint resolution process.

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

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

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

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

District families are encouraged to model respectful behavior, contribute to a safe and supportive learning environment, and monitor potential causes of bullying.

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

A/R

Original Adopted Date: 06/04/2020 | Last Revised Date: 06/27/2024 | Last Reviewed Date: 06/27/2024Status: ADOPTED

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

Cyberbullying includes the electronic creation or transmission of harassing communications, direct threats, or other harmful texts, sounds, or images, which may be shared, sent, or posted publicly. Cyberbullying may include, but is not limited to, personal or private information that causes humiliation, false or negative information to discredit or disparage, or threats of physical harm. Cyberbullying may also include breaking into another person's electronic account or assuming that person's online identity in order to damage that person's reputation.

Examples of the types of conduct that may constitute bullying and are prohibited by the district include, but are not limited to:
Physical bullying: An act that inflicts harm upon a person's body or possessions, such as hitting, kicking, pinching, spitting, tripping, pushing, taking or breaking someone's possessions, or making cruel or rude hand gestures

Verbal bullying: An act that includes saying or writing hurtful things, such as teasing, name-calling, inappropriate sexual comments, taunting, or threats to cause harm

Social/relational bullying: An act that harms a person's reputation or relationships, such as leaving a person out of an activity on purpose, influencing others not to be friends with someone, spreading rumors, or embarrassing someone in public

Cyberbullying: An act that occurs on electronic devices such as computers, tablets, or cell phones, such as sending demeaning or hateful text messages, direct messages or public posts on social media apps, gaming forums, or emails, spreading rumors by email or by posting on social networking sites, shaming or humiliating by allowing others to view, participate in, or share disparaging or harmful content, or posting or sharing embarrassing photos, videos, website, or fake profiles
Measures to Prevent Bullying

The Superintendent or designee shall implement measures to prevent bullying in district schools, including, but not limited to, the following:
Developing a strategic plan for school connectedness and social skills with benchmark tracking, which may include providing regular opportunities and spaces for students to develop social skills and strengthen relationships and promoting adult support from family and school staff, peer-led programs, and partnerships with key community groups, implementing socially based educational techniques such as cooperative learning projects that can improve educational outcomes as well as peer relations, creating a supportive school environment that fosters belonging through equitable classroom management, mentoring, and peer support groups that allow students to lean on each other and learn from each other's experiences, and building social connection into health education courses including information on the consequences of social connection on physical and mental health, key risk and protective factors, and strategies for increasing social connection

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

Providing information to students, through student handbooks, district and school websites and social media, and other age-appropriate means, about district and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for engaging in bullying

Encouraging students to notify school staff when they are being bullied or when they suspect that another student is being bullied, and providing means by which students may report threats or incidents confidentially and anonymously

Conducting an assessment of bullying incidents at each school and, if necessary, increasing supervision and security in areas where bullying most often occurs, such as playgrounds, hallways, restrooms, and cafeterias

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

Staff Development

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

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

Discuss bullying prevention strategies with students, and teach students to recognize the behavior and characteristics of bullying perpetrators and victims

Identify the signs of bullying or harassing behavior

Take immediate corrective action when bullying is observed

Report incidents to the appropriate authorities, including law enforcement in instances of criminal behavior
Information and Resources

The Superintendent or designee shall post on the district's website, in a prominent location and in a manner that is easily accessible to students and parents/guardians, information on bullying and harassment prevention which includes the following: (Education Code 234.6)
The district's policy on student suicide prevention, including a reference to the policy's age appropriateness for students in grades K-6

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

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

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

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

A link to statewide resources, including community-based organizations, compiled by CDE pursuant to Education Code 234.5
Any additional information the Superintendent or designee deems important for preventing bullying and harassment
Student Instruction

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

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

Students should be taught the difference between appropriate and inappropriate behaviors, how to advocate for themselves, how to help another student who is being bullied, and when to seek assistance from a trusted adult. As role models for students, staff are responsible for teaching and modeling respectful behavior and building safe and supportive learning environments, and are expected to demonstrate effective problem-solving and anger management skills.

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

Reporting and Filing of Complaints

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

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

Within one business day of receiving such a report, a staff member shall notify the principal of the report, regardless of whether a uniform complaint is filed. In addition, any school employee who observes an incident of bullying involving a student shall, within one business day, report such observation to the principal or a district compliance officer, regardless of whether the alleged victim files a complaint.

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

Any individuals with information about cyberbullying activity shall save and print any electronic or digital messages that they feel constitute cyberbullying and shall notify a teacher, the principal, or other employee so that the matter may be investigated. When an investigation concludes that a student used a social networking site or service to bully or harass another student, the Superintendent or designee may report the cyberbullying to the social media platform and may request the material be removed.

Discipline/Corrective Actions

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

When a student has been suspended, or other means of correction have been implemented against the student, for an incident of racist bullying, harassment, or intimidation, the principal or designee shall engage both the victim and perpetrator in a restorative justice practice suitable to the needs of the students. The principal or designee shall also require the perpetrator to engage in a culturally sensitive program that promotes racial justice and equity and combats racism and ignorance and shall regularly check on the victim to ensure that the victim is not in danger of suffering from any long-lasting mental health issues. (Education Code 48900.5)

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

Support Services

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

If any student involved in bullying exhibits warning signs of suicidal thought or intention or of intent to harm another person, the Superintendent or designee shall, as appropriate, implement district intervention protocols which may include, but are not limited to, referral to district or community mental health services, other health professionals, and/or law enforcement, in accordance with Board Policy and Administrative Regulation 5141.52 - Suicide Prevention.

Suspension and Expulsion/Due Process – BP/AR 5144.1

Original Adopted Date: 02/14/2019 | Last Revised Date: 12/13/2024 | Last Reviewed Date: 12/13/2024

The Governing Board desires to provide district students access to educational opportunities in an orderly school environment that protects their safety and security, ensures their welfare and well-being, and promotes their learning and development. The Board shall develop rules and regulations setting the standards of behavior expected of district students and the disciplinary processes and procedures for addressing violations of those standards, including suspension and/or expulsion.

The grounds for suspension and expulsion and the procedures for considering, recommending, and/or implementing suspension and expulsion shall be only those specified in law, in this policy, and in the accompanying administrative regulation.

Except when otherwise permitted by law, a student may be suspended or expelled only when the behavior is related to a school activity or school attendance occurring within any district school or another school district, regardless of when it occurs, including, but not limited to, the following: (Education Code 48900(s))
While on school grounds

While going to or coming from school

During the lunch period, whether on or off the school campus

During, going to, or coming from a school-sponsored activity

District staff shall enforce the rules concerning suspension and expulsion of students fairly, consistently, equally, and in accordance with the district's nondiscrimination policies.

Appropriate Use of Suspension Authority

Except when a student's act violates Education Code 48900(a)-(e), as listed in Items #1-5 under "Grounds for Suspension and Expulsion: Grades K-12" of the accompanying administrative regulation, or when the student's presence causes a danger to others, suspension shall be used only when other means of correction have failed to bring about proper conduct. (Education Code 48900.5, 48900.6)

A student's parents/guardians shall be notified as soon as possible when there is an escalating pattern of misbehavior that could lead to on-campus or off-campus suspension.

No student may be suspended for disruption or willful defiance, except by a teacher pursuant to Education Code 48910. (Education Code 48900)

Students shall not be suspended or expelled based solely on a student's truancy, tardiness, or absenteeism from assigned school activities. (Education Code 48900)

On-Campus Suspension

To ensure the proper supervision and ongoing learning of students who are suspended for any of the reasons enumerated in Education Code 48900 and 48900.2, but who pose no imminent danger or threat to anyone at school and for whom expulsion proceedings have not been initiated, the Superintendent or designee shall establish a supervised suspension classroom program which meets the requirements of law.

Except where a supervised suspension is permitted by law for a student's first offense, supervised suspension shall be imposed only when other means of correction have failed to bring about proper conduct. (Education Code 48900.5)

Authority to Expel

A student may be expelled only by the Board. (Education Code 48918(j))

As required by law, the Superintendent or principal shall recommend expulsion and the Board shall expel any student found to have committed any of the following "mandatory recommendation and mandatory expulsion" acts at school or at a school activity off school grounds: (Education Code 48915)
Possessing a firearm which is not an imitation firearm, as verified by a certificated employee, unless the student had obtained prior written permission to possess the item from a certificated school employee, with the principal or designee's concurrence

Selling or otherwise furnishing a firearm

Brandishing a knife at another person

Unlawfully selling a controlled substance listed in Health and Safety Code 11053-11058

Committing or attempting to commit a sexual assault as defined in Penal Code 261, 266c, 286, 287, 288, or 289, or former 288a, or committing a sexual battery as defined in Penal Code 243.4

Possessing an explosive as defined in 18 USC 921
For all other violations listed in the accompanying administrative regulation, the Superintendent or principal shall have the discretion to recommend expulsion of a student. If expulsion is recommended, the Board shall order the student expelled only if it makes a finding of either or both of the following: (Education Code 48915(b) and (e))
That other means of correction are not feasible or have repeatedly failed to bring about proper conduct

That due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others
A vote to expel a student shall be taken in an open session of a Board meeting. (Education Code 48918(j))

The Board may vote to suspend the enforcement of the expulsion order pursuant to the requirements of law and the accompanying administrative regulation. (Education Code 48917)

No student shall be expelled for disruption or willful defiance. (Education Code 48900)

No child enrolled in a preschool program shall be expelled or unenrolled except under limited circumstances in accordance with Education Code 8489.1 and as specified in Administrative Regulation 5148.3 - Preschool/Early Childhood Education.

Due Process

The Board shall provide for the fair and equitable treatment of students facing suspension and/or expulsion by affording the students due process rights under the law. The Superintendent or designee shall comply with procedures for notices, hearings, and appeals as specified in law and administrative regulation. (Education Code 48911, 48915, 48915.5, 48918)

Maintenance and Monitoring of Outcome Data

The Superintendent or designee shall maintain outcome data related to student suspensions and expulsions in accordance with Education Code 48900.8 and 48916.1, including, but not limited to, the number of students recommended for expulsion, the grounds for each recommended expulsion, the actions taken by the Board, the types of referral made after each expulsion, and the disposition of the students after the expulsion period. For any expulsion that involves the possession of a firearm, such data shall include the name of the school and the type of firearm involved, as required pursuant to 20 USC 7961. Suspension and expulsion data shall be reported to the Board annually and to the California Department of Education when so required.

In presenting the report to the Board, the Superintendent or designee shall disaggregate data on suspensions and expulsions by school and by numerically significant student subgroups, including, but not limited to, ethnic subgroups, socioeconomically disadvantaged students, English learners, long-term English learners, students with disabilities, foster youth, and homeless students. Based on the data, the Board shall address any identified disparities in the imposition of student discipline and shall determine whether and how the district is meeting its goals for improving school climate as specified in its local control and accountability plan.

A/R

Original Adopted Date: 02/14/2019 | Last Revised Date: 12/13/2024 | Last Reviewed Date: 12/13/2024Status: ADOPTED
Definitions

Suspension means removal of a student from ongoing instruction for adjustment purposes. However, suspension does not mean any of the following: (Education Code 48925)
Reassignment to another education program or class at the same school where the student will receive continuing instruction for the length of day prescribed by the Governing Board for students of the same grade level

Referral to a certificated employee designated by the principal to advise students

Removal from the class, but without reassignment to another class or program, for the remainder of the class period without sending the student to the principal or designee as provided in Education Code 48910, so long as removal from a particular class does not occur more than once every five school days
Expulsion means removal of a student from the immediate supervision and control or the general supervision of school personnel. (Education Code 48925)

Notice of Regulations

At the beginning of each school year, the principal of each school shall ensure that all students and parents/guardians are notified in writing of all school rules related to discipline, including suspension and expulsion. (Education Code 35291, 48900.1, 48980)

Grounds for Suspension and Expulsion: Grades K-12

Acts for which a student, including a student with disabilities, may be suspended or expelled shall be only those specified as follows and in "Additional Grounds for Suspension and Expulsion: Grades 4-12," below:
Caused, attempted to cause, or threatened to cause physical injury to another person; willfully used force or violence upon another person, except in self-defense; or committed as an aider or abettor, as adjudged by a juvenile court, a crime of physical violence in which the victim suffered great or serious bodily injury (Education Code 48900(a) and (t))

Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the principal or designee's concurrence (Education Code 48900(b))

Unlawfully possessed, used, sold, otherwise furnished, or was under the influence of any controlled substance as defined in Health and Safety Code 11053-11059, alcoholic beverage, or intoxicant of any kind (Education Code 48900(c))

Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11059, alcoholic beverage, or intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the same as a controlled substance, alcoholic beverage, or intoxicant (Education Code 48900(d))

Committed or attempted to commit robbery or extortion (Education Code 48900(e))

Caused or attempted to cause damage to school property or private property (Education Code 48900(f))

Stole or attempted to steal school property or private property (Education Code 48900(g))

Possessed or used tobacco or products containing tobacco or nicotine products, including, but not limited to, cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel, except that this restriction shall not prohibit a student from using or possessing prescription products (Education Code 48900(h))

Committed an obscene act or engaged in habitual profanity or vulgarity (Education Code 48900(i))

Unlawfully possessed, offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5 (Education Code 48900(j))

Knowingly received stolen school property or private property (Education Code 48900(l))

Possessed an imitation firearm (Education Code 48900(m))

Imitation firearm means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm. (Education Code 48900(m))

Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 287, 288, 289, or former 288a, or committed a sexual battery as defined in Penal Code 243.4 (Education Code 48900(n))

Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness (Education Code 48900(o))

Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma (Education Code 48900(p))

Engaged in, or attempted to engage in, hazing (Education Code 48900(q))

Hazing means a method of initiation or pre-initiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. Hazing does not include athletic events or school-sanctioned events. (Education Code 48900(q))

Engaged in an act of bullying (Education Code 48900(r))

Bullying means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, directed toward one or more students that has or can reasonably be predicted to have the effect of placing a reasonable student(s) in fear of harm to self or property; cause the student to experience a substantially detrimental effect on physical or mental health; or cause the student to experience substantial

interferences with academic performance or ability to participate in or benefit from the services, activities, or privileges provided by a school. (Education Code 48900(r))

Bullying includes any act of sexual harassment, hate violence, or harassment, threat, or intimidation, as defined in Education Code 48900.2, 48900.3, or 48900.4 and below in "Additional Grounds for Suspension and Expulsion: Grades 4-12," that has any of the effects described above on a reasonable student.

Bullying also includes an act of cyber sexual bullying by a student through the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording that depicts a nude, semi-nude, or sexually explicit photograph or other visual recording of an identifiable minor, when such dissemination is to another student or to school personnel by means of an electronic act and has or can be reasonably predicted to have one or more of the effects of bullying described above. Cyber sexual bullying does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

Electronic act means the creation or transmission originated on or off the school site by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication including, but not limited to: (Education Code 48900(r))
A message, text, sound, video, or image

A post on a social network Internet website, including, but not limited to, posting to or creating a burn page or creating a credible impersonation or false profile for the purpose of causing a reasonable student any of the effects of bullying described above

Reasonable student means a student, including, but not limited to, a student who has been identified as a student with a disability, who exercises average care, skill, and judgment in conduct for a person of the student's age, or for a person of the student's age and disability. (Education Code 48900(r))

Burn page means an internet website created for the purpose of causing a reasonable student any of the effects of bullying described above. (Education Code 48900(r))

Credible impersonation means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that the student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated. (Education Code 48900(r))

False profile means a profile of a fictitious student or profile using the likeness or attributes of an actual student other than the student who created the false profile. (Education Code 48900(r))

An electronic act is not considered pervasive conduct solely on the basis that it has been transmitted to the internet or is currently posted on the internet. (Education Code 48900(r))

When a student has been suspended, or other means of correction have been implemented against the student, for an incident of racist bullying, harassment, or intimidation, the principal or designee may, as appropriate, engage both the victim and perpetrator in a restorative justice practice suitable to the needs of the students. The principal or designee shall also require the perpetrator to engage in a culturally sensitive program that promotes racial justice and equity and combats racism and ignorance and shall regularly check on the victim to ensure that the victim is not in danger of suffering from any long-lasting mental health issues. (Education Code 48900.5)

Aided or abetted the infliction or attempted infliction of physical injury on another person, as defined in Penal Code 31 (Education Code 48900(t))

Made terrorist threats against school officials and/or school property (Education Code 48900.7)

A terrorist threat includes any written or oral statement by a person who willfully threatens to commit a crime which will result in death or great bodily injury to another person or property damage in excess of $1,000, with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying out the crime. (Education Code 48900.7)

A student may not be suspended or expelled for disruption or willful defiance. (Education Code 48900)

Additional Grounds for Suspension and Expulsion: Grades 4-12

A student in grades 4-12 shall be subject to suspension or recommendation for expulsion when it is determined that the student:
Committed sexual harassment as defined in Education Code 212.5 (Education Code 48900.2)

Sexual harassment means conduct which, when considered from the perspective of a reasonable person of the same gender as the victim, is sufficiently severe or pervasive as to have a negative impact upon the victim's academic performance or to create an intimidating, hostile, or offensive educational environment. (Education Code 212.5, 48900.2)

Caused, attempted to cause, threatened to cause, or participated in an act of hate violence as defined in Education Code 233 (Education Code 48900.3)

Hate violence means any act punishable under Penal Code 422.6, 422.7, or 422.75. Such acts include injuring or intimidating a victim, interfering with the exercise of a victim's civil rights, or damaging a victim's property because of the victim's race, ethnicity, religion, nationality, disability, gender, gender identity, gender expression, or sexual orientation; a perception of the presence of any of those characteristics in the victim; or the victim's association with a person or group with one or more of those actual or perceived characteristics. (Education Code 233; Penal Code 422.55)

Intentionally engaged in harassment, threats, or intimidation against district personnel or students that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of school personnel or students by creating an intimidating or hostile educational environment (Education Code 48900.4)
Suspension from Class by a Teacher

A teacher may suspend a student from class for the remainder of the day and the following day for any of the acts specified in Education Code 48900 and listed as Items #1-19 under "Grounds for Suspension and Expulsion: Grades K-12" above or for disruption or willful defiance at any grade level. (Education Code 48910)

When suspending a student from class, the teacher shall immediately report this action to the principal or designee and send the student to the principal or designee for appropriate action. If that action requires the continuing presence of the student at school, the student shall be appropriately supervised during the class periods from which the student has been suspended. (Education Code 48910)

As soon as possible after the teacher has suspended the student, the teacher shall ask the student's parent/guardian to attend a parent-teacher conference regarding the suspension. A counselor or psychologist may attend the conference if it is practicable, and a school administrator shall attend if requested by the parent/guardian or teacher. (Education Code 48910)

A student suspended from class shall not be returned to class during the period of the suspension without the approval of the teacher of the class and the principal or designee. (Education Code 48910)

A student suspended from class shall not be placed in another regular class during the period of suspension. However, a student assigned to more than one class per day may continue to attend other regular classes except those held at the same time as the class from which the student was suspended. (Education Code 48910)

A teacher may also refer a student, for any of the acts specified above in Education Code 48900, to the principal or designee for consideration of a suspension from school. (Education Code 48910)

The teacher of any class from which a student is suspended may require the student to complete any assignments and tests missed during the removal. (Education Code 48913)

Suspension by Superintendent, Principal or Principal's Designee

To implement disciplinary procedures at a school site, the principal may, in writing, designate as the principal's designee another administrator or, if the principal is the only administrator at the school site, a certificated employee. As necessary, the principal may, in writing, also designate another administrator or certificated employee as the secondary designee to assist with disciplinary procedures when the principal and the principal's primary designee are absent from the school site.

The Superintendent, principal, or designee shall immediately suspend any student found at school or at a school activity away from school to have committed any of the acts listed in the Board policy under "Authority to Expel" for which a recommendation of expulsion is required. (Education Code 48915(c))

The Superintendent, principal, or designee may impose a suspension for a first offense if it is determined that the student violated any of Items #1-5 listed under "Grounds for Suspension and Expulsion: Grades K-12" above or if the student's presence causes a danger to persons. (Education Code 48900.5)

For all other offenses, a student may be suspended only when the Superintendent or principal has determined that other means of correction have failed to bring about proper conduct. (Education Code 48900.5)

When other means of correction are implemented prior to imposing suspension upon a student, including supervised suspension, the Superintendent, principal, or designee shall document the other means of correction used and retain the documentation in the student's record. (Education Code 48900.5)

Length of Suspension

The Superintendent, principal, or designee may suspend a student from school for not more than five consecutive school days. (Education Code 48911)

A student may be suspended from school for not more than 20 school days in any school year. However, if a student enrolls in or is transferred to another regular school, an opportunity school or class, or continuation school or class for the purpose of adjustment, the student may be suspended for not more than 30 school days in a school year. The district may count suspensions that occur while a student is enrolled in another school district toward the maximum number of days for which the student may be suspended in any school year. (Education Code 48903, 48911, 48912)

These restrictions on the number of days of suspension shall not apply when the suspension is extended pending an expulsion. (Education Code 48911)

Due Process Procedures for Suspension

Suspensions shall be imposed in accordance with the following procedures:

Informal Conference: Suspension shall be preceded by an informal conference conducted by the Superintendent, principal, or designee with the student and, whenever practicable, the teacher, supervisor, or school employee who referred the student to the principal. At the conference, the student shall be informed of the reason for the disciplinary action, including the other means of correction that were attempted before the suspension as required pursuant to Education Code 48900.5, and the evidence against the student, and shall be given the opportunity to present the student's version and evidence in the student's defense. (Education Code 48911)

This conference may be omitted if the Superintendent, principal, or designee determines that an emergency situation exists involving a clear and present danger to the lives, safety, or health of students or school personnel. If a student is suspended without this conference, the student, the student's parent/guardian, or if the student is a foster youth, the foster youth's educational rights holder, attorney, and county social worker, or if the student is an Indian child, the Indian child's tribal social worker and, if applicable, county social worker, shall be notified of the student's right to a conference and the right to return to school for the purpose of the conference. The conference shall be held within two school days, unless the student waives the right to it or is physically unable to attend for any reason. In such a case, the conference shall be held as soon as the student is physically able to return to school for the conference. (Education Code 48911)

Administrative Actions: All requests for student suspension are to be processed by the principal or designee. A school employee shall report the suspension, including the name of the student and the cause for the suspension, to the Superintendent or designee. (Education Code 48911)

Notice to Parents/Guardians: At the time of the suspension, a school employee shall make a reasonable effort to contact the parent/guardian, or if the student is a foster youth, the foster youth's educational rights holder, attorney, and county social worker, or if the student is an Indian child, the Indian child's tribal social worker, and, if applicable, the county social worker, in person, by email, or by telephone. Whenever a student is suspended, the parent/guardian, or, if applicable, the foster youth's educational rights holder, attorney, and county social worker, or the Indian child's tribal social worker and, if applicable, the county social worker, shall also be notified in writing of the suspension. (Education Code 48911)

This notice shall state the specific offense committed by the student. (Education Code 48900.8)

In addition, the notice shall state the date and time when the student may return to school.

Parent/Guardian Conference: Whenever a student is suspended, school officials may conduct a meeting with the parent/guardian to discuss the cause(s) and duration of the suspension, the school policy involved, and any other pertinent matter. (Education Code 48914)

If school officials request to meet with the parent/guardian, a foster youth's educational rights holder, attorney, and county social worker, or an Indian child's tribal social worker, and, if applicable, the county social worker, the notice may state that the law requires such individuals to respond to the request without delay. However, the student shall not be penalized for the failure of the parent/guardian, a foster youth's educational rights holder, attorney, and county social worker, or an Indian child's tribal social worker, and, if applicable, the county social worker, to attend such a conference. The student may not be denied reinstatement solely because such individuals failed to attend the conference. (Education Code 48911)

Extension of Suspension: If the Board is considering the expulsion of a suspended student from any school or the suspension of a student for the balance of the semester from continuation school, the Superintendent or designee may, in writing, extend the suspension until such time as the Board has made a decision, provided the following requirements are followed: (Education Code 48911)

The extension of the original period of suspension is preceded by notice of such extension with an offer to hold a conference concerning the extension, giving the student an opportunity to be heard

This conference may be held in conjunction with a meeting requested by the student or parent/guardian to challenge the original suspension.

The Superintendent or designee determines, following a meeting in which the student and the student's parent/guardian were invited to participate, that the student's presence at the school or at an alternative school would endanger persons or property or threaten to disrupt the instructional process

If the student involved is a foster youth or Indian child, the Superintendent or designee shall notify the district's educational liaison of the need to invite the foster youth's educational rights holder, attorney and county social worker, or the Indian child's tribal social worker or, if applicable, the county social worker, to attend the meeting (Education Code 48853.5, 48911, 48918.1)

If the student involved is a child or youth experiencing homelessness, the Superintendent or designee shall notify the district liaison for homeless students (Education Code 48918.1)

In lieu of or in addition to suspending a student, the Superintendent, principal, or designee may provide services or require the student to participate in an alternative disciplinary program designed to correct the behavior and keep the student in school
Suspension by the Board

The Board may suspend a student for any of the acts listed under "Grounds for Suspension and Expulsion: Grades K-12," and "Additional Grounds for Suspension and Expulsion: Grades 4-12," above and within the limits specified under "Suspension by Superintendent, Principal, or Designee," above. (Education Code 48912)

The Board may suspend a student enrolled in a continuation school or class for a period not longer than the remainder of the semester. The suspension shall meet the requirements of Education Code 48915. (Education Code 48912.5)

When the Board is considering a suspension, disciplinary action, or any other action (except expulsion) against any student, it shall hold a closed session if a public hearing would lead to disclosure of information that would violate a student's right to privacy under Education Code 49073-49079. (Education Code 35146, 48912)

The Board shall provide the student and parent/guardian with written notice of the closed session by registered or certified mail or personal service. Upon receiving this notice, the student or parent/guardian may request a public meeting, and this request shall be granted if made in writing within 48 hours after receipt of the Board's notice. However, any discussion that conflicts with any other student's right to privacy still shall be held in closed session. (Education Code 35146, 48912)

On-Campus Suspension

A student for whom an expulsion action has not been initiated and who poses no imminent danger or threat to the school, students, or staff may be assigned to on-campus suspension in a separate classroom, building, or site for the entire period of suspension. The following conditions shall apply: (Education Code 48911.1)
The on-campus suspension classroom shall be staffed in accordance with law

The student shall have access to appropriate counseling services

The on-campus suspension classroom shall promote completion of schoolwork and tests missed by the student during the suspension

The student shall be responsible for contacting the student's teacher(s) to receive assignments to be completed in the supervised suspension classroom and the teacher(s) shall provide all assignments and tests that the student will miss while suspended

If no such work is assigned, the person supervising the suspension classroom shall assign schoolwork.
At the time a student is assigned to an on-campus suspension classroom, the principal or designee shall notify the student's parent/guardian, or if the student is a foster youth, the foster youth's educational rights holder, attorney, and county social worker, or, if the student if an Indian child, the Indian child's tribal social worker and, if applicable, county social worker, in person, by email, or by telephone. When the assignment is for longer than one class period, this notification shall be made in writing. (Education Code 48911.1)

Superintendent or Principal's Authority to Recommend Expulsion

Unless the Superintendent or principal determines that expulsion should not be recommended under the circumstances or that an alternative means of correction would address the conduct, the Superintendent or principal shall recommend a student's expulsion for any of the following acts: (Education Code 48915)
Causing serious physical injury to another person, except in self-defense

Possession of any knife or other dangerous object of no reasonable use to the student

Unlawful possession of any controlled substance as listed in Health and Safety Code 11053-11059, except for:

The first offense for the possession of not more than one ounce of marijuana, other than concentrated cannabis

The student's possession of over-the-counter medication for use by the student for medical purposes

Medication prescribed for the student by a physician

Robbery or extortion

Assault or battery, as defined in Penal Code 240 and 242, upon any school employee
In determining whether to recommend the expulsion of a student, the Superintendent, principal, or designee shall act as quickly as possible to ensure that the student does not lose instructional time. (Education Code 48915)

Student's Right to Expulsion Hearing

Any student recommended for expulsion shall be entitled to a hearing to determine whether the student should be expelled. The hearing shall be held within 30 school days after the Superintendent, principal, or designee determines that the student has committed the act(s) that form the basis for the expulsion recommendation. (Education Code 48918(a))

The student is entitled to at least one postponement of an expulsion hearing for a period of not more than 30 calendar days. The request for postponement shall be in writing. Any subsequent postponement may be granted at the Board's discretion. (Education Code 48918(a))

If the Board finds it impractical during the regular school year to comply with these time requirements for conducting an expulsion hearing, the Superintendent or designee may, for good cause, extend the time period by an additional five school days. Reasons for the extension shall be included as a part of the record when the expulsion hearing is held. (Education Code 48918(a))

If the Board finds it impractical to comply with the time requirements of the expulsion hearing due to a summer recess of Board meetings of more than two weeks, the days during the recess shall not be counted as school days. The days not

counted during the recess may not exceed 20 school days, as defined in Education Code 48925. Unless the student requests in writing that the expulsion hearing be postponed, the hearing shall be held not later than 20 calendar days prior to the first day of the next school year. (Education Code 48918(a))

Once the hearing starts, all matters shall be pursued with reasonable diligence and concluded without unnecessary delay. (Education Code 48918(a))

Stipulated Expulsion

After a determination that a student has committed an offense for which the student may be expelled, the Superintendent, principal, or designee shall offer the student, the student's parent/guardian, or, when applicable, other person holding the right to make educational decisions for the student, the option to waive a hearing and stipulate to the expulsion or to a suspension of the expulsion under certain conditions. The offer shall be made only after written notice of the expulsion hearing pursuant to Education Code 48918 has been given.

The stipulation agreement shall be in writing and shall be signed by the student, the student's parent/guardian, or, when applicable, the person holding the right to make educational decisions for the student. The stipulation agreement shall include notice of all the rights that the student is waiving, including the waiving of the right to have a full hearing, to appeal the expulsion to the County Board of Education, and to consult legal counsel.

A stipulated expulsion agreed to by the student, the student's parent/guardian, or, when applicable, the person holding the right to make educational decisions for the student, shall be effective upon approval by the Board.

Rights of Complaining Witness

An expulsion hearing involving allegations of sexual assault or sexual battery may be postponed for one school day in order to accommodate the special physical, mental, or emotional needs of a student who is the complaining witness. (Education Code 48918.5)

Whenever the Superintendent or designee recommends an expulsion hearing that addresses allegations of sexual assault or sexual battery, the Superintendent or designee shall give the complaining witness a copy of the district's suspension and expulsion policy and regulation and shall advise the witness of the right to: (Education Code 48918.5)
Receive five days' notice of the scheduled testimony at the hearing

Have up to two adult support persons present at the hearing at the time the witness testifies

Have a closed hearing during the time the witness testifies
Whenever any allegation of sexual assault or sexual battery is made, the Superintendent or designee shall immediately advise complaining witnesses and accused students to refrain from personal or telephone contact with each other during the time when an expulsion process is pending. (Education Code 48918.5)

Written Notice of the Expulsion Hearing

Written notice of the expulsion hearing shall be forwarded to the student and the student's parent/guardian at least 10 calendar days before the date of the hearing. The notice shall include: (Education Code 48900.8, 48918(b))
The date and place of the hearing

A statement of the specific facts, charges, and offense upon which the proposed expulsion is based

A copy of district disciplinary rules which relate to the alleged violation

Notification of the student's or parent/guardian's obligation, pursuant to Education Code 48915.1, to provide information about the student's status in the district to any other district in which the student seeks enrollment

This obligation applies when a student is expelled for acts other than those described in Education Code 48915(a) or (c).

The opportunity for the student or the student's parent/guardian to appear in person or be represented by legal counsel or by a nonattorney adviser

Legal counsel means an attorney or lawyer who is admitted to the practice of law in California and is an active member of the State Bar of California.

Nonattorney adviser means an individual who is not an attorney or lawyer, but who is familiar with the facts of the case and has been selected by the student or student's parent/guardian to provide assistance at the hearing.

The right to inspect and obtain copies of all documents to be used at the hearing

The opportunity to confront and question all witnesses who testify at the hearing

The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf, including witnesses
Additional Notice of Expulsion Hearing for Foster Youth, Homeless Students, and Indian Children

If the student facing expulsion is a foster student or Indian child, the Superintendent or designee shall also send notice of the hearing to the foster youth's educational rights holder, attorney, and county social worker, or the Indian child's tribal social worker and, if applicable, county social worker, at least 10 calendar days prior to the hearing. (Education Code 48918.1)

If the student facing expulsion is a student experiencing homelessness, the Superintendent or designee shall also send notice of the hearing to the district liaison for homeless students at least 10 calendar days prior to the hearing. (Education Code 48918.1)

Any notice for these purposes may be provided by the most cost-effective method possible, including by email or a telephone call. (Education Code 48918.1)

Conduct of Expulsion Hearing

Closed Session: Notwithstanding Education Code 35145, the Board shall conduct a hearing to consider the expulsion of the student in a session closed to the public unless the student requests in writing at least five days prior to the hearing that the hearing be a public meeting. If such a request is made, the meeting shall be public to the extent that privacy rights of other students are not violated. (Education Code 48918)

Whether the expulsion hearing is held in closed or public session, the Board may meet in closed session to deliberate and determine whether the student should be expelled. If the Board admits any other person to this closed session, the parent/guardian, the student, and the counsel of the student also shall be allowed to attend the closed session. (Education Code 48918(c))

If a hearing that involves a charge of sexual assault or sexual battery is to be conducted in public, a complaining witness shall have the right to testify in closed session when testifying in public would threaten serious psychological harm to the witness and when there are no alternative procedures to avoid the threatened harm, including, but not limited to, a videotaped deposition or contemporaneous examination in another place communicated to the hearing room by closed-circuit television. (Education Code 48918(c)

Record of Hearing: A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made. (Education Code 48918(g))

Subpoenas: Before commencing a student expulsion hearing, the Board may issue subpoenas, at the request of either the student or the Superintendent or designee, for the personal appearance at the hearing of any person who actually witnessed the action that gave rise to the recommendation for expulsion. After the hearing has commenced, the Board or the hearing officer or administrative panel may issue such subpoenas at the request of the student or the County Superintendent of Schools or designee. All subpoenas shall be issued in accordance with Code of Civil Procedure 1985-1985.2 and enforced in accordance with Government Code 11455.20. (Education Code 48918(i))

Any objection raised by the student or the Superintendent or designee to the issuance of subpoenas may be considered by the Board in closed session, or in open session if so requested by the student, before the meeting. The Board's decision in response to such an objection shall be final and binding. (Education Code 48918(i))

If the Board determines, or if the hearing officer or administrative panel finds and submits to the Board, that a witness would be subject to unreasonable risk of harm by testifying at the hearing, a subpoena shall not be issued to compel the personal attendance of that witness at the hearing. However, that witness may be compelled to testify by means of a sworn declaration as described in Item #6 below. (Education Code 48918(i))

Presentation of Evidence: Technical rules of evidence shall not apply to the expulsion hearing, but relevant evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. The decision of the Board to expel shall be supported by substantial evidence that the student committed any of the acts pursuant to Education Code 48900 and listed in "Grounds for Suspension and Expulsion: Grades K-12," and "Additional Grounds for Suspension and Expulsion: Grades 4-12," above. (Education Code 48918(h))

Findings of fact shall be based solely on the evidence at the hearing. Although no finding shall be based solely on hearsay, sworn declarations may be admitted as testimony from witnesses whose disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm. (Education Code 48918(f))

In cases where a search of a student's person or property has occurred, evidence describing the reasonableness of the search shall be included in the hearing record.

Testimony by Complaining Witnesses: The following procedures shall be observed when a hearing involves allegations of sexual assault or sexual battery by a student: (Education Code 48918, 48918.5)

Any complaining witness shall be given five days' notice before being called to testify

Any complaining witness shall be entitled to have up to two adult support persons, including, but not limited to, a parent/guardian or legal counsel, present during the testimony

Before a complaining witness testifies, support persons shall be admonished that the hearing is confidential

The person presiding over the hearing may remove a support person who is disrupting the hearing

If one or both support persons are also witnesses, the hearing shall be conducted in accordance with Penal Code 868.5

Evidence of specific instances of prior sexual conduct of a complaining witness shall be presumed inadmissible and shall not be heard unless the person conducting the hearing determines that extraordinary circumstances require the evidence to be heard

Before such a determination is made, the complaining witness shall be given notice and an opportunity to oppose the introduction of this evidence. In the hearing on the admissibility of this evidence, the complaining witness shall be entitled to be represented by a parent/guardian, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of a complaining witness shall not be admissible for any purpose.

In order to facilitate a free and accurate statement of the experiences of the complaining witness and to prevent discouragement of complaints, the district shall provide a nonthreatening environment

The district shall provide a room separate from the hearing room for the use of the complaining witness before and during breaks in testimony

At the discretion of the person conducting the hearing, the complaining witness shall be allowed reasonable periods of relief from examination and cross-examination during which the complaining witness may leave the hearing room

The person conducting the hearing may:

Arrange the seating within the hearing room so as to facilitate a less intimidating environment for the complaining witness

Limit the time for taking the testimony of a complaining witness to normal school hours, if there is no good cause to take the testimony during other hours

(Permit one of the support persons to accompany the complaining witness to the witness stand

Decision: The Board's decision as to whether to expel a student shall be made within 40 school days after the student is removed from school, unless the student requests in writing that the decision be postponed. (Education Code 48918(a))
Alternative Expulsion Hearing: Hearing Officer or Administrative Panel

Instead of conducting an expulsion hearing itself, the Board may contract with the county hearing officer or with the Office of Administrative Hearings of the State of California for a hearing officer. The Board may also appoint an impartial administrative panel composed of three or more certificated personnel, none of whom shall be members of the Board or on the staff of the school in which the student is enrolled. (Education Code 48918)

A hearing conducted by the hearing officer or administrative panel shall conform to the same procedures applicable to a hearing conducted by the Board as specified above in "Conduct of Expulsion Hearing," including the requirement to issue a decision within 40 school days of the student's removal from school, unless the student requests that the decision be postponed. (Education Code 48918(a) and (d))

The hearing officer or administrative panel shall, within three school days after the hearing, determine whether to recommend expulsion of the student to the Board. If expulsion is not recommended, the expulsion proceeding shall be terminated and the student shall be immediately reinstated and permitted to return to the classroom instructional program from which the referral was made, unless another placement is requested in writing by the student's parent/guardian. Before the student's placement decision is made by the student's parent/guardian, the Superintendent or designee shall consult with the parent/guardian and district staff, including the student's teachers, regarding other placement options for the student in addition to the option to return to the classroom instructional program from which the student's expulsion referral was made. The decision to not recommend expulsion shall be final. (Education Code 48918(e))

If expulsion is recommended, findings of fact in support of the recommendation shall be prepared and submitted to the Board. All findings of fact and recommendations shall be based solely on the evidence presented at the hearing. The

Board may accept the recommendation based either upon a review of the findings of fact and recommendations submitted or upon the results of any supplementary hearing the Board may order. (Education Code 48918(f))

In accordance with Board policy, the hearing officer or administrative panel may recommend that the Board suspend the enforcement of the expulsion. If the hearing officer or administrative panel recommends that the Board expel a student but suspend the enforcement of the expulsion, the student shall not be reinstated and permitted to return to the classroom instructional program from which the referral was made until the Board has ruled on the recommendation. (Education Code 48917, 48918)

Final Action by the Board

Whether the expulsion hearing is conducted in closed or open session by the Board, a hearing officer, or an administrative panel or is waived through the signing of a stipulated expulsion agreement, the final action to expel shall be taken by the Board in public. (Education Code 48918(j))

The Board's decision is final. If the decision is to not expel, the student shall be reinstated immediately. If the decision is to suspend the enforcement of the expulsion, the student shall be reinstated under the conditions of the suspended expulsion.

Upon ordering an expulsion, the Board shall set a date when the student shall be reviewed for readmission to a school within the district. For a student expelled for any "mandatory recommendation and mandatory expulsion" act listed in "Authority to Expel" in the accompanying Board policy, this date shall be one year from the date the expulsion occurred, except that the Board may set an earlier date on a case-by-case basis. For a student expelled for other acts, this date shall be no later than the last day of the semester following the semester in which the expulsion occurred. If an expulsion is ordered during summer session or the intersession period of a year-round program, the Board shall set a date when the student shall be reviewed for readmission not later than the last day of the semester following the summer session or intersession period in which the expulsion occurred. (Education Code 48916)

At the time of the expulsion order, the Board shall recommend a plan for the student's rehabilitation, which may include: (Education Code 48916)
Periodic review, as well as assessment at the time of review, for readmission

Recommendations for improved academic performance, tutoring, special education assessments, job training, counseling, employment, community service, or other rehabilitative programs
With parent/guardian consent, students who have been expelled for reasons relating to controlled substances or alcohol may be required to enroll in a county-sponsored drug rehabilitation program before returning to school. (Education Code 48916.5)

Written Notice to Expel

The Superintendent or designee shall send written notice of the decision to expel to the student or parent/guardian. This notice shall include the following:
The specific offense committed by the student for any of the causes for suspension or expulsion listed above under "Grounds for Suspension and Expulsion: Grades K-12" or "Additional Grounds for Suspension and Expulsion: Grades 4-12" (Education Code 48900.8)

The fact that a description of readmission procedures will be made available to the student and parent/guardian (Education Code 48916)

Notice of the right to appeal the expulsion to the County Board (Education Code 48918)

Notice of the alternative educational placement to be provided to the student during the time of expulsion (Education Code 48918)

Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the expelling district, pursuant to Education Code 48915.1 (Education Code 48918)
Decision to Suspend Expulsion Order

In accordance with Board policy, when deciding whether to suspend the enforcement of an expulsion order, the Board shall take into account the following criteria:
The student's pattern of behavior

The seriousness of the misconduct

The student's attitude toward the misconduct and willingness to follow a rehabilitation program
The suspension of the enforcement of an expulsion shall be governed by the following:
The Board may, as a condition of the suspension of enforcement, assign the student to a school, class, or program appropriate for the student's rehabilitation

This rehabilitation program may provide for the involvement of the student's parent/guardian in the student's education. However, a parent/guardian's refusal to participate in the rehabilitation program shall not be considered in the Board's determination as to whether the student has satisfactorily completed the rehabilitation program. (Education Code 48917)

During the period when enforcement of the expulsion order is suspended, the student shall be on probationary status (Education Code 48917)

The suspension of the enforcement of an expulsion order may be revoked by the Board if the student commits any of the acts listed under "Grounds for Suspension and Expulsion: Grades K-12" or "Additional Grounds for Suspension and Expulsion: Grades 4-12" above, or violates any of the district's rules and regulations governing student conduct (Education Code 48917)

When the suspension of enforcement of an expulsion order is revoked, a student may be expelled under the terms of the original expulsion order (Education Code 48917)

Upon satisfactory completion of the rehabilitation assignment, the Board shall reinstate the student in a district school

Upon reinstatement, the Board may order the expunging of any or all records of the expulsion proceedings. (Education Code 48917)

The Superintendent or designee shall send written notice of any decision to suspend the enforcement of an expulsion order during a period of probation to the student or parent/guardian

The notice shall inform the parent/guardian of the right to appeal the expulsion to the County Board, the alternative educational placement to be provided to the student during the period of expulsion, and the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the expelling district, pursuant to Education Code 48915.1(b). (Education Code 48918(j))

Suspension of the enforcement of an expulsion order shall not affect the time period and requirements for the filing of an appeal of the expulsion order with the County Board (Education Code 48917)
Appeal

If a student is expelled from school, the student or parent/guardian is entitled to file an appeal of the Board's decision with the County Board. The appeal must be filed within 30 days of the Board's decision to expel, even if the expulsion order is suspended and the student is placed on probation. (Education Code 48919)

If the student submits a written request for a copy of the written transcripts and supporting documents from the district simultaneously with the filing of the notice of appeal with the County Board, the district shall provide the student with these documents within 10 school days following the student's written request. (Education Code 48919)

Notification to Law Enforcement Authorities

Prior to the suspension or expulsion of any student, the principal or designee shall notify appropriate city or county law enforcement authorities of any student acts of assault which may have violated Penal Code 245. (Education Code 48902)

The principal or designee shall notify appropriate city or county law enforcement authorities of any student acts which may involve the possession or sale of narcotics or of a controlled substance, or of any student acts involving the possession, sale, or furnishing of firearms, explosives, or other dangerous weapons in violation of Education Code 48915(c)(1) or (5) or Penal Code 626.9 and 626.10. (Education Code 48902)

Within one school day after a student's suspension or expulsion, the principal or designee shall notify appropriate county or district law enforcement authorities, by telephone or other appropriate means, of any student acts which may violate Education Code 48900(c) or (d), relating to the possession, use, offering, or sale of controlled substances, alcohol, or intoxicants of any kind. (Education Code 48902)

Placement During Expulsion

The Board shall refer expelled students to a program of study that is: (Education Code 48915, 48915.01)
Appropriately prepared to accommodate students who exhibit discipline problems

Not provided at a comprehensive middle, junior, or senior high school or at any elementary school, unless the program is offered at a community day school established at any of these

Not housed at the school site attended by the student at the time of suspension
When the placement described above is not available and when the County Superintendent so certifies, students expelled for only acts described in Items #6-12 under "Grounds for Suspension and Expulsion: Grades K-12" and Items #1-3 under "Additional Grounds for Suspension and Expulsion: Grades 4-12" above may be referred to a program of study that is provided at another comprehensive middle, junior, or senior high school or at an elementary school. (Education Code 48915)

The program for a student expelled from any of grades K-6 shall not be combined or merged with programs offered to students in any of grades 7-12. (Education Code 48916.1)

Readmission After Expulsion

Prior to the date set by the Board for the student's readmission:
The Superintendent or designee shall hold a conference with the student's parent/guardian, or other person holding the right to make educational decisions for the student, and the student

At the conference, the student's rehabilitation plan shall be reviewed and the Superintendent or designee shall verify that the provisions of this plan have been met. School regulations shall be reviewed and the student and the student's parent/guardian or other person holding the right to make educational decisions for the student shall be asked to indicate in writing their willingness to comply with these regulations.

The Superintendent or designee shall transmit to the Board a recommendation regarding readmission

The Board shall consider this recommendation in closed session. If a written request for open session is received from the student's parent/guardian or other person holding the right to make educational decisions for the student, or adult student, it shall be honored to the extent that privacy rights of other students are not violated.

If the readmission is granted, the Superintendent or designee shall notify the student and the student's parent/guardian, or other person holding the right to make educational decisions for the student, by registered mail, of the Board's decision regarding readmission

The Board may deny readmission only if it finds that the student has not satisfied the conditions of the rehabilitation plan or that the student continues to pose a danger to campus safety or to other district students or employees (Education Code 48916)

If the Board denies the readmission of a student, the Board shall determine either to continue the student's placement in the alternative educational program initially selected or to place the student in another program that serves expelled students, including placement in a county community school

The Board shall provide written notice to the expelled student and the student's parent/guardian, or other person holding the right to make educational decisions for the student, describing the reasons for denying readmittance into the regular program

This notice shall indicate the Board's determination of the educational program which the Board has chosen. The student shall enroll in that program unless the parent/guardian chooses to enroll the student in another school district. No student shall be denied readmission into the district based solely on the student's arrest, adjudication by a juvenile court, formal or informal supervision by a probation officer, detention in a juvenile facility, enrollment in a juvenile court school, or other such contact with the juvenile justice system. (Education Code 48645.5)

Maintenance of Records

The district shall maintain a record of each suspension and expulsion, including its specific cause(s). (Education Code 48900.8)

Expulsion records of any student shall be maintained in the student's mandatory interim record and sent to any school in which the student subsequently enrolls upon written request by that school. (Education Code 48918(k))

The Superintendent or designee shall, within five working days, honor any other district's request for information about an expulsion from this district. (Education Code 48915.1)

Notify Teacher of Dangerous Students

BP 4158

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An employee may use reasonable and necessary force for self-defense or defense of another person, to quell a disturbance threatening physical injury to others or damage to property, or to obtain possession of weapons or other dangerous objects within the control of a student. (Education Code 44807, 49001)

An employee shall promptly report to the principal or other immediate supervisor any attack, assault, or physical threat made against the employee by a student or by any other individual in relation to the performance of the employee's duties, and any action the employee took in response.

Additionally, the employee and the principal or other immediate supervisor shall promptly report to local law enforcement authorities an attack, assault, or physical threat made against the employee by a student. Reports of an attack, assault, or physical threat shall be forwarded immediately to the Superintendent or designee. (Education Code 44014)

Notice Regarding Student Offenses

When a student commits certain offenses that may endanger staff or others, the following procedures shall be implemented to notify staff members as appropriate:
Acts That Are Grounds for Suspension or Expulsion

The Superintendent or designee shall inform the teacher(s) of each student who, during the previous three school years, has engaged in or is reasonably suspected to have engaged in any act, except the possession or use of tobacco products, that would constitute a ground for suspension or expulsion as specified in Administrative Regulation 5144.1 - Suspension and Expulsion/Due Process (Education Code 49079)

This information shall be based upon district records maintained in the ordinary course of business or records received from a law enforcement agency. (Education Code 49079)

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

Information received by teacher(s) shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher (Education Code 48201, 49079)

Offenses Reported to the District by a Court

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

The principal or designee shall expeditiously disseminate this information to any counselor who directly supervises or reports on the student's behavior or progress and to any teacher or administrator directly supervising or reporting on the student's behavior or progress whom the principal or designee thinks may need the information in order to work

with the student appropriately, to avoid being needlessly vulnerable, or to protect others from vulnerability (Welfare and Institutions Code 827)

Any court-initiated information that a teacher, counselor, or administrator receives shall be kept confidential and used only to rehabilitate the student and protect other students and staff (Welfare and Institutions Code 827)

The information shall be further disseminated only when communication with the student, parent/guardian, law enforcement staff, and probation officer is necessary to rehabilitate the student or to protect students and staff. (Welfare and Institutions Code 827)

When a student is removed from school as a result of an offense, the Superintendent shall hold the court's information in a separate confidential file until the student is returned to the district (Welfare and Institutions Code 827)

If the student is returned to a different district, the Superintendent shall transmit the information provided by the student's parole or probation officer to the superintendent of the new district of attendance. (Welfare and Institutions Code 827)

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

Accommodations for Victims of Domestic Violence, Sexual Assault, Stalking, or Other Qualifying Acts of Violence

When requested by an employee who is a victim of domestic violence, sexual assault, stalking, or other qualifying acts of violence, the district shall provide the employee reasonable accommodations which may include the implementation of safety measures, including, but not limited to: (Government Code 12945.8)
A transfer, reassignment, or modified schedule

A changed work telephone or work station, including the permission to carry a telephone at work

An installed lock

Assistance in documenting domestic violence, sexual assault, stalking, or other qualifying act of violence that occurs in the workplace

Referral to a victim assistance organization

Another safety procedure or adjustment to a job structure, workplace facility, or work requirement in response to domestic violence, sexual assault, stalking, or other qualifying act of violence
The Superintendent or designee shall engage in a timely, good faith, and interactive process with the employee to determine effective reasonable accommodations that do not pose an undue hardship on the district. In determining whether an accommodation is reasonable, the Superintendent or designee shall consider any exigent circumstance or danger facing the employee or their family member. (Government Code 12945.8)

Upon the request of the Superintendent or designee, an employee requesting a reasonable accommodation shall provide a written statement, signed by the employee or an individual acting on the employee's behalf, certifying that the accommodation is for an authorized purpose. The Superintendent or designee may also request that the employee provide certification of the employee's status as a victim of domestic violence, sexual assault, stalking, or other qualifying act of violence. Such certification may include: (Government Code 12945.8)
A police report indicating that the employee, or a family member of the employee, was a victim

A court order protecting or separating the employee, or family member of the employee, from the perpetrator of the crime or abuse, or other evidence from the court or prosecuting attorney that the employee has appeared in court

Documentation from a licensed medical professional or health care provider, domestic violence or sexual assault counselor, victim advocate, or counselor that the employee, or family member of the employee, was undergoing treatment or receiving services for physical or mental injuries or abuse resulting in victimization from the crime or abuse

Any other form of documentation that reasonably verifies that the crime or abuse occurred, including, but not limited to, a written statement signed by the employee or by an individual acting on the employee's behalf
Any verbal or written statement, police or court record, or other documentation identifying an employee, or a family member of the employee, as a victim shall be confidential and shall not be disclosed by the district except as required by federal or state law or as necessary to protect the employee's safety in the workplace. The employee shall be notified before any authorized disclosure. (Government Code 12945.8)

Every six months after the date of the certification, the Superintendent or designee may request recertification of the employee's status as a victim of domestic violence, sexual assault, stalking, other specified offense, or ongoing circumstances related to the crime or abuse. The employee shall notify the Superintendent or designee if, due to changing circumstances, the employee needs a new accommodation or no longer needs an accommodation. If a new accommodation is needed, the Superintendent or designee shall follow the procedures described above when making the initial determination regarding effective reasonable accommodations. (Government Code 12945.8)

The district shall not discharge or retaliate against an employee because of the employee's status as a victim of crime or abuse or for requesting a reasonable accommodation, regardless of whether the request was granted. (Government Code 12945.8)

Nondiscrimination/Harassment and Hate Crime Reporting– BP/AR BP 5145.3

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The Governing Board desires to provide a welcoming, safe, and supportive school environment that allows all students equal access to and opportunities in the district's academic, extracurricular, and other educational support programs, services, and activities.

This policy shall apply to all acts constituting unlawful discrimination or harassment related to district activity or attendance, to acts which occur off campus or outside of district-related or district-sponsored activities but which may have an impact or create a hostile environment at school, and to all acts of the Board and the Superintendent in enacting policies and procedures that govern the district.

The Board prohibits, at any district school or activity, unlawful discrimination, including discriminatory harassment, intimidation, and bullying, against an individual or group based on one, or a combination of two or more, protected characteristics, which include, but may not be limited to, race or ethnicity; ancestry; color; ethnic group identification; nationality; national origin; immigration status; sex; sexual orientation; sex stereotypes; gender; gender identity; gender expression; religion; disability; medical condition; genetic information; pregnancy, false pregnancy, childbirth, termination of pregnancy, or related conditions or recovery; and parental, marital, and family status; a perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics. (Education Code 200, 210.1, 210.2, 212, 212.1, 220, 221.51, 230, 260; Government Code 11135, 12926; 20 USC 1681-1688, 42 USC 2000d-2000d-7)

Unlawful discrimination, including discriminatory harassment, intimidation, or bullying, may result from physical, verbal, nonverbal, or written conduct based on any of the categories listed above. Unlawful discrimination also occurs when prohibited conduct is so severe, persistent, or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; has the effect of substantially or unreasonably interfering with a student's academic performance; or otherwise adversely affects a student's educational opportunities.

Unlawful discrimination also includes disparate treatment of students based on one of the categories above with respect to the provision of opportunities to participate in district programs or activities or the provision or receipt of educational benefits or services.

Because unlawful discrimination could occur when disciplining students, including suspension and expulsion, the Superintendent or designee shall ensure that staff enforce discipline rules fairly, consistently and in a non-discriminatory manner, as specified in Board Policy and Administrative Regulation 5144 - Discipline, Board Policy and Administrative Regulation 5144.1 - Suspension and Expulsion/Due Process, and Administrative Regulation 5144.2 - Suspension and Expulsion/Due Process (Students With Disabilities).

The Board also prohibits any form of retaliation against any individual who reports or participates in the reporting of unlawful discrimination, files or participates in the filing of a complaint, or investigates, participates, or refuses to participate in the investigation of a complaint or report alleging unlawful discrimination. Retaliation complaints shall be investigated and resolved in the same manner as a discrimination complaint.

The Superintendent or designee shall facilitate students' access to the educational program by publicizing the district's nondiscrimination policy and related complaint procedures to students, parents/guardians, and employees. In addition,

the Superintendent or designee shall post the district's policies prohibiting discrimination, harassment, intimidation, and bullying and other required information on the district's website in a manner that is easily accessible to parents/guardians and students, in accordance with law and the accompanying administrative regulation. (Education Code 234.1, 234.6; 34 CFR 106.8)

The Superintendent or designee shall provide training and/or information on the scope and use of the policy and complaint procedures and take other measures designed to increase understanding of the requirements of law related to discrimination. The Superintendent or designee shall regularly review the implementation of the district's nondiscrimination policies and practices and, as necessary, shall take action to remove any identified barrier to student access to or participation in the district's educational program. The Superintendent or designee shall report the findings and recommendations to the Board after each review.

Regardless of whether a complainant complies with the writing, timeline, and/or other formal filing requirements, all complaints alleging unlawful discrimination, including discriminatory harassment, intimidation, or bullying, shall be investigated and prompt action taken to stop the discrimination, prevent recurrence, and address any continuing effect on students.

Students who engage in unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, in violation of law, Board policy, or administrative regulation shall be subject to appropriate consequence or discipline, which may include suspension or expulsion when the behavior is severe or pervasive as defined in Education Code 48900.4. Any employee who permits or engages in prohibited discrimination related to a district activity, attendance, or district-related or district-sponsored activity, including discriminatory harassment, intimidation, retaliation, or bullying, shall be subject to disciplinary action, up to and including dismissal.

When a student has been suspended, or other means of correction have been implemented against the student for an incident of racist bullying, harassment, or intimidation, the principal or designee may engage both the victim and perpetrator in a restorative justice practice suitable to the needs of the students. The principal or designee may also require the perpetrator to engage in a culturally sensitive program that promotes racial justice and equity and combats racism and ignorance and regularly check on the victim to ensure that the victim is not in danger of suffering from any long-lasting mental health issues. (Education Code 48900.5)

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

Complaints alleging unlawful discrimination in district programs and activities shall be investigated and resolved in accordance with Board Policy 1312.3 - Uniform Complaint Procedures, when required by law. However, complaints alleging sexual harassment under Title IX shall be investigated and resolved in accordance with the procedures specified in Administrative Regulation 5145.71 - Title IX Sexual Harassment Complaint Procedures.

Record-Keeping

The Superintendent or designee shall maintain a record of all reported cases of unlawful discrimination, including discriminatory harassment, intimidation, or bullying, to enable the district to monitor, address, and prevent repetitive prohibited behavior in district schools.

A/R

Original Adopted Date: 10/22/2018 | Last Revised Date: 10/09/2025 | Last Reviewed Date: 10/09/2025Status: ADOPTED

The district designates the individual(s) identified below as the Compliance Officer(s). The employee(s) is responsible for coordinating the district's efforts to comply with applicable state and federal civil rights laws and to answer inquiries regarding the district's nondiscrimination policies. The individual(s) shall also serve as the Compliance Officer(s) specified in Administrative Regulation 1312.3 - Uniform Complaint Procedures as the responsible employee to handle complaints alleging unlawful discrimination of a student, and the Title IX Coordinator specified in Administrative Regulation 5145.7 - Sexual Harassment as the responsible employee to handle complaints alleging unlawful sexual harassment, as permitted by law. The Compliance Officer(s) may be contacted at: (Education Code 234.1; 5 CCR 4621)

Assistant Superintendent of Educational Services
2100 J Street
Eureka, CA 95501
Tel: 707-441-3363

Measures to Prevent Discrimination

To prevent unlawful discrimination, including discriminatory harassment, intimidation, retaliation, and bullying, of students at district schools or activities and to ensure equal access of all students to the educational program, the Superintendent or designee shall implement the following measures:

Publicize the district's nondiscrimination policy and related complaint procedures, including the Compliance Officer's contact information, to students, parents/guardians, employees, volunteers, and the general public by posting them in prominent locations and providing easy access to them through district-supported communications

Post the district's policies and procedures prohibiting discrimination, harassment, student sexual harassment, intimidation, bullying, and cyberbullying, including a section on social media bullying that includes all of the references described in Education Code 234.6 as possible forums for social media, in a prominent location on the district's website in a manner that is easily accessible to parents/guardians and students (Education Code 234.1, 234.6)

Post the definition of sex discrimination and harassment as described in Education Code 230, including the rights set forth in Education Code 221.8, in a prominent location on the district's website in a manner that is easily accessible to parents/guardians and students (Education Code 234.6)

Post in a prominent location on the district website in a manner that is easily accessible to parents/guardians and students information regarding Title IX prohibitions against discrimination based on a student's sex, including the following: (Education Code 221.6, 221.61, 234.6)

The name and contact information of the district's Title IX Coordinator, including the phone number and email address

The rights of students and the public and the responsibilities of the district under Title IX, including a list of rights as specified in Education Code 221.8 and web links to information about those rights and responsibilities located on the websites of the Office for Equal Opportunity and the U.S. Department of Education's Office for Civil Rights (OCR)

A description of how to file a complaint of noncompliance under Title IX, which shall include:

An explanation of the statute of limitations within which a complaint must be filed after an alleged incident of discrimination has occurred and how a complaint may be filed beyond the statute of limitations

An explanation of how the complaint will be investigated and how the complainant may further pursue the complaint, including web links to this information on OCR's website

A web link to the OCR complaints form and the contact information for the office, including the phone number and email address for the office

A link to the Title IX information included on the California Department of Education's (CDE) website

Post CDE's standardized incident form to track racial discrimination, harassment, or hazing that occurs at high school sporting games or events, including information on how to submit a completed incident form to the district (Education Code 33353)

Post a link to statewide CDE-compiled resources, including community-based organizations, that provide support to youth who have been subjected to school-based discrimination, harassment, intimidation, or bullying and to their families (Education Code 234.5. 234.6)

Such resources shall be posted in a prominent location on the district's website in a manner that is easily accessible to parents/guardians and students. (Education Code 234.6)

Provide to students a handbook that contains age-appropriate information that clearly describes the district's nondiscrimination policy, procedures for filing a complaint, and resources available to students who feel that they have been the victim of any such behavior

Annually notify all students and parents/guardians of the district's nondiscrimination policy, including its responsibility to provide a safe, nondiscriminatory school environment for all students

The notice shall inform students and parents/guardians that they may request to meet with the Compliance Officer to determine how best to accommodate or resolve concerns that may arise from the district's implementation of its nondiscrimination policies. The notice shall also inform all students and parents/guardians that, to the extent possible, the district will address any individual student's interests and concerns in private.

Ensure that students and parents/guardians, including those with limited English proficiency, are notified of how to access the relevant information provided in the district's nondiscrimination policy and related complaint procedures, notices, and forms in a language they can understand

If 15 percent or more of students enrolled in a particular district school speak a single primary language other than English, the district's policy, regulation, forms, and notices concerning nondiscrimination shall be translated into that language in accordance with Education Code 234.1 and 48985. In all other instances, the district shall ensure meaningful access to all relevant information for parents/guardians with limited English proficiency.

Provide to students, employees, volunteers, and parents/guardians age-appropriate training and/or information regarding the district's nondiscrimination policy; what constitutes prohibited discrimination, including discriminatory harassment, intimidation, retaliation, or bullying; how and to whom a report of an incident should be made; and how to guard against segregating or stereotyping students when providing instruction, guidance, supervision, or other services to them

Such training and information shall include details of guidelines the district may use to provide a discrimination-free environment for all district students.

Provide to certificated employees serving students in grades 7-12 information on existing school and community resources related to the support of lesbian, gay, bisexual, transgender, queer, and questioning (LGBTQ+) students, or related to the support of students who may face bias or bullying on the basis of any of the actual or perceived characteristics in Penal Code 422.55, including immigration status; Education Code 220; and disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation; or association with a person or group with one or more of these actual or perceived characteristics (Education Code 234.1)

For the 2025-2026 school year through the 2029-2030 school year, provide annually to certificated employees serving students in grades 7-12 at least one hour of training to support LGBTQ+ cultural competency in accordance with Education Code 218.3

At the beginning of each school year, inform school employees that any employee who witnesses any act of unlawful discrimination, including discriminatory harassment, intimidation, or bullying, against a student is required to intervene if it is safe to do so (Education Code 234.1)

At the beginning of each school year, inform each principal or designee of the district's responsibility to provide appropriate assistance or resources to protect students from threatened or potentially discriminatory behavior and ensure their privacy rights

Process for Initiating and Responding to Complaints

Students who feel that they have been subjected to unlawful discrimination described above or in district policy are strongly encouraged to immediately contact the Compliance Officer, Title IX Coordinator, principal, or any other staff member. In addition, students who observe any such incident are strongly encouraged to report the incident to the Compliance Officer, Title IX Coordinator, or principal, regardless of whether the alleged victim files a complaint.

Any district employee who observes an incident of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, or to whom such an incident is reported, shall report the incident to the Compliance Officer, Title IX Coordinator, or principal within one workday, regardless of whether the alleged victim files a complaint.

Any school employee who witnesses an incident of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, shall immediately intervene to stop the incident when it is safe to do so. (Education Code 234.1)

When a report of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, is made to or received by the principal, Compliance Officer, or Title IX Coordinator, the principal, Compliance Officer, or Title IX Coordinator shall notify the student or parent/guardian of the right to file a formal complaint in accordance with Administrative Regulation 1312.3 - Uniform Complaint Procedures or, for complaints of sexual harassment that meet the federal Title IX definition, Administrative Regulation 5145.71 - Title IX Sexual Harassment Complaint Procedures. Once notified verbally or in writing, the Compliance Officer or Title IX Coordinator shall begin the investigation and shall implement immediate measures necessary to stop the discrimination and ensure that all students have access to the educational program and a safe school environment. Any interim measures adopted to address unlawful discrimination

shall, to the extent possible, not disadvantage the complainant or a student who is the victim of the alleged unlawful discrimination.

Any report or complaint alleging unlawful discrimination by the principal, Compliance Officer, Title IX Coordinator, or any other person to whom a report would ordinarily be made or complaint filed shall instead be made to or filed with the Superintendent or designee who shall determine how the complaint will be investigated.

Support for Intersex, Nonbinary, Transgender and Gender-Nonconforming Students

Gender refers to a student's sex, and includes a student's gender identity and gender expression. (Education Code 210.7)

Gender identity refers to a student's gender-related identity, appearance, or behavior as determined from the student's internal sense, regardless of whether that gender-related identity, appearance, or behavior is different from that traditionally associated with the student's physiology or assigned sex at birth.

Gender expression refers to a student's gender-related appearance and behavior, regardless of whether stereotypically associated with the student's assigned sex at birth. (Education Code 210.7)

Gender transition refers to the process in which a student changes from living and identifying as the sex assigned to the student at birth to living and identifying as the sex that corresponds to the student's gender identity.

Gender-nonconforming refers to when a student's gender expression differs from stereotypical expectations.

Intersex refers to when a student has natural bodily variations in anatomy, hormones, chromosomes, and other traits that differ from expectations generally associated with female and male bodies.

Nonbinary refers to when a student's gender identity falls outside of the traditional conception of strictly either female or male, regardless of whether the student identifies as transgender, was born with intersex traits, uses gender-neutral pronouns, or uses agender, genderqueer, pangender, gender nonconforming, gender variant, or such other more specific term to describe their gender.

Sex refers to the biological condition of being a female or male human being. (5 CCR 4910)

Transgender refers to when a student's gender identity is different from the sex assigned at birth.

The district shall ensure that all students, regardless of sex, gender, gender identity or gender expression, are afforded the same rights, benefits, and protections provided to students by law and Board policy. To do so, the Superintendent or designee shall address each situation that arises on a case-by-case basis and in accordance with the following guidelines:

Acceptance of a Student's Gender Identity: The district shall accept the student's assertion of the student's gender identity and treat the student consistent with that gender identity unless district personnel present a credible and supportable basis for believing that the student's assertion is for an improper purpose

Use of Names and Pronouns: Upon request by a student, district personnel shall address the student by the requested name and pronoun(s), without the necessity of a court order or a change to the student's mandatory permanent student record

Inadvertent slips or honest mistakes by district personnel in the use of the student's name and/or pronouns may not constitute a violation of this administrative regulation or the accompanying Board policy.

Accessibility to Sex-Segregated Facilities, Programs, and Activities: When the district maintains sex-segregated facilities, such as restrooms and locker rooms, or offers sex-segregated programs and activities, such as physical education classes, intermural sports, and interscholastic athletic programs, students shall be permitted to access facilities and participate in programs and activities consistent with their gender identity

Additionally, a student shall be permitted to participate in accordance with the student's gender identity in other circumstances where students are separated by sex, such as for class discussions, yearbook pictures, and field trips.

To address any student's privacy concerns in using sex-segregated facilities, the district shall consider offering a gender-neutral or single-use restroom or changing area, a bathroom stall with a door, an area in the locker room separated by a curtain or screen, or use of the locker room before or after the other students. However, in no case shall the district require a student to utilize these options because of the student's sex, gender, gender identify, or gender expression. A student's right to participate in a sex-segregated activity in accordance with the student's gender identity shall not render invalid or inapplicable any other eligibility rule established for participation in the activity.

Beginning July 1, 2026, each school shall provide and maintain at least one all-gender restroom for student use that meets the requirements of Education Code 35292.5.

Adherence to Uniforms/Dress Code: A student has the right to dress in a manner consistent with the student's gender identity, subject to any dress code adopted on a school site, which may not discriminate on the basis of sex, gender, gender identity or gender expression

Equal Access to Educational Programs and Activities: Upon request by a student based on the student's gender identity or gender expression, the Compliance Officer shall identify and develop strategies for ensuring that the student's access to educational programs and activities is maintained

The Compliance Officer shall consider the rights of all students and how those rights may affect and be affected by the rights of other students. Additionally, the Compliance Officer shall identify specific school site employee(s) to whom the student may report any problem related to the student's sex, gender, gender identity, or gender expression so that prompt action can be taken to address it. Alternatively, if appropriate and desired by the student, the school may form a support team for the student that will meet periodically to assess whether the arrangements for the student are providing equal access to programs and activities.

Right to privacy: A student's sex, gender, gender identity, and gender status is private information

The district may only disclose such information to others when the disclosure is permitted by law, with the student's prior written consent, or when the district has compelling evidence that disclosure is necessary to preserve the student's physical or mental well-being. (Education Code 220.3, 220.5; 34 CFR 99.31, 99.36)

Student Records: A student's sex and legal name shall be maintained as part of a student's mandatory permanent student record as specified in 5 CCR 432 and shall only be changed with proper documentation (Education Code 49061-49072)

When a request to change a student's gender or name is submitted without proper documentation, any change to the student's gender or name shall be applied only to documents not included in the mandatory permanent student record such as attendance sheets, report cards, and school identification.

The Superintendent or designee shall follow this guideline such that it does not change or alter the obligations of the district to maintain student records in accordance with Board Policy/Administrative Regulation 5125 - Student Records, and to ensure access to such records in accordance with Board Policy/Administrative Regulation 1340 - Access to District Records.
The district prohibits any act of verbal, nonverbal, or physical aggression, intimidation, or hostility, including any such act based on sex, gender, gender identity, or gender expression, or that have the purpose or effect of producing a negative impact on the student's academic performance or of creating an intimidating, hostile, or offensive educational environment, regardless of whether the acts are sexual in nature, including, but not limited to:
Refusing to address or refer to a student in a manner consistent with the student's gender identity

Disciplining a student or excluding the student from participating in activities, for behavior or appearance that is consistent with the student's gender identity or that does not conform to stereotypical notions of masculinity or femininity

Blocking, prohibiting, or restricting a student's entry to the restroom that corresponds to the student's gender identity

Disclosing student records that reveal a student's gender identity to individuals who do not have a legitimate need for the information except as permitted by law

Verbally or physically assaulting a student because of the student's sex, gender, gender identity, or gender expression, including, but not limited to, causing, attempting to cause, threatening to cause, or participating in an act of hate violence on the basis of sex, gender, gender identity, or gender expression

Sexual Harassment – BP/AR 5145.7

Original Adopted Date: 03/09/2017 | Last Revised Date: 10/09/2025 | Last Reviewed Date: 10/09/2025Status: ADOPTED

The district does not discriminate on the basis of sex in any of its programs or activities and complies with Title IX of the Education Amendments of 1972 and its implementing regulations.

The Governing Board is committed to maintaining a welcoming, safe, and supportive school environment that is free from discrimination and harassment. The Board prohibits at district or at district-sponsored or district-related activities, sexual harassment, as defined in the accompanying administrative regulation, targeted at any student.

Additionally, the Board prohibits retaliatory behavior or action against any person who reports, files a complaint, testifies about, assists with, or otherwise supports a complainant in alleging sexual harassment, or otherwise participates or refuses to participate in the complaint process established for the purpose of this policy. (Education Code 220.1, 221.8; 34 CFR 106.71)

The district strongly encourages students who feel that they are being or have experienced sexual harassment on district grounds or at a district-sponsored or district-related activity, or off-campus when the conduct has a continuing effect on campus, to immediately contact their teacher, the principal, the district's Title IX Coordinator, or any other available school employee.

Any employee who receives a report or observes an incident of sexual harassment by or against a student in a district education program or activity shall report the incident to the Title IX Coordinator within one workday.

Once notified, the Title IX Coordinator shall ensure that the complaint alleging sexual harassment is addressed through Administrative Regulation 5145.71 - Title IX Sexual Harassment Complaint Procedures or Board Policy/Administrative Regulation 1312.3 - Uniform Complaint Procedures, as applicable. Additionally, the Title IX Coordinator shall ensure that any implementation of Administrative Regulation 5145.71 - Title IX Sexual Harassment Complaint Procedures concurrently meets the requirements of Board Policy/Administrative Regulation 1312.3 - Uniform Complaint Procedures.

The Title IX Coordinator shall offer and coordinate supportive measures to the complainant and respondent, as deemed appropriate under the circumstances.

The Superintendent or designee shall inform students and parents/guardians of this policy in the manner specified in the accompanying administrative regulation.

The Superintendent or designee shall ensure that all district staff are trained regarding this policy, and that employees required to receive training related to their duties under Title IX receive training as specified in Administrative Regulation 4119.11/4219.11/4319.11 - Sexual Harassment. (Government Code 12950.1; 2 CCR 11023, 11024; 34 CFR 106.45)

Instruction/Information

The Superintendent or designee shall ensure that all district students receive age-appropriate information on sexual harassment. Such instruction and information shall include:
What acts and behavior constitute sexual harassment, including the fact that sexual harassment could occur between people of the same sex and could involve sexual violence

A clear message that students do not have to endure sexual harassment under any circumstance

Encouragement to report observed incidents of sexual harassment even when the alleged victim of the harassment has not complained

A clear message that student safety is the district's primary concern, and that any separate rule violation involving an alleged victim or any other person reporting a sexual harassment incident will be addressed separately and will not affect the manner in which the sexual harassment complaint will be received, investigated, or resolved

A clear message that, regardless of a complainant's noncompliance with the writing, timeline, or other formal filing requirements, every sexual harassment allegation that involves a student, whether as the complainant, respondent, or victim of the harassment, shall be investigated and action shall be taken to respond to the harassment, prevent recurrence, and address any continuing effect on students

Information about the district's procedures for investigating complaints and the person(s) to whom a report of sexual harassment should be made

Information about the rights of students and parents/guardians to file a civil or criminal complaint, as applicable, including the right to file a civil or criminal complaint while the district investigation of a sexual harassment complaint continues

A clear message that, when needed, the district will implement supportive measures to ensure a safe school environment for a student who is the complainant or victim of sexual harassment and/or other students during an investigation

Disciplinary Actions

Upon completion of an investigation of sexual harassment, any student found to have engaged in sexual harassment or sexual violence in violation of this policy shall be subject to disciplinary action. For students in grades 4-12, disciplinary action may include suspension and/or expulsion, provided that, in imposing such discipline, the entire circumstances of the incident(s) shall be taken into account.

Upon completion of an investigation of sexual harassment, any employee found to have engaged in sexual harassment or sexual violence toward any student shall be subject to disciplinary action, up to and including dismissal, in accordance with law and the applicable collective bargaining agreement.

Record-Keeping

The Superintendent or designee shall maintain records in accordance with law, including in accordance with Administrative Regulation 5145.71 - Title IX Sexual Harassment Complaint Procedures, and district policies and regulations, of all reported cases of sexual harassment to enable the district to monitor, address, and prevent repetitive harassing behavior in district schools.

A/R

Original Adopted Date: 03/09/2017 | Last Revised Date: 10/09/2025 | Last Reviewed Date: 10/09/2025Status: ADOPTED

Definitions

Sexual harassment is a form of sex discrimination and means sexual harassment and other harassment on the basis of one, or a combination of two or more protected characteristics, which include, but may not be limited to, sex; gender; gender identity; gender expression; sexual orientation; sex stereotypes; pregnancy, false pregnancy, childbirth, termination of pregnancy, or related conditions or recovery; and parental, marital, and family status. (Education Code 200, 210.2, 220, 221.51, 230, 260; Government Code 11135; 20 USC 1681-1688)

Sexual harassment includes, but is not limited to, unwelcome sexual advances, unwanted requests for sexual favors, or other unwanted verbal, visual, or physical conduct of a sexual nature made against another person of the same or opposite sex in the educational setting, under any of the following conditions: (Education Code 212.5; 5 CCR 4916)
Submission to the conduct is explicitly or implicitly made a term or condition of a student's academic status or progress

Submission to or rejection of the conduct by a student is used as the basis for academic decisions affecting the student

The conduct has the purpose or effect of having a negative impact on the student's academic performance or of creating an intimidating, hostile, or offensive educational environment

Submission to or rejection of the conduct by the student is used as the basis for any decision affecting the student regarding benefits and services, honors, programs, or activities available at or through any district program or activity
Any prohibited conduct that occurs off campus or outside of district-related or district-sponsored programs or activities will be regarded as sexual harassment in violation of district policy if it has a continuing effect on or creates a hostile school environment for the complainant or victim of the conduct.

For purposes of applying the complaint procedures specified in Title IX, sexual harassment is defined as any of the following forms of conduct that occurs in an education program or activity in which a district school exercises substantial control over the context and respondent: (34 CFR 106.30, 106.44)
A district employee conditioning the provision of a district aid, benefit, or service on the student's participation in unwelcome sexual conduct

Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a student equal access to the district's education program or activity

Sexual assault, dating violence, domestic violence, or stalking as defined in 20 USC 1092 or 34 USC 12291
Title IX Coordinator/Compliance Officer

The district designates the following individual as the responsible employee to coordinate its efforts to comply with Title IX. The individual shall also serve as the Compliance Officer specified in Administrative Regulation 1312.3 - Uniform Complaint Procedures and Administrative Regulation 5145.3 - Nondiscrimination/Harassment as the responsible employee to handle student complaints alleging unlawful discrimination, as permitted by law. The Title IX Coordinator may be contacted at:

Assistant Superintendent of Educational Services
2100 J Street
Eureka, CA 95501
Tel: 707-441-3363

Notifications

The Superintendent or designee shall notify students and parents/guardians that the district does not discriminate on the basis of sex as required by Title IX and that inquiries about the application of Title IX to the district may be referred to the district's Title IX Coordinator and/or to the Assistant Secretary for Civil Rights, U.S. Department of Education. (34 CFR 106.8)

The district shall notify students and parents/guardians of the name or title, office address, email address, and telephone number of the district's Title IX Coordinator. (34 CFR 106.8)

The Superintendent or designee shall ensure that a copy of the district's sexual harassment policy and regulation:
Is included in the notifications that are sent to parents/guardians at the beginning of each school year (Education Code 48980; 5 CCR 4917)

Is displayed in a prominent location in the main administrative building or other area where notices of district rules, regulations, procedures, and standards of conduct are posted (Education Code 231.5)

Is summarized on a poster, which shall be prominently and conspicuously displayed in each bathroom and locker room at each school

The poster may be displayed in public areas that are accessible to and frequented by students, including, but not limited to, classrooms, hallways, gymnasiums, auditoriums, and cafeterias. The poster shall display the rules and procedures for reporting a charge of sexual harassment; the name, phone number, and email address of an appropriate school employee to contact to report sexual harassment; the rights of the reporting student, the complainant, and the respondent; and the responsibilities of the school. (Education Code 231.6)

Is posted, along with the name or title and contact information of the Title IX Coordinator, in a prominent location on the district's website in a manner that is easily accessible to parents/guardians and students (Education Code 234.6; 34 CFR 106.8)

Is provided as part of any orientation program conducted for new and continuing students at the time the student is enrolled or at the beginning of each quarter, semester, or summer session (Education Code 231.5)

Appears in any school or district publication that sets forth the school's or district's comprehensive rules, regulations, procedures, and standards of conduct (Education Code 231.5)
Reports and Complaints

A student or a student's parent(s)/guardian(s) who believes that the student has been subjected to sexual harassment in a district program or activity or who has witnessed sexual harassment is strongly encouraged to report the incident to the district's Title IX Coordinator, a teacher, the principal, or any other available school employee. Within one workday of receiving such a report, the principal or other school employee shall forward the report to the district's Title IX Coordinator. Any school employee who observes an incident of sexual harassment shall, within one workday, report the observation to the Title IX Coordinator as specified in the accompanying Board policy. The report shall be made regardless of whether the alleged victim files a formal complaint or requests confidentiality.

When a report or complaint of sexual harassment involves off-campus conduct, the Title IX Coordinator shall assess whether the conduct may create or contribute to the creation of a hostile school environment. If the Title IX Coordinator determines that a hostile environment may be created, the complaint shall be investigated and resolved in the same manner as if the prohibited conduct occurred at school.

When a verbal or informal report of sexual harassment is submitted, the Title IX Coordinator shall inform the student or parent/guardian of the right to file a formal written complaint in accordance with applicable district complaint procedures.

All complaints alleging sexual harassment against students in the school setting shall be investigated and resolved in accordance with law and district procedures. The district's Title IX Coordinator shall review the allegations to determine the applicable procedure for responding to the complaint. All complaints that meet the definition of sexual harassment under Title IX shall be investigated and resolved in accordance with Administrative Regulation 5145.71 - Title IX Sexual Harassment Complaint Procedures. Other sexual harassment complaints shall be investigated and resolved pursuant to Board Policy and Administrative Regulation 1312.3 - Uniform Complaint Procedures.

If sexual harassment is found following an investigation, the Title IX Coordinator, or designee in consultation with the Title IX Coordinator, shall take prompt action to stop the sexual harassment, prevent recurrence, implement remedies, and address any continuing effects.

Safe Routes to School Program – BP 5142.2

The Governing Board recognizes that walking, bicycling, and other forms of active transport to school increase students' physical activity and reduce vehicle traffic and air pollution in the vicinity of schools. As part of the district's coordinated approach to supporting student wellness and safety and enhancing student learning and achievement, the Superintendent or designee shall develop and implement strategies to establish and encourage safe routes to school program activities.

All students shall have equitable access and opportunity to participate in the district's safe routes to school program.

The Superintendent or designee may appoint a program coordinator and identify or establish district and/or school site committees to oversee and coordinate related activities.

The Superintendent or designee may collaborate with local public works and public safety departments, transportation agencies, other city and county agencies, school staff, students, parents/guardians and parent organizations, health organizations, community organizations, and/or businesses in the development, implementation, and evaluation of strategies.

Strategies in support of the safe routes to school program shall be based on the grade levels of the students and an assessment of the conditions and needs of each school and the surrounding neighborhoods.

The Superintendent or designee shall explore the availability of grant funds and other sources of funding to support related projects and activities.

The Superintendent or designee shall periodically report to the Board on the implementation of program activities and progress toward program goals. Such reports may include, but are not limited to, levels of participation in promotional and educational activities, survey results of parent/guardian attitudes about allowing their child to walk or bicycle to school, tallies of the numbers of students using various modes of travel to and from school and how these numbers have changed over time, records of student attendance and on-time arrival, and injury data within the school and/or district attendance boundaries.
Original Adopted Date: 05/19/2010
Last Revised Date: 11/18/2021

Safe Routes To School Program – AR 5142.2
District strategies to improve student safety along routes to school and to promote walking, bicycling, and other forms of active transport to school by students may include:
1. Education activities that promote safety and awareness, such as:

a. Instructing students about pedestrian and personal safety related to the use of electric or motorized and nonmotorized bicycles or scooters, including by local law enforcement, organizations specified in Education Code 38134, and public agencies that provide safety instructions on such bicycles and scooters.

b. Instructing students about the health, academic, and environmental benefits of walking, bicycling, and other forms of active transport to school

c. Offering driver safety information to high school students, parents/guardians, and the community to promote safety around school campuses and routes

2. Encouragement strategies designed to generate interest in active transport to school, such as:

a. Organizing or facilitating "walking school buses" and/or "bicycle trains" whereby students walk or bike to school in groups escorted by parents/guardians or other volunteers as needed

b. Organizing special events and activities, such as Walk or Bike to School Day, International Walk to School Month, or year-round competitions

c. Publicizing the district's efforts in order to build support of parents/guardians and the community, including providing information about the district's safe routes to school program in parent/guardian communications and in any notifications about transportation options

3. Enforcement strategies to deter unsafe behaviors of drivers, pedestrians, and bicyclists, such as:

a. Initiating or expanding crossing guard, student safety patrol, and/or parent/guardian safety patrol programs

b. Partnering with local law enforcement to help ensure that traffic laws are obeyed in the vicinity of schools and to implement appropriate measures such as placement of speed feedback monitors, ticketing, and/or driver safety campaigns

c. Monitoring to ensure that students who bicycle to school or who use skateboards, skates, or nonmotorized scooters wear helmets in accordance with Vehicle Code 21212

4. Engineering strategies that address the design, implementation, operation, and maintenance of traffic control devices or physical measures, such as:

a. Working with local government agencies, parents/guardians, school staff, and others as appropriate to gather data about environmental conditions and hazards along routes to school b. Working with local government agencies to make operational and physical improvements that reduce or eliminate hazards, such as reducing motor vehicle traffic speeds in the area and establishing safer and fully accessible crosswalks, walkways, trails, and bikeways

b. Assessing the adequacy, accessibility, and safety of bicycle parking at schools and making modifications as needed, such as increasing the number of or relocating bicycle racks and/or equipment storage areas

c. Considering safe routes to school when making decisions about siting and designing of new schools

5. Evaluation to assess progress toward program goals, including:

a. Gathering and interpreting data based on indicators established by the Superintendent and the Governing Board

b. Presenting data to the Board, program partners, and the public

c. Recommending program modifications as needed

6. Emerging technologies that aid in the prevention and mitigation of accidents

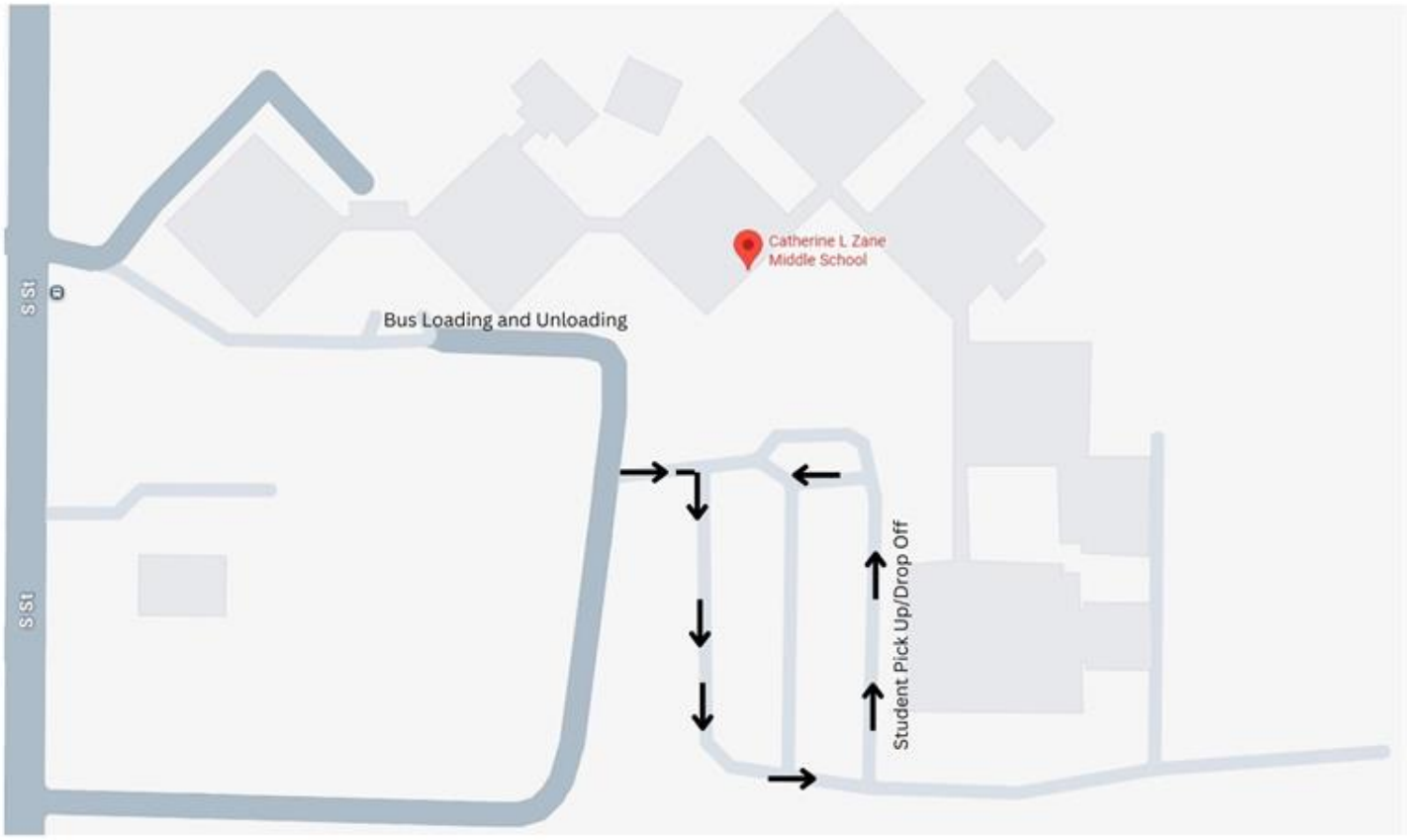
7. Emergency response in managing injuries after an accident occurs, including, but not limited to, training staff, crossing guards, student and/or parent/guardian safety patrols, and other volunteers who assist with drop-off and pick-up in emergency procedures

8. Equity, such that resources are distributed in a manner that provides safe access and participation in an equitable manner across the community

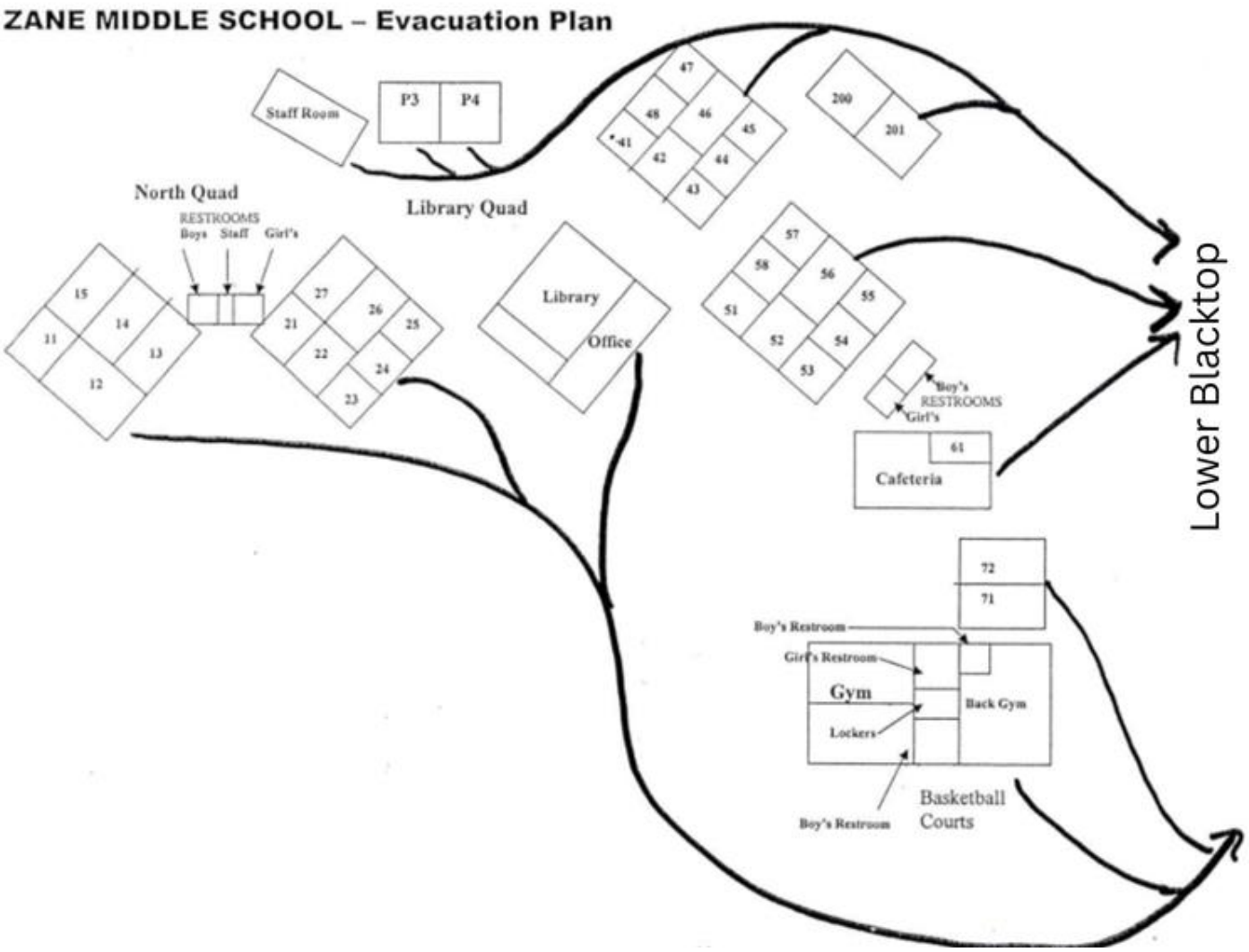
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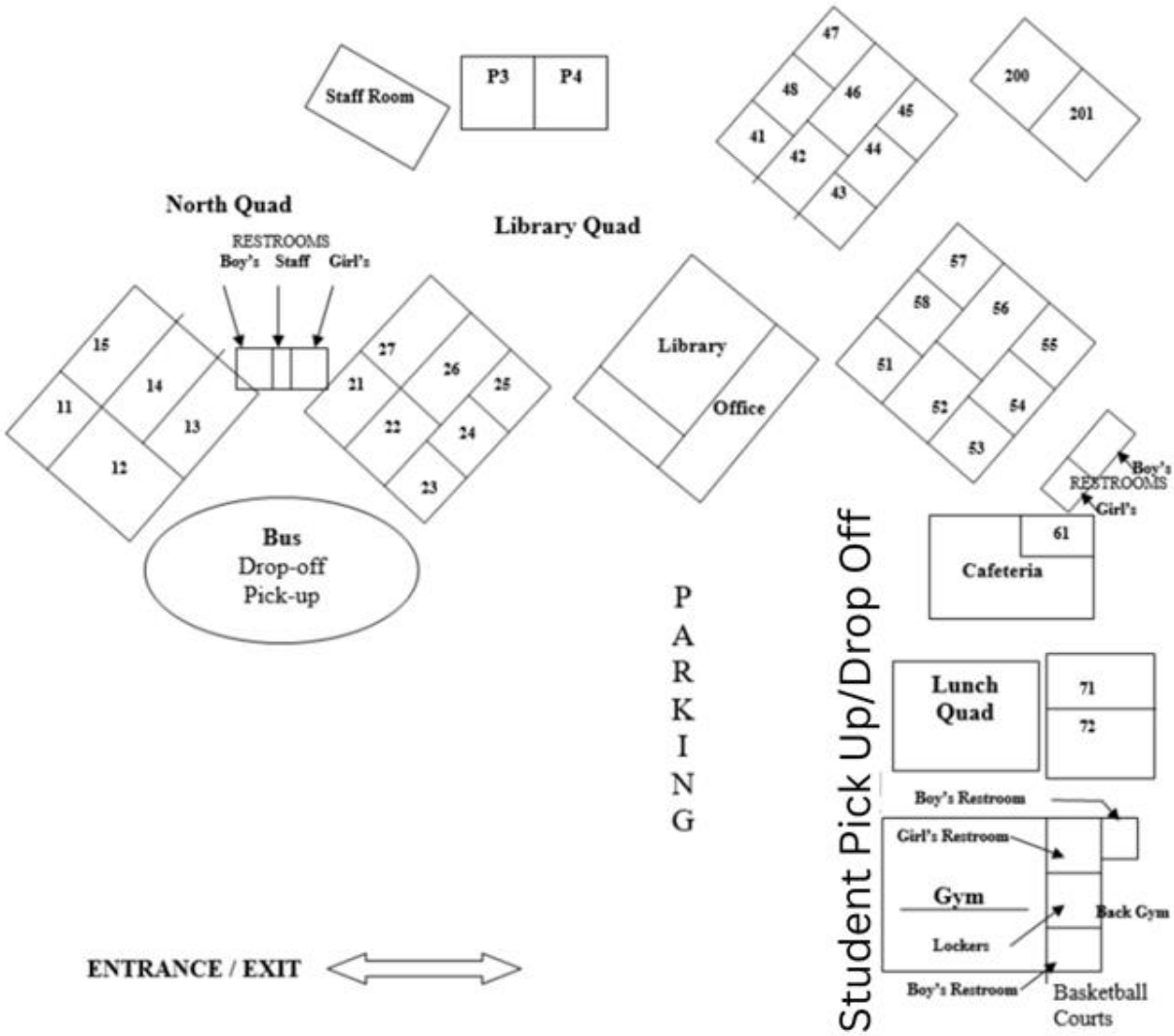
Arrival/Dismissal: In general, children are asked not to arrive more than 30 minutes before the start of the school day unless there are meetings or activities scheduled for them. Students may not wait for any length of time after school to attend activities that start substantially after dismissal time. Schools do not have the personnel to provide supervision outside of specified arrival and dismissal times. Arrival procedures include: For arrival at Zane, students are expected to be Safe, Respectful, and Responsible. To ensure safety, students must stay on campus, use the crosswalk, walk and lock their wheels, and use designated entrances/exits while staying on paved areas and walking forward with hands, feet, and objects to themselves. Respectful behavior includes opening doors gently, maintaining a voice level of 0-2, allowing free movement in the halls, and immediately following staff directions. Being Responsible means being on time, keeping belongings, and having items ready before exiting a vehicle or bus. Specific to car arrivals: if arriving by car, the designated drop-off zone must be used, where cars pull forward and students must be prepared to exit the car immediately. If the drop-off zone is not used, the car operator must park in a parking space, and the student must use the crosswalk near the gym to enter the campus. See maps below for entry and exit points.

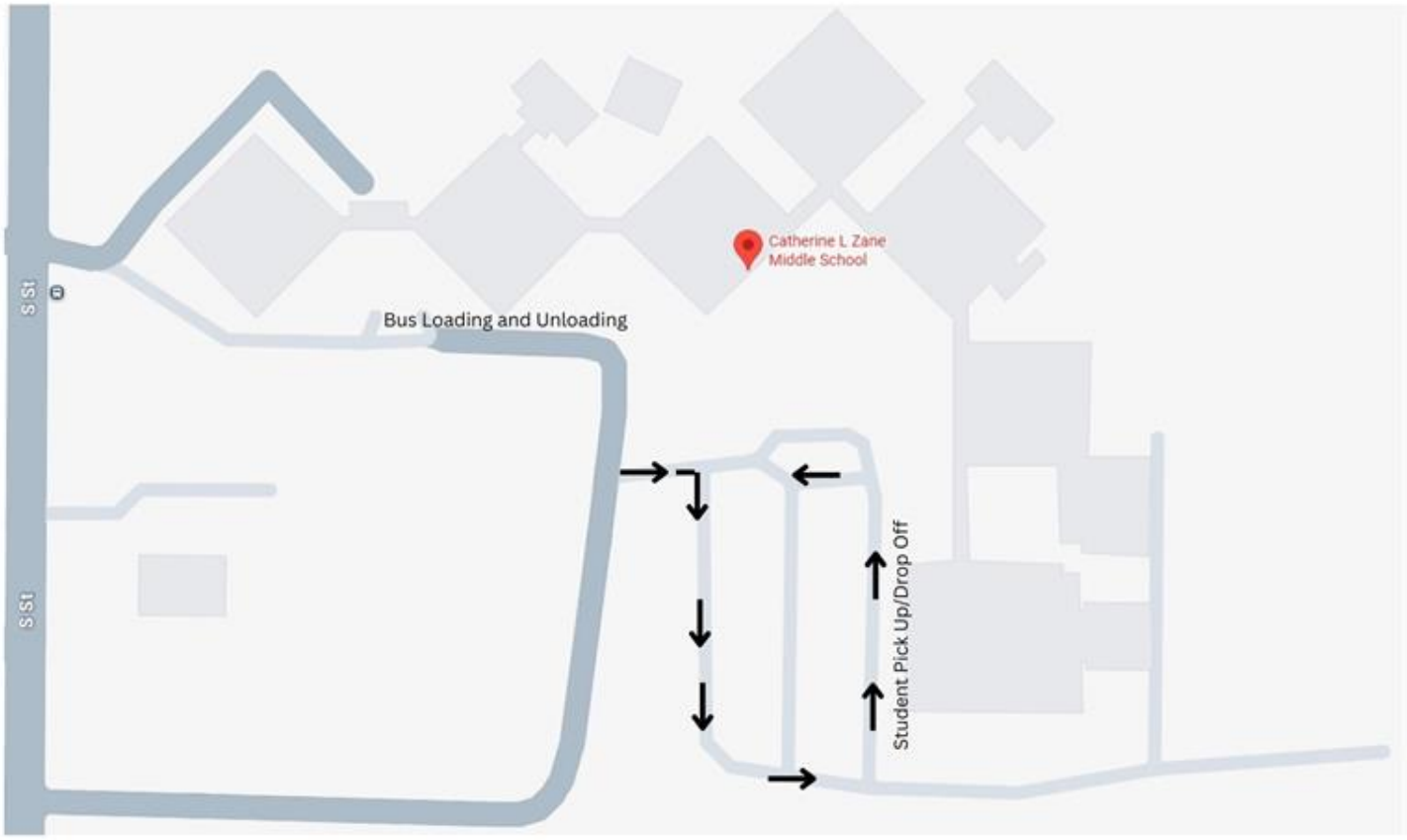
Leaving School During the Day: No child in grades TK – 8 is permitted to leave school during the school day without permission from the school office. If parents are taking their child out of school early, they must go to the school office to sign out their child to be released. The office must be notified in advance if someone other than a parent is to pick up the student. The dismissal procedures at Zane are designed to ensure all students are Safe, Respectful, and Responsible. For Safety, students must use the crosswalk, walk and lock their wheels, stay in paved areas, and wait patiently and calmly in designated areas with an adult. Students walk with their teacher to the front of the school and must stay with an adult at all times. Respectful behavior includes opening doors gently, maintaining a voice level of 0-2, moving freely in the halls without crowding others, selecting a bus seat quickly and quietly, and immediately following all personnel and staff instructions. To be Responsible, students should arrive at ASES on time, keep their belongings with them, and leave classrooms promptly. Specific to car departures: students must walk to the designated drop-off/pick-up area and enter the car only when it is fully stopped in the designated area. The car must check for clearance before exiting the designated area and joining the flow of traffic. Students meeting parents in the designated parking area must use the crosswalk near the gym to safely access their vehicle in the parking lot. See maps below for designated areas for ingress and egress routes as well as drop of areas.


Catherine L Zane
Middle School
Bus Loading and Unloading
S St
S St
Student Pick Up/Drop Off


Catherine L Zane
Middle School
Cross Walk
Green path sidewalks


ZANE MIDDLE SCHOOL – Evacuation Plan
Staff Room
P3
P4
North Quad
RESTROOMS
Boys Staff Girl's
Library Quad
Library
Office
Cafeteria
Boy's
RESTROOMS
Girl's
Lower Blacktop
Boy's Restroom
Girl's Restroom
Gym
Lockers
Back Gym
Boy's Restroom
Basketball
Courts


Staff Room
P3
P4
47
48
46
45
41
42
44
43
200
201
North Quad
RESTROOMS
Boy's Staff Girl's
Library Quad
15
14
11
13
12
27
26
21
25
22
24
23
Library
Office
57
58
56
55
51
52
54
53
Boy's
RESTROOMS
Girl's
61
Cafeteria
Bus
Drop-off
Pick-up
PARKING
Lunch
Quad
71
72
Boy's Restroom
Girl's Restroom
Gym
Back Gym
Lockers
Boy's Restroom
Basketball
Courts
Student Pick Up/Drop Off
ENTRANCE / EXIT


Catherine L Zane
Middle School
Bus Loading and Unloading
S St
S St
Student Pick Up/Drop Off

Campus Security – BP/AR 4158

Original Adopted Date: 10/22/2018 | Last Revised Date: 09/11/2025 | Last Reviewed Date: 09/11/2025Status: ADOPTED

The Governing Board desires to provide a safe and orderly work environment for all employees. As part of the district's comprehensive safety plan, the Superintendent or designee shall develop strategies for protecting employees from potentially dangerous persons and situations and for providing necessary assistance and support when emergency situations occur.

Any person who threatens the safety of others at any district facility may be removed by the Superintendent or designee in accordance with Administrative Regulation 3515.2 - Disruptions.

Any employee against whom harassment, violence, or any threat of violence has been directed in the workplace shall notify the Superintendent or designee immediately. As appropriate, the Superintendent or designee shall initiate legal and security measures to protect the employee and others in the workplace. Such measures may include seeking a temporary restraining order (TRO) on behalf of the employee pursuant to Code of Civil Procedure 527.8 and/or a gun violence restraining order pursuant to Penal Code 18150 and 18170.

Additionally, a collective bargaining representative may seek a TRO on behalf of a district employee against whom harassment, violence, or credible threat of violence has been directed in the workplace, if the collective bargaining representative serves that employee in employment or labor matters at the employee's workplace. (Code of Civil Procedure 527.8)

Upon request by an employee who is a victim of domestic violence, sexual assault, or stalking, the Superintendent or designee shall provide reasonable accommodations in accordance with Government Code 12945.8 and the accompanying administrative regulation to protect the employee's safety while at work.

The Superintendent or designee may pursue legal action on behalf of an employee against a student or the student's parent/guardian to recover damages for injury to the employee's person or property caused by the student's willful misconduct that occurred on district property, at a school or district activity, or in retaliation for lawful acts of the employee in the performance of the employee's duties. (Education Code 48904, 48905)

The Superintendent or designee shall provide staff development in crisis prevention and intervention techniques, which may include training in classroom management, effective communication techniques, procedures for responding to an active shooter situation, and crisis resolution.

In accordance with law, the Superintendent or designee shall inform teachers, administrators, and/or counselors of crimes and offenses committed by students who may pose a danger in the classroom. (Education Code 48201, 49079; Welfare and Institutions Code 827)

The Superintendent or designee may make available at appropriate locations, including, but not limited to, district and school offices, gyms, and classrooms, communication devices that would enable two-way communication with law enforcement and others when emergencies occur.

Reporting of Injurious Objects

Employees shall take immediate action upon being made aware that any person is in possession of a weapon or unauthorized injurious object on district property or at a district related or school-sponsored activity. Employees shall exercise their best judgment as to the potential danger involved and do one of the following:
Confiscate the object and deliver it to the principal immediately

Immediately notify the principal or supervisor, who shall take appropriate action

Immediately call 911 and the principal or supervisor
When informing the principal about the possession or seizure of a weapon or dangerous device, an employee shall report the name(s) of persons involved, witnesses, location, and the circumstances of any seizure.

A/R

Original Adopted Date: 10/22/2018 | Last Revised Date: 09/11/2025 | Last Reviewed Date: 09/11/2025Status: ADOPTED

An employee may use reasonable and necessary force for self-defense or defense of another person, to quell a disturbance threatening physical injury to others or damage to property, or to obtain possession of weapons or other dangerous objects within the control of a student. (Education Code 44807, 49001)

An employee shall promptly report to the principal or other immediate supervisor any attack, assault, or physical threat made against the employee by a student or by any other individual in relation to the performance of the employee's duties, and any action the employee took in response.

Additionally, the employee and the principal or other immediate supervisor shall promptly report to local law enforcement authorities an attack, assault, or physical threat made against the employee by a student. Reports of an attack, assault, or physical threat shall be forwarded immediately to the Superintendent or designee. (Education Code 44014)

Notice Regarding Student Offenses

When a student commits certain offenses that may endanger staff or others, the following procedures shall be implemented to notify staff members as appropriate:
Acts That Are Grounds for Suspension or Expulsion

The Superintendent or designee shall inform the teacher(s) of each student who, during the previous three school years, has engaged in or is reasonably suspected to have engaged in any act, except the possession or use of tobacco products, that would constitute a ground for suspension or expulsion as specified in Administrative Regulation 5144.1 - Suspension and Expulsion/Due Process (Education Code 49079)

This information shall be based upon district records maintained in the ordinary course of business or records received from a law enforcement agency. (Education Code 49079)

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

Information received by teacher(s) shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher (Education Code 48201, 49079)

Offenses Reported to the District by a Court

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

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

Any court-initiated information that a teacher, counselor, or administrator receives shall be kept confidential and used only to rehabilitate the student and protect other students and staff (Welfare and Institutions Code 827)

The information shall be further disseminated only when communication with the student, parent/guardian, law enforcement staff, and probation officer is necessary to rehabilitate the student or to protect students and staff. (Welfare and Institutions Code 827)

When a student is removed from school as a result of an offense, the Superintendent shall hold the court's information in a separate confidential file until the student is returned to the district (Welfare and Institutions Code 827)

If the student is returned to a different district, the Superintendent shall transmit the information provided by the student's parole or probation officer to the superintendent of the new district of attendance. (Welfare and Institutions Code 827)

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

Accommodations for Victims of Domestic Violence, Sexual Assault, Stalking, or Other Qualifying Acts of Violence

When requested by an employee who is a victim of domestic violence, sexual assault, stalking, or other qualifying acts of violence, the district shall provide the employee reasonable accommodations which may include the implementation of safety measures, including, but not limited to: (Government Code 12945.8)
A transfer, reassignment, or modified schedule

A changed work telephone or work station, including the permission to carry a telephone at work

An installed lock

Assistance in documenting domestic violence, sexual assault, stalking, or other qualifying act of violence that occurs in the workplace

Referral to a victim assistance organization

Another safety procedure or adjustment to a job structure, workplace facility, or work requirement in response to domestic violence, sexual assault, stalking, or other qualifying act of violence
The Superintendent or designee shall engage in a timely, good faith, and interactive process with the employee to determine effective reasonable accommodations that do not pose an undue hardship on the district. In determining

whether an accommodation is reasonable, the Superintendent or designee shall consider any exigent circumstance or danger facing the employee or their family member. (Government Code 12945.8)

Upon the request of the Superintendent or designee, an employee requesting a reasonable accommodation shall provide a written statement, signed by the employee or an individual acting on the employee's behalf, certifying that the accommodation is for an authorized purpose. The Superintendent or designee may also request that the employee provide certification of the employee's status as a victim of domestic violence, sexual assault, stalking, or other qualifying act of violence. Such certification may include: (Government Code 12945.8)
A police report indicating that the employee, or a family member of the employee, was a victim

A court order protecting or separating the employee, or family member of the employee, from the perpetrator of the crime or abuse, or other evidence from the court or prosecuting attorney that the employee has appeared in court

Documentation from a licensed medical professional or health care provider, domestic violence or sexual assault counselor, victim advocate, or counselor that the employee, or family member of the employee, was undergoing treatment or receiving services for physical or mental injuries or abuse resulting in victimization from the crime or abuse

Any other form of documentation that reasonably verifies that the crime or abuse occurred, including, but not limited to, a written statement signed by the employee or by an individual acting on the employee's behalf
Any verbal or written statement, police or court record, or other documentation identifying an employee, or a family member of the employee, as a victim shall be confidential and shall not be disclosed by the district except as required by federal or state law or as necessary to protect the employee's safety in the workplace. The employee shall be notified before any authorized disclosure. (Government Code 12945.8)

Every six months after the date of the certification, the Superintendent or designee may request recertification of the employee's status as a victim of domestic violence, sexual assault, stalking, other specified offense, or ongoing circumstances related to the crime or abuse. The employee shall notify the Superintendent or designee if, due to changing circumstances, the employee needs a new accommodation or no longer needs an accommodation. If a new accommodation is needed, the Superintendent or designee shall follow the procedures described above when making the initial determination regarding effective reasonable accommodations. (Government Code 12945.8)

The district shall not discharge or retaliate against an employee because of the employee's status as a victim of crime or abuse or for requesting a reasonable accommodation, regardless of whether the request was granted. (Government Code 12945.8)

Opioid Overdose Protocol – Melanie's Law

Current law (Education Code section 49414.3) allows schools to provide emergency opioid antagonist administration for individuals who may be experiencing symptoms of opioid drug poisoning. Opioid drug poisoning is a life-threatening condition that can be reversed with the administration of an opioid antagonist medication such as naloxone. Without immediate administration of an opioid antagonist and summoning Emergency Medical Services (911), death could occur.

This law allows for a school nurse or a trained volunteer to administer an opioid antagonist medication to an individual who is exhibiting potentially life-threatening symptoms of opioid drug poisoning. Training is provided to the volunteer on topics including but not limited to:

- Signs and symptoms of opioid drug poisoning
- How to administer the naloxone nasal spray (or other opioid antagonist)
- Calling EMS (911) and any follow up documentation or actions required.

*CPR training is recommended but not required of persons trained to administer an opioid antagonist.

Staff members who volunteer to be trained are protected under the law and will be provided defense and indemnification by the District for any and all civil liability.

This notification is provided annually to all staff. If staff are willing to be identified as a volunteer and be trained, staff complete the volunteer form and submit it to their site administrator.

Employees who volunteer to be trained may rescind their offer to volunteer at any time. No benefit will be granted to or withheld from any individual based on his or her offer to volunteer. There will be no retaliation against any individual for rescinding his or her offer to volunteer, including after receiving training.

Narcan/Naloxone on School Sites:
Each school site is given Narcan/Naloxone packages for overdose or possible overdose events. These complete packages contain:

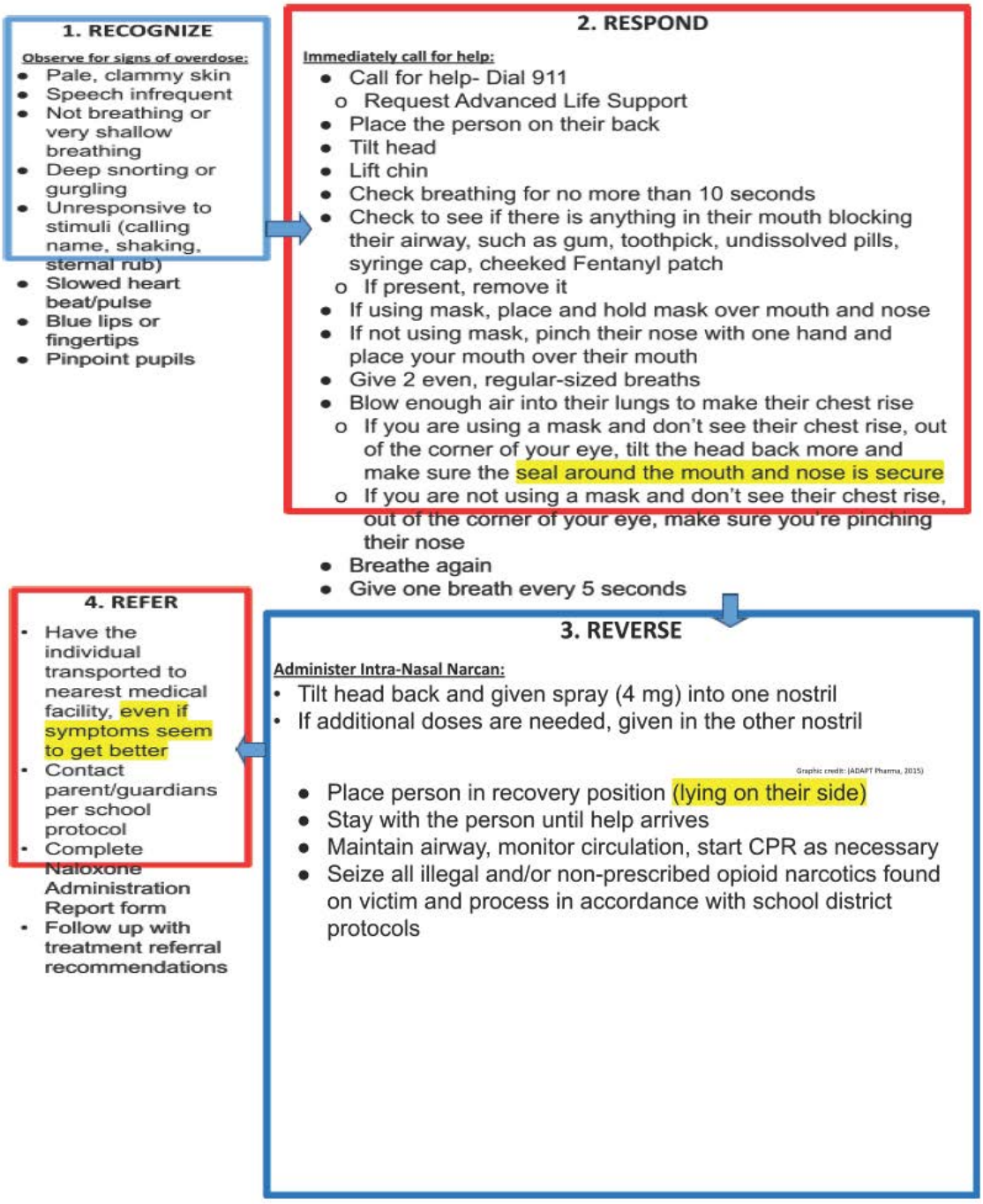
- Narcan Nasal Spay
- Narcan/Naloxone Quick Start Guide
- Gloves
- Face Mask
- Adult/Child CPR Rescue Mask Kit

o Alcohol Pads
o Rescue Mask Instructions

- Narcan/Naloxone Administration Report

(For additional supplies, please contact the District Office.)

NARCAN ADMINISTRATION



Response to Cardiac Arrest

Response to Cardiac Arrest*

The Cardiac Emergency Response Plan shall be as follows:
1. Developing a Cardiac Emergency Response Team
2. Activation of the Cardiac Emergency Response Team during an identified cardiac emergency
3. Automated external defibrillators (AEDs) – placement and maintenance
4. Communication of this Plan throughout the school campus
5. Training in Cardiopulmonary Resuscitation (CPR) and AED Use
6. Local Emergency Medical Services (EMS) integration with the school/school district's plan
7. Annual review and evaluation of the Plan
8. Protocol for School Cardiac Emergency Responders
(a) Recognize the following signs of sudden cardiac arrest and take action in the event of one or more of the following:
(b) Facilitate immediate access to professional medical help:
(c) Start CPR:
i. Use the nearest AED:
ii. Transition care to EMS:
iii. Action to be taken by Office / Administrative Staff:

Confirm the exact location and the condition of the patient.
Activate the Cardiac Emergency Response Team and give the exact location if not already done.
Confirm that the Cardiac Emergency Response Team has responded.
Confirm that 9-1-1 was called. If not, call 9-1-1 immediately.
Assign a staff member to direct EMS to the scene.
Perform "Crowd Control" – directing others away from the scene.
Notify other staff members, such as the school nurse, athletic trainer, and athletic director etc.
Ensure that medical coverage continues to be provided at the athletic event if on-site medical staff accompany the victim to the hospital.
Consider delaying class dismissal, recess, or other changes to facilitate CPR and EMS functions.
Designate people to cover the duties of the CPR responders.
Copy the patient's emergency information for EMS.
Notify the patient's emergency contact (parent/guardian, spouse, etc.).
Notify staff and students when to return to the normal schedule.
Contact the school district administration.

Instructional Continuity Plan

Eureka City Schools Instructional Continuity Plan (ICP)
Eureka City Schools
Date of Adoption: June 25, 2025

1. Communication

Objective: Ensure clear and timely communication with students, families, faculty, and staff regarding instructional continuity.

Communication Protocols:

- Primary Communication Channels:
  - School website: https://www.eurekacityschools.org/ for regular updates and links to important information for the district and each school site.
  - Email and text alerts via automated messaging system
  - Phone calls via automated messaging system
  - Social media updates on Facebook and Instagram
- Frequency of Updates:
  - Regular district and site updates during normal operations
  - Daily updates during an emergency or transition to remote learning
- Emergency Notifications:
  - Immediate alerts through automated systems
  - Emergency contacts established for staff and families
- Point of Contact:
  - Administrator responsible: Jennifer Johnson- Assistant Superintendent of Educational Services
  - Technology support lead: Marcel van Dissel- Director of Technology

2. Technology Readiness

Objective: Ensure all students and educators have access to technology and digital resources to support remote learning.

A. Technical Support Department

Responsible for maintaining the functionality, security, and availability of technology infrastructure and hardware that supports all digital resources in the District.

- Device & Internet Access:
  - Maintain and support inventory of student and staff devices.
  - Coordinate with library technicians for distribution and collection of Chromebooks and other loaner devices to staff and students.
  - Manage stock of spare devices for inventory and emergency distribution.
  - Oversee deployment and coordinate support of district-provided Wi-Fi hotspots with libraries and other designated stakeholders.
- Technical Help Desk:
  - Provide staff IT support during normal operating hours, with extended or on-call availability during remote learning periods or as needed.
  - Respond to hardware, software, and connectivity issues reported by staff and students.
  - Coordinate with libraries and school site designees for repairs.

B. Educational Services (Ed Tech and Curriculum Support)

Responsible for instructional integration of technology and development of digital learning resources.

- Training & Support:
  - Develop and deliver training for students, staff, and families on the use of instructional platforms (e.g., Google Classroom, Zoom, Canva).
  - Provide ongoing coaching and professional development via the Ed Tech Specialists, Instructional Coaches, and/or other designees
- Digital Backpacks:
  - Curate and maintain collections of approved digital learning tools, apps, e-books, and curriculum-aligned platforms.

- Ensure equitable access to digital resources for diverse student learning needs.

C. Library Technicians

Support Chromebooks, Hotspots, and other logistics to ensure student access at school sites.

- Assist with issuing, tracking, and basic troubleshooting Chromebooks and other learning devices.
  - Coordinates repairs and inventory with Technical Support staff
  - Support site-based communication with families regarding device checkouts and returns.

3. Instruction and Assessment

Objective: Ensure that learning remains flexible, accessible, and aligned with academic standards, whether in-person or remote.

- Instructional Strategies:
  - Prioritize essential learning and align objectives with state standards to ensure effective learning outcomes.
  - Implement California's Digital Learning Integration & Standards Guidance for effective technology use in instruction.
  - Ensure content is available in multiple formats (Google Classroom, videos, interactive lessons, PDFs).
  - Provide additional academic support through tutoring, virtual office hours, and small group instruction.
- Monitoring Student Progress:
  - Use state-approved screening tools for students in grades K–2 to assess early reading skills ([EC Section 53008]).
  - Utilize formative assessments (e.g., quizzes, reflection journals, virtual discussions) to check for understanding.
  - Define achievable learning goals that take into account students' unique circumstances and needs.

4. Equitable Access to Learning

Objective: Guarantee that all students, regardless of background or ability, have equal access to instructional resources.

Access Strategies:

- Provide all accommodations and support services for students with disabilities, English learners (ELs), homeless students, and foster youth.
- Follow CDE Special Education guidance to ensure accessibility in remote learning.
- Align the plan with Eureka City Schools EL Master Plan to support EL students' language development.
- Ensure individualized education plans (IEPs) are implemented in both in-person and remote settings.

5. Professional Learning for Educators

Objective: Equip educators with the skills and knowledge to effectively teach in remote and hybrid environments.

Training Plan:

- Professional development on virtual classroom management and student engagement led by site administrators and instructional coaches. Includes use of Google Workspace and Google Meet.
- Utilize Ed Tech TOSA for training and lesson planning resources.

6. Site-Based Collaboration

Objective: Foster a collaborative approach to instructional continuity planning and implementation.

Collaboration Strategies:

- Work with Executive and Leadership Teams to update the plan as needed.
- Review as part of site safety plans with each school Site Council on an annual basis.
- Seek input from staff, parents/guardians, and students to refine the plan after each instance of implementation.

7. Return to Site-Based Learning

Objective: Define the conditions necessary for a safe return to in-person instruction following a disruption.

Reopening Criteria:

- Evacuation orders lifted
- Power and utilities restored
- Air quality meets safety standards
- Safe and clean water access
- Campus free from debris and hazards
- Internet connectivity restored
- Adequate staffing levels
- Meal service operations reinstated

Plan Review and Approval

Approved by: _____

Jessica Rebholtz, Eureka City School Board President

_____

Gary Storts, Eureka City Schools Superintendent

Date: June 25, 2025

This plan will be reviewed annually and updated as needed based on feedback, emerging best practices, and changes in state and district policies.

Notification of Immigration Enforcement for Catherine L. Zane Middle School

Protocol for Responding to ICE Agents on Campus
(Updated to reflect AB 49, SB 98, and CDE Guidance, September 2025)

This protocol is aligned with recommendations from the California School Board Association (CSBA), the California Department of Education (CDE), and recent legislation (AB 49 and SB 98). It is designed to uphold the law while protecting the rights and safety of students and staff.

Step 1: Remain Calm and Professional
Greet ICE agents respectfully.
Do not obstruct their actions physically or verbally.
Remember: Obstruction may result in legal consequences and loss of federal funding.

Step 2: Verify Access Requirements (AB 49)
Do not allow ICE agents into non-public areas of the school-site (classrooms, offices, buses, field trips, or other LEA-sponsored activities) without one of the following:

- A valid judicial warrant
- A judicial subpoena
- A court order
- A state or federal law requiring compliance

Politely ask:
1. “Do you have a judicial warrant, subpoena, or court order?”
2. “May I have your name and the names of the agents present?”
3. “May I call my principal to help assist in this process?”
4. “May I contact the superintendent/district office to ensure I follow Governing Board Policies correctly?”
5. “May I record this interaction?”

Step 3: Document the Interaction
Record:

- Names of agents
- Time and date of arrival
- Any documents presented
- Details of their requests or actions

Do not interpret legal documents yourself. Immediately forward warrants, subpoenas, or court orders to district-level personnel.

Step 4: Follow Standard Law Enforcement Procedures
Treat ICE agents as you would any other law enforcement officers (LEOs).
Verify credentials.
Ensure all interactions align with visitor management and safety protocols.

Step 5: Communication Protocol (SB 98)
Notify the following if ICE is present on a school site:

- Pupils
- Families
- Faculty and staff
- Other community members as appropriate

Use district-approved messaging channels to ensure clear, accurate, and timely communication.

Step 6: Prioritize Safety and Contact the District Office
Keep students and staff safe and calm.
If uncertain how to proceed, immediately contact the District Office for guidance.
Do not make independent legal determinations—defer to district leadership.
Key Reminders
Student and staff well-being comes first.
Never allow unauthorized access to non-public areas.
Always document interactions and escalate legal review.

Emergencies Disaster Preparedness Plan – BP/AR 3516

The Governing Board recognizes that all district staff and students must be prepared to respond quickly and responsibly to emergencies, disasters, and threats of disaster. The district shall take all reasonable steps to prevent and/or mitigate the impact of a disaster on district students, staff, and schools.

The Superintendent or designee shall develop and maintain a disaster preparedness plan which contains routine and emergency disaster procedures, including, but not limited to, earthquake emergency procedures, and adaptations for individuals with disabilities in accordance with the Americans with Disabilities Act, the federal Individuals with Disabilities Education Act, and Section 504 of the federal Rehabilitation Act of 1973. Such procedures shall be incorporated into the comprehensive school safety plan. (Education Code 32282)

In developing the disaster preparedness plan, the Superintendent or designee shall involve district staff at all levels, including administrators, district police or security officers, facilities managers, transportation managers, food services personnel, school psychologists, counselors, school nurses, teachers, classified employees, and public information officers. As appropriate, the Superintendent shall also collaborate with law enforcement, fire safety officials, emergency medical services, health and mental health professionals, parents/guardians, and students.

The plan shall comply with state-approved Standardized Emergency Management System (SEMS) guidelines established for multiple-jurisdiction or multiple-agency operations and with the National Incident Management System.

The Superintendent or designee shall provide training to employees regarding their responsibilities, including periodic drills and exercises to test and refine staff's responsiveness in the event of an emergency.

The Board shall grant the use of school buildings, grounds, and equipment to public agencies, including the American Red Cross, for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. The Board shall cooperate with such agencies in furnishing and maintaining whatever services the district may deem necessary to meet the community's needs. (Education Code 32282)

District employees are considered disaster service workers and are subject to disaster service activities assigned to them. (Government Code 3100)

The Superintendent or designee shall ensure that district and/or school site plans address, at a minimum, the following types of emergencies and disasters:
Fire on or off school grounds which endangers students and staff
Earthquake, flood, or other natural disasters
Environmental hazards, such as leakages or spills of hazardous materials
Attack or disturbance, or threat of attack or disturbance, by an individual or group
Bomb threat or actual detonation
Biological, radiological, chemical, and other activities, or heightened warning of such activities
Medical emergencies and quarantines, such as a pandemic influenza outbreak
Attack or threat of attack to the district's digital network and technology infrastructure

The Superintendent or designee shall ensure that the district's procedures include strategies and actions for prevention/mitigation, preparedness, response, and recovery, including, but not limited to, the following:
Regular inspection of school facilities and equipment, identification of risks, and implementation of strategies and measures to increase the safety and security of school facilities
Routine monitoring of the security of the district's digital network and technology infrastructure
Instruction for district staff and students regarding emergency plans, including:
Training of staff in first aid and cardiopulmonary resuscitation

Regular practice of emergency procedures by students and staff

Specific determination of roles and responsibilities of staff during a disaster or other emergency, including determination of:
The appropriate chain of command at the district and, if communication between the district and site is not possible, at each site
Individuals responsible for specific duties
Designation of the principal for the overall control and supervision of activities at each school during an emergency, including authorization to use discretion in situations which do not permit execution of prearranged plans
Identification of at least one person at each site who holds a valid certificate in first aid and cardiopulmonary resuscitation
Assignment of responsibility for identification of injured persons and administration of first aid

Personal safety and security, including:
Identification of areas of responsibility for the supervision of students
Procedures for the evacuation of students and staff, including posting of evacuation routes

Procedures for the release of students, including a procedure to release students when reference to the emergency card is not feasible
Identification of transportation needs, including a plan which allows bus seating capacity limits to be exceeded when a disaster or hazard requires students to be moved immediately to ensure their safety
Provision of a first aid kit to each classroom
Arrangements for students and staff with special needs
Upon notification that a pandemic situation exists, adjustment of attendance policies for students and sick leave policies for staff with known or suspected pandemic influenza or other infectious disease

Closure of schools, including an analysis of:
The impact on student learning and methods to ensure continuity of instruction
How to provide for continuity of operations for essential central office functions, such as payroll and ongoing communication with students and parents/guardians

Communication among staff, parents/guardians, the Governing Board, other governmental agencies, and the media during an emergency, including:
Identification of spokesperson(s)

Development and testing of communication platforms, such as hotlines, automatic dialing devices, telephone trees, websites, social media, and electronic notifications

Development of methods to ensure that communications are, to the extent practicable, in a language and format that is easy for parents/guardians to understand

Distribution of information about district and school site emergency procedures to staff, students, and parents/guardians

Cooperation with other state and local agencies, including:

Development of guidelines for law enforcement involvement and intervention

Collaboration with the local health department, including development of a tracking system to alert the local health department of a substantial increase of student or staff absenteeism as indicative of a potential outbreak of an infectious disease

Steps to be taken after the disaster or emergency, including:

Inspection of school facilities

Provision of mental health services for students and staff, as needed
The Superintendent or designee shall assemble critical information that would be needed in an emergency. Such information may include, but is not limited to, a list of individuals and organizations who should be contacted for assistance in an emergency, current layouts and blueprints of school buildings, aerial photos of the campus, maps of evacuation routes and alternate routes, a roster of employees with their work locations, student photographs and their emergency contact information, a clearly labeled set of keys, location of first aid supplies, procedures and locations for turning off fire alarms, sprinklers, utilities, and other systems, information to access the district's technology infrastructure, and insurance information. Such information shall be stored in a box in a secure, easily accessible location, with a duplicate kept at another location in case the primary location is inaccessible.

Use of SEMS/NIMS *

The District uses the Incident Command System as identified in the Authorities and References section of this plan.

In the event of a major disaster, there is no guarantee emergency medical, or fire personnel will be able to immediately respond to school sites. Therefore, the school staff must be prepared to ensure the care and safety of students during the first several hours after a major disaster without outside assistance. It is critical to determine who does what, where, and how before such a disaster occurs.

Use the Standardized Emergency Management System as detailed in the California Emergency Services Act (Gov. Code Section 8607) and the supporting California Code of Regulations

Disaster Service Worker Status

Government Code 3100
It is hereby declared that the protection of the health and safety and preservation of the lives and property of the people of the state from the effects of natural, manmade, or war-caused emergencies which result in conditions of disaster or in extreme peril to life, property, and resources is of paramount state importance requiring the responsible efforts of public and private agencies and individual citizens. In furtherance of the exercise of the police power of the state in protection of its citizens and resources, all public employees are hereby declared to be disaster service workers subject to such disaster service activities as may be assigned to them by their supervisors or by law.
(Amended by Stats. 1971, Ch. 38.)

These laws have two ramifications: 1) public school employees may be pressed into service as Disaster Service Workers by their superiors and may be asked to do jobs other than their usual duties for periods of time exceeding their normal working hours; and 2) in those cases, their Worker's Compensation Coverage becomes the responsibility of the state government (CalOES). The district, however, pays their overtime pay. These circumstances apply only when a local or State emergency has been proclaimed.

Individualized Safety Plans

The Education Code requires school disaster procedures to also include adaptations for pupils with disabilities in accordance with the federal Individuals with Disabilities Education Act and Section 504 of the federal Rehabilitation Act of 1973, and would require the annual evaluation of the comprehensive school safety plan and the annual review of a charter school's school safety plan to also include ensuring that the plan includes appropriate adaptations for pupils with disabilities and address any concerns to individual plans, as specified.

Catherine L. Zane Middle School Individualized Plans

None Requested

CSSP and Emergency Operations Training

-Sexual Harassment Prevention for Non-Managers SB 1343 staff was trained through Keenan
-Students Experiencing Homelessness: Awareness and Understanding 42 U.S.C. 11432(g)(6)(A)(ix) staff was trained through Keenan
-Integrated Pest Management (IPM) Ed Code 17614; Food and Agricultural Code 13186.5 staff was trained through Keenan
-Cybersecurity Awareness for Employees at Educational Institutions: Security Awareness Essentials staff was trained through Keenan
-Workplace Violence: Awareness and Prevention Labor Code 6401.7(a)(7), 6401.9(c)and(e) staff was trained through Keenan
-Bloodborne Pathogens 8 C.C.R. 5193; 29 C.F.R. 1910.1030 staff was trained through Keenan
-Comprehensive School Safety Plan Workbook 14 of 16 1/28/26
Non-Keenan Trainings Crisis Prevention Intervention Training classified staff as well as Certificated volunteers were trained in this
-First Aid/CPR classified was trained in this and additional members of the Zane team
-CATAPULT Training staff was trained

Fire Drills and Fires – AR

Drills

The California Education Code requires the following drills per year.

Elementary

- Fire drills one per month
- Earthquake drills four times a year

Middle/Intermediate

- Fire Drills four times a year
- Earthquake four times per year.

High School

- Fire Drills two times per year
- Earthquake two times per year.

Drill Type	Dates
Fire Drills	Elementary and Intermediate Schools – not less than once every calendar month Secondary Schools – not less than twice yearly Legal Requirement: 19 CCR § 3.13 § 3.13. Fire Drills. (a) Group E Occupancies. (1) General. Every person and public officer managing, controlling, or in charge of any public, private, or parochial school shall cause the fire alarm signal to be sounded upon the discovery of fire. Every person and public officer managing, controlling, or in charge of any public, private, or parochial school, other than a two-year community college, shall cause the fire alarm signal to be sounded not less than once every calendar month at the elementary and intermediate levels, and not less than twice yearly at the secondary level, in the manner prescribed in California Code of Regulations, Title 24, Part 2, Section 907.
	Fire Drill - 9/24/2024 Fire Drill - 10/30/2024 Fire Drill - 11/4/2024 Fire Drill- 11/15/24 Fire Drill - 12/11/2024 Fire Drill - 1/10/2025 Fire Drill - 2/11/205 Fire Drill - 3/12/2025 Fire Drill - 4//1525 Fire Drill - 5/22/2025
Duck-Cover-Hold Drills (Earthquake)	Elementary Schools – one time per quarter Secondary Schools – one time per semester

Drill Type	Dates
	Education Code Requirements (excerpted) (II) A drop procedure whereby each pupil and staff member take cover under a table or desk, dropping to his or her knees, with the head protected by the arms, and the back to the windows. A drop procedure practice shall be held at least once each school quarter in elementary schools and at least once a semester in secondary schools.
	10/17/2024 2/24/2025
Lockdown Drills	This drill should be done one time per semester and can be combined with the Evacuation Drill
	12/6/24 3/14/2025
Shelter in Place Drills	
Evacuation Drills	This drill should be done one time per semester and can be combined with the Lock Down Drill (Fire Code 403.5.2 indicates the first emergency evacuation drill of each school year shall be conducted within 10 days of the beginning of class)
	12/6/24 3/14/2025
Multi-Option Drills, Including Tabletop Exercies (Describe Below)	

Provide this training for adult employees only, at least once per year, and it should be all-inclusive, addressing the Run, Hide, Fight protocols outlined by the FBI.

Outside Agency Use of Facilities

The Board shall grant the use of school buildings, grounds, and equipment to public agencies, including the American Red Cross, for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. The Board shall cooperate with such agencies in furnishing and maintaining whatever services the district may deem necessary to meet the community's needs. (Education Code 32282)

Emergency Procedures for People with Disabilities

The information contained in this document will assist school administrators, teachers, special education staff, parents, and students in planning for the support that may require for students with special needs in the event of an emergency. For the purposes of this section, students with special needs are those who cannot comfortably or safely access and use the standard resources offered in disaster preparedness, relief and recovery, whether their disability is chronic or temporary.

For individuals with special needs, physical environments may pose additional challenges. The ability to get to accessible exits and access personal items may be reduced. Communication may be impeded at a time when clear and rapid communication is crucial to safety and survival.
To comply with statutes involving students with special needs, individuals responsible for evacuation and emergency operation plans, notification protocols, shelter identification, emergency medical care and other emergency response and recovery programs must:

- Have sound working knowledge of the accessibility and nondiscrimination requirements applicable under Federal disability rights laws;
- Know the special needs demographics of the students attending classes on site;
- Involve students with different types of disabilities, staff, and teachers in identifying the communication and transportation needs, accommodations, support systems, equipment, services, and supplies that they will need during an emergency;
- Consider emergency accommodations for those with temporary disabilities.
- Identify existing resources within the school and local community that meet the special needs of these students;
- Develop new community partners and resources, as needed.
- Inform parents about the efforts to keep their child safe at school;
- Identify medical needs and make an appropriate plan;
- Determine transportation needs, special vans and buses for students;
- Identify any necessary tools such as personal response plans, evacuation equipment or visual aids;
- Include local responders and establish a relationship with individual students with disabilities and their teachers.

Mitigation Strategies (Before an Emergency Occurs)

- Learn about the types of hazards that may impact the school (e.g., earthquakes, floods, wildfires) and assure that emergency response procedures address each one.
- Identify a pre-evacuation site that is accessible to students with disabilities
- Plan a primary and secondary evacuation route from each location the student is in during the course of the day.
- Arrange sufficient transportation ahead of time to accommodate the entire special needs/staff population.
- Develop a schedule of daily activities and classes that identifies where a special needs student may be located each period of the day.
- Consider classroom location in placement of students with disabilities. Evaluate the handicap accessibility of nearby exits and proximity to the school nurse.
- Conduct a test of the family notification system to assure that contact information is up-to-date to help decrease parent anxiety during a disaster.

Tactical Response to Criminal Incidents

ACTIVE SHOOTER OR OTHER ACTIVE ASSAILANTS

All district sites adhere to the standardized procedures for Lockdown and Active Shooter and other Active Assailant listed in this plan if there is an active shooter, individual with a weapon on campus or other possible violent crime. For more details see Active Asailant, Threats , and Lock Down procedures.

Dangerous, Violent, Or Unlawful Activities

SB 671
SB 671 requires a Comprehensive School Safety Plan to include procedures to assess and respond to reports of any dangerous, violent, or unlawful activity that is being conducted or threatened to be conducted at the school, at an activity sponsored by the school, or on a school bus serving the school.

Multidisciplinary Threat Assessment Team
Eureka City Schools uses a multidisciplinary threat assessment team consisting of the specific site administrator, a local law enforcement representative, the student services Director, mental health or behavioral specialist representative as needed, and other outside services as needed.

Assessment and Response
Prohibited and concerning behaviors are defined in California Education Code 48900 and 48915. Additionally, all threats of self-harm are assessed and acted upon, as needed. In cases where dangerous, violent, or unlawful activities are being conducted, Law Enforcement is notified at once and a call to 911 is made.

The threshold of law enforcement intervention is decided by the relevant administration in cooperation with the District and mutual aid if requested. In practice, we find if a real or possible threat is present. We evaluate the threat or possible threat based upon prohibited and concerning behaviors, responding appropriately to the incident.

Risk Management
Risk Management is notified in incidents where there is physical, property or damage to others. Additionally, Risk Management is involved if a security assessment or report is needed. There may be times, following a potential or real incident, that an after-action debrief might be conducted, including a written summary.

School Culture and Training
Eureka City Schools utilizes PBIS as outlined in our PBIS Handbook. Eureka City Schools School Climate Team created our PBIS handbook in consultation with Dr. Jeff Sprague. The purpose of this handbook is to guide and support ECS staff as we implement PBIS in our school. Our goal is to provide all of our students with safe and effective school environments where they can experience academic and social-behavioral success.

Eureka City Schools conducts an annual update to their Comprehensive Safe School Plan at each school site as required by the California Education Code.

Training for all stakeholders is conducted during annual site meetings by administrators and/or district representatives.

Reunification

Student release is a crucial part of emergency planning. During an emergency or disaster, the traditional student release procedure is often unsafe and therefore not operable. Accordingly, a comprehensive emergency plan needs to include certain procedures to accomplish the main priority of safety planning which is to ensure the safety of the students to every extent possible.

There are a wide variety of emergency situations that might require student/family reunification. Student/family reunification may be needed if the site is evacuated or closed as a result of a hazardous materials transportation accident, fire, natural gas leak, flooding, earthquake, tsunami, school violence, bomb threat, terrorist attack or other local hazard.

Student/Family reunification is part of the Incident Command System and is assigned to the Operations Area.

Threats of Violence

THREATS

If a threat is made or if there is a weapon found on campus, the Threat Assessment team (consisting of multi-disciplinary personnel, including but not limited administration, counselors, mental health professionals, Information Technology professionals and law enforcement) will conduct the following steps:

- Evaluate the threat

THEN

- Decide if the threat is clearly transient and respond to the transient threat

o Contact student's parents if necessary.
o Notify intended victim's parents if necessary.
o See that threat is resolved through explanation, apology or making amends.
o Consult with Risk Management & Security Manager or law enforcement if necessary.
o Refer for conflict mediation, restorative justice or counseling to resolve problem as appropriate.
o Follow discipline procedures as per BP/AR.
o Develop Behavior Intervention Plan or Behavior Contract as appropriate.

OR

o Decide if the substantive threat is serious and respond to the serious substantive threat.
o Mobilize threat assessment team members as needed.
o Contact student's parents.
o Notify intended victim's parents.
o Protect and notify intended victim and parents of victim.
o Caution the student about the consequences of carrying out the threat.
o Provide direct supervision of student until parents assume control
o Consult with Risk Management and law enforcement.
o Refer for conflict mediation, restorative justice or counseling to resolve problem is appropriate
o Follow discipline procedures as per BP/AR
o Develop Behavior Intervention Plan

OR

- Decide if the substantive threat is very serious and respond to the very serious substantive threat

o Mobilize threat assessment team members as needed.
o Contact student's parents
o Notify intended victim's parents
o Protect and notify intended victim and parents of victim
o Caution the student about the consequences of carrying out the threat
o Provide direct supervision of student until parents assume control
o Consult with Risk Management & Security Manager and Law Enforcement
o Conduct mental health assessment
o Follow discipline procedures as per BP/AR
o Develop Behavior Intervention Plan

AND

- Implement a safety plan

OTHER CRIMES

If other crimes are committed on campus such as thefts and vandalism school administration, risk management and other needed resources along with law enforcement will conduct an investigation. Depending on the investigation outcomes, administration will follow district procedures for discipline and will assist in any necessary prosecution procedures through the District Attorney's office.

FUNCTIONAL ANNEX

Accounting for all Persons

Attendance Records



It is our daily practice to maintain manual attendance records in the Administrative Office of each site. This includes Daily Attendance Records, Site Employee Logs, Visitor Logs, and Itinerant Employee Logs (such as food services, maintenance and operations, etc.). If there are contractors or contracted service workers on-site in a controlled location (such as fenced areas under construction) the employer of record should be advised to consider keeping their own records of employee locations.

Crisis or Incident Accounting

In the event of a crisis or incident, each site administrator will ensure there are 2 – 3 key employees (only one needs to have control of records at a time – additional staff are only for backup) who will have responsibility as scribes to collect all site attendance records from the administrative office.

These records are to be provided to the on-site incident commander upon request. It is the scribe's responsibility to maintain and protect these records.

In cases where students, staff, or visitors cannot be located, the name and description of the person(s) will be provided to Search and Rescue teams for more specific search. All records of searches and tracking of people on-site will be recorded in appropriate ICS log. The incident commander will be kept informed of attendance status and updated with changes.

Assembly Areas

All staff will report as soon as is possible to their predesignated assembly areas. Premade signs may be used and maintained in assembly kits to assist in identifying specific assembly areas and will be held so as to be easily identified. Assembly area facilitators will distribute/record the attendance of all individuals in their assembly area.

For shelter-in-place or any evacuation, either on-site or off-site, attendance will be taken at any assembly areas and a comparison made to the attendance logs as follows:

Student Daily Attendance
Site Employee Log
Visitor Log
Itinerant Employee Log

Student Release

Student release will be conducted in an orderly fashion as outlined in the Reunification Annex of this plan. Attendance records will be checked and recorded as students leave the site.

Communications

Purpose



The Communications Annex ensures the availability and coordinated use of our communications systems for the dissemination of disaster information, for the exchange of information between decision-makers, and for the coordination of communications with local response agencies.

Scope

When activated, the Communications annex coordinates and supports emergency response/recovery telecommunications requirements. This includes the interface between our District and other agencies and outside organizations, such as local, state, and federal government, private nonprofit organizations, and business/industry. Immediately report communications degradation, interruption, or failure by alternate means (e.g. cell phone) to the Communications Officer and/or the District's Emergency Operations Center (EOC) if activated.

Activation

The senior executive (or designee) determines whether to activate this annex based upon information from initial staff reports and local authorities. The local emergency communications plan will include:
Channel designations
Contingency communications procedures
Training in back-up communications equipment

Key Tasks/Responsibilities

Develop a local communications plan
Establish and maintain liaison with local response agencies, state agencies, commercial communications companies, and amateur radio organizations
Support communications equipment (radio, computer, fax, etc.) as needed
Provide communications capability
Maintain equipment inventory
Designate a centrally-located area (usually main office) easily identified by staff, media, and the public
Predetermine an alternate location in case the primary location is inaccessible
Establish communication with staff
Maintain telephone and radio communication with emergency services
Post rumor control and information on the internet and in an area accessible to our students and the community
Record emergency related incidents
Maintain communication with staff by whatever means available (SMS text messaging, audio alarm warning system, intercom, bullhorn, canned air horn, two-way radio, e-mail, written notices)

Internal Communications

Staff will be notified when an incident occurs and kept informed as additional information becomes available and as plans for management of the situation evolve. The following practices will be utilized to disseminate information internally when appropriate:

Alert Notifications (SMS Texting)

Staff will be notified when an incident occurs and kept informed as additional information becomes available and as plans for management of the situation evolve. The following practices will be utilized to disseminate information internally when appropriate:

Telephone Tree

A telephone tree is a simple, widely used system for notifying staff of an incident when they are not at their primary work location. The tree originates with the senior site official, who contacts the members of the Incident Management Team. Team members then, in turn, will contact groups of staff identified on their call list.

Staff Meetings

As appropriate, updated information about an incident will be presented at regularly scheduled staff meetings. In some cases, special staff meetings may be called as incident evolution requires. Staff will also have the opportunity to address any misinformation or rumors. Any new procedures or temporary changes will also be reviewed at this time.

Communication With the District Administrative Office

The Incident Commander will use the designated countywide Emergency Radio Network to notify the site administrator of our District's status/needs. The site administrator will notify the District office. The District office will notify the County Office of the status of all of the District's sites. He/she will designate staff member(s) to monitor all communications.

Activation

Concept of Operations

The senior executive (or designee) determines whether to activate this annex based upon information from initial staff reports and local authorities. When activated, the Communications annex coordinates and supports emergency response/recovery telecommunications requirements

Immediately report communications degradation, interruption, or failure by alternate means (e.g. cell phone) to our District's Emergency Operations Center (EOC) if activated or the Communications Officer

The local emergency communications plan will include channel designations, contingency communications procedures, and training in back-up communications equipment.

Continuity of Operations (COOP)

General



Continuity of Operations planning is a program that ensures continued performance of essential functions across a full range of potential emergencies, be they natural or man-made, when a significant interruption of operations occurs following a severe disaster or tragedy.

A COOP provides guidance and establishes responsibilities and procedures to ensure that essential functions are maintained. COOP is not the same as an Emergency Operations Plan or a Recovery Plan, but rather supplements it, in the event normal facility or human resources are not available.

A COOP provides a continuity infrastructure that through careful planning ensures:
Emergency delegation of authority and an orderly line of succession, as necessary.
Safekeeping of essential personnel, resources, facilities, and vital records.
Emergency acquisition of resources necessary for business resumption.
The capability to perform critical functions remotely until resumption of normal operations.

A District's COOP plan should allow for its implementation anytime, with or without warning, during normal and after-hours operations; providing full operational capability for essential functions no later than 12 hours after activation; and sustain essential functions for up to 30 days.

The purpose of these Continuity of Operations (COOP) procedures is to ensure that there are procedures in place to maintain or rapidly resume essential operations within the District after an incident that results in disruption of normal activities or services to the District. Failure to maintain these critical services would significantly affect the operations and/or service mission of the District in an adverse way.

Scope

It is the responsibility of the District's officials to protect students and staff from incidents and restore critical operations as soon as it is safe to do so. This responsibility involves identifying and mitigating hazards, preparing for and responding to incidents, and managing the recovery process.

The COOP procedures outline actions needed to maintain and/or rapidly resume essential operations, business, and physical services, when interrupted for an extended period of time following an incident.

Responsibilities

Designated District Staff, in conjunction with the affected administrator(s) and staff, will perform the essential functions as follows:

Senior Executive/Site Administrator

Determine when to close District, and/or send students/staff to alternate locations
Disseminate information internally to students and staff
Communicate with family, media, and the larger community
Identify a line of succession, including who is responsible for restoring which business functions for the District
Ensure systems are in place for rapid contract execution after an incident
Identify relocation areas for site and administrative operations
Create a system for registering students (off site or into alternative locations)
Brief and train staff regarding their additional responsibilities

Secure and provide needed personnel, equipment and supplies, facilities, resources, and services required for continued operations
Identify strategies to continue operations (e.g., using the Internet, providing alternatives to operational contingencies)
Work with local and state government officials to determine when it is safe for students and staff to return to the District's buildings and grounds
Manage the restoration of the District's buildings and grounds (e.g. debris removal, repairing, repainting, and/or landscaping)
Collaborate with private and public-sector service providers and contractors

Administrative Services, District Staff

Maintain inventory
Maintain essential records (and copies of records) including the District's insurance policy
Ensure redundancy of records is kept at a different physical location.
Secure District's equipment and materials in advance.
Restore administrative and recordkeeping functions such as payroll, accounting, and personnel records.
Retrieve, collect, and maintain personnel data
Provide accounts payable and cash management services

Administrative Support Staff

Establish necessary support services for students and staff
Implement additional response and recovery activities according to established protocols
Collaborate with public and private providers

Food Services Worker

Determine how food services will resume
Support staff and volunteers as much as possible

Transportation

Provide emergency transportation services as needed
Assess and implement alternative transportation services that may be necessitated

Evacuation

General



Evacuation is one means of protecting the staff, students and visitors from the effects of a hazard through the orderly movement of person(s) away from the hazard. The type and magnitude of the emergency will dictate the scale of an evacuation (i.e., evacuation area).

Concept of Operations

Evacuation orders are generally given by the following:
Local Police
Environmental Health & Safety
Facilities Services
Administrator, director, or building supervisor
Fire Department with jurisdiction
Any person identifying a hazard and by activating the fire alarm system via a fire alarm pull station

Evacuation Procedures

Evacuation will be initiated by means of the fire alarm system. Whenever the alarm is sounded all occupants of all buildings are to initiate the evacuation procedure.
Take the Incident Action packet/binder which has a current class list and a red/green 8½ x 11 card (red on one side and green on the other side)
Close all doors and windows. (DO NOT LOCK DOORS)
Follow the safest evacuation route to the assembly or safe dispersal area.
Teachers are to take roll and make certain no one reenters the building for any reason.
If all students are present with staff member, staff will hold up the GREEN sheet to acknowledge to responsible incident management person that all students are present.
Support staff who have regular schedules with students need to have a green and red card also. If all students who are regularly scheduled are in their care and custody, they are to raise the green card, so staff member and responsible incident management person can see.
Staff members are to raise the red card even if they think a student is with support staff so responsible incident management person can account for those students.
If a student is not present, the staff member will hold up the RED card and wait for the administration to contact him/her to see who is absent. The responsible incident management person will coordinate the search for the missing student.
Students should remain 30 – 50 feet away from any building.
Students are to remain in groups, until the all clear signal is given.

On-Site Evacuation

The Incident Commander or designee activates fire alarm.
All staff follow the Evacuation Procedures identified above.
Once assembled, building occupants remain in their designated assembly or safe dispersal area until further instructions are given.
Reentry is only authorized after it is determined that conditions and buildings are deemed safe by appropriate incident management staff.

Off-Site Evacuation

If it is determined that the buildings and area are not safe for occupation and that the On-Site Evacuation locations are also at risk, the appropriate incident management staff will initiate an Off-Site Evacuation.
The Incident Commander or designee determines safest method for evacuating the site. This may include use of buses or simply walking to designated off-site location.
Staff members secure the student roster when leaving the building and take attendance once group is assembled in pre-designated safe location.
Once assembled off-site, staff members and students stay in place until further instructions are given.
In the event clearance is received from appropriate agencies, Incident Commander may authorize students and staff to return to buildings.

Evacuating Students with Disabilities

Procedures and actions regarding the special needs' population should cover the evacuation, transportation and medical needs of students who will require extreme special handling in an emergency. In most cases, additional safeguards must be established regarding roles, responsibilities and procedures for students with physical, sensory, emotional and health disabilities.

The following are steps that cover the evacuation procedure of student(s) with disabilities:
Review all paths of travel and potential obstacles
Know the facility, grounds, paths, exits and potential obstacles
Determine the primary and secondary paths of exit to be used during emergencies
Individuals with mobility impairments will need a smooth, solid, level walking surface, an exit that avoids barriers such as stairs, narrow doors and elevators and guardrails that protect open sides of the path
Compile and distribute evacuation route information to be used during emergency operations
Include alternative evacuation route information, should the primary route be inaccessible due to damage or danger
Install appropriate signage and visual alarms
Place evacuation information indicating primary and secondary exits in all offices, rooms, multipurpose rooms, hallways/corridors, lobbies, bathrooms and cafeterias. For passages and doorways that might be mistaken for an exit, place visible signs that proclaim, "NOT AN EXIT"
Place emergency notification devices appropriate for each student
Post signage with the name and location of each area so that the students will know exactly where they are, in order to comply with ADA (American's with Disabilities Act) Accessibility

Buildings and Facilities Signage Requirements

Approximately 60 inches above the floor
In a location that is not obscured in normal operation such as a swinging door
In all primary function areas

Preparation and Planning

Identify the students and staff with special needs and the type of assistance they will require in an emergency
Allow visitors to self-identify on a sign-in log if they have special evacuation needs
Discuss evacuation issues with the staff members and caretakers of students with special needs, including individuals, who may be temporarily disabled (i.e. a student with a broken leg)
Train staff in general evacuation procedures

Review the areas of rescue, primary exits, evacuation techniques, and the locations and operation of emergency equipment
Provide in-depth training to those designated to evacuate students with special needs
Train the staff for proper lifting techniques when lifting a person for evacuation
Anyone can assist a student with a visual impairment
Check on each special needs student to assure he/she is accounted for during an evacuation
Review the plan with emergency response personal, including local police, fire and emergency medical technicians
Identify “areas of rescue” in our site for students to wait for evacuation assistance from emergency personnel
Before operations begin in the Fall, walk around the site with first responders so that they are familiar with the primary exits and all areas of rescue; these areas must meet specifications for fire resistance and ventilation
Ask the responders to conduct a special drill explaining how they will support the students and staff with special needs during an emergency
Complete all contracts and Statements of Understanding with key emergency support providers
Ensure that sufficient transportation capacity exists with transportation providers, partner agencies, and suppliers to effectively meet the demand in an emergency
Identify transportation contracts through the District in case of an emergency; Emergency response for special needs requires special vans and special equipment
Specify who will do what to address these transportation needs
Develop a list of District-owned vehicles, staff vehicles that are available and make prior arrangements for their use in the event of an emergency
Review the evacuation plan with students and staff to be familiar with the process and identify any problems
Practice implementation of special duck and cover actions by students with able-bodied partners
Students should be aware that evacuation by themselves may be difficult or impossible because of obstacles in their path or because electric dependent machines may not function (i.e. elevator)
Special pre-planned assistance must be provided and reviewed regularly

Lockdown

General



A District or school site lock down is necessary when the threat of violence or gunfire is identified or directed by law enforcement and it is necessary to prevent the perpetrator(s) from entering occupied areas. During lock down, students are to remain in rooms or designated locations at all times.

Instructions

If a lock down situation is required, the Site Administrator will make an announcement on the Public Address (PA) system. If the PA system is not available, the Site Administrator will use other means of communication (e.g., sending messengers to deliver instructions). The Site Administrator should be calm, convey reassuring comments that the situation is under control, and provide clear and consistent directions. Below is an example of an announcement to be made by the Site Administrator:

"YOUR ATTENTION PLEASE. WE HAVE AN EMERGENCY SITUATION. STAFF ARE TO LOCK ROOM DOORS UNTIL NOTIFIED BY AN ADMINISTRATOR OR LAW ENFORCEMENT. STUDENTS AND STAFF ARE TO PROCEED TO THE NEAREST ROOM OR BUILDING. PLEASE REMAIN INDOORS UNTIL FURTHER INSTRUCTIONS ARE PROVIDED."

If inside, staff should instruct students to lie on the floor, move away from doors and remain in the center of the room out of the line of fire, lock the doors (if possible), and close any shades or blinds if it appears safe to do so. Students and staff who are physically unable to lie on the ground should move away from doors and windows.
If outside, students should proceed to their rooms if it is safe to do so. If it is not safe, staff must direct students into nearby rooms or other District buildings (e.g., auditorium, library, cafeteria, and gymnasium).
District staff and students must remain in their room or secured area until further instructions are provided by the Site Administrator or law enforcement.
Landline phones should not be used. District staff should use cell phones and speak quietly.
All site entrances and exits must be locked, and no visitors other than appropriate law enforcement or emergency personnel are to be allowed on the site.

Public, Medical, and Mental Health

General



Establishment of public, medical, and mental health procedures, will assist the District in preparing for, responding to, and recovering from an incident that affects the health and safety of students, staff, and family. Furthermore, coordination with Public Health agencies, Emergency Medical Services (EMS), and Mental Health support services will broaden their capacity to deal with these incidents by providing the District with resources beyond their existing expertise and training.

Public Health

Procedures

Designate District Medical Manager and/or other key personnel as the individual(s) responsible for coordinating incidents such as disease outbreaks, bioterrorism, and natural disasters with local, State, and Federal Public Health agencies.
Coordinate with local, State, and Federal Public Health agencies on information sharing protocols.
Develop procedures for reporting information to local, State, and Federal Public Health agencies.
Contact local Public Health agency to determine notification procedures for students/family, staff, and public, if necessary.
Send out any required notification to students/family, staff and public as required.
Establish a dedicated contact phone number for questions and concerns.
Coordinate with local, State, and Federal Public Health agencies, for assistance with managing large scale incidents or incidents beyond the District's resources.

Medical Health

Procedures

Designate District Medical Manager and/or other key personnel as the individual(s) responsible for coordinating incidents involving students or staff injuries or illnesses
Provide CPR/First Aid/AED to all staff designated to work in medical capacity
Establish a triage area for injured students and staff
Separate walking wounded, critically injured and deceased individuals (Keep a log of names of these individuals)
Keep a record of students and staff that are transported off-site for treatment.
Coordinate with local Emergency Medical Services (EMS) agencies for assistance with large scale incidents or incidents beyond the District's resources.

Mental Health

Procedures

Designate crisis counselors and/or other key personnel as the individual(s) responsible for coordinating incidents with local, State, and Federal Mental Health agencies
Activate crisis counselors during the incident to begin identifying students and staff that require assistance
Keep a log of individuals counseled or that require counseling following the incident
Notify students, family, and staff of counseling services available
Coordinate with local, State, and Federal Mental Health agencies, for assistance with large scale incidents or incidents beyond the 's resources.

Psychological First Aid for Schools (PFA-S)

The field of school safety and emergency management has evolved significantly over the past decade. Tragically, acts of violence, natural disasters, and terrorist attacks have taught us many lessons. We also know that other types of emergencies can impact schools, including medical emergencies, transportation accidents, sports injuries, peer victimization, public health emergencies, and the sudden death of a member of the school community. We now recognize the need for school emergency management plans that are up-to-date and take an “all-hazards”approach with clear communication channels and procedures that effectively reunite parents and caregivers with students. We have also learned that preparing school administrators, teachers, and school partnering agencies before a critical event is crucial for effective response, the value of ongoing training and emergency exercises, and that having intervention models that address the public health, mental health, and psychosocial needs of students and staff is essential to a safe school environment and the resumption of learning. (excerpted from Psychological First Aid for Schools, Field Operations Guide, 2nd Edition)

Field Operations Guide (FOG)

We use the PFA-S FOG as-needed, to prepare and respond to critical incidents affecting the mental health of our students. https://www.nctsn.org/resources/psychological-first-aid-schools-pfa-s-field-operations-guide

Public Safety and Security

Purpose



The Public Safety and Security Annex integrates State public safety and security capabilities and resources to support the full range of incident management activities.

Scope

The Public Safety and Security Annex provides a mechanism for coordinating and providing support to local law enforcement authorities to include non-investigative/non-criminal law enforcement, public safety, and security capabilities and resources during incidents. The Public Safety and Security Annex capabilities support incident management requirements, including force and critical infrastructure protection, security planning and technical assistance, technology support, and public safety, in both pre-incident and post-incident situations. The Public Safety and Security Annex generally is activated in situations requiring extensive assistance to provide public safety and security.

Key Tasks/Responsibilities

Coordinate public safety and security support (including personnel and equipment) to any affected department/agency during preparation for, response to, and/or recovery from any real or potential incident.
County Sheriff's Office
Police Department
Other Law Enforcement Agencies
Private Security Companies

Coordinate critical information dissemination regarding public safety/security through mass warning/notification.

County Sheriff's Office
Police Department
Dispatch
County Emergency Management
Facilitate multi-function public safety activities such as evacuation, traffic, looting, and riot control
County Sheriff's Office
Police Department
Other Law Enforcement Agencies
Fire/EMS

Concept of Operations

Local law enforcement authorities have the primary responsibility for public safety and security and are the first line of response and support in these functional areas, utilizing the Incident Command System on-scene
In larger-scale incidents, additional resources should first be obtained through the activation of mutual aid agreements with neighboring jurisdictions and/or State authorities, which may require the management of incident operations through a Unified Command structure

Through the Public Safety and Security Annex, outside resources supplement local resources when requested or required, as appropriate, and are integrated into the incident command structure using National Incident Management System principles and protocols
The Public Safety and Security Annex activities should not be confused with the activities described in the Terrorism Incident Annex or other criminal investigative law enforcement activities

As the lead law enforcement official in the United States, the Attorney General, generally acting through the Federal Bureau of Investigation (FBI), maintains the lead for criminal investigations of terrorist acts or terrorist threats by individuals or groups inside the United States
The Public Safety and Security Annex is activated when public safety and security capabilities and resources are needed to support incident operations
This includes threat or pre-incident as well as post-incident situations
When activated, the primary agencies assess public safety and security needs, and respond to requests for resources and planning/technical assistance from county agencies
The Public Safety and Security Annex manages support by coordinating the implementation of authorities related to public safety and security and protection of property, including critical infrastructure, and security resources and technologies and other assistance to support incident management operations and security capabilities and resources are needed to support incident operations
This includes threat or pre-incident as well as post-incident situations
The Public Safety and Security Annex maintains close coordination with Federal, State, and local officials to determine public safety and security support requirements and to jointly determine resource priorities
The primary agencies maintain communications with supporting agencies to determine capabilities, assess the availability of resources, and track resources that have been deployed

Recovery

General



When a disaster occurs, it is all too easy to get consumed by the urgent activities and emotions surrounding the event. That is understandable but don't allow the intensity of the incident to distract you from some extremely important actions you should be taking. Keep in mind that no financial assistance will occur until there is a declared disaster by the State and the Federal governments.

Tracking time and material (supplies and equipment specifically used for the disaster) should happen always, regardless of disaster declarations. There is no guarantee that we will get our expenses reimbursed. We are at the mercy of the State and Federal governments. In most cases, however, labor and materials specific to the disaster response get reimbursed. Losses already covered by our insurance are typically NOT reimbursed. For example, if an employee is injured our Workers' Compensation would cover the injured employee. If a building was damaged and our insurance does not cover that specific cause of loss there may be a chance it is reimbursable.

Before – Action Items

Establish relationships and contact information from our county Operational Area and Coordinating Council (OACC)
Create and maintain a current contact list with this information and other contact information essential to the Finance/Administration Section of our ICS structure
Train and practice the Start-up, Operation of, and the Closure of this ICS Section.
Modify and update our Emergency Operations Plan as necessary

During – Action Items

Within the very first moments of an incident, begin tracking every employee's and volunteer's time spent on the incident. (Be alert to any announcements from local or State government regarding "Public Assistance" requests or meetings.) Use the form designed for that purpose, the Activity Log (ICS 214). If not readily available, make sure each person is tracking the following:
Incident name
Date
Worker's name
Log each major activity and track start and end times
Don't be concerned with tracking too much – that can be sorted out after the event
This information will need to be transferred onto the Activity Log (ICS 214) before we can apply for Public Assistance funding (this is what they call the State and Federal reimbursement program)
Keep track of ANY disaster-related expenditures for supplies or equipment. It is best to retain copies of priced-out receipts and invoices for possible State and Federal reimbursement. For example, if our facilities may be used as a shelter and we are required to provide custodial services specific to the shelter, toilet paper, paper towels, cleaning material and chemicals would all likely be reimbursable. If our facility were being used as a medical care facility and the HVAC system required filters different than what we would normally use, the cost of the filters (and the labor to change them) are likely reimbursable.
Establish the Recovery Unit in the Finance/Administration Section of our Emergency Operations Center (EOC).
Have all sites or units collect information on their ability to sustain operations.
Develop staffing pattern for the Recovery Unit.

Collect information on damages, duration and impact from the following:
Utility Providers

Social, medical and health services
Transportation routes and services
Debris issues
County Government Operations
Private sector retail and wholesale providers
Others
Develop initial short term and long-term recovery objectives.
Refer to hazard/threat-specific annexes for information.
Develop information for the PIO on the recovery process and progress.
Develop a plan to assign personnel to sustain the recovery effort
Coordinate with the OACC, other local jurisdictions and the State on their recovery efforts.
While it is best if we already have an established relationship with our county Operational Area Coordinating Council (OACC) contact, we need to identify that individual and the means of communicating with them. We will want them to know who at our District will serve as the contact for emergency incidents. This will serve a couple of purposes:
It will keep our District "in the loop" and better informed when an incident affecting our District occurs
It will alert us to any notice of "Public Assistance" informational meetings to learn about getting Federal and State reimbursement for disaster related District activity
If our county's OACC is overwhelmed with an incident we should reach out directly to our Emergency Services Coordinator at the Governor's Office of Emergency Services Region Operational Area.
Ask them to put the District on the list for notification of "Public Assistance" informational meetings
There are forms that will be exchanged between our District and the OACC or the California Governor's Office of Emergency Services (they act as our liaison with FEMA)
If our employees and volunteers remain under our direction and control we are responsible for any costs associated with their activities. Should they perform work that they would not normally do and it is attributable to the disaster we will likely be able to reimburse the labor. Management costs are typically NOT reimbursable.
If our employees and volunteers, or our facilities, are tasked outside of our District we must only do so under the terms of a mutual aid agreement or memorandum of understanding to which the District have agreed, in writing. Make sure we understand when and if risk transfer occurs as it should be clear in these documents. These documents should identify, specifically, what is "covered" and by "whom." Examples for other agency usage of our facility might include the Fire Department using our facility as a command center for the incident.
Or, local hospitals may be "at-capacity" and need our facility to provide some form of medical or health services. In these cases, (like the case of sheltering) a written request for use of our facilities should be on file or requested prior to allowing the agency to use them. These documents should specify what they will and will not cover in terms of costs related to using the facility. Typically, if an outside agency damages the property or they cause a liability exposure, they are responsible for coverage.

When in doubt, ask for help.

After – Action Items

Begin closing the Recovery Unit
Assign any open or pending tasks, such as Public Assistance funding or other outstanding receivables or payables, to appropriate staff with specific checkup or due dates
Make sure all Activity Logs and equipment/supply records have been assembled and recorded into the request for Public Assistance from Cal OES and FEMA
Conduct an After-Action debrief within the Finance/Administration Section and include that in the main incident After-Action debrief held by the District
Review our EOP and include any lessons learned or altered actions into the plan for update and redistribution to the emergency management team
Participate in and debriefings provided by our ICS team and close the Recovery Unit

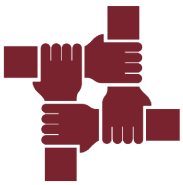
Resources

Activity Log (ICS 214)
Cal OES Regional Operations
Form Cal OES 126 – Project Application, California Disaster Assistance Act Program
Form Cal OES 130 – Designation Of Applicant's Agent Resolution For Non-State Agencies
Form Cal OES 89 – Project Assurances For Federal Assistance – Construction Programs
Form FEMA 009-0-49 9/16 – Request For Public Assistance

All links should be verified at least annually and updated. In some cases, expired forms will not be accepted.

Reunification

General



Student release is a crucial part of emergency planning. During an emergency or disaster, the traditional student release procedure is often unsafe and therefore not operable. Accordingly, a comprehensive emergency plan needs to include certain procedures to accomplish the main priority of safety planning which is to ensure the safety of the students to every extent possible.

There are a wide variety of emergency situations that might require student/family reunification. Student/family reunification may be needed if the site is evacuated or closed as a result of a hazardous materials transportation accident, fire, natural gas leak, flooding, earthquake, tsunami, school violence, bomb threat, terrorist attack or other local hazard.

Student/Family reunification is part of the Incident Command System and is assigned to the Operations Area.

Reunification Procedures

In an emergency, sites must establish a safe area for family members to meet with students. This area must be away from the both the damage and the student's assembly area. In a typical release the following steps will be followed:

Family member will report to the assigned area and give the name of the student
Picture ID will normally be required by the person in charge to insure the person requesting a minor is a match to the name on the emergency release card
A runner will go to the student assembly area and get the minor requested by the parent or adult and escort the student back to the pick-up area
Parents will be asked to sign a form indicating they picked up the minor (the date and time will also be indicated on the pick-up form)
If the minor is in the first aid area, the parent will be escorted to that area for reunification with their child/children
Counselors, when available, will be located close to the first aid area in the event they are needed

Traffic Control

Traffic may be controlled by trained and authorized employees who meet the requirements outlined in the Manual on Uniform Traffic Control Devices (MUTCD) Part 7, Traffic Control for School Areas. In the absence of this condition, we must wait until local law enforcement is available and on scene at the site.
To every extent possible, two-way traffic will be maintained to allow for entry and exit of emergency vehicles
As the situation develops there may be time for barricades and other traffic control devices to be delivered and set up
It should be understood this will not occur at the beginning of the incident
When law enforcement arrives on the scene they will take charge and do whatever is necessary, including the towing of vehicles to manage the emergency or disaster

Maintaining the Procedures

Student rosters should be updated at least twice a year
If enrollment dictates this may be updated more frequently
Updated rosters should be stored in every room in an area easily identified by the both staff and substitutes.
Additional copies of the rosters should be distributed to the site administrator and placed in the back of the emergency plan binder

Emergency cards should be filled out at the beginning of the year
This card should include contact information on family members, as well as other adults who can be contacted if the family member is not available
The card should also indicate who the minor is permitted to leave site with, if necessary
DO NOT release students to people not listed on the student emergency card.
A well- intentioned friend may offer to take a minor home; however, District staff must be certain that students are only released to the appropriate people, so their families will know where they are
The card should also include all pertinent medical information such as allergies, medications, and doctor contact information
These cards should be stored in the front office in both hard copy and electronically, if possible

Things to Remember

Some family members will refuse to cooperate with the student/family reunification process
This situation can be diminished, to some degree, if family members are informed about the District's release procedures before the disaster or emergency occurs
They should be reminded that the safety of their student is our utmost priority
Family members may be emotional when arriving at the site
Have counselors available to deal with issues if needed
Shortly after the incident, the media will have a presence on our site
The Public Information Officer, part of the command staff operating under the Incident Command System, will deal with the media, however, it is important that family be sheltered from media representatives

Shelter-in-Place

General



This action is taken to place and/or keep students indoors in order to provide a greater level of protection from airborne contaminants in outside air. Shelter-in-place is implemented when there is a need to isolate students and staff from the outside environment and includes the shutdown of room and/or building air systems. During shelter-in-place, no one should be exposed to the outside air.

Description of Action

If an emergency occurs that requires students and staff to Shelter-in-Place, the Site Administrator will make an announcement on the PA system. If the PA system is not available, the Site Administrator will use other means of communication (e.g., sending messengers to deliver instructions). The Site Administrator should be calm, convey reassuring comments that the situation is under control, and provide clear and consistent directions. Below is an example of an announcement to be made by the Site Administrator:

"YOUR ATTENTION PLEASE. WE HAVE RECEIVED INFORMATION REGARDING A HAZARD IN THE COMMUNITY. WE ARE INSTITUTING SHELTER-IN-PLACE PROCEDURES. PLEASE REMAIN INSIDE THE BUILDING AWAY FROM OUTSIDE AIR WITH WINDOWS AND DOORS SECURELY CLOSED AND AIR CONDITIONING UNITS TURNED OFF. ALL STUDENTS AND STAFF THAT ARE OUTSIDE ARE TO IMMEDIATELY MOVE TO THE PROTECTION OF AN INSIDE ROOM. PLEASE REMAIN INDOORS UNTIL FURTHER INSTRUCTIONS ARE PROVIDED."

If inside, staff should keep students in their rooms until further instructions are given
If outside, students must proceed to their rooms if it is safe to do so
If it is determined to be unsafe, staff should direct students into nearby rooms or buildings (e.g., auditorium, library, cafeteria, and gymnasium)
Staff and students who were exposed to outside air should congregate in indoor locations away from individuals who were not exposed to outside air
Anyone who is exhibiting symptoms must be treated
Staff is responsible for securing individual rooms and for completing the following procedures as needed:
Shut down the room/building HVAC (Heating Ventilation and Air Conditioning) system
Turn off local fans in the area
Close and lock doors and windows

If necessary, seal gaps under doors and windows with wet towels or duct tape, seal vents with aluminum foil or plastic wrap, and turn off sources of ignition, such as pilot lights

Situational Awareness

In the U.S., every public agency is expected to address situational awareness and personnel security. Situational Awareness is the ability to identify, process, and comprehend the critical information about an incident. More simply, it is knowing what is going on around us.

Overview

Situational Awareness requires continuous monitoring of relevant sources of information regarding actual incidents and developing hazards. A common core function of Emergency Operations Centers (EOC) is gaining, maintaining, and sharing Situational Awareness and developing a Situational Picture (SitPic) that is shared between the Incident ICS, EOC, JIS, and field staff participants in the incident.

In the early stages of activation, the EOC will obtain Situational Awareness. This is important because accurate, timely information will enable more informed, effective decision-making. An excellent tool for developing and maintaining this condition of the OODA loop.

OODA Loop

The OODA loop is the cycle: observe–orient–decide–act, developed by military strategist and United States Air Force Colonel John Boyd in the 1960s. Boyd applied the concept to the combat operations process, often at the operational level during military campaigns. It is now also often applied to understand commercial operations and learning processes.
The OODA loop has become an important concept in emergency management. According to Boyd, decision-making occurs in a recurring cycle of observe–orient–decide–act. An entity (whether an individual or an organization) that can process this cycle quickly, observing and reacting to unfolding events more rapidly than an “opponent,” can thereby "get inside" the opponent's decision cycle and gain the advantage.

Observe – Sensing yourself and the world around you
Orient – What you believe: a complex set of filters of genetic heritage, cultural predispositions, personal experience, and knowledge
Decide – A review of alternative courses of action and the selection of the preferred course as a hypothesis to be tested.
Act – Testing the decision chosen for implementation.

Every employee is a critical link to situational awareness. This annex address the expectations of this District in establishing and maintaining a vital communication and informational internal network. Whether you are in an office environment, inside a building, in the field, or at home, what you observe and absorb are invaluable to our District.

Prepare

The following list includes the minimum expectations for every employee:
Develop and maintain a personal family communication plan
Use the Family Emergency Communication Plan – Wallet Sized provided by our District
The plan should be completed at hire and updated when any of the information changes but at least annually
Share our plan with your family
Review and familiarize yourself with the District’s Emergency Operations Plan (EOP)
Prepare a “Go-Bag” for yourself with a 3-day supply of food and water
See the “Go-Bag” guide for help in assembling and stocking
Keep a copy of the District’s Critical Incident Field Operations Guide (FOG) with you at all times during work hours

Field Protocol

Before, during, and after critical incidents there are some basic steps you should take to improve your situation and help others in need:

f you are operating a vehicle or other equipment, stop your activity as soon as is safely possible (If driving, follow safe driving practices and get maneuver your vehicle without endangering your own or the safety of others)
Assess the situation using the OODA loop and take appropriate action
Follow our District's Communication protocols as outlined in the EOP
If you are unable to proceed to your primary location (starting and ending shift worksite) find out if you can return to an alternate site
If returning to any of these sites proves unreasonable, proceed to the nearest public facility (police or fire station, hospital, local government office) and notify our District of your exact location
Provide our District's Emergency Operations Center (EOC) with as much detailed information as possible:
Time, Date, and Location of Critical Incident
Your condition (unaffected, injured, etc.) and the condition of your equipment
Describe the type of incident such as fire, hazmat, earthquake, etc.
Provide details on estimate impact in your area (how much loss or damage)

Disaster Service Worker

As a California public employee, you may be called upon to work as a Disaster Service Worker (DSW) in the event of an emergency. The information contained in the Disaster Service Worker website will help you understand your role and obligations as a disaster service worker, and what to do in an emergency (California Government Code Section 3100-3109).

Special Needs Population

Planning Needs and Assumptions



For individuals with special needs, physical environments become a great deal more hostile and difficult to deal with during and after an emergency. The ability to get to accessible exits and personal items may be reduced. Communication may be impeded at a time when clear and rapid communication is crucial to safety and survival.

To comply with statutes involving students with special needs, individuals responsible for evacuation and emergency operation plans, notification protocols, shelter identification, emergency medical care and other emergency response and recovery programs must:

Have sound working knowledge of the accessibility and nondiscrimination requirements applicable under Federal disability rights laws
Know the special needs demographics of the attending students on site
Involve students with different types of disabilities and staff in identifying the communication and transportation needs, accommodations, support systems, equipment, services, and supplies that they will need during an emergency
Consider emergency accommodations for those with temporary disabilities
Identify existing resources within the site and local community that meet the special needs of these students
Develop new community partners and resources, as needed
Inform family members about the efforts to keep students safe
Identify medical needs and make an appropriate plan
Determine transportation needs, special vans, and buses for students
Identify any necessary tools such as personal response plans, evacuation equipment or visual aids
Include local responders and establish a relationship with individual students with disabilities and staff

HAZARD/THREAT ANNEX

Hazard-Threat Assessment

A representative number of participants were selected to participate in the Hazard-Threat Assessment Survey (HTAS). This survey follows best practices in emergency management and is a very important part of updating our Emergency Operations Plan.

This survey was designed to help us prioritize possible threats or hazards we may face. It covers many possible scenarios but is not exhaustive in nature. The survey information generated is invaluable in helping our Emergency Operations Plan Collaborative Planning Team identify the hazards and threats most likely to impact us.

The Collaborative Planning team has selected the following Hazards/Threats to be included in this annex:
Active Assailant
Cyber Threat or Attack
Earthquake
Extreme Heat and Unhealthy Air Quality
Fire-Structural
Fire-Forest, Wildfire, or Urban Interface
Infectious Disease
Power and Utility Failure
Severe Weather
Tsunami

Active Assailant

Purpose

Active assailant situations are often over within 10 to 15 minutes, before law enforcement arrives on the scene. Individuals must be prepared both mentally and physically to deal with an active assailant situation.



This Annex will address current best practices for dealing with Active Assailants, Before, During, and After an incident.

Situation and Assumptions

An Active Assailant is an individual actively engaged in the killing or attempting to kill people in a confined and populated area. In most cases, active assailants use firearms and there is no pattern or method to their selection of victims.

Active Assailant situations are unpredictable and evolve quickly. Typically, the immediate deployment of law enforcement is required to stop the attack and mitigate harm to victims.

Continuity of Operations (Annex Specific)

Continuity of Operations is defined as the internal effort of an organization to assure that the capability exists to continue essential functions and services in response to a comprehensive array of potential emergencies or disasters.

In the case of an active assailant actions can be taken in advance to mitigate some of the outcome of the attack.

Organization and Assignment of Responsibilities

Refer to the Organization and Assignment of Responsibilities section located in the Basic Plan.

Plan Development

This annex is part of the Hazard and Threat Annex and was developed using current best practices

Authorities and References

- CISA (Cybersecurity and Infrastructure Security Agency) Active Shooter Preparedness
  - https://www.cisa.gov/topics/physical-security/active-shooter-preparedness
- FBI (Federal Bureau of Investigation) Active Shooter Safety Resources
  - https://www.fbi.gov/how-we-can-help-you/safety-resources/active-shooter-safety-resources
- REMS (Readiness and Emergency Management for Schools) Technical Assistance Center
  - https://rems.ed.gov/IHEActiveShooterSituations.aspx

Incident Command Actions

Before

Threat and Physical Security Assessment of each site

Conducting periodic threat and physical security assessments will ensure that best practices are in place to control access to your campus.

- Appropriate perimeter fencing installation and maintenance
- Locks and closers on perimeter gates that prevent outsiders from opening the gate (mesh screen around gate area)
- Check for keyed exterior locksets of all classroom doors
- Make sure the lockset on the interior of the classroom door has a thumb lock or other quick-lock style lockset (see Figure 1- Interior Lock)
- Verify visitor access control is in place and works as intended
- Require classroom doors to be closed and locked when students are present

Student Education

- Educate students (age appropriate) through workshops, seminars, lectures, and any other opportunity to teach about the hazards of an active assailant/physical threat and ways each person can potentially react to such a situation
- Supplement in-person instructional elements with additional information to reinforce the training

Such material may be distributed in a variety of ways, including but not limited to web pages, social media, printed literature, radio/TV, etc.
Foster a respectful school community
Be aware of indications of violence and take remedial actions accordingly (i.e. If you see something, say something)





Behavioral Red Flags
Recognizing indicators for potential violence by an individual:
Increased use of alcohol and/or illegal drugs
Unexplained increase in absenteeism; vague physical complaints
Noticeable decrease in attention to appearance and hygiene
Depression/withdrawal
Resistance and overreaction to changes in policy and procedures
Repeated violations of District policies
Increased severe mood swings
Noticeably unstable, emotional responses
Explosive outbursts of anger or rage without provocation
Suicidal; comments about “putting things in order”
Behavior, which is suspect of paranoia, (“everybody is against me”)
Increasingly talks of personal problems
Talk of severe financial problems
Talk of previous incidents of violence
Empathy with individuals committing violence
Increase in unsolicited comments about firearms, other dangerous weapons, and violent crimes

Develop a positive behavioral intervention program that identifies at-risk behaviors early on and ensures administration is aware of these individuals
Decide upon communications and public information releases with your Public Information Officer prior to an incident
Develop model releases that provide well thought out and consistent messaging on behalf of the District
Discuss and decide upon Spontaneous Memorial practices including
Ease of public access
Minimize disruption of vehicular and pedestrian traffic
Monitored for appropriateness of items placed at the memorial
Prepared to announce the one location to the public and that it will be open from/to specific dates (typically no longer than 2-3 weeks)
Line-of-sight view by administration

During

Responding to an Active Assailant/Physical Threat

If you are in a situation where your safety is in question and you are at risk of harm from another person, you must quickly determine the most reasonable way to protect your own life.

Run (evacuate)

If there is an accessible escape path, attempt to evacuate the building/area. Be sure to:
Have an escape route and plan in mind
Evacuate regardless of whether others agree to follow
Leave your belongings behind
Help others escape, if possible
Prevent individuals from entering an area where the active assailant may be
Keep your hands visible, to prevent confusion to law enforcement
Follow the instructions of law enforcement personnel
Do not attempt to move wounded people
Notify Police when you are safe

Hide (lockdown)

If evacuation is not possible, find a place to hide where the active assailant is less likely to find you. Your hiding place should:
Be out of the active assailant's view
Provide protection if shots are fired in your direction (i.e. a room with a closed and locked door)
Not trap you or restrict your options for movement
Remember Cover vs. Concealment
Spread out to reduce target area
To prevent an active assailant from entering your hiding place:
Lock the door, if possible
Blockade the door with whatever is available – heavy furniture, door wedges, file cabinets, etc.
Cover any windows or openings that have a direct line of sight into a hallway
If the active assailant is nearby:
Lock the door, if possible
Close windows, shades and curtains.
Silence all cell phone and other electronic devices
Turn off any source of noise (i.e. radios, televisions, etc.)
Hide behind large items (i.e. cabinets, desks)
Remain silent

Do not sound the fire alarm
A fire alarm would signal the occupants to evacuate the building and thus place them in potential harm as they attempted to exit
Notify Police when it is safe to do so

Fight

If running and hiding are not possible:
Remain calm
Notify Police, if possible, to alert hem of the active assailant's location
If you cannot speak, leave the line open and allow the dispatcher to listen
As a last resort, and only when your life is in imminent danger, attempt to disrupt and/or incapacitate the active assailant by:
Acting as aggressively as possible against him/her
Throwing items and improvising weapons
Yelling
Committing to your actions



Law Enforcement

Law enforcement's purpose is to stop the active assailant as soon as possible. Officers will proceed directly to the area in which the last shots were heard.

While officers may prefer to team up, they are likely to deploy individually, upon arrival at the scene
Officers may wear regular patrol uniforms or external bulletproof vests, Kevlar helmets, and other tactical equipment
Officers may be armed with rifles, shotguns, handguns
Officers may use pepper spray or tear gas to control the situation
Officers may shout commands, and may push individuals to the ground for their safety
The first officers to arrive to the scene will not stop to help injured persons. Expect rescue teams comprised of additional officers and emergency medical personnel to follow the initial officers. These rescue teams will treat and remove any injured persons. They may also call upon able-bodied individuals to assist in removing the wounded from the premises.

While law enforcement personnel are still assessing the situation, uniformed security and/or police officers will move through the entire area to ensure the threat is over. For the safety of you and the officers, you may be handcuffed until the incident details are fully known.

How to react when law enforcement arrives:

Remain calm, and follow officers' instructions
Put down any items in your hands (i.e., cell phones, bags, jackets)
Immediately raise hands and spread fingers
Always keep hands visible
Avoid making quick movements toward officers such as holding on to them for safety
Avoid pointing, screaming and/or yelling
Do not stop to ask officers for help or direction when evacuating, just proceed in the direction from which officers are entering the premises

Once you have reached a safe location or an assembly point, you will likely be held in that area by law enforcement until the situation is under control, and all witnesses have been identified and questioned. Do not leave until law enforcement authorities have instructed you to do so.

Considerations
If a security threat is imminent or occurring, our personnel will take all reasonable and appropriate actions to minimize the hazard to the District's students and staff. If the perpetrator(s) is known, Incident Command will immediately deactivate the incident site's ID card(s) to prevent the individual(s) from entering a building/room equipped with card access.

For locations without electronic access control, incident personnel will make reasonable attempts to secure these doors as quickly as possible. The nature of the threat may make it unsafe for incident personnel to move from door-to-door, thus preventing these locations from being quickly secured.

If you become aware of an active assailant situation, immediately notify Police at 911. Information to provide to law enforcement or 911 operators:
Location of the active assailant
Number of assailants
Identity of the assailant(s), if known
Physical description of assailant(s)
Number and type of weapons held by the assailant(s)
Number of potential victims at the location

After

Good Practice for Coping
Good Practice for Coping
Be aware of your environment and any possible dangers
Take note of the two nearest exits in any facility you visit
If you are in an office, stay there and secure the door
If you are in a hallway, get into a room and secure the door
As a last resort, attempt to take the active assailant down. When the assailant is at close range and you cannot flee, your chance of survival is much greater if you try to incapacitate him/her.
Call 911 when it is safe to do so

Any time there is a significant security concern, we will make every reasonable attempt to immediately increase security on site. At the same time emergency personnel are responding to the emergency, public safety officials will communicate the hazard to the community via all available and appropriate means.

If you receive an official emergency communication notifying you of a hazardous situation where you must take immediate action to protect yourself, stay as calm as possible and follow these procedures. Only you will be able to determine the safest course of action that should be taken.

Bomb Threat Procedures and Checklist – DHS

BOMB THREAT PROCEDURES

This quick reference checklist is designed to help employees and decision makers of commercial facilities, schools, etc. respond to a bomb threat in an orderly and controlled manner with the first responders and other stakeholders.

Most bomb threats are received by phone. Bomb threats are serious until proven otherwise. Act quickly, but remain calm and obtain information with the checklist on the reverse of this card.

If a bomb threat is received by phone:

1. Remain calm. Keep the caller on the line for as long as possible. DO NOT HANG UP, even if the caller does.
2. Listen carefully. Be polite and show interest.
3. Try to keep the caller talking to learn more information.
4. If possible, write a note to a colleague to call the authorities or, as soon as the caller hangs up, immediately notify them yourself.
5. If your phone has a display, copy the number and/or letters on the window display.
6. Complete the Bomb Threat Checklist immediately. Write down as much detail as you can remember. Try to get exact words.
7. Immediately upon termination of call, DO NOT HANG UP, but from a different phone, contact authorities immediately with information and await instructions.

If a bomb threat is received by handwritten note:

- Call _____
- Handle note as minimally as possible.

If a bomb threat is received by e-mail:

- Call _____
- Do not delete the message.

Signs of a suspicious package:

- No return address
- Excessive postage
- Stains
- Strange odor
- Strange sounds
- Unexpected delivery
- Poorly handwritten
- Misspelled words
- Incorrect titles
- Foreign postage
- Restrictive notes

Refer to your local bomb threat emergency response plan for evacuation criteria

DO NOT:

- Use two-way radios or cellular phone. Radio signals have the potential to detonate a bomb.
- Touch or move a suspicious package.

WHO TO CONTACT (Select One)

- **911**
- **Follow your local guidelines**

For more information about this form contact the DHS Office for Bombing Prevention at OBP@dhs.gov

Homeland Security

2014

BOMB THREAT CHECKLIST

DATE: **TIME:**

TIME CALLER HUNG UP: **PHONE NUMBER WHERE CALL RECEIVED:**

Ask Caller:

- Where is the bomb located? (building, floor, room, etc.)
- When will it go off?
- What does it look like?
- What kind of bomb is it?
- What will make it explode?
- Did you place the bomb? Yes No
- Why?
- What is your name?

Exact Words of Threat:

Information About Caller:

- Where is the caller located? (background/level of noise)
- Estimated age:
- Is voice familiar? If so, who does it sound like?
- Other points:

Caller's Voice

- ☐ **Female**
- ☐ **Male**
- ☐ Accent
- ☐ Angry
- ☐ Calm
- ☐ Clearing throat
- ☐ Coughing
- ☐ Cracking voice
- ☐ Crying
- ☐ Deep
- ☐ Deep breathing
- ☐ Disguised
- ☐ Distinct
- ☐ Excited
- ☐ Laughter
- ☐ Lisp
- ☐ Loud
- ☐ Nasal
- ☐ Normal
- ☐ Ragged
- ☐ Rapid
- ☐ Raspy
- ☐ Slow
- ☐ Slurred
- ☐ Soft
- ☐ Stutter

Background Sounds

- ☐ Animal noises
- ☐ House noises
- ☐ Kitchen noises
- ☐ Street noises
- ☐ Booth
- ☐ PA system
- ☐ Conversation
- ☐ Music
- ☐ Motor
- ☐ Clear
- ☐ Static
- ☐ Office machinery
- ☐ Factory machinery
- ☐ Local
- ☐ Long Distance

Other Information:

Threat Language

- ☐ Incoherent
- ☐ Message read
- ☐ Taped message
- ☐ Irrational
- ☐ Profane
- ☐ Well-spoken

Cyber Threat or Attack

Purpose



Understanding the risks and motivations behind cyber threats or attacks is crucial in establishing and implementing this Cyber Threat or Attack annex. Technology continues to improve and develop at an amazing pace and with that advancement comes the challenges of protecting what we collect and manage using that technology.

Common criminals as well as hostile foreign actors have a couple of primary motivations when it comes to attacking your organization's cyber space. Both money and operational disruption are at the top of that list. For some hackers, they thrive on finding ways to access your information and then sell it, or threaten to disclose it asking for a "ransom," while freezing up your means of storing, accessing, or distributing information.

This annex will focus on the incident management perspective and address what to do before, during, and after an incident, following current best practices. These practices fall under the general category of cyber security.

Situation and Assumptions

Think of the cyber world as you would your own facilities. You provide appropriate fencing to ensure the security of those within its boundaries. The more access points you provide the more difficult it becomes to keep that site secure and safe. The cyber world is really the same way. Years ago we may have had only a handful of access points to our local area network. As technology improved, we added access. As we added access we provided more entry points for those who would seek our harm.

We are making some basic assumptions about systems and practices we should have in place:

- Installed and using modern firewall and antivirus software
- Conducting regular antivirus scanning
- Configured firewalls to prevent ransomware
- Keeping operating systems patches up-to-date
- Completing critical patching as expeditiously as possible
- Conducting employee cyber security awareness training including current best practices
- Keeping individual sites segregated
- Keeping user groups segregated (staff and student users segregated)
- Keeping privilege access management limited
- Using multi-factor authentication
- Implemented and using strong password policy
- Using off-site back up
- Providing email filtering to prevent spam reaching employees

Organization and Assignment of Responsibilities

Our IT department will have leadership over all aspects of our technology equipment and network spaces. They are the core of our Cyber Security Incident Response Team.

It is the responsibility of our Information Technology (IT) professionals to maintain a safe and secure cyber space. However, it is every network user's responsibility to follow best practices introduced by our IT professionals.

Glossary of Terms

Cyber Security Incident Response Team (CSIRT)

A group of experts that assesses, documents and responds to a cyber incident so that a network can not only recover quickly, but also avoid future incidents.

Denial-of-service attack

A denial-of-service attack floods systems, servers, or networks with traffic to exhaust resources and bandwidth. As a result, the system is unable to fulfill legitimate requests. Attackers can also use multiple compromised devices to launch this attack. This is known as a distributed-denial-of-service (DDoS) attack.

DNS Tunneling

DNS tunneling utilizes the DNS protocol to communicate non-DNS traffic over port 53. It sends HTTP and other protocol traffic over DNS. There are various, legitimate reasons to utilize DNS tunneling. However, there are also malicious reasons to use DNS Tunneling VPN services. They can be used to disguise outbound traffic as DNS, concealing data that is typically shared through an internet connection. For malicious use, DNS requests are manipulated to exfiltrate data from a compromised system to the attacker's infrastructure. It can also be used for command and control callbacks from the attacker's infrastructure to a compromised system.

Malware

Malware is a term used to describe malicious software, including spyware, ransomware, viruses, and worms. Malware breaches a network through a vulnerability, typically when a user clicks a dangerous link or email attachment that then installs risky software. Once inside the system, malware can do the following:

- Blocks access to key components of the network (ransomware)
- Installs malware or additional harmful software
- Covertly obtains information by transmitting data from the hard drive (spyware)
- Disrupts certain components and renders the system inoperable

Man-in-the-middle attack

Man-in-the-middle (MitM) attacks, also known as eavesdropping attacks, occur when attackers insert themselves into a two-party transaction. Once the attackers interrupt the traffic, they can filter and steal data.

Two common points of entry for MitM attacks:

- On unsecure public Wi-Fi, attackers can insert themselves between a visitor's device and the network. Without knowing, the visitor passes all information through the attacker.
- Once malware has breached a device, an attacker can install software to process all of the victim's information.

Phishing

Phishing is the practice of sending fraudulent communications that appear to come from a reputable source, usually through email. The goal is to steal sensitive data like credit card and login information or to install malware on the victim's machine. Phishing is an increasingly common cyberthreat.

SQL injection

A Structured Query Language (SQL) injection occurs when an attacker inserts malicious code into a server that uses SQL and forces the server to reveal information it normally would not. An attacker could carry out a SQL injection simply by submitting malicious code into a vulnerable website search box. Learn how to defend against SQL injection attacks.

Zero-day exploit

A zero-day exploit hits after a network vulnerability is announced but before a patch or solution is implemented. Attackers target the disclosed vulnerability during this window of time. Zero-day vulnerability threat detection requires constant awareness.

Incident Command Actions

Maintaining a best-practices approach to cyber security requires us to keep up to date on current trends and threats in the cyber world. Most of what we know comes from internet service providers who share this information to help us be better prepared.

Our cybersecurity response process recommendations by the SANS Institute, as defined in its Incident Handler's Handbook.

Before

Preparation

- Define, develop, and implement an Information Security policy and procedures that addresses current and possible future risks to cyber information handing and protection
- Conduct regular and periodic training for our staff to ensure they have the tools they need to preserve our cyber security. This may include hands-on virtual or email tests and scenarios designed to reinforce safe cyber practices and protect our digital/cyber foot print.
- Perform regular security assessments and intrusion testing
- Provide a trained staff Cybersecurity Incident Response Team (CSIRT)

During

Identification

- Monitor IT systems and detect deviations from normal operations and see if they represent actual security incidents
- Establish type and severity
- Log actions and responses
- Collect evidence

Containment

- Isolate impacted system(s)
- Implement temporary workarounds to maintain operations

Eradication

- Identify the root cause
- Remove malicious software from all affected systems
- Take action to prevent root cause from recurring

Caution



After

Recovery

- Bring affected systems back online
- Test, verify, and monitor affected systems to ensure they are operating normally

After-Action Report

- Finalized incident documentation
- Perform a retrospective of the incident to determine what was effective and what was not to identify lessons learned
- Modify and update this annex and any policy or procedure identified as insufficient or failed in the after-action debrief and report

Authorities and References

State

Cal OES - California Cybersecurity Integration Center

- https://www.caloes.ca.gov/cal-oes-divisions/law-enforcement/california-cybersecurity-integration-center

Federal

Department of Homeland Security - Cybersecurity and Infrastructure Security Agency (CISA)

- https://www.cisa.gov/

National Institute of Standards and Technology (NIST) – Cybersecurity

- https://www.nist.gov/cybersecurity

Earthquake

Duck, Cover, and Hold



This action is used to protect students and staff from flying or falling debris. Upon the first indication of an earthquake, staff should direct students to Duck, Cover, and Hold.

The Incident Commander will make the following announcement on the PA System:

“ATTENTION PLEASE. DUCK, COVER AND HOLD. DUCK, COVER, AND HOLD. ADDITIONAL INFORMATION TO FOLLOW.”

Note: If the PA system is not available, use other means of communication, i.e. send messengers to deliver instructions, email, etc.

Description of Action

If inside

Drop to knees
Get under desk and remain facing away from windows
Clasp both hands behind neck
Bury face in arms
Make body as small as possible
Close eyes and cover ears with forearms.

If outside

Drop to knees
Clasp both hands behind neck
Bury face in arms
Make body as small as possible
Close eyes and cover ears with forearms.
Avoid glass and falling objects

Procedures

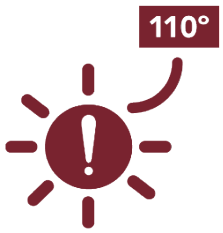
Avoid glass and falling objects. Move away from windows, heavy suspended light fixtures, and other overhead hazards.
When the shaking stops, the Incident Commander will issue the All Clear Response
Use prescribed routes and proceed directly to the Assembly Area. Teachers shall notify the Student Attendance/Release Team of missing students.
The Incident Commander to direct the Security Team to post guards a safe distance away from building entrances to prevent access.
Warn all personnel to avoid touching fallen electrical wires.
First Aid Team will check for injuries and provide appropriate first aid.
The Incident Commander will direct the Facility Team to turn off water, gas, and electrical and to alert appropriate utility company of damages, if appropriate.
If the area appears safe, the Search and Rescue team will be cleared by the Incident Commander to make an initial inspection of the District’s buildings, if needed.
The Incident Commander will contact the Superintendent to determine if additional actions are deemed necessary.

During Non-Operating Hours

The Incident Commander and Identified Maintenance/Facilities Personnel will assess damages to determine needed corrective actions. For apparent damages, contact the Superintendent to determine if the District should be closed. If the District must be closed, notify staff and students as identified in District Closure Response Procedure.

Extreme Heat and Unhealthy Air Quality

Purpose



The purpose of this annex is to ensure that staff is advised of hazardous conditions caused by extreme heat conditions and/or unhealthy air quality and to minimize exposure to those conditions. Governmental agencies, such as the Air Quality Management District (AQMD), the National Weather Service (NWS-NOAA), the Center for Disease Control (CDC) and others provide guidance in how to respond to unhealthful air quality and extreme heat conditions.

Actions

The Incident Commander monitors air quality and heat conditions to provide recommended actions during an unhealthful air quality or extreme heat event. The Incident Commander will keep the Senior Executive or designee informed of these conditions and activate this annex. Upon activation, site administrators will perform the following:

Notify students and staff when unhealthful air quality or extreme heat conditions exist.
Modify District programs and work assignments for the protection of students and staff.
Adhere to the Unhealthful Air Quality and Extreme Heat Plan to correspond with current recommendations of both the AQMD and the NWS.
Cooperate with other governmental agencies and with the total community in matters of critical concern regarding unhealthful air quality and extreme heat.

District Activities and What To Do During Extreme Heat Conditions.

The National Weather Service (NOAA) provides information on responding to extreme heat conditions. The Incident Commander monitors temperature and humidity in the District and the National Weather Service website to ensure that our District sites are notified upon attainment of an extreme heat condition.
Always provide adequate amounts of water to students and staff to maintain appropriate hydration, use areas shaded from the direct sunlight, and:
When the Heat Index reaches the range of 90 to 105 degrees Fahrenheit, sunstroke, heat cramps, and heat exhaustion are possible. Everyone shall minimize prolonged, vigorous outdoor activity.
When the Heat Index reaches the range of 105 to 130 degrees Fahrenheit, sunstroke and heat exhaustion are likely and heat stroke is possible. Everyone shall discontinue prolonged, vigorous outdoor activity.
When the Heat Index reaches or exceeds 130 degrees Fahrenheit, heat stroke is highly likely with continued exposure. Everyone shall discontinue all vigorous outdoor activity.

Fire - Structural



The following procedure addresses the necessary actions that should be taken if a fire is discovered in or on the District's facilities. A timely response to this situation is critical to prevent injuries and further property damage.

Procedure

NOTE – There are cases during Active Assailant incidents where the assailant may trigger the fire alarm. This is done as a means to induce students and staff to evacuate which may provide the assailant with more "targets." Modified responses to a fire alarm should be discussed with your local fire and law enforcement jurisdictions to coordinate best practices for your district.
If a fire is discovered on site, the administrative staff will immediately signal the fire alarm and direct students out of the building.
The Incident Commander will call 911 and provide the location and nature of the incident
The Incident Commander will immediately initiate the Off-Site Evacuation Procedures
Staff and students will evacuate buildings using pre-designated routes or other safe routes and convene at the Assembly Area
Site staff members must bring their student rosters and take attendance at the Assembly Area to account for all students
Staff will notify the Incident Commander of any missing students
If safe to do so, staff will use fire extinguishers to suppress the fire until the local fire department arrives
All fires, regardless of size, which are extinguished by site personnel, require a call to the responding Fire Department to indicate "the fire is out"
The Incident Commander will secure the area to prevent unauthorized entry and keep access roads clear for emergency vehicles
The Incident Commander will notify the Senior Executive of the fire. The Senior Executive should work with the Public Information Officer
Outreach and Communication to disseminate information
In the event that students need to be released from the school site, refer to the Reunification Annex for reunification procedures
If necessary, the Incident Commander will notify appropriate Transportation official to request transportation for student and staff evacuation.

Any affected areas will not be reopened until the Fire Department or the appropriate agency provides clearance and the Incident Commander issues authorization to do so. For fires during non-school hours, the Incident Commander and the Senior Executive will determine if the school site will open the following day.

Fire - Forest, Wildfire, or Urban Interface

General



Fires can happen in almost any place, at any time, in almost any condition or circumstance as long as there is fuel, oxygen, and heat. While District's are required to have regularly scheduled fire drills by California law it is easy to overlook the risks associated with poor housekeeping, excessive and dried wildland shrubs and trees close to the District sites and many other factors. The damage caused by fire is real and serious, but the potential hazard of smoke can sometimes be even worse.

Fire in Surrounding Area

The following procedure addresses actions that should be taken in the event that a fire is discovered in an area nearby District grounds. The initiated response actions should take into consideration the location and size of the fire, its proximity to the District site, and the likelihood that the fire may affect the District.

Incident Command Actions

Before

Review and update the "Recovery" Annex located in your Functional Annex following current State and Federal "Best Practices" guidelines
Locate and participate in CSTI's course, "Recovery From Disasters: The Local Community Role (G-205)
Identify and include your "whole community" in strengthening your Pre-Disaster Recovery framework

During

Call 911 if you see a fire or flames.
Activate and follow your Emergency Operations Plan.
Use your internal Emergency Management Alert System to communicate with staff, students and parents.
Always follow instructions from your local emergency agencies (Fire and Law Enforcement).
If trapped, call 911 and give your location, but be aware that emergency response could be delayed or impossible. Turn of HVAC and natural gas. Turn on lights to help rescuers find you if you have power. Fill sinks and tubs with water and keep windows and doors unlocked.
Ensure you have a representative designated to be in contact with Cal OES (may be specific to your region) and your local EOC
You might consider predesignating a representative to be an active member of the Recovery task force.
If your site is a designated shelter or evacuation point, follow the instructions of the organization or agency that is managing the site (ie: American Red Cross).
Follow the Cal/OSHA Protection from Wildfire Smoke regulation, Title 8, Section 5141.1 for use of N95 respirators. https://www.dir.ca.gov/title8/5141_1.html. and you can find resources on wildfire smoke safety in this Cal/OSHA link. https://www.dir.ca.gov/dosh/Worker-Health-and-Safety-in-Wildfire-Regions.html
Monitor the Air Quality Index (AQI) at www.airnow.gov and enter the zip code of the location where you will be working. The current AQI is also available from the U.S. Forest Service at https://tools.airfire.org/ or a local air district, which can be located at www.arb.ca.gov/capcoa/dismap.htm
Listen to EAS, NOAA Weather Radio, or local alerting systems for current emergency information and instructions.

If you are not ordered to evacuate but smoky conditions exist, stay inside in a safe location or go to a location where smoke levels are lower, if possible.
Avoid vigorous activities outdoors and if travelling in a vehicle in the areas affected, close windows and make sure air is on "re-circulate" mode.

After

Continue to follow your EOP Recovery Annex
Listen to authorities to find out when it is safe to return and whether water is safe to drink.
Avoid hot ash, charred trees, smoldering debris, and live embers. The ground may contain heat pockets that can burn you or spark another fire. Consider the danger to pets and livestock.
Avoid downed power lines.
Send text messages or use social media to reach out to family and friends. Phone systems are often busy following a disaster. Make calls only in emergencies.
For those that are part of the damage assessment team, ensure training on personal protective equipment (PPE) use is conducted.
Continue to monitor the Air Quality Index (AQI) at www.airnow.gov and enter the zip code of the location where you will be working. The current AQI is also available from the U.S. Forest Service at https://tools.airfire.org/ or a local air district, which can be located at www.arb.ca.gov/capcoa/dismap.htm
Contact your insurance company/insurance pool/JPA for assistance.
Document everything you do related to the fire. For more details on this process, refer to the IMReady FEMA document.
Wildfires dramatically change landscape and ground conditions, which can lead to increased risk of flooding due to heavy rains, flash flooding and mudflows. Flood risk remains significantly higher until vegetation is restored — up to 5 years after a wildfire.
Be prepared to provide emotional and wellbeing services and resources for students and staff. Mental and physical fatigue are common in these situations .
https://www.cdc.gov/disasters/wildfires/afterfire.html and https://emergency.cdc.gov/coping/index.asp and www.NCTSN.org.

Any responsible person who observes a fire in the area outside of the District should immediately call 911 and notify the Incident Commander
The Incident Commander will initiate the appropriate Immediate Response Actions, which may include Shelter-in-Place, On-Site Evacuation, or Off-Site Evacuation
The Incident Commander will call 911 (to verify – good redundancy) and provide the location and nature of the incident
The Incident Commander will act to prevent students from approaching the fire and keep routes open for emergency vehicles
The Incident Commander will work with responding emergency personnel to determine if District grounds are threatened by the fire, smoke, or other hazardous conditions
If the Incident Commander issues the On-Site Evacuation procedure, staff and students will evacuate the affected building(s) using pre-designated routes or other safe routes and convene at the Assembly Area
All District staff members must bring their student rosters and take attendance at the Assembly Area to account for all students. Staff will notify the Incident Commander of any missing students
The Incident Commander should monitor local radio stations for emergency information.
The Incident Commander will notify the Senior Executive of the emergency situation
The office of the Senior Executive should work with the Office of Public Information and Communication to disseminate information
If necessary, the Incident Commander will notify the appropriate Transportation official to request transportation for staff and student evacuation
The Incident Commander will initiate Off-Site Evacuation procedures, as described in the Evacuation Annex, if warranted by changes in conditions
• In the event that students need to be released from the District site, refer to the Reunification Annex for reunification procedures

Infectious Disease

Purpose



The purpose of the Infectious Disease annex is to help equip our organization to be ready for the unexpected – before, during, and after an infectious disease outbreak. This annex does note replace the required Injury and Illness Prevention Program (IIPP) or other health and safety orders relevant to California Occupational Safety and Health Administration (Cal OSHA) or California Department of Public Health (CDPH)requirements.

Following are two current and specific requirements:

- COVID-19 Safety Plan (CSP) – The CSP is outlined in the CDPH Guidance and Framework for K-12 schools dated January 14, 2021
- The COVID-19 Prevention Plan (CPP) – The CPP is a requirement of the Cal/OSHA COVID -19 Prevention emergency temporary standard.

Infectious diseases occur, often with little or no warning. Essentials that need to be considered include the following:
EOPs may have to be activated with community partners if there is an infectious disease outbreak;
Rapid evolution and dissemination of information about an infectious disease incident will likely require activation of the Communication Annex;
Extensive absences may cause normal operations to close for days or weeks, calling for the activation of the Continuity of Operations (COOP) Annex;
Depending on the disease, there may potentially be some deaths in the community; and,
If handled poorly, community trust in our organization is likely to be shaken.

Disease Sources

Infectious diseases are illnesses that are transmitted from one person to another through various routes. These infectious diseases can be viral, bacterial, or fungal. Some of the more common infectious diseases that may affect us are:
Gastroenteritis; norovirus; influenza; chicken pox; and hand, foot, and mouth, which are all caused by a viral infection, Bacterial infections that can cause E. Coli, MRSA, and strep throat, and Fungal infections, like ringworm.

Influenza, one of the most common infectious diseases, is a highly contagious viral disease. Pandemic influenza differs from both seasonal influenza (flu) and avian influenza in the following aspects:
It is a rare global outbreak which can affect populations around the world.
It is caused by a new influenza virus to which people do not have immunity
Depending upon the specific virus, it can cause more severe illness than regular flu
Influenza can affect young healthy people more so than older, sick people. The Department of Health and Human Services will take the lead in mobilizing a local response to pandemic influenza. Public health alerts will be reported to our organization and the community. Individual rooms, hallways or, if necessary, entire sites may be closed temporarily to contain spread of the virus.

While influenza is the most common infectious disease there are others that can greatly affect our operations, including reduction in work force size to levels that make it difficult to fulfill organizational or operational mission objectives. The “Historical Information” section of this annex identifies some of the major infectious diseases that have affected us in the near past.

Rate of Spread

Infectious diseases may be categorized according to the rate at which they infect the population. The U.S. Centers for Disease Control and Prevention (CDC) categorizes the rate at which diseases are spread as a continuum from smallest to largest: case, outbreak, epidemic, and pandemic.

Case
A case is defined as an individual with the disease.

Outbreak
An outbreak is defined as a localized, as opposed to a generalized, epidemic. This term is also used synonymously with epidemic, and is sometimes the preferred word, as it may prevent sensationalism associated with the word epidemic.

Epidemic
An epidemic is defined as the occurrence of more cases of disease than expected in a given area or among a specific group of people over a period.

Pandemic
A pandemic is defined as an epidemic occurring over a very wide area (several countries or continents) and usually affecting a large proportion of the population.

Situation and Assumptions
The World Health Organization (WHO) provides an influenza pandemic alert system, with a scale ranging from Phase 1 (a low risk of a flu pandemic) to Phase 6 (a full-blown pandemic). See Figure 1, below.
Phase 1: A virus in animals has caused no known infections in humans.
Phase 2: An animal flu virus has caused infection in humans.
Phase 3: Sporadic cases or small clusters of disease occur in humans. Human-to-human transmission, if any, is insufficient to cause community-level outbreaks.
Phase 4: The risk for a pandemic is greatly increased but not certain.
Phase 5: Spread of disease between humans is occurring in more than one country of one WHO region.
Phase 6: Community-level outbreaks are in at least one additional country in a different WHO region from phase 5. A global pandemic is under way.

Figure 1: Infectious Disease Phases (WHO)



Concept of Operations

We monitor the following levels of activation for our EOP and Emergency Operations Center:

Level 3 (lowest level):

This level implies that, with modest augmentation, the lead agency or program can address the primary needs of the response. In the United States, many small natural disasters or environmental responses fall into this activation level.

Level 2 (intermediate level):

This level implies substantial augmentation is required for the lead agency or program to meet response requirements.

Level 1 (highest level):

This level requires an agency wide response and often includes domestic and international partners. As an example, there have been five Level 1 activations since 2005: Hurricane Katrina (2005), influenza A (H1N1) pandemic (2009–10), Ebola virus disease outbreak (2014–2016), Zika virus outbreak (2016–2017), and Coronavirus Disease 2019 (2019-202?).

Continuity of Operations (Annex Specific)

Important Notice

Occupational Health and Safety standards impose additional requirements on employers to protect employees from airborne infectious diseases like COVID-19 and pathogens transmitted by aerosols. Under section 3203 of California's general industry safety regulations, employers must establish, implement, and maintain an effective Injury and Illness Prevention Program (IIPP) to protect employees from workplace hazards. Employers are required to determine if the infectious disease is a hazard in their workplace. If it is a workplace hazard, then employers must implement infection control measures, including applicable and relevant recommendations from federal, state and local guidelines. It is the employer's responsibility to maintain a current and relevant IIPP.

All staff are to be informed regarding protective actions and/or modifications related to this plan. Messaging and risk communications during an emerging infectious disease or pandemic will be conducted by our Emergency Operations Center. Guidance and instructions on established infection control measures such as social distancing, personnel

protective equipment and telework polices are provided by our Emergency Operations Center to assist in limiting the spread of influenza at the primary and alternate worksites.

Within the workplace, social distancing measures could take the form of:

Modifying the frequency and type of face-to-face employee encounters (e.g., placing moratoriums on hand-shaking, substituting teleconferences for face-to-face meetings, staggering breaks, posting infection control guidelines);
Establishing flexible work hours or worksite, (e.g., telecommuting);
Promoting social distancing between employees and those with whom they interact to maintain six-feet spatial separation between individuals; and
Implementing strategies that request and enable employees with influenza to stay home at the first sign of symptoms.

Frequent, daily contact is important to keep our employees informed about developments in our response, impacts on the workforce, and to reassure employees that we are continuing to function as usual.
When necessary, our planners and pandemic response teams will include deliberate methods to measure, monitor, and adjust actions to changing conditions and improved protection strategies.

Implement a formal worker and workplace protection strategy with metrics for assessing worker conformance and workplace cleanliness.
Monitor and periodically test protection methods.
Track and implement changes in approved or recommended protection measures.
Pre-position material and equipment onsite.
Ensure essential personnel are at the primary worksite.
Reaffirm that essential suppliers have their material and personnel on-hand and can respond, and support as planned.
Coordinate with local public health and emergency response points of contact to ensure open, adequate communications.

Organization and Assignment of Responsibilities

We utilize the Standardized Emergency Management System (SEMS) which incorporates the Incident Command System (ICS) as the method of managing a crisis or event until operations return to “normal.” This includes activation, when necessary, of incident command posts and the activation of our EOC.

Plan Development

During the health crisis it is vital that we capture lessons learned and alternative practices to our operations as they occur
Maintain a central depository for this information to use it following the crisis to update this annex and our EOP in general
It is our intent to review our EOP and annexes at least annually and update as necessary to maintain a best-practices EOP
We will share this annex periodically with our Health partners to ensure it has captured the most current trends and practices

Authorities and References

In the United States, the responsibility for public health rests primarily with city or county and state public health agencies. All states and many large counties and cities have their own public health departments. Although many public health investigations are conducted with local resources, a city, county, or state health department can request field

epidemiologic or laboratory assistance from the next higher-level public health agency in response to a large or complex outbreak or problem that requires additional staff, expertise, or other resources.

In the United States, the Centers for Disease Control and Prevention (CDC) is the highest-level public health agency. Federal prisons, military bases, and tribal reservations have their own independent health systems but also can request assistance from CDC. Globally, countries can request assistance for field investigations from the World Health Organization, which coordinates with its members for needed resources. The Centers for Disease Control and Prevention (cdc.gov) contains the most current and relevant information on specific exposures and the appropriate practices and protocols.

Incident Command Actions

Before

One of the best things to do prior to an infectious disease incident is to identify, collect, and maintain current and relevant contact information of organizations and agencies that will be important to our ongoing operations. These should include local, state, and federal public health jurisdictions such as:
Your local health department contact
(Searchable database https://www.naccho.org/membership/lhd-directory)
California Department of Public Health – https://www.cdph.ca.gov/
Centers for Disease Control and Prevention (CDC) - https://www.cdc.gov/

Building and maintaining relationships with local health officials cannot be over emphasized. This effort before an infectious disease outbreak will prove invaluable as we seek support and guidance in maintaining, shutting down, and resuming operations.

In addition to this practice it is important to identify and document operational norms and standards that you maintain on an ongoing basis. These records will greatly help you resume operations following a major infectious disease event.

During

We activate our Emergency Operations Plan at a level sufficient to stay ahead of issues as much as possible including the activation of:
Communication annex
Continuity of Operations Plan (COOP) annex

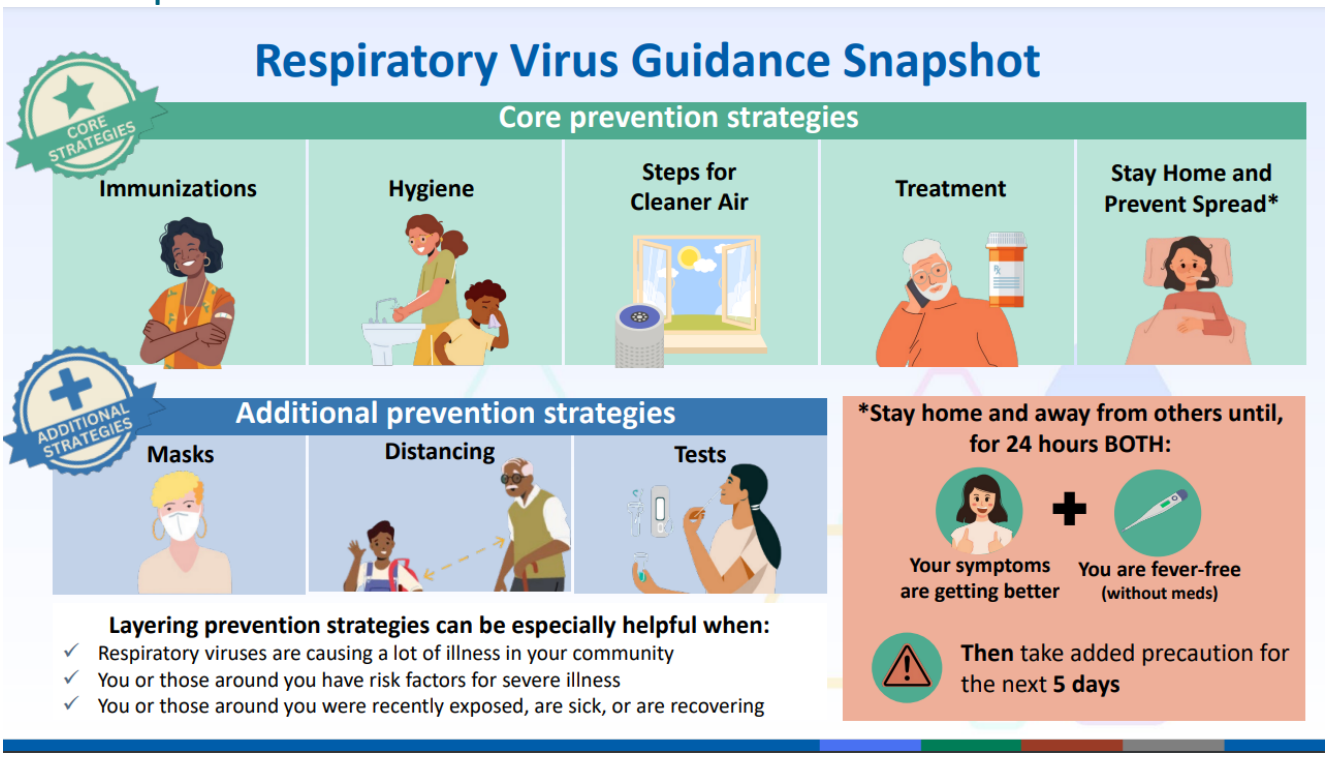
Additional actions include:
Maintain contact with our local Health Department and coordinate our actions based upon their recommendations
Collect preventive informational flyers and documents and disseminate to staff and/or students, as relevant
Activate heightened surveillance of illness within our sites. Gather data on symptoms of all students and/or staff who are sick at home.
Insure those who are ill stay home
Send the sick home immediately
Provide fact sheets and guidelines for families to make them aware of symptoms and remind them of respiratory hygiene etiquette
Monitor bulletins and alerts from the Department of Health and Human Services
Keep staff and students informed of developing issues
Assist the Department of Health and Human Services in monitoring outbreaks
Respond to media inquiries regarding organization attendance status
Implement telework procedures, if necessary, so that staff can stay home

Maintain surveillance after the initial epidemic in the event a second wave passes through the community

After

As with any major crisis or incident the major goal of our institution is to get things back to “normal.” This means restoration of our primary operations back to pre-incident or event levels. This is most effectively accomplished when there are accurate and well-maintained records and practices in place that help us on this recovery journey. Following are key concepts and actions that should be considered in getting back to “normal.”

COVID-19 Specific Guidance



Power and Utility Failure



Extended power outages may impact the whole community and the economy. A power outage is when the electrical power goes out unexpectedly. A power outage may:
Disrupt communications, water, and transportation
Close retail businesses, grocery stores, gas stations, ATMs, banks, and other services
Cause food spoilage and water contamination
Prevent use of medical devices

Protect Students And Staff During A Power Outage

Keep freezers and refrigerators closed
Only use generators outdoors and away from windows or air intakes
Do not use gas appliances for heating
Disconnect appliances and electronics to avoid damage from electrical surges
Have alternate plans for refrigerating medicines or using power-dependent medical devices
If safe, go to an alternate location for heat or cooling

Electrical Systems

The M&O Department should identify the location of all electrical main and subpanels throughout the site
Use a clean and clear site map of each site and label the map “Electrical Systems Field Operations Guide” (known as the Electrical Systems FOG)
Indicate the locations of the main electrical shut-off and each sub-panel main shut-off in the Electrical Systems FOG
Include a photo of each panel and label the photos corresponding to the panel numbers
If panels do not have a numeric identifier, consider adding that at all panel locations
Label the site main and subpanel main shut-off for each panel so as to minimize confusion
Laminate or plastic-protect the Electrical Systems FOG and provide to designated and trained employee(s) who will be responsible for emergency shutdown and restoration following an electrical failure

Backup Supplies and Other Resources

Identify all of the items needed that rely on electricity
Identify and have emergency plans for students or staff relying upon medical devices powered by electricity and refrigerated medicines
Find out how long medication can be stored at higher temperatures and get specific guidance for any medications that are critical for life
Plan for batteries and other alternatives to meet our needs when the power goes out
Sign up for local alerts and warning systems. Monitor weather reports
Ensure that any carbon monoxide detectors are in working order and that battery backups are available
Determine whether the phone system will work in a power outage and how long battery backup will last
Review the supplies that are available in case of a power outage
Have flashlights with extra batteries available for individual rooms or offices without exterior light sources
Maintain an inventory of nonperishable food and water
Regularly check the thermometer in the refrigerator and freezer so that we can know the temperature when the power is restored. Throw out food if the temperature is 40 degrees or higher
Keep mobile phones and other electric equipment charged and gas tanks full

Survive During

When power goes out, a trained and responsible employee should:
Keep freezers and refrigerators closed. The refrigerator will keep food cold for about four hours. A full freezer will keep the temperature for about 48 hours. Use coolers with ice if necessary. Monitor temperatures with a thermometer.
Maintain food supplies that do not require refrigeration
Avoid carbon monoxide poisoning. Generators and any fuel or gas-powered devices should always be used outdoors and at least 20 feet away from windows
Turn off or disconnect all appliances, equipment, or electronics. Power may return with momentary “surges” or “spikes” that can cause damage

Power Restoration

When in doubt, throw it out! Throw away any food that has been exposed to temperatures 40 degrees or higher for two hours or more, or that has an unusual odor, color, or texture
If the power is out for more than a day, discard any medication that should be refrigerated, unless the drug’s label says otherwise. If a life depends on the refrigerated drugs, consult a doctor or pharmacist and use medicine only until a new supply is available

Severe Weather

Purpose



The State of California is vulnerable to a variety of severe weather hazards. This incident annex addresses the hazards associated with severe weather. When severe weather occurs, the impacts can be devastating and may affect isolated locations or multiple jurisdictions simultaneously.

When the impacts exceed the capabilities of local jurisdictions, the State must respond in a prompt, organized, and efficient manner to save lives, mitigate property damage, and restore a sense of normalcy to the community. This response is coordinated through the Governor's Office of Emergency Services (OES) in concert with local, state, Federal, volunteer, and private sector partners.

Situation and Assumptions

El Niño

During El Niño, trade winds weaken. Warm water is pushed back east, toward the west coast of the Americas. El Niño means Little Boy in Spanish. South American fishermen first noticed periods of unusually warm water in the Pacific Ocean in the 1600s. The full name they used was El Niño de Navidad because El Niño typically peaks around December.

El Niño can affect our weather significantly. The warmer waters cause the Pacific jet stream to move south of its neutral position. With this shift, areas in the northern U.S. and Canada are dryer and warmer than usual. But in the U.S. Gulf Coast and Southeast, these periods are wetter than usual and have increased flooding.

Hail

Hail is considered severe when it reaches 1 inch in diameter. Hail can reach sizes much larger than the severe threshold size. Hail causes close to $1 billion in damage to property and crops each year in the U.S. While property is typically at greatest risk for hail damage, the National Oceanic and Atmospheric Administration (NOAA) estimate that 24 people are injured from hail each year.

Thunderstorms

The National Weather Service (NWS) defines a severe thunderstorm as any storm that produces one or more of the following: a tornado, damaging wind speeds of 58 mph (50 knots) or greater, and/or hail 1 inch in diameter or larger.

Continuity of Operations (Annex Specific)

The goal of emergency management is to restore operations of any organization back to its primary purpose, or "normal." In some cases, restoration of operations may have to be a new normal.

Organization and Assignment of Responsibilities

This organization follows SEMS/NIMS requirements, specifically incorporating the Incident Command System into emergency and incident operations.

Plan Development

This annex was selected for inclusion in this Emergency Operations Plan (EOP) following best practices Hazard/Threat Analysis and is reviewed annually for currency and applicability.
Severe weather-related hazards can occur at any time throughout the year

Local jurisdictions adversely affected by severe weather may declare local State of Emergency upon being affected
Local jurisdictions adversely affected by severe weather may use mutual aid agreements as part of their response to the disaster
Local jurisdictions affected by severe weather may request resources from the State as the situation evolves

Authorities and References

Center for Disease Control - Natural Disasters and Severe Weather
National Weather Service – Severe Weather Awareness
Ready.Gov – Severe Weather

Incident Command Actions

For predictable severe weather, such as excessive rain, wind, and/or snow, the following should be included in your procedures:

Zoe Barnum High School

2025 – 2026 Comprehensive School Safety Plan

Eureka City Unified School District

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Section 1 - Introduction

SB 187 & AB 1747 Compliant Document

Preface

This comprehensive school safety plan is evaluated, and amended as needed, no less than once per year per Education Code section 35294.2(e)). This plan is available for public inspection during normal business hours at the Eureka City School District office located at 2100 J Street, Eureka, CA 95501. For questions regarding this plan please call (707) 441-2400.

NOTE: Tactical responses to criminal incidents are excluded from this public inspection document. This document is not available for public inspection on the internet.

An “Inspection Log” is utilized to record the name, address, phone number and identification method of all individuals that perform a public inspection of this plan.

Development and Update of the Zoe Barnum High School CSSP

CSSP Planning Dates

Date of Meeting	Location	Time
January 13, 2026	Zoe Barnum High School and Google Meet	4:30pm
January 22, 2026	Zoe Barnum High School and Google Meet	4:30pm

CSSP Public Meeting

Date of Meeting	Location	Time
1/22/2026	Google meet or in person at Zoe Barnum High School	4:30 pm

Zoe Barnum High School's CSSP SSC/Safety Committee

School Site Council

School Stakeholders for Planning and Approval

Administrators:

Paul Claussen

Teachers:

Pete Perata

Parents:

As of right now, no parent has stepped forward.

Classified:

Nicholas Pelascini

School Site Council Representative (If Title 1 School):

Nicholas Pelascini

Support Staff:

Evan Morden

Law Enforcement, Fire Department, Emergency Response

Anytime the CSSP is updated per California Education Code 32281 requires the updates be submitted to and reviewed by both a local law enforcement official and fire department official. The following officials were notified and given copies of the updated plan for review.

Sheriff, Police Agency/Name/Title: Chris Baker, SRO, Eureka Police Department, Todd Jarvis, Chief of Police, Eureka Police Department
Notification to Date of Consultation: 01/22/2026

Fire Department Agency/Name/Title: Sean Robertson, Fire Chief, Humboldt Bay Fire
Notification to Date of Consultation: 01/22/2026

Probation Agency/Name/Title:
Notification to Date of Consultation:

Other:
Notification to Date of Consultation:

Communicating Plan to the Public

Prior to final SSC/Safety Committee approval of the CSSP the school must present the plan to the Public at a meeting at the School Site.

Required Invitees to Public Meeting

Title	Name	Date Invited	How Invited
Mayor	Kim Bergel	1/13/26	Email and calendar invite
Rep From School Employee Org	All teachers at the school are invited to attend.	1/13/26	Email and calendar invite
Rep from PTA	Our school does not have one	NA	NA
Rep from Teacher Org	Peter Perata	1/13/26	Email and calendar invite
Rep from Student Body Govt	Our school does not have one	NA	NA
Any person requesting invite	No one person has requested invite at this time.	NA	NA

The School Community was notified of the meeting for review of the Comprehensive School Safety Plan through the following:

This plan was emailed out to all parents and staff. The above mentioned people were also invited in the ways stated above. We have used Facebook and parent square to address communication. The initial SCC meeting was held on 1/13/26 but could not establish quorum. The meeting the week later, as noted below, addressed the safety plan with quorum.

Vision Statement

Our vision is to create a dynamic learning environment where every student is consistently supported and encouraged to grow in a flexible, safe, and compassionate setting. We celebrate individuality, nurture creativity, and foster a caring community where fun and learning go hand in hand, empowering each student to reach their full potential..

Mission Statement

Zoe Barnum High School, in partnership with the community, empowers students to thrive as responsible, lifelong learners and engaged citizens. We deliver a rigorous, individualized education that prepares students to adapt and contribute in a changing world. By fostering a supportive, inclusive environment, we celebrate diversity, nurture creativity, and instill resilience, integrity, and compassion—driving each student toward their full potential.

Final Approval Meeting Minutes

CSSP Committee Meeting Where Plan is Approved

Date of Meeting	Location	Time	Minutes
1/22/2026	Google meet and in person at Zoe Barnum High School	4:30	60



- *Evan Morden asks if the daily student schedule shift will increase attendance.*
- *Paul Claussen the schedule change made the minimum required classes go from four classes to five classes daily. This may have an unintended positive effect on attendance.*
- *Paul Claussen reviews the Draft CSSP pdf with the committee.*
- Conclusions and recommendations for the CSSP plan.

Pete Perata makes a motion to approve the Comprehensive School Safety Plan.

Evan Morden seconds the motion.

Approved unanimously.

XI. Announcements and Updates

XII. Summary and Next Steps

Adjournment: 5pm

Agenda Items for Future Meetings:

- Mission and Vision Statement Review and Re-Write

Zoe Barnum
High School

V. Approval of Previous Minutes

January 13, 2026
December 9, 2025
November 12, 2025

Evan Morden moved to approve January 13, December 9 and November 12 minutes.
Pete Perata seconds the motion.
Approved unanimously.

VI. Committee Reports

- Standing Committees:

- Special Committees:

VIII. Unfinished Business

- Big Picture Learning Implementation Monthly Update
- *Paul Claussen shares-*
  - *All documents have been approved by our legal teams to begin the internships.*
  - *The schedule has successfully been changed to support the program.*

IX. Reports from Attended Meetings

Community Schools Update – washer and dryer has been installed, CSL Nicholas Pelasini will work with the developing Student Council about putting together a thank you for Blue Lake Rancheria.

Paul Claussen shares- the washer and dryer donated by Blue Lake Rancheria have been installed. This means that some paid internship dollars are now available to hire a student to wash clothes and linens and do repairs.

X. New Business

- Comprehensive School Safety Plan (CSSP), a crime and safety assessment examining crime and safety data, including suspension, expulsion, chronic absence data and fire code violations.



*Mayor:
Kim Bergel – kbergel@eurekaca.gov (707) 441-4200

*Humboldt Bay Fire:
Bill Reynolds – Fire Marshall

wilreynolds@hbfire.org (707) 441-4000

*Humboldt County Sheriff's Office:
Sergeant Matt Helm

mhelm@co.humboldt.ca.us (707) 268-3634

*City Manager's Office:
Shannon Fazio – Executive Assistant

sfazio@eurekaca.gov (707) 441-4195
Miles Slattery, City Manager mslattery@eurekaca.gov
Pam Powell, Assistant City Manager ppowell@eurekaca.gov

*Eureka Police Department:
Commander Rabang – wrabang@eurekaca.gov (707) 441-4060
Sergeant Brian Ross – bross@eurekaca.gov (707) 441-3326
Chris Baker (SRO) – cbaker@eurekaca.gov (707) 441-4060

*County Supervisor Office
Tracy Damico – Clerk of the Board COB@co.humboldt.ca.us (707) 476-2390

Rex Bohn, District 1 Supervisor - (707) 476-2391
Michelle Bushnell, District 2 Supervisor - (707) 476-2392
Mike Wilson, District 3 Supervisor - (707) 476-2393
Natalie Arroyo, District 4 Supervisor -(707) 476-2394
Steve Madrone, District 5 Supervisor (707) 476-2395

III. Public Comment

Agenda Items

Zoe Barnum High School

Minutes
Zoe Barnum High School
School Site Council
1/22/26 4:30 PM

BYLAWS Google Meet: Meeting Room

Eureka City Schools
School Site Council (SSC) Minutes

I. Call to Order at 4:30pm

II. Roll Call (Digital Sign In Sheet)

Role Call:

i. Peter Parata, Teacher Representative-PRESENT
ii. Evan Morden, Community Member Representative-PRESENT
iii. Jeray Barrios-Morales, Student Representative-PRESENT
iv. TBD, Parent Representative
v. Other School Site Staff Representatives:
    1. Paul Claussen, Administrator (ex officio member)-PRESENT
    2. Nicholas Pelascini, Staff-PRESENT

Members Present: Jeanette Todd,

Special invites sent to the following community members, specifically to review the CSSP:

Section 2 – Action Plan

(Policies and Procedures have been excerpted and reformatted for this document.
Code and Legal References have been removed. For access to documents in their original and approved form please contact the Risk Management Office.)

Action Plan

This action plan was developed and updated by our SSC/Safety Committee through a comprehensive review of date from multiple sources.

- Suspensions
- Expulsions
- Chronic Absences
- Law Enforcement Calls for Service at Site
- Community Crime Data

Areas of Pride/Accomplishments*

- Wellspace available for students daily.
- Wellness coach, CSL/RPSS, Associate Clinician available to support students.
- Harm reduction, LGBTQIA+ Awareness, PostSecondary School Preparedness postings and support on campus.
- Big Picture Learning opportunities for student internships.
- Learning Through Interest to foster a sense of community within classes.
- Partnership with Blue Lake Rancheria: Library donation, workforce donation to support students in internships and job search, build your own internship to be launched at Zoe Barnum.
- Wellspace support: Washer/Dryer facility on campus, resource closet, connection to Marshall Family Resource Center.
- Sources of Strength in partnership with UIHS.

Findings & Desired Improvements*

- Improved campus climate around Positive Behavior.
- Increase in attendance
- Student Centered/Voice Projects through LTI

Priorities/Goals for Safe and Orderly Environment*

- Increase campus safety and climate.
- Student representation on campus.

Overall Strategies for the 2025-2026 School Year are:

Component 1 People and Programs (School Climate)

- Continued implementation and training of PBIS for staff and students.
- Develop student led councils focused on increasing student representation and voice.

Component 2 Places (Physical Environment)

- Dedicated RPSS for school environment.
- Campus entry system for school safety.

Policies and Procedures for Positive School Climate

Section 3 – Data Analysis

School Performance Overview Dashboard

Student Population

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

This section provides information about the school's student population.

2024-25 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
67	**80.6%**	**10.4%**	**1.5%**
Total Number of Students enrolled in Zoe Barnum High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	7	10.4%
Foster Youth	1	1.5%
Homeless	28	41.8%
Socioeconomically Disadvantaged	54	80.6%
Students with Disabilities	14	20.9%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	2	3%
American Indian	5	7.5%
Asian	2	3%
Filipino	0	0.0%
Hispanic	15	22.4%
Two or More Races	12	17.9%
Pacific Islander	1	1.5%
White	29	43.3%

School and Student Performance Data

Overall Performance

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

2025 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts No Performance Color	**Graduation Rate** Green	**Suspension Rate** Red
Mathematics No Performance Color	**Chronic Absenteeism**	
English Learner Progress No Performance Color		
College/Career Yellow		

School and Student Performance Data

Academic Performance
English Language Arts

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	0

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
		
No Performance Color	No Performance Color	No Performance Color
134.1 points below standard	Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy
Declined 23 points	3 Students	2 Students
21 Students		

Foster Youth	Homeless	Socioeconomically Disadvantaged
		
No Performance Color	No Performance Color	No Performance Color
Fewer than 11 students - No Data for Privacy	136.3 points below standard	139.2 points below standard
1 Student	14 Students	Declined 47.4 points
		19 Students

Students with Disabilities	African American	American Indian
 No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 0 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 3 Students
Asian	**Filipino**	**Hispanic**
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 5 Students
Two or More Races	**Pacific Islander**	**White**
 No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	 No Performance Color Fewer than 11 students - No Data for Privacy 8 Students

School and Student Performance Data

Academic Performance
Mathematics

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	0

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
 No Performance Color	 No Performance Color	 No Performance Color
246 points below standard	Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy
Declined 29.2 points	3 Students	2 Students
21 Students		
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
 No Performance Color	 No Performance Color	 No Performance Color
Fewer than 11 students - No Data for Privacy	249 points below standard	257.9 points below standard
1 Student	14 Students	Declined 49.5 points
		19 Students

Students with Disabilities	African American	American Indian
 No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 0 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 3 Students
Asian	**Filipino**	**Hispanic**
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 5 Students
Two or More Races	**Pacific Islander**	**White**
 No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	 No Performance Color Fewer than 11 students - No Data for Privacy 8 Students

School and Student Performance Data

Academic Performance
Science

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Science Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	0

This section provides a view of how well students are meeting grade-level standards on the Science assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2025 Fall Dashboard Science Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
		
No Performance Color	No Performance Color	No Performance Color
29.5 science points	Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy
Maintained 0.7 points	2 Students	1 Student
27 Students		

Foster Youth	Homeless	Socioeconomically Disadvantaged
		
No Performance Color	No Performance Color	No Performance Color
0 Students	26.2 science points	27.9 science points
	Declined 4.2 points	Maintained 1.2 points
	13 Students	23 Students

Students with Disabilities	African American	American Indian
 No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	 No Performance Color 0 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 3 Students

Asian	Filipino	Hispanic
 No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	 No Performance Color 0 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 6 Students

Two or More Races	Pacific Islander	White
 No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	 No Performance Color 0 Students	 No Performance Color 32.5 science points Increased 4.3 points 14 Students

School and Student Performance Data

Academic Performance
English Learner Progress

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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2025 Fall Dashboard English Learner Progress Indicator

English Learner Progress	Long-Term English Learner Progress
	
No Performance Color	No Performance Color
making progress.	making progress.
Number Students: 5 Students	Number Students: 3 Students

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2025 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level

School and Student Performance Data

Academic Performance
College/Career Report

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.



Very Low

Lowest Performance



Low



Medium



High



Very High

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard College/Career Equity Report

Red	Orange	Yellow	Green	Blue
0	0	1	0	0

Explore information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2025 Fall Dashboard College/Career Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Yellow	 No Performance Color	 No Performance Color
Prepared 24.3%	Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy
Increased 21%	5 Students	4 Students
37 Students		

Foster Youth	Homeless	Socioeconomically Disadvantaged
		
No Performance Color	No Performance Color	Yellow
0 Students	Prepared 18.8%	Prepared 26.5%
	Increased 14.9%	Increased 23%
	16 Students	34 Students

Students with Disabilities	African American	American Indian
		
No Performance Color	No Performance Color	No Performance Color
Prepared 36.4%	Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy
Increased 29.2%	1 Student	1 Student
11 Students		

Asian	Filipino	Hispanic
		
No Performance Color	No Performance Color	No Performance Color
Fewer than 11 students - No Data for Privacy	0 Students	Fewer than 11 students - No Data for Privacy
3 Students		9 Students

Two or More Races	Pacific Islander	White
		
No Performance Color	No Performance Color	No Performance Color
Fewer than 11 students - No Data for Privacy	0 Students	Prepared 17.6%
5 Students		Increased 14.6%
		17 Students

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

School and Student Performance Data

Academic Engagement
Graduation Rate

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Graduation Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	0	0	1	0

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2025 Fall Dashboard Graduation Rate for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Green	 No Performance Color	 No Performance Color
84.6% graduated	Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy
Increased 12%	6 Students	5 Students
39 Students		

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Green
0 Students	83.3% graduated	86.1% graduated
	Increased 10.3%	Increased 15.4%
	18 Students	36 Students

Students with Disabilities	African American	American Indian
 No Performance Color	 No Performance Color	 No Performance Color
91.7% graduated	Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy
Increased 25%	1 Student	1 Student
12 Students		

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 No Performance Color
Fewer than 11 students - No Data for Privacy	0 Students	Fewer than 11 students - No Data for Privacy
3 Students		10 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 No Performance Color
Fewer than 11 students - No Data for Privacy	0 Students	77.8% graduated
5 Students		Increased 10.1%
		18 Students

School and Student Performance Data

Conditions & Climate
Suspension Rate

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
2	1	0	0	0

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2025 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Red	 No Performance Color	 No Performance Color
14.6% suspended at least one day	Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy
Increased 1.4%	10 Students	8 Students
96 Students		

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 Orange	 Red
Fewer than 11 students - No Data for Privacy	17.1% suspended at least one day	15.9% suspended at least one day
2 Students	Declined 0.6%	Increased 1.1%
	41 Students	82 Students

Students with Disabilities	African American	American Indian
 No Performance Color	 No Performance Color	 No Performance Color
16.7% suspended at least one day	Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy
Increased 6%	4 Students	8 Students
24 Students		

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 No Performance Color
Fewer than 11 students - No Data for Privacy	0 Students	12% suspended at least one day
3 Students		Declined 0.5%
		25 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Red
15.8% suspended at least one day	Fewer than 11 students - No Data for Privacy	13.9% suspended at least one day
Declined 4.2%	1 Student	Increased 3.9%
19 Students		36 Students

Section 4 – Policies and Procedures

(Policies and Procedures have been excerpted and reformatted for this document.
Code and Legal References have been removed. For access to documents in their original and approved form please contact the Risk Management Office.)

Child Abuse Prevention and Reporting – BP/AR 5141.4

Original Adopted Date: 12/10/2015 | Last Revised Date: 12/11/2025 | Last Reviewed Date: 12/11/2025Status: ADOPTED

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

The Superintendent or designee may provide a student who is a victim of abuse with school-based mental health services or other support services and/or may refer the student to resources available within the community as needed.

Child Abuse Prevention

The district's instructional program may provide age-appropriate and culturally sensitive child abuse prevention curriculum which explains students' right to live free of abuse, includes instruction in the skills and techniques needed to identify unsafe situations and react appropriately and promptly, informs students of available support resources, and teaches students how to obtain help and disclose incidents of abuse.

The district's program also may include age-appropriate instruction in sexual abuse and sexual assault awareness and prevention. Upon written request of a student's parent/guardian, the student shall be excused from taking such instruction. (Education Code 51900.6)

The Superintendent or designee may display posters, in areas on campus where students frequently congregate, notifying students of the appropriate telephone number to call to report child abuse or neglect. (Education Code 33133.5)

In addition, student identification cards for students in grades 7-12 shall include the National Domestic Violence Hotline telephone number. (Education Code 215.5)

The Superintendent or designee shall, to the extent feasible, seek to incorporate community resources into the district's child abuse prevention programs and may use these resources to provide parents/guardians with instruction in parenting skills and child abuse prevention.

Child Abuse Reporting

The Superintendent or designee shall establish procedures for the identification and reporting of known and suspected child abuse and neglect in accordance with law.

Procedures for reporting child abuse, as specified in Penal Code 11164-11174.3, shall be included in the district and/or school comprehensive safety plan. (Education Code 32282)

District employees who are mandated reporters, as defined by law and administrative regulation, are obligated to report all known or suspected incidents of child abuse and neglect.

The Superintendent or designee shall provide training regarding the duties of mandated reporters as required by law and as specified in the accompanying administrative regulation. (Education Code 44691; Penal Code 11165.7)

A/R

Original Adopted Date: 09/08/2016 | Last Revised Date: 12/11/2025 | Last Reviewed Date: 12/11/2025Status: ADOPTED

Definitions

Child abuse or neglect includes the following: (Penal Code 11165.5, 11165.6)
A physical injury or death inflicted by other than accidental means on a child by another person

Sexual abuse of a child, including sexual assault or sexual exploitation, as defined in Penal Code 11165.1

Neglect of a child as defined in Penal Code 11165.2

Willful harming or injuring of a child or the endangering of the person or health of a child as defined in Penal Code 11165.3

Unlawful corporal punishment or injury as defined in Penal Code 11165.4
Child abuse or neglect does not include:
A mutual affray between minors (Penal Code 11165.6)

An injury caused by reasonable and necessary force used by a peace officer acting within the course and scope of employment (Penal Code 11165.5, 11165.6)

An injury resulting from the exercise by a teacher, vice principal, principal, or other certificated employee of the same degree of physical control over a student that a parent/guardian would be legally privileged to exercise, not exceeding the amount of physical control reasonably necessary to maintain order, protect property, protect the health and safety of students, or maintain proper and appropriate conditions conducive to learning (Education Code 44807)

An injury caused by a district employee's use of force that is reasonable and necessary to quell a disturbance threatening physical injury to persons or damage to property, for purposes of self-defense, or to obtain weapons or other dangerous objects within the control of a student (Education Code 49001)

Physical pain or discomfort caused by athletic competition or other such recreational activity voluntarily engaged in by a student (Education Code 49001)
Additionally, general neglect does not include: (Penal Code 11165.2)
A parent/guardian's economic disadvantage

A child receiving treatment by spiritual means pursuant to Welfare and Institutions Code 16509.1, or not receiving specified medical treatment for religious reasons
Mandated reporters include, but are not limited to, teachers; instructional aides; teacher's aides or assistants; classified employees; certificated pupil personnel employees; administrative officers or supervisors of child attendance; athletic coaches, administrators, and directors; licensees, administrators, and employees of a licensed child day care facility; Head Start program teachers; district police or security officers; licensed nurses or health care providers; and administrators, presenters, and counselors of a child abuse prevention program. (Penal Code 11165.7)

Reasonable suspicion means that it is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing when appropriate on the person's training and experience, to suspect child abuse or neglect. However, reasonable suspicion does not require certainty that child abuse or neglect has occurred nor does it require a specific medical indication of child abuse or neglect. (Penal Code 11166)

Reportable Offenses

Using the procedures provided below, a mandated reporter shall make a report whenever the mandated reporter, while acting in a professional capacity or within the scope of employment, has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect. (Penal Code 11166)

Any mandated reporter who has knowledge of or who reasonably suspects that a child is suffering serious emotional damage or is at a substantial risk of suffering serious emotional damage, based on evidence of severe anxiety, depression, withdrawal, or untoward aggressive behavior toward self or others, may make a report to the appropriate agency. (Penal Code 11165.9, 11166.05, 11167)

Any district employee who reasonably believes to have observed the commission of a murder, rape, or lewd or lascivious act by use of force, violence, duress, menace, or fear of immediate and unlawful bodily injury against a victim who is a child under 14 years of age shall notify a peace officer. (Penal Code 152.3)

The fact that a child is experiencing homelessness or is classified as an unaccompanied minor, as defined in the federal McKinney-Vento Homeless Assistance Act (42 USC 11434a), is not, in and of itself, a sufficient basis for reporting child abuse or neglect. (Penal Code 11165.15)

Responsibility for Reporting

The reporting duties of mandated reporters are individual and cannot be delegated to another person. (Penal Code 11166)

When two or more mandated reporters jointly have knowledge of a known or suspected instance of child abuse or neglect, the report may be made by a member of the team selected by mutual agreement and a single report may be made and signed by the selected member of the reporting team. Any member who has knowledge that the member designated to report has failed to do so shall thereafter make the report. (Penal Code 11166)

No supervisor or administrator shall impede or inhibit a mandated reporter from making a report. (Penal Code 11166)

Any person not identified as a mandated reporter who has knowledge of or observes a child whom the person knows or reasonably suspects has been a victim of child abuse or neglect may report the known or suspected instance of child abuse or neglect to the appropriate agency. (Penal Code 11166)

Reporting Procedures
Initial Telephone Report

Immediately or as soon as practicable after knowing or observing suspected child abuse or neglect, a mandated reporter shall make an initial report by telephone to any police department (excluding a district police/security department), sheriff's department, county probation department if designated by the county to receive such reports, or county welfare department. (Penal Code 11165.9, 11166)

Such reports shall be made to the following agency(ies):

Child Welfare Services - 2440 Sixth Street, Eureka, CA 95501 / Telepone: 707-445-6180

When the initial telephone report is made, the mandated reporter shall note the name of the official contacted, the date and time contacted, and any instructions or advice received.

Written Report

Within 36 hours of knowing or observing the information concerning the incident, the mandated reporter shall prepare and either send, fax, or electronically transmit to the appropriate agency a written follow-up report, which includes a completed California Department of Justice (DOJ) form (BCIA 8572). (Penal Code 11166, 11168)

The DOJ form may be obtained from the district office or other appropriate agencies, such as the police department, sheriff's department, or county probation or welfare department.

Reports of suspected child abuse or neglect shall include, if known: (Penal Code 11167)

The name, business address, and telephone number of the person making the report and the capacity that makes the person a mandated reporter

The child's name and address, present location, and, where applicable, school, grade, and class

The names, addresses, and telephone numbers of the child's parents/guardians

The name, address, telephone number, and other relevant personal information about the person(s) who might have abused or neglected the child

The information that gave rise to the reasonable suspicion of child abuse or neglect and the source(s) of that information
The mandated reporter shall make a report even if some of this information is not known or is uncertain to the mandated reporter. (Penal Code 11167)

The mandated reporter may give to an investigator from an agency investigating the case, including a licensing agency, any information relevant to an incident of child abuse or neglect or to a report made for serious emotional damage pursuant to Penal Code 11166.05. (Penal Code 11167)

3. Internal Reporting

The mandated reporter shall not be required to disclose the mandated reporter's identity to a supervisor, the principal, or the Superintendent or designee. (Penal Code 11166)

However, employees reporting child abuse or neglect to an appropriate agency are encouraged, but not required, to notify the principal as soon as possible after the initial telephone report to the appropriate agency. When so notified, the principal shall inform the Superintendent or designee.

The principal so notified shall provide the mandated reporter with any assistance necessary to ensure that reporting procedures are carried out in accordance with law, Board policy, and administrative regulation. At the mandated reporter's request, the principal may assist in completing and filing the necessary forms.

Reporting the information to an employer, supervisor, principal, school counselor, co-worker, or other person shall not be a substitute for making a mandated report to the appropriate agency. (Penal Code 11166)

Training

Within the first six weeks of each school year, or within the first six weeks of employment if hired during the school year, the Superintendent or designee shall provide training on mandated reporting requirements to district employees and persons working on their behalf who are mandated reporters. (Education Code 44691; Penal Code 11165.7)

The Superintendent or designee shall use the online training module provided by the California Department of Social Services (CDSS). (Education Code 44691)

The training shall include, but not necessarily be limited to, training in identification and reporting of child abuse and neglect. Additionally, the training shall include information that failure to report an incident of known or reasonably suspected child abuse or neglect as required by law is a misdemeanor punishable by imprisonment and/or a fine as specified. (Education Code 44691; Penal Code 11165.7)

In addition, the Superintendent or designee shall provide annual training on the prevention of abuse, including sexual abuse, of children on district property, by district staff, or in district-sponsored programs. (Education Code 44691)

The Superintendent or designee shall obtain and retain proof of each mandated reporter's completion of the training. (Education Code 44691)

Victim Interviews by Social Services

Whenever CDSS or another government agency is investigating suspected child abuse or neglect that occurred within the child's home or out-of-home care facility, the student may be interviewed by an agency representative during school hours, on school premises. The Superintendent or designee shall give the student the choice of being interviewed in private or in the presence of any adult school employee or volunteer aide selected by the student. (Penal Code 11174.3)

A staff member or volunteer aide selected by a child may decline to be present at the interview. If the selected person accepts, the principal or designee shall inform the person of the following requirements prior to the interview: (Penal Code 11174.3)
The purpose of the selected person's presence at the interview is to lend support to the child and enable the child to be as comfortable as possible

The selected person shall not participate in the interview

The selected person shall not discuss the facts or circumstances of the case with the child

The selected person is subject to the confidentiality requirements of the Child Abuse and Neglect Reporting Act, a violation of which is punishable as specified in Penal Code 11167.5
If a staff member agrees to be present, the interview shall be held at a time during school hours when it does not involve an expense to the school. (Penal Code 11174.3)

Release of Child to Peace Officer

When a child is released to a peace officer and taken into custody as a victim of suspected child abuse or neglect, the Superintendent or designee and/or principal shall not notify the parent/guardian, but rather shall provide the peace officer with the address and telephone number of the child's parent/guardian. (Education Code 48906)

Parent/Guardian Complaints

Upon request, the Superintendent or designee shall provide parents/guardians with procedures for reporting suspected child abuse occurring on district property to appropriate agencies. For parents/guardians whose primary language is not English, such procedures shall be in their primary language and, when communicating orally regarding those guidelines and/or procedures, an interpreter shall be provided.

To file a complaint against a district employee or other person suspected of child abuse or neglect on district property, parents/guardians may file a report by telephone, in person, or in writing with any appropriate agency identified above under "Reporting Procedures." If a parent/guardian makes a complaint about an employee to any other employee, the employee receiving the information shall notify the parent/guardian of procedures for filing a complaint with the appropriate agency. The employee shall also file a report when obligated to do so pursuant to Penal Code 11166 using the procedures described above for mandated reporters.

In addition, if the child is enrolled in special education, a separate complaint may be filed with the California Department of Education pursuant to 5 CCR 3200-3205.

Notifications

The Superintendent or designee shall provide to all new employees who are mandated reporters a statement that informs them of their status as mandated reporters, their reporting obligations under Penal Code 11166, and their confidentiality rights under Penal Code 11167. Additionally, the district shall provide these new employees with a copy of Penal Code 11165.7, 11166, and 11167. (Penal Code 11165.7, 11166.5)

Before beginning employment, any person who will be a mandated reporter by virtue of the person's position shall sign a statement indicating knowledge of the reporting obligations under Penal Code 11166 and compliance with such provisions. The signed statement shall be retained by the Superintendent or designee. (Penal Code 11166.5)

Employees who work with dependent adults shall be notified of legal responsibilities and reporting procedures pursuant to Welfare and Institutions Code 15630-15637.

The Superintendent or designee also shall notify all employees that:
A mandated reporter who reports a known or suspected instance of child abuse or neglect shall not be held civilly or criminally liable for making a report and this immunity shall apply even if the mandated reporter acquired the knowledge or reasonable suspicion of child abuse or neglect outside of the mandated reporter's professional capacity or outside the scope of employment (Penal Code 11172)

Any other person making a report shall not incur civil or criminal liability unless it can be proven that the person knowingly made a false report or made a report with reckless disregard of the truth or falsity of the report. (Penal Code 11172)

If a mandated reporter fails to timely report an incident of known or reasonably suspected child abuse or neglect, the mandated reporter may be guilty of a crime punishable by a fine and/or imprisonment (Penal Code 11166)
No employee shall be subject to any sanction by the district for making a report unless it can be shown that the employee knowingly made a false report or made a report with reckless disregard of the truth or falsity of the report. (Penal Code 11166, 11172)

Suspected Child Abuse Report Form (BCIA 8572)

STATE OF CALIFORNIA
BCIA 8572
(Rev. 04/2017)

DEPARTMENT OF JUSTICE

SUSPECTED CHILD ABUSE REPORT
(Pursuant to Penal Code section 11166)

Print Form | Clear Form

To Be Completed by Mandated Child Abuse Reporters
PLEASE PRINT OR TYPE

CASE NAME: _____
CASE NUMBER: _____

A. REPORTING PARTY

NAME OF MANDATED REPORTER	TITLE	MANDATED REPORTER CATEGORY
REPORTER'S BUSINESS/AGENCY NAME AND ADDRESS Street City Zip		DID MANDATED REPORTER WITNESS THE INCIDENT? ☐ YES ☐ NO
REPORTER'S TELEPHONE (DAYTIME)	SIGNATURE	TODAY'S DATE

B. REPORT NOTIFICATION

☐ LAW ENFORCEMENT ☐ COUNTY PROBATION ☐ COUNTY WELFARE / CPS (Child Protective Services) — AGENCY

ADDRESS Street City Zip — DATE/TIME OF PHONE CALL

OFFICIAL CONTACTED - NAME AND TITLE — TELEPHONE

C. VICTIM One report per victim

NAME (LAST, FIRST, MIDDLE)	BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY
ADDRESS Street City Zip			TELEPHONE
PRESENT LOCATION OF VICTIM	SCHOOL	CLASS	GRADE

PHYSICALLY DISABLED? ☐ YES ☐ NO	DEVELOPMENTALLY DISABLED? ☐ YES ☐ NO	OTHER DISABILITY (SPECIFY)	PRIMARY LANGUAGE SPOKEN IN HOME

IN FOSTER CARE? ☐ YES ☐ NO

IF VICTIM WAS IN OUT-OF-HOME CARE AT TIME OF INCIDENT, CHECK TYPE OF CARE: ☐ DAY CARE ☐ CHILD CARE CENTER ☐ FOSTER FAMILY HOME ☐ FAMILY FRIEND ☐ GROUP HOME OR INSTITUTION ☐ RELATIVE'S HOME

TYPE OF ABUSE *(CHECK ONE OR MORE)*: ☐ PHYSICAL ☐ MENTAL ☐ SEXUAL ☐ NEGLECT ☐ OTHER (SPECIFY) _____

RELATIONSHIP TO SUSPECT — PHOTOS TAKEN? ☐ YES ☐ NO — DID THE INCIDENT RESULT IN THIS VICTIM'S DEATH? ☐ YES ☐ NO ☐ UNK

D. INVOLVED PARTIES

VICTIM'S SIBLINGS

NAME	BIRTHDATE	SEX	ETHNICITY	NAME	BIRTHDATE	SEX	ETHNICITY
1.				3.			
2.				4.			

VICTIM'S PARENTS/GUARDIANS

NAME (LAST, FIRST, MIDDLE)	BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY
ADDRESS Street City Zip	HOME PHONE		BUSINESS PHONE
NAME (LAST, FIRST, MIDDLE)	BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY
ADDRESS Street City Zip	HOME PHONE		BUSINESS PHONE

SUSPECT

SUSPECT'S NAME (LAST, FIRST, MIDDLE)	BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY
ADDRESS Street City Zip			TELEPHONE

OTHER RELEVANT INFORMATION

E. INCIDENT INFORMATION

IF NECESSARY, ATTACH EXTRA SHEET(S) OR OTHER FORM(S) AND CHECK THIS BOX ☐ IF MULTIPLE VICTIMS, INDICATE NUMBER: _____

DATE/TIME OF INCIDENT	PLACE OF INCIDENT

NARRATIVE DESCRIPTION (What victim(s) said/what the mandated reporter observed/what person accompanying the victim(s) said/similar or past incident's involving the victim(s) or suspect)

DO NOT submit a copy of this form to the Department of Justice (DOJ). The investigating agency is required under Penal Code section 11169 to submit to DOJ a Child Abuse or Severe Neglect Indexing Form BCIA 8583 if (1) an active investigation was conducted and (2) the incident was determined to be substantiated.

SUSPECTED CHILD ABUSE REPORT
(Pursuant to Penal Code section 11166)

DEFINITIONS AND GENERAL INSTRUCTIONS FOR COMPLETION OF FORM BCIA 8572

All Penal Code (PC) references are located in Article 2.5 of the California PC. This article is known as the Child Abuse and Neglect Reporting Act (CANRA). The provisions of CANRA may be viewed at: http://leginfo.legislature.ca.gov/faces/codes.xhtml (specify "Penal Code" and search for sections 11164-11174.3). A mandated reporter must complete and submit form BCIA 8572 even if some of the requested information is not known. (PC section 11167(a).)

I. MANDATED CHILD ABUSE REPORTERS

Mandated child abuse reporters include all those individuals and entities listed in PC section 11165.7.

II. TO WHOM REPORTS ARE TO BE MADE ("DESIGNATED AGENCIES")

Reports of suspected child abuse or neglect shall be made by mandated reporters to any police department or sheriff's department (not including a school district police or security department), the county probation department (if designated by the county to receive mandated reports), or the county welfare department. (PC section 11165.9.)

III. REPORTING RESPONSIBILITIES

Any mandated reporter who has knowledge of or observes a child, in his or her professional capacity or within the scope of his or her employment, whom he or she knows or reasonably suspects has been the victim of child abuse or neglect shall report such suspected incident of abuse or neglect to a designated agency immediately or as soon as practically possible by telephone and shall prepare and send a written report thereof ***within 36 hours*** of receiving the information concerning the incident. (PC section 11166(a).)

No mandated reporter who reports a suspected incident of child abuse or neglect shall be held civilly or criminally liable for any report required or authorized by CANRA. Any other person reporting a known or suspected incident of child abuse or neglect shall not incur civil or criminal liability as a result of any report authorized by CANRA unless it can be proven the report was false and the person knew it was false or made the report with reckless disregard of its truth or falsity. (PC section 11172(a).)

IV. INSTRUCTIONS

SECTION A – REPORTING PARTY: Enter the mandated reporter's name, title, category (from PC section 11165.7), business/agency name and address, daytime telephone number, and today's date. Check yes/no whether the mandated reporter witnessed the incident. The signature area is for either the mandated reporter or, if the report is telephoned in by the mandated reporter, the person taking the telephoned report.

IV. INSTRUCTIONS (*continued*)

SECTION B – REPORT NOTIFICATION: Complete the name and address of the designated agency notified, the date/time of the phone call, and the name, title, and telephone number of the official contacted.

SECTION C – VICTIM (One Report per Victim): Enter the victim's name, birthdate or approximate age, sex, ethnicity, address, telephone number, present location, and, where applicable, enter the school, class (indicate the teacher's name or room number), and grade. List the primary language spoken in the victim's home. Check the appropriate yes/no box to indicate whether the victim may have a developmental disability or physical disability and specify any other apparent disability. Check the appropriate yes/no box to indicate whether the victim is in foster care, and check the appropriate box to indicate the type of care if the victim was in out-of-home care. Check the appropriate box to indicate the type of abuse. List the victim's relationship to the suspect. Check the appropriate yes/no box to indicate whether photos of the injuries were taken. Check the appropriate box to indicate whether the incident resulted in the victim's death.

SECTION D – INVOLVED PARTIES: Enter the requested information for Victim's Siblings, Victim's Parents/Guardians, and Suspect. Attach extra sheet(s) if needed (provide the requested information for each individual on the attached sheet(s)).

SECTION E – INCIDENT INFORMATION: If multiple victims, indicate the number and submit a form for each victim. Enter date/time and place of the incident. Provide a narrative of the incident. Attach extra sheet(s) if needed.

V. DISTRIBUTION

Reporting Party: After completing form BCIA 8572, retain a copy for your records and submit copies to the designated agency.

Designated Agency: ***Within 36 hours*** of receipt of form BCIA 8572, the initial designated agency will send a copy of the completed form to the district attorney and any additional designated agencies in compliance with PC sections 11166(j) and 11166(k).

ETHNICITY CODES

1 Alaskan Native	6 Caribbean	11 Guamanian	16 Korean	22 Polynesian	27 White-Armenian
2 American Indian	7 Central American	12 Hawaiian	17 Laotian	23 Samoan	28 White-Central American
3 Asian Indian	8 Chinese	13 Hispanic	18 Mexican	24 South American	29 White-European
4 Black	9 Ethiopian	14 Hmong	19 Other Asian	25 Vietnamese	30 White-Middle Eastern
5 Cambodian	10 Filipino	15 Japanese	21 Other Pacific Islander	26 White	31 White-Romanian

Discipline – BP/AR 5144

Original Adopted Date: 05/21/2019 | Last Revised Date: 09/12/2024 | Last Reviewed Date: 09/12/2024Status: ADOPTED

The Governing Board is committed to providing a safe, supportive, and positive school environment which is conducive to student learning and achievement and desires to prepare students for responsible citizenship by fostering self-discipline and personal responsibility. The Board believes that high expectations for student behavior, use of effective school and classroom management strategies, provision of appropriate intervention and support, and parent/guardian involvement can minimize the need for disciplinary measures that exclude students from instruction as a means for correcting student misbehavior.

The Superintendent or designee shall develop effective, age-appropriate strategies for maintaining a positive school climate and responding appropriately to student misbehavior at district schools. The strategies shall focus on providing students with needed supports; communicating clear, appropriate, and consistent expectations and consequences for student conduct; and ensuring equity and continuous improvement in the implementation of district discipline policies and practices.

In addition, the Superintendent or designee's strategies for responding to student misconduct shall reflect the Board's preference for the use of positive interventions and alternative disciplinary measures over exclusionary discipline measures.

Disciplinary measures that may result in loss of instructional time or cause students to be disengaged from school, such as detention, suspension, and expulsion, shall be imposed only when required or permitted by law or when other means of correction have been documented to have failed. (Education Code 48900.5)

School personnel and volunteers shall not allow any disciplinary action taken against a student to result in the denial or delay of a school meal. (Education Code 49557.5)

A student shall not be denied recess unless the student's participation poses an immediate threat to the physical safety of the student or to the physical safety of one or more of the student's peers. If, due to such immediate threat, a student is denied recess, staff shall make all reasonable efforts to resolve the threat and minimize the student's exclusion from recess, to the greatest extent practicable. (Education Code 49056)

Seclusion and behavioral restraint are prohibited as a means of discipline and shall not be used to correct student behavior except as permitted pursuant to Education Code 49005.4 and in accordance with district regulations. (Education Code 49005.2)

The Superintendent or designee shall create a model discipline matrix that lists violations and the consequences for each as allowed by law.

The principal or designee at each school may develop disciplinary rules to meet the school's particular needs consistent with law, Board policy, and administrative regulations. The Board, at an open meeting, may review the approved school discipline rules for consistency with Board policy and state law. Site-level disciplinary rules shall be included in the district's comprehensive safety plan. (Education Code 32282, 35291.5)

At all times, the safety of students and staff, providing interventions and supports to students, as well as the maintenance of an orderly school environment, shall be priorities in determining appropriate discipline. When misconduct occurs, staff shall attempt to identify the causes of the student's behavior and implement appropriate support and/or discipline. When choosing between different disciplinary strategies, staff shall consider the effect of each option on the student's health, well-being, and opportunity to learn.

Staff shall enforce disciplinary rules fairly, consistently, and in accordance with the district's nondiscrimination policies.

The Superintendent or designee shall provide professional development as necessary to assist staff in developing the skills needed to effectively and equitably implement the disciplinary strategies adopted for district schools, including, but not limited to, knowledge of school and classroom management skills and their consistent application, effective accountability and positive intervention techniques, and the tools to form strong, cooperative relationships with parents/guardians.

District goals for improving school climate, based on suspension and expulsion rates, surveys of students, staff, and parents/guardians regarding their sense of school safety and connectedness to the school community, and other local measures, shall be included in the district's local control and accountability plan, as required by law.

At the beginning of each school year, the Superintendent or designee may report to the Board regarding disciplinary strategies used in district schools in the immediately preceding school year and their effect on student learning.

A/R

Original Adopted Date: 05/21/2019 | Last Revised Date: 09/12/2024 | Last Reviewed Date: 09/12/2024Status: ADOPTED

Site-Level Rules

Site-level rules shall be consistent with state law and Board policies and administrative regulations. In developing site-level disciplinary rules, the principal or designee shall solicit the participation, views, and advice of one representative selected by each of the following groups: (Education Code 35291.5)
Parents/guardians

Teachers

School administrators

School security personnel, if any

Students in grades seven through twelve
Annually, site-level discipline rules shall be reviewed and, if necessary, updated to align with any changes in state law, district discipline policies and regulations, and/or goals for school safety and climate as specified in the district's local control and accountability plan. A copy of the rules shall be filed with the Superintendent or designee for inclusion in the comprehensive safety plan.

School rules shall be communicated to students clearly and in an age-appropriate manner.

It shall be the duty of each employee of the school to enforce the school rules on student discipline. (Education Code 35291.5)

Disciplinary Strategies

To the extent possible, staff shall use disciplinary strategies that keep students in school and participating in the instructional program. Except when students' presence causes a danger to themselves or others or they commit a single act of a grave nature or an offense for which suspension or expulsion is required by law, suspension, supervised suspension, or expulsion shall be used only when other means of correction have failed to bring about proper conduct. Disciplinary strategies may include, but are not limited to:
Discussion or conference between school staff, the student, and the student's parents/guardians

Referral of the student to the school counselor or other school support service personnel for case management and counseling

Convening of a study team, guidance team, resource panel, or other intervention-related team to assess the behavior and develop and implement an individual plan to address the behavior in partnership with the student and the student's parents/guardians

When applicable, referral for a comprehensive psychosocial or psychoeducational assessment, including for purposes of creating an individualized education program (IEP) or a Section 504 plan

Enrollment in a program for teaching prosocial behavior or anger management

Participation in a restorative justice program

A positive behavior support approach with tiered interventions that occur during the school day on campus

Participation in a social and emotional learning program that teaches students the ability to understand and manage emotions, develop caring and concern for others, make responsible decisions, establish positive relationships, and handle challenging situations capably

Participation in a program that is sensitive to the traumas experienced by students, focuses on students' behavioral health needs, and addresses those needs in a proactive manner

After-school programs that address specific behavioral issues or expose students to positive activities and behaviors, including, but not limited to, those operated in collaboration with local parent and community groups

Detention after school hours as provided in the section below entitled "Detention After School"

Community service as provided in the section below entitled "Community Service"

In accordance with Board policy and administrative regulation, restriction or disqualification from participation in extracurricular activities

Reassignment to an alternative educational environment

Suspension and expulsion in accordance with law, Board policy, and administrative regulation
When, by law or district policy, other means of correction are required to be implemented before a student could be suspended or expelled, any other means of correction implemented shall be documented and retained in the student's records. (Education Code 48900.5)

When a student has been suspended, or other means of correction have been implemented against the student, for an incident of racist bullying, harassment, or intimidation, the principal or designee shall engage both the victim and perpetrator in a restorative justice practice suitable to the needs of the students. The principal or designee shall also require the perpetrator to engage in a culturally sensitive program that promotes racial justice and equity and combats racism and ignorance and shall regularly check on the victim to ensure that the victim is not in danger of suffering from any long-lasting mental health issues. (Education Code 48900.5)

Staff shall enforce disciplinary rules fairly, consistently, and in accordance with the district's nondiscrimination policies.

When disciplining a student who has been identified for special education and related services, the procedures specified in Administrative Regulation 5144.2 - Suspension And Expulsion/Due Process (Students With Disabilities) shall be

applied. If a student has not been identified as a student with a disability and the district suspects the behavior that resulted in discipline may be based in an unidentified disability, the district shall conduct an evaluation to determine if the student has a disability which requires an IEP or 504 plan. (U.S.C. 1412(a)(3))

Detention After School

Students may be detained for disciplinary reasons for up to one hour after the close of the maximum school day, or until the departure of the school bus to which they have been assigned if applicable. (5 CCR 307, 353)

The student shall not be detained unless the principal or designee notifies the parent/guardian.

Students shall remain under the supervision of a certificated employee during the period of detention.

Students may be offered the choice of serving their detention on Saturday rather than after school.

Community Service

As part of or instead of disciplinary action, the Board, Superintendent, principal, or principal's designee may require a student to perform community service during nonschool hours on school grounds or, with written permission of the student's parent/guardian, off school grounds. Such service may include, but is not limited to, community or school outdoor beautification, community or campus betterment, and teacher, peer, or youth assistance programs. (Education Code 48900.6)

This community service option is not available for a student who has been suspended, pending expulsion, pursuant to Education Code 48915. However, if the recommended expulsion is not implemented or the expulsion itself is suspended, then the student may be required to perform community service for the resulting suspension. (Education Code 48900.6)

Notice to Parents/Guardians and Students

At the beginning of the school year, the Superintendent or designee shall notify parents/guardians, in writing, about the availability of district rules related to discipline. (Education Code 35291, 48980)

The Superintendent or designee shall also provide written notice of disciplinary rules to parents/guardians of transfer students at the time of their enrollment in the district.

Dress Code – BP/AR 5132

Original Adopted Date: 09/13/2000 | Last Revised Date: 02/27/2020 | Last Reviewed Date: 02/27/2020

In cooperation with teachers, students, and parents/guardians, the principal or designee may establish school rules governing student dress and grooming which are consistent with law, Board policy, and administrative regulations. These school dress codes shall be regularly reviewed.

The following guidelines shall apply to all regular school activities:

Dress Code
Students must wear a shirt with pants or skirt, or the equivalent, and shoes.

Shirts and dresses must have fabric on the front and the sides.

The fabric covering the buttocks, genitals, and breasts must not be transparent (see-through).

Hats and other headwear must allow the face to be visible and not interfere with the line of sight of any student or staff. Hoodies must allow the student's face and ears to be visible to staff. No sunglasses may be worn indoors.

Clothing must be suitable for all scheduled classroom activities, including physical education, science labs, wood shop, and other activities where unique hazards exist. Specialized courses may require specialized attire, such as sports uniforms or safety gear.

Shoes must be worn at all times. Flip-flops, socks or sock-like footwear, slippers, backless shoes, or shoes with over a one-inch heel are not safe or appropriate for school. Toes must be covered.

Clothing may not depict, advertise or advocate the use of alcohol (excluding Humboldt County restaurants/family establishments), tobacco, or drugs.

Clothing may not reference genitals nor depict profanity, pornography, nudity, vulgarity, or sexual acts.

Clothing may not use or depict hate speech targeting any individual or group based on economics, ethnicity, gender, gender identity, intelligence, race, religious affiliation, sexual orientation, or any other protected group.

Clothing must not threaten the health or safety of any student or staff.

Clothing may not depict or advocate violence, criminal activity, race superiority, or hate speech.

Any attire identified as gang-related by local law enforcement is not allowed.

The dress code shall be modified as appropriate to accommodate a student's religious or cultural observance, health condition, or other circumstance deemed necessary by the principal or designee. In addition, the principal or designee may impose dress requirements to accommodate the needs of special school activities, physical education classes, athletic activities, and other extracurricular and cocurricular activities.

No grade of a student participating in a physical education class shall be adversely affected if the student does not wear standardized physical education apparel because of circumstances beyond the student's control. (Education Code 49066)

Students shall be allowed to wear sun-protective clothing, including but not limited to hats, for outdoor use during the school day. (Education Code 35183.5)

Gang-Related Apparel

At individual schools that have a dress code prohibiting gang-related apparel at school or school activities, the principal, staff, and parents/guardians participating in the development of the school safety plan shall define "gang-related apparel" and shall limit this definition to apparel that reasonably could be determined to threaten the health and safety of the school environment if it were worn or displayed on a school campus. (Education Code 32282)

Because gang-related symbols are constantly changing, definitions of gang-related apparel shall be reviewed annually and updated whenever related information is received. As necessary, the school shall collaborate with law enforcement agencies to update definitions of gang-related apparel.

A/R

Original Adopted Date: 09/13/2000 | Last Revised Date: 06/27/2023 | Last Reviewed Date: 06/27/2023

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Because gang-related symbols are constantly changing, definitions of gang-related apparel shall be reviewed annually and updated whenever related information is received. As necessary, the school shall collaborate with law enforcement agencies to update definitions of gang-related apparel.

Bullying – BP 5131.2

Original Adopted Date: 10/22/2018 | Last Revised Date: 06/27/2024 | Last Reviewed Date: 06/27/2024Status: ADOPTED

This policy shall apply to all acts constituting bullying related to school activity or to school attendance occurring within a district school, to acts which occur off campus or outside of school-related or school-sponsored activities but which may have an impact or create a hostile environment at school, and to all acts of the Governing Board and the Superintendent in enacting policies and procedures that govern the district.

The Board recognizes the harmful effects of bullying on student well-being, student learning, and school attendance and desires to provide a welcoming, safe, and supportive school environment that protects students from physical, mental, and emotional harm. No individual or group shall, through physical, written, verbal, visual, or other means, harass, sexually harass, threaten, intimidate, cyberbully, cause bodily injury to, or commit hate violence against any student or school personnel, or retaliate against them for filing a complaint or participating in the complaint resolution process.

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

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

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

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

District families are encouraged to model respectful behavior, contribute to a safe and supportive learning environment, and monitor potential causes of bullying.

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

A/R

Original Adopted Date: 06/04/2020 | Last Revised Date: 06/27/2024 | Last Reviewed Date: 06/27/2024Status: ADOPTED

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

Cyberbullying includes the electronic creation or transmission of harassing communications, direct threats, or other harmful texts, sounds, or images, which may be shared, sent, or posted publicly. Cyberbullying may include, but is not limited to, personal or private information that causes humiliation, false or negative information to discredit or disparage, or threats of physical harm. Cyberbullying may also include breaking into another person's electronic account or assuming that person's online identity in order to damage that person's reputation.

Examples of the types of conduct that may constitute bullying and are prohibited by the district include, but are not limited to:
Physical bullying: An act that inflicts harm upon a person's body or possessions, such as hitting, kicking, pinching, spitting, tripping, pushing, taking or breaking someone's possessions, or making cruel or rude hand gestures

Verbal bullying: An act that includes saying or writing hurtful things, such as teasing, name-calling, inappropriate sexual comments, taunting, or threats to cause harm

Social/relational bullying: An act that harms a person's reputation or relationships, such as leaving a person out of an activity on purpose, influencing others not to be friends with someone, spreading rumors, or embarrassing someone in public

Cyberbullying: An act that occurs on electronic devices such as computers, tablets, or cell phones, such as sending demeaning or hateful text messages, direct messages or public posts on social media apps, gaming forums, or emails, spreading rumors by email or by posting on social networking sites, shaming or humiliating by allowing others to view, participate in, or share disparaging or harmful content, or posting or sharing embarrassing photos, videos, website, or fake profiles
Measures to Prevent Bullying

The Superintendent or designee shall implement measures to prevent bullying in district schools, including, but not limited to, the following:
Developing a strategic plan for school connectedness and social skills with benchmark tracking, which may include providing regular opportunities and spaces for students to develop social skills and strengthen relationships and promoting adult support from family and school staff, peer-led programs, and partnerships with key community groups, implementing socially based educational techniques such as cooperative learning projects that can improve educational outcomes as well as peer relations, creating a supportive school environment that fosters belonging through equitable classroom management, mentoring, and peer support groups that allow students to lean on each other and learn from each other's experiences, and building social connection into health education courses including information on the consequences of social connection on physical and mental health, key risk and protective factors, and strategies for increasing social connection

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

Providing information to students, through student handbooks, district and school websites and social media, and other age-appropriate means, about district and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for engaging in bullying

Encouraging students to notify school staff when they are being bullied or when they suspect that another student is being bullied, and providing means by which students may report threats or incidents confidentially and anonymously

Conducting an assessment of bullying incidents at each school and, if necessary, increasing supervision and security in areas where bullying most often occurs, such as playgrounds, hallways, restrooms, and cafeterias

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

Staff Development

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

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

Discuss bullying prevention strategies with students, and teach students to recognize the behavior and characteristics of bullying perpetrators and victims

Identify the signs of bullying or harassing behavior

Take immediate corrective action when bullying is observed

Report incidents to the appropriate authorities, including law enforcement in instances of criminal behavior
Information and Resources

The Superintendent or designee shall post on the district's website, in a prominent location and in a manner that is easily accessible to students and parents/guardians, information on bullying and harassment prevention which includes the following: (Education Code 234.6)
The district's policy on student suicide prevention, including a reference to the policy's age appropriateness for students in grades K-6

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

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

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

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

A link to statewide resources, including community-based organizations, compiled by CDE pursuant to Education Code 234.5
Any additional information the Superintendent or designee deems important for preventing bullying and harassment
Student Instruction

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

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

Students should be taught the difference between appropriate and inappropriate behaviors, how to advocate for themselves, how to help another student who is being bullied, and when to seek assistance from a trusted adult. As role models for students, staff are responsible for teaching and modeling respectful behavior and building safe and supportive learning environments, and are expected to demonstrate effective problem-solving and anger management skills.

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

Reporting and Filing of Complaints

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

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

Within one business day of receiving such a report, a staff member shall notify the principal of the report, regardless of whether a uniform complaint is filed. In addition, any school employee who observes an incident of bullying involving a student shall, within one business day, report such observation to the principal or a district compliance officer, regardless of whether the alleged victim files a complaint.

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

Any individuals with information about cyberbullying activity shall save and print any electronic or digital messages that they feel constitute cyberbullying and shall notify a teacher, the principal, or other employee so that the matter may be investigated. When an investigation concludes that a student used a social networking site or service to bully or harass another student, the Superintendent or designee may report the cyberbullying to the social media platform and may request the material be removed.

Discipline/Corrective Actions

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

When a student has been suspended, or other means of correction have been implemented against the student, for an incident of racist bullying, harassment, or intimidation, the principal or designee shall engage both the victim and perpetrator in a restorative justice practice suitable to the needs of the students. The principal or designee shall also require the perpetrator to engage in a culturally sensitive program that promotes racial justice and equity and combats racism and ignorance and shall regularly check on the victim to ensure that the victim is not in danger of suffering from any long-lasting mental health issues. (Education Code 48900.5)

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

Support Services

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

If any student involved in bullying exhibits warning signs of suicidal thought or intention or of intent to harm another person, the Superintendent or designee shall, as appropriate, implement district intervention protocols which may include, but are not limited to, referral to district or community mental health services, other health professionals, and/or law enforcement, in accordance with Board Policy and Administrative Regulation 5141.52 - Suicide Prevention.

Suspension and Expulsion/Due Process – BP/AR 5144.1

Original Adopted Date: 02/14/2019 | Last Revised Date: 12/13/2024 | Last Reviewed Date: 12/13/2024

The Governing Board desires to provide district students access to educational opportunities in an orderly school environment that protects their safety and security, ensures their welfare and well-being, and promotes their learning and development. The Board shall develop rules and regulations setting the standards of behavior expected of district students and the disciplinary processes and procedures for addressing violations of those standards, including suspension and/or expulsion.

The grounds for suspension and expulsion and the procedures for considering, recommending, and/or implementing suspension and expulsion shall be only those specified in law, in this policy, and in the accompanying administrative regulation.

Except when otherwise permitted by law, a student may be suspended or expelled only when the behavior is related to a school activity or school attendance occurring within any district school or another school district, regardless of when it occurs, including, but not limited to, the following: (Education Code 48900(s))
While on school grounds

While going to or coming from school

During the lunch period, whether on or off the school campus

During, going to, or coming from a school-sponsored activity

District staff shall enforce the rules concerning suspension and expulsion of students fairly, consistently, equally, and in accordance with the district's nondiscrimination policies.

Appropriate Use of Suspension Authority

Except when a student's act violates Education Code 48900(a)-(e), as listed in Items #1-5 under "Grounds for Suspension and Expulsion: Grades K-12" of the accompanying administrative regulation, or when the student's presence causes a danger to others, suspension shall be used only when other means of correction have failed to bring about proper conduct. (Education Code 48900.5, 48900.6)

A student's parents/guardians shall be notified as soon as possible when there is an escalating pattern of misbehavior that could lead to on-campus or off-campus suspension.

No student may be suspended for disruption or willful defiance, except by a teacher pursuant to Education Code 48910. (Education Code 48900)

Students shall not be suspended or expelled based solely on a student's truancy, tardiness, or absenteeism from assigned school activities. (Education Code 48900)

On-Campus Suspension

To ensure the proper supervision and ongoing learning of students who are suspended for any of the reasons enumerated in Education Code 48900 and 48900.2, but who pose no imminent danger or threat to anyone at school and for whom expulsion proceedings have not been initiated, the Superintendent or designee shall establish a supervised suspension classroom program which meets the requirements of law.

Except where a supervised suspension is permitted by law for a student's first offense, supervised suspension shall be imposed only when other means of correction have failed to bring about proper conduct. (Education Code 48900.5)

Authority to Expel

A student may be expelled only by the Board. (Education Code 48918(j))

As required by law, the Superintendent or principal shall recommend expulsion and the Board shall expel any student found to have committed any of the following "mandatory recommendation and mandatory expulsion" acts at school or at a school activity off school grounds: (Education Code 48915)
Possessing a firearm which is not an imitation firearm, as verified by a certificated employee, unless the student had obtained prior written permission to possess the item from a certificated school employee, with the principal or designee's concurrence

Selling or otherwise furnishing a firearm

Brandishing a knife at another person

Unlawfully selling a controlled substance listed in Health and Safety Code 11053-11058

Committing or attempting to commit a sexual assault as defined in Penal Code 261, 266c, 286, 287, 288, or 289, or former 288a, or committing a sexual battery as defined in Penal Code 243.4

Possessing an explosive as defined in 18 USC 921
For all other violations listed in the accompanying administrative regulation, the Superintendent or principal shall have the discretion to recommend expulsion of a student. If expulsion is recommended, the Board shall order the student expelled only if it makes a finding of either or both of the following: (Education Code 48915(b) and (e))
That other means of correction are not feasible or have repeatedly failed to bring about proper conduct

That due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others
A vote to expel a student shall be taken in an open session of a Board meeting. (Education Code 48918(j))

The Board may vote to suspend the enforcement of the expulsion order pursuant to the requirements of law and the accompanying administrative regulation. (Education Code 48917)

No student shall be expelled for disruption or willful defiance. (Education Code 48900)

No child enrolled in a preschool program shall be expelled or unenrolled except under limited circumstances in accordance with Education Code 8489.1 and as specified in Administrative Regulation 5148.3 - Preschool/Early Childhood Education.

Due Process

The Board shall provide for the fair and equitable treatment of students facing suspension and/or expulsion by affording the students due process rights under the law. The Superintendent or designee shall comply with procedures for notices, hearings, and appeals as specified in law and administrative regulation. (Education Code 48911, 48915, 48915.5, 48918)

Maintenance and Monitoring of Outcome Data

The Superintendent or designee shall maintain outcome data related to student suspensions and expulsions in accordance with Education Code 48900.8 and 48916.1, including, but not limited to, the number of students recommended for expulsion, the grounds for each recommended expulsion, the actions taken by the Board, the types of referral made after each expulsion, and the disposition of the students after the expulsion period. For any expulsion that involves the possession of a firearm, such data shall include the name of the school and the type of firearm involved, as required pursuant to 20 USC 7961. Suspension and expulsion data shall be reported to the Board annually and to the California Department of Education when so required.

In presenting the report to the Board, the Superintendent or designee shall disaggregate data on suspensions and expulsions by school and by numerically significant student subgroups, including, but not limited to, ethnic subgroups, socioeconomically disadvantaged students, English learners, long-term English learners, students with disabilities, foster youth, and homeless students. Based on the data, the Board shall address any identified disparities in the imposition of student discipline and shall determine whether and how the district is meeting its goals for improving school climate as specified in its local control and accountability plan.

A/R

Original Adopted Date: 02/14/2019 | Last Revised Date: 12/13/2024 | Last Reviewed Date: 12/13/2024Status: ADOPTED
Definitions

Suspension means removal of a student from ongoing instruction for adjustment purposes. However, suspension does not mean any of the following: (Education Code 48925)
Reassignment to another education program or class at the same school where the student will receive continuing instruction for the length of day prescribed by the Governing Board for students of the same grade level

Referral to a certificated employee designated by the principal to advise students

Removal from the class, but without reassignment to another class or program, for the remainder of the class period without sending the student to the principal or designee as provided in Education Code 48910, so long as removal from a particular class does not occur more than once every five school days
Expulsion means removal of a student from the immediate supervision and control or the general supervision of school personnel. (Education Code 48925)

Notice of Regulations

At the beginning of each school year, the principal of each school shall ensure that all students and parents/guardians are notified in writing of all school rules related to discipline, including suspension and expulsion. (Education Code 35291, 48900.1, 48980)

Grounds for Suspension and Expulsion: Grades K-12

Acts for which a student, including a student with disabilities, may be suspended or expelled shall be only those specified as follows and in "Additional Grounds for Suspension and Expulsion: Grades 4-12," below:
Caused, attempted to cause, or threatened to cause physical injury to another person; willfully used force or violence upon another person, except in self-defense; or committed as an aider or abettor, as adjudged by a juvenile court, a crime of physical violence in which the victim suffered great or serious bodily injury (Education Code 48900(a) and (t))

Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the principal or designee's concurrence (Education Code 48900(b))

Unlawfully possessed, used, sold, otherwise furnished, or was under the influence of any controlled substance as defined in Health and Safety Code 11053-11059, alcoholic beverage, or intoxicant of any kind (Education Code 48900(c))

Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11059, alcoholic beverage, or intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the same as a controlled substance, alcoholic beverage, or intoxicant (Education Code 48900(d))

Committed or attempted to commit robbery or extortion (Education Code 48900(e))

Caused or attempted to cause damage to school property or private property (Education Code 48900(f))

Stole or attempted to steal school property or private property (Education Code 48900(g))

Possessed or used tobacco or products containing tobacco or nicotine products, including, but not limited to, cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel, except that this restriction shall not prohibit a student from using or possessing prescription products (Education Code 48900(h))

Committed an obscene act or engaged in habitual profanity or vulgarity (Education Code 48900(i))

Unlawfully possessed, offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5 (Education Code 48900(j))

Knowingly received stolen school property or private property (Education Code 48900(l))

Possessed an imitation firearm (Education Code 48900(m))

Imitation firearm means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm. (Education Code 48900(m))

Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 287, 288, 289, or former 288a, or committed a sexual battery as defined in Penal Code 243.4 (Education Code 48900(n))

Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness (Education Code 48900(o))

Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma (Education Code 48900(p))

Engaged in, or attempted to engage in, hazing (Education Code 48900(q))

Hazing means a method of initiation or pre-initiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. Hazing does not include athletic events or school-sanctioned events. (Education Code 48900(q))

Engaged in an act of bullying (Education Code 48900(r))

Bullying means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, directed toward one or more students that has or can reasonably be predicted to have the effect of placing a reasonable student(s) in fear of harm to self or property; cause the student to experience a substantially detrimental effect on physical or mental health; or cause the student to experience substantial

interferences with academic performance or ability to participate in or benefit from the services, activities, or privileges provided by a school. (Education Code 48900(r))

Bullying includes any act of sexual harassment, hate violence, or harassment, threat, or intimidation, as defined in Education Code 48900.2, 48900.3, or 48900.4 and below in "Additional Grounds for Suspension and Expulsion: Grades 4-12," that has any of the effects described above on a reasonable student.

Bullying also includes an act of cyber sexual bullying by a student through the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording that depicts a nude, semi-nude, or sexually explicit photograph or other visual recording of an identifiable minor, when such dissemination is to another student or to school personnel by means of an electronic act and has or can be reasonably predicted to have one or more of the effects of bullying described above. Cyber sexual bullying does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

Electronic act means the creation or transmission originated on or off the school site by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication including, but not limited to: (Education Code 48900(r))
A message, text, sound, video, or image

A post on a social network Internet website, including, but not limited to, posting to or creating a burn page or creating a credible impersonation or false profile for the purpose of causing a reasonable student any of the effects of bullying described above

Reasonable student means a student, including, but not limited to, a student who has been identified as a student with a disability, who exercises average care, skill, and judgment in conduct for a person of the student's age, or for a person of the student's age and disability. (Education Code 48900(r))

Burn page means an internet website created for the purpose of causing a reasonable student any of the effects of bullying described above. (Education Code 48900(r))

Credible impersonation means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that the student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated. (Education Code 48900(r))

False profile means a profile of a fictitious student or profile using the likeness or attributes of an actual student other than the student who created the false profile. (Education Code 48900(r))

An electronic act is not considered pervasive conduct solely on the basis that it has been transmitted to the internet or is currently posted on the internet. (Education Code 48900(r))

When a student has been suspended, or other means of correction have been implemented against the student, for an incident of racist bullying, harassment, or intimidation, the principal or designee may, as appropriate, engage both the victim and perpetrator in a restorative justice practice suitable to the needs of the students. The principal or designee shall also require the perpetrator to engage in a culturally sensitive program that promotes racial justice and equity and combats racism and ignorance and shall regularly check on the victim to ensure that the victim is not in danger of suffering from any long-lasting mental health issues. (Education Code 48900.5)

Aided or abetted the infliction or attempted infliction of physical injury on another person, as defined in Penal Code 31 (Education Code 48900(t))

Made terrorist threats against school officials and/or school property (Education Code 48900.7)

A terrorist threat includes any written or oral statement by a person who willfully threatens to commit a crime which will result in death or great bodily injury to another person or property damage in excess of $1,000, with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying out the crime. (Education Code 48900.7)

A student may not be suspended or expelled for disruption or willful defiance. (Education Code 48900)

Additional Grounds for Suspension and Expulsion: Grades 4-12

A student in grades 4-12 shall be subject to suspension or recommendation for expulsion when it is determined that the student:
Committed sexual harassment as defined in Education Code 212.5 (Education Code 48900.2)

Sexual harassment means conduct which, when considered from the perspective of a reasonable person of the same gender as the victim, is sufficiently severe or pervasive as to have a negative impact upon the victim's academic performance or to create an intimidating, hostile, or offensive educational environment. (Education Code 212.5, 48900.2)

Caused, attempted to cause, threatened to cause, or participated in an act of hate violence as defined in Education Code 233 (Education Code 48900.3)

Hate violence means any act punishable under Penal Code 422.6, 422.7, or 422.75. Such acts include injuring or intimidating a victim, interfering with the exercise of a victim's civil rights, or damaging a victim's property because of the victim's race, ethnicity, religion, nationality, disability, gender, gender identity, gender expression, or sexual orientation; a perception of the presence of any of those characteristics in the victim; or the victim's association with a person or group with one or more of those actual or perceived characteristics. (Education Code 233; Penal Code 422.55)

Intentionally engaged in harassment, threats, or intimidation against district personnel or students that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of school personnel or students by creating an intimidating or hostile educational environment (Education Code 48900.4)
Suspension from Class by a Teacher

A teacher may suspend a student from class for the remainder of the day and the following day for any of the acts specified in Education Code 48900 and listed as Items #1-19 under "Grounds for Suspension and Expulsion: Grades K-12" above or for disruption or willful defiance at any grade level. (Education Code 48910)

When suspending a student from class, the teacher shall immediately report this action to the principal or designee and send the student to the principal or designee for appropriate action. If that action requires the continuing presence of the student at school, the student shall be appropriately supervised during the class periods from which the student has been suspended. (Education Code 48910)

As soon as possible after the teacher has suspended the student, the teacher shall ask the student's parent/guardian to attend a parent-teacher conference regarding the suspension. A counselor or psychologist may attend the conference if it is practicable, and a school administrator shall attend if requested by the parent/guardian or teacher. (Education Code 48910)

A student suspended from class shall not be returned to class during the period of the suspension without the approval of the teacher of the class and the principal or designee. (Education Code 48910)

A student suspended from class shall not be placed in another regular class during the period of suspension. However, a student assigned to more than one class per day may continue to attend other regular classes except those held at the same time as the class from which the student was suspended. (Education Code 48910)

A teacher may also refer a student, for any of the acts specified above in Education Code 48900, to the principal or designee for consideration of a suspension from school. (Education Code 48910)

The teacher of any class from which a student is suspended may require the student to complete any assignments and tests missed during the removal. (Education Code 48913)

Suspension by Superintendent, Principal or Principal's Designee

To implement disciplinary procedures at a school site, the principal may, in writing, designate as the principal's designee another administrator or, if the principal is the only administrator at the school site, a certificated employee. As necessary, the principal may, in writing, also designate another administrator or certificated employee as the secondary designee to assist with disciplinary procedures when the principal and the principal's primary designee are absent from the school site.

The Superintendent, principal, or designee shall immediately suspend any student found at school or at a school activity away from school to have committed any of the acts listed in the Board policy under "Authority to Expel" for which a recommendation of expulsion is required. (Education Code 48915(c))

The Superintendent, principal, or designee may impose a suspension for a first offense if it is determined that the student violated any of Items #1-5 listed under "Grounds for Suspension and Expulsion: Grades K-12" above or if the student's presence causes a danger to persons. (Education Code 48900.5)

For all other offenses, a student may be suspended only when the Superintendent or principal has determined that other means of correction have failed to bring about proper conduct. (Education Code 48900.5)

When other means of correction are implemented prior to imposing suspension upon a student, including supervised suspension, the Superintendent, principal, or designee shall document the other means of correction used and retain the documentation in the student's record. (Education Code 48900.5)

Length of Suspension

The Superintendent, principal, or designee may suspend a student from school for not more than five consecutive school days. (Education Code 48911)

A student may be suspended from school for not more than 20 school days in any school year. However, if a student enrolls in or is transferred to another regular school, an opportunity school or class, or continuation school or class for the purpose of adjustment, the student may be suspended for not more than 30 school days in a school year. The district may count suspensions that occur while a student is enrolled in another school district toward the maximum number of days for which the student may be suspended in any school year. (Education Code 48903, 48911, 48912)

These restrictions on the number of days of suspension shall not apply when the suspension is extended pending an expulsion. (Education Code 48911)

Due Process Procedures for Suspension

Suspensions shall be imposed in accordance with the following procedures:

Informal Conference: Suspension shall be preceded by an informal conference conducted by the Superintendent, principal, or designee with the student and, whenever practicable, the teacher, supervisor, or school employee who referred the student to the principal. At the conference, the student shall be informed of the reason for the disciplinary action, including the other means of correction that were attempted before the suspension as required pursuant to Education Code 48900.5, and the evidence against the student, and shall be given the opportunity to present the student's version and evidence in the student's defense. (Education Code 48911)

This conference may be omitted if the Superintendent, principal, or designee determines that an emergency situation exists involving a clear and present danger to the lives, safety, or health of students or school personnel. If a student is suspended without this conference, the student, the student's parent/guardian, or if the student is a foster youth, the foster youth's educational rights holder, attorney, and county social worker, or if the student is an Indian child, the Indian child's tribal social worker and, if applicable, county social worker, shall be notified of the student's right to a conference and the right to return to school for the purpose of the conference. The conference shall be held within two school days, unless the student waives the right to it or is physically unable to attend for any reason. In such a case, the conference shall be held as soon as the student is physically able to return to school for the conference. (Education Code 48911)

Administrative Actions: All requests for student suspension are to be processed by the principal or designee. A school employee shall report the suspension, including the name of the student and the cause for the suspension, to the Superintendent or designee. (Education Code 48911)

Notice to Parents/Guardians: At the time of the suspension, a school employee shall make a reasonable effort to contact the parent/guardian, or if the student is a foster youth, the foster youth's educational rights holder, attorney, and county social worker, or if the student is an Indian child, the Indian child's tribal social worker, and, if applicable, the county social worker, in person, by email, or by telephone. Whenever a student is suspended, the parent/guardian, or, if applicable, the foster youth's educational rights holder, attorney, and county social worker, or the Indian child's tribal social worker and, if applicable, the county social worker, shall also be notified in writing of the suspension. (Education Code 48911)

This notice shall state the specific offense committed by the student. (Education Code 48900.8)

In addition, the notice shall state the date and time when the student may return to school.

Parent/Guardian Conference: Whenever a student is suspended, school officials may conduct a meeting with the parent/guardian to discuss the cause(s) and duration of the suspension, the school policy involved, and any other pertinent matter. (Education Code 48914)

If school officials request to meet with the parent/guardian, a foster youth's educational rights holder, attorney, and county social worker, or an Indian child's tribal social worker, and, if applicable, the county social worker, the notice may state that the law requires such individuals to respond to the request without delay. However, the student shall not be penalized for the failure of the parent/guardian, a foster youth's educational rights holder, attorney, and county social worker, or an Indian child's tribal social worker, and, if applicable, the county social worker, to attend such a conference. The student may not be denied reinstatement solely because such individuals failed to attend the conference. (Education Code 48911)

Extension of Suspension: If the Board is considering the expulsion of a suspended student from any school or the suspension of a student for the balance of the semester from continuation school, the Superintendent or designee may, in writing, extend the suspension until such time as the Board has made a decision, provided the following requirements are followed: (Education Code 48911)

The extension of the original period of suspension is preceded by notice of such extension with an offer to hold a conference concerning the extension, giving the student an opportunity to be heard

This conference may be held in conjunction with a meeting requested by the student or parent/guardian to challenge the original suspension.

The Superintendent or designee determines, following a meeting in which the student and the student's parent/guardian were invited to participate, that the student's presence at the school or at an alternative school would endanger persons or property or threaten to disrupt the instructional process

If the student involved is a foster youth or Indian child, the Superintendent or designee shall notify the district's educational liaison of the need to invite the foster youth's educational rights holder, attorney and county social worker, or the Indian child's tribal social worker or, if applicable, the county social worker, to attend the meeting (Education Code 48853.5, 48911, 48918.1)

If the student involved is a child or youth experiencing homelessness, the Superintendent or designee shall notify the district liaison for homeless students (Education Code 48918.1)

In lieu of or in addition to suspending a student, the Superintendent, principal, or designee may provide services or require the student to participate in an alternative disciplinary program designed to correct the behavior and keep the student in school
Suspension by the Board

The Board may suspend a student for any of the acts listed under "Grounds for Suspension and Expulsion: Grades K-12," and "Additional Grounds for Suspension and Expulsion: Grades 4-12," above and within the limits specified under "Suspension by Superintendent, Principal, or Designee," above. (Education Code 48912)

The Board may suspend a student enrolled in a continuation school or class for a period not longer than the remainder of the semester. The suspension shall meet the requirements of Education Code 48915. (Education Code 48912.5)

When the Board is considering a suspension, disciplinary action, or any other action (except expulsion) against any student, it shall hold a closed session if a public hearing would lead to disclosure of information that would violate a student's right to privacy under Education Code 49073-49079. (Education Code 35146, 48912)

The Board shall provide the student and parent/guardian with written notice of the closed session by registered or certified mail or personal service. Upon receiving this notice, the student or parent/guardian may request a public meeting, and this request shall be granted if made in writing within 48 hours after receipt of the Board's notice. However, any discussion that conflicts with any other student's right to privacy still shall be held in closed session. (Education Code 35146, 48912)

On-Campus Suspension

A student for whom an expulsion action has not been initiated and who poses no imminent danger or threat to the school, students, or staff may be assigned to on-campus suspension in a separate classroom, building, or site for the entire period of suspension. The following conditions shall apply: (Education Code 48911.1)
The on-campus suspension classroom shall be staffed in accordance with law

The student shall have access to appropriate counseling services

The on-campus suspension classroom shall promote completion of schoolwork and tests missed by the student during the suspension

The student shall be responsible for contacting the student's teacher(s) to receive assignments to be completed in the supervised suspension classroom and the teacher(s) shall provide all assignments and tests that the student will miss while suspended

If no such work is assigned, the person supervising the suspension classroom shall assign schoolwork.
At the time a student is assigned to an on-campus suspension classroom, the principal or designee shall notify the student's parent/guardian, or if the student is a foster youth, the foster youth's educational rights holder, attorney, and county social worker, or, if the student if an Indian child, the Indian child's tribal social worker and, if applicable, county social worker, in person, by email, or by telephone. When the assignment is for longer than one class period, this notification shall be made in writing. (Education Code 48911.1)

Superintendent or Principal's Authority to Recommend Expulsion

Unless the Superintendent or principal determines that expulsion should not be recommended under the circumstances or that an alternative means of correction would address the conduct, the Superintendent or principal shall recommend a student's expulsion for any of the following acts: (Education Code 48915)
Causing serious physical injury to another person, except in self-defense

Possession of any knife or other dangerous object of no reasonable use to the student

Unlawful possession of any controlled substance as listed in Health and Safety Code 11053-11059, except for:

The first offense for the possession of not more than one ounce of marijuana, other than concentrated cannabis

The student's possession of over-the-counter medication for use by the student for medical purposes

Medication prescribed for the student by a physician

Robbery or extortion

Assault or battery, as defined in Penal Code 240 and 242, upon any school employee
In determining whether to recommend the expulsion of a student, the Superintendent, principal, or designee shall act as quickly as possible to ensure that the student does not lose instructional time. (Education Code 48915)

Student's Right to Expulsion Hearing

Any student recommended for expulsion shall be entitled to a hearing to determine whether the student should be expelled. The hearing shall be held within 30 school days after the Superintendent, principal, or designee determines that the student has committed the act(s) that form the basis for the expulsion recommendation. (Education Code 48918(a))

The student is entitled to at least one postponement of an expulsion hearing for a period of not more than 30 calendar days. The request for postponement shall be in writing. Any subsequent postponement may be granted at the Board's discretion. (Education Code 48918(a))

If the Board finds it impractical during the regular school year to comply with these time requirements for conducting an expulsion hearing, the Superintendent or designee may, for good cause, extend the time period by an additional five school days. Reasons for the extension shall be included as a part of the record when the expulsion hearing is held. (Education Code 48918(a))

If the Board finds it impractical to comply with the time requirements of the expulsion hearing due to a summer recess of Board meetings of more than two weeks, the days during the recess shall not be counted as school days. The days not

counted during the recess may not exceed 20 school days, as defined in Education Code 48925. Unless the student requests in writing that the expulsion hearing be postponed, the hearing shall be held not later than 20 calendar days prior to the first day of the next school year. (Education Code 48918(a))

Once the hearing starts, all matters shall be pursued with reasonable diligence and concluded without unnecessary delay. (Education Code 48918(a))

Stipulated Expulsion

After a determination that a student has committed an offense for which the student may be expelled, the Superintendent, principal, or designee shall offer the student, the student's parent/guardian, or, when applicable, other person holding the right to make educational decisions for the student, the option to waive a hearing and stipulate to the expulsion or to a suspension of the expulsion under certain conditions. The offer shall be made only after written notice of the expulsion hearing pursuant to Education Code 48918 has been given.

The stipulation agreement shall be in writing and shall be signed by the student, the student's parent/guardian, or, when applicable, the person holding the right to make educational decisions for the student. The stipulation agreement shall include notice of all the rights that the student is waiving, including the waiving of the right to have a full hearing, to appeal the expulsion to the County Board of Education, and to consult legal counsel.

A stipulated expulsion agreed to by the student, the student's parent/guardian, or, when applicable, the person holding the right to make educational decisions for the student, shall be effective upon approval by the Board.

Rights of Complaining Witness

An expulsion hearing involving allegations of sexual assault or sexual battery may be postponed for one school day in order to accommodate the special physical, mental, or emotional needs of a student who is the complaining witness. (Education Code 48918.5)

Whenever the Superintendent or designee recommends an expulsion hearing that addresses allegations of sexual assault or sexual battery, the Superintendent or designee shall give the complaining witness a copy of the district's suspension and expulsion policy and regulation and shall advise the witness of the right to: (Education Code 48918.5)
Receive five days' notice of the scheduled testimony at the hearing

Have up to two adult support persons present at the hearing at the time the witness testifies

Have a closed hearing during the time the witness testifies
Whenever any allegation of sexual assault or sexual battery is made, the Superintendent or designee shall immediately advise complaining witnesses and accused students to refrain from personal or telephone contact with each other during the time when an expulsion process is pending. (Education Code 48918.5)

Written Notice of the Expulsion Hearing

Written notice of the expulsion hearing shall be forwarded to the student and the student's parent/guardian at least 10 calendar days before the date of the hearing. The notice shall include: (Education Code 48900.8, 48918(b))
The date and place of the hearing

A statement of the specific facts, charges, and offense upon which the proposed expulsion is based

A copy of district disciplinary rules which relate to the alleged violation

Notification of the student's or parent/guardian's obligation, pursuant to Education Code 48915.1, to provide information about the student's status in the district to any other district in which the student seeks enrollment

This obligation applies when a student is expelled for acts other than those described in Education Code 48915(a) or (c).

The opportunity for the student or the student's parent/guardian to appear in person or be represented by legal counsel or by a nonattorney adviser

Legal counsel means an attorney or lawyer who is admitted to the practice of law in California and is an active member of the State Bar of California.

Nonattorney adviser means an individual who is not an attorney or lawyer, but who is familiar with the facts of the case and has been selected by the student or student's parent/guardian to provide assistance at the hearing.

The right to inspect and obtain copies of all documents to be used at the hearing

The opportunity to confront and question all witnesses who testify at the hearing

The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf, including witnesses
Additional Notice of Expulsion Hearing for Foster Youth, Homeless Students, and Indian Children

If the student facing expulsion is a foster student or Indian child, the Superintendent or designee shall also send notice of the hearing to the foster youth's educational rights holder, attorney, and county social worker, or the Indian child's tribal social worker and, if applicable, county social worker, at least 10 calendar days prior to the hearing. (Education Code 48918.1)

If the student facing expulsion is a student experiencing homelessness, the Superintendent or designee shall also send notice of the hearing to the district liaison for homeless students at least 10 calendar days prior to the hearing. (Education Code 48918.1)

Any notice for these purposes may be provided by the most cost-effective method possible, including by email or a telephone call. (Education Code 48918.1)

Conduct of Expulsion Hearing

Closed Session: Notwithstanding Education Code 35145, the Board shall conduct a hearing to consider the expulsion of the student in a session closed to the public unless the student requests in writing at least five days prior to the hearing that the hearing be a public meeting. If such a request is made, the meeting shall be public to the extent that privacy rights of other students are not violated. (Education Code 48918)

Whether the expulsion hearing is held in closed or public session, the Board may meet in closed session to deliberate and determine whether the student should be expelled. If the Board admits any other person to this closed session, the parent/guardian, the student, and the counsel of the student also shall be allowed to attend the closed session. (Education Code 48918(c))

If a hearing that involves a charge of sexual assault or sexual battery is to be conducted in public, a complaining witness shall have the right to testify in closed session when testifying in public would threaten serious psychological harm to the witness and when there are no alternative procedures to avoid the threatened harm, including, but not limited to, a videotaped deposition or contemporaneous examination in another place communicated to the hearing room by closed-circuit television. (Education Code 48918(c)

Record of Hearing: A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made. (Education Code 48918(g))

Subpoenas: Before commencing a student expulsion hearing, the Board may issue subpoenas, at the request of either the student or the Superintendent or designee, for the personal appearance at the hearing of any person who actually witnessed the action that gave rise to the recommendation for expulsion. After the hearing has commenced, the Board or the hearing officer or administrative panel may issue such subpoenas at the request of the student or the County Superintendent of Schools or designee. All subpoenas shall be issued in accordance with Code of Civil Procedure 1985-1985.2 and enforced in accordance with Government Code 11455.20. (Education Code 48918(i))

Any objection raised by the student or the Superintendent or designee to the issuance of subpoenas may be considered by the Board in closed session, or in open session if so requested by the student, before the meeting. The Board's decision in response to such an objection shall be final and binding. (Education Code 48918(i))

If the Board determines, or if the hearing officer or administrative panel finds and submits to the Board, that a witness would be subject to unreasonable risk of harm by testifying at the hearing, a subpoena shall not be issued to compel the personal attendance of that witness at the hearing. However, that witness may be compelled to testify by means of a sworn declaration as described in Item #6 below. (Education Code 48918(i))

Presentation of Evidence: Technical rules of evidence shall not apply to the expulsion hearing, but relevant evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. The decision of the Board to expel shall be supported by substantial evidence that the student committed any of the acts pursuant to Education Code 48900 and listed in "Grounds for Suspension and Expulsion: Grades K-12," and "Additional Grounds for Suspension and Expulsion: Grades 4-12," above. (Education Code 48918(h))

Findings of fact shall be based solely on the evidence at the hearing. Although no finding shall be based solely on hearsay, sworn declarations may be admitted as testimony from witnesses whose disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm. (Education Code 48918(f))

In cases where a search of a student's person or property has occurred, evidence describing the reasonableness of the search shall be included in the hearing record.

Testimony by Complaining Witnesses: The following procedures shall be observed when a hearing involves allegations of sexual assault or sexual battery by a student: (Education Code 48918, 48918.5)

Any complaining witness shall be given five days' notice before being called to testify

Any complaining witness shall be entitled to have up to two adult support persons, including, but not limited to, a parent/guardian or legal counsel, present during the testimony

Before a complaining witness testifies, support persons shall be admonished that the hearing is confidential

The person presiding over the hearing may remove a support person who is disrupting the hearing

If one or both support persons are also witnesses, the hearing shall be conducted in accordance with Penal Code 868.5

Evidence of specific instances of prior sexual conduct of a complaining witness shall be presumed inadmissible and shall not be heard unless the person conducting the hearing determines that extraordinary circumstances require the evidence to be heard

Before such a determination is made, the complaining witness shall be given notice and an opportunity to oppose the introduction of this evidence. In the hearing on the admissibility of this evidence, the complaining witness shall be entitled to be represented by a parent/guardian, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of a complaining witness shall not be admissible for any purpose.

In order to facilitate a free and accurate statement of the experiences of the complaining witness and to prevent discouragement of complaints, the district shall provide a nonthreatening environment

The district shall provide a room separate from the hearing room for the use of the complaining witness before and during breaks in testimony

At the discretion of the person conducting the hearing, the complaining witness shall be allowed reasonable periods of relief from examination and cross-examination during which the complaining witness may leave the hearing room

The person conducting the hearing may:

Arrange the seating within the hearing room so as to facilitate a less intimidating environment for the complaining witness

Limit the time for taking the testimony of a complaining witness to normal school hours, if there is no good cause to take the testimony during other hours

(Permit one of the support persons to accompany the complaining witness to the witness stand

Decision: The Board's decision as to whether to expel a student shall be made within 40 school days after the student is removed from school, unless the student requests in writing that the decision be postponed. (Education Code 48918(a))
Alternative Expulsion Hearing: Hearing Officer or Administrative Panel

Instead of conducting an expulsion hearing itself, the Board may contract with the county hearing officer or with the Office of Administrative Hearings of the State of California for a hearing officer. The Board may also appoint an impartial administrative panel composed of three or more certificated personnel, none of whom shall be members of the Board or on the staff of the school in which the student is enrolled. (Education Code 48918)

A hearing conducted by the hearing officer or administrative panel shall conform to the same procedures applicable to a hearing conducted by the Board as specified above in "Conduct of Expulsion Hearing," including the requirement to issue a decision within 40 school days of the student's removal from school, unless the student requests that the decision be postponed. (Education Code 48918(a) and (d))

The hearing officer or administrative panel shall, within three school days after the hearing, determine whether to recommend expulsion of the student to the Board. If expulsion is not recommended, the expulsion proceeding shall be terminated and the student shall be immediately reinstated and permitted to return to the classroom instructional program from which the referral was made, unless another placement is requested in writing by the student's parent/guardian. Before the student's placement decision is made by the student's parent/guardian, the Superintendent or designee shall consult with the parent/guardian and district staff, including the student's teachers, regarding other placement options for the student in addition to the option to return to the classroom instructional program from which the student's expulsion referral was made. The decision to not recommend expulsion shall be final. (Education Code 48918(e))

If expulsion is recommended, findings of fact in support of the recommendation shall be prepared and submitted to the Board. All findings of fact and recommendations shall be based solely on the evidence presented at the hearing. The

Board may accept the recommendation based either upon a review of the findings of fact and recommendations submitted or upon the results of any supplementary hearing the Board may order. (Education Code 48918(f))

In accordance with Board policy, the hearing officer or administrative panel may recommend that the Board suspend the enforcement of the expulsion. If the hearing officer or administrative panel recommends that the Board expel a student but suspend the enforcement of the expulsion, the student shall not be reinstated and permitted to return to the classroom instructional program from which the referral was made until the Board has ruled on the recommendation. (Education Code 48917, 48918)

Final Action by the Board

Whether the expulsion hearing is conducted in closed or open session by the Board, a hearing officer, or an administrative panel or is waived through the signing of a stipulated expulsion agreement, the final action to expel shall be taken by the Board in public. (Education Code 48918(j))

The Board's decision is final. If the decision is to not expel, the student shall be reinstated immediately. If the decision is to suspend the enforcement of the expulsion, the student shall be reinstated under the conditions of the suspended expulsion.

Upon ordering an expulsion, the Board shall set a date when the student shall be reviewed for readmission to a school within the district. For a student expelled for any "mandatory recommendation and mandatory expulsion" act listed in "Authority to Expel" in the accompanying Board policy, this date shall be one year from the date the expulsion occurred, except that the Board may set an earlier date on a case-by-case basis. For a student expelled for other acts, this date shall be no later than the last day of the semester following the semester in which the expulsion occurred. If an expulsion is ordered during summer session or the intersession period of a year-round program, the Board shall set a date when the student shall be reviewed for readmission not later than the last day of the semester following the summer session or intersession period in which the expulsion occurred. (Education Code 48916)

At the time of the expulsion order, the Board shall recommend a plan for the student's rehabilitation, which may include: (Education Code 48916)
Periodic review, as well as assessment at the time of review, for readmission

Recommendations for improved academic performance, tutoring, special education assessments, job training, counseling, employment, community service, or other rehabilitative programs
With parent/guardian consent, students who have been expelled for reasons relating to controlled substances or alcohol may be required to enroll in a county-sponsored drug rehabilitation program before returning to school. (Education Code 48916.5)

Written Notice to Expel

The Superintendent or designee shall send written notice of the decision to expel to the student or parent/guardian. This notice shall include the following:
The specific offense committed by the student for any of the causes for suspension or expulsion listed above under "Grounds for Suspension and Expulsion: Grades K-12" or "Additional Grounds for Suspension and Expulsion: Grades 4-12" (Education Code 48900.8)

The fact that a description of readmission procedures will be made available to the student and parent/guardian (Education Code 48916)

Notice of the right to appeal the expulsion to the County Board (Education Code 48918)

Notice of the alternative educational placement to be provided to the student during the time of expulsion (Education Code 48918)

Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the expelling district, pursuant to Education Code 48915.1 (Education Code 48918)
Decision to Suspend Expulsion Order

In accordance with Board policy, when deciding whether to suspend the enforcement of an expulsion order, the Board shall take into account the following criteria:
The student's pattern of behavior

The seriousness of the misconduct

The student's attitude toward the misconduct and willingness to follow a rehabilitation program
The suspension of the enforcement of an expulsion shall be governed by the following:
The Board may, as a condition of the suspension of enforcement, assign the student to a school, class, or program appropriate for the student's rehabilitation

This rehabilitation program may provide for the involvement of the student's parent/guardian in the student's education. However, a parent/guardian's refusal to participate in the rehabilitation program shall not be considered in the Board's determination as to whether the student has satisfactorily completed the rehabilitation program. (Education Code 48917)

During the period when enforcement of the expulsion order is suspended, the student shall be on probationary status (Education Code 48917)

The suspension of the enforcement of an expulsion order may be revoked by the Board if the student commits any of the acts listed under "Grounds for Suspension and Expulsion: Grades K-12" or "Additional Grounds for Suspension and Expulsion: Grades 4-12" above, or violates any of the district's rules and regulations governing student conduct (Education Code 48917)

When the suspension of enforcement of an expulsion order is revoked, a student may be expelled under the terms of the original expulsion order (Education Code 48917)

Upon satisfactory completion of the rehabilitation assignment, the Board shall reinstate the student in a district school

Upon reinstatement, the Board may order the expunging of any or all records of the expulsion proceedings. (Education Code 48917)

The Superintendent or designee shall send written notice of any decision to suspend the enforcement of an expulsion order during a period of probation to the student or parent/guardian

The notice shall inform the parent/guardian of the right to appeal the expulsion to the County Board, the alternative educational placement to be provided to the student during the period of expulsion, and the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the expelling district, pursuant to Education Code 48915.1(b). (Education Code 48918(j))

Suspension of the enforcement of an expulsion order shall not affect the time period and requirements for the filing of an appeal of the expulsion order with the County Board (Education Code 48917)
Appeal

If a student is expelled from school, the student or parent/guardian is entitled to file an appeal of the Board's decision with the County Board. The appeal must be filed within 30 days of the Board's decision to expel, even if the expulsion order is suspended and the student is placed on probation. (Education Code 48919)

If the student submits a written request for a copy of the written transcripts and supporting documents from the district simultaneously with the filing of the notice of appeal with the County Board, the district shall provide the student with these documents within 10 school days following the student's written request. (Education Code 48919)

Notification to Law Enforcement Authorities

Prior to the suspension or expulsion of any student, the principal or designee shall notify appropriate city or county law enforcement authorities of any student acts of assault which may have violated Penal Code 245. (Education Code 48902)

The principal or designee shall notify appropriate city or county law enforcement authorities of any student acts which may involve the possession or sale of narcotics or of a controlled substance, or of any student acts involving the possession, sale, or furnishing of firearms, explosives, or other dangerous weapons in violation of Education Code 48915(c)(1) or (5) or Penal Code 626.9 and 626.10. (Education Code 48902)

Within one school day after a student's suspension or expulsion, the principal or designee shall notify appropriate county or district law enforcement authorities, by telephone or other appropriate means, of any student acts which may violate Education Code 48900(c) or (d), relating to the possession, use, offering, or sale of controlled substances, alcohol, or intoxicants of any kind. (Education Code 48902)

Placement During Expulsion

The Board shall refer expelled students to a program of study that is: (Education Code 48915, 48915.01)
Appropriately prepared to accommodate students who exhibit discipline problems

Not provided at a comprehensive middle, junior, or senior high school or at any elementary school, unless the program is offered at a community day school established at any of these

Not housed at the school site attended by the student at the time of suspension
When the placement described above is not available and when the County Superintendent so certifies, students expelled for only acts described in Items #6-12 under "Grounds for Suspension and Expulsion: Grades K-12" and Items #1-3 under "Additional Grounds for Suspension and Expulsion: Grades 4-12" above may be referred to a program of study that is provided at another comprehensive middle, junior, or senior high school or at an elementary school. (Education Code 48915)

The program for a student expelled from any of grades K-6 shall not be combined or merged with programs offered to students in any of grades 7-12. (Education Code 48916.1)

Readmission After Expulsion

Prior to the date set by the Board for the student's readmission:
The Superintendent or designee shall hold a conference with the student's parent/guardian, or other person holding the right to make educational decisions for the student, and the student

At the conference, the student's rehabilitation plan shall be reviewed and the Superintendent or designee shall verify that the provisions of this plan have been met. School regulations shall be reviewed and the student and the student's parent/guardian or other person holding the right to make educational decisions for the student shall be asked to indicate in writing their willingness to comply with these regulations.

The Superintendent or designee shall transmit to the Board a recommendation regarding readmission

The Board shall consider this recommendation in closed session. If a written request for open session is received from the student's parent/guardian or other person holding the right to make educational decisions for the student, or adult student, it shall be honored to the extent that privacy rights of other students are not violated.

If the readmission is granted, the Superintendent or designee shall notify the student and the student's parent/guardian, or other person holding the right to make educational decisions for the student, by registered mail, of the Board's decision regarding readmission

The Board may deny readmission only if it finds that the student has not satisfied the conditions of the rehabilitation plan or that the student continues to pose a danger to campus safety or to other district students or employees (Education Code 48916)

If the Board denies the readmission of a student, the Board shall determine either to continue the student's placement in the alternative educational program initially selected or to place the student in another program that serves expelled students, including placement in a county community school

The Board shall provide written notice to the expelled student and the student's parent/guardian, or other person holding the right to make educational decisions for the student, describing the reasons for denying readmittance into the regular program

This notice shall indicate the Board's determination of the educational program which the Board has chosen. The student shall enroll in that program unless the parent/guardian chooses to enroll the student in another school district. No student shall be denied readmission into the district based solely on the student's arrest, adjudication by a juvenile court, formal or informal supervision by a probation officer, detention in a juvenile facility, enrollment in a juvenile court school, or other such contact with the juvenile justice system. (Education Code 48645.5)

Maintenance of Records

The district shall maintain a record of each suspension and expulsion, including its specific cause(s). (Education Code 48900.8)

Expulsion records of any student shall be maintained in the student's mandatory interim record and sent to any school in which the student subsequently enrolls upon written request by that school. (Education Code 48918(k))

The Superintendent or designee shall, within five working days, honor any other district's request for information about an expulsion from this district. (Education Code 48915.1)

Notify Teacher of Dangerous Students

BP 4158

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An employee may use reasonable and necessary force for self-defense or defense of another person, to quell a disturbance threatening physical injury to others or damage to property, or to obtain possession of weapons or other dangerous objects within the control of a student. (Education Code 44807, 49001)

An employee shall promptly report to the principal or other immediate supervisor any attack, assault, or physical threat made against the employee by a student or by any other individual in relation to the performance of the employee's duties, and any action the employee took in response.

Additionally, the employee and the principal or other immediate supervisor shall promptly report to local law enforcement authorities an attack, assault, or physical threat made against the employee by a student. Reports of an attack, assault, or physical threat shall be forwarded immediately to the Superintendent or designee. (Education Code 44014)

Notice Regarding Student Offenses

When a student commits certain offenses that may endanger staff or others, the following procedures shall be implemented to notify staff members as appropriate:
Acts That Are Grounds for Suspension or Expulsion

The Superintendent or designee shall inform the teacher(s) of each student who, during the previous three school years, has engaged in or is reasonably suspected to have engaged in any act, except the possession or use of tobacco products, that would constitute a ground for suspension or expulsion as specified in Administrative Regulation 5144.1 - Suspension and Expulsion/Due Process (Education Code 49079)

This information shall be based upon district records maintained in the ordinary course of business or records received from a law enforcement agency. (Education Code 49079)

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

Information received by teacher(s) shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher (Education Code 48201, 49079)

Offenses Reported to the District by a Court

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

The principal or designee shall expeditiously disseminate this information to any counselor who directly supervises or reports on the student's behavior or progress and to any teacher or administrator directly supervising or reporting on the student's behavior or progress whom the principal or designee thinks may need the information in order to work

with the student appropriately, to avoid being needlessly vulnerable, or to protect others from vulnerability (Welfare and Institutions Code 827)

Any court-initiated information that a teacher, counselor, or administrator receives shall be kept confidential and used only to rehabilitate the student and protect other students and staff (Welfare and Institutions Code 827)

The information shall be further disseminated only when communication with the student, parent/guardian, law enforcement staff, and probation officer is necessary to rehabilitate the student or to protect students and staff. (Welfare and Institutions Code 827)

When a student is removed from school as a result of an offense, the Superintendent shall hold the court's information in a separate confidential file until the student is returned to the district (Welfare and Institutions Code 827)

If the student is returned to a different district, the Superintendent shall transmit the information provided by the student's parole or probation officer to the superintendent of the new district of attendance. (Welfare and Institutions Code 827)

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

Accommodations for Victims of Domestic Violence, Sexual Assault, Stalking, or Other Qualifying Acts of Violence

When requested by an employee who is a victim of domestic violence, sexual assault, stalking, or other qualifying acts of violence, the district shall provide the employee reasonable accommodations which may include the implementation of safety measures, including, but not limited to: (Government Code 12945.8)
A transfer, reassignment, or modified schedule

A changed work telephone or work station, including the permission to carry a telephone at work

An installed lock

Assistance in documenting domestic violence, sexual assault, stalking, or other qualifying act of violence that occurs in the workplace

Referral to a victim assistance organization

Another safety procedure or adjustment to a job structure, workplace facility, or work requirement in response to domestic violence, sexual assault, stalking, or other qualifying act of violence
The Superintendent or designee shall engage in a timely, good faith, and interactive process with the employee to determine effective reasonable accommodations that do not pose an undue hardship on the district. In determining whether an accommodation is reasonable, the Superintendent or designee shall consider any exigent circumstance or danger facing the employee or their family member. (Government Code 12945.8)

Upon the request of the Superintendent or designee, an employee requesting a reasonable accommodation shall provide a written statement, signed by the employee or an individual acting on the employee's behalf, certifying that the accommodation is for an authorized purpose. The Superintendent or designee may also request that the employee provide certification of the employee's status as a victim of domestic violence, sexual assault, stalking, or other qualifying act of violence. Such certification may include: (Government Code 12945.8)
A police report indicating that the employee, or a family member of the employee, was a victim

A court order protecting or separating the employee, or family member of the employee, from the perpetrator of the crime or abuse, or other evidence from the court or prosecuting attorney that the employee has appeared in court

Documentation from a licensed medical professional or health care provider, domestic violence or sexual assault counselor, victim advocate, or counselor that the employee, or family member of the employee, was undergoing treatment or receiving services for physical or mental injuries or abuse resulting in victimization from the crime or abuse

Any other form of documentation that reasonably verifies that the crime or abuse occurred, including, but not limited to, a written statement signed by the employee or by an individual acting on the employee's behalf
Any verbal or written statement, police or court record, or other documentation identifying an employee, or a family member of the employee, as a victim shall be confidential and shall not be disclosed by the district except as required by federal or state law or as necessary to protect the employee's safety in the workplace. The employee shall be notified before any authorized disclosure. (Government Code 12945.8)

Every six months after the date of the certification, the Superintendent or designee may request recertification of the employee's status as a victim of domestic violence, sexual assault, stalking, other specified offense, or ongoing circumstances related to the crime or abuse. The employee shall notify the Superintendent or designee if, due to changing circumstances, the employee needs a new accommodation or no longer needs an accommodation. If a new accommodation is needed, the Superintendent or designee shall follow the procedures described above when making the initial determination regarding effective reasonable accommodations. (Government Code 12945.8)

The district shall not discharge or retaliate against an employee because of the employee's status as a victim of crime or abuse or for requesting a reasonable accommodation, regardless of whether the request was granted. (Government Code 12945.8)

Nondiscrimination/Harassment and Hate Crime Reporting– BP/AR BP 5145.3

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The Governing Board desires to provide a welcoming, safe, and supportive school environment that allows all students equal access to and opportunities in the district's academic, extracurricular, and other educational support programs, services, and activities.

This policy shall apply to all acts constituting unlawful discrimination or harassment related to district activity or attendance, to acts which occur off campus or outside of district-related or district-sponsored activities but which may have an impact or create a hostile environment at school, and to all acts of the Board and the Superintendent in enacting policies and procedures that govern the district.

The Board prohibits, at any district school or activity, unlawful discrimination, including discriminatory harassment, intimidation, and bullying, against an individual or group based on one, or a combination of two or more, protected characteristics, which include, but may not be limited to, race or ethnicity; ancestry; color; ethnic group identification; nationality; national origin; immigration status; sex; sexual orientation; sex stereotypes; gender; gender identity; gender expression; religion; disability; medical condition; genetic information; pregnancy, false pregnancy, childbirth, termination of pregnancy, or related conditions or recovery; and parental, marital, and family status; a perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics. (Education Code 200, 210.1, 210.2, 212, 212.1, 220, 221.51, 230, 260; Government Code 11135, 12926; 20 USC 1681-1688, 42 USC 2000d-2000d-7)

Unlawful discrimination, including discriminatory harassment, intimidation, or bullying, may result from physical, verbal, nonverbal, or written conduct based on any of the categories listed above. Unlawful discrimination also occurs when prohibited conduct is so severe, persistent, or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; has the effect of substantially or unreasonably interfering with a student's academic performance; or otherwise adversely affects a student's educational opportunities.

Unlawful discrimination also includes disparate treatment of students based on one of the categories above with respect to the provision of opportunities to participate in district programs or activities or the provision or receipt of educational benefits or services.

Because unlawful discrimination could occur when disciplining students, including suspension and expulsion, the Superintendent or designee shall ensure that staff enforce discipline rules fairly, consistently and in a non-discriminatory manner, as specified in Board Policy and Administrative Regulation 5144 - Discipline, Board Policy and Administrative Regulation 5144.1 - Suspension and Expulsion/Due Process, and Administrative Regulation 5144.2 - Suspension and Expulsion/Due Process (Students With Disabilities).

The Board also prohibits any form of retaliation against any individual who reports or participates in the reporting of unlawful discrimination, files or participates in the filing of a complaint, or investigates, participates, or refuses to participate in the investigation of a complaint or report alleging unlawful discrimination. Retaliation complaints shall be investigated and resolved in the same manner as a discrimination complaint.

The Superintendent or designee shall facilitate students' access to the educational program by publicizing the district's nondiscrimination policy and related complaint procedures to students, parents/guardians, and employees. In addition,

the Superintendent or designee shall post the district's policies prohibiting discrimination, harassment, intimidation, and bullying and other required information on the district's website in a manner that is easily accessible to parents/guardians and students, in accordance with law and the accompanying administrative regulation. (Education Code 234.1, 234.6; 34 CFR 106.8)

The Superintendent or designee shall provide training and/or information on the scope and use of the policy and complaint procedures and take other measures designed to increase understanding of the requirements of law related to discrimination. The Superintendent or designee shall regularly review the implementation of the district's nondiscrimination policies and practices and, as necessary, shall take action to remove any identified barrier to student access to or participation in the district's educational program. The Superintendent or designee shall report the findings and recommendations to the Board after each review.

Regardless of whether a complainant complies with the writing, timeline, and/or other formal filing requirements, all complaints alleging unlawful discrimination, including discriminatory harassment, intimidation, or bullying, shall be investigated and prompt action taken to stop the discrimination, prevent recurrence, and address any continuing effect on students.

Students who engage in unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, in violation of law, Board policy, or administrative regulation shall be subject to appropriate consequence or discipline, which may include suspension or expulsion when the behavior is severe or pervasive as defined in Education Code 48900.4. Any employee who permits or engages in prohibited discrimination related to a district activity, attendance, or district-related or district-sponsored activity, including discriminatory harassment, intimidation, retaliation, or bullying, shall be subject to disciplinary action, up to and including dismissal.

When a student has been suspended, or other means of correction have been implemented against the student for an incident of racist bullying, harassment, or intimidation, the principal or designee may engage both the victim and perpetrator in a restorative justice practice suitable to the needs of the students. The principal or designee may also require the perpetrator to engage in a culturally sensitive program that promotes racial justice and equity and combats racism and ignorance and regularly check on the victim to ensure that the victim is not in danger of suffering from any long-lasting mental health issues. (Education Code 48900.5)

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

Complaints alleging unlawful discrimination in district programs and activities shall be investigated and resolved in accordance with Board Policy 1312.3 - Uniform Complaint Procedures, when required by law. However, complaints alleging sexual harassment under Title IX shall be investigated and resolved in accordance with the procedures specified in Administrative Regulation 5145.71 - Title IX Sexual Harassment Complaint Procedures.

Record-Keeping

The Superintendent or designee shall maintain a record of all reported cases of unlawful discrimination, including discriminatory harassment, intimidation, or bullying, to enable the district to monitor, address, and prevent repetitive prohibited behavior in district schools.

A/R

Original Adopted Date: 10/22/2018 | Last Revised Date: 10/09/2025 | Last Reviewed Date: 10/09/2025Status: ADOPTED

The district designates the individual(s) identified below as the Compliance Officer(s). The employee(s) is responsible for coordinating the district's efforts to comply with applicable state and federal civil rights laws and to answer inquiries regarding the district's nondiscrimination policies. The individual(s) shall also serve as the Compliance Officer(s) specified in Administrative Regulation 1312.3 - Uniform Complaint Procedures as the responsible employee to handle complaints alleging unlawful discrimination of a student, and the Title IX Coordinator specified in Administrative Regulation 5145.7 - Sexual Harassment as the responsible employee to handle complaints alleging unlawful sexual harassment, as permitted by law. The Compliance Officer(s) may be contacted at: (Education Code 234.1; 5 CCR 4621)

Assistant Superintendent of Educational Services
2100 J Street
Eureka, CA 95501
Tel: 707-441-3363

Measures to Prevent Discrimination

To prevent unlawful discrimination, including discriminatory harassment, intimidation, retaliation, and bullying, of students at district schools or activities and to ensure equal access of all students to the educational program, the Superintendent or designee shall implement the following measures:

Publicize the district's nondiscrimination policy and related complaint procedures, including the Compliance Officer's contact information, to students, parents/guardians, employees, volunteers, and the general public by posting them in prominent locations and providing easy access to them through district-supported communications

Post the district's policies and procedures prohibiting discrimination, harassment, student sexual harassment, intimidation, bullying, and cyberbullying, including a section on social media bullying that includes all of the references described in Education Code 234.6 as possible forums for social media, in a prominent location on the district's website in a manner that is easily accessible to parents/guardians and students (Education Code 234.1, 234.6)

Post the definition of sex discrimination and harassment as described in Education Code 230, including the rights set forth in Education Code 221.8, in a prominent location on the district's website in a manner that is easily accessible to parents/guardians and students (Education Code 234.6)

Post in a prominent location on the district website in a manner that is easily accessible to parents/guardians and students information regarding Title IX prohibitions against discrimination based on a student's sex, including the following: (Education Code 221.6, 221.61, 234.6)

The name and contact information of the district's Title IX Coordinator, including the phone number and email address

The rights of students and the public and the responsibilities of the district under Title IX, including a list of rights as specified in Education Code 221.8 and web links to information about those rights and responsibilities located on the websites of the Office for Equal Opportunity and the U.S. Department of Education's Office for Civil Rights (OCR)

A description of how to file a complaint of noncompliance under Title IX, which shall include:

An explanation of the statute of limitations within which a complaint must be filed after an alleged incident of discrimination has occurred and how a complaint may be filed beyond the statute of limitations

An explanation of how the complaint will be investigated and how the complainant may further pursue the complaint, including web links to this information on OCR's website

A web link to the OCR complaints form and the contact information for the office, including the phone number and email address for the office

A link to the Title IX information included on the California Department of Education's (CDE) website

Post CDE's standardized incident form to track racial discrimination, harassment, or hazing that occurs at high school sporting games or events, including information on how to submit a completed incident form to the district (Education Code 33353)

Post a link to statewide CDE-compiled resources, including community-based organizations, that provide support to youth who have been subjected to school-based discrimination, harassment, intimidation, or bullying and to their families (Education Code 234.5. 234.6)

Such resources shall be posted in a prominent location on the district's website in a manner that is easily accessible to parents/guardians and students. (Education Code 234.6)

Provide to students a handbook that contains age-appropriate information that clearly describes the district's nondiscrimination policy, procedures for filing a complaint, and resources available to students who feel that they have been the victim of any such behavior

Annually notify all students and parents/guardians of the district's nondiscrimination policy, including its responsibility to provide a safe, nondiscriminatory school environment for all students

The notice shall inform students and parents/guardians that they may request to meet with the Compliance Officer to determine how best to accommodate or resolve concerns that may arise from the district's implementation of its nondiscrimination policies. The notice shall also inform all students and parents/guardians that, to the extent possible, the district will address any individual student's interests and concerns in private.

Ensure that students and parents/guardians, including those with limited English proficiency, are notified of how to access the relevant information provided in the district's nondiscrimination policy and related complaint procedures, notices, and forms in a language they can understand

If 15 percent or more of students enrolled in a particular district school speak a single primary language other than English, the district's policy, regulation, forms, and notices concerning nondiscrimination shall be translated into that language in accordance with Education Code 234.1 and 48985. In all other instances, the district shall ensure meaningful access to all relevant information for parents/guardians with limited English proficiency.

Provide to students, employees, volunteers, and parents/guardians age-appropriate training and/or information regarding the district's nondiscrimination policy; what constitutes prohibited discrimination, including discriminatory harassment, intimidation, retaliation, or bullying; how and to whom a report of an incident should be made; and how to guard against segregating or stereotyping students when providing instruction, guidance, supervision, or other services to them

Such training and information shall include details of guidelines the district may use to provide a discrimination-free environment for all district students.

Provide to certificated employees serving students in grades 7-12 information on existing school and community resources related to the support of lesbian, gay, bisexual, transgender, queer, and questioning (LGBTQ+) students, or related to the support of students who may face bias or bullying on the basis of any of the actual or perceived characteristics in Penal Code 422.55, including immigration status; Education Code 220; and disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation; or association with a person or group with one or more of these actual or perceived characteristics (Education Code 234.1)

For the 2025-2026 school year through the 2029-2030 school year, provide annually to certificated employees serving students in grades 7-12 at least one hour of training to support LGBTQ+ cultural competency in accordance with Education Code 218.3

At the beginning of each school year, inform school employees that any employee who witnesses any act of unlawful discrimination, including discriminatory harassment, intimidation, or bullying, against a student is required to intervene if it is safe to do so (Education Code 234.1)

At the beginning of each school year, inform each principal or designee of the district's responsibility to provide appropriate assistance or resources to protect students from threatened or potentially discriminatory behavior and ensure their privacy rights

Process for Initiating and Responding to Complaints

Students who feel that they have been subjected to unlawful discrimination described above or in district policy are strongly encouraged to immediately contact the Compliance Officer, Title IX Coordinator, principal, or any other staff member. In addition, students who observe any such incident are strongly encouraged to report the incident to the Compliance Officer, Title IX Coordinator, or principal, regardless of whether the alleged victim files a complaint.

Any district employee who observes an incident of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, or to whom such an incident is reported, shall report the incident to the Compliance Officer, Title IX Coordinator, or principal within one workday, regardless of whether the alleged victim files a complaint.

Any school employee who witnesses an incident of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, shall immediately intervene to stop the incident when it is safe to do so. (Education Code 234.1)

When a report of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, is made to or received by the principal, Compliance Officer, or Title IX Coordinator, the principal, Compliance Officer, or Title IX Coordinator shall notify the student or parent/guardian of the right to file a formal complaint in accordance with Administrative Regulation 1312.3 - Uniform Complaint Procedures or, for complaints of sexual harassment that meet the federal Title IX definition, Administrative Regulation 5145.71 - Title IX Sexual Harassment Complaint Procedures. Once notified verbally or in writing, the Compliance Officer or Title IX Coordinator shall begin the investigation and shall implement immediate measures necessary to stop the discrimination and ensure that all students have access to the educational program and a safe school environment. Any interim measures adopted to address unlawful discrimination

shall, to the extent possible, not disadvantage the complainant or a student who is the victim of the alleged unlawful discrimination.

Any report or complaint alleging unlawful discrimination by the principal, Compliance Officer, Title IX Coordinator, or any other person to whom a report would ordinarily be made or complaint filed shall instead be made to or filed with the Superintendent or designee who shall determine how the complaint will be investigated.

Support for Intersex, Nonbinary, Transgender and Gender-Nonconforming Students

Gender refers to a student's sex, and includes a student's gender identity and gender expression. (Education Code 210.7)

Gender identity refers to a student's gender-related identity, appearance, or behavior as determined from the student's internal sense, regardless of whether that gender-related identity, appearance, or behavior is different from that traditionally associated with the student's physiology or assigned sex at birth.

Gender expression refers to a student's gender-related appearance and behavior, regardless of whether stereotypically associated with the student's assigned sex at birth. (Education Code 210.7)

Gender transition refers to the process in which a student changes from living and identifying as the sex assigned to the student at birth to living and identifying as the sex that corresponds to the student's gender identity.

Gender-nonconforming refers to when a student's gender expression differs from stereotypical expectations.

Intersex refers to when a student has natural bodily variations in anatomy, hormones, chromosomes, and other traits that differ from expectations generally associated with female and male bodies.

Nonbinary refers to when a student's gender identity falls outside of the traditional conception of strictly either female or male, regardless of whether the student identifies as transgender, was born with intersex traits, uses gender-neutral pronouns, or uses agender, genderqueer, pangender, gender nonconforming, gender variant, or such other more specific term to describe their gender.

Sex refers to the biological condition of being a female or male human being. (5 CCR 4910)

Transgender refers to when a student's gender identity is different from the sex assigned at birth.

The district shall ensure that all students, regardless of sex, gender, gender identity or gender expression, are afforded the same rights, benefits, and protections provided to students by law and Board policy. To do so, the Superintendent or designee shall address each situation that arises on a case-by-case basis and in accordance with the following guidelines:

Acceptance of a Student's Gender Identity: The district shall accept the student's assertion of the student's gender identity and treat the student consistent with that gender identity unless district personnel present a credible and supportable basis for believing that the student's assertion is for an improper purpose

Use of Names and Pronouns: Upon request by a student, district personnel shall address the student by the requested name and pronoun(s), without the necessity of a court order or a change to the student's mandatory permanent student record

Inadvertent slips or honest mistakes by district personnel in the use of the student's name and/or pronouns may not constitute a violation of this administrative regulation or the accompanying Board policy.

Accessibility to Sex-Segregated Facilities, Programs, and Activities: When the district maintains sex-segregated facilities, such as restrooms and locker rooms, or offers sex-segregated programs and activities, such as physical education classes, intermural sports, and interscholastic athletic programs, students shall be permitted to access facilities and participate in programs and activities consistent with their gender identity

Additionally, a student shall be permitted to participate in accordance with the student's gender identity in other circumstances where students are separated by sex, such as for class discussions, yearbook pictures, and field trips.

To address any student's privacy concerns in using sex-segregated facilities, the district shall consider offering a gender-neutral or single-use restroom or changing area, a bathroom stall with a door, an area in the locker room separated by a curtain or screen, or use of the locker room before or after the other students. However, in no case shall the district require a student to utilize these options because of the student's sex, gender, gender identify, or gender expression. A student's right to participate in a sex-segregated activity in accordance with the student's gender identity shall not render invalid or inapplicable any other eligibility rule established for participation in the activity.

Beginning July 1, 2026, each school shall provide and maintain at least one all-gender restroom for student use that meets the requirements of Education Code 35292.5.

Adherence to Uniforms/Dress Code: A student has the right to dress in a manner consistent with the student's gender identity, subject to any dress code adopted on a school site, which may not discriminate on the basis of sex, gender, gender identity or gender expression

Equal Access to Educational Programs and Activities: Upon request by a student based on the student's gender identity or gender expression, the Compliance Officer shall identify and develop strategies for ensuring that the student's access to educational programs and activities is maintained

The Compliance Officer shall consider the rights of all students and how those rights may affect and be affected by the rights of other students. Additionally, the Compliance Officer shall identify specific school site employee(s) to whom the student may report any problem related to the student's sex, gender, gender identity, or gender expression so that prompt action can be taken to address it. Alternatively, if appropriate and desired by the student, the school may form a support team for the student that will meet periodically to assess whether the arrangements for the student are providing equal access to programs and activities.

Right to privacy: A student's sex, gender, gender identity, and gender status is private information

The district may only disclose such information to others when the disclosure is permitted by law, with the student's prior written consent, or when the district has compelling evidence that disclosure is necessary to preserve the student's physical or mental well-being. (Education Code 220.3, 220.5; 34 CFR 99.31, 99.36)

Student Records: A student's sex and legal name shall be maintained as part of a student's mandatory permanent student record as specified in 5 CCR 432 and shall only be changed with proper documentation (Education Code 49061-49072)

When a request to change a student's gender or name is submitted without proper documentation, any change to the student's gender or name shall be applied only to documents not included in the mandatory permanent student record such as attendance sheets, report cards, and school identification.

The Superintendent or designee shall follow this guideline such that it does not change or alter the obligations of the district to maintain student records in accordance with Board Policy/Administrative Regulation 5125 - Student Records, and to ensure access to such records in accordance with Board Policy/Administrative Regulation 1340 - Access to District Records.
The district prohibits any act of verbal, nonverbal, or physical aggression, intimidation, or hostility, including any such act based on sex, gender, gender identity, or gender expression, or that have the purpose or effect of producing a negative impact on the student's academic performance or of creating an intimidating, hostile, or offensive educational environment, regardless of whether the acts are sexual in nature, including, but not limited to:
Refusing to address or refer to a student in a manner consistent with the student's gender identity

Disciplining a student or excluding the student from participating in activities, for behavior or appearance that is consistent with the student's gender identity or that does not conform to stereotypical notions of masculinity or femininity

Blocking, prohibiting, or restricting a student's entry to the restroom that corresponds to the student's gender identity

Disclosing student records that reveal a student's gender identity to individuals who do not have a legitimate need for the information except as permitted by law

Verbally or physically assaulting a student because of the student's sex, gender, gender identity, or gender expression, including, but not limited to, causing, attempting to cause, threatening to cause, or participating in an act of hate violence on the basis of sex, gender, gender identity, or gender expression

Sexual Harassment – BP/AR 5145.7

Original Adopted Date: 03/09/2017 | Last Revised Date: 10/09/2025 | Last Reviewed Date: 10/09/2025Status: ADOPTED

The district does not discriminate on the basis of sex in any of its programs or activities and complies with Title IX of the Education Amendments of 1972 and its implementing regulations.

The Governing Board is committed to maintaining a welcoming, safe, and supportive school environment that is free from discrimination and harassment. The Board prohibits at district or at district-sponsored or district-related activities, sexual harassment, as defined in the accompanying administrative regulation, targeted at any student.

Additionally, the Board prohibits retaliatory behavior or action against any person who reports, files a complaint, testifies about, assists with, or otherwise supports a complainant in alleging sexual harassment, or otherwise participates or refuses to participate in the complaint process established for the purpose of this policy. (Education Code 220.1, 221.8; 34 CFR 106.71)

The district strongly encourages students who feel that they are being or have experienced sexual harassment on district grounds or at a district-sponsored or district-related activity, or off-campus when the conduct has a continuing effect on campus, to immediately contact their teacher, the principal, the district's Title IX Coordinator, or any other available school employee.

Any employee who receives a report or observes an incident of sexual harassment by or against a student in a district education program or activity shall report the incident to the Title IX Coordinator within one workday.

Once notified, the Title IX Coordinator shall ensure that the complaint alleging sexual harassment is addressed through Administrative Regulation 5145.71 - Title IX Sexual Harassment Complaint Procedures or Board Policy/Administrative Regulation 1312.3 - Uniform Complaint Procedures, as applicable. Additionally, the Title IX Coordinator shall ensure that any implementation of Administrative Regulation 5145.71 - Title IX Sexual Harassment Complaint Procedures concurrently meets the requirements of Board Policy/Administrative Regulation 1312.3 - Uniform Complaint Procedures.

The Title IX Coordinator shall offer and coordinate supportive measures to the complainant and respondent, as deemed appropriate under the circumstances.

The Superintendent or designee shall inform students and parents/guardians of this policy in the manner specified in the accompanying administrative regulation.

The Superintendent or designee shall ensure that all district staff are trained regarding this policy, and that employees required to receive training related to their duties under Title IX receive training as specified in Administrative Regulation 4119.11/4219.11/4319.11 - Sexual Harassment. (Government Code 12950.1; 2 CCR 11023, 11024; 34 CFR 106.45)

Instruction/Information

The Superintendent or designee shall ensure that all district students receive age-appropriate information on sexual harassment. Such instruction and information shall include:
What acts and behavior constitute sexual harassment, including the fact that sexual harassment could occur between people of the same sex and could involve sexual violence

A clear message that students do not have to endure sexual harassment under any circumstance

Encouragement to report observed incidents of sexual harassment even when the alleged victim of the harassment has not complained

A clear message that student safety is the district's primary concern, and that any separate rule violation involving an alleged victim or any other person reporting a sexual harassment incident will be addressed separately and will not affect the manner in which the sexual harassment complaint will be received, investigated, or resolved

A clear message that, regardless of a complainant's noncompliance with the writing, timeline, or other formal filing requirements, every sexual harassment allegation that involves a student, whether as the complainant, respondent, or victim of the harassment, shall be investigated and action shall be taken to respond to the harassment, prevent recurrence, and address any continuing effect on students

Information about the district's procedures for investigating complaints and the person(s) to whom a report of sexual harassment should be made

Information about the rights of students and parents/guardians to file a civil or criminal complaint, as applicable, including the right to file a civil or criminal complaint while the district investigation of a sexual harassment complaint continues

A clear message that, when needed, the district will implement supportive measures to ensure a safe school environment for a student who is the complainant or victim of sexual harassment and/or other students during an investigation

Disciplinary Actions

Upon completion of an investigation of sexual harassment, any student found to have engaged in sexual harassment or sexual violence in violation of this policy shall be subject to disciplinary action. For students in grades 4-12, disciplinary action may include suspension and/or expulsion, provided that, in imposing such discipline, the entire circumstances of the incident(s) shall be taken into account.

Upon completion of an investigation of sexual harassment, any employee found to have engaged in sexual harassment or sexual violence toward any student shall be subject to disciplinary action, up to and including dismissal, in accordance with law and the applicable collective bargaining agreement.

Record-Keeping

The Superintendent or designee shall maintain records in accordance with law, including in accordance with Administrative Regulation 5145.71 - Title IX Sexual Harassment Complaint Procedures, and district policies and regulations, of all reported cases of sexual harassment to enable the district to monitor, address, and prevent repetitive harassing behavior in district schools.

A/R

Original Adopted Date: 03/09/2017 | Last Revised Date: 10/09/2025 | Last Reviewed Date: 10/09/2025Status: ADOPTED

Definitions

Sexual harassment is a form of sex discrimination and means sexual harassment and other harassment on the basis of one, or a combination of two or more protected characteristics, which include, but may not be limited to, sex; gender; gender identity; gender expression; sexual orientation; sex stereotypes; pregnancy, false pregnancy, childbirth, termination of pregnancy, or related conditions or recovery; and parental, marital, and family status. (Education Code 200, 210.2, 220, 221.51, 230, 260; Government Code 11135; 20 USC 1681-1688)

Sexual harassment includes, but is not limited to, unwelcome sexual advances, unwanted requests for sexual favors, or other unwanted verbal, visual, or physical conduct of a sexual nature made against another person of the same or opposite sex in the educational setting, under any of the following conditions: (Education Code 212.5; 5 CCR 4916)
Submission to the conduct is explicitly or implicitly made a term or condition of a student's academic status or progress

Submission to or rejection of the conduct by a student is used as the basis for academic decisions affecting the student

The conduct has the purpose or effect of having a negative impact on the student's academic performance or of creating an intimidating, hostile, or offensive educational environment

Submission to or rejection of the conduct by the student is used as the basis for any decision affecting the student regarding benefits and services, honors, programs, or activities available at or through any district program or activity
Any prohibited conduct that occurs off campus or outside of district-related or district-sponsored programs or activities will be regarded as sexual harassment in violation of district policy if it has a continuing effect on or creates a hostile school environment for the complainant or victim of the conduct.

For purposes of applying the complaint procedures specified in Title IX, sexual harassment is defined as any of the following forms of conduct that occurs in an education program or activity in which a district school exercises substantial control over the context and respondent: (34 CFR 106.30, 106.44)
A district employee conditioning the provision of a district aid, benefit, or service on the student's participation in unwelcome sexual conduct

Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a student equal access to the district's education program or activity

Sexual assault, dating violence, domestic violence, or stalking as defined in 20 USC 1092 or 34 USC 12291
Title IX Coordinator/Compliance Officer

The district designates the following individual as the responsible employee to coordinate its efforts to comply with Title IX. The individual shall also serve as the Compliance Officer specified in Administrative Regulation 1312.3 - Uniform Complaint Procedures and Administrative Regulation 5145.3 - Nondiscrimination/Harassment as the responsible employee to handle student complaints alleging unlawful discrimination, as permitted by law. The Title IX Coordinator may be contacted at:

Assistant Superintendent of Educational Services
2100 J Street
Eureka, CA 95501
Tel: 707-441-3363

Notifications

The Superintendent or designee shall notify students and parents/guardians that the district does not discriminate on the basis of sex as required by Title IX and that inquiries about the application of Title IX to the district may be referred to the district's Title IX Coordinator and/or to the Assistant Secretary for Civil Rights, U.S. Department of Education. (34 CFR 106.8)

The district shall notify students and parents/guardians of the name or title, office address, email address, and telephone number of the district's Title IX Coordinator. (34 CFR 106.8)

The Superintendent or designee shall ensure that a copy of the district's sexual harassment policy and regulation:
Is included in the notifications that are sent to parents/guardians at the beginning of each school year (Education Code 48980; 5 CCR 4917)

Is displayed in a prominent location in the main administrative building or other area where notices of district rules, regulations, procedures, and standards of conduct are posted (Education Code 231.5)

Is summarized on a poster, which shall be prominently and conspicuously displayed in each bathroom and locker room at each school

The poster may be displayed in public areas that are accessible to and frequented by students, including, but not limited to, classrooms, hallways, gymnasiums, auditoriums, and cafeterias. The poster shall display the rules and procedures for reporting a charge of sexual harassment; the name, phone number, and email address of an appropriate school employee to contact to report sexual harassment; the rights of the reporting student, the complainant, and the respondent; and the responsibilities of the school. (Education Code 231.6)

Is posted, along with the name or title and contact information of the Title IX Coordinator, in a prominent location on the district's website in a manner that is easily accessible to parents/guardians and students (Education Code 234.6; 34 CFR 106.8)

Is provided as part of any orientation program conducted for new and continuing students at the time the student is enrolled or at the beginning of each quarter, semester, or summer session (Education Code 231.5)

Appears in any school or district publication that sets forth the school's or district's comprehensive rules, regulations, procedures, and standards of conduct (Education Code 231.5)
Reports and Complaints

A student or a student's parent(s)/guardian(s) who believes that the student has been subjected to sexual harassment in a district program or activity or who has witnessed sexual harassment is strongly encouraged to report the incident to the district's Title IX Coordinator, a teacher, the principal, or any other available school employee. Within one workday of receiving such a report, the principal or other school employee shall forward the report to the district's Title IX Coordinator. Any school employee who observes an incident of sexual harassment shall, within one workday, report the observation to the Title IX Coordinator as specified in the accompanying Board policy. The report shall be made regardless of whether the alleged victim files a formal complaint or requests confidentiality.

When a report or complaint of sexual harassment involves off-campus conduct, the Title IX Coordinator shall assess whether the conduct may create or contribute to the creation of a hostile school environment. If the Title IX Coordinator determines that a hostile environment may be created, the complaint shall be investigated and resolved in the same manner as if the prohibited conduct occurred at school.

When a verbal or informal report of sexual harassment is submitted, the Title IX Coordinator shall inform the student or parent/guardian of the right to file a formal written complaint in accordance with applicable district complaint procedures.

All complaints alleging sexual harassment against students in the school setting shall be investigated and resolved in accordance with law and district procedures. The district's Title IX Coordinator shall review the allegations to determine the applicable procedure for responding to the complaint. All complaints that meet the definition of sexual harassment under Title IX shall be investigated and resolved in accordance with Administrative Regulation 5145.71 - Title IX Sexual Harassment Complaint Procedures. Other sexual harassment complaints shall be investigated and resolved pursuant to Board Policy and Administrative Regulation 1312.3 - Uniform Complaint Procedures.

If sexual harassment is found following an investigation, the Title IX Coordinator, or designee in consultation with the Title IX Coordinator, shall take prompt action to stop the sexual harassment, prevent recurrence, implement remedies, and address any continuing effects.

Safe Routes to School Program – BP 5142.2

The Governing Board recognizes that walking, bicycling, and other forms of active transport to school increase students' physical activity and reduce vehicle traffic and air pollution in the vicinity of schools. As part of the district's coordinated approach to supporting student wellness and safety and enhancing student learning and achievement, the Superintendent or designee shall develop and implement strategies to establish and encourage safe routes to school program activities.

All students shall have equitable access and opportunity to participate in the district's safe routes to school program.

The Superintendent or designee may appoint a program coordinator and identify or establish district and/or school site committees to oversee and coordinate related activities.

The Superintendent or designee may collaborate with local public works and public safety departments, transportation agencies, other city and county agencies, school staff, students, parents/guardians and parent organizations, health organizations, community organizations, and/or businesses in the development, implementation, and evaluation of strategies.

Strategies in support of the safe routes to school program shall be based on the grade levels of the students and an assessment of the conditions and needs of each school and the surrounding neighborhoods.

The Superintendent or designee shall explore the availability of grant funds and other sources of funding to support related projects and activities.

The Superintendent or designee shall periodically report to the Board on the implementation of program activities and progress toward program goals. Such reports may include, but are not limited to, levels of participation in promotional and educational activities, survey results of parent/guardian attitudes about allowing their child to walk or bicycle to school, tallies of the numbers of students using various modes of travel to and from school and how these numbers have changed over time, records of student attendance and on-time arrival, and injury data within the school and/or district attendance boundaries.
Original Adopted Date: 05/19/2010
Last Revised Date: 11/18/2021

Safe Routes To School Program – AR 5142.2
District strategies to improve student safety along routes to school and to promote walking, bicycling, and other forms of active transport to school by students may include:
1. Education activities that promote safety and awareness, such as:

a. Instructing students about pedestrian and personal safety related to the use of electric or motorized and nonmotorized bicycles or scooters, including by local law enforcement, organizations specified in Education Code 38134, and public agencies that provide safety instructions on such bicycles and scooters.

b. Instructing students about the health, academic, and environmental benefits of walking, bicycling, and other forms of active transport to school

c. Offering driver safety information to high school students, parents/guardians, and the community to promote safety around school campuses and routes

2. Encouragement strategies designed to generate interest in active transport to school, such as:

a. Organizing or facilitating "walking school buses" and/or "bicycle trains" whereby students walk or bike to school in groups escorted by parents/guardians or other volunteers as needed

b. Organizing special events and activities, such as Walk or Bike to School Day, International Walk to School Month, or year-round competitions

c. Publicizing the district's efforts in order to build support of parents/guardians and the community, including providing information about the district's safe routes to school program in parent/guardian communications and in any notifications about transportation options

3. Enforcement strategies to deter unsafe behaviors of drivers, pedestrians, and bicyclists, such as:

a. Initiating or expanding crossing guard, student safety patrol, and/or parent/guardian safety patrol programs

b. Partnering with local law enforcement to help ensure that traffic laws are obeyed in the vicinity of schools and to implement appropriate measures such as placement of speed feedback monitors, ticketing, and/or driver safety campaigns

c. Monitoring to ensure that students who bicycle to school or who use skateboards, skates, or nonmotorized scooters wear helmets in accordance with Vehicle Code 21212

4. Engineering strategies that address the design, implementation, operation, and maintenance of traffic control devices or physical measures, such as:

a. Working with local government agencies, parents/guardians, school staff, and others as appropriate to gather data about environmental conditions and hazards along routes to school b. Working with local government agencies to make operational and physical improvements that reduce or eliminate hazards, such as reducing motor vehicle traffic speeds in the area and establishing safer and fully accessible crosswalks, walkways, trails, and bikeways

b. Assessing the adequacy, accessibility, and safety of bicycle parking at schools and making modifications as needed, such as increasing the number of or relocating bicycle racks and/or equipment storage areas

c. Considering safe routes to school when making decisions about siting and designing of new schools

5. Evaluation to assess progress toward program goals, including:

a. Gathering and interpreting data based on indicators established by the Superintendent and the Governing Board

b. Presenting data to the Board, program partners, and the public

c. Recommending program modifications as needed

6. Emerging technologies that aid in the prevention and mitigation of accidents

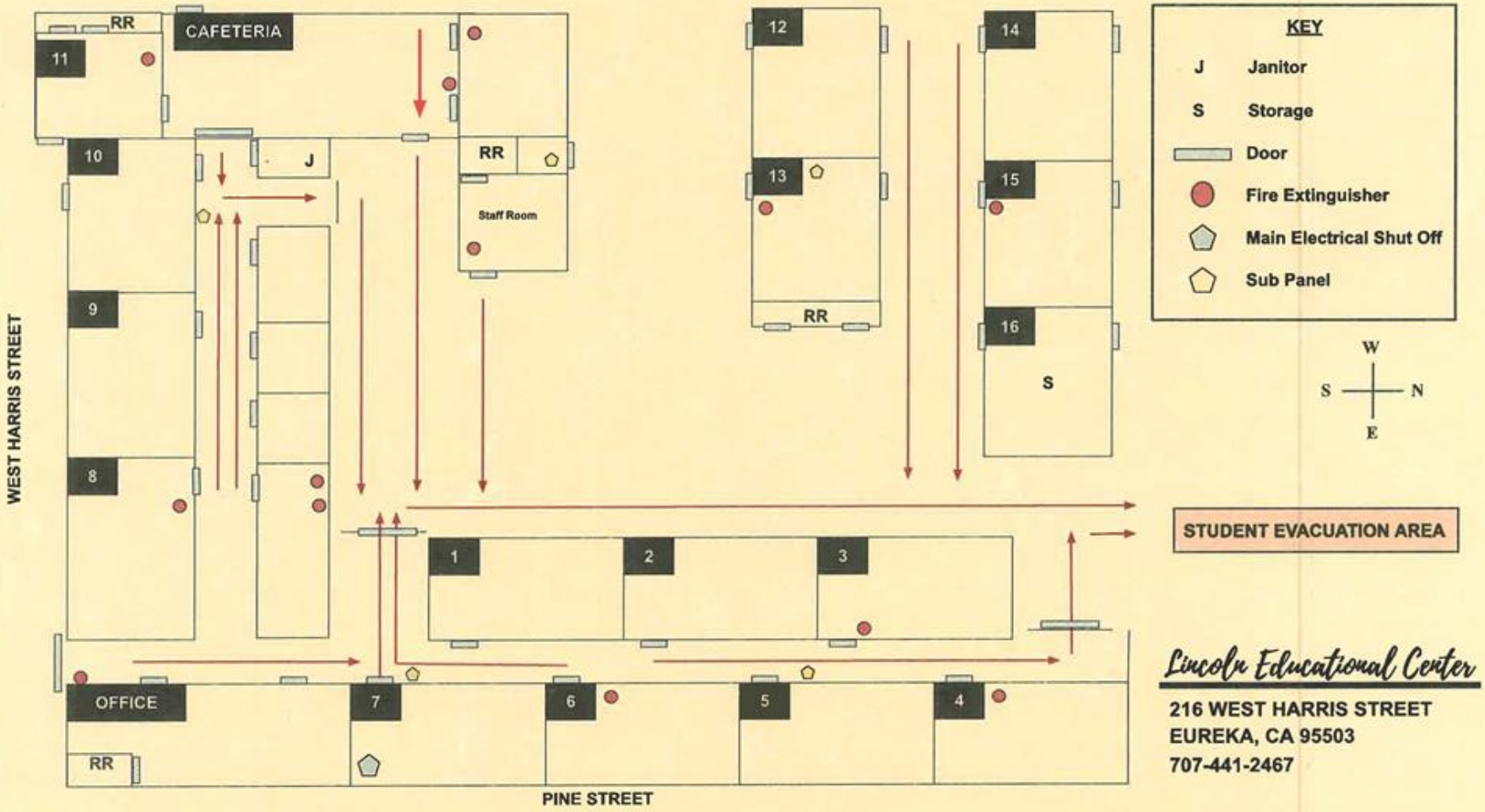
7. Emergency response in managing injuries after an accident occurs, including, but not limited to, training staff, crossing guards, student and/or parent/guardian safety patrols, and other volunteers who assist with drop-off and pick-up in emergency procedures

8. Equity, such that resources are distributed in a manner that provides safe access and participation in an equitable manner across the community

Original Adopted Date: 05/19/2010

Lincoln Educational Center

EVACUATION ROUTE



Lincoln Educational Center
216 WEST HARRIS STREET
EUREKA, CA 95503
707-441-2467

Campus Security – BP/AR 4158

Original Adopted Date: 10/22/2018 | Last Revised Date: 09/11/2025 | Last Reviewed Date: 09/11/2025Status: ADOPTED

The Governing Board desires to provide a safe and orderly work environment for all employees. As part of the district's comprehensive safety plan, the Superintendent or designee shall develop strategies for protecting employees from potentially dangerous persons and situations and for providing necessary assistance and support when emergency situations occur.

Any person who threatens the safety of others at any district facility may be removed by the Superintendent or designee in accordance with Administrative Regulation 3515.2 - Disruptions.

Any employee against whom harassment, violence, or any threat of violence has been directed in the workplace shall notify the Superintendent or designee immediately. As appropriate, the Superintendent or designee shall initiate legal and security measures to protect the employee and others in the workplace. Such measures may include seeking a temporary restraining order (TRO) on behalf of the employee pursuant to Code of Civil Procedure 527.8 and/or a gun violence restraining order pursuant to Penal Code 18150 and 18170.

Additionally, a collective bargaining representative may seek a TRO on behalf of a district employee against whom harassment, violence, or credible threat of violence has been directed in the workplace, if the collective bargaining representative serves that employee in employment or labor matters at the employee's workplace. (Code of Civil Procedure 527.8)

Upon request by an employee who is a victim of domestic violence, sexual assault, or stalking, the Superintendent or designee shall provide reasonable accommodations in accordance with Government Code 12945.8 and the accompanying administrative regulation to protect the employee's safety while at work.

The Superintendent or designee may pursue legal action on behalf of an employee against a student or the student's parent/guardian to recover damages for injury to the employee's person or property caused by the student's willful misconduct that occurred on district property, at a school or district activity, or in retaliation for lawful acts of the employee in the performance of the employee's duties. (Education Code 48904, 48905)

The Superintendent or designee shall provide staff development in crisis prevention and intervention techniques, which may include training in classroom management, effective communication techniques, procedures for responding to an active shooter situation, and crisis resolution.

In accordance with law, the Superintendent or designee shall inform teachers, administrators, and/or counselors of crimes and offenses committed by students who may pose a danger in the classroom. (Education Code 48201, 49079; Welfare and Institutions Code 827)

The Superintendent or designee may make available at appropriate locations, including, but not limited to, district and school offices, gyms, and classrooms, communication devices that would enable two-way communication with law enforcement and others when emergencies occur.

Reporting of Injurious Objects

Employees shall take immediate action upon being made aware that any person is in possession of a weapon or unauthorized injurious object on district property or at a district related or school-sponsored activity. Employees shall exercise their best judgment as to the potential danger involved and do one of the following:
Confiscate the object and deliver it to the principal immediately

Immediately notify the principal or supervisor, who shall take appropriate action

Immediately call 911 and the principal or supervisor
When informing the principal about the possession or seizure of a weapon or dangerous device, an employee shall report the name(s) of persons involved, witnesses, location, and the circumstances of any seizure.

A/R

Original Adopted Date: 10/22/2018 | Last Revised Date: 09/11/2025 | Last Reviewed Date: 09/11/2025Status: ADOPTED

An employee may use reasonable and necessary force for self-defense or defense of another person, to quell a disturbance threatening physical injury to others or damage to property, or to obtain possession of weapons or other dangerous objects within the control of a student. (Education Code 44807, 49001)

An employee shall promptly report to the principal or other immediate supervisor any attack, assault, or physical threat made against the employee by a student or by any other individual in relation to the performance of the employee's duties, and any action the employee took in response.

Additionally, the employee and the principal or other immediate supervisor shall promptly report to local law enforcement authorities an attack, assault, or physical threat made against the employee by a student. Reports of an attack, assault, or physical threat shall be forwarded immediately to the Superintendent or designee. (Education Code 44014)

Notice Regarding Student Offenses

When a student commits certain offenses that may endanger staff or others, the following procedures shall be implemented to notify staff members as appropriate:
Acts That Are Grounds for Suspension or Expulsion

The Superintendent or designee shall inform the teacher(s) of each student who, during the previous three school years, has engaged in or is reasonably suspected to have engaged in any act, except the possession or use of tobacco products, that would constitute a ground for suspension or expulsion as specified in Administrative Regulation 5144.1 - Suspension and Expulsion/Due Process (Education Code 49079)

This information shall be based upon district records maintained in the ordinary course of business or records received from a law enforcement agency. (Education Code 49079)

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

Information received by teacher(s) shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher (Education Code 48201, 49079)

Offenses Reported to the District by a Court

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

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

Any court-initiated information that a teacher, counselor, or administrator receives shall be kept confidential and used only to rehabilitate the student and protect other students and staff (Welfare and Institutions Code 827)

The information shall be further disseminated only when communication with the student, parent/guardian, law enforcement staff, and probation officer is necessary to rehabilitate the student or to protect students and staff. (Welfare and Institutions Code 827)

When a student is removed from school as a result of an offense, the Superintendent shall hold the court's information in a separate confidential file until the student is returned to the district (Welfare and Institutions Code 827)

If the student is returned to a different district, the Superintendent shall transmit the information provided by the student's parole or probation officer to the superintendent of the new district of attendance. (Welfare and Institutions Code 827)

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

Accommodations for Victims of Domestic Violence, Sexual Assault, Stalking, or Other Qualifying Acts of Violence

When requested by an employee who is a victim of domestic violence, sexual assault, stalking, or other qualifying acts of violence, the district shall provide the employee reasonable accommodations which may include the implementation of safety measures, including, but not limited to: (Government Code 12945.8)
A transfer, reassignment, or modified schedule

A changed work telephone or work station, including the permission to carry a telephone at work

An installed lock

Assistance in documenting domestic violence, sexual assault, stalking, or other qualifying act of violence that occurs in the workplace

Referral to a victim assistance organization

Another safety procedure or adjustment to a job structure, workplace facility, or work requirement in response to domestic violence, sexual assault, stalking, or other qualifying act of violence
The Superintendent or designee shall engage in a timely, good faith, and interactive process with the employee to determine effective reasonable accommodations that do not pose an undue hardship on the district. In determining

whether an accommodation is reasonable, the Superintendent or designee shall consider any exigent circumstance or danger facing the employee or their family member. (Government Code 12945.8)

Upon the request of the Superintendent or designee, an employee requesting a reasonable accommodation shall provide a written statement, signed by the employee or an individual acting on the employee's behalf, certifying that the accommodation is for an authorized purpose. The Superintendent or designee may also request that the employee provide certification of the employee's status as a victim of domestic violence, sexual assault, stalking, or other qualifying act of violence. Such certification may include: (Government Code 12945.8)
A police report indicating that the employee, or a family member of the employee, was a victim

A court order protecting or separating the employee, or family member of the employee, from the perpetrator of the crime or abuse, or other evidence from the court or prosecuting attorney that the employee has appeared in court

Documentation from a licensed medical professional or health care provider, domestic violence or sexual assault counselor, victim advocate, or counselor that the employee, or family member of the employee, was undergoing treatment or receiving services for physical or mental injuries or abuse resulting in victimization from the crime or abuse

Any other form of documentation that reasonably verifies that the crime or abuse occurred, including, but not limited to, a written statement signed by the employee or by an individual acting on the employee's behalf
Any verbal or written statement, police or court record, or other documentation identifying an employee, or a family member of the employee, as a victim shall be confidential and shall not be disclosed by the district except as required by federal or state law or as necessary to protect the employee's safety in the workplace. The employee shall be notified before any authorized disclosure. (Government Code 12945.8)

Every six months after the date of the certification, the Superintendent or designee may request recertification of the employee's status as a victim of domestic violence, sexual assault, stalking, other specified offense, or ongoing circumstances related to the crime or abuse. The employee shall notify the Superintendent or designee if, due to changing circumstances, the employee needs a new accommodation or no longer needs an accommodation. If a new accommodation is needed, the Superintendent or designee shall follow the procedures described above when making the initial determination regarding effective reasonable accommodations. (Government Code 12945.8)

The district shall not discharge or retaliate against an employee because of the employee's status as a victim of crime or abuse or for requesting a reasonable accommodation, regardless of whether the request was granted. (Government Code 12945.8)

Opioid Overdose Protocol – Melanie's Law

Current law (Education Code section 49414.3) allows schools to provide emergency opioid antagonist administration for individuals who may be experiencing symptoms of opioid drug poisoning. Opioid drug poisoning is a life-threatening condition that can be reversed with the administration of an opioid antagonist medication such as naloxone. Without immediate administration of an opioid antagonist and summoning Emergency Medical Services (911), death could occur.

This law allows for a school nurse or a trained volunteer to administer an opioid antagonist medication to an individual who is exhibiting potentially life-threatening symptoms of opioid drug poisoning. Training is provided to the volunteer on topics including but not limited to:

- Signs and symptoms of opioid drug poisoning
- How to administer the naloxone nasal spray (or other opioid antagonist)
- Calling EMS (911) and any follow up documentation or actions required.

*CPR training is recommended but not required of persons trained to administer an opioid antagonist.

Staff members who volunteer to be trained are protected under the law and will be provided defense and indemnification by the District for any and all civil liability.

This notification is provided annually to all staff. If staff are willing to be identified as a volunteer and be trained, staff complete the volunteer form and submit it to their site administrator.

Employees who volunteer to be trained may rescind their offer to volunteer at any time. No benefit will be granted to or withheld from any individual based on his or her offer to volunteer. There will be no retaliation against any individual for rescinding his or her offer to volunteer, including after receiving training.

Narcan/Naloxone on School Sites:
Each school site is given Narcan/Naloxone packages for overdose or possible overdose events. These complete packages contain:

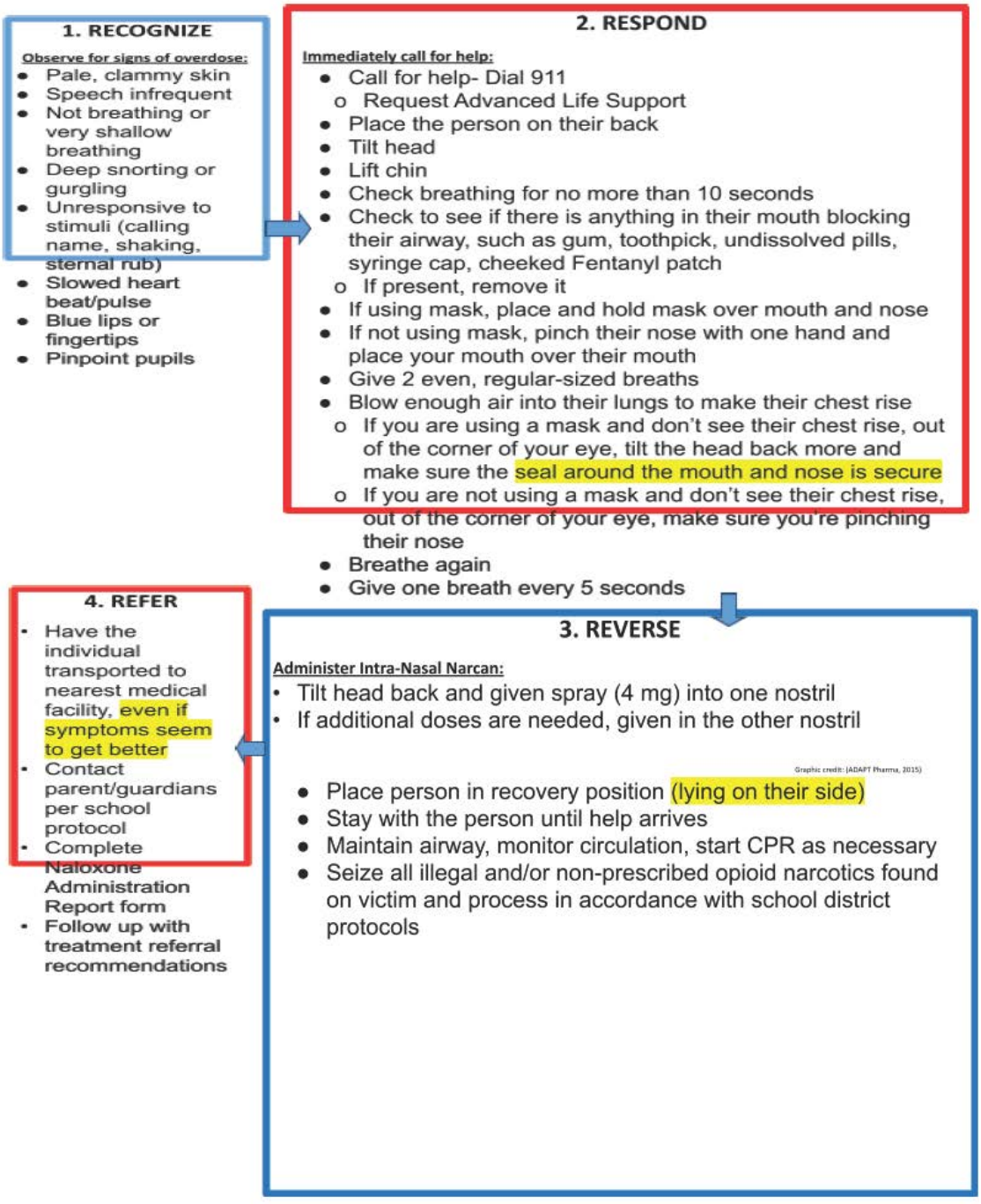
- Narcan Nasal Spay
- Narcan/Naloxone Quick Start Guide
- Gloves
- Face Mask
- Adult/Child CPR Rescue Mask Kit

o Alcohol Pads
o Rescue Mask Instructions

- Narcan/Naloxone Administration Report

(For additional supplies, please contact the District Office.)

NARCAN ADMINISTRATION



Response to Cardiac Arrest

Response to Cardiac Arrest*

The Cardiac Emergency Response Plan shall be as follows:
1. Developing a Cardiac Emergency Response Team
2. Activation of the Cardiac Emergency Response Team during an identified cardiac emergency
3. Automated external defibrillators (AEDs) – placement and maintenance
4. Communication of this Plan throughout the school campus
5. Training in Cardiopulmonary Resuscitation (CPR) and AED Use
6. Local Emergency Medical Services (EMS) integration with the school/school district's plan
7. Annual review and evaluation of the Plan
8. Protocol for School Cardiac Emergency Responders
(a) Recognize the following signs of sudden cardiac arrest and take action in the event of one or more of the following:
(b) Facilitate immediate access to professional medical help:
(c) Start CPR:
i. Use the nearest AED:
ii. Transition care to EMS:
iii. Action to be taken by Office / Administrative Staff:

Confirm the exact location and the condition of the patient.
Activate the Cardiac Emergency Response Team and give the exact location if not already done.
Confirm that the Cardiac Emergency Response Team has responded.
Confirm that 9-1-1 was called. If not, call 9-1-1 immediately.
Assign a staff member to direct EMS to the scene.
Perform "Crowd Control" – directing others away from the scene.
Notify other staff members, such as the school nurse, athletic trainer, and athletic director etc.
Ensure that medical coverage continues to be provided at the athletic event if on-site medical staff accompany the victim to the hospital.
Consider delaying class dismissal, recess, or other changes to facilitate CPR and EMS functions.
Designate people to cover the duties of the CPR responders.
Copy the patient's emergency information for EMS.
Notify the patient's emergency contact (parent/guardian, spouse, etc.).
Notify staff and students when to return to the normal schedule.
Contact the school district administration.

Instructional Continuity Plan

Eureka City Schools Instructional Continuity Plan (ICP)
Eureka City Schools
Date of Adoption: June 25, 2025

1. Communication

Objective: Ensure clear and timely communication with students, families, faculty, and staff regarding instructional continuity.

Communication Protocols:

- Primary Communication Channels:
  - School website: https://www.eurekacityschools.org/ for regular updates and links to important information for the district and each school site.
  - Email and text alerts via automated messaging system
  - Phone calls via automated messaging system
  - Social media updates on Facebook and Instagram
- Frequency of Updates:
  - Regular district and site updates during normal operations
  - Daily updates during an emergency or transition to remote learning
- Emergency Notifications:
  - Immediate alerts through automated systems
  - Emergency contacts established for staff and families
- Point of Contact:
  - Administrator responsible: Jennifer Johnson- Assistant Superintendent of Educational Services
  - Technology support lead: Marcel van Dissel- Director of Technology

2. Technology Readiness

Objective: Ensure all students and educators have access to technology and digital resources to support remote learning.

A. Technical Support Department

Responsible for maintaining the functionality, security, and availability of technology infrastructure and hardware that supports all digital resources in the District.

- Device & Internet Access:
  - Maintain and support inventory of student and staff devices.
  - Coordinate with library technicians for distribution and collection of Chromebooks and other loaner devices to staff and students.
  - Manage stock of spare devices for inventory and emergency distribution.
  - Oversee deployment and coordinate support of district-provided Wi-Fi hotspots with libraries and other designated stakeholders.
- Technical Help Desk:
  - Provide staff IT support during normal operating hours, with extended or on-call availability during remote learning periods or as needed.
  - Respond to hardware, software, and connectivity issues reported by staff and students.
  - Coordinate with libraries and school site designees for repairs.

B. Educational Services (Ed Tech and Curriculum Support)

Responsible for instructional integration of technology and development of digital learning resources.

- Training & Support:
  - Develop and deliver training for students, staff, and families on the use of instructional platforms (e.g., Google Classroom, Zoom, Canva).
  - Provide ongoing coaching and professional development via the Ed Tech Specialists, Instructional Coaches, and/or other designees
- Digital Backpacks:
  - Curate and maintain collections of approved digital learning tools, apps, e-books, and curriculum-aligned platforms.

- Ensure equitable access to digital resources for diverse student learning needs.

C. Library Technicians

Support Chromebooks, Hotspots, and other logistics to ensure student access at school sites.

- Assist with issuing, tracking, and basic troubleshooting Chromebooks and other learning devices.
  - Coordinates repairs and inventory with Technical Support staff
  - Support site-based communication with families regarding device checkouts and returns.

3. Instruction and Assessment

Objective: Ensure that learning remains flexible, accessible, and aligned with academic standards, whether in-person or remote.

- Instructional Strategies:
  - Prioritize essential learning and align objectives with state standards to ensure effective learning outcomes.
  - Implement California's Digital Learning Integration & Standards Guidance for effective technology use in instruction.
  - Ensure content is available in multiple formats (Google Classroom, videos, interactive lessons, PDFs).
  - Provide additional academic support through tutoring, virtual office hours, and small group instruction.
- Monitoring Student Progress:
  - Use state-approved screening tools for students in grades K–2 to assess early reading skills ([EC Section 53008]).
  - Utilize formative assessments (e.g., quizzes, reflection journals, virtual discussions) to check for understanding.
  - Define achievable learning goals that take into account students' unique circumstances and needs.

4. Equitable Access to Learning

Objective: Guarantee that all students, regardless of background or ability, have equal access to instructional resources.

Access Strategies:

- Provide all accommodations and support services for students with disabilities, English learners (ELs), homeless students, and foster youth.
- Follow CDE Special Education guidance to ensure accessibility in remote learning.
- Align the plan with Eureka City Schools EL Master Plan to support EL students' language development.
- Ensure individualized education plans (IEPs) are implemented in both in-person and remote settings.

5. Professional Learning for Educators

Objective: Equip educators with the skills and knowledge to effectively teach in remote and hybrid environments.

Training Plan:

- Professional development on virtual classroom management and student engagement led by site administrators and instructional coaches. Includes use of Google Workspace and Google Meet.
- Utilize Ed Tech TOSA for training and lesson planning resources.

6. Site-Based Collaboration

Objective: Foster a collaborative approach to instructional continuity planning and implementation.

Collaboration Strategies:

- Work with Executive and Leadership Teams to update the plan as needed.
- Review as part of site safety plans with each school Site Council on an annual basis.
- Seek input from staff, parents/guardians, and students to refine the plan after each instance of implementation.

7. Return to Site-Based Learning

Objective: Define the conditions necessary for a safe return to in-person instruction following a disruption.

Reopening Criteria:

- Evacuation orders lifted
- Power and utilities restored
- Air quality meets safety standards
- Safe and clean water access
- Campus free from debris and hazards
- Internet connectivity restored
- Adequate staffing levels
- Meal service operations reinstated

Plan Review and Approval

Approved by: _____

Jessica Rebholtz, Eureka City School Board President

_____

Gary Storts, Eureka City Schools Superintendent

Date: June 25, 2025

This plan will be reviewed annually and updated as needed based on feedback, emerging best practices, and changes in state and district policies.

Notification of Immigration Enforcement for Zoe Barnum High School

Protocol for Responding to ICE Agents on Campus
(Updated to reflect AB 49, SB 98, and CDE Guidance, September 2025)

This protocol is aligned with recommendations from the California School Board Association (CSBA), the California Department of Education (CDE), and recent legislation (AB 49 and SB 98). It is designed to uphold the law while protecting the rights and safety of students and staff.

Step 1: Remain Calm and Professional
Greet ICE agents respectfully.
Do not obstruct their actions physically or verbally.
Remember: Obstruction may result in legal consequences and loss of federal funding.

Step 2: Verify Access Requirements (AB 49)
Do not allow ICE agents into non-public areas of the school-site (classrooms, offices, buses, field trips, or other LEA-sponsored activities) without one of the following:

- A valid judicial warrant
- A judicial subpoena
- A court order
- A state or federal law requiring compliance

Politely ask:
1. “Do you have a judicial warrant, subpoena, or court order?”
2. “May I have your name and the names of the agents present?”
3. “May I call my principal to help assist in this process?”
4. “May I contact the superintendent/district office to ensure I follow Governing Board Policies correctly?”
5. “May I record this interaction?”

Step 3: Document the Interaction
Record:

- Names of agents
- Time and date of arrival
- Any documents presented
- Details of their requests or actions

Do not interpret legal documents yourself. Immediately forward warrants, subpoenas, or court orders to district-level personnel.

Step 4: Follow Standard Law Enforcement Procedures
Treat ICE agents as you would any other law enforcement officers (LEOs).
Verify credentials.
Ensure all interactions align with visitor management and safety protocols.

Step 5: Communication Protocol (SB 98)
Notify the following if ICE is present on a school site:

- Pupils
- Families
- Faculty and staff
- Other community members as appropriate

Use district-approved messaging channels to ensure clear, accurate, and timely communication.

Step 6: Prioritize Safety and Contact the District Office
Keep students and staff safe and calm.
If uncertain how to proceed, immediately contact the District Office for guidance.
Do not make independent legal determinations—defer to district leadership.
Key Reminders
Student and staff well-being comes first.
Never allow unauthorized access to non-public areas.
Always document interactions and escalate legal review.

Emergencies Disaster Preparedness Plan – BP/AR 3516

The Governing Board recognizes that all district staff and students must be prepared to respond quickly and responsibly to emergencies, disasters, and threats of disaster. The district shall take all reasonable steps to prevent and/or mitigate the impact of a disaster on district students, staff, and schools.

The Superintendent or designee shall develop and maintain a disaster preparedness plan which contains routine and emergency disaster procedures, including, but not limited to, earthquake emergency procedures, and adaptations for individuals with disabilities in accordance with the Americans with Disabilities Act, the federal Individuals with Disabilities Education Act, and Section 504 of the federal Rehabilitation Act of 1973. Such procedures shall be incorporated into the comprehensive school safety plan. (Education Code 32282)

In developing the disaster preparedness plan, the Superintendent or designee shall involve district staff at all levels, including administrators, district police or security officers, facilities managers, transportation managers, food services personnel, school psychologists, counselors, school nurses, teachers, classified employees, and public information officers. As appropriate, the Superintendent shall also collaborate with law enforcement, fire safety officials, emergency medical services, health and mental health professionals, parents/guardians, and students.

The plan shall comply with state-approved Standardized Emergency Management System (SEMS) guidelines established for multiple-jurisdiction or multiple-agency operations and with the National Incident Management System.

The Superintendent or designee shall provide training to employees regarding their responsibilities, including periodic drills and exercises to test and refine staff's responsiveness in the event of an emergency.

The Board shall grant the use of school buildings, grounds, and equipment to public agencies, including the American Red Cross, for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. The Board shall cooperate with such agencies in furnishing and maintaining whatever services the district may deem necessary to meet the community's needs. (Education Code 32282)

District employees are considered disaster service workers and are subject to disaster service activities assigned to them. (Government Code 3100)

The Superintendent or designee shall ensure that district and/or school site plans address, at a minimum, the following types of emergencies and disasters:
Fire on or off school grounds which endangers students and staff
Earthquake, flood, or other natural disasters
Environmental hazards, such as leakages or spills of hazardous materials
Attack or disturbance, or threat of attack or disturbance, by an individual or group
Bomb threat or actual detonation
Biological, radiological, chemical, and other activities, or heightened warning of such activities
Medical emergencies and quarantines, such as a pandemic influenza outbreak
Attack or threat of attack to the district's digital network and technology infrastructure

The Superintendent or designee shall ensure that the district's procedures include strategies and actions for prevention/mitigation, preparedness, response, and recovery, including, but not limited to, the following:
Regular inspection of school facilities and equipment, identification of risks, and implementation of strategies and measures to increase the safety and security of school facilities
Routine monitoring of the security of the district's digital network and technology infrastructure
Instruction for district staff and students regarding emergency plans, including:
Training of staff in first aid and cardiopulmonary resuscitation

Regular practice of emergency procedures by students and staff

Specific determination of roles and responsibilities of staff during a disaster or other emergency, including determination of:
The appropriate chain of command at the district and, if communication between the district and site is not possible, at each site
Individuals responsible for specific duties
Designation of the principal for the overall control and supervision of activities at each school during an emergency, including authorization to use discretion in situations which do not permit execution of prearranged plans
Identification of at least one person at each site who holds a valid certificate in first aid and cardiopulmonary resuscitation
Assignment of responsibility for identification of injured persons and administration of first aid

Personal safety and security, including:
Identification of areas of responsibility for the supervision of students
Procedures for the evacuation of students and staff, including posting of evacuation routes

Procedures for the release of students, including a procedure to release students when reference to the emergency card is not feasible
Identification of transportation needs, including a plan which allows bus seating capacity limits to be exceeded when a disaster or hazard requires students to be moved immediately to ensure their safety
Provision of a first aid kit to each classroom
Arrangements for students and staff with special needs
Upon notification that a pandemic situation exists, adjustment of attendance policies for students and sick leave policies for staff with known or suspected pandemic influenza or other infectious disease

Closure of schools, including an analysis of:
The impact on student learning and methods to ensure continuity of instruction
How to provide for continuity of operations for essential central office functions, such as payroll and ongoing communication with students and parents/guardians

Communication among staff, parents/guardians, the Governing Board, other governmental agencies, and the media during an emergency, including:
Identification of spokesperson(s)

Development and testing of communication platforms, such as hotlines, automatic dialing devices, telephone trees, websites, social media, and electronic notifications

Development of methods to ensure that communications are, to the extent practicable, in a language and format that is easy for parents/guardians to understand

Distribution of information about district and school site emergency procedures to staff, students, and parents/guardians

Cooperation with other state and local agencies, including:

Development of guidelines for law enforcement involvement and intervention

Collaboration with the local health department, including development of a tracking system to alert the local health department of a substantial increase of student or staff absenteeism as indicative of a potential outbreak of an infectious disease

Steps to be taken after the disaster or emergency, including:

Inspection of school facilities

Provision of mental health services for students and staff, as needed
The Superintendent or designee shall assemble critical information that would be needed in an emergency. Such information may include, but is not limited to, a list of individuals and organizations who should be contacted for assistance in an emergency, current layouts and blueprints of school buildings, aerial photos of the campus, maps of evacuation routes and alternate routes, a roster of employees with their work locations, student photographs and their emergency contact information, a clearly labeled set of keys, location of first aid supplies, procedures and locations for turning off fire alarms, sprinklers, utilities, and other systems, information to access the district's technology infrastructure, and insurance information. Such information shall be stored in a box in a secure, easily accessible location, with a duplicate kept at another location in case the primary location is inaccessible.

Use of SEMS/NIMS *

The District uses the Incident Command System as identified in the Authorities and References section of this plan.

In the event of a major disaster, there is no guarantee emergency medical, or fire personnel will be able to immediately respond to school sites. Therefore, the school staff must be prepared to ensure the care and safety of students during the first several hours after a major disaster without outside assistance. It is critical to determine who does what, where, and how before such a disaster occurs.

Use the Standardized Emergency Management System as detailed in the California Emergency Services Act (Gov. Code Section 8607) and the supporting California Code of Regulations

Disaster Service Worker Status

Government Code 3100
It is hereby declared that the protection of the health and safety and preservation of the lives and property of the people of the state from the effects of natural, manmade, or war-caused emergencies which result in conditions of disaster or in extreme peril to life, property, and resources is of paramount state importance requiring the responsible efforts of public and private agencies and individual citizens. In furtherance of the exercise of the police power of the state in protection of its citizens and resources, all public employees are hereby declared to be disaster service workers subject to such disaster service activities as may be assigned to them by their supervisors or by law.
(Amended by Stats. 1971, Ch. 38.)

These laws have two ramifications: 1) public school employees may be pressed into service as Disaster Service Workers by their superiors and may be asked to do jobs other than their usual duties for periods of time exceeding their normal working hours; and 2) in those cases, their Worker's Compensation Coverage becomes the responsibility of the state government (CalOES). The district, however, pays their overtime pay. These circumstances apply only when a local or State emergency has been proclaimed.

Individualized Safety Plans

The Education Code requires school disaster procedures to also include adaptations for pupils with disabilities in accordance with the federal Individuals with Disabilities Education Act and Section 504 of the federal Rehabilitation Act of 1973, and would require the annual evaluation of the comprehensive school safety plan and the annual review of a charter school's school safety plan to also include ensuring that the plan includes appropriate adaptations for pupils with disabilities and address any concerns to individual plans, as specified.

Zoe Barnum High School Individualized Plans

At this time, there are no students enrolled that require accommodation to the safety plan.

CSSP and Emergency Operations Training

All staff was trained on emergency procedures through updates on calendar invites and through admin-led training that happen every other Monday for one hour.

All staff was trained on the CSSP at the admin led training on 1/12/2026.

Incident command staff is trained prior to each drill procedure with a 15-20 minute meeting the day of the drill to address planning and needs.

Our new staff receive training within 30 days of starting.

Fire Drills and Fires – AR

Drills

The California Education Code requires the following drills per year.

Elementary

- Fire drills one per month
- Earthquake drills four times a year

Middle/Intermediate

- Fire Drills four times a year
- Earthquake four times per year.

High School

- Fire Drills two times per year
- Earthquake two times per year.

Drill Type	Dates
Fire Drills	Elementary and Intermediate Schools – not less than once every calendar month Secondary Schools – not less than twice yearly Legal Requirement: 19 CCR § 3.13 § 3.13. Fire Drills. (a) Group E Occupancies. (1) General. Every person and public officer managing, controlling, or in charge of any public, private, or parochial school shall cause the fire alarm signal to be sounded upon the discovery of fire. Every person and public officer managing, controlling, or in charge of any public, private, or parochial school, other than a two-year community college, shall cause the fire alarm signal to be sounded not less than once every calendar month at the elementary and intermediate levels, and not less than twice yearly at the secondary level, in the manner prescribed in California Code of Regulations, Title 24, Part 2, Section 907.
	03/10/2025 12:15pm-12:45pm Fire Drill- Lincoln Educational Campus
	12/03/25 11:15am-11:45am Fire Drill- Lincoln Educational Campus
	04/08/2026 11:30am-12pm Fire Drill- Lincoln Educational Campus
Duck-Cover-Hold Drills (Earthquake)	Elementary Schools – one time per quarter Secondary Schools – one time per semester Education Code Requirements (excerpted) (II) A drop procedure whereby each pupil and staff member take

Drill Type	Dates
	cover under a table or desk, dropping to his or her knees, with the head protected by the arms, and the back to the windows. A drop procedure practice shall be held at least once each school quarter in elementary schools and at least once a semester in secondary schools.
	05/17/2025 8:30am-9:30am Earthquake Drill- Lincoln Educational Campus
	10/16/25 10:15-10:45am Earthquake Drill -Great American Shakeout 10:16am
	02/04/2026 10:15am-10:45am Earthquake Drill- Lincoln Educational Campus
Lockdown Drills	This drill should be done one time per semester and can be combined with the Evacuation Drill
	03/07/2025 Lockdown & Evacuation Drill- Lincoln Educational Campus
	11/05/2025 1:06-1:36pm Lockdown & Evacuation Drill- Lincoln Educational Campus 03/18/2026 1pm-1:30pm Lockdown & Evacuation Drill- Lincoln Educational Campus
Shelter in Place Drills	
Evacuation Drills	This drill should be done one time per semester and can be combined with the Lock Down Drill (Fire Code 403.5.2 indicates the first emergency evacuation drill of each school year shall be conducted within 10 days of the beginning of class)
	03/07/2025 Lockdown & Evacuation Drill- Lincoln Educational Campus
	11/05/2025 1:06-1:36pm Lockdown & Evacuation Drill- Lincoln Educational Campus 03/18/2026 1pm-1:30pm Lockdown & Evacuation Drill- Lincoln Educational Campus
Multi-Option Drills, Including Tabletop Exercies (Describe Below)	

Provide this training for adult employees only, at least once per year, and it should be all-inclusive, addressing the Run, Hide, Fight protocols outlined by the FBI.

Outside Agency Use of Facilities

The Board shall grant the use of school buildings, grounds, and equipment to public agencies, including the American Red Cross, for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. The Board shall cooperate with such agencies in furnishing and maintaining whatever services the district may deem necessary to meet the community's needs. (Education Code 32282)

Emergency Procedures for People with Disabilities

The information contained in this document will assist school administrators, teachers, special education staff, parents, and students in planning for the support that may require for students with special needs in the event of an emergency. For the purposes of this section, students with special needs are those who cannot comfortably or safely access and use the standard resources offered in disaster preparedness, relief and recovery, whether their disability is chronic or temporary.

For individuals with special needs, physical environments may pose additional challenges. The ability to get to accessible exits and access personal items may be reduced. Communication may be impeded at a time when clear and rapid communication is crucial to safety and survival.
To comply with statutes involving students with special needs, individuals responsible for evacuation and emergency operation plans, notification protocols, shelter identification, emergency medical care and other emergency response and recovery programs must:

- Have sound working knowledge of the accessibility and nondiscrimination requirements applicable under Federal disability rights laws;
- Know the special needs demographics of the students attending classes on site;
- Involve students with different types of disabilities, staff, and teachers in identifying the communication and transportation needs, accommodations, support systems, equipment, services, and supplies that they will need during an emergency;
- Consider emergency accommodations for those with temporary disabilities.
- Identify existing resources within the school and local community that meet the special needs of these students;
- Develop new community partners and resources, as needed.
- Inform parents about the efforts to keep their child safe at school;
- Identify medical needs and make an appropriate plan;
- Determine transportation needs, special vans and buses for students;
- Identify any necessary tools such as personal response plans, evacuation equipment or visual aids;
- Include local responders and establish a relationship with individual students with disabilities and their teachers.

Mitigation Strategies (Before an Emergency Occurs)

- Learn about the types of hazards that may impact the school (e.g., earthquakes, floods, wildfires) and assure that emergency response procedures address each one.
- Identify a pre-evacuation site that is accessible to students with disabilities
- Plan a primary and secondary evacuation route from each location the student is in during the course of the day.
- Arrange sufficient transportation ahead of time to accommodate the entire special needs/staff population.
- Develop a schedule of daily activities and classes that identifies where a special needs student may be located each period of the day.
- Consider classroom location in placement of students with disabilities. Evaluate the handicap accessibility of nearby exits and proximity to the school nurse.
- Conduct a test of the family notification system to assure that contact information is up-to-date to help decrease parent anxiety during a disaster.

Tactical Response to Criminal Incidents

ACTIVE SHOOTER OR OTHER ACTIVE ASSAILANTS

All district sites adhere to the standardized procedures for Lockdown and Active Shooter and other Active Assailant listed in this plan if there is an active shooter, individual with a weapon on campus or other possible violent crime. For more details see Active Asailant, Threats , and Lock Down procedures.

Dangerous, Violent, Or Unlawful Activities

SB 671
SB 671 requires a Comprehensive School Safety Plan to include procedures to assess and respond to reports of any dangerous, violent, or unlawful activity that is being conducted or threatened to be conducted at the school, at an activity sponsored by the school, or on a school bus serving the school.

Multidisciplinary Threat Assessment Team
Eureka City Schools uses a multidisciplinary threat assessment team consisting of the specific site administrator, a local law enforcement representative, the student services Director, mental health or behavioral specialist representative as needed, and other outside services as needed.

Assessment and Response
Prohibited and concerning behaviors are defined in California Education Code 48900 and 48915. Additionally, all threats of self-harm are assessed and acted upon, as needed. In cases where dangerous, violent, or unlawful activities are being conducted, Law Enforcement is notified at once and a call to 911 is made.

The threshold of law enforcement intervention is decided by the relevant administration in cooperation with the District and mutual aid if requested. In practice, we find if a real or possible threat is present. We evaluate the threat or possible threat based upon prohibited and concerning behaviors, responding appropriately to the incident.

Risk Management
Risk Management is notified in incidents where there is physical, property or damage to others. Additionally, Risk Management is involved if a security assessment or report is needed. There may be times, following a potential or real incident, that an after-action debrief might be conducted, including a written summary.

School Culture and Training
Eureka City Schools utilizes PBIS as outlined in our PBIS Handbook. Eureka City Schools School Climate Team created our PBIS handbook in consultation with Dr. Jeff Sprague. The purpose of this handbook is to guide and support ECS staff as we implement PBIS in our school. Our goal is to provide all of our students with safe and effective school environments where they can experience academic and social-behavioral success.

Eureka City Schools conducts an annual update to their Comprehensive Safe School Plan at each school site as required by the California Education Code.

Training for all stakeholders is conducted during annual site meetings by administrators and/or district representatives.

Reunification

Student release is a crucial part of emergency planning. During an emergency or disaster, the traditional student release procedure is often unsafe and therefore not operable. Accordingly, a comprehensive emergency plan needs to include certain procedures to accomplish the main priority of safety planning which is to ensure the safety of the students to every extent possible.

There are a wide variety of emergency situations that might require student/family reunification. Student/family reunification may be needed if the site is evacuated or closed as a result of a hazardous materials transportation accident, fire, natural gas leak, flooding, earthquake, tsunami, school violence, bomb threat, terrorist attack or other local hazard.

Student/Family reunification is part of the Incident Command System and is assigned to the Operations Area.

Threats of Violence

THREATS

If a threat is made or if there is a weapon found on campus, the Threat Assessment team (consisting of multi-disciplinary personnel, including but not limited administration, counselors, mental health professionals, Information Technology professionals and law enforcement) will conduct the following steps:

- Evaluate the threat

THEN

- Decide if the threat is clearly transient and respond to the transient threat

o Contact student's parents if necessary.
o Notify intended victim's parents if necessary.
o See that threat is resolved through explanation, apology or making amends.
o Consult with Risk Management & Security Manager or law enforcement if necessary.
o Refer for conflict mediation, restorative justice or counseling to resolve problem as appropriate.
o Follow discipline procedures as per BP/AR.
o Develop Behavior Intervention Plan or Behavior Contract as appropriate.

OR

o Decide if the substantive threat is serious and respond to the serious substantive threat.
o Mobilize threat assessment team members as needed.
o Contact student's parents.
o Notify intended victim's parents.
o Protect and notify intended victim and parents of victim.
o Caution the student about the consequences of carrying out the threat.
o Provide direct supervision of student until parents assume control
o Consult with Risk Management and law enforcement.
o Refer for conflict mediation, restorative justice or counseling to resolve problem is appropriate
o Follow discipline procedures as per BP/AR
o Develop Behavior Intervention Plan

OR

- Decide if the substantive threat is very serious and respond to the very serious substantive threat

o Mobilize threat assessment team members as needed.
o Contact student's parents
o Notify intended victim's parents
o Protect and notify intended victim and parents of victim
o Caution the student about the consequences of carrying out the threat
o Provide direct supervision of student until parents assume control
o Consult with Risk Management & Security Manager and Law Enforcement
o Conduct mental health assessment
o Follow discipline procedures as per BP/AR
o Develop Behavior Intervention Plan

AND

- Implement a safety plan

OTHER CRIMES

If other crimes are committed on campus such as thefts and vandalism school administration, risk management and other needed resources along with law enforcement will conduct an investigation. Depending on the investigation outcomes, administration will follow district procedures for discipline and will assist in any necessary prosecution procedures through the District Attorney's office.

FUNCTIONAL ANNEX

Accounting for all Persons

Attendance Records



It is our daily practice to maintain manual attendance records in the Administrative Office of each site. This includes Daily Attendance Records, Site Employee Logs, Visitor Logs, and Itinerant Employee Logs (such as food services, maintenance and operations, etc.). If there are contractors or contracted service workers on-site in a controlled location (such as fenced areas under construction) the employer of record should be advised to consider keeping their own records of employee locations.

Crisis or Incident Accounting

In the event of a crisis or incident, each site administrator will ensure there are 2 – 3 key employees (only one needs to have control of records at a time – additional staff are only for backup) who will have responsibility as scribes to collect all site attendance records from the administrative office.

These records are to be provided to the on-site incident commander upon request. It is the scribe's responsibility to maintain and protect these records.

In cases where students, staff, or visitors cannot be located, the name and description of the person(s) will be provided to Search and Rescue teams for more specific search. All records of searches and tracking of people on-site will be recorded in appropriate ICS log. The incident commander will be kept informed of attendance status and updated with changes.

Assembly Areas

All staff will report as soon as is possible to their predesignated assembly areas. Premade signs may be used and maintained in assembly kits to assist in identifying specific assembly areas and will be held so as to be easily identified. Assembly area facilitators will distribute/record the attendance of all individuals in their assembly area.

For shelter-in-place or any evacuation, either on-site or off-site, attendance will be taken at any assembly areas and a comparison made to the attendance logs as follows:

Student Daily Attendance
Site Employee Log
Visitor Log
Itinerant Employee Log

Student Release

Student release will be conducted in an orderly fashion as outlined in the Reunification Annex of this plan. Attendance records will be checked and recorded as students leave the site.

Communications

Purpose



The Communications Annex ensures the availability and coordinated use of our communications systems for the dissemination of disaster information, for the exchange of information between decision-makers, and for the coordination of communications with local response agencies.

Scope

When activated, the Communications annex coordinates and supports emergency response/recovery telecommunications requirements. This includes the interface between our District and other agencies and outside organizations, such as local, state, and federal government, private nonprofit organizations, and business/industry. Immediately report communications degradation, interruption, or failure by alternate means (e.g. cell phone) to the Communications Officer and/or the District's Emergency Operations Center (EOC) if activated.

Activation

The senior executive (or designee) determines whether to activate this annex based upon information from initial staff reports and local authorities. The local emergency communications plan will include:
Channel designations
Contingency communications procedures
Training in back-up communications equipment

Key Tasks/Responsibilities

Develop a local communications plan
Establish and maintain liaison with local response agencies, state agencies, commercial communications companies, and amateur radio organizations
Support communications equipment (radio, computer, fax, etc.) as needed
Provide communications capability
Maintain equipment inventory
Designate a centrally-located area (usually main office) easily identified by staff, media, and the public
Predetermine an alternate location in case the primary location is inaccessible
Establish communication with staff
Maintain telephone and radio communication with emergency services
Post rumor control and information on the internet and in an area accessible to our students and the community
Record emergency related incidents
Maintain communication with staff by whatever means available (SMS text messaging, audio alarm warning system, intercom, bullhorn, canned air horn, two-way radio, e-mail, written notices)

Internal Communications

Staff will be notified when an incident occurs and kept informed as additional information becomes available and as plans for management of the situation evolve. The following practices will be utilized to disseminate information internally when appropriate:

Alert Notifications (SMS Texting)

Staff will be notified when an incident occurs and kept informed as additional information becomes available and as plans for management of the situation evolve. The following practices will be utilized to disseminate information internally when appropriate:

Telephone Tree

A telephone tree is a simple, widely used system for notifying staff of an incident when they are not at their primary work location. The tree originates with the senior site official, who contacts the members of the Incident Management Team. Team members then, in turn, will contact groups of staff identified on their call list.

Staff Meetings

As appropriate, updated information about an incident will be presented at regularly scheduled staff meetings. In some cases, special staff meetings may be called as incident evolution requires. Staff will also have the opportunity to address any misinformation or rumors. Any new procedures or temporary changes will also be reviewed at this time.

Communication With the District Administrative Office

The Incident Commander will use the designated countywide Emergency Radio Network to notify the site administrator of our District's status/needs. The site administrator will notify the District office. The District office will notify the County Office of the status of all of the District's sites. He/she will designate staff member(s) to monitor all communications.

Activation

Concept of Operations

The senior executive (or designee) determines whether to activate this annex based upon information from initial staff reports and local authorities. When activated, the Communications annex coordinates and supports emergency response/recovery telecommunications requirements

Immediately report communications degradation, interruption, or failure by alternate means (e.g. cell phone) to our District's Emergency Operations Center (EOC) if activated or the Communications Officer

The local emergency communications plan will include channel designations, contingency communications procedures, and training in back-up communications equipment.

Continuity of Operations (COOP)

General



Continuity of Operations planning is a program that ensures continued performance of essential functions across a full range of potential emergencies, be they natural or man-made, when a significant interruption of operations occurs following a severe disaster or tragedy.

A COOP provides guidance and establishes responsibilities and procedures to ensure that essential functions are maintained. COOP is not the same as an Emergency Operations Plan or a Recovery Plan, but rather supplements it, in the event normal facility or human resources are not available.

A COOP provides a continuity infrastructure that through careful planning ensures:
Emergency delegation of authority and an orderly line of succession, as necessary.
Safekeeping of essential personnel, resources, facilities, and vital records.
Emergency acquisition of resources necessary for business resumption.
The capability to perform critical functions remotely until resumption of normal operations.

A District's COOP plan should allow for its implementation anytime, with or without warning, during normal and after-hours operations; providing full operational capability for essential functions no later than 12 hours after activation; and sustain essential functions for up to 30 days.

The purpose of these Continuity of Operations (COOP) procedures is to ensure that there are procedures in place to maintain or rapidly resume essential operations within the District after an incident that results in disruption of normal activities or services to the District. Failure to maintain these critical services would significantly affect the operations and/or service mission of the District in an adverse way.

Scope

It is the responsibility of the District's officials to protect students and staff from incidents and restore critical operations as soon as it is safe to do so. This responsibility involves identifying and mitigating hazards, preparing for and responding to incidents, and managing the recovery process.

The COOP procedures outline actions needed to maintain and/or rapidly resume essential operations, business, and physical services, when interrupted for an extended period of time following an incident.

Responsibilities

Designated District Staff, in conjunction with the affected administrator(s) and staff, will perform the essential functions as follows:

Senior Executive/Site Administrator

Determine when to close District, and/or send students/staff to alternate locations
Disseminate information internally to students and staff
Communicate with family, media, and the larger community
Identify a line of succession, including who is responsible for restoring which business functions for the District
Ensure systems are in place for rapid contract execution after an incident
Identify relocation areas for site and administrative operations
Create a system for registering students (off site or into alternative locations)
Brief and train staff regarding their additional responsibilities

Secure and provide needed personnel, equipment and supplies, facilities, resources, and services required for continued operations
Identify strategies to continue operations (e.g., using the Internet, providing alternatives to operational contingencies)
Work with local and state government officials to determine when it is safe for students and staff to return to the District's buildings and grounds
Manage the restoration of the District's buildings and grounds (e.g. debris removal, repairing, repainting, and/or landscaping)
Collaborate with private and public-sector service providers and contractors

Administrative Services, District Staff

Maintain inventory
Maintain essential records (and copies of records) including the District's insurance policy
Ensure redundancy of records is kept at a different physical location.
Secure District's equipment and materials in advance.
Restore administrative and recordkeeping functions such as payroll, accounting, and personnel records.
Retrieve, collect, and maintain personnel data
Provide accounts payable and cash management services

Administrative Support Staff

Establish necessary support services for students and staff
Implement additional response and recovery activities according to established protocols
Collaborate with public and private providers

Food Services Worker

Determine how food services will resume
Support staff and volunteers as much as possible

Transportation

Provide emergency transportation services as needed
Assess and implement alternative transportation services that may be necessitated

Evacuation

General



Evacuation is one means of protecting the staff, students and visitors from the effects of a hazard through the orderly movement of person(s) away from the hazard. The type and magnitude of the emergency will dictate the scale of an evacuation (i.e., evacuation area).

Concept of Operations

Evacuation orders are generally given by the following:
Local Police
Environmental Health & Safety
Facilities Services
Administrator, director, or building supervisor
Fire Department with jurisdiction
Any person identifying a hazard and by activating the fire alarm system via a fire alarm pull station

Evacuation Procedures

Evacuation will be initiated by means of the fire alarm system. Whenever the alarm is sounded all occupants of all buildings are to initiate the evacuation procedure.
Take the Incident Action packet/binder which has a current class list and a red/green 8½ x 11 card (red on one side and green on the other side)
Close all doors and windows. (DO NOT LOCK DOORS)
Follow the safest evacuation route to the assembly or safe dispersal area.
Teachers are to take roll and make certain no one reenters the building for any reason.
If all students are present with staff member, staff will hold up the GREEN sheet to acknowledge to responsible incident management person that all students are present.
Support staff who have regular schedules with students need to have a green and red card also. If all students who are regularly scheduled are in their care and custody, they are to raise the green card, so staff member and responsible incident management person can see.
Staff members are to raise the red card even if they think a student is with support staff so responsible incident management person can account for those students.
If a student is not present, the staff member will hold up the RED card and wait for the administration to contact him/her to see who is absent. The responsible incident management person will coordinate the search for the missing student.
Students should remain 30 – 50 feet away from any building.
Students are to remain in groups, until the all clear signal is given.

On-Site Evacuation

The Incident Commander or designee activates fire alarm.
All staff follow the Evacuation Procedures identified above.
Once assembled, building occupants remain in their designated assembly or safe dispersal area until further instructions are given.
Reentry is only authorized after it is determined that conditions and buildings are deemed safe by appropriate incident management staff.

Off-Site Evacuation

If it is determined that the buildings and area are not safe for occupation and that the On-Site Evacuation locations are also at risk, the appropriate incident management staff will initiate an Off-Site Evacuation.
The Incident Commander or designee determines safest method for evacuating the site. This may include use of buses or simply walking to designated off-site location.
Staff members secure the student roster when leaving the building and take attendance once group is assembled in pre-designated safe location.
Once assembled off-site, staff members and students stay in place until further instructions are given.
In the event clearance is received from appropriate agencies, Incident Commander may authorize students and staff to return to buildings.

Evacuating Students with Disabilities

Procedures and actions regarding the special needs' population should cover the evacuation, transportation and medical needs of students who will require extreme special handling in an emergency. In most cases, additional safeguards must be established regarding roles, responsibilities and procedures for students with physical, sensory, emotional and health disabilities.

The following are steps that cover the evacuation procedure of student(s) with disabilities:
Review all paths of travel and potential obstacles
Know the facility, grounds, paths, exits and potential obstacles
Determine the primary and secondary paths of exit to be used during emergencies
Individuals with mobility impairments will need a smooth, solid, level walking surface, an exit that avoids barriers such as stairs, narrow doors and elevators and guardrails that protect open sides of the path
Compile and distribute evacuation route information to be used during emergency operations
Include alternative evacuation route information, should the primary route be inaccessible due to damage or danger
Install appropriate signage and visual alarms
Place evacuation information indicating primary and secondary exits in all offices, rooms, multipurpose rooms, hallways/corridors, lobbies, bathrooms and cafeterias. For passages and doorways that might be mistaken for an exit, place visible signs that proclaim, "NOT AN EXIT"
Place emergency notification devices appropriate for each student
Post signage with the name and location of each area so that the students will know exactly where they are, in order to comply with ADA (American's with Disabilities Act) Accessibility

Buildings and Facilities Signage Requirements

Approximately 60 inches above the floor
In a location that is not obscured in normal operation such as a swinging door
In all primary function areas

Preparation and Planning

Identify the students and staff with special needs and the type of assistance they will require in an emergency
Allow visitors to self-identify on a sign-in log if they have special evacuation needs
Discuss evacuation issues with the staff members and caretakers of students with special needs, including individuals, who may be temporarily disabled (i.e. a student with a broken leg)
Train staff in general evacuation procedures

Review the areas of rescue, primary exits, evacuation techniques, and the locations and operation of emergency equipment
Provide in-depth training to those designated to evacuate students with special needs
Train the staff for proper lifting techniques when lifting a person for evacuation
Anyone can assist a student with a visual impairment
Check on each special needs student to assure he/she is accounted for during an evacuation
Review the plan with emergency response personal, including local police, fire and emergency medical technicians
Identify “areas of rescue” in our site for students to wait for evacuation assistance from emergency personnel
Before operations begin in the Fall, walk around the site with first responders so that they are familiar with the primary exits and all areas of rescue; these areas must meet specifications for fire resistance and ventilation
Ask the responders to conduct a special drill explaining how they will support the students and staff with special needs during an emergency
Complete all contracts and Statements of Understanding with key emergency support providers
Ensure that sufficient transportation capacity exists with transportation providers, partner agencies, and suppliers to effectively meet the demand in an emergency
Identify transportation contracts through the District in case of an emergency; Emergency response for special needs requires special vans and special equipment
Specify who will do what to address these transportation needs
Develop a list of District-owned vehicles, staff vehicles that are available and make prior arrangements for their use in the event of an emergency
Review the evacuation plan with students and staff to be familiar with the process and identify any problems
Practice implementation of special duck and cover actions by students with able-bodied partners
Students should be aware that evacuation by themselves may be difficult or impossible because of obstacles in their path or because electric dependent machines may not function (i.e. elevator)
Special pre-planned assistance must be provided and reviewed regularly

Lockdown

General



A District or school site lock down is necessary when the threat of violence or gunfire is identified or directed by law enforcement and it is necessary to prevent the perpetrator(s) from entering occupied areas. During lock down, students are to remain in rooms or designated locations at all times.

Instructions

If a lock down situation is required, the Site Administrator will make an announcement on the Public Address (PA) system. If the PA system is not available, the Site Administrator will use other means of communication (e.g., sending messengers to deliver instructions). The Site Administrator should be calm, convey reassuring comments that the situation is under control, and provide clear and consistent directions. Below is an example of an announcement to be made by the Site Administrator:

"YOUR ATTENTION PLEASE. WE HAVE AN EMERGENCY SITUATION. STAFF ARE TO LOCK ROOM DOORS UNTIL NOTIFIED BY AN ADMINISTRATOR OR LAW ENFORCEMENT. STUDENTS AND STAFF ARE TO PROCEED TO THE NEAREST ROOM OR BUILDING. PLEASE REMAIN INDOORS UNTIL FURTHER INSTRUCTIONS ARE PROVIDED."

If inside, staff should instruct students to lie on the floor, move away from doors and remain in the center of the room out of the line of fire, lock the doors (if possible), and close any shades or blinds if it appears safe to do so. Students and staff who are physically unable to lie on the ground should move away from doors and windows.
If outside, students should proceed to their rooms if it is safe to do so. If it is not safe, staff must direct students into nearby rooms or other District buildings (e.g., auditorium, library, cafeteria, and gymnasium).
District staff and students must remain in their room or secured area until further instructions are provided by the Site Administrator or law enforcement.
Landline phones should not be used. District staff should use cell phones and speak quietly.
All site entrances and exits must be locked, and no visitors other than appropriate law enforcement or emergency personnel are to be allowed on the site.

Public, Medical, and Mental Health

General



Establishment of public, medical, and mental health procedures, will assist the District in preparing for, responding to, and recovering from an incident that affects the health and safety of students, staff, and family. Furthermore, coordination with Public Health agencies, Emergency Medical Services (EMS), and Mental Health support services will broaden their capacity to deal with these incidents by providing the District with resources beyond their existing expertise and training.

Public Health

Procedures

Designate District Medical Manager and/or other key personnel as the individual(s) responsible for coordinating incidents such as disease outbreaks, bioterrorism, and natural disasters with local, State, and Federal Public Health agencies.
Coordinate with local, State, and Federal Public Health agencies on information sharing protocols.
Develop procedures for reporting information to local, State, and Federal Public Health agencies.
Contact local Public Health agency to determine notification procedures for students/family, staff, and public, if necessary.
Send out any required notification to students/family, staff and public as required.
Establish a dedicated contact phone number for questions and concerns.
Coordinate with local, State, and Federal Public Health agencies, for assistance with managing large scale incidents or incidents beyond the District's resources.

Medical Health

Procedures

Designate District Medical Manager and/or other key personnel as the individual(s) responsible for coordinating incidents involving students or staff injuries or illnesses
Provide CPR/First Aid/AED to all staff designated to work in medical capacity
Establish a triage area for injured students and staff
Separate walking wounded, critically injured and deceased individuals (Keep a log of names of these individuals)
Keep a record of students and staff that are transported off-site for treatment.
Coordinate with local Emergency Medical Services (EMS) agencies for assistance with large scale incidents or incidents beyond the District's resources.

Mental Health

Procedures

Designate crisis counselors and/or other key personnel as the individual(s) responsible for coordinating incidents with local, State, and Federal Mental Health agencies
Activate crisis counselors during the incident to begin identifying students and staff that require assistance
Keep a log of individuals counseled or that require counseling following the incident
Notify students, family, and staff of counseling services available
Coordinate with local, State, and Federal Mental Health agencies, for assistance with large scale incidents or incidents beyond the 's resources.

Psychological First Aid for Schools (PFA-S)

The field of school safety and emergency management has evolved significantly over the past decade. Tragically, acts of violence, natural disasters, and terrorist attacks have taught us many lessons. We also know that other types of emergencies can impact schools, including medical emergencies, transportation accidents, sports injuries, peer victimization, public health emergencies, and the sudden death of a member of the school community. We now recognize the need for school emergency management plans that are up-to-date and take an “all-hazards”approach with clear communication channels and procedures that effectively reunite parents and caregivers with students. We have also learned that preparing school administrators, teachers, and school partnering agencies before a critical event is crucial for effective response, the value of ongoing training and emergency exercises, and that having intervention models that address the public health, mental health, and psychosocial needs of students and staff is essential to a safe school environment and the resumption of learning. (excerpted from Psychological First Aid for Schools, Field Operations Guide, 2nd Edition)

Field Operations Guide (FOG)

We use the PFA-S FOG as-needed, to prepare and respond to critical incidents affecting the mental health of our students. https://www.nctsn.org/resources/psychological-first-aid-schools-pfa-s-field-operations-guide

Public Safety and Security

Purpose



The Public Safety and Security Annex integrates State public safety and security capabilities and resources to support the full range of incident management activities.

Scope

The Public Safety and Security Annex provides a mechanism for coordinating and providing support to local law enforcement authorities to include non-investigative/non-criminal law enforcement, public safety, and security capabilities and resources during incidents. The Public Safety and Security Annex capabilities support incident management requirements, including force and critical infrastructure protection, security planning and technical assistance, technology support, and public safety, in both pre-incident and post-incident situations. The Public Safety and Security Annex generally is activated in situations requiring extensive assistance to provide public safety and security.

Key Tasks/Responsibilities

Coordinate public safety and security support (including personnel and equipment) to any affected department/agency during preparation for, response to, and/or recovery from any real or potential incident.
County Sheriff's Office
Police Department
Other Law Enforcement Agencies
Private Security Companies

Coordinate critical information dissemination regarding public safety/security through mass warning/notification.

County Sheriff's Office
Police Department
Dispatch
County Emergency Management
Facilitate multi-function public safety activities such as evacuation, traffic, looting, and riot control
County Sheriff's Office
Police Department
Other Law Enforcement Agencies
Fire/EMS

Concept of Operations

Local law enforcement authorities have the primary responsibility for public safety and security and are the first line of response and support in these functional areas, utilizing the Incident Command System on-scene
In larger-scale incidents, additional resources should first be obtained through the activation of mutual aid agreements with neighboring jurisdictions and/or State authorities, which may require the management of incident operations through a Unified Command structure

Through the Public Safety and Security Annex, outside resources supplement local resources when requested or required, as appropriate, and are integrated into the incident command structure using National Incident Management System principles and protocols
The Public Safety and Security Annex activities should not be confused with the activities described in the Terrorism Incident Annex or other criminal investigative law enforcement activities

As the lead law enforcement official in the United States, the Attorney General, generally acting through the Federal Bureau of Investigation (FBI), maintains the lead for criminal investigations of terrorist acts or terrorist threats by individuals or groups inside the United States
The Public Safety and Security Annex is activated when public safety and security capabilities and resources are needed to support incident operations
This includes threat or pre-incident as well as post-incident situations
When activated, the primary agencies assess public safety and security needs, and respond to requests for resources and planning/technical assistance from county agencies
The Public Safety and Security Annex manages support by coordinating the implementation of authorities related to public safety and security and protection of property, including critical infrastructure, and security resources and technologies and other assistance to support incident management operations and security capabilities and resources are needed to support incident operations
This includes threat or pre-incident as well as post-incident situations
The Public Safety and Security Annex maintains close coordination with Federal, State, and local officials to determine public safety and security support requirements and to jointly determine resource priorities
The primary agencies maintain communications with supporting agencies to determine capabilities, assess the availability of resources, and track resources that have been deployed

Recovery

General



When a disaster occurs, it is all too easy to get consumed by the urgent activities and emotions surrounding the event. That is understandable but don't allow the intensity of the incident to distract you from some extremely important actions you should be taking. Keep in mind that no financial assistance will occur until there is a declared disaster by the State and the Federal governments.

Tracking time and material (supplies and equipment specifically used for the disaster) should happen always, regardless of disaster declarations. There is no guarantee that we will get our expenses reimbursed. We are at the mercy of the State and Federal governments. In most cases, however, labor and materials specific to the disaster response get reimbursed. Losses already covered by our insurance are typically NOT reimbursed. For example, if an employee is injured our Workers' Compensation would cover the injured employee. If a building was damaged and our insurance does not cover that specific cause of loss there may be a chance it is reimbursable.

Before – Action Items

Establish relationships and contact information from our county Operational Area and Coordinating Council (OACC)
Create and maintain a current contact list with this information and other contact information essential to the Finance/Administration Section of our ICS structure
Train and practice the Start-up, Operation of, and the Closure of this ICS Section.
Modify and update our Emergency Operations Plan as necessary

During – Action Items

Within the very first moments of an incident, begin tracking every employee's and volunteer's time spent on the incident. (Be alert to any announcements from local or State government regarding "Public Assistance" requests or meetings.) Use the form designed for that purpose, the Activity Log (ICS 214). If not readily available, make sure each person is tracking the following:
Incident name
Date
Worker's name
Log each major activity and track start and end times
Don't be concerned with tracking too much – that can be sorted out after the event
This information will need to be transferred onto the Activity Log (ICS 214) before we can apply for Public Assistance funding (this is what they call the State and Federal reimbursement program)
Keep track of ANY disaster-related expenditures for supplies or equipment. It is best to retain copies of priced-out receipts and invoices for possible State and Federal reimbursement. For example, if our facilities may be used as a shelter and we are required to provide custodial services specific to the shelter, toilet paper, paper towels, cleaning material and chemicals would all likely be reimbursable. If our facility were being used as a medical care facility and the HVAC system required filters different than what we would normally use, the cost of the filters (and the labor to change them) are likely reimbursable.
Establish the Recovery Unit in the Finance/Administration Section of our Emergency Operations Center (EOC).
Have all sites or units collect information on their ability to sustain operations.
Develop staffing pattern for the Recovery Unit.

Collect information on damages, duration and impact from the following:
Utility Providers

Social, medical and health services
Transportation routes and services
Debris issues
County Government Operations
Private sector retail and wholesale providers
Others
Develop initial short term and long-term recovery objectives.
Refer to hazard/threat-specific annexes for information.
Develop information for the PIO on the recovery process and progress.
Develop a plan to assign personnel to sustain the recovery effort
Coordinate with the OACC, other local jurisdictions and the State on their recovery efforts.
While it is best if we already have an established relationship with our county Operational Area Coordinating Council (OACC) contact, we need to identify that individual and the means of communicating with them. We will want them to know who at our District will serve as the contact for emergency incidents. This will serve a couple of purposes:
It will keep our District "in the loop" and better informed when an incident affecting our District occurs
It will alert us to any notice of "Public Assistance" informational meetings to learn about getting Federal and State reimbursement for disaster related District activity
If our county's OACC is overwhelmed with an incident we should reach out directly to our Emergency Services Coordinator at the Governor's Office of Emergency Services Region Operational Area.
Ask them to put the District on the list for notification of "Public Assistance" informational meetings
There are forms that will be exchanged between our District and the OACC or the California Governor's Office of Emergency Services (they act as our liaison with FEMA)
If our employees and volunteers remain under our direction and control we are responsible for any costs associated with their activities. Should they perform work that they would not normally do and it is attributable to the disaster we will likely be able to reimburse the labor. Management costs are typically NOT reimbursable.
If our employees and volunteers, or our facilities, are tasked outside of our District we must only do so under the terms of a mutual aid agreement or memorandum of understanding to which the District have agreed, in writing. Make sure we understand when and if risk transfer occurs as it should be clear in these documents. These documents should identify, specifically, what is "covered" and by "whom." Examples for other agency usage of our facility might include the Fire Department using our facility as a command center for the incident.
Or, local hospitals may be "at-capacity" and need our facility to provide some form of medical or health services. In these cases, (like the case of sheltering) a written request for use of our facilities should be on file or requested prior to allowing the agency to use them. These documents should specify what they will and will not cover in terms of costs related to using the facility. Typically, if an outside agency damages the property or they cause a liability exposure, they are responsible for coverage.

When in doubt, ask for help.

After – Action Items

Begin closing the Recovery Unit
Assign any open or pending tasks, such as Public Assistance funding or other outstanding receivables or payables, to appropriate staff with specific checkup or due dates
Make sure all Activity Logs and equipment/supply records have been assembled and recorded into the request for Public Assistance from Cal OES and FEMA
Conduct an After-Action debrief within the Finance/Administration Section and include that in the main incident After-Action debrief held by the District
Review our EOP and include any lessons learned or altered actions into the plan for update and redistribution to the emergency management team
Participate in and debriefings provided by our ICS team and close the Recovery Unit

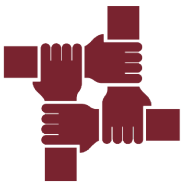
Resources

Activity Log (ICS 214)
Cal OES Regional Operations
Form Cal OES 126 – Project Application, California Disaster Assistance Act Program
Form Cal OES 130 – Designation Of Applicant's Agent Resolution For Non-State Agencies
Form Cal OES 89 – Project Assurances For Federal Assistance – Construction Programs
Form FEMA 009-0-49 9/16 – Request For Public Assistance

All links should be verified at least annually and updated. In some cases, expired forms will not be accepted.

Reunification

General



Student release is a crucial part of emergency planning. During an emergency or disaster, the traditional student release procedure is often unsafe and therefore not operable. Accordingly, a comprehensive emergency plan needs to include certain procedures to accomplish the main priority of safety planning which is to ensure the safety of the students to every extent possible.

There are a wide variety of emergency situations that might require student/family reunification. Student/family reunification may be needed if the site is evacuated or closed as a result of a hazardous materials transportation accident, fire, natural gas leak, flooding, earthquake, tsunami, school violence, bomb threat, terrorist attack or other local hazard.

Student/Family reunification is part of the Incident Command System and is assigned to the Operations Area.

Reunification Procedures

In an emergency, sites must establish a safe area for family members to meet with students. This area must be away from the both the damage and the student's assembly area. In a typical release the following steps will be followed:

Family member will report to the assigned area and give the name of the student
Picture ID will normally be required by the person in charge to insure the person requesting a minor is a match to the name on the emergency release card
A runner will go to the student assembly area and get the minor requested by the parent or adult and escort the student back to the pick-up area
Parents will be asked to sign a form indicating they picked up the minor (the date and time will also be indicated on the pick-up form)
If the minor is in the first aid area, the parent will be escorted to that area for reunification with their child/children
Counselors, when available, will be located close to the first aid area in the event they are needed

Traffic Control

Traffic may be controlled by trained and authorized employees who meet the requirements outlined in the Manual on Uniform Traffic Control Devices (MUTCD) Part 7, Traffic Control for School Areas. In the absence of this condition, we must wait until local law enforcement is available and on scene at the site.
To every extent possible, two-way traffic will be maintained to allow for entry and exit of emergency vehicles
As the situation develops there may be time for barricades and other traffic control devices to be delivered and set up
It should be understood this will not occur at the beginning of the incident
When law enforcement arrives on the scene they will take charge and do whatever is necessary, including the towing of vehicles to manage the emergency or disaster

Maintaining the Procedures

Student rosters should be updated at least twice a year
If enrollment dictates this may be updated more frequently
Updated rosters should be stored in every room in an area easily identified by the both staff and substitutes.
Additional copies of the rosters should be distributed to the site administrator and placed in the back of the emergency plan binder

Emergency cards should be filled out at the beginning of the year
This card should include contact information on family members, as well as other adults who can be contacted if the family member is not available
The card should also indicate who the minor is permitted to leave site with, if necessary
DO NOT release students to people not listed on the student emergency card.
A well- intentioned friend may offer to take a minor home; however, District staff must be certain that students are only released to the appropriate people, so their families will know where they are
The card should also include all pertinent medical information such as allergies, medications, and doctor contact information
These cards should be stored in the front office in both hard copy and electronically, if possible

Things to Remember

Some family members will refuse to cooperate with the student/family reunification process
This situation can be diminished, to some degree, if family members are informed about the District's release procedures before the disaster or emergency occurs
They should be reminded that the safety of their student is our utmost priority
Family members may be emotional when arriving at the site
Have counselors available to deal with issues if needed
Shortly after the incident, the media will have a presence on our site
The Public Information Officer, part of the command staff operating under the Incident Command System, will deal with the media, however, it is important that family be sheltered from media representatives

Shelter-in-Place

General



This action is taken to place and/or keep students indoors in order to provide a greater level of protection from airborne contaminants in outside air. Shelter-in-place is implemented when there is a need to isolate students and staff from the outside environment and includes the shutdown of room and/or building air systems. During shelter-in-place, no one should be exposed to the outside air.

Description of Action

If an emergency occurs that requires students and staff to Shelter-in-Place, the Site Administrator will make an announcement on the PA system. If the PA system is not available, the Site Administrator will use other means of communication (e.g., sending messengers to deliver instructions). The Site Administrator should be calm, convey reassuring comments that the situation is under control, and provide clear and consistent directions. Below is an example of an announcement to be made by the Site Administrator:

"YOUR ATTENTION PLEASE. WE HAVE RECEIVED INFORMATION REGARDING A HAZARD IN THE COMMUNITY. WE ARE INSTITUTING SHELTER-IN-PLACE PROCEDURES. PLEASE REMAIN INSIDE THE BUILDING AWAY FROM OUTSIDE AIR WITH WINDOWS AND DOORS SECURELY CLOSED AND AIR CONDITIONING UNITS TURNED OFF. ALL STUDENTS AND STAFF THAT ARE OUTSIDE ARE TO IMMEDIATELY MOVE TO THE PROTECTION OF AN INSIDE ROOM. PLEASE REMAIN INDOORS UNTIL FURTHER INSTRUCTIONS ARE PROVIDED."

If inside, staff should keep students in their rooms until further instructions are given
If outside, students must proceed to their rooms if it is safe to do so
If it is determined to be unsafe, staff should direct students into nearby rooms or buildings (e.g., auditorium, library, cafeteria, and gymnasium)
Staff and students who were exposed to outside air should congregate in indoor locations away from individuals who were not exposed to outside air
Anyone who is exhibiting symptoms must be treated
Staff is responsible for securing individual rooms and for completing the following procedures as needed:
Shut down the room/building HVAC (Heating Ventilation and Air Conditioning) system
Turn off local fans in the area
Close and lock doors and windows

If necessary, seal gaps under doors and windows with wet towels or duct tape, seal vents with aluminum foil or plastic wrap, and turn off sources of ignition, such as pilot lights

Situational Awareness

In the U.S., every public agency is expected to address situational awareness and personnel security. Situational Awareness is the ability to identify, process, and comprehend the critical information about an incident. More simply, it is knowing what is going on around us.

Overview

Situational Awareness requires continuous monitoring of relevant sources of information regarding actual incidents and developing hazards. A common core function of Emergency Operations Centers (EOC) is gaining, maintaining, and sharing Situational Awareness and developing a Situational Picture (SitPic) that is shared between the Incident ICS, EOC, JIS, and field staff participants in the incident.

In the early stages of activation, the EOC will obtain Situational Awareness. This is important because accurate, timely information will enable more informed, effective decision-making. An excellent tool for developing and maintaining this condition of the OODA loop.

OODA Loop

The OODA loop is the cycle: observe–orient–decide–act, developed by military strategist and United States Air Force Colonel John Boyd in the 1960s. Boyd applied the concept to the combat operations process, often at the operational level during military campaigns. It is now also often applied to understand commercial operations and learning processes.
The OODA loop has become an important concept in emergency management. According to Boyd, decision-making occurs in a recurring cycle of observe–orient–decide–act. An entity (whether an individual or an organization) that can process this cycle quickly, observing and reacting to unfolding events more rapidly than an “opponent,” can thereby "get inside" the opponent's decision cycle and gain the advantage.

Observe – Sensing yourself and the world around you
Orient – What you believe: a complex set of filters of genetic heritage, cultural predispositions, personal experience, and knowledge
Decide – A review of alternative courses of action and the selection of the preferred course as a hypothesis to be tested.
Act – Testing the decision chosen for implementation.

Every employee is a critical link to situational awareness. This annex address the expectations of this District in establishing and maintaining a vital communication and informational internal network. Whether you are in an office environment, inside a building, in the field, or at home, what you observe and absorb are invaluable to our District.

Prepare

The following list includes the minimum expectations for every employee:
Develop and maintain a personal family communication plan
Use the Family Emergency Communication Plan – Wallet Sized provided by our District
The plan should be completed at hire and updated when any of the information changes but at least annually
Share our plan with your family
Review and familiarize yourself with the District’s Emergency Operations Plan (EOP)
Prepare a “Go-Bag” for yourself with a 3-day supply of food and water
See the “Go-Bag” guide for help in assembling and stocking
Keep a copy of the District’s Critical Incident Field Operations Guide (FOG) with you at all times during work hours

Field Protocol

Before, during, and after critical incidents there are some basic steps you should take to improve your situation and help others in need:

f you are operating a vehicle or other equipment, stop your activity as soon as is safely possible (If driving, follow safe driving practices and get maneuver your vehicle without endangering your own or the safety of others)
Assess the situation using the OODA loop and take appropriate action
Follow our District's Communication protocols as outlined in the EOP
If you are unable to proceed to your primary location (starting and ending shift worksite) find out if you can return to an alternate site
If returning to any of these sites proves unreasonable, proceed to the nearest public facility (police or fire station, hospital, local government office) and notify our District of your exact location
Provide our District's Emergency Operations Center (EOC) with as much detailed information as possible:
Time, Date, and Location of Critical Incident
Your condition (unaffected, injured, etc.) and the condition of your equipment
Describe the type of incident such as fire, hazmat, earthquake, etc.
Provide details on estimate impact in your area (how much loss or damage)

Disaster Service Worker

As a California public employee, you may be called upon to work as a Disaster Service Worker (DSW) in the event of an emergency. The information contained in the Disaster Service Worker website will help you understand your role and obligations as a disaster service worker, and what to do in an emergency (California Government Code Section 3100-3109).

Special Needs Population

Planning Needs and Assumptions



For individuals with special needs, physical environments become a great deal more hostile and difficult to deal with during and after an emergency. The ability to get to accessible exits and personal items may be reduced. Communication may be impeded at a time when clear and rapid communication is crucial to safety and survival.

To comply with statutes involving students with special needs, individuals responsible for evacuation and emergency operation plans, notification protocols, shelter identification, emergency medical care and other emergency response and recovery programs must:

Have sound working knowledge of the accessibility and nondiscrimination requirements applicable under Federal disability rights laws
Know the special needs demographics of the attending students on site
Involve students with different types of disabilities and staff in identifying the communication and transportation needs, accommodations, support systems, equipment, services, and supplies that they will need during an emergency
Consider emergency accommodations for those with temporary disabilities
Identify existing resources within the site and local community that meet the special needs of these students
Develop new community partners and resources, as needed
Inform family members about the efforts to keep students safe
Identify medical needs and make an appropriate plan
Determine transportation needs, special vans, and buses for students
Identify any necessary tools such as personal response plans, evacuation equipment or visual aids
Include local responders and establish a relationship with individual students with disabilities and staff

HAZARD/THREAT ANNEX

Hazard-Threat Assessment

A representative number of participants were selected to participate in the Hazard-Threat Assessment Survey (HTAS). This survey follows best practices in emergency management and is a very important part of updating our Emergency Operations Plan.

This survey was designed to help us prioritize possible threats or hazards we may face. It covers many possible scenarios but is not exhaustive in nature. The survey information generated is invaluable in helping our Emergency Operations Plan Collaborative Planning Team identify the hazards and threats most likely to impact us.

The Collaborative Planning team has selected the following Hazards/Threats to be included in this annex:
Active Assailant
Cyber Threat or Attack
Earthquake
Extreme Heat and Unhealthy Air Quality
Fire-Structural
Fire-Forest, Wildfire, or Urban Interface
Infectious Disease
Power and Utility Failure
Severe Weather
Tsunami

Active Assailant

Purpose

Active assailant situations are often over within 10 to 15 minutes, before law enforcement arrives on the scene. Individuals must be prepared both mentally and physically to deal with an active assailant situation.



This Annex will address current best practices for dealing with Active Assailants, Before, During, and After an incident.

Situation and Assumptions

An Active Assailant is an individual actively engaged in the killing or attempting to kill people in a confined and populated area. In most cases, active assailants use firearms and there is no pattern or method to their selection of victims.

Active Assailant situations are unpredictable and evolve quickly. Typically, the immediate deployment of law enforcement is required to stop the attack and mitigate harm to victims.

Continuity of Operations (Annex Specific)

Continuity of Operations is defined as the internal effort of an organization to assure that the capability exists to continue essential functions and services in response to a comprehensive array of potential emergencies or disasters.

In the case of an active assailant actions can be taken in advance to mitigate some of the outcome of the attack.

Organization and Assignment of Responsibilities

Refer to the Organization and Assignment of Responsibilities section located in the Basic Plan.

Plan Development

This annex is part of the Hazard and Threat Annex and was developed using current best practices

Authorities and References

- CISA (Cybersecurity and Infrastructure Security Agency) Active Shooter Preparedness
  - https://www.cisa.gov/topics/physical-security/active-shooter-preparedness
- FBI (Federal Bureau of Investigation) Active Shooter Safety Resources
  - https://www.fbi.gov/how-we-can-help-you/safety-resources/active-shooter-safety-resources
- REMS (Readiness and Emergency Management for Schools) Technical Assistance Center
  - https://rems.ed.gov/IHEActiveShooterSituations.aspx

Incident Command Actions

Before

Threat and Physical Security Assessment of each site

Conducting periodic threat and physical security assessments will ensure that best practices are in place to control access to your campus.

- Appropriate perimeter fencing installation and maintenance
- Locks and closers on perimeter gates that prevent outsiders from opening the gate (mesh screen around gate area)
- Check for keyed exterior locksets of all classroom doors
- Make sure the lockset on the interior of the classroom door has a thumb lock or other quick-lock style lockset (see Figure 1- Interior Lock)
- Verify visitor access control is in place and works as intended
- Require classroom doors to be closed and locked when students are present

Student Education

- Educate students (age appropriate) through workshops, seminars, lectures, and any other opportunity to teach about the hazards of an active assailant/physical threat and ways each person can potentially react to such a situation
- Supplement in-person instructional elements with additional information to reinforce the training

Such material may be distributed in a variety of ways, including but not limited to web pages, social media, printed literature, radio/TV, etc.
Foster a respectful school community
Be aware of indications of violence and take remedial actions accordingly (i.e. If you see something, say something)





Behavioral Red Flags
Recognizing indicators for potential violence by an individual:
Increased use of alcohol and/or illegal drugs
Unexplained increase in absenteeism; vague physical complaints
Noticeable decrease in attention to appearance and hygiene
Depression/withdrawal
Resistance and overreaction to changes in policy and procedures
Repeated violations of District policies
Increased severe mood swings
Noticeably unstable, emotional responses
Explosive outbursts of anger or rage without provocation
Suicidal; comments about “putting things in order”
Behavior, which is suspect of paranoia, (“everybody is against me”)
Increasingly talks of personal problems
Talk of severe financial problems
Talk of previous incidents of violence
Empathy with individuals committing violence
Increase in unsolicited comments about firearms, other dangerous weapons, and violent crimes

Develop a positive behavioral intervention program that identifies at-risk behaviors early on and ensures administration is aware of these individuals
Decide upon communications and public information releases with your Public Information Officer prior to an incident
Develop model releases that provide well thought out and consistent messaging on behalf of the District
Discuss and decide upon Spontaneous Memorial practices including
Ease of public access
Minimize disruption of vehicular and pedestrian traffic
Monitored for appropriateness of items placed at the memorial
Prepared to announce the one location to the public and that it will be open from/to specific dates (typically no longer than 2-3 weeks)
Line-of-sight view by administration

During

Responding to an Active Assailant/Physical Threat

If you are in a situation where your safety is in question and you are at risk of harm from another person, you must quickly determine the most reasonable way to protect your own life.

Run (evacuate)

If there is an accessible escape path, attempt to evacuate the building/area. Be sure to:
Have an escape route and plan in mind
Evacuate regardless of whether others agree to follow
Leave your belongings behind
Help others escape, if possible
Prevent individuals from entering an area where the active assailant may be
Keep your hands visible, to prevent confusion to law enforcement
Follow the instructions of law enforcement personnel
Do not attempt to move wounded people
Notify Police when you are safe

Hide (lockdown)

If evacuation is not possible, find a place to hide where the active assailant is less likely to find you. Your hiding place should:
Be out of the active assailant's view
Provide protection if shots are fired in your direction (i.e. a room with a closed and locked door)
Not trap you or restrict your options for movement
Remember Cover vs. Concealment
Spread out to reduce target area
To prevent an active assailant from entering your hiding place:
Lock the door, if possible
Blockade the door with whatever is available – heavy furniture, door wedges, file cabinets, etc.
Cover any windows or openings that have a direct line of sight into a hallway
If the active assailant is nearby:
Lock the door, if possible
Close windows, shades and curtains.
Silence all cell phone and other electronic devices
Turn off any source of noise (i.e. radios, televisions, etc.)
Hide behind large items (i.e. cabinets, desks)
Remain silent

Do not sound the fire alarm
A fire alarm would signal the occupants to evacuate the building and thus place them in potential harm as they attempted to exit
Notify Police when it is safe to do so

Fight

If running and hiding are not possible:
Remain calm
Notify Police, if possible, to alert hem of the active assailant's location
If you cannot speak, leave the line open and allow the dispatcher to listen
As a last resort, and only when your life is in imminent danger, attempt to disrupt and/or incapacitate the active assailant by:
Acting as aggressively as possible against him/her
Throwing items and improvising weapons
Yelling
Committing to your actions



Law Enforcement

Law enforcement's purpose is to stop the active assailant as soon as possible. Officers will proceed directly to the area in which the last shots were heard.

While officers may prefer to team up, they are likely to deploy individually, upon arrival at the scene
Officers may wear regular patrol uniforms or external bulletproof vests, Kevlar helmets, and other tactical equipment
Officers may be armed with rifles, shotguns, handguns
Officers may use pepper spray or tear gas to control the situation
Officers may shout commands, and may push individuals to the ground for their safety
The first officers to arrive to the scene will not stop to help injured persons. Expect rescue teams comprised of additional officers and emergency medical personnel to follow the initial officers. These rescue teams will treat and remove any injured persons. They may also call upon able-bodied individuals to assist in removing the wounded from the premises.

While law enforcement personnel are still assessing the situation, uniformed security and/or police officers will move through the entire area to ensure the threat is over. For the safety of you and the officers, you may be handcuffed until the incident details are fully known.

How to react when law enforcement arrives:

Remain calm, and follow officers' instructions
Put down any items in your hands (i.e., cell phones, bags, jackets)
Immediately raise hands and spread fingers
Always keep hands visible
Avoid making quick movements toward officers such as holding on to them for safety
Avoid pointing, screaming and/or yelling
Do not stop to ask officers for help or direction when evacuating, just proceed in the direction from which officers are entering the premises

Once you have reached a safe location or an assembly point, you will likely be held in that area by law enforcement until the situation is under control, and all witnesses have been identified and questioned. Do not leave until law enforcement authorities have instructed you to do so.

Considerations
If a security threat is imminent or occurring, our personnel will take all reasonable and appropriate actions to minimize the hazard to the District's students and staff. If the perpetrator(s) is known, Incident Command will immediately deactivate the incident site's ID card(s) to prevent the individual(s) from entering a building/room equipped with card access.

For locations without electronic access control, incident personnel will make reasonable attempts to secure these doors as quickly as possible. The nature of the threat may make it unsafe for incident personnel to move from door-to-door, thus preventing these locations from being quickly secured.

If you become aware of an active assailant situation, immediately notify Police at 911. Information to provide to law enforcement or 911 operators:
Location of the active assailant
Number of assailants
Identity of the assailant(s), if known
Physical description of assailant(s)
Number and type of weapons held by the assailant(s)
Number of potential victims at the location

After

Good Practice for Coping
Good Practice for Coping
Be aware of your environment and any possible dangers
Take note of the two nearest exits in any facility you visit
If you are in an office, stay there and secure the door
If you are in a hallway, get into a room and secure the door
As a last resort, attempt to take the active assailant down. When the assailant is at close range and you cannot flee, your chance of survival is much greater if you try to incapacitate him/her.
Call 911 when it is safe to do so

Any time there is a significant security concern, we will make every reasonable attempt to immediately increase security on site. At the same time emergency personnel are responding to the emergency, public safety officials will communicate the hazard to the community via all available and appropriate means.

If you receive an official emergency communication notifying you of a hazardous situation where you must take immediate action to protect yourself, stay as calm as possible and follow these procedures. Only you will be able to determine the safest course of action that should be taken.

Bomb Threat Procedures and Checklist – DHS

BOMB THREAT PROCEDURES

This quick reference checklist is designed to help employees and decision makers of commercial facilities, schools, etc. respond to a bomb threat in an orderly and controlled manner with the first responders and other stakeholders.

Most bomb threats are received by phone. Bomb threats are serious until proven otherwise. Act quickly, but remain calm and obtain information with the checklist on the reverse of this card.

If a bomb threat is received by phone:

1. Remain calm. Keep the caller on the line for as long as possible. DO NOT HANG UP, even if the caller does.
2. Listen carefully. Be polite and show interest.
3. Try to keep the caller talking to learn more information.
4. If possible, write a note to a colleague to call the authorities or, as soon as the caller hangs up, immediately notify them yourself.
5. If your phone has a display, copy the number and/or letters on the window display.
6. Complete the Bomb Threat Checklist immediately. Write down as much detail as you can remember. Try to get exact words.
7. Immediately upon termination of call, DO NOT HANG UP, but from a different phone, contact authorities immediately with information and await instructions.

If a bomb threat is received by handwritten note:

- Call _____
- Handle note as minimally as possible.

If a bomb threat is received by e-mail:

- Call _____
- Do not delete the message.

Signs of a suspicious package:

- No return address
- Excessive postage
- Stains
- Strange odor
- Strange sounds
- Unexpected delivery
- Poorly handwritten
- Misspelled words
- Incorrect titles
- Foreign postage
- Restrictive notes

Refer to your local bomb threat emergency response plan for evacuation criteria

DO NOT:

- Use two-way radios or cellular phone. Radio signals have the potential to detonate a bomb.
- Touch or move a suspicious package.

WHO TO CONTACT (Select One)

- **911**
- **Follow your local guidelines**

For more information about this form contact the DHS Office for Bombing Prevention at OBP@dhs.gov

Homeland Security

2014

BOMB THREAT CHECKLIST

DATE: **TIME:**

TIME CALLER HUNG UP: **PHONE NUMBER WHERE CALL RECEIVED:**

Ask Caller:

- Where is the bomb located? (building, floor, room, etc.)
- When will it go off?
- What does it look like?
- What kind of bomb is it?
- What will make it explode?
- Did you place the bomb? Yes No
- Why?
- What is your name?

Exact Words of Threat:

Information About Caller:

- Where is the caller located? (background/level of noise)
- Estimated age:
- Is voice familiar? If so, who does it sound like?
- Other points:

Caller's Voice	Background Sounds	Threat Language
☐ **Female**	☐ Animal noises	☐ Incoherent
☐ **Male**	☐ House noises	☐ Message read
☐ Accent	☐ Kitchen noises	☐ Taped message
☐ Angry	☐ Street noises	☐ Irrational
☐ Calm	☐ Booth	☐ Profane
☐ Clearing throat	☐ PA system	☐ Well-spoken
☐ Coughing	☐ Conversation	
☐ Cracking voice	☐ Music	
☐ Crying	☐ Motor	
☐ Deep	☐ Clear	
☐ Deep breathing	☐ Static	
☐ Disguised	☐ Office machinery	
☐ Distinct	☐ Factory machinery	
☐ Excited	☐ Local	
☐ Laughter	☐ Long Distance	
☐ Lisp		
☐ Loud	**Other Information:**	
☐ Nasal		
☐ Normal		
☐ Ragged		
☐ Rapid		
☐ Raspy		
☐ Slow		
☐ Slurred		
☐ Soft		
☐ Stutter		

Cyber Threat or Attack

Purpose



Understanding the risks and motivations behind cyber threats or attacks is crucial in establishing and implementing this Cyber Threat or Attack annex. Technology continues to improve and develop at an amazing pace and with that advancement comes the challenges of protecting what we collect and manage using that technology.

Common criminals as well as hostile foreign actors have a couple of primary motivations when it comes to attacking your organization's cyber space. Both money and operational disruption are at the top of that list. For some hackers, they thrive on finding ways to access your information and then sell it, or threaten to disclose it asking for a "ransom," while freezing up your means of storing, accessing, or distributing information.

This annex will focus on the incident management perspective and address what to do before, during, and after an incident, following current best practices. These practices fall under the general category of cyber security.

Situation and Assumptions

Think of the cyber world as you would your own facilities. You provide appropriate fencing to ensure the security of those within its boundaries. The more access points you provide the more difficult it becomes to keep that site secure and safe. The cyber world is really the same way. Years ago we may have had only a handful of access points to our local area network. As technology improved, we added access. As we added access we provided more entry points for those who would seek our harm.

We are making some basic assumptions about systems and practices we should have in place:

- Installed and using modern firewall and antivirus software
- Conducting regular antivirus scanning
- Configured firewalls to prevent ransomware
- Keeping operating systems patches up-to-date
- Completing critical patching as expeditiously as possible
- Conducting employee cyber security awareness training including current best practices
- Keeping individual sites segregated
- Keeping user groups segregated (staff and student users segregated)
- Keeping privilege access management limited
- Using multi-factor authentication
- Implemented and using strong password policy
- Using off-site back up
- Providing email filtering to prevent spam reaching employees

Organization and Assignment of Responsibilities

Our IT department will have leadership over all aspects of our technology equipment and network spaces. They are the core of our Cyber Security Incident Response Team.

It is the responsibility of our Information Technology (IT) professionals to maintain a safe and secure cyber space. However, it is every network user's responsibility to follow best practices introduced by our IT professionals.

Glossary of Terms

Cyber Security Incident Response Team (CSIRT)

A group of experts that assesses, documents and responds to a cyber incident so that a network can not only recover quickly, but also avoid future incidents.

Denial-of-service attack

A denial-of-service attack floods systems, servers, or networks with traffic to exhaust resources and bandwidth. As a result, the system is unable to fulfill legitimate requests. Attackers can also use multiple compromised devices to launch this attack. This is known as a distributed-denial-of-service (DDoS) attack.

DNS Tunneling

DNS tunneling utilizes the DNS protocol to communicate non-DNS traffic over port 53. It sends HTTP and other protocol traffic over DNS. There are various, legitimate reasons to utilize DNS tunneling. However, there are also malicious reasons to use DNS Tunneling VPN services. They can be used to disguise outbound traffic as DNS, concealing data that is typically shared through an internet connection. For malicious use, DNS requests are manipulated to exfiltrate data from a compromised system to the attacker's infrastructure. It can also be used for command and control callbacks from the attacker's infrastructure to a compromised system.

Malware

Malware is a term used to describe malicious software, including spyware, ransomware, viruses, and worms. Malware breaches a network through a vulnerability, typically when a user clicks a dangerous link or email attachment that then installs risky software. Once inside the system, malware can do the following:

- Blocks access to key components of the network (ransomware)
- Installs malware or additional harmful software
- Covertly obtains information by transmitting data from the hard drive (spyware)
- Disrupts certain components and renders the system inoperable

Man-in-the-middle attack

Man-in-the-middle (MitM) attacks, also known as eavesdropping attacks, occur when attackers insert themselves into a two-party transaction. Once the attackers interrupt the traffic, they can filter and steal data.

Two common points of entry for MitM attacks:

- On unsecure public Wi-Fi, attackers can insert themselves between a visitor's device and the network. Without knowing, the visitor passes all information through the attacker.
- Once malware has breached a device, an attacker can install software to process all of the victim's information.

Phishing

Phishing is the practice of sending fraudulent communications that appear to come from a reputable source, usually through email. The goal is to steal sensitive data like credit card and login information or to install malware on the victim's machine. Phishing is an increasingly common cyberthreat.

SQL injection

A Structured Query Language (SQL) injection occurs when an attacker inserts malicious code into a server that uses SQL and forces the server to reveal information it normally would not. An attacker could carry out a SQL injection simply by submitting malicious code into a vulnerable website search box. Learn how to defend against SQL injection attacks.

Zero-day exploit

A zero-day exploit hits after a network vulnerability is announced but before a patch or solution is implemented. Attackers target the disclosed vulnerability during this window of time. Zero-day vulnerability threat detection requires constant awareness.

Incident Command Actions

Maintaining a best-practices approach to cyber security requires us to keep up to date on current trends and threats in the cyber world. Most of what we know comes from internet service providers who share this information to help us be better prepared.

Our cybersecurity response process recommendations by the SANS Institute, as defined in its Incident Handler's Handbook.

Before

Preparation

- Define, develop, and implement an Information Security policy and procedures that addresses current and possible future risks to cyber information handing and protection
- Conduct regular and periodic training for our staff to ensure they have the tools they need to preserve our cyber security. This may include hands-on virtual or email tests and scenarios designed to reinforce safe cyber practices and protect our digital/cyber foot print.
- Perform regular security assessments and intrusion testing
- Provide a trained staff Cybersecurity Incident Response Team (CSIRT)

During

Identification

- Monitor IT systems and detect deviations from normal operations and see if they represent actual security incidents
- Establish type and severity
- Log actions and responses
- Collect evidence

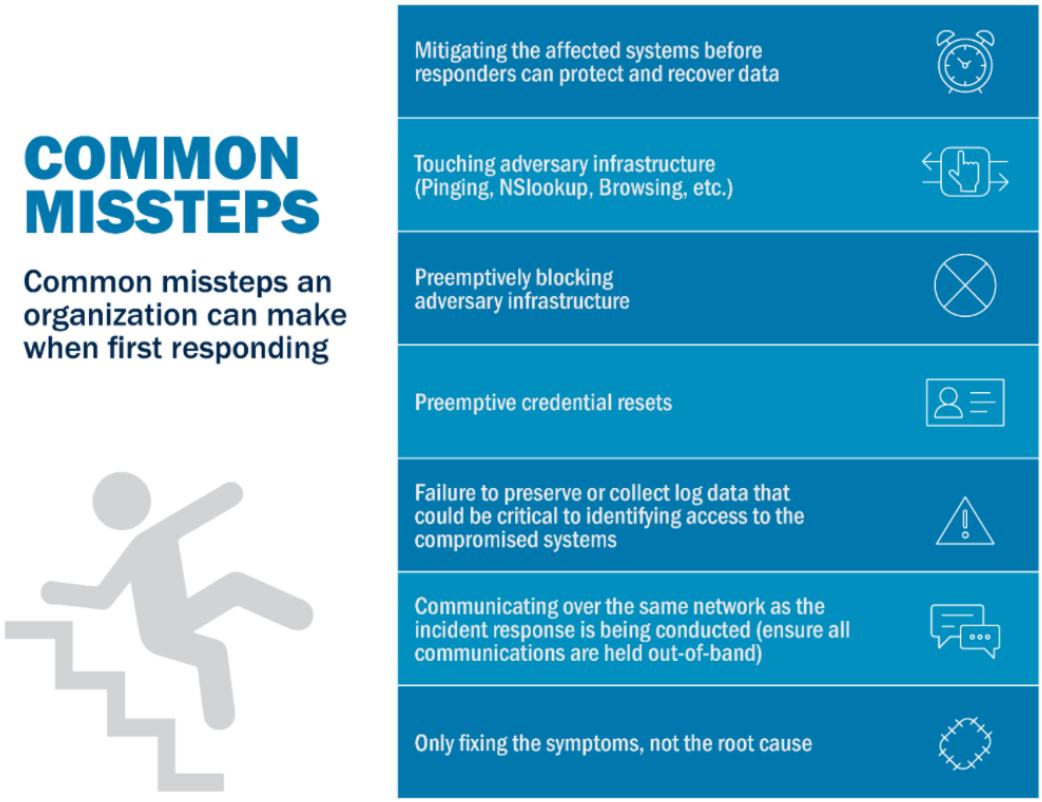
Containment

- Isolate impacted system(s)
- Implement temporary workarounds to maintain operations

Eradication

- Identify the root cause
- Remove malicious software from all affected systems
- Take action to prevent root cause from recurring

Caution



After

Recovery

- Bring affected systems back online
- Test, verify, and monitor affected systems to ensure they are operating normally

After-Action Report

- Finalized incident documentation
- Perform a retrospective of the incident to determine what was effective and what was not to identify lessons learned
- Modify and update this annex and any policy or procedure identified as insufficient or failed in the after-action debrief and report

Authorities and References

State

Cal OES - California Cybersecurity Integration Center

- https://www.caloes.ca.gov/cal-oes-divisions/law-enforcement/california-cybersecurity-integration-center

Federal

Department of Homeland Security - Cybersecurity and Infrastructure Security Agency (CISA)

- https://www.cisa.gov/

National Institute of Standards and Technology (NIST) – Cybersecurity

- https://www.nist.gov/cybersecurity

Earthquake

Duck, Cover, and Hold

This action is used to protect students and staff from flying or falling debris. Upon the first indication of an earthquake, staff should direct students to Duck, Cover, and Hold.



The Incident Commander will make the following announcement on the PA System:

"ATTENTION PLEASE. DUCK, COVER AND HOLD. DUCK, COVER, AND HOLD. ADDITIONAL INFORMATION TO FOLLOW."

Note: If the PA system is not available, use other means of communication, i.e. send messengers to deliver instructions, email, etc.

Description of Action

If inside

Drop to knees
Get under desk and remain facing away from windows
Clasp both hands behind neck
Bury face in arms
Make body as small as possible
Close eyes and cover ears with forearms.

If outside

Drop to knees
Clasp both hands behind neck
Bury face in arms
Make body as small as possible
Close eyes and cover ears with forearms.
Avoid glass and falling objects

Procedures

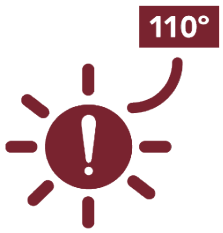
Avoid glass and falling objects. Move away from windows, heavy suspended light fixtures, and other overhead hazards.
When the shaking stops, the Incident Commander will issue the All Clear Response
Use prescribed routes and proceed directly to the Assembly Area. Teachers shall notify the Student Attendance/Release Team of missing students.
The Incident Commander to direct the Security Team to post guards a safe distance away from building entrances to prevent access.
Warn all personnel to avoid touching fallen electrical wires.
First Aid Team will check for injuries and provide appropriate first aid.
The Incident Commander will direct the Facility Team to turn off water, gas, and electrical and to alert appropriate utility company of damages, if appropriate.
If the area appears safe, the Search and Rescue team will be cleared by the Incident Commander to make an initial inspection of the District's buildings, if needed.
The Incident Commander will contact the Superintendent to determine if additional actions are deemed necessary.

During Non-Operating Hours

The Incident Commander and Identified Maintenance/Facilities Personnel will assess damages to determine needed corrective actions. For apparent damages, contact the Superintendent to determine if the District should be closed. If the District must be closed, notify staff and students as identified in District Closure Response Procedure.

Extreme Heat and Unhealthy Air Quality

Purpose



The purpose of this annex is to ensure that staff is advised of hazardous conditions caused by extreme heat conditions and/or unhealthy air quality and to minimize exposure to those conditions. Governmental agencies, such as the Air Quality Management District (AQMD), the National Weather Service (NWS-NOAA), the Center for Disease Control (CDC) and others provide guidance in how to respond to unhealthful air quality and extreme heat conditions.

Actions

The Incident Commander monitors air quality and heat conditions to provide recommended actions during an unhealthful air quality or extreme heat event. The Incident Commander will keep the Senior Executive or designee informed of these conditions and activate this annex. Upon activation, site administrators will perform the following:

Notify students and staff when unhealthful air quality or extreme heat conditions exist.
Modify District programs and work assignments for the protection of students and staff.
Adhere to the Unhealthful Air Quality and Extreme Heat Plan to correspond with current recommendations of both the AQMD and the NWS.
Cooperate with other governmental agencies and with the total community in matters of critical concern regarding unhealthful air quality and extreme heat.

District Activities and What To Do During Extreme Heat Conditions.

The National Weather Service (NOAA) provides information on responding to extreme heat conditions. The Incident Commander monitors temperature and humidity in the District and the National Weather Service website to ensure that our District sites are notified upon attainment of an extreme heat condition.
Always provide adequate amounts of water to students and staff to maintain appropriate hydration, use areas shaded from the direct sunlight, and:
When the Heat Index reaches the range of 90 to 105 degrees Fahrenheit, sunstroke, heat cramps, and heat exhaustion are possible. Everyone shall minimize prolonged, vigorous outdoor activity.
When the Heat Index reaches the range of 105 to 130 degrees Fahrenheit, sunstroke and heat exhaustion are likely and heat stroke is possible. Everyone shall discontinue prolonged, vigorous outdoor activity.
When the Heat Index reaches or exceeds 130 degrees Fahrenheit, heat stroke is highly likely with continued exposure. Everyone shall discontinue all vigorous outdoor activity.

Fire - Structural



The following procedure addresses the necessary actions that should be taken if a fire is discovered in or on the District's facilities. A timely response to this situation is critical to prevent injuries and further property damage.

Procedure

NOTE – There are cases during Active Assailant incidents where the assailant may trigger the fire alarm. This is done as a means to induce students and staff to evacuate which may provide the assailant with more "targets." Modified responses to a fire alarm should be discussed with your local fire and law enforcement jurisdictions to coordinate best practices for your district.
If a fire is discovered on site, the administrative staff will immediately signal the fire alarm and direct students out of the building.
The Incident Commander will call 911 and provide the location and nature of the incident
The Incident Commander will immediately initiate the Off-Site Evacuation Procedures
Staff and students will evacuate buildings using pre-designated routes or other safe routes and convene at the Assembly Area
Site staff members must bring their student rosters and take attendance at the Assembly Area to account for all students
Staff will notify the Incident Commander of any missing students
If safe to do so, staff will use fire extinguishers to suppress the fire until the local fire department arrives
All fires, regardless of size, which are extinguished by site personnel, require a call to the responding Fire Department to indicate "the fire is out"
The Incident Commander will secure the area to prevent unauthorized entry and keep access roads clear for emergency vehicles
The Incident Commander will notify the Senior Executive of the fire. The Senior Executive should work with the Public Information Officer
Outreach and Communication to disseminate information
In the event that students need to be released from the school site, refer to the Reunification Annex for reunification procedures
If necessary, the Incident Commander will notify appropriate Transportation official to request transportation for student and staff evacuation.

Any affected areas will not be reopened until the Fire Department or the appropriate agency provides clearance and the Incident Commander issues authorization to do so. For fires during non-school hours, the Incident Commander and the Senior Executive will determine if the school site will open the following day.

Fire - Forest, Wildfire, or Urban Interface

General



Fires can happen in almost any place, at any time, in almost any condition or circumstance as long as there is fuel, oxygen, and heat. While District's are required to have regularly scheduled fire drills by California law it is easy to overlook the risks associated with poor housekeeping, excessive and dried wildland shrubs and trees close to the District sites and many other factors. The damage caused by fire is real and serious, but the potential hazard of smoke can sometimes be even worse.

Fire in Surrounding Area

The following procedure addresses actions that should be taken in the event that a fire is discovered in an area nearby District grounds. The initiated response actions should take into consideration the location and size of the fire, its proximity to the District site, and the likelihood that the fire may affect the District.

Incident Command Actions

Before

Review and update the "Recovery" Annex located in your Functional Annex following current State and Federal "Best Practices" guidelines
Locate and participate in CSTI's course, "Recovery From Disasters: The Local Community Role (G-205)
Identify and include your "whole community" in strengthening your Pre-Disaster Recovery framework

During

Call 911 if you see a fire or flames.
Activate and follow your Emergency Operations Plan.
Use your internal Emergency Management Alert System to communicate with staff, students and parents.
Always follow instructions from your local emergency agencies (Fire and Law Enforcement).
If trapped, call 911 and give your location, but be aware that emergency response could be delayed or impossible. Turn of HVAC and natural gas. Turn on lights to help rescuers find you if you have power. Fill sinks and tubs with water and keep windows and doors unlocked.
Ensure you have a representative designated to be in contact with Cal OES (may be specific to your region) and your local EOC
You might consider predesignating a representative to be an active member of the Recovery task force.
If your site is a designated shelter or evacuation point, follow the instructions of the organization or agency that is managing the site (ie: American Red Cross).
Follow the Cal/OSHA Protection from Wildfire Smoke regulation, Title 8, Section 5141.1 for use of N95 respirators. https://www.dir.ca.gov/title8/5141_1.html. and you can find resources on wildfire smoke safety in this Cal/OSHA link. https://www.dir.ca.gov/dosh/Worker-Health-and-Safety-in-Wildfire-Regions.html
Monitor the Air Quality Index (AQI) at www.airnow.gov and enter the zip code of the location where you will be working. The current AQI is also available from the U.S. Forest Service at https://tools.airfire.org/ or a local air district, which can be located at www.arb.ca.gov/capcoa/dismap.htm
Listen to EAS, NOAA Weather Radio, or local alerting systems for current emergency information and instructions.

If you are not ordered to evacuate but smoky conditions exist, stay inside in a safe location or go to a location where smoke levels are lower, if possible.
Avoid vigorous activities outdoors and if travelling in a vehicle in the areas affected, close windows and make sure air is on "re-circulate" mode.

After

Continue to follow your EOP Recovery Annex
Listen to authorities to find out when it is safe to return and whether water is safe to drink.
Avoid hot ash, charred trees, smoldering debris, and live embers. The ground may contain heat pockets that can burn you or spark another fire. Consider the danger to pets and livestock.
Avoid downed power lines.
Send text messages or use social media to reach out to family and friends. Phone systems are often busy following a disaster. Make calls only in emergencies.
For those that are part of the damage assessment team, ensure training on personal protective equipment (PPE) use is conducted.
Continue to monitor the Air Quality Index (AQI) at www.airnow.gov and enter the zip code of the location where you will be working. The current AQI is also available from the U.S. Forest Service at https://tools.airfire.org/ or a local air district, which can be located at www.arb.ca.gov/capcoa/dismap.htm
Contact your insurance company/insurance pool/JPA for assistance.
Document everything you do related to the fire. For more details on this process, refer to the IMReady FEMA document.
Wildfires dramatically change landscape and ground conditions, which can lead to increased risk of flooding due to heavy rains, flash flooding and mudflows. Flood risk remains significantly higher until vegetation is restored — up to 5 years after a wildfire.
Be prepared to provide emotional and wellbeing services and resources for students and staff. Mental and physical fatigue are common in these situations .
https://www.cdc.gov/disasters/wildfires/afterfire.html and https://emergency.cdc.gov/coping/index.asp and www.NCTSN.org.

Any responsible person who observes a fire in the area outside of the District should immediately call 911 and notify the Incident Commander
The Incident Commander will initiate the appropriate Immediate Response Actions, which may include Shelter-in-Place, On-Site Evacuation, or Off-Site Evacuation
The Incident Commander will call 911 (to verify – good redundancy) and provide the location and nature of the incident
The Incident Commander will act to prevent students from approaching the fire and keep routes open for emergency vehicles
The Incident Commander will work with responding emergency personnel to determine if District grounds are threatened by the fire, smoke, or other hazardous conditions
If the Incident Commander issues the On-Site Evacuation procedure, staff and students will evacuate the affected building(s) using pre-designated routes or other safe routes and convene at the Assembly Area
All District staff members must bring their student rosters and take attendance at the Assembly Area to account for all students. Staff will notify the Incident Commander of any missing students
The Incident Commander should monitor local radio stations for emergency information.
The Incident Commander will notify the Senior Executive of the emergency situation
The office of the Senior Executive should work with the Office of Public Information and Communication to disseminate information
If necessary, the Incident Commander will notify the appropriate Transportation official to request transportation for staff and student evacuation
The Incident Commander will initiate Off-Site Evacuation procedures, as described in the Evacuation Annex, if warranted by changes in conditions
• In the event that students need to be released from the District site, refer to the Reunification Annex for reunification procedures

Infectious Disease

Purpose



The purpose of the Infectious Disease annex is to help equip our organization to be ready for the unexpected – before, during, and after an infectious disease outbreak. This annex does note replace the required Injury and Illness Prevention Program (IIPP) or other health and safety orders relevant to California Occupational Safety and Health Administration (Cal OSHA) or California Department of Public Health (CDPH)requirements.

Following are two current and specific requirements:

- COVID-19 Safety Plan (CSP) – The CSP is outlined in the CDPH Guidance and Framework for K-12 schools dated January 14, 2021
- The COVID-19 Prevention Plan (CPP) – The CPP is a requirement of the Cal/OSHA COVID -19 Prevention emergency temporary standard.

Infectious diseases occur, often with little or no warning. Essentials that need to be considered include the following:
EOPs may have to be activated with community partners if there is an infectious disease outbreak;
Rapid evolution and dissemination of information about an infectious disease incident will likely require activation of the Communication Annex;
Extensive absences may cause normal operations to close for days or weeks, calling for the activation of the Continuity of Operations (COOP) Annex;
Depending on the disease, there may potentially be some deaths in the community; and,
If handled poorly, community trust in our organization is likely to be shaken.

Disease Sources

Infectious diseases are illnesses that are transmitted from one person to another through various routes. These infectious diseases can be viral, bacterial, or fungal. Some of the more common infectious diseases that may affect us are:
Gastroenteritis; norovirus; influenza; chicken pox; and hand, foot, and mouth, which are all caused by a viral infection, Bacterial infections that can cause E. Coli, MRSA, and strep throat, and Fungal infections, like ringworm.

Influenza, one of the most common infectious diseases, is a highly contagious viral disease. Pandemic influenza differs from both seasonal influenza (flu) and avian influenza in the following aspects:
It is a rare global outbreak which can affect populations around the world.
It is caused by a new influenza virus to which people do not have immunity
Depending upon the specific virus, it can cause more severe illness than regular flu
Influenza can affect young healthy people more so than older, sick people. The Department of Health and Human Services will take the lead in mobilizing a local response to pandemic influenza. Public health alerts will be reported to our organization and the community. Individual rooms, hallways or, if necessary, entire sites may be closed temporarily to contain spread of the virus.

While influenza is the most common infectious disease there are others that can greatly affect our operations, including reduction in work force size to levels that make it difficult to fulfill organizational or operational mission objectives. The “Historical Information” section of this annex identifies some of the major infectious diseases that have affected us in the near past.

Rate of Spread

Infectious diseases may be categorized according to the rate at which they infect the population. The U.S. Centers for Disease Control and Prevention (CDC) categorizes the rate at which diseases are spread as a continuum from smallest to largest: case, outbreak, epidemic, and pandemic.

Case

A case is defined as an individual with the disease.

Outbreak

An outbreak is defined as a localized, as opposed to a generalized, epidemic. This term is also used synonymously with epidemic, and is sometimes the preferred word, as it may prevent sensationalism associated with the word epidemic.

Epidemic

An epidemic is defined as the occurrence of more cases of disease than expected in a given area or among a specific group of people over a period.

Pandemic

A pandemic is defined as an epidemic occurring over a very wide area (several countries or continents) and usually affecting a large proportion of the population.

Situation and Assumptions

The World Health Organization (WHO) provides an influenza pandemic alert system, with a scale ranging from Phase 1 (a low risk of a flu pandemic) to Phase 6 (a full-blown pandemic). See Figure 1, below.
Phase 1: A virus in animals has caused no known infections in humans.
Phase 2: An animal flu virus has caused infection in humans.
Phase 3: Sporadic cases or small clusters of disease occur in humans. Human-to-human transmission, if any, is insufficient to cause community-level outbreaks.
Phase 4: The risk for a pandemic is greatly increased but not certain.
Phase 5: Spread of disease between humans is occurring in more than one country of one WHO region.
Phase 6: Community-level outbreaks are in at least one additional country in a different WHO region from phase 5. A global pandemic is under way.

Figure 1: Infectious Disease Phases (WHO)



Concept of Operations

We monitor the following levels of activation for our EOP and Emergency Operations Center:

Level 3 (lowest level):

This level implies that, with modest augmentation, the lead agency or program can address the primary needs of the response. In the United States, many small natural disasters or environmental responses fall into this activation level.

Level 2 (intermediate level):

This level implies substantial augmentation is required for the lead agency or program to meet response requirements.

Level 1 (highest level):

This level requires an agency wide response and often includes domestic and international partners. As an example, there have been five Level 1 activations since 2005: Hurricane Katrina (2005), influenza A (H1N1) pandemic (2009–10), Ebola virus disease outbreak (2014–2016), Zika virus outbreak (2016–2017), and Coronavirus Disease 2019 (2019-202?).

Continuity of Operations (Annex Specific)

Important Notice

Occupational Health and Safety standards impose additional requirements on employers to protect employees from airborne infectious diseases like COVID-19 and pathogens transmitted by aerosols. Under section 3203 of California's general industry safety regulations, employers must establish, implement, and maintain an effective Injury and Illness Prevention Program (IIPP) to protect employees from workplace hazards. Employers are required to determine if the infectious disease is a hazard in their workplace. If it is a workplace hazard, then employers must implement infection control measures, including applicable and relevant recommendations from federal, state and local guidelines. It is the employer's responsibility to maintain a current and relevant IIPP.

All staff are to be informed regarding protective actions and/or modifications related to this plan. Messaging and risk communications during an emerging infectious disease or pandemic will be conducted by our Emergency Operations Center. Guidance and instructions on established infection control measures such as social distancing, personnel

protective equipment and telework polices are provided by our Emergency Operations Center to assist in limiting the spread of influenza at the primary and alternate worksites.

Within the workplace, social distancing measures could take the form of:

Modifying the frequency and type of face-to-face employee encounters (e.g., placing moratoriums on hand-shaking, substituting teleconferences for face-to-face meetings, staggering breaks, posting infection control guidelines);
Establishing flexible work hours or worksite, (e.g., telecommuting);
Promoting social distancing between employees and those with whom they interact to maintain six-feet spatial separation between individuals; and
Implementing strategies that request and enable employees with influenza to stay home at the first sign of symptoms.

Frequent, daily contact is important to keep our employees informed about developments in our response, impacts on the workforce, and to reassure employees that we are continuing to function as usual.
When necessary, our planners and pandemic response teams will include deliberate methods to measure, monitor, and adjust actions to changing conditions and improved protection strategies.

Implement a formal worker and workplace protection strategy with metrics for assessing worker conformance and workplace cleanliness.
Monitor and periodically test protection methods.
Track and implement changes in approved or recommended protection measures.
Pre-position material and equipment onsite.
Ensure essential personnel are at the primary worksite.
Reaffirm that essential suppliers have their material and personnel on-hand and can respond, and support as planned.
Coordinate with local public health and emergency response points of contact to ensure open, adequate communications.

Organization and Assignment of Responsibilities

We utilize the Standardized Emergency Management System (SEMS) which incorporates the Incident Command System (ICS) as the method of managing a crisis or event until operations return to “normal.” This includes activation, when necessary, of incident command posts and the activation of our EOC.

Plan Development

During the health crisis it is vital that we capture lessons learned and alternative practices to our operations as they occur
Maintain a central depository for this information to use it following the crisis to update this annex and our EOP in general
It is our intent to review our EOP and annexes at least annually and update as necessary to maintain a best-practices EOP
We will share this annex periodically with our Health partners to ensure it has captured the most current trends and practices

Authorities and References

In the United States, the responsibility for public health rests primarily with city or county and state public health agencies. All states and many large counties and cities have their own public health departments. Although many public health investigations are conducted with local resources, a city, county, or state health department can request field

epidemiologic or laboratory assistance from the next higher-level public health agency in response to a large or complex outbreak or problem that requires additional staff, expertise, or other resources.

In the United States, the Centers for Disease Control and Prevention (CDC) is the highest-level public health agency. Federal prisons, military bases, and tribal reservations have their own independent health systems but also can request assistance from CDC. Globally, countries can request assistance for field investigations from the World Health Organization, which coordinates with its members for needed resources. The Centers for Disease Control and Prevention (cdc.gov) contains the most current and relevant information on specific exposures and the appropriate practices and protocols.

Incident Command Actions

Before

One of the best things to do prior to an infectious disease incident is to identify, collect, and maintain current and relevant contact information of organizations and agencies that will be important to our ongoing operations. These should include local, state, and federal public health jurisdictions such as:
Your local health department contact
(Searchable database https://www.naccho.org/membership/lhd-directory)
California Department of Public Health – https://www.cdph.ca.gov/
Centers for Disease Control and Prevention (CDC) - https://www.cdc.gov/

Building and maintaining relationships with local health officials cannot be over emphasized. This effort before an infectious disease outbreak will prove invaluable as we seek support and guidance in maintaining, shutting down, and resuming operations.

In addition to this practice it is important to identify and document operational norms and standards that you maintain on an ongoing basis. These records will greatly help you resume operations following a major infectious disease event.

During

We activate our Emergency Operations Plan at a level sufficient to stay ahead of issues as much as possible including the activation of:
Communication annex
Continuity of Operations Plan (COOP) annex

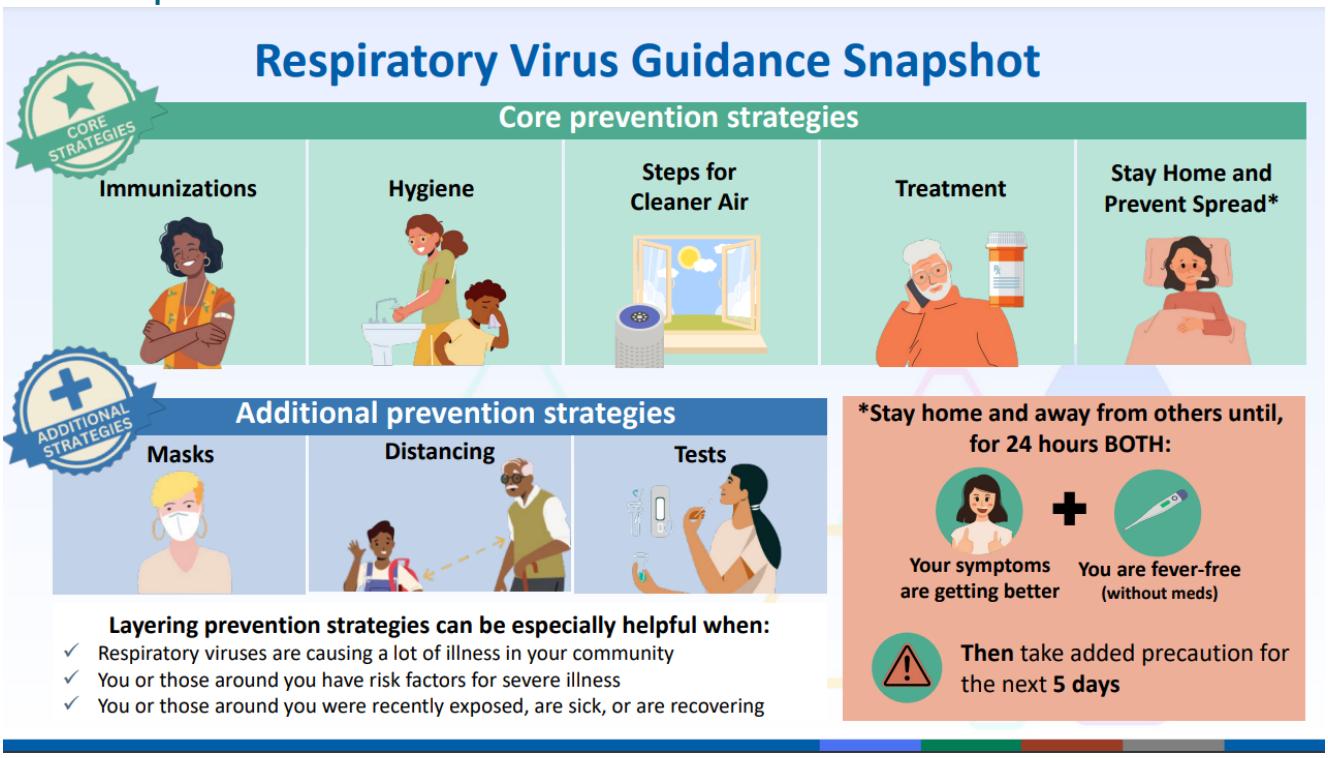
Additional actions include:
Maintain contact with our local Health Department and coordinate our actions based upon their recommendations
Collect preventive informational flyers and documents and disseminate to staff and/or students, as relevant
Activate heightened surveillance of illness within our sites. Gather data on symptoms of all students and/or staff who are sick at home.
Insure those who are ill stay home
Send the sick home immediately
Provide fact sheets and guidelines for families to make them aware of symptoms and remind them of respiratory hygiene etiquette
Monitor bulletins and alerts from the Department of Health and Human Services
Keep staff and students informed of developing issues
Assist the Department of Health and Human Services in monitoring outbreaks
Respond to media inquiries regarding organization attendance status
Implement telework procedures, if necessary, so that staff can stay home

Maintain surveillance after the initial epidemic in the event a second wave passes through the community

After

As with any major crisis or incident the major goal of our institution is to get things back to “normal.” This means restoration of our primary operations back to pre-incident or event levels. This is most effectively accomplished when there are accurate and well-maintained records and practices in place that help us on this recovery journey. Following are key concepts and actions that should be considered in getting back to “normal.”

COVID-19 Specific Guidance



Power and Utility Failure



Extended power outages may impact the whole community and the economy. A power outage is when the electrical power goes out unexpectedly. A power outage may:
Disrupt communications, water, and transportation
Close retail businesses, grocery stores, gas stations, ATMs, banks, and other services
Cause food spoilage and water contamination
Prevent use of medical devices

Protect Students And Staff During A Power Outage

Keep freezers and refrigerators closed
Only use generators outdoors and away from windows or air intakes
Do not use gas appliances for heating
Disconnect appliances and electronics to avoid damage from electrical surges
Have alternate plans for refrigerating medicines or using power-dependent medical devices
If safe, go to an alternate location for heat or cooling

Electrical Systems

The M&O Department should identify the location of all electrical main and subpanels throughout the site
Use a clean and clear site map of each site and label the map “Electrical Systems Field Operations Guide” (known as the Electrical Systems FOG)
Indicate the locations of the main electrical shut-off and each sub-panel main shut-off in the Electrical Systems FOG
Include a photo of each panel and label the photos corresponding to the panel numbers
If panels do not have a numeric identifier, consider adding that at all panel locations
Label the site main and subpanel main shut-off for each panel so as to minimize confusion
Laminate or plastic-protect the Electrical Systems FOG and provide to designated and trained employee(s) who will be responsible for emergency shutdown and restoration following an electrical failure

Backup Supplies and Other Resources

Identify all of the items needed that rely on electricity
Identify and have emergency plans for students or staff relying upon medical devices powered by electricity and refrigerated medicines
Find out how long medication can be stored at higher temperatures and get specific guidance for any medications that are critical for life
Plan for batteries and other alternatives to meet our needs when the power goes out
Sign up for local alerts and warning systems. Monitor weather reports
Ensure that any carbon monoxide detectors are in working order and that battery backups are available
Determine whether the phone system will work in a power outage and how long battery backup will last
Review the supplies that are available in case of a power outage
Have flashlights with extra batteries available for individual rooms or offices without exterior light sources
Maintain an inventory of nonperishable food and water
Regularly check the thermometer in the refrigerator and freezer so that we can know the temperature when the power is restored. Throw out food if the temperature is 40 degrees or higher
Keep mobile phones and other electric equipment charged and gas tanks full

Survive During

When power goes out, a trained and responsible employee should:
Keep freezers and refrigerators closed. The refrigerator will keep food cold for about four hours. A full freezer will keep the temperature for about 48 hours. Use coolers with ice if necessary. Monitor temperatures with a thermometer.
Maintain food supplies that do not require refrigeration
Avoid carbon monoxide poisoning. Generators and any fuel or gas-powered devices should always be used outdoors and at least 20 feet away from windows
Turn off or disconnect all appliances, equipment, or electronics. Power may return with momentary “surges” or “spikes” that can cause damage

Power Restoration

When in doubt, throw it out! Throw away any food that has been exposed to temperatures 40 degrees or higher for two hours or more, or that has an unusual odor, color, or texture
If the power is out for more than a day, discard any medication that should be refrigerated, unless the drug’s label says otherwise. If a life depends on the refrigerated drugs, consult a doctor or pharmacist and use medicine only until a new supply is available

Severe Weather

Purpose



The State of California is vulnerable to a variety of severe weather hazards. This incident annex addresses the hazards associated with severe weather. When severe weather occurs, the impacts can be devastating and may affect isolated locations or multiple jurisdictions simultaneously.

When the impacts exceed the capabilities of local jurisdictions, the State must respond in a prompt, organized, and efficient manner to save lives, mitigate property damage, and restore a sense of normalcy to the community. This response is coordinated through the Governor's Office of Emergency Services (OES) in concert with local, state, Federal, volunteer, and private sector partners.

Situation and Assumptions

El Niño

During El Niño, trade winds weaken. Warm water is pushed back east, toward the west coast of the Americas. El Niño means Little Boy in Spanish. South American fishermen first noticed periods of unusually warm water in the Pacific Ocean in the 1600s. The full name they used was El Niño de Navidad because El Niño typically peaks around December.

El Niño can affect our weather significantly. The warmer waters cause the Pacific jet stream to move south of its neutral position. With this shift, areas in the northern U.S. and Canada are dryer and warmer than usual. But in the U.S. Gulf Coast and Southeast, these periods are wetter than usual and have increased flooding.

Hail

Hail is considered severe when it reaches 1 inch in diameter. Hail can reach sizes much larger than the severe threshold size. Hail causes close to $1 billion in damage to property and crops each year in the U.S. While property is typically at greatest risk for hail damage, the National Oceanic and Atmospheric Administration (NOAA) estimate that 24 people are injured from hail each year.

Thunderstorms

The National Weather Service (NWS) defines a severe thunderstorm as any storm that produces one or more of the following: a tornado, damaging wind speeds of 58 mph (50 knots) or greater, and/or hail 1 inch in diameter or larger.

Continuity of Operations (Annex Specific)

The goal of emergency management is to restore operations of any organization back to its primary purpose, or "normal." In some cases, restoration of operations may have to be a new normal.

Organization and Assignment of Responsibilities

This organization follows SEMS/NIMS requirements, specifically incorporating the Incident Command System into emergency and incident operations.

Plan Development

This annex was selected for inclusion in this Emergency Operations Plan (EOP) following best practices Hazard/Threat Analysis and is reviewed annually for currency and applicability.
Severe weather-related hazards can occur at any time throughout the year

Local jurisdictions adversely affected by severe weather may declare local State of Emergency upon being affected
Local jurisdictions adversely affected by severe weather may use mutual aid agreements as part of their response to the disaster
Local jurisdictions affected by severe weather may request resources from the State as the situation evolves

Authorities and References

Center for Disease Control - Natural Disasters and Severe Weather
National Weather Service – Severe Weather Awareness
Ready.Gov – Severe Weather

Incident Command Actions

For predictable severe weather, such as excessive rain, wind, and/or snow, the following should be included in your procedures:



Alice Birney Elementary School

2025 – 2026 Comprehensive School Safety Plan

Eureka City Unified School District

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Section 1 - Introduction

SB 187 & AB 1747 Compliant Document

Preface

This comprehensive school safety plan is evaluated, and amended as needed, no less than once per year per Education Code section 35294.2(e)). This plan is available for public inspection during normal business hours at the Eureka City School District office located at 2100 J Street, Eureka, CA 95501. For questions regarding this plan please call (707) 441-2400.

NOTE: Tactical responses to criminal incidents are excluded from this public inspection document. This document is not available for public inspection on the internet.

An “Inspection Log” is utilized to record the name, address, phone number and identification method of all individuals that perform a public inspection of this plan.

Development and Update of the Alice Birney Elementary School CSSP

CSSP Planning Dates

Date of Meeting	Location	Time
January 5, 2026	Alice Birney Room 15 (Certificated)	2:15pm (with certificated)Jan
January 23, 2026	Alice Birney library (Site council)	5:30pm
December 18, 2025	Alice Birney office (CARE and Principal)	9:30am

CSSP Public Meeting

Date of Meeting	Location	Time
January 23, 2026	Library at Alice Birney or online	5:30-6:30pm

Alice Birney Elementary School's CSSP SSC/Safety Committee

School Site Council

School Stakeholders for Planning and Approval

Administrators:

Kristin Sobilo

Teachers:

Cheyenne King

Parents:

Erika Castillo

Derika Landry

Ligia Ray

Classified:

Tina Toomata

School Site Council Representative (If Title 1 School):

Maria Lares

Law Enforcement, Fire Department, Emergency Response

Anytime the CSSP is updated per California Education Code 32281 requires the updates be submitted to and reviewed by both a local law enforcement official and fire department official. The following officials were notified and given copies of the updated plan for review.

Sheriff, Police Agency/Name/Title: Chris Thomas
Notification to Date of Consultation: January 14, 2026

Fire Department Agency/Name/Title: Sean Robertson, Fire Chief, Humboldt Bay Fire/ Tim Citro
Notification to Date of Consultation: January 14, 2026

Probation Agency/Name/Title:
Notification to Date of Consultation:

Other:Scott Marouff, district Safety Coordinator
Notification to Date of Consultation: January 14, 2026

Communicating Plan to the Public

Prior to final SSC/Safety Committee approval of the CSSP the school must present the plan to the Public at a meeting at the School Site.

Required Invitees to Public Meeting

Title	Name	Date Invited	How Invited
Mayor	Kim Bergel	January 14, 2026	email
Rep From School Employee Org	Cheyenne King: CSEA	November 21, 2025	Council meeting and agenda: in person
Rep from PTA	Mai Lee	November 21, 2025	Council meeting and agenda: in person
Rep from Teacher Org	Cheyenne King: ETA	November 21, 2025	Council meeting and agenda: in person
Rep from Student Body Govt	Poppy King and Nyexa Brambani	November 21, 2025	Council meeting and agenda: in person
Any person requesting invite	Fire Chief of Humboldt County: Sean Robertson	January 14, 2026	email

The School Community was notified of the meeting for review of the Comprehensive School Safety Plan through the following:

Consistent with California Education Code 32288, the meeting agenda for the School Site Council review of the Comprehensive School Safety Plan was posted in the front office and on the school website at least 72 hours prior to the meeting to provide an opportunity for public input. Marquee ran from January 16, 2026- January 23, 2026. Agenda ran from January 20, 2026- January 26, 2026. A slideshow was shared with the attendees.

Vision Statement

Alice Birney is an inclusive learning community where students, staff, and families grow together. At Alice Birney Elementary School, we emphasize high academic standards while supporting the social and emotional development of our students. We promote academic growth, focusing on written language and the development of higher level thinking.

Mission Statement

Alice Birney creates resilient readers and mathematicians that care for self, others, and the earth.

Final Approval Meeting Minutes

CSSP Committee Meeting Where Plan is Approved

Date of Meeting	Location	Time	Minutes
January 23, 2026	Alice Birney library	5:30pm	1 hour

Alice Birney Site Council
717 South Street Eureka, CA 95501
sobilok@eurekacityschools.org
707-441-2495
Site Council Meetings are open to the community. Please join us!
Date
January 23, 2026
Time
5:30
Location
Virtual or Alice Birney Library
School Site Council Agenda
1. Call to Order by
Cheyenne called to order the meeting at 5:30 pm.
2. Role Call and Introductions
Introductions by everyone:
Cheyenne King (chairperson)
Erika Castillo
Megan Siaosi (absent: on phone for last part of meeting)
Derixa Landry
Kathleen Zontos (virtual)
Jill Macknicki
Mai Lee (absent)
Art Hand

Members and years : link here
WE HAVE A QUORUM
3. Changes/additions to the agenda**

4. Approval of Minutes (Meeting Date)
Derixa read the minutes to the council. Jill made a motion to approve the minutes as is. Derixa seconded the motion. All in favor.
5. Public Comment
No public comment at this time
6. Committee Reports
Leadership
Special committees
n/a
7. Member Reports
Other Meetings Attended
Site Visits
n/a
8. Monthly Objectives from District: Community School Update
School Safety Plan with public meeting : slideshow by Principal Sobilo

Kristin shared the presentation. Summarized the safety plan. Motion to approve the Safety plan as it was made by Cheyenne and seconded by Jill. All in favor. The council acknowledged the public meeting. Chief of fire and Chris Thomas our law enforcement representatives were invited on January 14, 2026.
9. Old Business
SPSA update and next steps
Kristin requested the flexibility to use extra dollars for classroom supplies for CBE instruction. Small group, student led equipment was discussed. Lego kits that reflect NGSS and independence as well as large standing dry erase boards for writing and group work. The motion was made by Derixa to spend money on Lego kits and teacher dry erase boards. The motion was seconded by Art. All in favor.

10. New Business
None at this time.
Requested the council let Kristin know if they will be attending the Instructional Walk on Tuesday. Rotating around rooms to view our whole learning community. Council invited.
11. Announcements
Next SSC Meeting
Other meetings

12. Adjournment

School Site Council Members
Name
Role (Teacher/Parent/Admin + SSC role)
Attended
Cheyenne King
Teacher / Chairperson
Present
Mai Lee
Teacher / parent
Absent
Megan Siaosi
parent
Absent
Kathleen Zontos
parent
Present
Derixa Landry
parent
Present
Jessica Canez
parent
Absent
Kristin Sobilo
Admin
Present
Jill Macknicki
Teacher
Present

Art Hand
Community member
Present

Section 2 – Action Plan

(Policies and Procedures have been excerpted and reformatted for this document.
Code and Legal References have been removed. For access to documents in their original and approved form please contact the Risk Management Office.)

Action Plan

This action plan was developed and updated by our SSC/Safety Committee through a comprehensive review of date from multiple sources.

- Suspensions
- Expulsions
- Chronic Absences
- Law Enforcement Calls for Service at Site
- Community Crime Data

Areas of Pride/Accomplishments*

Alice Birney is an inclusive learning community where students, staff, and families grow together. At Alice Birney Elementary School, we emphasize high academic standards while supporting the social and emotional development of our students. We promote academic growth, focusing on written language and the development of higher level thinking. Our staff has been trained in the Science of Reading, and we believe that every student deserves to be literate. We provide hands-on science instruction with grade levels projects such as the Coastal Knowledge and Watershed projects, as well as the implementation of the Next Generation Science Standards. We partner with Friends of the Dunes, Yurok Tribe, Humboldt Area Foundation, Ink People, and Cal Poly Humboldt to provide teaching and learning outside our school's walls. Alice Birney has partnered with Grow Together, a garden consultant to build our garden into the curriculum, both academic and social emotional learning. We received a grant this year to use our garden in the After school Program and weekly Garden Steward program at lunch time. Alice Birney has partnered with the Center for Inclusive Practices to learn more about how our school can continue to expand our inclusion model. We are building a continuum of services to all students. Our EL department chair attends IEPs and provides direct support to the Educational specialist for program placement. We have partnered with an elementary school called Jhih Hang in Taiwan. Our goal is to give an international friend to our students. This year, we are teaching teachers across the two countries. This year, Jhih Hang and Taiwan delegates visited Alice Birney in August. At the end of the year, Alice Birney teachers and staff created a Multicultural Fair for families in the evening, as well as an event for students during the day that showcased our community's cultures. Over the course of the last two years, we have decreased our suspension rate from 22 to 12 in the same length of time. The efforts of these programs bring agency and practice of social skills.

We continue our implementation of a Community Schools model, The Nest. All classrooms have a break space and recovery space for de-escalation of student behavior in order to access learning. One restorative justice support specialists respond to radio calls of classrooms needing more support. A calm break is earned by using the spaces appropriately. The Nest is the location with the calm room. Students also may receive therapy in the Therapy room. Belong circles are being taught around the school. Small group reteaching of lagging skills is happening in K-1 classrooms and individually. Social worker and interns are hosting groups to build social skills within and between students. Social groups might be one or two or even individual practice until the student is ready.

Findings & Desired Improvements*

Alice Birney School has effectively implemented Tier I supports that compliment our three school rules. Expectation stations and reteaching occurs twice a trimester. Alice Birney implemented MTSS (multi-tiered system of support) team to receive referrals and provide both academic as well as behavioral support to students and teachers. We need to continue to deepen our work in Tier 1 while building stronger Tier 2 tools and systems.

Second Step Curriculum: The district is transitioning between social emotional curriculum. This is an area of improvement to connect the Universal Screening Tool to instruction. Tracking behavior with a strong system is also an area of improvement. Continue to build in BTF.

Attendance: Daily attendance at Alice Birney is improving. The principal, CARE Specialist, and office staff work diligently to support parents and students in efforts to be at school, on time, each day. Parents are asked to participate in Student Study team meetings around attendance conferences when their students are excessively absent or tardy. Home visits are conducted at appropriate intervals and referrals to outside agencies are made to support families with meeting their needs so that students can focus on being at school daily. Students and families are referred to SARB when the team needs more support/ ideas. This year, we have built a stronger SART team to host visits and support families faster. We are still experiencing ATSI with our Chronic Absenteeism rate. The attendance rate of our Asian learners has improved to over 94% this year.

Priorities/Goals for Safe and Orderly Environment*

Create a solid social emotional program with clear PBIS implementation and curriculum across the district
Build a strong plan to increase attendance rate of chronically absent EL students.
Support students to become literate by third grade

Overall Strategies for the 2025-2026 School Year are:

1. SLT built expectation stations around explicit instruction/ add vocabulary study around concepts such as student agency, code switching, “seated and ready”
2. Work with the EL department and SART team to visit families and interview their needs around chronic absenteeism. Educate them at ELAC around attendance importance and school research. Design plans for those chronically absent

Component 1 People and Programs (School Climate)

Goal Statement:All students will learn in a safe, supportive, and culturally responsive environment where students, families, and community are valued, connected, and engaged.

Action: Alice Birney school will provide all students with a safe and supportive learning environment.

Component 2 Places (Physical Environment)

Goal Statement: All students will demonstrate high academic achievement and college and career readiness in clean and modernized schools.

Action: To establish and maintain a safe and attractive physical environment for student, staff and family access (ingress and egress) and use.

Policies and Procedures for Positive School Climate

Section 3 – Data Analysis

School Performance Overview Dashboard

Student Population

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

This section provides information about the school's student population.

2024-25 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
375	**78.4%**	**33.1%**	**1.6%**
Total Number of Students enrolled in Alice Birney Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	124	33.1%
Foster Youth	6	1.6%
Homeless	38	10.1%
Socioeconomically Disadvantaged	294	78.4%
Students with Disabilities	60	16%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	13	3.5%
American Indian	11	2.9%
Asian	71	18.9%
Filipino	4	1.1%
Hispanic	124	33.1%
Two or More Races	48	12.8%
Pacific Islander	12	3.2%
White	92	24.5%

School and Student Performance Data

Overall Performance

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”


Red

Lowest Performance


Orange


Yellow


Green


Blue

Highest Performance

2025 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Red	**Graduation Rate**	**Suspension Rate**  Orange
Mathematics  Orange	**Chronic Absenteeism**  Yellow	
English Learner Progress  Yellow		
College/Career		

School and Student Performance Data

Academic Performance
English Language Arts

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
5	0	0	0	0

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Red	 Red	
81 points below standard	92.2 points below standard	
Maintained 1.1 points	Maintained 1.6 points	
173 Students	63 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Red
Fewer than 11 students - No Data for Privacy	105.7 points below standard	81.6 points below standard
3 Students	Increased 24.9 points	Maintained 2.7 points
	19 Students	164 Students

Students with Disabilities	African American	American Indian
 Red	 No Performance Color	 No Performance Color
116.6 points below standard	Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy
Declined 15.7 points	6 Students	7 Students
37 Students		

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Red
56.3 points below standard	Fewer than 11 students - No Data for Privacy	84.9 points below standard
Increased 18.1 points	1 Student	Maintained 2 points
28 Students		62 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Red
63.3 points below standard	Fewer than 11 students - No Data for Privacy	92.5 points below standard
Increased 24.5 points	6 Students	Declined 23.4 points
21 Students		42 Students

School and Student Performance Data

Academic Performance
Mathematics

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”


Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Mathematics Equity Report

Red	Orange	Yellow	Green	Blue
0	2	3	0	0

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2025 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Orange	 Yellow	
74.8 points below standard	80.2 points below standard	
Maintained -2 points	Increased 6 points	
175 Students	65 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Orange
Fewer than 11 students - No Data for Privacy	119.9 points below standard	76.2 points below standard
3 Students	Increased 16.6 points	Maintained -1.5 points
	19 Students	166 Students

Students with Disabilities	African American	American Indian
 Yellow	 No Performance Color	 No Performance Color
91 points below standard	Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy
Increased 7.9 points	6 Students	7 Students
37 Students		

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Yellow
43.2 points below standard	Fewer than 11 students - No Data for Privacy	77.3 points below standard
Declined 6.5 points	1 Student	Increased 3.5 points
29 Students		63 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Orange
68.7 points below standard	Fewer than 11 students - No Data for Privacy	77.5 points below standard
Increased 6.4 points	6 Students	Declined 11.3 points
21 Students		42 Students

School and Student Performance Data

Academic Performance
Science

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Science Equity Report

Red	Orange	Yellow	Green	Blue
0	0	1	0	0

This section provides a view of how well students are meeting grade-level standards on the Science assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2025 Fall Dashboard Science Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Orange	 No Performance Color	 No Performance Color
38.4 science points	37.1 science points	0 Students
Maintained -1 points	Maintained 0.6 points	
70 Students	22 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Yellow
0 Students	Fewer than 11 students - No Data for Privacy	38.6 science points
	6 Students	Increased 2.2 points
		68 Students

Students with Disabilities	African American	American Indian
		
No Performance Color	No Performance Color	No Performance Color
25.9 science points	Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy
Declined 4.8 points	2 Students	2 Students
14 Students		

Asian	Filipino	Hispanic
		
No Performance Color	No Performance Color	No Performance Color
40.5 science points	Fewer than 11 students - No Data for Privacy	39.8 science points
11 Students	1 Student	Increased 3.3 points
		25 Students

Two or More Races	Pacific Islander	White
		
No Performance Color	No Performance Color	No Performance Color
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	33.7 science points
10 Students	4 Students	Declined 9.8 points
		16 Students

School and Student Performance Data

Academic Performance
English Learner Progress

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2025 Fall Dashboard English Learner Progress Indicator

English Learner Progress	Long-Term English Learner Progress
	
Yellow	No Performance Color
50 making progress.	making progress.
Number Students: 92 Students	Number Students: 0 Students

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2025 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
10%	38.9%	4.4%	46.7%

School and Student Performance Data

Academic Performance
College/Career Report

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

Explore information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2025 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue
2	2	4	0	0

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Yellow	 Yellow	
26.7% Chronically Absent	15.9% Chronically Absent	
Declined 4.3	Declined 8.3	
390 Students	126 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 Red	 Yellow
Fewer than 11 students - No Data for Privacy	52.1% Chronically Absent	27.5% Chronically Absent
7 Students	Increased 2.1	Declined 3.5
	48 Students	367 Students

Students with Disabilities	African American	American Indian
 Orange	 No Performance Color	 No Performance Color
21.9% Chronically Absent	23.1% Chronically Absent	25% Chronically Absent
Declined 14	Declined 30.3	Declined 32.1
73 Students	13 Students	12 Students

Asian	Filipino	Hispanic
 Yellow	 No Performance Color	 Yellow
14.1% Chronically Absent	Fewer than 11 students - No Data for Privacy	19.7% Chronically Absent
Declined 5	4 Students	Declined 6.8
71 Students		132 Students

Two or More Races	Pacific Islander	White
 Orange	 No Performance Color	 Red
33.3% Chronically Absent	23.1% Chronically Absent	44.3% Chronically Absent
Declined 7.7	Declined 10.3	Increased 12.3
48 Students	13 Students	97 Students

School and Student Performance Data

Academic Engagement
Graduation Rate

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2025 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

School and Student Performance Data

Conditions & Climate
Suspension Rate

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
2	2	1	1	2

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2025 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Orange	 Green	
3% suspended at least one day	0.8% suspended at least one day	
Increased 1%	Maintained 0.1%	
403 Students	127 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 Red	 Orange
Fewer than 11 students - No Data for Privacy	7.7% suspended at least one day	3.2% suspended at least one day
7 Students	Increased 4%	Increased 1.3%
	52 Students	378 Students

Students with Disabilities	African American	American Indian
 Orange	 No Performance Color	 No Performance Color
5.5% suspended at least one day	7.7% suspended at least one day	0% suspended at least one day
Increased 0.5%	Increased 1.4%	Maintained 0%
73 Students	13 Students	12 Students

Asian	Filipino	Hispanic
 Blue	 No Performance Color	 Yellow
0% suspended at least one day	Fewer than 11 students - No Data for Privacy	2.2% suspended at least one day
Maintained 0%	4 Students	Maintained 0%
74 Students		135 Students

Two or More Races	Pacific Islander	White
 Blue	 No Performance Color	 Red
0% suspended at least one day	7.7% suspended at least one day	6.9% suspended at least one day
Declined 1.6%	Increased 7.7%	Increased 4.1%
51 Students	13 Students	101 Students

Section 4 – Policies and Procedures

(Policies and Procedures have been excerpted and reformatted for this document.
Code and Legal References have been removed. For access to documents in their original and approved form please contact the Risk Management Office.)

Child Abuse Prevention and Reporting – BP/AR 5141.4

Original Adopted Date: 12/10/2015 | Last Revised Date: 12/11/2025 | Last Reviewed Date: 12/11/2025Status: ADOPTED

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

The Superintendent or designee may provide a student who is a victim of abuse with school-based mental health services or other support services and/or may refer the student to resources available within the community as needed.

Child Abuse Prevention

The district's instructional program may provide age-appropriate and culturally sensitive child abuse prevention curriculum which explains students' right to live free of abuse, includes instruction in the skills and techniques needed to identify unsafe situations and react appropriately and promptly, informs students of available support resources, and teaches students how to obtain help and disclose incidents of abuse.

The district's program also may include age-appropriate instruction in sexual abuse and sexual assault awareness and prevention. Upon written request of a student's parent/guardian, the student shall be excused from taking such instruction. (Education Code 51900.6)

The Superintendent or designee may display posters, in areas on campus where students frequently congregate, notifying students of the appropriate telephone number to call to report child abuse or neglect. (Education Code 33133.5)

In addition, student identification cards for students in grades 7-12 shall include the National Domestic Violence Hotline telephone number. (Education Code 215.5)

The Superintendent or designee shall, to the extent feasible, seek to incorporate community resources into the district's child abuse prevention programs and may use these resources to provide parents/guardians with instruction in parenting skills and child abuse prevention.

Child Abuse Reporting

The Superintendent or designee shall establish procedures for the identification and reporting of known and suspected child abuse and neglect in accordance with law.

Procedures for reporting child abuse, as specified in Penal Code 11164-11174.3, shall be included in the district and/or school comprehensive safety plan. (Education Code 32282)

District employees who are mandated reporters, as defined by law and administrative regulation, are obligated to report all known or suspected incidents of child abuse and neglect.

The Superintendent or designee shall provide training regarding the duties of mandated reporters as required by law and as specified in the accompanying administrative regulation. (Education Code 44691; Penal Code 11165.7)

A/R

Original Adopted Date: 09/08/2016 | Last Revised Date: 12/11/2025 | Last Reviewed Date: 12/11/2025Status: ADOPTED

Definitions

Child abuse or neglect includes the following: (Penal Code 11165.5, 11165.6)
A physical injury or death inflicted by other than accidental means on a child by another person

Sexual abuse of a child, including sexual assault or sexual exploitation, as defined in Penal Code 11165.1

Neglect of a child as defined in Penal Code 11165.2

Willful harming or injuring of a child or the endangering of the person or health of a child as defined in Penal Code 11165.3

Unlawful corporal punishment or injury as defined in Penal Code 11165.4
Child abuse or neglect does not include:
A mutual affray between minors (Penal Code 11165.6)

An injury caused by reasonable and necessary force used by a peace officer acting within the course and scope of employment (Penal Code 11165.5, 11165.6)

An injury resulting from the exercise by a teacher, vice principal, principal, or other certificated employee of the same degree of physical control over a student that a parent/guardian would be legally privileged to exercise, not exceeding the amount of physical control reasonably necessary to maintain order, protect property, protect the health and safety of students, or maintain proper and appropriate conditions conducive to learning (Education Code 44807)

An injury caused by a district employee's use of force that is reasonable and necessary to quell a disturbance threatening physical injury to persons or damage to property, for purposes of self-defense, or to obtain weapons or other dangerous objects within the control of a student (Education Code 49001)

Physical pain or discomfort caused by athletic competition or other such recreational activity voluntarily engaged in by a student (Education Code 49001)
Additionally, general neglect does not include: (Penal Code 11165.2)
A parent/guardian's economic disadvantage

A child receiving treatment by spiritual means pursuant to Welfare and Institutions Code 16509.1, or not receiving specified medical treatment for religious reasons
Mandated reporters include, but are not limited to, teachers; instructional aides; teacher's aides or assistants; classified employees; certificated pupil personnel employees; administrative officers or supervisors of child attendance; athletic coaches, administrators, and directors; licensees, administrators, and employees of a licensed child day care facility; Head Start program teachers; district police or security officers; licensed nurses or health care providers; and administrators, presenters, and counselors of a child abuse prevention program. (Penal Code 11165.7)

Reasonable suspicion means that it is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing when appropriate on the person's training and experience, to suspect child abuse or neglect. However, reasonable suspicion does not require certainty that child abuse or neglect has occurred nor does it require a specific medical indication of child abuse or neglect. (Penal Code 11166)

Reportable Offenses

Using the procedures provided below, a mandated reporter shall make a report whenever the mandated reporter, while acting in a professional capacity or within the scope of employment, has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect. (Penal Code 11166)

Any mandated reporter who has knowledge of or who reasonably suspects that a child is suffering serious emotional damage or is at a substantial risk of suffering serious emotional damage, based on evidence of severe anxiety, depression, withdrawal, or untoward aggressive behavior toward self or others, may make a report to the appropriate agency. (Penal Code 11165.9, 11166.05, 11167)

Any district employee who reasonably believes to have observed the commission of a murder, rape, or lewd or lascivious act by use of force, violence, duress, menace, or fear of immediate and unlawful bodily injury against a victim who is a child under 14 years of age shall notify a peace officer. (Penal Code 152.3)

The fact that a child is experiencing homelessness or is classified as an unaccompanied minor, as defined in the federal McKinney-Vento Homeless Assistance Act (42 USC 11434a), is not, in and of itself, a sufficient basis for reporting child abuse or neglect. (Penal Code 11165.15)

Responsibility for Reporting

The reporting duties of mandated reporters are individual and cannot be delegated to another person. (Penal Code 11166)

When two or more mandated reporters jointly have knowledge of a known or suspected instance of child abuse or neglect, the report may be made by a member of the team selected by mutual agreement and a single report may be made and signed by the selected member of the reporting team. Any member who has knowledge that the member designated to report has failed to do so shall thereafter make the report. (Penal Code 11166)

No supervisor or administrator shall impede or inhibit a mandated reporter from making a report. (Penal Code 11166)

Any person not identified as a mandated reporter who has knowledge of or observes a child whom the person knows or reasonably suspects has been a victim of child abuse or neglect may report the known or suspected instance of child abuse or neglect to the appropriate agency. (Penal Code 11166)

Reporting Procedures
Initial Telephone Report

Immediately or as soon as practicable after knowing or observing suspected child abuse or neglect, a mandated reporter shall make an initial report by telephone to any police department (excluding a district police/security department), sheriff's department, county probation department if designated by the county to receive such reports, or county welfare department. (Penal Code 11165.9, 11166)

Such reports shall be made to the following agency(ies):

Child Welfare Services - 2440 Sixth Street, Eureka, CA 95501 / Telepone: 707-445-6180

When the initial telephone report is made, the mandated reporter shall note the name of the official contacted, the date and time contacted, and any instructions or advice received.

Written Report

Within 36 hours of knowing or observing the information concerning the incident, the mandated reporter shall prepare and either send, fax, or electronically transmit to the appropriate agency a written follow-up report, which includes a completed California Department of Justice (DOJ) form (BCIA 8572). (Penal Code 11166, 11168)

The DOJ form may be obtained from the district office or other appropriate agencies, such as the police department, sheriff's department, or county probation or welfare department.

Reports of suspected child abuse or neglect shall include, if known: (Penal Code 11167)

The name, business address, and telephone number of the person making the report and the capacity that makes the person a mandated reporter

The child's name and address, present location, and, where applicable, school, grade, and class

The names, addresses, and telephone numbers of the child's parents/guardians

The name, address, telephone number, and other relevant personal information about the person(s) who might have abused or neglected the child

The information that gave rise to the reasonable suspicion of child abuse or neglect and the source(s) of that information
The mandated reporter shall make a report even if some of this information is not known or is uncertain to the mandated reporter. (Penal Code 11167)

The mandated reporter may give to an investigator from an agency investigating the case, including a licensing agency, any information relevant to an incident of child abuse or neglect or to a report made for serious emotional damage pursuant to Penal Code 11166.05. (Penal Code 11167)

3. Internal Reporting

The mandated reporter shall not be required to disclose the mandated reporter's identity to a supervisor, the principal, or the Superintendent or designee. (Penal Code 11166)

However, employees reporting child abuse or neglect to an appropriate agency are encouraged, but not required, to notify the principal as soon as possible after the initial telephone report to the appropriate agency. When so notified, the principal shall inform the Superintendent or designee.

The principal so notified shall provide the mandated reporter with any assistance necessary to ensure that reporting procedures are carried out in accordance with law, Board policy, and administrative regulation. At the mandated reporter's request, the principal may assist in completing and filing the necessary forms.

Reporting the information to an employer, supervisor, principal, school counselor, co-worker, or other person shall not be a substitute for making a mandated report to the appropriate agency. (Penal Code 11166)

Training

Within the first six weeks of each school year, or within the first six weeks of employment if hired during the school year, the Superintendent or designee shall provide training on mandated reporting requirements to district employees and persons working on their behalf who are mandated reporters. (Education Code 44691; Penal Code 11165.7)

The Superintendent or designee shall use the online training module provided by the California Department of Social Services (CDSS). (Education Code 44691)

The training shall include, but not necessarily be limited to, training in identification and reporting of child abuse and neglect. Additionally, the training shall include information that failure to report an incident of known or reasonably suspected child abuse or neglect as required by law is a misdemeanor punishable by imprisonment and/or a fine as specified. (Education Code 44691; Penal Code 11165.7)

In addition, the Superintendent or designee shall provide annual training on the prevention of abuse, including sexual abuse, of children on district property, by district staff, or in district-sponsored programs. (Education Code 44691)

The Superintendent or designee shall obtain and retain proof of each mandated reporter's completion of the training. (Education Code 44691)

Victim Interviews by Social Services

Whenever CDSS or another government agency is investigating suspected child abuse or neglect that occurred within the child's home or out-of-home care facility, the student may be interviewed by an agency representative during school hours, on school premises. The Superintendent or designee shall give the student the choice of being interviewed in private or in the presence of any adult school employee or volunteer aide selected by the student. (Penal Code 11174.3)

A staff member or volunteer aide selected by a child may decline to be present at the interview. If the selected person accepts, the principal or designee shall inform the person of the following requirements prior to the interview: (Penal Code 11174.3)
The purpose of the selected person's presence at the interview is to lend support to the child and enable the child to be as comfortable as possible

The selected person shall not participate in the interview

The selected person shall not discuss the facts or circumstances of the case with the child

The selected person is subject to the confidentiality requirements of the Child Abuse and Neglect Reporting Act, a violation of which is punishable as specified in Penal Code 11167.5
If a staff member agrees to be present, the interview shall be held at a time during school hours when it does not involve an expense to the school. (Penal Code 11174.3)

Release of Child to Peace Officer

When a child is released to a peace officer and taken into custody as a victim of suspected child abuse or neglect, the Superintendent or designee and/or principal shall not notify the parent/guardian, but rather shall provide the peace officer with the address and telephone number of the child's parent/guardian. (Education Code 48906)

Parent/Guardian Complaints

Upon request, the Superintendent or designee shall provide parents/guardians with procedures for reporting suspected child abuse occurring on district property to appropriate agencies. For parents/guardians whose primary language is not English, such procedures shall be in their primary language and, when communicating orally regarding those guidelines and/or procedures, an interpreter shall be provided.

To file a complaint against a district employee or other person suspected of child abuse or neglect on district property, parents/guardians may file a report by telephone, in person, or in writing with any appropriate agency identified above under "Reporting Procedures." If a parent/guardian makes a complaint about an employee to any other employee, the employee receiving the information shall notify the parent/guardian of procedures for filing a complaint with the appropriate agency. The employee shall also file a report when obligated to do so pursuant to Penal Code 11166 using the procedures described above for mandated reporters.

In addition, if the child is enrolled in special education, a separate complaint may be filed with the California Department of Education pursuant to 5 CCR 3200-3205.

Notifications

The Superintendent or designee shall provide to all new employees who are mandated reporters a statement that informs them of their status as mandated reporters, their reporting obligations under Penal Code 11166, and their confidentiality rights under Penal Code 11167. Additionally, the district shall provide these new employees with a copy of Penal Code 11165.7, 11166, and 11167. (Penal Code 11165.7, 11166.5)

Before beginning employment, any person who will be a mandated reporter by virtue of the person's position shall sign a statement indicating knowledge of the reporting obligations under Penal Code 11166 and compliance with such provisions. The signed statement shall be retained by the Superintendent or designee. (Penal Code 11166.5)

Employees who work with dependent adults shall be notified of legal responsibilities and reporting procedures pursuant to Welfare and Institutions Code 15630-15637.

The Superintendent or designee also shall notify all employees that:
A mandated reporter who reports a known or suspected instance of child abuse or neglect shall not be held civilly or criminally liable for making a report and this immunity shall apply even if the mandated reporter acquired the knowledge or reasonable suspicion of child abuse or neglect outside of the mandated reporter's professional capacity or outside the scope of employment (Penal Code 11172)

Any other person making a report shall not incur civil or criminal liability unless it can be proven that the person knowingly made a false report or made a report with reckless disregard of the truth or falsity of the report. (Penal Code 11172)

If a mandated reporter fails to timely report an incident of known or reasonably suspected child abuse or neglect, the mandated reporter may be guilty of a crime punishable by a fine and/or imprisonment (Penal Code 11166)
No employee shall be subject to any sanction by the district for making a report unless it can be shown that the employee knowingly made a false report or made a report with reckless disregard of the truth or falsity of the report. (Penal Code 11166, 11172)

Suspected Child Abuse Report Form (BCIA 8572)

STATE OF CALIFORNIA
BCIA 8572
(Rev. 04/2017)

DEPARTMENT OF JUSTICE

SUSPECTED CHILD ABUSE REPORT
(Pursuant to Penal Code section 11166)

Print Form | Clear Form

To Be Completed by Mandated Child Abuse Reporters
PLEASE PRINT OR TYPE

CASE NAME: _____
CASE NUMBER: _____

A. REPORTING PARTY

NAME OF MANDATED REPORTER	TITLE	MANDATED REPORTER CATEGORY
REPORTER'S BUSINESS/AGENCY NAME AND ADDRESS Street City Zip		DID MANDATED REPORTER WITNESS THE INCIDENT? ☐ YES ☐ NO
REPORTER'S TELEPHONE (DAYTIME)	SIGNATURE	TODAY'S DATE

B. REPORT NOTIFICATION

☐ LAW ENFORCEMENT ☐ COUNTY PROBATION ☐ COUNTY WELFARE / CPS (Child Protective Services) — AGENCY

ADDRESS Street City Zip	DATE/TIME OF PHONE CALL
OFFICIAL CONTACTED - NAME AND TITLE	TELEPHONE

C. VICTIM One report per victim

NAME (LAST, FIRST, MIDDLE)	BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY
ADDRESS Street City Zip			TELEPHONE
PRESENT LOCATION OF VICTIM	SCHOOL	CLASS	GRADE
PHYSICALLY DISABLED? ☐ YES ☐ NO	DEVELOPMENTALLY DISABLED? ☐ YES ☐ NO	OTHER DISABILITY (SPECIFY)	PRIMARY LANGUAGE SPOKEN IN HOME

IN FOSTER CARE? ☐ YES ☐ NO

IF VICTIM WAS IN OUT-OF-HOME CARE AT TIME OF INCIDENT, CHECK TYPE OF CARE: ☐ DAY CARE ☐ CHILD CARE CENTER ☐ FOSTER FAMILY HOME ☐ FAMILY FRIEND ☐ GROUP HOME OR INSTITUTION ☐ RELATIVE'S HOME

TYPE OF ABUSE *(CHECK ONE OR MORE)*: ☐ PHYSICAL ☐ MENTAL ☐ SEXUAL ☐ NEGLECT ☐ OTHER (SPECIFY) _____

RELATIONSHIP TO SUSPECT	PHOTOS TAKEN? ☐ YES ☐ NO	DID THE INCIDENT RESULT IN THIS VICTIM'S DEATH? ☐ YES ☐ NO ☐ UNK

D. INVOLVED PARTIES

VICTIM'S SIBLINGS

NAME	BIRTHDATE	SEX	ETHNICITY	NAME	BIRTHDATE	SEX	ETHNICITY
1.				3.			
2.				4.			

VICTIM'S PARENTS/GUARDIANS

NAME (LAST, FIRST, MIDDLE)	BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY
ADDRESS Street City Zip	HOME PHONE		BUSINESS PHONE
NAME (LAST, FIRST, MIDDLE)	BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY
ADDRESS Street City Zip	HOME PHONE		BUSINESS PHONE

SUSPECT

SUSPECT'S NAME (LAST, FIRST, MIDDLE)	BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY
ADDRESS Street City Zip			TELEPHONE

OTHER RELEVANT INFORMATION

E. INCIDENT INFORMATION

IF NECESSARY, ATTACH EXTRA SHEET(S) OR OTHER FORM(S) AND CHECK THIS BOX ☐ IF MULTIPLE VICTIMS, INDICATE NUMBER: _____

DATE/TIME OF INCIDENT	PLACE OF INCIDENT

NARRATIVE DESCRIPTION (What victim(s) said/what the mandated reporter observed/what person accompanying the victim(s) said/similar or past incident's involving the victim(s) or suspect)

DO NOT submit a copy of this form to the Department of Justice (DOJ). The investigating agency is required under Penal Code section 11169 to submit to DOJ a Child Abuse or Severe Neglect Indexing Form BCIA 8583 if (1) an active investigation was conducted and (2) the incident was determined to be substantiated.

SUSPECTED CHILD ABUSE REPORT
(Pursuant to Penal Code section 11166)

DEFINITIONS AND GENERAL INSTRUCTIONS FOR COMPLETION OF FORM BCIA 8572

All Penal Code (PC) references are located in Article 2.5 of the California PC. This article is known as the Child Abuse and Neglect Reporting Act (CANRA). The provisions of CANRA may be viewed at: http://leginfo.legislature.ca.gov/faces/codes.xhtml (specify "Penal Code" and search for sections 11164-11174.3). A mandated reporter must complete and submit form BCIA 8572 even if some of the requested information is not known. (PC section 11167(a).)

I. MANDATED CHILD ABUSE REPORTERS

Mandated child abuse reporters include all those individuals and entities listed in PC section 11165.7.

II. TO WHOM REPORTS ARE TO BE MADE ("DESIGNATED AGENCIES")

Reports of suspected child abuse or neglect shall be made by mandated reporters to any police department or sheriff's department (not including a school district police or security department), the county probation department (if designated by the county to receive mandated reports), or the county welfare department. (PC section 11165.9.)

III. REPORTING RESPONSIBILITIES

Any mandated reporter who has knowledge of or observes a child, in his or her professional capacity or within the scope of his or her employment, whom he or she knows or reasonably suspects has been the victim of child abuse or neglect shall report such suspected incident of abuse or neglect to a designated agency immediately or as soon as practically possible by telephone and shall prepare and send a written report thereof ***within 36 hours*** of receiving the information concerning the incident. (PC section 11166(a).)

No mandated reporter who reports a suspected incident of child abuse or neglect shall be held civilly or criminally liable for any report required or authorized by CANRA. Any other person reporting a known or suspected incident of child abuse or neglect shall not incur civil or criminal liability as a result of any report authorized by CANRA unless it can be proven the report was false and the person knew it was false or made the report with reckless disregard of its truth or falsity. (PC section 11172(a).)

IV. INSTRUCTIONS

SECTION A – REPORTING PARTY: Enter the mandated reporter's name, title, category (from PC section 11165.7), business/agency name and address, daytime telephone number, and today's date. Check yes/no whether the mandated reporter witnessed the incident. The signature area is for either the mandated reporter or, if the report is telephoned in by the mandated reporter, the person taking the telephoned report.

IV. INSTRUCTIONS (*continued*)

SECTION B – REPORT NOTIFICATION: Complete the name and address of the designated agency notified, the date/time of the phone call, and the name, title, and telephone number of the official contacted.

SECTION C – VICTIM (One Report per Victim): Enter the victim's name, birthdate or approximate age, sex, ethnicity, address, telephone number, present location, and, where applicable, enter the school, class (indicate the teacher's name or room number), and grade. List the primary language spoken in the victim's home. Check the appropriate yes/no box to indicate whether the victim may have a developmental disability or physical disability and specify any other apparent disability. Check the appropriate yes/no box to indicate whether the victim is in foster care, and check the appropriate box to indicate the type of care if the victim was in out-of-home care. Check the appropriate box to indicate the type of abuse. List the victim's relationship to the suspect. Check the appropriate yes/no box to indicate whether photos of the injuries were taken. Check the appropriate box to indicate whether the incident resulted in the victim's death.

SECTION D – INVOLVED PARTIES: Enter the requested information for Victim's Siblings, Victim's Parents/Guardians, and Suspect. Attach extra sheet(s) if needed (provide the requested information for each individual on the attached sheet(s)).

SECTION E – INCIDENT INFORMATION: If multiple victims, indicate the number and submit a form for each victim. Enter date/time and place of the incident. Provide a narrative of the incident. Attach extra sheet(s) if needed.

V. DISTRIBUTION

Reporting Party: After completing form BCIA 8572, retain a copy for your records and submit copies to the designated agency.

Designated Agency: ***Within 36 hours*** of receipt of form BCIA 8572, the initial designated agency will send a copy of the completed form to the district attorney and any additional designated agencies in compliance with PC sections 11166(j) and 11166(k).

ETHNICITY CODES

1 Alaskan Native	6 Caribbean	11 Guamanian	16 Korean	22 Polynesian	27 White-Armenian
2 American Indian	7 Central American	12 Hawaiian	17 Laotian	23 Samoan	28 White-Central American
3 Asian Indian	8 Chinese	13 Hispanic	18 Mexican	24 South American	29 White-European
4 Black	9 Ethiopian	14 Hmong	19 Other Asian	25 Vietnamese	30 White-Middle Eastern
5 Cambodian	10 Filipino	15 Japanese	21 Other Pacific Islander	26 White	31 White-Romanian

Discipline – BP/AR 5144

Original Adopted Date: 05/21/2019 | Last Revised Date: 09/12/2024 | Last Reviewed Date: 09/12/2024Status: ADOPTED

The Governing Board is committed to providing a safe, supportive, and positive school environment which is conducive to student learning and achievement and desires to prepare students for responsible citizenship by fostering self-discipline and personal responsibility. The Board believes that high expectations for student behavior, use of effective school and classroom management strategies, provision of appropriate intervention and support, and parent/guardian involvement can minimize the need for disciplinary measures that exclude students from instruction as a means for correcting student misbehavior.

The Superintendent or designee shall develop effective, age-appropriate strategies for maintaining a positive school climate and responding appropriately to student misbehavior at district schools. The strategies shall focus on providing students with needed supports; communicating clear, appropriate, and consistent expectations and consequences for student conduct; and ensuring equity and continuous improvement in the implementation of district discipline policies and practices.

In addition, the Superintendent or designee's strategies for responding to student misconduct shall reflect the Board's preference for the use of positive interventions and alternative disciplinary measures over exclusionary discipline measures.

Disciplinary measures that may result in loss of instructional time or cause students to be disengaged from school, such as detention, suspension, and expulsion, shall be imposed only when required or permitted by law or when other means of correction have been documented to have failed. (Education Code 48900.5)

School personnel and volunteers shall not allow any disciplinary action taken against a student to result in the denial or delay of a school meal. (Education Code 49557.5)

A student shall not be denied recess unless the student's participation poses an immediate threat to the physical safety of the student or to the physical safety of one or more of the student's peers. If, due to such immediate threat, a student is denied recess, staff shall make all reasonable efforts to resolve the threat and minimize the student's exclusion from recess, to the greatest extent practicable. (Education Code 49056)

Seclusion and behavioral restraint are prohibited as a means of discipline and shall not be used to correct student behavior except as permitted pursuant to Education Code 49005.4 and in accordance with district regulations. (Education Code 49005.2)

The Superintendent or designee shall create a model discipline matrix that lists violations and the consequences for each as allowed by law.

The principal or designee at each school may develop disciplinary rules to meet the school's particular needs consistent with law, Board policy, and administrative regulations. The Board, at an open meeting, may review the approved school discipline rules for consistency with Board policy and state law. Site-level disciplinary rules shall be included in the district's comprehensive safety plan. (Education Code 32282, 35291.5)

At all times, the safety of students and staff, providing interventions and supports to students, as well as the maintenance of an orderly school environment, shall be priorities in determining appropriate discipline. When misconduct occurs, staff shall attempt to identify the causes of the student's behavior and implement appropriate support and/or discipline. When choosing between different disciplinary strategies, staff shall consider the effect of each option on the student's health, well-being, and opportunity to learn.

Staff shall enforce disciplinary rules fairly, consistently, and in accordance with the district's nondiscrimination policies.

The Superintendent or designee shall provide professional development as necessary to assist staff in developing the skills needed to effectively and equitably implement the disciplinary strategies adopted for district schools, including, but not limited to, knowledge of school and classroom management skills and their consistent application, effective accountability and positive intervention techniques, and the tools to form strong, cooperative relationships with parents/guardians.

District goals for improving school climate, based on suspension and expulsion rates, surveys of students, staff, and parents/guardians regarding their sense of school safety and connectedness to the school community, and other local measures, shall be included in the district's local control and accountability plan, as required by law.

At the beginning of each school year, the Superintendent or designee may report to the Board regarding disciplinary strategies used in district schools in the immediately preceding school year and their effect on student learning.

A/R

Original Adopted Date: 05/21/2019 | Last Revised Date: 09/12/2024 | Last Reviewed Date: 09/12/2024Status: ADOPTED

Site-Level Rules

Site-level rules shall be consistent with state law and Board policies and administrative regulations. In developing site-level disciplinary rules, the principal or designee shall solicit the participation, views, and advice of one representative selected by each of the following groups: (Education Code 35291.5)
Parents/guardians

Teachers

School administrators

School security personnel, if any

Students in grades seven through twelve
Annually, site-level discipline rules shall be reviewed and, if necessary, updated to align with any changes in state law, district discipline policies and regulations, and/or goals for school safety and climate as specified in the district's local control and accountability plan. A copy of the rules shall be filed with the Superintendent or designee for inclusion in the comprehensive safety plan.

School rules shall be communicated to students clearly and in an age-appropriate manner.

It shall be the duty of each employee of the school to enforce the school rules on student discipline. (Education Code 35291.5)

Disciplinary Strategies

To the extent possible, staff shall use disciplinary strategies that keep students in school and participating in the instructional program. Except when students' presence causes a danger to themselves or others or they commit a single act of a grave nature or an offense for which suspension or expulsion is required by law, suspension, supervised suspension, or expulsion shall be used only when other means of correction have failed to bring about proper conduct. Disciplinary strategies may include, but are not limited to:
Discussion or conference between school staff, the student, and the student's parents/guardians

Referral of the student to the school counselor or other school support service personnel for case management and counseling

Convening of a study team, guidance team, resource panel, or other intervention-related team to assess the behavior and develop and implement an individual plan to address the behavior in partnership with the student and the student's parents/guardians

When applicable, referral for a comprehensive psychosocial or psychoeducational assessment, including for purposes of creating an individualized education program (IEP) or a Section 504 plan

Enrollment in a program for teaching prosocial behavior or anger management

Participation in a restorative justice program

A positive behavior support approach with tiered interventions that occur during the school day on campus

Participation in a social and emotional learning program that teaches students the ability to understand and manage emotions, develop caring and concern for others, make responsible decisions, establish positive relationships, and handle challenging situations capably

Participation in a program that is sensitive to the traumas experienced by students, focuses on students' behavioral health needs, and addresses those needs in a proactive manner

After-school programs that address specific behavioral issues or expose students to positive activities and behaviors, including, but not limited to, those operated in collaboration with local parent and community groups

Detention after school hours as provided in the section below entitled "Detention After School"

Community service as provided in the section below entitled "Community Service"

In accordance with Board policy and administrative regulation, restriction or disqualification from participation in extracurricular activities

Reassignment to an alternative educational environment

Suspension and expulsion in accordance with law, Board policy, and administrative regulation
When, by law or district policy, other means of correction are required to be implemented before a student could be suspended or expelled, any other means of correction implemented shall be documented and retained in the student's records. (Education Code 48900.5)

When a student has been suspended, or other means of correction have been implemented against the student, for an incident of racist bullying, harassment, or intimidation, the principal or designee shall engage both the victim and perpetrator in a restorative justice practice suitable to the needs of the students. The principal or designee shall also require the perpetrator to engage in a culturally sensitive program that promotes racial justice and equity and combats racism and ignorance and shall regularly check on the victim to ensure that the victim is not in danger of suffering from any long-lasting mental health issues. (Education Code 48900.5)

Staff shall enforce disciplinary rules fairly, consistently, and in accordance with the district's nondiscrimination policies.

When disciplining a student who has been identified for special education and related services, the procedures specified in Administrative Regulation 5144.2 - Suspension And Expulsion/Due Process (Students With Disabilities) shall be

applied. If a student has not been identified as a student with a disability and the district suspects the behavior that resulted in discipline may be based in an unidentified disability, the district shall conduct an evaluation to determine if the student has a disability which requires an IEP or 504 plan. (U.S.C. 1412(a)(3))

Detention After School

Students may be detained for disciplinary reasons for up to one hour after the close of the maximum school day, or until the departure of the school bus to which they have been assigned if applicable. (5 CCR 307, 353)

The student shall not be detained unless the principal or designee notifies the parent/guardian.

Students shall remain under the supervision of a certificated employee during the period of detention.

Students may be offered the choice of serving their detention on Saturday rather than after school.

Community Service

As part of or instead of disciplinary action, the Board, Superintendent, principal, or principal's designee may require a student to perform community service during nonschool hours on school grounds or, with written permission of the student's parent/guardian, off school grounds. Such service may include, but is not limited to, community or school outdoor beautification, community or campus betterment, and teacher, peer, or youth assistance programs. (Education Code 48900.6)

This community service option is not available for a student who has been suspended, pending expulsion, pursuant to Education Code 48915. However, if the recommended expulsion is not implemented or the expulsion itself is suspended, then the student may be required to perform community service for the resulting suspension. (Education Code 48900.6)

Notice to Parents/Guardians and Students

At the beginning of the school year, the Superintendent or designee shall notify parents/guardians, in writing, about the availability of district rules related to discipline. (Education Code 35291, 48980)

The Superintendent or designee shall also provide written notice of disciplinary rules to parents/guardians of transfer students at the time of their enrollment in the district.

Dress Code – BP/AR 5132

Original Adopted Date: 09/13/2000 | Last Revised Date: 02/27/2020 | Last Reviewed Date: 02/27/2020

In cooperation with teachers, students, and parents/guardians, the principal or designee may establish school rules governing student dress and grooming which are consistent with law, Board policy, and administrative regulations. These school dress codes shall be regularly reviewed.

The following guidelines shall apply to all regular school activities:

Dress Code
Students must wear a shirt with pants or skirt, or the equivalent, and shoes.

Shirts and dresses must have fabric on the front and the sides.

The fabric covering the buttocks, genitals, and breasts must not be transparent (see-through).

Hats and other headwear must allow the face to be visible and not interfere with the line of sight of any student or staff. Hoodies must allow the student's face and ears to be visible to staff. No sunglasses may be worn indoors.

Clothing must be suitable for all scheduled classroom activities, including physical education, science labs, wood shop, and other activities where unique hazards exist. Specialized courses may require specialized attire, such as sports uniforms or safety gear.

Shoes must be worn at all times. Flip-flops, socks or sock-like footwear, slippers, backless shoes, or shoes with over a one-inch heel are not safe or appropriate for school. Toes must be covered.

Clothing may not depict, advertise or advocate the use of alcohol (excluding Humboldt County restaurants/family establishments), tobacco, or drugs.

Clothing may not reference genitals nor depict profanity, pornography, nudity, vulgarity, or sexual acts.

Clothing may not use or depict hate speech targeting any individual or group based on economics, ethnicity, gender, gender identity, intelligence, race, religious affiliation, sexual orientation, or any other protected group.

Clothing must not threaten the health or safety of any student or staff.

Clothing may not depict or advocate violence, criminal activity, race superiority, or hate speech.

Any attire identified as gang-related by local law enforcement is not allowed.

The dress code shall be modified as appropriate to accommodate a student's religious or cultural observance, health condition, or other circumstance deemed necessary by the principal or designee. In addition, the principal or designee may impose dress requirements to accommodate the needs of special school activities, physical education classes, athletic activities, and other extracurricular and cocurricular activities.

No grade of a student participating in a physical education class shall be adversely affected if the student does not wear standardized physical education apparel because of circumstances beyond the student's control. (Education Code 49066)

Students shall be allowed to wear sun-protective clothing, including but not limited to hats, for outdoor use during the school day. (Education Code 35183.5)

Gang-Related Apparel

At individual schools that have a dress code prohibiting gang-related apparel at school or school activities, the principal, staff, and parents/guardians participating in the development of the school safety plan shall define "gang-related apparel" and shall limit this definition to apparel that reasonably could be determined to threaten the health and safety of the school environment if it were worn or displayed on a school campus. (Education Code 32282)

Because gang-related symbols are constantly changing, definitions of gang-related apparel shall be reviewed annually and updated whenever related information is received. As necessary, the school shall collaborate with law enforcement agencies to update definitions of gang-related apparel.

A/R

Original Adopted Date: 09/13/2000 | Last Revised Date: 06/27/2023 | Last Reviewed Date: 06/27/2023

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Because gang-related symbols are constantly changing, definitions of gang-related apparel shall be reviewed annually and updated whenever related information is received. As necessary, the school shall collaborate with law enforcement agencies to update definitions of gang-related apparel.

Bullying – BP 5131.2

Original Adopted Date: 10/22/2018 | Last Revised Date: 06/27/2024 | Last Reviewed Date: 06/27/2024Status: ADOPTED

This policy shall apply to all acts constituting bullying related to school activity or to school attendance occurring within a district school, to acts which occur off campus or outside of school-related or school-sponsored activities but which may have an impact or create a hostile environment at school, and to all acts of the Governing Board and the Superintendent in enacting policies and procedures that govern the district.

The Board recognizes the harmful effects of bullying on student well-being, student learning, and school attendance and desires to provide a welcoming, safe, and supportive school environment that protects students from physical, mental, and emotional harm. No individual or group shall, through physical, written, verbal, visual, or other means, harass, sexually harass, threaten, intimidate, cyberbully, cause bodily injury to, or commit hate violence against any student or school personnel, or retaliate against them for filing a complaint or participating in the complaint resolution process.

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

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

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

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

District families are encouraged to model respectful behavior, contribute to a safe and supportive learning environment, and monitor potential causes of bullying.

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

A/R

Original Adopted Date: 06/04/2020 | Last Revised Date: 06/27/2024 | Last Reviewed Date: 06/27/2024Status: ADOPTED

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

Cyberbullying includes the electronic creation or transmission of harassing communications, direct threats, or other harmful texts, sounds, or images, which may be shared, sent, or posted publicly. Cyberbullying may include, but is not limited to, personal or private information that causes humiliation, false or negative information to discredit or disparage, or threats of physical harm. Cyberbullying may also include breaking into another person's electronic account or assuming that person's online identity in order to damage that person's reputation.

Examples of the types of conduct that may constitute bullying and are prohibited by the district include, but are not limited to:
Physical bullying: An act that inflicts harm upon a person's body or possessions, such as hitting, kicking, pinching, spitting, tripping, pushing, taking or breaking someone's possessions, or making cruel or rude hand gestures

Verbal bullying: An act that includes saying or writing hurtful things, such as teasing, name-calling, inappropriate sexual comments, taunting, or threats to cause harm

Social/relational bullying: An act that harms a person's reputation or relationships, such as leaving a person out of an activity on purpose, influencing others not to be friends with someone, spreading rumors, or embarrassing someone in public

Cyberbullying: An act that occurs on electronic devices such as computers, tablets, or cell phones, such as sending demeaning or hateful text messages, direct messages or public posts on social media apps, gaming forums, or emails, spreading rumors by email or by posting on social networking sites, shaming or humiliating by allowing others to view, participate in, or share disparaging or harmful content, or posting or sharing embarrassing photos, videos, website, or fake profiles
Measures to Prevent Bullying

The Superintendent or designee shall implement measures to prevent bullying in district schools, including, but not limited to, the following:
Developing a strategic plan for school connectedness and social skills with benchmark tracking, which may include providing regular opportunities and spaces for students to develop social skills and strengthen relationships and promoting adult support from family and school staff, peer-led programs, and partnerships with key community groups, implementing socially based educational techniques such as cooperative learning projects that can improve educational outcomes as well as peer relations, creating a supportive school environment that fosters belonging through equitable classroom management, mentoring, and peer support groups that allow students to lean on each other and learn from each other's experiences, and building social connection into health education courses including information on the consequences of social connection on physical and mental health, key risk and protective factors, and strategies for increasing social connection

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

Providing information to students, through student handbooks, district and school websites and social media, and other age-appropriate means, about district and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for engaging in bullying

Encouraging students to notify school staff when they are being bullied or when they suspect that another student is being bullied, and providing means by which students may report threats or incidents confidentially and anonymously

Conducting an assessment of bullying incidents at each school and, if necessary, increasing supervision and security in areas where bullying most often occurs, such as playgrounds, hallways, restrooms, and cafeterias

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

Staff Development

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

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

Discuss bullying prevention strategies with students, and teach students to recognize the behavior and characteristics of bullying perpetrators and victims

Identify the signs of bullying or harassing behavior

Take immediate corrective action when bullying is observed

Report incidents to the appropriate authorities, including law enforcement in instances of criminal behavior
Information and Resources

The Superintendent or designee shall post on the district's website, in a prominent location and in a manner that is easily accessible to students and parents/guardians, information on bullying and harassment prevention which includes the following: (Education Code 234.6)
The district's policy on student suicide prevention, including a reference to the policy's age appropriateness for students in grades K-6

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

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

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

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

A link to statewide resources, including community-based organizations, compiled by CDE pursuant to Education Code 234.5
Any additional information the Superintendent or designee deems important for preventing bullying and harassment
Student Instruction

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

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

Students should be taught the difference between appropriate and inappropriate behaviors, how to advocate for themselves, how to help another student who is being bullied, and when to seek assistance from a trusted adult. As role models for students, staff are responsible for teaching and modeling respectful behavior and building safe and supportive learning environments, and are expected to demonstrate effective problem-solving and anger management skills.

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

Reporting and Filing of Complaints

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

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

Within one business day of receiving such a report, a staff member shall notify the principal of the report, regardless of whether a uniform complaint is filed. In addition, any school employee who observes an incident of bullying involving a student shall, within one business day, report such observation to the principal or a district compliance officer, regardless of whether the alleged victim files a complaint.

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

Any individuals with information about cyberbullying activity shall save and print any electronic or digital messages that they feel constitute cyberbullying and shall notify a teacher, the principal, or other employee so that the matter may be investigated. When an investigation concludes that a student used a social networking site or service to bully or harass another student, the Superintendent or designee may report the cyberbullying to the social media platform and may request the material be removed.

Discipline/Corrective Actions

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

When a student has been suspended, or other means of correction have been implemented against the student, for an incident of racist bullying, harassment, or intimidation, the principal or designee shall engage both the victim and perpetrator in a restorative justice practice suitable to the needs of the students. The principal or designee shall also require the perpetrator to engage in a culturally sensitive program that promotes racial justice and equity and combats racism and ignorance and shall regularly check on the victim to ensure that the victim is not in danger of suffering from any long-lasting mental health issues. (Education Code 48900.5)

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

Support Services

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

If any student involved in bullying exhibits warning signs of suicidal thought or intention or of intent to harm another person, the Superintendent or designee shall, as appropriate, implement district intervention protocols which may include, but are not limited to, referral to district or community mental health services, other health professionals, and/or law enforcement, in accordance with Board Policy and Administrative Regulation 5141.52 - Suicide Prevention.

Suspension and Expulsion/Due Process – BP/AR 5144.1

Original Adopted Date: 02/14/2019 | Last Revised Date: 12/13/2024 | Last Reviewed Date: 12/13/2024

The Governing Board desires to provide district students access to educational opportunities in an orderly school environment that protects their safety and security, ensures their welfare and well-being, and promotes their learning and development. The Board shall develop rules and regulations setting the standards of behavior expected of district students and the disciplinary processes and procedures for addressing violations of those standards, including suspension and/or expulsion.

The grounds for suspension and expulsion and the procedures for considering, recommending, and/or implementing suspension and expulsion shall be only those specified in law, in this policy, and in the accompanying administrative regulation.

Except when otherwise permitted by law, a student may be suspended or expelled only when the behavior is related to a school activity or school attendance occurring within any district school or another school district, regardless of when it occurs, including, but not limited to, the following: (Education Code 48900(s))
While on school grounds

While going to or coming from school

During the lunch period, whether on or off the school campus

During, going to, or coming from a school-sponsored activity

District staff shall enforce the rules concerning suspension and expulsion of students fairly, consistently, equally, and in accordance with the district's nondiscrimination policies.

Appropriate Use of Suspension Authority

Except when a student's act violates Education Code 48900(a)-(e), as listed in Items #1-5 under "Grounds for Suspension and Expulsion: Grades K-12" of the accompanying administrative regulation, or when the student's presence causes a danger to others, suspension shall be used only when other means of correction have failed to bring about proper conduct. (Education Code 48900.5, 48900.6)

A student's parents/guardians shall be notified as soon as possible when there is an escalating pattern of misbehavior that could lead to on-campus or off-campus suspension.

No student may be suspended for disruption or willful defiance, except by a teacher pursuant to Education Code 48910. (Education Code 48900)

Students shall not be suspended or expelled based solely on a student's truancy, tardiness, or absenteeism from assigned school activities. (Education Code 48900)

On-Campus Suspension

To ensure the proper supervision and ongoing learning of students who are suspended for any of the reasons enumerated in Education Code 48900 and 48900.2, but who pose no imminent danger or threat to anyone at school and for whom expulsion proceedings have not been initiated, the Superintendent or designee shall establish a supervised suspension classroom program which meets the requirements of law.

Except where a supervised suspension is permitted by law for a student's first offense, supervised suspension shall be imposed only when other means of correction have failed to bring about proper conduct. (Education Code 48900.5)

Authority to Expel

A student may be expelled only by the Board. (Education Code 48918(j))

As required by law, the Superintendent or principal shall recommend expulsion and the Board shall expel any student found to have committed any of the following "mandatory recommendation and mandatory expulsion" acts at school or at a school activity off school grounds: (Education Code 48915)
Possessing a firearm which is not an imitation firearm, as verified by a certificated employee, unless the student had obtained prior written permission to possess the item from a certificated school employee, with the principal or designee's concurrence

Selling or otherwise furnishing a firearm

Brandishing a knife at another person

Unlawfully selling a controlled substance listed in Health and Safety Code 11053-11058

Committing or attempting to commit a sexual assault as defined in Penal Code 261, 266c, 286, 287, 288, or 289, or former 288a, or committing a sexual battery as defined in Penal Code 243.4

Possessing an explosive as defined in 18 USC 921
For all other violations listed in the accompanying administrative regulation, the Superintendent or principal shall have the discretion to recommend expulsion of a student. If expulsion is recommended, the Board shall order the student expelled only if it makes a finding of either or both of the following: (Education Code 48915(b) and (e))
That other means of correction are not feasible or have repeatedly failed to bring about proper conduct

That due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others
A vote to expel a student shall be taken in an open session of a Board meeting. (Education Code 48918(j))

The Board may vote to suspend the enforcement of the expulsion order pursuant to the requirements of law and the accompanying administrative regulation. (Education Code 48917)

No student shall be expelled for disruption or willful defiance. (Education Code 48900)

No child enrolled in a preschool program shall be expelled or unenrolled except under limited circumstances in accordance with Education Code 8489.1 and as specified in Administrative Regulation 5148.3 - Preschool/Early Childhood Education.

Due Process

The Board shall provide for the fair and equitable treatment of students facing suspension and/or expulsion by affording the students due process rights under the law. The Superintendent or designee shall comply with procedures for notices, hearings, and appeals as specified in law and administrative regulation. (Education Code 48911, 48915, 48915.5, 48918)

Maintenance and Monitoring of Outcome Data

The Superintendent or designee shall maintain outcome data related to student suspensions and expulsions in accordance with Education Code 48900.8 and 48916.1, including, but not limited to, the number of students recommended for expulsion, the grounds for each recommended expulsion, the actions taken by the Board, the types of referral made after each expulsion, and the disposition of the students after the expulsion period. For any expulsion that involves the possession of a firearm, such data shall include the name of the school and the type of firearm involved, as required pursuant to 20 USC 7961. Suspension and expulsion data shall be reported to the Board annually and to the California Department of Education when so required.

In presenting the report to the Board, the Superintendent or designee shall disaggregate data on suspensions and expulsions by school and by numerically significant student subgroups, including, but not limited to, ethnic subgroups, socioeconomically disadvantaged students, English learners, long-term English learners, students with disabilities, foster youth, and homeless students. Based on the data, the Board shall address any identified disparities in the imposition of student discipline and shall determine whether and how the district is meeting its goals for improving school climate as specified in its local control and accountability plan.

A/R

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Definitions

Suspension means removal of a student from ongoing instruction for adjustment purposes. However, suspension does not mean any of the following: (Education Code 48925)
Reassignment to another education program or class at the same school where the student will receive continuing instruction for the length of day prescribed by the Governing Board for students of the same grade level

Referral to a certificated employee designated by the principal to advise students

Removal from the class, but without reassignment to another class or program, for the remainder of the class period without sending the student to the principal or designee as provided in Education Code 48910, so long as removal from a particular class does not occur more than once every five school days
Expulsion means removal of a student from the immediate supervision and control or the general supervision of school personnel. (Education Code 48925)

Notice of Regulations

At the beginning of each school year, the principal of each school shall ensure that all students and parents/guardians are notified in writing of all school rules related to discipline, including suspension and expulsion. (Education Code 35291, 48900.1, 48980)

Grounds for Suspension and Expulsion: Grades K-12

Acts for which a student, including a student with disabilities, may be suspended or expelled shall be only those specified as follows and in "Additional Grounds for Suspension and Expulsion: Grades 4-12," below:
Caused, attempted to cause, or threatened to cause physical injury to another person; willfully used force or violence upon another person, except in self-defense; or committed as an aider or abettor, as adjudged by a juvenile court, a crime of physical violence in which the victim suffered great or serious bodily injury (Education Code 48900(a) and (t))

Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the principal or designee's concurrence (Education Code 48900(b))

Unlawfully possessed, used, sold, otherwise furnished, or was under the influence of any controlled substance as defined in Health and Safety Code 11053-11059, alcoholic beverage, or intoxicant of any kind (Education Code 48900(c))

Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11059, alcoholic beverage, or intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the same as a controlled substance, alcoholic beverage, or intoxicant (Education Code 48900(d))

Committed or attempted to commit robbery or extortion (Education Code 48900(e))

Caused or attempted to cause damage to school property or private property (Education Code 48900(f))

Stole or attempted to steal school property or private property (Education Code 48900(g))

Possessed or used tobacco or products containing tobacco or nicotine products, including, but not limited to, cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel, except that this restriction shall not prohibit a student from using or possessing prescription products (Education Code 48900(h))

Committed an obscene act or engaged in habitual profanity or vulgarity (Education Code 48900(i))

Unlawfully possessed, offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5 (Education Code 48900(j))

Knowingly received stolen school property or private property (Education Code 48900(l))

Possessed an imitation firearm (Education Code 48900(m))

Imitation firearm means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm. (Education Code 48900(m))

Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 287, 288, 289, or former 288a, or committed a sexual battery as defined in Penal Code 243.4 (Education Code 48900(n))

Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness (Education Code 48900(o))

Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma (Education Code 48900(p))

Engaged in, or attempted to engage in, hazing (Education Code 48900(q))

Hazing means a method of initiation or pre-initiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. Hazing does not include athletic events or school-sanctioned events. (Education Code 48900(q))

Engaged in an act of bullying (Education Code 48900(r))

Bullying means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, directed toward one or more students that has or can reasonably be predicted to have the effect of placing a reasonable student(s) in fear of harm to self or property; cause the student to experience a substantially detrimental effect on physical or mental health; or cause the student to experience substantial

interferences with academic performance or ability to participate in or benefit from the services, activities, or privileges provided by a school. (Education Code 48900(r))

Bullying includes any act of sexual harassment, hate violence, or harassment, threat, or intimidation, as defined in Education Code 48900.2, 48900.3, or 48900.4 and below in "Additional Grounds for Suspension and Expulsion: Grades 4-12," that has any of the effects described above on a reasonable student.

Bullying also includes an act of cyber sexual bullying by a student through the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording that depicts a nude, semi-nude, or sexually explicit photograph or other visual recording of an identifiable minor, when such dissemination is to another student or to school personnel by means of an electronic act and has or can be reasonably predicted to have one or more of the effects of bullying described above. Cyber sexual bullying does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

Electronic act means the creation or transmission originated on or off the school site by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication including, but not limited to: (Education Code 48900(r))
A message, text, sound, video, or image

A post on a social network Internet website, including, but not limited to, posting to or creating a burn page or creating a credible impersonation or false profile for the purpose of causing a reasonable student any of the effects of bullying described above

Reasonable student means a student, including, but not limited to, a student who has been identified as a student with a disability, who exercises average care, skill, and judgment in conduct for a person of the student's age, or for a person of the student's age and disability. (Education Code 48900(r))

Burn page means an internet website created for the purpose of causing a reasonable student any of the effects of bullying described above. (Education Code 48900(r))

Credible impersonation means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that the student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated. (Education Code 48900(r))

False profile means a profile of a fictitious student or profile using the likeness or attributes of an actual student other than the student who created the false profile. (Education Code 48900(r))

An electronic act is not considered pervasive conduct solely on the basis that it has been transmitted to the internet or is currently posted on the internet. (Education Code 48900(r))

When a student has been suspended, or other means of correction have been implemented against the student, for an incident of racist bullying, harassment, or intimidation, the principal or designee may, as appropriate, engage both the victim and perpetrator in a restorative justice practice suitable to the needs of the students. The principal or designee shall also require the perpetrator to engage in a culturally sensitive program that promotes racial justice and equity and combats racism and ignorance and shall regularly check on the victim to ensure that the victim is not in danger of suffering from any long-lasting mental health issues. (Education Code 48900.5)

Aided or abetted the infliction or attempted infliction of physical injury on another person, as defined in Penal Code 31 (Education Code 48900(t))

Made terrorist threats against school officials and/or school property (Education Code 48900.7)

A terrorist threat includes any written or oral statement by a person who willfully threatens to commit a crime which will result in death or great bodily injury to another person or property damage in excess of $1,000, with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying out the crime. (Education Code 48900.7)

A student may not be suspended or expelled for disruption or willful defiance. (Education Code 48900)

Additional Grounds for Suspension and Expulsion: Grades 4-12

A student in grades 4-12 shall be subject to suspension or recommendation for expulsion when it is determined that the student:
Committed sexual harassment as defined in Education Code 212.5 (Education Code 48900.2)

Sexual harassment means conduct which, when considered from the perspective of a reasonable person of the same gender as the victim, is sufficiently severe or pervasive as to have a negative impact upon the victim's academic performance or to create an intimidating, hostile, or offensive educational environment. (Education Code 212.5, 48900.2)

Caused, attempted to cause, threatened to cause, or participated in an act of hate violence as defined in Education Code 233 (Education Code 48900.3)

Hate violence means any act punishable under Penal Code 422.6, 422.7, or 422.75. Such acts include injuring or intimidating a victim, interfering with the exercise of a victim's civil rights, or damaging a victim's property because of the victim's race, ethnicity, religion, nationality, disability, gender, gender identity, gender expression, or sexual orientation; a perception of the presence of any of those characteristics in the victim; or the victim's association with a person or group with one or more of those actual or perceived characteristics. (Education Code 233; Penal Code 422.55)

Intentionally engaged in harassment, threats, or intimidation against district personnel or students that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of school personnel or students by creating an intimidating or hostile educational environment (Education Code 48900.4)
Suspension from Class by a Teacher

A teacher may suspend a student from class for the remainder of the day and the following day for any of the acts specified in Education Code 48900 and listed as Items #1-19 under "Grounds for Suspension and Expulsion: Grades K-12" above or for disruption or willful defiance at any grade level. (Education Code 48910)

When suspending a student from class, the teacher shall immediately report this action to the principal or designee and send the student to the principal or designee for appropriate action. If that action requires the continuing presence of the student at school, the student shall be appropriately supervised during the class periods from which the student has been suspended. (Education Code 48910)

As soon as possible after the teacher has suspended the student, the teacher shall ask the student's parent/guardian to attend a parent-teacher conference regarding the suspension. A counselor or psychologist may attend the conference if it is practicable, and a school administrator shall attend if requested by the parent/guardian or teacher. (Education Code 48910)

A student suspended from class shall not be returned to class during the period of the suspension without the approval of the teacher of the class and the principal or designee. (Education Code 48910)

A student suspended from class shall not be placed in another regular class during the period of suspension. However, a student assigned to more than one class per day may continue to attend other regular classes except those held at the same time as the class from which the student was suspended. (Education Code 48910)

A teacher may also refer a student, for any of the acts specified above in Education Code 48900, to the principal or designee for consideration of a suspension from school. (Education Code 48910)

The teacher of any class from which a student is suspended may require the student to complete any assignments and tests missed during the removal. (Education Code 48913)

Suspension by Superintendent, Principal or Principal's Designee

To implement disciplinary procedures at a school site, the principal may, in writing, designate as the principal's designee another administrator or, if the principal is the only administrator at the school site, a certificated employee. As necessary, the principal may, in writing, also designate another administrator or certificated employee as the secondary designee to assist with disciplinary procedures when the principal and the principal's primary designee are absent from the school site.

The Superintendent, principal, or designee shall immediately suspend any student found at school or at a school activity away from school to have committed any of the acts listed in the Board policy under "Authority to Expel" for which a recommendation of expulsion is required. (Education Code 48915(c))

The Superintendent, principal, or designee may impose a suspension for a first offense if it is determined that the student violated any of Items #1-5 listed under "Grounds for Suspension and Expulsion: Grades K-12" above or if the student's presence causes a danger to persons. (Education Code 48900.5)

For all other offenses, a student may be suspended only when the Superintendent or principal has determined that other means of correction have failed to bring about proper conduct. (Education Code 48900.5)

When other means of correction are implemented prior to imposing suspension upon a student, including supervised suspension, the Superintendent, principal, or designee shall document the other means of correction used and retain the documentation in the student's record. (Education Code 48900.5)

Length of Suspension

The Superintendent, principal, or designee may suspend a student from school for not more than five consecutive school days. (Education Code 48911)

A student may be suspended from school for not more than 20 school days in any school year. However, if a student enrolls in or is transferred to another regular school, an opportunity school or class, or continuation school or class for the purpose of adjustment, the student may be suspended for not more than 30 school days in a school year. The district may count suspensions that occur while a student is enrolled in another school district toward the maximum number of days for which the student may be suspended in any school year. (Education Code 48903, 48911, 48912)

These restrictions on the number of days of suspension shall not apply when the suspension is extended pending an expulsion. (Education Code 48911)

Due Process Procedures for Suspension

Suspensions shall be imposed in accordance with the following procedures:

Informal Conference: Suspension shall be preceded by an informal conference conducted by the Superintendent, principal, or designee with the student and, whenever practicable, the teacher, supervisor, or school employee who referred the student to the principal. At the conference, the student shall be informed of the reason for the disciplinary action, including the other means of correction that were attempted before the suspension as required pursuant to Education Code 48900.5, and the evidence against the student, and shall be given the opportunity to present the student's version and evidence in the student's defense. (Education Code 48911)

This conference may be omitted if the Superintendent, principal, or designee determines that an emergency situation exists involving a clear and present danger to the lives, safety, or health of students or school personnel. If a student is suspended without this conference, the student, the student's parent/guardian, or if the student is a foster youth, the foster youth's educational rights holder, attorney, and county social worker, or if the student is an Indian child, the Indian child's tribal social worker and, if applicable, county social worker, shall be notified of the student's right to a conference and the right to return to school for the purpose of the conference. The conference shall be held within two school days, unless the student waives the right to it or is physically unable to attend for any reason. In such a case, the conference shall be held as soon as the student is physically able to return to school for the conference. (Education Code 48911)

Administrative Actions: All requests for student suspension are to be processed by the principal or designee. A school employee shall report the suspension, including the name of the student and the cause for the suspension, to the Superintendent or designee. (Education Code 48911)

Notice to Parents/Guardians: At the time of the suspension, a school employee shall make a reasonable effort to contact the parent/guardian, or if the student is a foster youth, the foster youth's educational rights holder, attorney, and county social worker, or if the student is an Indian child, the Indian child's tribal social worker, and, if applicable, the county social worker, in person, by email, or by telephone. Whenever a student is suspended, the parent/guardian, or, if applicable, the foster youth's educational rights holder, attorney, and county social worker, or the Indian child's tribal social worker and, if applicable, the county social worker, shall also be notified in writing of the suspension. (Education Code 48911)

This notice shall state the specific offense committed by the student. (Education Code 48900.8)

In addition, the notice shall state the date and time when the student may return to school.

Parent/Guardian Conference: Whenever a student is suspended, school officials may conduct a meeting with the parent/guardian to discuss the cause(s) and duration of the suspension, the school policy involved, and any other pertinent matter. (Education Code 48914)

If school officials request to meet with the parent/guardian, a foster youth's educational rights holder, attorney, and county social worker, or an Indian child's tribal social worker, and, if applicable, the county social worker, the notice may state that the law requires such individuals to respond to the request without delay. However, the student shall not be penalized for the failure of the parent/guardian, a foster youth's educational rights holder, attorney, and county social worker, or an Indian child's tribal social worker, and, if applicable, the county social worker, to attend such a conference. The student may not be denied reinstatement solely because such individuals failed to attend the conference. (Education Code 48911)

Extension of Suspension: If the Board is considering the expulsion of a suspended student from any school or the suspension of a student for the balance of the semester from continuation school, the Superintendent or designee may, in writing, extend the suspension until such time as the Board has made a decision, provided the following requirements are followed: (Education Code 48911)

The extension of the original period of suspension is preceded by notice of such extension with an offer to hold a conference concerning the extension, giving the student an opportunity to be heard

This conference may be held in conjunction with a meeting requested by the student or parent/guardian to challenge the original suspension.

The Superintendent or designee determines, following a meeting in which the student and the student's parent/guardian were invited to participate, that the student's presence at the school or at an alternative school would endanger persons or property or threaten to disrupt the instructional process

If the student involved is a foster youth or Indian child, the Superintendent or designee shall notify the district's educational liaison of the need to invite the foster youth's educational rights holder, attorney and county social worker, or the Indian child's tribal social worker or, if applicable, the county social worker, to attend the meeting (Education Code 48853.5, 48911, 48918.1)

If the student involved is a child or youth experiencing homelessness, the Superintendent or designee shall notify the district liaison for homeless students (Education Code 48918.1)

In lieu of or in addition to suspending a student, the Superintendent, principal, or designee may provide services or require the student to participate in an alternative disciplinary program designed to correct the behavior and keep the student in school
Suspension by the Board

The Board may suspend a student for any of the acts listed under "Grounds for Suspension and Expulsion: Grades K-12," and "Additional Grounds for Suspension and Expulsion: Grades 4-12," above and within the limits specified under "Suspension by Superintendent, Principal, or Designee," above. (Education Code 48912)

The Board may suspend a student enrolled in a continuation school or class for a period not longer than the remainder of the semester. The suspension shall meet the requirements of Education Code 48915. (Education Code 48912.5)

When the Board is considering a suspension, disciplinary action, or any other action (except expulsion) against any student, it shall hold a closed session if a public hearing would lead to disclosure of information that would violate a student's right to privacy under Education Code 49073-49079. (Education Code 35146, 48912)

The Board shall provide the student and parent/guardian with written notice of the closed session by registered or certified mail or personal service. Upon receiving this notice, the student or parent/guardian may request a public meeting, and this request shall be granted if made in writing within 48 hours after receipt of the Board's notice. However, any discussion that conflicts with any other student's right to privacy still shall be held in closed session. (Education Code 35146, 48912)

On-Campus Suspension

A student for whom an expulsion action has not been initiated and who poses no imminent danger or threat to the school, students, or staff may be assigned to on-campus suspension in a separate classroom, building, or site for the entire period of suspension. The following conditions shall apply: (Education Code 48911.1)
The on-campus suspension classroom shall be staffed in accordance with law

The student shall have access to appropriate counseling services

The on-campus suspension classroom shall promote completion of schoolwork and tests missed by the student during the suspension

The student shall be responsible for contacting the student's teacher(s) to receive assignments to be completed in the supervised suspension classroom and the teacher(s) shall provide all assignments and tests that the student will miss while suspended

If no such work is assigned, the person supervising the suspension classroom shall assign schoolwork.
At the time a student is assigned to an on-campus suspension classroom, the principal or designee shall notify the student's parent/guardian, or if the student is a foster youth, the foster youth's educational rights holder, attorney, and county social worker, or, if the student if an Indian child, the Indian child's tribal social worker and, if applicable, county social worker, in person, by email, or by telephone. When the assignment is for longer than one class period, this notification shall be made in writing. (Education Code 48911.1)

Superintendent or Principal's Authority to Recommend Expulsion

Unless the Superintendent or principal determines that expulsion should not be recommended under the circumstances or that an alternative means of correction would address the conduct, the Superintendent or principal shall recommend a student's expulsion for any of the following acts: (Education Code 48915)
Causing serious physical injury to another person, except in self-defense

Possession of any knife or other dangerous object of no reasonable use to the student

Unlawful possession of any controlled substance as listed in Health and Safety Code 11053-11059, except for:

The first offense for the possession of not more than one ounce of marijuana, other than concentrated cannabis

The student's possession of over-the-counter medication for use by the student for medical purposes

Medication prescribed for the student by a physician

Robbery or extortion

Assault or battery, as defined in Penal Code 240 and 242, upon any school employee
In determining whether to recommend the expulsion of a student, the Superintendent, principal, or designee shall act as quickly as possible to ensure that the student does not lose instructional time. (Education Code 48915)

Student's Right to Expulsion Hearing

Any student recommended for expulsion shall be entitled to a hearing to determine whether the student should be expelled. The hearing shall be held within 30 school days after the Superintendent, principal, or designee determines that the student has committed the act(s) that form the basis for the expulsion recommendation. (Education Code 48918(a))

The student is entitled to at least one postponement of an expulsion hearing for a period of not more than 30 calendar days. The request for postponement shall be in writing. Any subsequent postponement may be granted at the Board's discretion. (Education Code 48918(a))

If the Board finds it impractical during the regular school year to comply with these time requirements for conducting an expulsion hearing, the Superintendent or designee may, for good cause, extend the time period by an additional five school days. Reasons for the extension shall be included as a part of the record when the expulsion hearing is held. (Education Code 48918(a))

If the Board finds it impractical to comply with the time requirements of the expulsion hearing due to a summer recess of Board meetings of more than two weeks, the days during the recess shall not be counted as school days. The days not

counted during the recess may not exceed 20 school days, as defined in Education Code 48925. Unless the student requests in writing that the expulsion hearing be postponed, the hearing shall be held not later than 20 calendar days prior to the first day of the next school year. (Education Code 48918(a))

Once the hearing starts, all matters shall be pursued with reasonable diligence and concluded without unnecessary delay. (Education Code 48918(a))

Stipulated Expulsion

After a determination that a student has committed an offense for which the student may be expelled, the Superintendent, principal, or designee shall offer the student, the student's parent/guardian, or, when applicable, other person holding the right to make educational decisions for the student, the option to waive a hearing and stipulate to the expulsion or to a suspension of the expulsion under certain conditions. The offer shall be made only after written notice of the expulsion hearing pursuant to Education Code 48918 has been given.

The stipulation agreement shall be in writing and shall be signed by the student, the student's parent/guardian, or, when applicable, the person holding the right to make educational decisions for the student. The stipulation agreement shall include notice of all the rights that the student is waiving, including the waiving of the right to have a full hearing, to appeal the expulsion to the County Board of Education, and to consult legal counsel.

A stipulated expulsion agreed to by the student, the student's parent/guardian, or, when applicable, the person holding the right to make educational decisions for the student, shall be effective upon approval by the Board.

Rights of Complaining Witness

An expulsion hearing involving allegations of sexual assault or sexual battery may be postponed for one school day in order to accommodate the special physical, mental, or emotional needs of a student who is the complaining witness. (Education Code 48918.5)

Whenever the Superintendent or designee recommends an expulsion hearing that addresses allegations of sexual assault or sexual battery, the Superintendent or designee shall give the complaining witness a copy of the district's suspension and expulsion policy and regulation and shall advise the witness of the right to: (Education Code 48918.5)
Receive five days' notice of the scheduled testimony at the hearing

Have up to two adult support persons present at the hearing at the time the witness testifies

Have a closed hearing during the time the witness testifies
Whenever any allegation of sexual assault or sexual battery is made, the Superintendent or designee shall immediately advise complaining witnesses and accused students to refrain from personal or telephone contact with each other during the time when an expulsion process is pending. (Education Code 48918.5)

Written Notice of the Expulsion Hearing

Written notice of the expulsion hearing shall be forwarded to the student and the student's parent/guardian at least 10 calendar days before the date of the hearing. The notice shall include: (Education Code 48900.8, 48918(b))
The date and place of the hearing

A statement of the specific facts, charges, and offense upon which the proposed expulsion is based

A copy of district disciplinary rules which relate to the alleged violation

Notification of the student's or parent/guardian's obligation, pursuant to Education Code 48915.1, to provide information about the student's status in the district to any other district in which the student seeks enrollment

This obligation applies when a student is expelled for acts other than those described in Education Code 48915(a) or (c).

The opportunity for the student or the student's parent/guardian to appear in person or be represented by legal counsel or by a nonattorney adviser

Legal counsel means an attorney or lawyer who is admitted to the practice of law in California and is an active member of the State Bar of California.

Nonattorney adviser means an individual who is not an attorney or lawyer, but who is familiar with the facts of the case and has been selected by the student or student's parent/guardian to provide assistance at the hearing.

The right to inspect and obtain copies of all documents to be used at the hearing

The opportunity to confront and question all witnesses who testify at the hearing

The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf, including witnesses
Additional Notice of Expulsion Hearing for Foster Youth, Homeless Students, and Indian Children

If the student facing expulsion is a foster student or Indian child, the Superintendent or designee shall also send notice of the hearing to the foster youth's educational rights holder, attorney, and county social worker, or the Indian child's tribal social worker and, if applicable, county social worker, at least 10 calendar days prior to the hearing. (Education Code 48918.1)

If the student facing expulsion is a student experiencing homelessness, the Superintendent or designee shall also send notice of the hearing to the district liaison for homeless students at least 10 calendar days prior to the hearing. (Education Code 48918.1)

Any notice for these purposes may be provided by the most cost-effective method possible, including by email or a telephone call. (Education Code 48918.1)

Conduct of Expulsion Hearing

Closed Session: Notwithstanding Education Code 35145, the Board shall conduct a hearing to consider the expulsion of the student in a session closed to the public unless the student requests in writing at least five days prior to the hearing that the hearing be a public meeting. If such a request is made, the meeting shall be public to the extent that privacy rights of other students are not violated. (Education Code 48918)

Whether the expulsion hearing is held in closed or public session, the Board may meet in closed session to deliberate and determine whether the student should be expelled. If the Board admits any other person to this closed session, the parent/guardian, the student, and the counsel of the student also shall be allowed to attend the closed session. (Education Code 48918(c))

If a hearing that involves a charge of sexual assault or sexual battery is to be conducted in public, a complaining witness shall have the right to testify in closed session when testifying in public would threaten serious psychological harm to the witness and when there are no alternative procedures to avoid the threatened harm, including, but not limited to, a videotaped deposition or contemporaneous examination in another place communicated to the hearing room by closed-circuit television. (Education Code 48918(c)

Record of Hearing: A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made. (Education Code 48918(g))

Subpoenas: Before commencing a student expulsion hearing, the Board may issue subpoenas, at the request of either the student or the Superintendent or designee, for the personal appearance at the hearing of any person who actually witnessed the action that gave rise to the recommendation for expulsion. After the hearing has commenced, the Board or the hearing officer or administrative panel may issue such subpoenas at the request of the student or the County Superintendent of Schools or designee. All subpoenas shall be issued in accordance with Code of Civil Procedure 1985-1985.2 and enforced in accordance with Government Code 11455.20. (Education Code 48918(i))

Any objection raised by the student or the Superintendent or designee to the issuance of subpoenas may be considered by the Board in closed session, or in open session if so requested by the student, before the meeting. The Board's decision in response to such an objection shall be final and binding. (Education Code 48918(i))

If the Board determines, or if the hearing officer or administrative panel finds and submits to the Board, that a witness would be subject to unreasonable risk of harm by testifying at the hearing, a subpoena shall not be issued to compel the personal attendance of that witness at the hearing. However, that witness may be compelled to testify by means of a sworn declaration as described in Item #6 below. (Education Code 48918(i))

Presentation of Evidence: Technical rules of evidence shall not apply to the expulsion hearing, but relevant evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. The decision of the Board to expel shall be supported by substantial evidence that the student committed any of the acts pursuant to Education Code 48900 and listed in "Grounds for Suspension and Expulsion: Grades K-12," and "Additional Grounds for Suspension and Expulsion: Grades 4-12," above. (Education Code 48918(h))

Findings of fact shall be based solely on the evidence at the hearing. Although no finding shall be based solely on hearsay, sworn declarations may be admitted as testimony from witnesses whose disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm. (Education Code 48918(f))

In cases where a search of a student's person or property has occurred, evidence describing the reasonableness of the search shall be included in the hearing record.

Testimony by Complaining Witnesses: The following procedures shall be observed when a hearing involves allegations of sexual assault or sexual battery by a student: (Education Code 48918, 48918.5)

Any complaining witness shall be given five days' notice before being called to testify

Any complaining witness shall be entitled to have up to two adult support persons, including, but not limited to, a parent/guardian or legal counsel, present during the testimony

Before a complaining witness testifies, support persons shall be admonished that the hearing is confidential

The person presiding over the hearing may remove a support person who is disrupting the hearing

If one or both support persons are also witnesses, the hearing shall be conducted in accordance with Penal Code 868.5

Evidence of specific instances of prior sexual conduct of a complaining witness shall be presumed inadmissible and shall not be heard unless the person conducting the hearing determines that extraordinary circumstances require the evidence to be heard

Before such a determination is made, the complaining witness shall be given notice and an opportunity to oppose the introduction of this evidence. In the hearing on the admissibility of this evidence, the complaining witness shall be entitled to be represented by a parent/guardian, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of a complaining witness shall not be admissible for any purpose.

In order to facilitate a free and accurate statement of the experiences of the complaining witness and to prevent discouragement of complaints, the district shall provide a nonthreatening environment

The district shall provide a room separate from the hearing room for the use of the complaining witness before and during breaks in testimony

At the discretion of the person conducting the hearing, the complaining witness shall be allowed reasonable periods of relief from examination and cross-examination during which the complaining witness may leave the hearing room

The person conducting the hearing may:

Arrange the seating within the hearing room so as to facilitate a less intimidating environment for the complaining witness

Limit the time for taking the testimony of a complaining witness to normal school hours, if there is no good cause to take the testimony during other hours

(Permit one of the support persons to accompany the complaining witness to the witness stand

Decision: The Board's decision as to whether to expel a student shall be made within 40 school days after the student is removed from school, unless the student requests in writing that the decision be postponed. (Education Code 48918(a))
Alternative Expulsion Hearing: Hearing Officer or Administrative Panel

Instead of conducting an expulsion hearing itself, the Board may contract with the county hearing officer or with the Office of Administrative Hearings of the State of California for a hearing officer. The Board may also appoint an impartial administrative panel composed of three or more certificated personnel, none of whom shall be members of the Board or on the staff of the school in which the student is enrolled. (Education Code 48918)

A hearing conducted by the hearing officer or administrative panel shall conform to the same procedures applicable to a hearing conducted by the Board as specified above in "Conduct of Expulsion Hearing," including the requirement to issue a decision within 40 school days of the student's removal from school, unless the student requests that the decision be postponed. (Education Code 48918(a) and (d))

The hearing officer or administrative panel shall, within three school days after the hearing, determine whether to recommend expulsion of the student to the Board. If expulsion is not recommended, the expulsion proceeding shall be terminated and the student shall be immediately reinstated and permitted to return to the classroom instructional program from which the referral was made, unless another placement is requested in writing by the student's parent/guardian. Before the student's placement decision is made by the student's parent/guardian, the Superintendent or designee shall consult with the parent/guardian and district staff, including the student's teachers, regarding other placement options for the student in addition to the option to return to the classroom instructional program from which the student's expulsion referral was made. The decision to not recommend expulsion shall be final. (Education Code 48918(e))

If expulsion is recommended, findings of fact in support of the recommendation shall be prepared and submitted to the Board. All findings of fact and recommendations shall be based solely on the evidence presented at the hearing. The

Board may accept the recommendation based either upon a review of the findings of fact and recommendations submitted or upon the results of any supplementary hearing the Board may order. (Education Code 48918(f))

In accordance with Board policy, the hearing officer or administrative panel may recommend that the Board suspend the enforcement of the expulsion. If the hearing officer or administrative panel recommends that the Board expel a student but suspend the enforcement of the expulsion, the student shall not be reinstated and permitted to return to the classroom instructional program from which the referral was made until the Board has ruled on the recommendation. (Education Code 48917, 48918)

Final Action by the Board

Whether the expulsion hearing is conducted in closed or open session by the Board, a hearing officer, or an administrative panel or is waived through the signing of a stipulated expulsion agreement, the final action to expel shall be taken by the Board in public. (Education Code 48918(j))

The Board's decision is final. If the decision is to not expel, the student shall be reinstated immediately. If the decision is to suspend the enforcement of the expulsion, the student shall be reinstated under the conditions of the suspended expulsion.

Upon ordering an expulsion, the Board shall set a date when the student shall be reviewed for readmission to a school within the district. For a student expelled for any "mandatory recommendation and mandatory expulsion" act listed in "Authority to Expel" in the accompanying Board policy, this date shall be one year from the date the expulsion occurred, except that the Board may set an earlier date on a case-by-case basis. For a student expelled for other acts, this date shall be no later than the last day of the semester following the semester in which the expulsion occurred. If an expulsion is ordered during summer session or the intersession period of a year-round program, the Board shall set a date when the student shall be reviewed for readmission not later than the last day of the semester following the summer session or intersession period in which the expulsion occurred. (Education Code 48916)

At the time of the expulsion order, the Board shall recommend a plan for the student's rehabilitation, which may include: (Education Code 48916)
Periodic review, as well as assessment at the time of review, for readmission

Recommendations for improved academic performance, tutoring, special education assessments, job training, counseling, employment, community service, or other rehabilitative programs
With parent/guardian consent, students who have been expelled for reasons relating to controlled substances or alcohol may be required to enroll in a county-sponsored drug rehabilitation program before returning to school. (Education Code 48916.5)

Written Notice to Expel

The Superintendent or designee shall send written notice of the decision to expel to the student or parent/guardian. This notice shall include the following:
The specific offense committed by the student for any of the causes for suspension or expulsion listed above under "Grounds for Suspension and Expulsion: Grades K-12" or "Additional Grounds for Suspension and Expulsion: Grades 4-12" (Education Code 48900.8)

The fact that a description of readmission procedures will be made available to the student and parent/guardian (Education Code 48916)

Notice of the right to appeal the expulsion to the County Board (Education Code 48918)

Notice of the alternative educational placement to be provided to the student during the time of expulsion (Education Code 48918)

Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the expelling district, pursuant to Education Code 48915.1 (Education Code 48918)
Decision to Suspend Expulsion Order

In accordance with Board policy, when deciding whether to suspend the enforcement of an expulsion order, the Board shall take into account the following criteria:
The student's pattern of behavior

The seriousness of the misconduct

The student's attitude toward the misconduct and willingness to follow a rehabilitation program
The suspension of the enforcement of an expulsion shall be governed by the following:
The Board may, as a condition of the suspension of enforcement, assign the student to a school, class, or program appropriate for the student's rehabilitation

This rehabilitation program may provide for the involvement of the student's parent/guardian in the student's education. However, a parent/guardian's refusal to participate in the rehabilitation program shall not be considered in the Board's determination as to whether the student has satisfactorily completed the rehabilitation program. (Education Code 48917)

During the period when enforcement of the expulsion order is suspended, the student shall be on probationary status (Education Code 48917)

The suspension of the enforcement of an expulsion order may be revoked by the Board if the student commits any of the acts listed under "Grounds for Suspension and Expulsion: Grades K-12" or "Additional Grounds for Suspension and Expulsion: Grades 4-12" above, or violates any of the district's rules and regulations governing student conduct (Education Code 48917)

When the suspension of enforcement of an expulsion order is revoked, a student may be expelled under the terms of the original expulsion order (Education Code 48917)

Upon satisfactory completion of the rehabilitation assignment, the Board shall reinstate the student in a district school

Upon reinstatement, the Board may order the expunging of any or all records of the expulsion proceedings. (Education Code 48917)

The Superintendent or designee shall send written notice of any decision to suspend the enforcement of an expulsion order during a period of probation to the student or parent/guardian

The notice shall inform the parent/guardian of the right to appeal the expulsion to the County Board, the alternative educational placement to be provided to the student during the period of expulsion, and the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the expelling district, pursuant to Education Code 48915.1(b). (Education Code 48918(j))

Suspension of the enforcement of an expulsion order shall not affect the time period and requirements for the filing of an appeal of the expulsion order with the County Board (Education Code 48917)
Appeal

If a student is expelled from school, the student or parent/guardian is entitled to file an appeal of the Board's decision with the County Board. The appeal must be filed within 30 days of the Board's decision to expel, even if the expulsion order is suspended and the student is placed on probation. (Education Code 48919)

If the student submits a written request for a copy of the written transcripts and supporting documents from the district simultaneously with the filing of the notice of appeal with the County Board, the district shall provide the student with these documents within 10 school days following the student's written request. (Education Code 48919)

Notification to Law Enforcement Authorities

Prior to the suspension or expulsion of any student, the principal or designee shall notify appropriate city or county law enforcement authorities of any student acts of assault which may have violated Penal Code 245. (Education Code 48902)

The principal or designee shall notify appropriate city or county law enforcement authorities of any student acts which may involve the possession or sale of narcotics or of a controlled substance, or of any student acts involving the possession, sale, or furnishing of firearms, explosives, or other dangerous weapons in violation of Education Code 48915(c)(1) or (5) or Penal Code 626.9 and 626.10. (Education Code 48902)

Within one school day after a student's suspension or expulsion, the principal or designee shall notify appropriate county or district law enforcement authorities, by telephone or other appropriate means, of any student acts which may violate Education Code 48900(c) or (d), relating to the possession, use, offering, or sale of controlled substances, alcohol, or intoxicants of any kind. (Education Code 48902)

Placement During Expulsion

The Board shall refer expelled students to a program of study that is: (Education Code 48915, 48915.01)
Appropriately prepared to accommodate students who exhibit discipline problems

Not provided at a comprehensive middle, junior, or senior high school or at any elementary school, unless the program is offered at a community day school established at any of these

Not housed at the school site attended by the student at the time of suspension
When the placement described above is not available and when the County Superintendent so certifies, students expelled for only acts described in Items #6-12 under "Grounds for Suspension and Expulsion: Grades K-12" and Items #1-3 under "Additional Grounds for Suspension and Expulsion: Grades 4-12" above may be referred to a program of study that is provided at another comprehensive middle, junior, or senior high school or at an elementary school. (Education Code 48915)

The program for a student expelled from any of grades K-6 shall not be combined or merged with programs offered to students in any of grades 7-12. (Education Code 48916.1)

Readmission After Expulsion

Prior to the date set by the Board for the student's readmission:
The Superintendent or designee shall hold a conference with the student's parent/guardian, or other person holding the right to make educational decisions for the student, and the student

At the conference, the student's rehabilitation plan shall be reviewed and the Superintendent or designee shall verify that the provisions of this plan have been met. School regulations shall be reviewed and the student and the student's parent/guardian or other person holding the right to make educational decisions for the student shall be asked to indicate in writing their willingness to comply with these regulations.

The Superintendent or designee shall transmit to the Board a recommendation regarding readmission

The Board shall consider this recommendation in closed session. If a written request for open session is received from the student's parent/guardian or other person holding the right to make educational decisions for the student, or adult student, it shall be honored to the extent that privacy rights of other students are not violated.

If the readmission is granted, the Superintendent or designee shall notify the student and the student's parent/guardian, or other person holding the right to make educational decisions for the student, by registered mail, of the Board's decision regarding readmission

The Board may deny readmission only if it finds that the student has not satisfied the conditions of the rehabilitation plan or that the student continues to pose a danger to campus safety or to other district students or employees (Education Code 48916)

If the Board denies the readmission of a student, the Board shall determine either to continue the student's placement in the alternative educational program initially selected or to place the student in another program that serves expelled students, including placement in a county community school

The Board shall provide written notice to the expelled student and the student's parent/guardian, or other person holding the right to make educational decisions for the student, describing the reasons for denying readmittance into the regular program

This notice shall indicate the Board's determination of the educational program which the Board has chosen. The student shall enroll in that program unless the parent/guardian chooses to enroll the student in another school district. No student shall be denied readmission into the district based solely on the student's arrest, adjudication by a juvenile court, formal or informal supervision by a probation officer, detention in a juvenile facility, enrollment in a juvenile court school, or other such contact with the juvenile justice system. (Education Code 48645.5)

Maintenance of Records

The district shall maintain a record of each suspension and expulsion, including its specific cause(s). (Education Code 48900.8)

Expulsion records of any student shall be maintained in the student's mandatory interim record and sent to any school in which the student subsequently enrolls upon written request by that school. (Education Code 48918(k))

The Superintendent or designee shall, within five working days, honor any other district's request for information about an expulsion from this district. (Education Code 48915.1)

Notify Teacher of Dangerous Students

BP 4158

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An employee may use reasonable and necessary force for self-defense or defense of another person, to quell a disturbance threatening physical injury to others or damage to property, or to obtain possession of weapons or other dangerous objects within the control of a student. (Education Code 44807, 49001)

An employee shall promptly report to the principal or other immediate supervisor any attack, assault, or physical threat made against the employee by a student or by any other individual in relation to the performance of the employee's duties, and any action the employee took in response.

Additionally, the employee and the principal or other immediate supervisor shall promptly report to local law enforcement authorities an attack, assault, or physical threat made against the employee by a student. Reports of an attack, assault, or physical threat shall be forwarded immediately to the Superintendent or designee. (Education Code 44014)

Notice Regarding Student Offenses

When a student commits certain offenses that may endanger staff or others, the following procedures shall be implemented to notify staff members as appropriate:
Acts That Are Grounds for Suspension or Expulsion

The Superintendent or designee shall inform the teacher(s) of each student who, during the previous three school years, has engaged in or is reasonably suspected to have engaged in any act, except the possession or use of tobacco products, that would constitute a ground for suspension or expulsion as specified in Administrative Regulation 5144.1 - Suspension and Expulsion/Due Process (Education Code 49079)

This information shall be based upon district records maintained in the ordinary course of business or records received from a law enforcement agency. (Education Code 49079)

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

Information received by teacher(s) shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher (Education Code 48201, 49079)

Offenses Reported to the District by a Court

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

The principal or designee shall expeditiously disseminate this information to any counselor who directly supervises or reports on the student's behavior or progress and to any teacher or administrator directly supervising or reporting on the student's behavior or progress whom the principal or designee thinks may need the information in order to work

with the student appropriately, to avoid being needlessly vulnerable, or to protect others from vulnerability (Welfare and Institutions Code 827)

Any court-initiated information that a teacher, counselor, or administrator receives shall be kept confidential and used only to rehabilitate the student and protect other students and staff (Welfare and Institutions Code 827)

The information shall be further disseminated only when communication with the student, parent/guardian, law enforcement staff, and probation officer is necessary to rehabilitate the student or to protect students and staff. (Welfare and Institutions Code 827)

When a student is removed from school as a result of an offense, the Superintendent shall hold the court's information in a separate confidential file until the student is returned to the district (Welfare and Institutions Code 827)

If the student is returned to a different district, the Superintendent shall transmit the information provided by the student's parole or probation officer to the superintendent of the new district of attendance. (Welfare and Institutions Code 827)

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

Accommodations for Victims of Domestic Violence, Sexual Assault, Stalking, or Other Qualifying Acts of Violence

When requested by an employee who is a victim of domestic violence, sexual assault, stalking, or other qualifying acts of violence, the district shall provide the employee reasonable accommodations which may include the implementation of safety measures, including, but not limited to: (Government Code 12945.8)
A transfer, reassignment, or modified schedule

A changed work telephone or work station, including the permission to carry a telephone at work

An installed lock

Assistance in documenting domestic violence, sexual assault, stalking, or other qualifying act of violence that occurs in the workplace

Referral to a victim assistance organization

Another safety procedure or adjustment to a job structure, workplace facility, or work requirement in response to domestic violence, sexual assault, stalking, or other qualifying act of violence
The Superintendent or designee shall engage in a timely, good faith, and interactive process with the employee to determine effective reasonable accommodations that do not pose an undue hardship on the district. In determining whether an accommodation is reasonable, the Superintendent or designee shall consider any exigent circumstance or danger facing the employee or their family member. (Government Code 12945.8)

Upon the request of the Superintendent or designee, an employee requesting a reasonable accommodation shall provide a written statement, signed by the employee or an individual acting on the employee's behalf, certifying that the accommodation is for an authorized purpose. The Superintendent or designee may also request that the employee provide certification of the employee's status as a victim of domestic violence, sexual assault, stalking, or other qualifying act of violence. Such certification may include: (Government Code 12945.8)
A police report indicating that the employee, or a family member of the employee, was a victim

A court order protecting or separating the employee, or family member of the employee, from the perpetrator of the crime or abuse, or other evidence from the court or prosecuting attorney that the employee has appeared in court

Documentation from a licensed medical professional or health care provider, domestic violence or sexual assault counselor, victim advocate, or counselor that the employee, or family member of the employee, was undergoing treatment or receiving services for physical or mental injuries or abuse resulting in victimization from the crime or abuse

Any other form of documentation that reasonably verifies that the crime or abuse occurred, including, but not limited to, a written statement signed by the employee or by an individual acting on the employee's behalf
Any verbal or written statement, police or court record, or other documentation identifying an employee, or a family member of the employee, as a victim shall be confidential and shall not be disclosed by the district except as required by federal or state law or as necessary to protect the employee's safety in the workplace. The employee shall be notified before any authorized disclosure. (Government Code 12945.8)

Every six months after the date of the certification, the Superintendent or designee may request recertification of the employee's status as a victim of domestic violence, sexual assault, stalking, other specified offense, or ongoing circumstances related to the crime or abuse. The employee shall notify the Superintendent or designee if, due to changing circumstances, the employee needs a new accommodation or no longer needs an accommodation. If a new accommodation is needed, the Superintendent or designee shall follow the procedures described above when making the initial determination regarding effective reasonable accommodations. (Government Code 12945.8)

The district shall not discharge or retaliate against an employee because of the employee's status as a victim of crime or abuse or for requesting a reasonable accommodation, regardless of whether the request was granted. (Government Code 12945.8)

Nondiscrimination/Harassment and Hate Crime Reporting– BP/AR BP 5145.3

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The Governing Board desires to provide a welcoming, safe, and supportive school environment that allows all students equal access to and opportunities in the district's academic, extracurricular, and other educational support programs, services, and activities.

This policy shall apply to all acts constituting unlawful discrimination or harassment related to district activity or attendance, to acts which occur off campus or outside of district-related or district-sponsored activities but which may have an impact or create a hostile environment at school, and to all acts of the Board and the Superintendent in enacting policies and procedures that govern the district.

The Board prohibits, at any district school or activity, unlawful discrimination, including discriminatory harassment, intimidation, and bullying, against an individual or group based on one, or a combination of two or more, protected characteristics, which include, but may not be limited to, race or ethnicity; ancestry; color; ethnic group identification; nationality; national origin; immigration status; sex; sexual orientation; sex stereotypes; gender; gender identity; gender expression; religion; disability; medical condition; genetic information; pregnancy, false pregnancy, childbirth, termination of pregnancy, or related conditions or recovery; and parental, marital, and family status; a perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics. (Education Code 200, 210.1, 210.2, 212, 212.1, 220, 221.51, 230, 260; Government Code 11135, 12926; 20 USC 1681-1688, 42 USC 2000d-2000d-7)

Unlawful discrimination, including discriminatory harassment, intimidation, or bullying, may result from physical, verbal, nonverbal, or written conduct based on any of the categories listed above. Unlawful discrimination also occurs when prohibited conduct is so severe, persistent, or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; has the effect of substantially or unreasonably interfering with a student's academic performance; or otherwise adversely affects a student's educational opportunities.

Unlawful discrimination also includes disparate treatment of students based on one of the categories above with respect to the provision of opportunities to participate in district programs or activities or the provision or receipt of educational benefits or services.

Because unlawful discrimination could occur when disciplining students, including suspension and expulsion, the Superintendent or designee shall ensure that staff enforce discipline rules fairly, consistently and in a non-discriminatory manner, as specified in Board Policy and Administrative Regulation 5144 - Discipline, Board Policy and Administrative Regulation 5144.1 - Suspension and Expulsion/Due Process, and Administrative Regulation 5144.2 - Suspension and Expulsion/Due Process (Students With Disabilities).

The Board also prohibits any form of retaliation against any individual who reports or participates in the reporting of unlawful discrimination, files or participates in the filing of a complaint, or investigates, participates, or refuses to participate in the investigation of a complaint or report alleging unlawful discrimination. Retaliation complaints shall be investigated and resolved in the same manner as a discrimination complaint.

The Superintendent or designee shall facilitate students' access to the educational program by publicizing the district's nondiscrimination policy and related complaint procedures to students, parents/guardians, and employees. In addition,

the Superintendent or designee shall post the district's policies prohibiting discrimination, harassment, intimidation, and bullying and other required information on the district's website in a manner that is easily accessible to parents/guardians and students, in accordance with law and the accompanying administrative regulation. (Education Code 234.1, 234.6; 34 CFR 106.8)

The Superintendent or designee shall provide training and/or information on the scope and use of the policy and complaint procedures and take other measures designed to increase understanding of the requirements of law related to discrimination. The Superintendent or designee shall regularly review the implementation of the district's nondiscrimination policies and practices and, as necessary, shall take action to remove any identified barrier to student access to or participation in the district's educational program. The Superintendent or designee shall report the findings and recommendations to the Board after each review.

Regardless of whether a complainant complies with the writing, timeline, and/or other formal filing requirements, all complaints alleging unlawful discrimination, including discriminatory harassment, intimidation, or bullying, shall be investigated and prompt action taken to stop the discrimination, prevent recurrence, and address any continuing effect on students.

Students who engage in unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, in violation of law, Board policy, or administrative regulation shall be subject to appropriate consequence or discipline, which may include suspension or expulsion when the behavior is severe or pervasive as defined in Education Code 48900.4. Any employee who permits or engages in prohibited discrimination related to a district activity, attendance, or district-related or district-sponsored activity, including discriminatory harassment, intimidation, retaliation, or bullying, shall be subject to disciplinary action, up to and including dismissal.

When a student has been suspended, or other means of correction have been implemented against the student for an incident of racist bullying, harassment, or intimidation, the principal or designee may engage both the victim and perpetrator in a restorative justice practice suitable to the needs of the students. The principal or designee may also require the perpetrator to engage in a culturally sensitive program that promotes racial justice and equity and combats racism and ignorance and regularly check on the victim to ensure that the victim is not in danger of suffering from any long-lasting mental health issues. (Education Code 48900.5)

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

Complaints alleging unlawful discrimination in district programs and activities shall be investigated and resolved in accordance with Board Policy 1312.3 - Uniform Complaint Procedures, when required by law. However, complaints alleging sexual harassment under Title IX shall be investigated and resolved in accordance with the procedures specified in Administrative Regulation 5145.71 - Title IX Sexual Harassment Complaint Procedures.

Record-Keeping

The Superintendent or designee shall maintain a record of all reported cases of unlawful discrimination, including discriminatory harassment, intimidation, or bullying, to enable the district to monitor, address, and prevent repetitive prohibited behavior in district schools.

A/R

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The district designates the individual(s) identified below as the Compliance Officer(s). The employee(s) is responsible for coordinating the district's efforts to comply with applicable state and federal civil rights laws and to answer inquiries regarding the district's nondiscrimination policies. The individual(s) shall also serve as the Compliance Officer(s) specified in Administrative Regulation 1312.3 - Uniform Complaint Procedures as the responsible employee to handle complaints alleging unlawful discrimination of a student, and the Title IX Coordinator specified in Administrative Regulation 5145.7 - Sexual Harassment as the responsible employee to handle complaints alleging unlawful sexual harassment, as permitted by law. The Compliance Officer(s) may be contacted at: (Education Code 234.1; 5 CCR 4621)

Assistant Superintendent of Educational Services
2100 J Street
Eureka, CA 95501
Tel: 707-441-3363

Measures to Prevent Discrimination

To prevent unlawful discrimination, including discriminatory harassment, intimidation, retaliation, and bullying, of students at district schools or activities and to ensure equal access of all students to the educational program, the Superintendent or designee shall implement the following measures:

Publicize the district's nondiscrimination policy and related complaint procedures, including the Compliance Officer's contact information, to students, parents/guardians, employees, volunteers, and the general public by posting them in prominent locations and providing easy access to them through district-supported communications

Post the district's policies and procedures prohibiting discrimination, harassment, student sexual harassment, intimidation, bullying, and cyberbullying, including a section on social media bullying that includes all of the references described in Education Code 234.6 as possible forums for social media, in a prominent location on the district's website in a manner that is easily accessible to parents/guardians and students (Education Code 234.1, 234.6)

Post the definition of sex discrimination and harassment as described in Education Code 230, including the rights set forth in Education Code 221.8, in a prominent location on the district's website in a manner that is easily accessible to parents/guardians and students (Education Code 234.6)

Post in a prominent location on the district website in a manner that is easily accessible to parents/guardians and students information regarding Title IX prohibitions against discrimination based on a student's sex, including the following: (Education Code 221.6, 221.61, 234.6)

The name and contact information of the district's Title IX Coordinator, including the phone number and email address

The rights of students and the public and the responsibilities of the district under Title IX, including a list of rights as specified in Education Code 221.8 and web links to information about those rights and responsibilities located on the websites of the Office for Equal Opportunity and the U.S. Department of Education's Office for Civil Rights (OCR)

A description of how to file a complaint of noncompliance under Title IX, which shall include:

An explanation of the statute of limitations within which a complaint must be filed after an alleged incident of discrimination has occurred and how a complaint may be filed beyond the statute of limitations

An explanation of how the complaint will be investigated and how the complainant may further pursue the complaint, including web links to this information on OCR's website

A web link to the OCR complaints form and the contact information for the office, including the phone number and email address for the office

A link to the Title IX information included on the California Department of Education's (CDE) website

Post CDE's standardized incident form to track racial discrimination, harassment, or hazing that occurs at high school sporting games or events, including information on how to submit a completed incident form to the district (Education Code 33353)

Post a link to statewide CDE-compiled resources, including community-based organizations, that provide support to youth who have been subjected to school-based discrimination, harassment, intimidation, or bullying and to their families (Education Code 234.5. 234.6)

Such resources shall be posted in a prominent location on the district's website in a manner that is easily accessible to parents/guardians and students. (Education Code 234.6)

Provide to students a handbook that contains age-appropriate information that clearly describes the district's nondiscrimination policy, procedures for filing a complaint, and resources available to students who feel that they have been the victim of any such behavior

Annually notify all students and parents/guardians of the district's nondiscrimination policy, including its responsibility to provide a safe, nondiscriminatory school environment for all students

The notice shall inform students and parents/guardians that they may request to meet with the Compliance Officer to determine how best to accommodate or resolve concerns that may arise from the district's implementation of its nondiscrimination policies. The notice shall also inform all students and parents/guardians that, to the extent possible, the district will address any individual student's interests and concerns in private.

Ensure that students and parents/guardians, including those with limited English proficiency, are notified of how to access the relevant information provided in the district's nondiscrimination policy and related complaint procedures, notices, and forms in a language they can understand

If 15 percent or more of students enrolled in a particular district school speak a single primary language other than English, the district's policy, regulation, forms, and notices concerning nondiscrimination shall be translated into that language in accordance with Education Code 234.1 and 48985. In all other instances, the district shall ensure meaningful access to all relevant information for parents/guardians with limited English proficiency.

Provide to students, employees, volunteers, and parents/guardians age-appropriate training and/or information regarding the district's nondiscrimination policy; what constitutes prohibited discrimination, including discriminatory harassment, intimidation, retaliation, or bullying; how and to whom a report of an incident should be made; and how to guard against segregating or stereotyping students when providing instruction, guidance, supervision, or other services to them

Such training and information shall include details of guidelines the district may use to provide a discrimination-free environment for all district students.

Provide to certificated employees serving students in grades 7-12 information on existing school and community resources related to the support of lesbian, gay, bisexual, transgender, queer, and questioning (LGBTQ+) students, or related to the support of students who may face bias or bullying on the basis of any of the actual or perceived characteristics in Penal Code 422.55, including immigration status; Education Code 220; and disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation; or association with a person or group with one or more of these actual or perceived characteristics (Education Code 234.1)

For the 2025-2026 school year through the 2029-2030 school year, provide annually to certificated employees serving students in grades 7-12 at least one hour of training to support LGBTQ+ cultural competency in accordance with Education Code 218.3

At the beginning of each school year, inform school employees that any employee who witnesses any act of unlawful discrimination, including discriminatory harassment, intimidation, or bullying, against a student is required to intervene if it is safe to do so (Education Code 234.1)

At the beginning of each school year, inform each principal or designee of the district's responsibility to provide appropriate assistance or resources to protect students from threatened or potentially discriminatory behavior and ensure their privacy rights

Process for Initiating and Responding to Complaints

Students who feel that they have been subjected to unlawful discrimination described above or in district policy are strongly encouraged to immediately contact the Compliance Officer, Title IX Coordinator, principal, or any other staff member. In addition, students who observe any such incident are strongly encouraged to report the incident to the Compliance Officer, Title IX Coordinator, or principal, regardless of whether the alleged victim files a complaint.

Any district employee who observes an incident of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, or to whom such an incident is reported, shall report the incident to the Compliance Officer, Title IX Coordinator, or principal within one workday, regardless of whether the alleged victim files a complaint.

Any school employee who witnesses an incident of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, shall immediately intervene to stop the incident when it is safe to do so. (Education Code 234.1)

When a report of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, is made to or received by the principal, Compliance Officer, or Title IX Coordinator, the principal, Compliance Officer, or Title IX Coordinator shall notify the student or parent/guardian of the right to file a formal complaint in accordance with Administrative Regulation 1312.3 - Uniform Complaint Procedures or, for complaints of sexual harassment that meet the federal Title IX definition, Administrative Regulation 5145.71 - Title IX Sexual Harassment Complaint Procedures. Once notified verbally or in writing, the Compliance Officer or Title IX Coordinator shall begin the investigation and shall implement immediate measures necessary to stop the discrimination and ensure that all students have access to the educational program and a safe school environment. Any interim measures adopted to address unlawful discrimination

shall, to the extent possible, not disadvantage the complainant or a student who is the victim of the alleged unlawful discrimination.

Any report or complaint alleging unlawful discrimination by the principal, Compliance Officer, Title IX Coordinator, or any other person to whom a report would ordinarily be made or complaint filed shall instead be made to or filed with the Superintendent or designee who shall determine how the complaint will be investigated.

Support for Intersex, Nonbinary, Transgender and Gender-Nonconforming Students

Gender refers to a student's sex, and includes a student's gender identity and gender expression. (Education Code 210.7)

Gender identity refers to a student's gender-related identity, appearance, or behavior as determined from the student's internal sense, regardless of whether that gender-related identity, appearance, or behavior is different from that traditionally associated with the student's physiology or assigned sex at birth.

Gender expression refers to a student's gender-related appearance and behavior, regardless of whether stereotypically associated with the student's assigned sex at birth. (Education Code 210.7)

Gender transition refers to the process in which a student changes from living and identifying as the sex assigned to the student at birth to living and identifying as the sex that corresponds to the student's gender identity.

Gender-nonconforming refers to when a student's gender expression differs from stereotypical expectations.

Intersex refers to when a student has natural bodily variations in anatomy, hormones, chromosomes, and other traits that differ from expectations generally associated with female and male bodies.

Nonbinary refers to when a student's gender identity falls outside of the traditional conception of strictly either female or male, regardless of whether the student identifies as transgender, was born with intersex traits, uses gender-neutral pronouns, or uses agender, genderqueer, pangender, gender nonconforming, gender variant, or such other more specific term to describe their gender.

Sex refers to the biological condition of being a female or male human being. (5 CCR 4910)

Transgender refers to when a student's gender identity is different from the sex assigned at birth.

The district shall ensure that all students, regardless of sex, gender, gender identity or gender expression, are afforded the same rights, benefits, and protections provided to students by law and Board policy. To do so, the Superintendent or designee shall address each situation that arises on a case-by-case basis and in accordance with the following guidelines:

Acceptance of a Student's Gender Identity: The district shall accept the student's assertion of the student's gender identity and treat the student consistent with that gender identity unless district personnel present a credible and supportable basis for believing that the student's assertion is for an improper purpose

Use of Names and Pronouns: Upon request by a student, district personnel shall address the student by the requested name and pronoun(s), without the necessity of a court order or a change to the student's mandatory permanent student record

Inadvertent slips or honest mistakes by district personnel in the use of the student's name and/or pronouns may not constitute a violation of this administrative regulation or the accompanying Board policy.

Accessibility to Sex-Segregated Facilities, Programs, and Activities: When the district maintains sex-segregated facilities, such as restrooms and locker rooms, or offers sex-segregated programs and activities, such as physical education classes, intermural sports, and interscholastic athletic programs, students shall be permitted to access facilities and participate in programs and activities consistent with their gender identity

Additionally, a student shall be permitted to participate in accordance with the student's gender identity in other circumstances where students are separated by sex, such as for class discussions, yearbook pictures, and field trips.

To address any student's privacy concerns in using sex-segregated facilities, the district shall consider offering a gender-neutral or single-use restroom or changing area, a bathroom stall with a door, an area in the locker room separated by a curtain or screen, or use of the locker room before or after the other students. However, in no case shall the district require a student to utilize these options because of the student's sex, gender, gender identify, or gender expression. A student's right to participate in a sex-segregated activity in accordance with the student's gender identity shall not render invalid or inapplicable any other eligibility rule established for participation in the activity.

Beginning July 1, 2026, each school shall provide and maintain at least one all-gender restroom for student use that meets the requirements of Education Code 35292.5.

Adherence to Uniforms/Dress Code: A student has the right to dress in a manner consistent with the student's gender identity, subject to any dress code adopted on a school site, which may not discriminate on the basis of sex, gender, gender identity or gender expression

Equal Access to Educational Programs and Activities: Upon request by a student based on the student's gender identity or gender expression, the Compliance Officer shall identify and develop strategies for ensuring that the student's access to educational programs and activities is maintained

The Compliance Officer shall consider the rights of all students and how those rights may affect and be affected by the rights of other students. Additionally, the Compliance Officer shall identify specific school site employee(s) to whom the student may report any problem related to the student's sex, gender, gender identity, or gender expression so that prompt action can be taken to address it. Alternatively, if appropriate and desired by the student, the school may form a support team for the student that will meet periodically to assess whether the arrangements for the student are providing equal access to programs and activities.

Right to privacy: A student's sex, gender, gender identity, and gender status is private information

The district may only disclose such information to others when the disclosure is permitted by law, with the student's prior written consent, or when the district has compelling evidence that disclosure is necessary to preserve the student's physical or mental well-being. (Education Code 220.3, 220.5; 34 CFR 99.31, 99.36)

Student Records: A student's sex and legal name shall be maintained as part of a student's mandatory permanent student record as specified in 5 CCR 432 and shall only be changed with proper documentation (Education Code 49061-49072)

When a request to change a student's gender or name is submitted without proper documentation, any change to the student's gender or name shall be applied only to documents not included in the mandatory permanent student record such as attendance sheets, report cards, and school identification.

The Superintendent or designee shall follow this guideline such that it does not change or alter the obligations of the district to maintain student records in accordance with Board Policy/Administrative Regulation 5125 - Student Records, and to ensure access to such records in accordance with Board Policy/Administrative Regulation 1340 - Access to District Records.
The district prohibits any act of verbal, nonverbal, or physical aggression, intimidation, or hostility, including any such act based on sex, gender, gender identity, or gender expression, or that have the purpose or effect of producing a negative impact on the student's academic performance or of creating an intimidating, hostile, or offensive educational environment, regardless of whether the acts are sexual in nature, including, but not limited to:
Refusing to address or refer to a student in a manner consistent with the student's gender identity

Disciplining a student or excluding the student from participating in activities, for behavior or appearance that is consistent with the student's gender identity or that does not conform to stereotypical notions of masculinity or femininity

Blocking, prohibiting, or restricting a student's entry to the restroom that corresponds to the student's gender identity

Disclosing student records that reveal a student's gender identity to individuals who do not have a legitimate need for the information except as permitted by law

Verbally or physically assaulting a student because of the student's sex, gender, gender identity, or gender expression, including, but not limited to, causing, attempting to cause, threatening to cause, or participating in an act of hate violence on the basis of sex, gender, gender identity, or gender expression

Sexual Harassment – BP/AR 5145.7

Original Adopted Date: 03/09/2017 | Last Revised Date: 10/09/2025 | Last Reviewed Date: 10/09/2025Status: ADOPTED

The district does not discriminate on the basis of sex in any of its programs or activities and complies with Title IX of the Education Amendments of 1972 and its implementing regulations.

The Governing Board is committed to maintaining a welcoming, safe, and supportive school environment that is free from discrimination and harassment. The Board prohibits at district or at district-sponsored or district-related activities, sexual harassment, as defined in the accompanying administrative regulation, targeted at any student.

Additionally, the Board prohibits retaliatory behavior or action against any person who reports, files a complaint, testifies about, assists with, or otherwise supports a complainant in alleging sexual harassment, or otherwise participates or refuses to participate in the complaint process established for the purpose of this policy. (Education Code 220.1, 221.8; 34 CFR 106.71)

The district strongly encourages students who feel that they are being or have experienced sexual harassment on district grounds or at a district-sponsored or district-related activity, or off-campus when the conduct has a continuing effect on campus, to immediately contact their teacher, the principal, the district's Title IX Coordinator, or any other available school employee.

Any employee who receives a report or observes an incident of sexual harassment by or against a student in a district education program or activity shall report the incident to the Title IX Coordinator within one workday.

Once notified, the Title IX Coordinator shall ensure that the complaint alleging sexual harassment is addressed through Administrative Regulation 5145.71 - Title IX Sexual Harassment Complaint Procedures or Board Policy/Administrative Regulation 1312.3 - Uniform Complaint Procedures, as applicable. Additionally, the Title IX Coordinator shall ensure that any implementation of Administrative Regulation 5145.71 - Title IX Sexual Harassment Complaint Procedures concurrently meets the requirements of Board Policy/Administrative Regulation 1312.3 - Uniform Complaint Procedures.

The Title IX Coordinator shall offer and coordinate supportive measures to the complainant and respondent, as deemed appropriate under the circumstances.

The Superintendent or designee shall inform students and parents/guardians of this policy in the manner specified in the accompanying administrative regulation.

The Superintendent or designee shall ensure that all district staff are trained regarding this policy, and that employees required to receive training related to their duties under Title IX receive training as specified in Administrative Regulation 4119.11/4219.11/4319.11 - Sexual Harassment. (Government Code 12950.1; 2 CCR 11023, 11024; 34 CFR 106.45)

Instruction/Information

The Superintendent or designee shall ensure that all district students receive age-appropriate information on sexual harassment. Such instruction and information shall include:
What acts and behavior constitute sexual harassment, including the fact that sexual harassment could occur between people of the same sex and could involve sexual violence

A clear message that students do not have to endure sexual harassment under any circumstance

Encouragement to report observed incidents of sexual harassment even when the alleged victim of the harassment has not complained

A clear message that student safety is the district's primary concern, and that any separate rule violation involving an alleged victim or any other person reporting a sexual harassment incident will be addressed separately and will not affect the manner in which the sexual harassment complaint will be received, investigated, or resolved

A clear message that, regardless of a complainant's noncompliance with the writing, timeline, or other formal filing requirements, every sexual harassment allegation that involves a student, whether as the complainant, respondent, or victim of the harassment, shall be investigated and action shall be taken to respond to the harassment, prevent recurrence, and address any continuing effect on students

Information about the district's procedures for investigating complaints and the person(s) to whom a report of sexual harassment should be made

Information about the rights of students and parents/guardians to file a civil or criminal complaint, as applicable, including the right to file a civil or criminal complaint while the district investigation of a sexual harassment complaint continues

A clear message that, when needed, the district will implement supportive measures to ensure a safe school environment for a student who is the complainant or victim of sexual harassment and/or other students during an investigation

Disciplinary Actions

Upon completion of an investigation of sexual harassment, any student found to have engaged in sexual harassment or sexual violence in violation of this policy shall be subject to disciplinary action. For students in grades 4-12, disciplinary action may include suspension and/or expulsion, provided that, in imposing such discipline, the entire circumstances of the incident(s) shall be taken into account.

Upon completion of an investigation of sexual harassment, any employee found to have engaged in sexual harassment or sexual violence toward any student shall be subject to disciplinary action, up to and including dismissal, in accordance with law and the applicable collective bargaining agreement.

Record-Keeping

The Superintendent or designee shall maintain records in accordance with law, including in accordance with Administrative Regulation 5145.71 - Title IX Sexual Harassment Complaint Procedures, and district policies and regulations, of all reported cases of sexual harassment to enable the district to monitor, address, and prevent repetitive harassing behavior in district schools.

A/R

Original Adopted Date: 03/09/2017 | Last Revised Date: 10/09/2025 | Last Reviewed Date: 10/09/2025Status: ADOPTED

Definitions

Sexual harassment is a form of sex discrimination and means sexual harassment and other harassment on the basis of one, or a combination of two or more protected characteristics, which include, but may not be limited to, sex; gender; gender identity; gender expression; sexual orientation; sex stereotypes; pregnancy, false pregnancy, childbirth, termination of pregnancy, or related conditions or recovery; and parental, marital, and family status. (Education Code 200, 210.2, 220, 221.51, 230, 260; Government Code 11135; 20 USC 1681-1688)

Sexual harassment includes, but is not limited to, unwelcome sexual advances, unwanted requests for sexual favors, or other unwanted verbal, visual, or physical conduct of a sexual nature made against another person of the same or opposite sex in the educational setting, under any of the following conditions: (Education Code 212.5; 5 CCR 4916)
Submission to the conduct is explicitly or implicitly made a term or condition of a student's academic status or progress

Submission to or rejection of the conduct by a student is used as the basis for academic decisions affecting the student

The conduct has the purpose or effect of having a negative impact on the student's academic performance or of creating an intimidating, hostile, or offensive educational environment

Submission to or rejection of the conduct by the student is used as the basis for any decision affecting the student regarding benefits and services, honors, programs, or activities available at or through any district program or activity
Any prohibited conduct that occurs off campus or outside of district-related or district-sponsored programs or activities will be regarded as sexual harassment in violation of district policy if it has a continuing effect on or creates a hostile school environment for the complainant or victim of the conduct.

For purposes of applying the complaint procedures specified in Title IX, sexual harassment is defined as any of the following forms of conduct that occurs in an education program or activity in which a district school exercises substantial control over the context and respondent: (34 CFR 106.30, 106.44)
A district employee conditioning the provision of a district aid, benefit, or service on the student's participation in unwelcome sexual conduct

Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a student equal access to the district's education program or activity

Sexual assault, dating violence, domestic violence, or stalking as defined in 20 USC 1092 or 34 USC 12291
Title IX Coordinator/Compliance Officer

The district designates the following individual as the responsible employee to coordinate its efforts to comply with Title IX. The individual shall also serve as the Compliance Officer specified in Administrative Regulation 1312.3 - Uniform Complaint Procedures and Administrative Regulation 5145.3 - Nondiscrimination/Harassment as the responsible employee to handle student complaints alleging unlawful discrimination, as permitted by law. The Title IX Coordinator may be contacted at:

Assistant Superintendent of Educational Services
2100 J Street
Eureka, CA 95501
Tel: 707-441-3363

Notifications

The Superintendent or designee shall notify students and parents/guardians that the district does not discriminate on the basis of sex as required by Title IX and that inquiries about the application of Title IX to the district may be referred to the district's Title IX Coordinator and/or to the Assistant Secretary for Civil Rights, U.S. Department of Education. (34 CFR 106.8)

The district shall notify students and parents/guardians of the name or title, office address, email address, and telephone number of the district's Title IX Coordinator. (34 CFR 106.8)

The Superintendent or designee shall ensure that a copy of the district's sexual harassment policy and regulation:
Is included in the notifications that are sent to parents/guardians at the beginning of each school year (Education Code 48980; 5 CCR 4917)

Is displayed in a prominent location in the main administrative building or other area where notices of district rules, regulations, procedures, and standards of conduct are posted (Education Code 231.5)

Is summarized on a poster, which shall be prominently and conspicuously displayed in each bathroom and locker room at each school

The poster may be displayed in public areas that are accessible to and frequented by students, including, but not limited to, classrooms, hallways, gymnasiums, auditoriums, and cafeterias. The poster shall display the rules and procedures for reporting a charge of sexual harassment; the name, phone number, and email address of an appropriate school employee to contact to report sexual harassment; the rights of the reporting student, the complainant, and the respondent; and the responsibilities of the school. (Education Code 231.6)

Is posted, along with the name or title and contact information of the Title IX Coordinator, in a prominent location on the district's website in a manner that is easily accessible to parents/guardians and students (Education Code 234.6; 34 CFR 106.8)

Is provided as part of any orientation program conducted for new and continuing students at the time the student is enrolled or at the beginning of each quarter, semester, or summer session (Education Code 231.5)

Appears in any school or district publication that sets forth the school's or district's comprehensive rules, regulations, procedures, and standards of conduct (Education Code 231.5)
Reports and Complaints

A student or a student's parent(s)/guardian(s) who believes that the student has been subjected to sexual harassment in a district program or activity or who has witnessed sexual harassment is strongly encouraged to report the incident to the district's Title IX Coordinator, a teacher, the principal, or any other available school employee. Within one workday of receiving such a report, the principal or other school employee shall forward the report to the district's Title IX Coordinator. Any school employee who observes an incident of sexual harassment shall, within one workday, report the observation to the Title IX Coordinator as specified in the accompanying Board policy. The report shall be made regardless of whether the alleged victim files a formal complaint or requests confidentiality.

When a report or complaint of sexual harassment involves off-campus conduct, the Title IX Coordinator shall assess whether the conduct may create or contribute to the creation of a hostile school environment. If the Title IX Coordinator determines that a hostile environment may be created, the complaint shall be investigated and resolved in the same manner as if the prohibited conduct occurred at school.

When a verbal or informal report of sexual harassment is submitted, the Title IX Coordinator shall inform the student or parent/guardian of the right to file a formal written complaint in accordance with applicable district complaint procedures.

All complaints alleging sexual harassment against students in the school setting shall be investigated and resolved in accordance with law and district procedures. The district's Title IX Coordinator shall review the allegations to determine the applicable procedure for responding to the complaint. All complaints that meet the definition of sexual harassment under Title IX shall be investigated and resolved in accordance with Administrative Regulation 5145.71 - Title IX Sexual Harassment Complaint Procedures. Other sexual harassment complaints shall be investigated and resolved pursuant to Board Policy and Administrative Regulation 1312.3 - Uniform Complaint Procedures.

If sexual harassment is found following an investigation, the Title IX Coordinator, or designee in consultation with the Title IX Coordinator, shall take prompt action to stop the sexual harassment, prevent recurrence, implement remedies, and address any continuing effects.

Safe Routes to School Program – BP 5142.2

The Governing Board recognizes that walking, bicycling, and other forms of active transport to school increase students' physical activity and reduce vehicle traffic and air pollution in the vicinity of schools. As part of the district's coordinated approach to supporting student wellness and safety and enhancing student learning and achievement, the Superintendent or designee shall develop and implement strategies to establish and encourage safe routes to school program activities.

All students shall have equitable access and opportunity to participate in the district's safe routes to school program.

The Superintendent or designee may appoint a program coordinator and identify or establish district and/or school site committees to oversee and coordinate related activities.

The Superintendent or designee may collaborate with local public works and public safety departments, transportation agencies, other city and county agencies, school staff, students, parents/guardians and parent organizations, health organizations, community organizations, and/or businesses in the development, implementation, and evaluation of strategies.

Strategies in support of the safe routes to school program shall be based on the grade levels of the students and an assessment of the conditions and needs of each school and the surrounding neighborhoods.

The Superintendent or designee shall explore the availability of grant funds and other sources of funding to support related projects and activities.

The Superintendent or designee shall periodically report to the Board on the implementation of program activities and progress toward program goals. Such reports may include, but are not limited to, levels of participation in promotional and educational activities, survey results of parent/guardian attitudes about allowing their child to walk or bicycle to school, tallies of the numbers of students using various modes of travel to and from school and how these numbers have changed over time, records of student attendance and on-time arrival, and injury data within the school and/or district attendance boundaries.
Original Adopted Date: 05/19/2010
Last Revised Date: 11/18/2021

Safe Routes To School Program – AR 5142.2
District strategies to improve student safety along routes to school and to promote walking, bicycling, and other forms of active transport to school by students may include:
1. Education activities that promote safety and awareness, such as:

a. Instructing students about pedestrian and personal safety related to the use of electric or motorized and nonmotorized bicycles or scooters, including by local law enforcement, organizations specified in Education Code 38134, and public agencies that provide safety instructions on such bicycles and scooters.

b. Instructing students about the health, academic, and environmental benefits of walking, bicycling, and other forms of active transport to school

c. Offering driver safety information to high school students, parents/guardians, and the community to promote safety around school campuses and routes

2. Encouragement strategies designed to generate interest in active transport to school, such as:

a. Organizing or facilitating "walking school buses" and/or "bicycle trains" whereby students walk or bike to school in groups escorted by parents/guardians or other volunteers as needed

b. Organizing special events and activities, such as Walk or Bike to School Day, International Walk to School Month, or year-round competitions

c. Publicizing the district's efforts in order to build support of parents/guardians and the community, including providing information about the district's safe routes to school program in parent/guardian communications and in any notifications about transportation options

3. Enforcement strategies to deter unsafe behaviors of drivers, pedestrians, and bicyclists, such as:

a. Initiating or expanding crossing guard, student safety patrol, and/or parent/guardian safety patrol programs

b. Partnering with local law enforcement to help ensure that traffic laws are obeyed in the vicinity of schools and to implement appropriate measures such as placement of speed feedback monitors, ticketing, and/or driver safety campaigns

c. Monitoring to ensure that students who bicycle to school or who use skateboards, skates, or nonmotorized scooters wear helmets in accordance with Vehicle Code 21212

4. Engineering strategies that address the design, implementation, operation, and maintenance of traffic control devices or physical measures, such as:

a. Working with local government agencies, parents/guardians, school staff, and others as appropriate to gather data about environmental conditions and hazards along routes to school b. Working with local government agencies to make operational and physical improvements that reduce or eliminate hazards, such as reducing motor vehicle traffic speeds in the area and establishing safer and fully accessible crosswalks, walkways, trails, and bikeways

b. Assessing the adequacy, accessibility, and safety of bicycle parking at schools and making modifications as needed, such as increasing the number of or relocating bicycle racks and/or equipment storage areas

c. Considering safe routes to school when making decisions about siting and designing of new schools

5. Evaluation to assess progress toward program goals, including:

a. Gathering and interpreting data based on indicators established by the Superintendent and the Governing Board

b. Presenting data to the Board, program partners, and the public

c. Recommending program modifications as needed

6. Emerging technologies that aid in the prevention and mitigation of accidents

7. Emergency response in managing injuries after an accident occurs, including, but not limited to, training staff, crossing guards, student and/or parent/guardian safety patrols, and other volunteers who assist with drop-off and pick-up in emergency procedures

8. Equity, such that resources are distributed in a manner that provides safe access and participation in an equitable manner across the community

Original Adopted Date: 05/19/2010

Procedures for Safe Ingress and Egress
Pedestrian training was provided by the local Safe Routes to School to all 3rd Grade classes and to 4th and 5th Grade students in the After-School Program. Bicycle Safety training was provided to all students and family-member opportunities were provided at least once during the 2025-2026 school year.
Safe Routes to School
Safe Routes to School (SR2S) is a nationwide movement to make it safer for children to walk and bicycle to school. SR2S promotes walking and bicycling to school through targeted education, encouragement, enforcement, and engineering projects. Eureka City Schools' staff and parents actively participate in the SRTS Eureka Task Force, in collaboration with numerous city and county organizations. www.hcoag.net/documents/safe-routes-school-whats-happening-humboldt
The following information is a product of this committee and designed to provide guidance for students and families.
PEDESTRIAN SAFETY
SOAR: Safety, Ownership, Achievement, Respect
• Look both ways. Before crossing the street, children should be taught to look to their left, to their right, and to their left again to ensure it is safe to cross.
• Use the crosswalk. Children should always cross a street at a crosswalk. Motorists are not expecting pedestrians to cross mid-block or outside of a crosswalk.
• Stop at the edge. Teach children to be aware of 'edges', or locations where they may come into contact with cars, such as corners, driveways, and street crossings.
• Be visible. Children should make eye contact with drivers before approaching edges such as driveways, crossing the street, or walking in front of cars to ensure motorists see them.
• Be courteous of others. Always obey school rules, traffic signs and signals and be aware of other users of the roadway, including bicyclists and motorists.
• Share out loud. Read aloud to your child/ren the recommendations in the 'Be Safe' Section above. • Model safe behavior. As a parent/caregiver, being a role model for your child/ren is one of the best ways for them to learn how to be safe as they walk to and from school. Always teach by example!
• I.D. your route. Each school has a map with suggested walking routes. This map highlights the location of crosswalks, stoplights, and stop signs. It is recommended that you review this map to select a walking route to school and practice walking with your child/ren before they walk on their own.
• Form a 'Walking School Bus'. Coordinate adult volunteers to pick up students at designated stops and walk to school together. Contact your school for more information.
• See the world like a child. Children are not 'small adults'. It's important to understand children's limitations in understanding traffic. Young children:
- Have a narrower field of vision than adults, about 1/3 less.
- Cannot easily judge a car's speed and distance.
- Assume that if they can see a car, its driver must be able to see them. However, children are easily hidden from view by parked cars and other objects.
- Cannot readily tell the direction a sound is coming from.
- May be impatient and impulsive.
- Concentrate on only one thing at a time. This is likely not to be traffic.
- Have a limited sense of danger.
- Often mix fantasy with reality.
- Imitate the (often bad) behavior of others, especially older children and adults.

ROLLING SAFETY FOR BIKES, BOARDS, SCOOTERS AND SKATES
Be Safe
• Wear a helmet when you bike, board, or skate. Teach your child/ren to wear and adjust their own helmet and make sure it is the proper size. www.cdph.ca.gov/HealthInfo/injviosaf/traffic/Documents/BikeHelmetSPAN01VOSP.pdf • Helmets for children under 18 are required by law. If your child needs a helmet please contact Making Headway or

Humboldt County DHHS Public Health.
• Be visible. Bright clothing, lights, and reflective gear will help motorists see your child rolling to and from school. • Keep gear in good repair. Make sure your child's bike and helmet
are the correct size. Be sure the brakes work on their bikes, boards,
scooters, and skates.
• Two shoulder the load. Teach your child/ren to carry books, lunch,
school supplies in a backpack or on their bike rack in order to
maintain balance and ride with both hands.
Be Respectful
• Roll with respect. Teach your child/ren to obey the traffic laws and school rules for rolling. Remember, bikes and boards always make way for walkers.
• Form a "bike train." Work with other parents and adult volunteers to create a schedule for riding to and from school together from your neighborhood.
• Teach by example. Children learn by example. Share with them the fun and excitement of getting around under their own power safely.
Be Responsible
• Identify the route. Ride or roll to school with your child to teach them the way you would like them to get to and from school. Practicing together is fun and will help make both of you more comfortable. Each school has a map with suggested routes. This map highlights the location of crosswalks, stoplights, and stop signs. It can help you plan the safest route.
• Follow the law. Your child/ren must wear a helmet, ride in the same direction as traffic and obey all traffic signs and signals.
• Hop off. Children arriving at school should walk across the crosswalk and always walk their bike, scooter or skateboard at school.
• Lock up. Children should lock their bikes in the rack for the entire day. For
information on storing skateboards and scooters, check with the school office.
http://www.chicagobikes.org/public/theftprevention.php
• Form a "bike train." Work with other parents and adult volunteers to create a schedule for riding to and from school together from your neighborhood.
• Teach by example. Children learn by example. Share with them the fun and excitement of getting around under their own power safely.

DRIVER SAFETY
Be Safe
• Buckle up. Secure everyone in your vehicle with seatbelts and make sure that children under 8 years old or under 4'9" tall are properly fit to a car seat or booster seat.*
• Obey speed limits. Drive slowly and carefully and use extra caution during arrival and dismissal. Obey the 25 mph school zone.
• Talk to your kids, not on the phone. It is better to enjoy a conversation with child/ren than to talk or text on a cell phone. Using a cell phone while driving is a dangerous distraction and it is against the law to text while driving in California.
• Use caution when backing up. You have limited visibility behind you and may not see a child. • Look out for school buses. Children are often exiting and entering buses. Never pass a school bus that has red lights flashing or their stop sign displayed.
Be Respectful
• ¬¬¬Use remote drop-offs. A good way to avoid the traffic at school in the mornings and to get beneficial physical activity is to drop off your children a few blocks away from school and then walk with them the rest of the way - or let them walk in with friends.
• Park in designated spaces. Please park only where you are supposed to! The red zones exist for the safety of your child. Never double park, do not park in red zones or blue zones, and do not block the path of other vehicles. White zones are for loading and unloading only. Do not leave your vehicle unattended in a white zone. • Leave Early. Plan

ahead to reduce stress and the urge to drive too fast.
• Be courteous of other travelers. Obey all the rules of the road and look out especially for bicyclists and pedestrians. Let's work together to get everyone to/from school safely.
• Turn off your engine when you can. Turn off your car while waiting and take a breath of fresh air! An idling car still emits harmful fumes that pollute the air and are dangerous to breathe in.
Be Responsible
• Know the plan. Please review each school's Arrival and Dismissal Map/Plan. It is designed to help minimize congestion and confusion at the school during arrival/dismissal times and to help parents understand the safest and most efficient ways to drop off and pick up their children from school.
• Form a carpool. Carpooling is a great way to:
- Save on gas
- Help the environment
- Reduce traffic congestion
- Give yourself a break!
* To have a certified technician fit your child/ren to a car seat please contact Humboldt County Public Health at (707)268- 2132.
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BUS RIDER SAFETY
Be Safe
• Walk with caution. Use safe pedestrian skills on your way to and from the bus stop. Refer to your school's suggested walking route map and select the safest route to get to and from your child/ren's stop.
• Wait at your stop. Wait at the stop and do not step into the road at any time.
• Wait until the bus stops. Do not move towards the bus until the bus has stopped completely. Wait until the door is open and riders have exited to approach the door.
• Stay seated. Take the nearest available seat and stay seated. Wear the seatbelt if the bus is equipped with seatbelts.
Be Respectful
• Roll with respect. Keep the bus clean and do not damage the bus in any way. Treat your driver with respect and follow their instructions.
• Keep your hands and feet to yourself. Mind your own business and keep hands and head inside at all times. • Use a quiet voice. Do not yell or speak loudly inside the bus.
• Bus stops are smoke-free zones. Refrain from smoking at or near bus stops.
Be Responsible
• Be on Time. Allow yourself enough time to be at your designated school bus stop in advance of when the bus arrives.
*More information on Safe Routes to School can be attained at www.hcaog.net/documents/safe-routes-school-whats happening-humboldt

IV. Procedures for Complying With Existing School Safety Laws (continued)
A Safe and Orderly Environment
Key Guidelines for Our District
Student Behavioral Expectations
Every student has the right to be educated in a safe, respectful and welcoming environment. Every educator has the right to teach in an atmosphere free from disruption and obstacles that impede learning. The school environment should be characterized by positive interpersonal relationships among students and between students and staff. To that end, the District has implemented a school wide Positive Behavior Intervention and Support (PBIS) program grade TK – 8 with similar expectations in grades 9 – 12.
PBIS is based on research that indicates the most effective discipline systems use proactive strategies designed to prevent discipline problems. Before consequences are given, students must first be supported in learning the skills necessary to enhance a positive school climate and avoid negative behavior. Research also shows that a strong link between positive school climate and academic success when students clearly understand behavioral expectations.
Each school annually develops a plan to promote a safe, positive learning environment that includes: teaching positive school rules; implementing a social emotional skills enhancement program; positively reinforcing appropriate student

behavior; using effective classroom management; providing early intervention and support strategies for misconduct; and appropriate use of logical and meaningful consequences.
These Student Behavioral Expectations provide additional guidance to students, parent caregivers, teachers, and administrators regarding appropriate behavior. It is only with the understanding, collaboration and cooperation of everyone who has a stake in the education of our youth that we can succeed in creating learning environments that are conducive to optimum academic achievement for all students.

S
Safety
O
Ownership
A
Achieve Goals
R
Respect
Location
I care about the safety of myself, others and my community.
I own my actions, engage in my learning, and make responsible decisions
I achieve my goals by persevering through challenges.
I respect myself, others, and my surroundings.

MATRIX below:
All the time and everywhere

*Act with safe hands, feet, and voice
*Walk except during recess
*Stay in designated areas at all time
*Follow adult direction the first time
* Wash hands regularly
*Keep cell phone away in office, classroom, or backpack for the school day

*When waiting, be patient
*When you fail, grow from it.
*Enter all rooms quietly and calmly
* Throw trash out
*Learn the expectations for different locations
*"Drive" your engagement to learn
*Use tools appropriately.
*Be seated and ready by 8:10 am.
*Practice on IXL and BOOST
*Strive for your BEST
*Put materials away after you use them, including recess
*Breath/ take a break when you get frustrated- don't affect the learning for others.
*When a challenge comes, ask for help. Don't give up!

*Use kind language, designated voice level at all times
*Treat the garden/ all plant life with care.
*Care for supplies and belongings (lunch pail, jacket, learning tools)
*Encourage others to follow the rules

*Notice when others need space, give it
* Request using the word PLEASE
*Have gratitude with“Thank you” when you receive something

Arrival Dismissal
*Use crosswalks when enter and exit school
*Walk your wheels and lock up at bike rack
*Breakfast begins at 7:40 am
*Students arriving before 8:05 will enter cafeteria for breakfast
* At 7:50, Tk-k students will go to the lower blacktop, and 1-5th will go to the upper blacktop.
*AT 8:05, a whistle will line students up and they will walk to classrooms.
*Dismissal will begin at 2:30 each day
*At dismissal, bus students will sit at TK/K playground and await the bus. On rainy days, they will stand under the eaves by Room 7.
*Open doors gently
*Voice level 0-1
*Listen to adults as they give directions
*Know where you go!
*Older siblings will walk to the TK-1 exit for dismissal
*Listen carefully for your name being called on walkie talkie to support your teacher

*Be on time: arrive by 8:10 and dismiss at 1:43/ 2:30.
*Use the designated entrance for your grade level
*Eat breakfast before 8:10.
*If you are running late, pick an item from the Share Bin and save it for snack time.
*Remember cell phones are away while waiting at dismissal gate
*Families will be asked to leave at 8:10 am after the first two weeks of school to support the launch of the school day for all learners

Hallways

*Walk slowly, facing forward, eyes open, and ensuring space bubble
* Walk UP the hallway on the RIGHT and DOWN the hallway on the left
*Keep body to self when passing others
*Voice level= 0-1
*Walk in order behind the person in front of you (NO CUTS)

*Limit time outside of classroom during learning
*Have required pass for student movement
*Log out system in classroom to ensure learners don’t misuse time
* Use common language to redirect learners without a pass.

Library

*Calm body as enter and exit through student door one at a time facing forward and respecting space of others
*Sit where directed
*Chairs need to have all four legs on the floor at all times
*Take turns finding books, so use the time wisely and respectfully
*Check out the appropriate number of books per grade level
*Reading area voice level=0

*Use card as directed to check out materials
*Have a purpose and a pass
*Use appropriate procedures in each zone.
*Let librarian know when a book is damaged

Restroom

*Go, Flush, Wash, Return
*Walk in and out of bathroom *Keep your body to your stall or urinal at all times
*Have adult permission by using a pass
*Voice Level of 0-1
*Use the appropriate bathroom for your grade level
*At recess, students will receive a clip from monitor and return it when done
*Flush toilets
*Use no more than two pumps of soap when you wash
*Clean up after yourself
*Stay in class learning: use the restroom at your break times!
*Inform adults of anything wrong
*Go right back to class after use
*Use break space rather than restroom for a learning break
*Use sign out system to leave/return

Office
*Office is open for families at 7:30am- 4pm.
*Student only come to office with a pass or phone call
*Students enter through our new entrance
*Walk calmly

*Voice level 0-1
*Answer adults when they ask you a question
*Respect confidentiality by focusing on your task
*Wait turn at window
*Knock on the counter if you don’t see anyone at the desks

*Speak the truth
*Use correct entrance and exit
*Complete your task and return to class

Playgrounds structures
*Students ride down the slide feet forward on their bottom
*Return equipment
*One student per side of seesaw
*One person per bike
*One person per direction on monkey bars. Second one may not start until first has finished
*Walking only on the black mat areas/ play structure
*Run on the grass
*Use language that cares and accepts our race, culture, and family traditions

*Take turns
*Wait in line patiently
* Keep hands to self when standing in line

*Keep eyes open at all times
*Watch as you climb
*Remind others to play chase games on the grass - don't get tricked!
*Return equipment
*Remember your belongings- lunch pail, jacket…

Cafeteria
*Voice level 0-1
*Students walk in quietly and sit in their designated area, after walking through the lunch line
*Students raise their hand and get permission to get up for any reason
*Students stay seated until dismissed. They throw food away at this time
*Monitors/students use the clip system for leaving the cafeteria
*Students line up at their designated door
*Teachers pick up from cafeteria or recess location
*Eat what you can to decrease food waste
*Share only with yourself

*Share only with yourself
*Raise your hand to access the share bins
*Take only what you will eat
*Save items for later if you don't have a snack already

Campus Security – BP/AR 4158

Original Adopted Date: 10/22/2018 | Last Revised Date: 09/11/2025 | Last Reviewed Date: 09/11/2025Status: ADOPTED

The Governing Board desires to provide a safe and orderly work environment for all employees. As part of the district's comprehensive safety plan, the Superintendent or designee shall develop strategies for protecting employees from potentially dangerous persons and situations and for providing necessary assistance and support when emergency situations occur.

Any person who threatens the safety of others at any district facility may be removed by the Superintendent or designee in accordance with Administrative Regulation 3515.2 - Disruptions.

Any employee against whom harassment, violence, or any threat of violence has been directed in the workplace shall notify the Superintendent or designee immediately. As appropriate, the Superintendent or designee shall initiate legal and security measures to protect the employee and others in the workplace. Such measures may include seeking a temporary restraining order (TRO) on behalf of the employee pursuant to Code of Civil Procedure 527.8 and/or a gun violence restraining order pursuant to Penal Code 18150 and 18170.

Additionally, a collective bargaining representative may seek a TRO on behalf of a district employee against whom harassment, violence, or credible threat of violence has been directed in the workplace, if the collective bargaining representative serves that employee in employment or labor matters at the employee's workplace. (Code of Civil Procedure 527.8)

Upon request by an employee who is a victim of domestic violence, sexual assault, or stalking, the Superintendent or designee shall provide reasonable accommodations in accordance with Government Code 12945.8 and the accompanying administrative regulation to protect the employee's safety while at work.

The Superintendent or designee may pursue legal action on behalf of an employee against a student or the student's parent/guardian to recover damages for injury to the employee's person or property caused by the student's willful misconduct that occurred on district property, at a school or district activity, or in retaliation for lawful acts of the employee in the performance of the employee's duties. (Education Code 48904, 48905)

The Superintendent or designee shall provide staff development in crisis prevention and intervention techniques, which may include training in classroom management, effective communication techniques, procedures for responding to an active shooter situation, and crisis resolution.

In accordance with law, the Superintendent or designee shall inform teachers, administrators, and/or counselors of crimes and offenses committed by students who may pose a danger in the classroom. (Education Code 48201, 49079; Welfare and Institutions Code 827)

The Superintendent or designee may make available at appropriate locations, including, but not limited to, district and school offices, gyms, and classrooms, communication devices that would enable two-way communication with law enforcement and others when emergencies occur.

Reporting of Injurious Objects

Employees shall take immediate action upon being made aware that any person is in possession of a weapon or unauthorized injurious object on district property or at a district related or school-sponsored activity. Employees shall exercise their best judgment as to the potential danger involved and do one of the following:
Confiscate the object and deliver it to the principal immediately

Immediately notify the principal or supervisor, who shall take appropriate action

Immediately call 911 and the principal or supervisor
When informing the principal about the possession or seizure of a weapon or dangerous device, an employee shall report the name(s) of persons involved, witnesses, location, and the circumstances of any seizure.

A/R

Original Adopted Date: 10/22/2018 | Last Revised Date: 09/11/2025 | Last Reviewed Date: 09/11/2025Status: ADOPTED

An employee may use reasonable and necessary force for self-defense or defense of another person, to quell a disturbance threatening physical injury to others or damage to property, or to obtain possession of weapons or other dangerous objects within the control of a student. (Education Code 44807, 49001)

An employee shall promptly report to the principal or other immediate supervisor any attack, assault, or physical threat made against the employee by a student or by any other individual in relation to the performance of the employee's duties, and any action the employee took in response.

Additionally, the employee and the principal or other immediate supervisor shall promptly report to local law enforcement authorities an attack, assault, or physical threat made against the employee by a student. Reports of an attack, assault, or physical threat shall be forwarded immediately to the Superintendent or designee. (Education Code 44014)

Notice Regarding Student Offenses

When a student commits certain offenses that may endanger staff or others, the following procedures shall be implemented to notify staff members as appropriate:
Acts That Are Grounds for Suspension or Expulsion

The Superintendent or designee shall inform the teacher(s) of each student who, during the previous three school years, has engaged in or is reasonably suspected to have engaged in any act, except the possession or use of tobacco products, that would constitute a ground for suspension or expulsion as specified in Administrative Regulation 5144.1 - Suspension and Expulsion/Due Process (Education Code 49079)

This information shall be based upon district records maintained in the ordinary course of business or records received from a law enforcement agency. (Education Code 49079)

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

Information received by teacher(s) shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher (Education Code 48201, 49079)

Offenses Reported to the District by a Court

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

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

Any court-initiated information that a teacher, counselor, or administrator receives shall be kept confidential and used only to rehabilitate the student and protect other students and staff (Welfare and Institutions Code 827)

The information shall be further disseminated only when communication with the student, parent/guardian, law enforcement staff, and probation officer is necessary to rehabilitate the student or to protect students and staff. (Welfare and Institutions Code 827)

When a student is removed from school as a result of an offense, the Superintendent shall hold the court's information in a separate confidential file until the student is returned to the district (Welfare and Institutions Code 827)

If the student is returned to a different district, the Superintendent shall transmit the information provided by the student's parole or probation officer to the superintendent of the new district of attendance. (Welfare and Institutions Code 827)

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

Accommodations for Victims of Domestic Violence, Sexual Assault, Stalking, or Other Qualifying Acts of Violence

When requested by an employee who is a victim of domestic violence, sexual assault, stalking, or other qualifying acts of violence, the district shall provide the employee reasonable accommodations which may include the implementation of safety measures, including, but not limited to: (Government Code 12945.8)
A transfer, reassignment, or modified schedule

A changed work telephone or work station, including the permission to carry a telephone at work

An installed lock

Assistance in documenting domestic violence, sexual assault, stalking, or other qualifying act of violence that occurs in the workplace

Referral to a victim assistance organization

Another safety procedure or adjustment to a job structure, workplace facility, or work requirement in response to domestic violence, sexual assault, stalking, or other qualifying act of violence
The Superintendent or designee shall engage in a timely, good faith, and interactive process with the employee to determine effective reasonable accommodations that do not pose an undue hardship on the district. In determining

whether an accommodation is reasonable, the Superintendent or designee shall consider any exigent circumstance or danger facing the employee or their family member. (Government Code 12945.8)

Upon the request of the Superintendent or designee, an employee requesting a reasonable accommodation shall provide a written statement, signed by the employee or an individual acting on the employee's behalf, certifying that the accommodation is for an authorized purpose. The Superintendent or designee may also request that the employee provide certification of the employee's status as a victim of domestic violence, sexual assault, stalking, or other qualifying act of violence. Such certification may include: (Government Code 12945.8)
A police report indicating that the employee, or a family member of the employee, was a victim

A court order protecting or separating the employee, or family member of the employee, from the perpetrator of the crime or abuse, or other evidence from the court or prosecuting attorney that the employee has appeared in court

Documentation from a licensed medical professional or health care provider, domestic violence or sexual assault counselor, victim advocate, or counselor that the employee, or family member of the employee, was undergoing treatment or receiving services for physical or mental injuries or abuse resulting in victimization from the crime or abuse

Any other form of documentation that reasonably verifies that the crime or abuse occurred, including, but not limited to, a written statement signed by the employee or by an individual acting on the employee's behalf
Any verbal or written statement, police or court record, or other documentation identifying an employee, or a family member of the employee, as a victim shall be confidential and shall not be disclosed by the district except as required by federal or state law or as necessary to protect the employee's safety in the workplace. The employee shall be notified before any authorized disclosure. (Government Code 12945.8)

Every six months after the date of the certification, the Superintendent or designee may request recertification of the employee's status as a victim of domestic violence, sexual assault, stalking, other specified offense, or ongoing circumstances related to the crime or abuse. The employee shall notify the Superintendent or designee if, due to changing circumstances, the employee needs a new accommodation or no longer needs an accommodation. If a new accommodation is needed, the Superintendent or designee shall follow the procedures described above when making the initial determination regarding effective reasonable accommodations. (Government Code 12945.8)

The district shall not discharge or retaliate against an employee because of the employee's status as a victim of crime or abuse or for requesting a reasonable accommodation, regardless of whether the request was granted. (Government Code 12945.8)

Opioid Overdose Protocol – Melanie's Law

Current law (Education Code section 49414.3) allows schools to provide emergency opioid antagonist administration for individuals who may be experiencing symptoms of opioid drug poisoning. Opioid drug poisoning is a life-threatening condition that can be reversed with the administration of an opioid antagonist medication such as naloxone. Without immediate administration of an opioid antagonist and summoning Emergency Medical Services (911), death could occur.

This law allows for a school nurse or a trained volunteer to administer an opioid antagonist medication to an individual who is exhibiting potentially life-threatening symptoms of opioid drug poisoning. Training is provided to the volunteer on topics including but not limited to:

- Signs and symptoms of opioid drug poisoning
- How to administer the naloxone nasal spray (or other opioid antagonist)
- Calling EMS (911) and any follow up documentation or actions required.

*CPR training is recommended but not required of persons trained to administer an opioid antagonist.

Staff members who volunteer to be trained are protected under the law and will be provided defense and indemnification by the District for any and all civil liability.

This notification is provided annually to all staff. If staff are willing to be identified as a volunteer and be trained, staff complete the volunteer form and submit it to their site administrator.

Employees who volunteer to be trained may rescind their offer to volunteer at any time. No benefit will be granted to or withheld from any individual based on his or her offer to volunteer. There will be no retaliation against any individual for rescinding his or her offer to volunteer, including after receiving training.

Narcan/Naloxone on School Sites:
Each school site is given Narcan/Naloxone packages for overdose or possible overdose events. These complete packages contain:

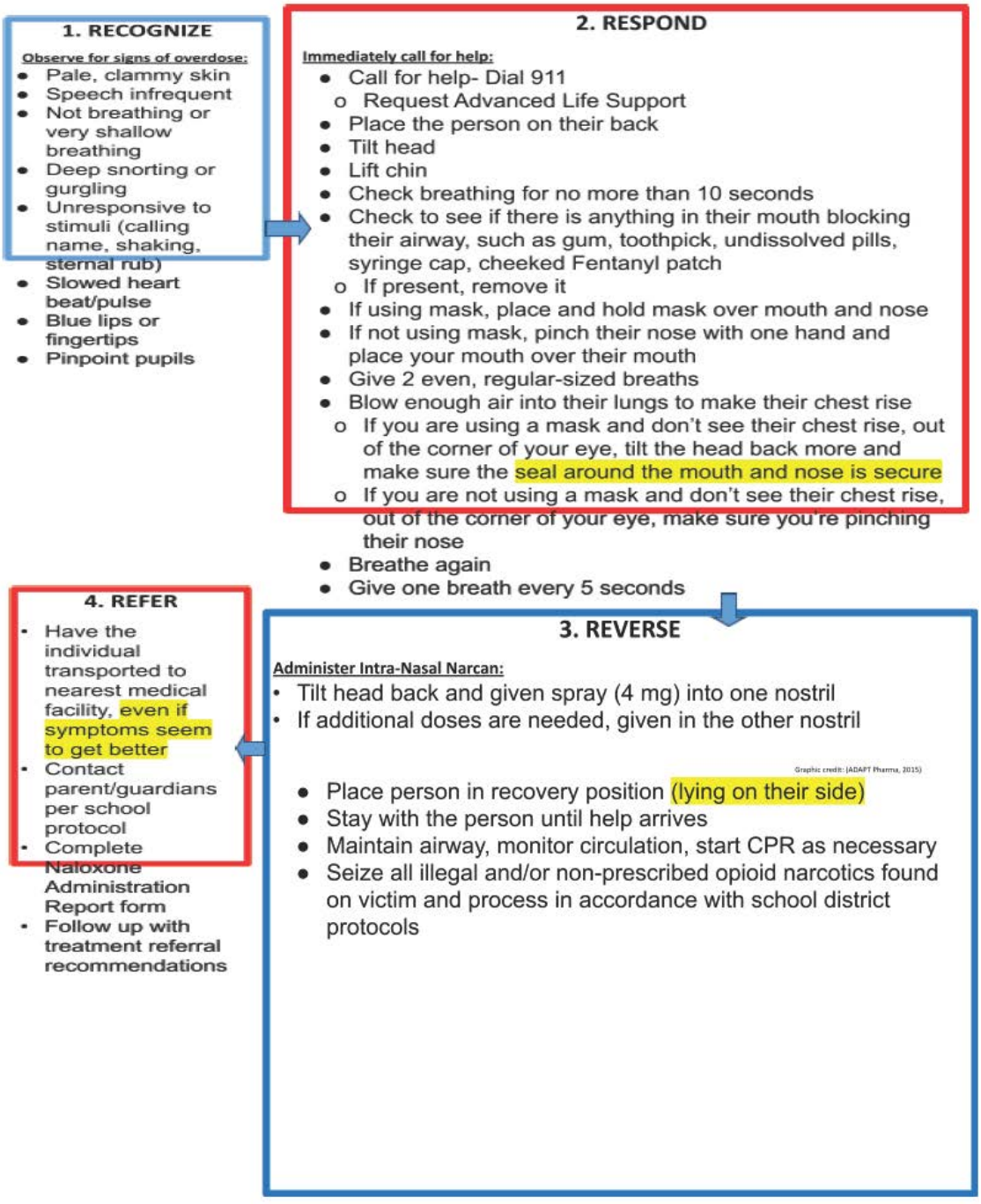
- Narcan Nasal Spay
- Narcan/Naloxone Quick Start Guide
- Gloves
- Face Mask
- Adult/Child CPR Rescue Mask Kit

o Alcohol Pads
o Rescue Mask Instructions

- Narcan/Naloxone Administration Report

(For additional supplies, please contact the District Office.)

NARCAN ADMINISTRATION



Response to Cardiac Arrest

Response to Cardiac Arrest*

The Cardiac Emergency Response Plan shall be as follows:
1. Developing a Cardiac Emergency Response Team
2. Activation of the Cardiac Emergency Response Team during an identified cardiac emergency
3. Automated external defibrillators (AEDs) – placement and maintenance
4. Communication of this Plan throughout the school campus
5. Training in Cardiopulmonary Resuscitation (CPR) and AED Use
6. Local Emergency Medical Services (EMS) integration with the school/school district's plan
7. Annual review and evaluation of the Plan
8. Protocol for School Cardiac Emergency Responders
(a) Recognize the following signs of sudden cardiac arrest and take action in the event of one or more of the following:
(b) Facilitate immediate access to professional medical help:
(c) Start CPR:
i. Use the nearest AED:
ii. Transition care to EMS:
iii. Action to be taken by Office / Administrative Staff:

Confirm the exact location and the condition of the patient.
Activate the Cardiac Emergency Response Team and give the exact location if not already done.
Confirm that the Cardiac Emergency Response Team has responded.
Confirm that 9-1-1 was called. If not, call 9-1-1 immediately.
Assign a staff member to direct EMS to the scene.
Perform "Crowd Control" – directing others away from the scene.
Notify other staff members, such as the school nurse, athletic trainer, and athletic director etc.
Ensure that medical coverage continues to be provided at the athletic event if on-site medical staff accompany the victim to the hospital.
Consider delaying class dismissal, recess, or other changes to facilitate CPR and EMS functions.
Designate people to cover the duties of the CPR responders.
Copy the patient's emergency information for EMS.
Notify the patient's emergency contact (parent/guardian, spouse, etc.).
Notify staff and students when to return to the normal schedule.
Contact the school district administration.

Instructional Continuity Plan

Eureka City Schools Instructional Continuity Plan (ICP)
Eureka City Schools
Date of Adoption: June 25, 2025

1. Communication

Objective: Ensure clear and timely communication with students, families, faculty, and staff regarding instructional continuity.

Communication Protocols:

- Primary Communication Channels:
  - School website: https://www.eurekacityschools.org/ for regular updates and links to important information for the district and each school site.
  - Email and text alerts via automated messaging system
  - Phone calls via automated messaging system
  - Social media updates on Facebook and Instagram
- Frequency of Updates:
  - Regular district and site updates during normal operations
  - Daily updates during an emergency or transition to remote learning
- Emergency Notifications:
  - Immediate alerts through automated systems
  - Emergency contacts established for staff and families
- Point of Contact:
  - Administrator responsible: Jennifer Johnson- Assistant Superintendent of Educational Services
  - Technology support lead: Marcel van Dissel- Director of Technology

2. Technology Readiness

Objective: Ensure all students and educators have access to technology and digital resources to support remote learning.

A. Technical Support Department

Responsible for maintaining the functionality, security, and availability of technology infrastructure and hardware that supports all digital resources in the District.

- Device & Internet Access:
  - Maintain and support inventory of student and staff devices.
  - Coordinate with library technicians for distribution and collection of Chromebooks and other loaner devices to staff and students.
  - Manage stock of spare devices for inventory and emergency distribution.
  - Oversee deployment and coordinate support of district-provided Wi-Fi hotspots with libraries and other designated stakeholders.
- Technical Help Desk:
  - Provide staff IT support during normal operating hours, with extended or on-call availability during remote learning periods or as needed.
  - Respond to hardware, software, and connectivity issues reported by staff and students.
  - Coordinate with libraries and school site designees for repairs.

B. Educational Services (Ed Tech and Curriculum Support)

Responsible for instructional integration of technology and development of digital learning resources.

- Training & Support:
  - Develop and deliver training for students, staff, and families on the use of instructional platforms (e.g., Google Classroom, Zoom, Canva).
  - Provide ongoing coaching and professional development via the Ed Tech Specialists, Instructional Coaches, and/or other designees
- Digital Backpacks:
  - Curate and maintain collections of approved digital learning tools, apps, e-books, and curriculum-aligned platforms.

- Ensure equitable access to digital resources for diverse student learning needs.

C. Library Technicians

Support Chromebooks, Hotspots, and other logistics to ensure student access at school sites.

- Assist with issuing, tracking, and basic troubleshooting Chromebooks and other learning devices.
  - Coordinates repairs and inventory with Technical Support staff
  - Support site-based communication with families regarding device checkouts and returns.

3. Instruction and Assessment

Objective: Ensure that learning remains flexible, accessible, and aligned with academic standards, whether in-person or remote.

- Instructional Strategies:
  - Prioritize essential learning and align objectives with state standards to ensure effective learning outcomes.
  - Implement California's Digital Learning Integration & Standards Guidance for effective technology use in instruction.
  - Ensure content is available in multiple formats (Google Classroom, videos, interactive lessons, PDFs).
  - Provide additional academic support through tutoring, virtual office hours, and small group instruction.
- Monitoring Student Progress:
  - Use state-approved screening tools for students in grades K–2 to assess early reading skills ([EC Section 53008]).
  - Utilize formative assessments (e.g., quizzes, reflection journals, virtual discussions) to check for understanding.
  - Define achievable learning goals that take into account students' unique circumstances and needs.

4. Equitable Access to Learning

Objective: Guarantee that all students, regardless of background or ability, have equal access to instructional resources.

Access Strategies:

- Provide all accommodations and support services for students with disabilities, English learners (ELs), homeless students, and foster youth.
- Follow CDE Special Education guidance to ensure accessibility in remote learning.
- Align the plan with Eureka City Schools EL Master Plan to support EL students' language development.
- Ensure individualized education plans (IEPs) are implemented in both in-person and remote settings.

5. Professional Learning for Educators

Objective: Equip educators with the skills and knowledge to effectively teach in remote and hybrid environments.

Training Plan:

- Professional development on virtual classroom management and student engagement led by site administrators and instructional coaches. Includes use of Google Workspace and Google Meet.
- Utilize Ed Tech TOSA for training and lesson planning resources.

6. Site-Based Collaboration

Objective: Foster a collaborative approach to instructional continuity planning and implementation.

Collaboration Strategies:

- Work with Executive and Leadership Teams to update the plan as needed.
- Review as part of site safety plans with each school Site Council on an annual basis.
- Seek input from staff, parents/guardians, and students to refine the plan after each instance of implementation.

7. Return to Site-Based Learning

Objective: Define the conditions necessary for a safe return to in-person instruction following a disruption.

Reopening Criteria:

- Evacuation orders lifted
- Power and utilities restored
- Air quality meets safety standards
- Safe and clean water access
- Campus free from debris and hazards
- Internet connectivity restored
- Adequate staffing levels
- Meal service operations reinstated

Plan Review and Approval

Approved by: _____

Jessica Rebholtz, Eureka City School Board President

_____

Gary Storts, Eureka City Schools Superintendent

Date: June 25, 2025

This plan will be reviewed annually and updated as needed based on feedback, emerging best practices, and changes in state and district policies.

Notification of Immigration Enforcement for Alice Birney Elementary School

Protocol for Responding to ICE Agents on Campus
(Updated to reflect AB 49, SB 98, and CDE Guidance, September 2025)

This protocol is aligned with recommendations from the California School Board Association (CSBA), the California Department of Education (CDE), and recent legislation (AB 49 and SB 98). It is designed to uphold the law while protecting the rights and safety of students and staff.

Step 1: Remain Calm and Professional
Greet ICE agents respectfully.
Do not obstruct their actions physically or verbally.
Remember: Obstruction may result in legal consequences and loss of federal funding.

Step 2: Verify Access Requirements (AB 49)
Do not allow ICE agents into non-public areas of the school-site (classrooms, offices, buses, field trips, or other LEA-sponsored activities) without one of the following:

- A valid judicial warrant
- A judicial subpoena
- A court order
- A state or federal law requiring compliance

Politely ask:
1. “Do you have a judicial warrant, subpoena, or court order?”
2. “May I have your name and the names of the agents present?”
3. “May I call my principal to help assist in this process?”
4. “May I contact the superintendent/district office to ensure I follow Governing Board Policies correctly?”
5. “May I record this interaction?”

Step 3: Document the Interaction
Record:

- Names of agents
- Time and date of arrival
- Any documents presented
- Details of their requests or actions

Do not interpret legal documents yourself. Immediately forward warrants, subpoenas, or court orders to district-level personnel.

Step 4: Follow Standard Law Enforcement Procedures
Treat ICE agents as you would any other law enforcement officers (LEOs).
Verify credentials.
Ensure all interactions align with visitor management and safety protocols.

Step 5: Communication Protocol (SB 98)
Notify the following if ICE is present on a school site:

- Pupils
- Families
- Faculty and staff
- Other community members as appropriate

Use district-approved messaging channels to ensure clear, accurate, and timely communication.

Step 6: Prioritize Safety and Contact the District Office
Keep students and staff safe and calm.
If uncertain how to proceed, immediately contact the District Office for guidance.
Do not make independent legal determinations—defer to district leadership.
Key Reminders
Student and staff well-being comes first.
Never allow unauthorized access to non-public areas.
Always document interactions and escalate legal review.

Emergencies Disaster Preparedness Plan – BP/AR 3516

The Governing Board recognizes that all district staff and students must be prepared to respond quickly and responsibly to emergencies, disasters, and threats of disaster. The district shall take all reasonable steps to prevent and/or mitigate the impact of a disaster on district students, staff, and schools.

The Superintendent or designee shall develop and maintain a disaster preparedness plan which contains routine and emergency disaster procedures, including, but not limited to, earthquake emergency procedures, and adaptations for individuals with disabilities in accordance with the Americans with Disabilities Act, the federal Individuals with Disabilities Education Act, and Section 504 of the federal Rehabilitation Act of 1973. Such procedures shall be incorporated into the comprehensive school safety plan. (Education Code 32282)

In developing the disaster preparedness plan, the Superintendent or designee shall involve district staff at all levels, including administrators, district police or security officers, facilities managers, transportation managers, food services personnel, school psychologists, counselors, school nurses, teachers, classified employees, and public information officers. As appropriate, the Superintendent shall also collaborate with law enforcement, fire safety officials, emergency medical services, health and mental health professionals, parents/guardians, and students.

The plan shall comply with state-approved Standardized Emergency Management System (SEMS) guidelines established for multiple-jurisdiction or multiple-agency operations and with the National Incident Management System.

The Superintendent or designee shall provide training to employees regarding their responsibilities, including periodic drills and exercises to test and refine staff's responsiveness in the event of an emergency.

The Board shall grant the use of school buildings, grounds, and equipment to public agencies, including the American Red Cross, for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. The Board shall cooperate with such agencies in furnishing and maintaining whatever services the district may deem necessary to meet the community's needs. (Education Code 32282)

District employees are considered disaster service workers and are subject to disaster service activities assigned to them. (Government Code 3100)

The Superintendent or designee shall ensure that district and/or school site plans address, at a minimum, the following types of emergencies and disasters:
Fire on or off school grounds which endangers students and staff
Earthquake, flood, or other natural disasters
Environmental hazards, such as leakages or spills of hazardous materials
Attack or disturbance, or threat of attack or disturbance, by an individual or group
Bomb threat or actual detonation
Biological, radiological, chemical, and other activities, or heightened warning of such activities
Medical emergencies and quarantines, such as a pandemic influenza outbreak
Attack or threat of attack to the district's digital network and technology infrastructure

The Superintendent or designee shall ensure that the district's procedures include strategies and actions for prevention/mitigation, preparedness, response, and recovery, including, but not limited to, the following:
Regular inspection of school facilities and equipment, identification of risks, and implementation of strategies and measures to increase the safety and security of school facilities
Routine monitoring of the security of the district's digital network and technology infrastructure
Instruction for district staff and students regarding emergency plans, including:
Training of staff in first aid and cardiopulmonary resuscitation

Regular practice of emergency procedures by students and staff

Specific determination of roles and responsibilities of staff during a disaster or other emergency, including determination of:
The appropriate chain of command at the district and, if communication between the district and site is not possible, at each site
Individuals responsible for specific duties
Designation of the principal for the overall control and supervision of activities at each school during an emergency, including authorization to use discretion in situations which do not permit execution of prearranged plans
Identification of at least one person at each site who holds a valid certificate in first aid and cardiopulmonary resuscitation
Assignment of responsibility for identification of injured persons and administration of first aid

Personal safety and security, including:
Identification of areas of responsibility for the supervision of students
Procedures for the evacuation of students and staff, including posting of evacuation routes

Procedures for the release of students, including a procedure to release students when reference to the emergency card is not feasible
Identification of transportation needs, including a plan which allows bus seating capacity limits to be exceeded when a disaster or hazard requires students to be moved immediately to ensure their safety
Provision of a first aid kit to each classroom
Arrangements for students and staff with special needs
Upon notification that a pandemic situation exists, adjustment of attendance policies for students and sick leave policies for staff with known or suspected pandemic influenza or other infectious disease

Closure of schools, including an analysis of:
The impact on student learning and methods to ensure continuity of instruction
How to provide for continuity of operations for essential central office functions, such as payroll and ongoing communication with students and parents/guardians

Communication among staff, parents/guardians, the Governing Board, other governmental agencies, and the media during an emergency, including:
Identification of spokesperson(s)

Development and testing of communication platforms, such as hotlines, automatic dialing devices, telephone trees, websites, social media, and electronic notifications

Development of methods to ensure that communications are, to the extent practicable, in a language and format that is easy for parents/guardians to understand

Distribution of information about district and school site emergency procedures to staff, students, and parents/guardians

Cooperation with other state and local agencies, including:

Development of guidelines for law enforcement involvement and intervention

Collaboration with the local health department, including development of a tracking system to alert the local health department of a substantial increase of student or staff absenteeism as indicative of a potential outbreak of an infectious disease

Steps to be taken after the disaster or emergency, including:

Inspection of school facilities

Provision of mental health services for students and staff, as needed
The Superintendent or designee shall assemble critical information that would be needed in an emergency. Such information may include, but is not limited to, a list of individuals and organizations who should be contacted for assistance in an emergency, current layouts and blueprints of school buildings, aerial photos of the campus, maps of evacuation routes and alternate routes, a roster of employees with their work locations, student photographs and their emergency contact information, a clearly labeled set of keys, location of first aid supplies, procedures and locations for turning off fire alarms, sprinklers, utilities, and other systems, information to access the district's technology infrastructure, and insurance information. Such information shall be stored in a box in a secure, easily accessible location, with a duplicate kept at another location in case the primary location is inaccessible.

Use of SEMS/NIMS *

The District uses the Incident Command System as identified in the Authorities and References section of this plan.

In the event of a major disaster, there is no guarantee emergency medical, or fire personnel will be able to immediately respond to school sites. Therefore, the school staff must be prepared to ensure the care and safety of students during the first several hours after a major disaster without outside assistance. It is critical to determine who does what, where, and how before such a disaster occurs.

Use the Standardized Emergency Management System as detailed in the California Emergency Services Act (Gov. Code Section 8607) and the supporting California Code of Regulations

Disaster Service Worker Status

Government Code 3100
It is hereby declared that the protection of the health and safety and preservation of the lives and property of the people of the state from the effects of natural, manmade, or war-caused emergencies which result in conditions of disaster or in extreme peril to life, property, and resources is of paramount state importance requiring the responsible efforts of public and private agencies and individual citizens. In furtherance of the exercise of the police power of the state in protection of its citizens and resources, all public employees are hereby declared to be disaster service workers subject to such disaster service activities as may be assigned to them by their supervisors or by law.
(Amended by Stats. 1971, Ch. 38.)

These laws have two ramifications: 1) public school employees may be pressed into service as Disaster Service Workers by their superiors and may be asked to do jobs other than their usual duties for periods of time exceeding their normal working hours; and 2) in those cases, their Worker's Compensation Coverage becomes the responsibility of the state government (CalOES). The district, however, pays their overtime pay. These circumstances apply only when a local or State emergency has been proclaimed.

Individualized Safety Plans

The Education Code requires school disaster procedures to also include adaptations for pupils with disabilities in accordance with the federal Individuals with Disabilities Education Act and Section 504 of the federal Rehabilitation Act of 1973, and would require the annual evaluation of the comprehensive school safety plan and the annual review of a charter school's school safety plan to also include ensuring that the plan includes appropriate adaptations for pupils with disabilities and address any concerns to individual plans, as specified.

Alice Birney Elementary School Individualized Plans

None Requested

CSSP and Emergency Operations Training

Alice Birney Certificated staff both new and veteran was trained on emergency procedures through our site staff meeting on August 15, 2025, continuous communication on the Eagle Courier, and follow up during administrative led collaboration time as needed. At this time the Comprehensive School Safety Plan is shared in relationship to procedures and goals.

Incident Command Team was trained on August 2025. Binder created for each member of the command team. Form used for all emergency drills.

Alice Birney Fire and Earthquake Procedures
Before the drill:
Teacher ensures the emergency backpack is ready and rosters are up to date.
Before or after supervised break, bring your class to the area where they will line up.
Practice lining up and setting expectations about quiet voices for safety.
Classroom numbers are along the fence to show where each class lines up.
Kinder lines up along the far grass area, and the upper wing evacuates to the upper playground
Consider setting a goal with your class- "we will evacuate in 7 minutes".
Ease their minds that we practice to be as safe as we can during these times.
Teach students to take drills seriously.
During the Drill:
Fire Procedure (Classroom)
School fire alarm will sound
Incident Command (IC) will use radio or intercom and state: "This is ____, I am incident command. All communication will go through me, I request radio silence."
All staff without duties will evacuate classrooms or instructional areas and go to designated safety area
Students line up quickly and quietly
Doors and windows closed (NOT LOCKED)
Class roster, backpacks and walkie talkie (channel 1) are taken
Teacher leads students to designated safety zone
Teacher completes Incident Form and returns to IC
Display red, green card to let admin know if your class is all present
Admin./ Admin designee will indicate when all clear with 3 WHISTLES BLOWN
Teachers return students to the classroom.
Earthquake Procedure (Classroom)
No alarm will sound for a real earthquake
Incident Command (IC) will use intercom or radio and state: "This is ____, I am incident command. All communication will go through me, I request radio silence."
Adult in charge gives the instruction, "Duck."
Gather walkie talkie (channel 1) and phone if you have one
Everyone assumes the "Duck, cover and hold" position under their desks with backs to the windows
When the quake stops, normal activity will resume unless contacted by the main office via intercom to evacuate to a safe pre-determined location (fire drill location) . During a drill, Jeanine will use the intercom to announce the evacuation of the classroom to the predetermined location.
To end the drill, Incident Command will use the intercom and state: "This is ….., I am incident command. All clear. The drill is over."
Teacher completes Incident Form and returns to IC

Emergency procedures: Lockdown
On the Intercom, Mrs. Sobilo will state: This is your principal, Mrs. Sobilo. This is a lockdown drill. This is a practice.

All students that are outside walk quickly and directly to the nearest classroom.
If you are on the playground, use the classroom doors right off the blacktop.
Instruct students to follow the directions of the teacher in the room. They are to abide by this adult for the duration of the practice or real emergency.
Each Teacher opens their door to invite any unsecure students.
Make note BEFORE the drill about where you will put extra persons.
Lock your doors.
Lock your windows and close your blinds (and cover the door pane).
Turn off lights, electronics. Turn cell phones down or off.
Move students out of sight from outsiders as needed
Take roll. Teacher completes Incident Form. Adding extra persons that are in the room.
Text or email Admin. (707- 845-1029) or email Jeanine (resendezj@eurekacityschools.org) with your name, room number, and the names of those missing and extra persons in your room.
Keep the room quiet.
You may try to communicate with the office or other teachers using texting
All communications with Incident Command will be through email.
You may communicate with others using your cell phone, but please turn your phone to SILENT
The office staff/administrator will come and physically unlock your door when it is safe. No one leaves a secure location for any reason, unless given specific instructions by law enforcement or administration.
Teacher returns Incident Form to Incident Commander after practice or real event.

After the Drill:
Provide specific feedback on how the class met expectations for staying calm, volume of voice, and following directions
Revisit your goal as a class- did you achieve this goal? How will you continue to meet this goal? How will you change?
Avoid “what if” conversations.
Get back to learning!

Fire Drills and Fires – AR

Drills

The California Education Code requires the following drills per year.

Elementary

- Fire drills one per month
- Earthquake drills four times a year

Middle/Intermediate

- Fire Drills four times a year
- Earthquake four times per year.

High School

- Fire Drills two times per year
- Earthquake two times per year.

Drill Type	Dates
Fire Drills	Elementary and Intermediate Schools – not less than once every calendar month Secondary Schools – not less than twice yearly Legal Requirement: 19 CCR § 3.13 § 3.13. Fire Drills. (a) Group E Occupancies. (1) General. Every person and public officer managing, controlling, or in charge of any public, private, or parochial school shall cause the fire alarm signal to be sounded upon the discovery of fire. Every person and public officer managing, controlling, or in charge of any public, private, or parochial school, other than a two-year community college, shall cause the fire alarm signal to be sounded not less than once every calendar month at the elementary and intermediate levels, and not less than twice yearly at the secondary level, in the manner prescribed in California Code of Regulations, Title 24, Part 2, Section 907.
	September 25
	October 13
	November 5
	December 5
	January 22
	February 27
	March 31
Duck-Cover-Hold Drills (Earthquake)	Elementary Schools – one time per quarter Secondary Schools – one time per semester Education Code Requirements (excerpted) (II) A drop procedure whereby each pupil and staff member take

Drill Type	Dates
	cover under a table or desk, dropping to his or her knees, with the head protected by the arms, and the back to the windows. A drop procedure practice shall be held at least once each school quarter in elementary schools and at least once a semester in secondary schools.
	October 16
	March 12
Lockdown Drills	This drill should be done one time per semester and can be combined with the Evacuation Drill
	January 15
	April 24
Shelter in Place Drills	January 15
Evacuation Drills	This drill should be done one time per semester and can be combined with the Lock Down Drill (Fire Code 403.5.2 indicates the first emergency evacuation drill of each school year shall be conducted within 10 days of the beginning of class)
Multi-Option Drills, Including Tabletop Exercies (Describe Below)	

Provide this training for adult employees only, at least once per year, and it should be all-inclusive, addressing the Run, Hide, Fight protocols outlined by the FBI.

Outside Agency Use of Facilities

The Board shall grant the use of school buildings, grounds, and equipment to public agencies, including the American Red Cross, for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. The Board shall cooperate with such agencies in furnishing and maintaining whatever services the district may deem necessary to meet the community's needs. (Education Code 32282)

Emergency Procedures for People with Disabilities

The information contained in this document will assist school administrators, teachers, special education staff, parents, and students in planning for the support that may require for students with special needs in the event of an emergency. For the purposes of this section, students with special needs are those who cannot comfortably or safely access and use the standard resources offered in disaster preparedness, relief and recovery, whether their disability is chronic or temporary.

For individuals with special needs, physical environments may pose additional challenges. The ability to get to accessible exits and access personal items may be reduced. Communication may be impeded at a time when clear and rapid communication is crucial to safety and survival.
To comply with statutes involving students with special needs, individuals responsible for evacuation and emergency operation plans, notification protocols, shelter identification, emergency medical care and other emergency response and recovery programs must:

- Have sound working knowledge of the accessibility and nondiscrimination requirements applicable under Federal disability rights laws;
- Know the special needs demographics of the students attending classes on site;
- Involve students with different types of disabilities, staff, and teachers in identifying the communication and transportation needs, accommodations, support systems, equipment, services, and supplies that they will need during an emergency;
- Consider emergency accommodations for those with temporary disabilities.
- Identify existing resources within the school and local community that meet the special needs of these students;
- Develop new community partners and resources, as needed.
- Inform parents about the efforts to keep their child safe at school;
- Identify medical needs and make an appropriate plan;
- Determine transportation needs, special vans and buses for students;
- Identify any necessary tools such as personal response plans, evacuation equipment or visual aids;
- Include local responders and establish a relationship with individual students with disabilities and their teachers.

Mitigation Strategies (Before an Emergency Occurs)

- Learn about the types of hazards that may impact the school (e.g., earthquakes, floods, wildfires) and assure that emergency response procedures address each one.
- Identify a pre-evacuation site that is accessible to students with disabilities
- Plan a primary and secondary evacuation route from each location the student is in during the course of the day.
- Arrange sufficient transportation ahead of time to accommodate the entire special needs/staff population.
- Develop a schedule of daily activities and classes that identifies where a special needs student may be located each period of the day.
- Consider classroom location in placement of students with disabilities. Evaluate the handicap accessibility of nearby exits and proximity to the school nurse.
- Conduct a test of the family notification system to assure that contact information is up-to-date to help decrease parent anxiety during a disaster.

Tactical Response to Criminal Incidents

ACTIVE SHOOTER OR OTHER ACTIVE ASSAILANTS

All district sites adhere to the standardized procedures for Lockdown and Active Shooter and other Active Assailant listed in this plan if there is an active shooter, individual with a weapon on campus or other possible violent crime. For more details see Active Asailant, Threats , and Lock Down procedures.

Dangerous, Violent, Or Unlawful Activities

SB 671
SB 671 requires a Comprehensive School Safety Plan to include procedures to assess and respond to reports of any dangerous, violent, or unlawful activity that is being conducted or threatened to be conducted at the school, at an activity sponsored by the school, or on a school bus serving the school.

Multidisciplinary Threat Assessment Team
Eureka City Schools uses a multidisciplinary threat assessment team consisting of the specific site administrator, a local law enforcement representative, the student services Director, mental health or behavioral specialist representative as needed, and other outside services as needed.

Assessment and Response
Prohibited and concerning behaviors are defined in California Education Code 48900 and 48915. Additionally, all threats of self-harm are assessed and acted upon, as needed. In cases where dangerous, violent, or unlawful activities are being conducted, Law Enforcement is notified at once and a call to 911 is made.

The threshold of law enforcement intervention is decided by the relevant administration in cooperation with the District and mutual aid if requested. In practice, we find if a real or possible threat is present. We evaluate the threat or possible threat based upon prohibited and concerning behaviors, responding appropriately to the incident.

Risk Management
Risk Management is notified in incidents where there is physical, property or damage to others. Additionally, Risk Management is involved if a security assessment or report is needed. There may be times, following a potential or real incident, that an after-action debrief might be conducted, including a written summary.

School Culture and Training
Eureka City Schools utilizes PBIS as outlined in our PBIS Handbook. Eureka City Schools School Climate Team created our PBIS handbook in consultation with Dr. Jeff Sprague. The purpose of this handbook is to guide and support ECS staff as we implement PBIS in our school. Our goal is to provide all of our students with safe and effective school environments where they can experience academic and social-behavioral success.

Eureka City Schools conducts an annual update to their Comprehensive Safe School Plan at each school site as required by the California Education Code.

Training for all stakeholders is conducted during annual site meetings by administrators and/or district representatives.

Reunification

Student release is a crucial part of emergency planning. During an emergency or disaster, the traditional student release procedure is often unsafe and therefore not operable. Accordingly, a comprehensive emergency plan needs to include certain procedures to accomplish the main priority of safety planning which is to ensure the safety of the students to every extent possible.

There are a wide variety of emergency situations that might require student/family reunification. Student/family reunification may be needed if the site is evacuated or closed as a result of a hazardous materials transportation accident, fire, natural gas leak, flooding, earthquake, tsunami, school violence, bomb threat, terrorist attack or other local hazard.

Student/Family reunification is part of the Incident Command System and is assigned to the Operations Area.

Threats of Violence

THREATS

If a threat is made or if there is a weapon found on campus, the Threat Assessment team (consisting of multi-disciplinary personnel, including but not limited administration, counselors, mental health professionals, Information Technology professionals and law enforcement) will conduct the following steps:

- Evaluate the threat

THEN

- Decide if the threat is clearly transient and respond to the transient threat

o Contact student's parents if necessary.
o Notify intended victim's parents if necessary.
o See that threat is resolved through explanation, apology or making amends.
o Consult with Risk Management & Security Manager or law enforcement if necessary.
o Refer for conflict mediation, restorative justice or counseling to resolve problem as appropriate.
o Follow discipline procedures as per BP/AR.
o Develop Behavior Intervention Plan or Behavior Contract as appropriate.

OR

o Decide if the substantive threat is serious and respond to the serious substantive threat.
o Mobilize threat assessment team members as needed.
o Contact student's parents.
o Notify intended victim's parents.
o Protect and notify intended victim and parents of victim.
o Caution the student about the consequences of carrying out the threat.
o Provide direct supervision of student until parents assume control
o Consult with Risk Management and law enforcement.
o Refer for conflict mediation, restorative justice or counseling to resolve problem is appropriate
o Follow discipline procedures as per BP/AR
o Develop Behavior Intervention Plan

OR

- Decide if the substantive threat is very serious and respond to the very serious substantive threat

o Mobilize threat assessment team members as needed.
o Contact student's parents
o Notify intended victim's parents
o Protect and notify intended victim and parents of victim
o Caution the student about the consequences of carrying out the threat
o Provide direct supervision of student until parents assume control
o Consult with Risk Management & Security Manager and Law Enforcement
o Conduct mental health assessment
o Follow discipline procedures as per BP/AR
o Develop Behavior Intervention Plan

AND

- Implement a safety plan

OTHER CRIMES

If other crimes are committed on campus such as thefts and vandalism school administration, risk management and other needed resources along with law enforcement will conduct an investigation. Depending on the investigation outcomes, administration will follow district procedures for discipline and will assist in any necessary prosecution procedures through the District Attorney's office.

FUNCTIONAL ANNEX

Accounting for all Persons

Attendance Records



It is our daily practice to maintain manual attendance records in the Administrative Office of each site. This includes Daily Attendance Records, Site Employee Logs, Visitor Logs, and Itinerant Employee Logs (such as food services, maintenance and operations, etc.). If there are contractors or contracted service workers on-site in a controlled location (such as fenced areas under construction) the employer of record should be advised to consider keeping their own records of employee locations.

Crisis or Incident Accounting

In the event of a crisis or incident, each site administrator will ensure there are 2 – 3 key employees (only one needs to have control of records at a time – additional staff are only for backup) who will have responsibility as scribes to collect all site attendance records from the administrative office.

These records are to be provided to the on-site incident commander upon request. It is the scribe's responsibility to maintain and protect these records.

In cases where students, staff, or visitors cannot be located, the name and description of the person(s) will be provided to Search and Rescue teams for more specific search. All records of searches and tracking of people on-site will be recorded in appropriate ICS log. The incident commander will be kept informed of attendance status and updated with changes.

Assembly Areas

All staff will report as soon as is possible to their predesignated assembly areas. Premade signs may be used and maintained in assembly kits to assist in identifying specific assembly areas and will be held so as to be easily identified. Assembly area facilitators will distribute/record the attendance of all individuals in their assembly area.

For shelter-in-place or any evacuation, either on-site or off-site, attendance will be taken at any assembly areas and a comparison made to the attendance logs as follows:

Student Daily Attendance
Site Employee Log
Visitor Log
Itinerant Employee Log

Student Release

Student release will be conducted in an orderly fashion as outlined in the Reunification Annex of this plan. Attendance records will be checked and recorded as students leave the site.

Communications

Purpose



The Communications Annex ensures the availability and coordinated use of our communications systems for the dissemination of disaster information, for the exchange of information between decision-makers, and for the coordination of communications with local response agencies.

Scope

When activated, the Communications annex coordinates and supports emergency response/recovery telecommunications requirements. This includes the interface between our District and other agencies and outside organizations, such as local, state, and federal government, private nonprofit organizations, and business/industry. Immediately report communications degradation, interruption, or failure by alternate means (e.g. cell phone) to the Communications Officer and/or the District's Emergency Operations Center (EOC) if activated.

Activation

The senior executive (or designee) determines whether to activate this annex based upon information from initial staff reports and local authorities. The local emergency communications plan will include:
Channel designations
Contingency communications procedures
Training in back-up communications equipment

Key Tasks/Responsibilities

Develop a local communications plan
Establish and maintain liaison with local response agencies, state agencies, commercial communications companies, and amateur radio organizations
Support communications equipment (radio, computer, fax, etc.) as needed
Provide communications capability
Maintain equipment inventory
Designate a centrally-located area (usually main office) easily identified by staff, media, and the public
Predetermine an alternate location in case the primary location is inaccessible
Establish communication with staff
Maintain telephone and radio communication with emergency services
Post rumor control and information on the internet and in an area accessible to our students and the community
Record emergency related incidents
Maintain communication with staff by whatever means available (SMS text messaging, audio alarm warning system, intercom, bullhorn, canned air horn, two-way radio, e-mail, written notices)

Internal Communications

Staff will be notified when an incident occurs and kept informed as additional information becomes available and as plans for management of the situation evolve. The following practices will be utilized to disseminate information internally when appropriate:

Alert Notifications (SMS Texting)

Staff will be notified when an incident occurs and kept informed as additional information becomes available and as plans for management of the situation evolve. The following practices will be utilized to disseminate information internally when appropriate:

Telephone Tree

A telephone tree is a simple, widely used system for notifying staff of an incident when they are not at their primary work location. The tree originates with the senior site official, who contacts the members of the Incident Management Team. Team members then, in turn, will contact groups of staff identified on their call list.

Staff Meetings

As appropriate, updated information about an incident will be presented at regularly scheduled staff meetings. In some cases, special staff meetings may be called as incident evolution requires. Staff will also have the opportunity to address any misinformation or rumors. Any new procedures or temporary changes will also be reviewed at this time.

Communication With the District Administrative Office

The Incident Commander will use the designated countywide Emergency Radio Network to notify the site administrator of our District's status/needs. The site administrator will notify the District office. The District office will notify the County Office of the status of all of the District's sites. He/she will designate staff member(s) to monitor all communications.

Activation

Concept of Operations

The senior executive (or designee) determines whether to activate this annex based upon information from initial staff reports and local authorities. When activated, the Communications annex coordinates and supports emergency response/recovery telecommunications requirements

Immediately report communications degradation, interruption, or failure by alternate means (e.g. cell phone) to our District's Emergency Operations Center (EOC) if activated or the Communications Officer

The local emergency communications plan will include channel designations, contingency communications procedures, and training in back-up communications equipment.

Continuity of Operations (COOP)

General



Continuity of Operations planning is a program that ensures continued performance of essential functions across a full range of potential emergencies, be they natural or man-made, when a significant interruption of operations occurs following a severe disaster or tragedy.

A COOP provides guidance and establishes responsibilities and procedures to ensure that essential functions are maintained. COOP is not the same as an Emergency Operations Plan or a Recovery Plan, but rather supplements it, in the event normal facility or human resources are not available.

A COOP provides a continuity infrastructure that through careful planning ensures:
Emergency delegation of authority and an orderly line of succession, as necessary.
Safekeeping of essential personnel, resources, facilities, and vital records.
Emergency acquisition of resources necessary for business resumption.
The capability to perform critical functions remotely until resumption of normal operations.

A District's COOP plan should allow for its implementation anytime, with or without warning, during normal and after-hours operations; providing full operational capability for essential functions no later than 12 hours after activation; and sustain essential functions for up to 30 days.

The purpose of these Continuity of Operations (COOP) procedures is to ensure that there are procedures in place to maintain or rapidly resume essential operations within the District after an incident that results in disruption of normal activities or services to the District. Failure to maintain these critical services would significantly affect the operations and/or service mission of the District in an adverse way.

Scope

It is the responsibility of the District's officials to protect students and staff from incidents and restore critical operations as soon as it is safe to do so. This responsibility involves identifying and mitigating hazards, preparing for and responding to incidents, and managing the recovery process.

The COOP procedures outline actions needed to maintain and/or rapidly resume essential operations, business, and physical services, when interrupted for an extended period of time following an incident.

Responsibilities

Designated District Staff, in conjunction with the affected administrator(s) and staff, will perform the essential functions as follows:

Senior Executive/Site Administrator

Determine when to close District, and/or send students/staff to alternate locations
Disseminate information internally to students and staff
Communicate with family, media, and the larger community
Identify a line of succession, including who is responsible for restoring which business functions for the District
Ensure systems are in place for rapid contract execution after an incident
Identify relocation areas for site and administrative operations
Create a system for registering students (off site or into alternative locations)
Brief and train staff regarding their additional responsibilities

Secure and provide needed personnel, equipment and supplies, facilities, resources, and services required for continued operations
Identify strategies to continue operations (e.g., using the Internet, providing alternatives to operational contingencies)
Work with local and state government officials to determine when it is safe for students and staff to return to the District's buildings and grounds
Manage the restoration of the District's buildings and grounds (e.g. debris removal, repairing, repainting, and/or landscaping)
Collaborate with private and public-sector service providers and contractors

Administrative Services, District Staff

Maintain inventory
Maintain essential records (and copies of records) including the District's insurance policy
Ensure redundancy of records is kept at a different physical location.
Secure District's equipment and materials in advance.
Restore administrative and recordkeeping functions such as payroll, accounting, and personnel records.
Retrieve, collect, and maintain personnel data
Provide accounts payable and cash management services

Administrative Support Staff

Establish necessary support services for students and staff
Implement additional response and recovery activities according to established protocols
Collaborate with public and private providers

Food Services Worker

Determine how food services will resume
Support staff and volunteers as much as possible

Transportation

Provide emergency transportation services as needed
Assess and implement alternative transportation services that may be necessitated

Evacuation

General



Evacuation is one means of protecting the staff, students and visitors from the effects of a hazard through the orderly movement of person(s) away from the hazard. The type and magnitude of the emergency will dictate the scale of an evacuation (i.e., evacuation area).

Concept of Operations

Evacuation orders are generally given by the following:
Local Police
Environmental Health & Safety
Facilities Services
Administrator, director, or building supervisor
Fire Department with jurisdiction
Any person identifying a hazard and by activating the fire alarm system via a fire alarm pull station

Evacuation Procedures

Evacuation will be initiated by means of the fire alarm system. Whenever the alarm is sounded all occupants of all buildings are to initiate the evacuation procedure.
Take the Incident Action packet/binder which has a current class list and a red/green 8½ x 11 card (red on one side and green on the other side)
Close all doors and windows. (DO NOT LOCK DOORS)
Follow the safest evacuation route to the assembly or safe dispersal area.
Teachers are to take roll and make certain no one reenters the building for any reason.
If all students are present with staff member, staff will hold up the GREEN sheet to acknowledge to responsible incident management person that all students are present.
Support staff who have regular schedules with students need to have a green and red card also. If all students who are regularly scheduled are in their care and custody, they are to raise the green card, so staff member and responsible incident management person can see.
Staff members are to raise the red card even if they think a student is with support staff so responsible incident management person can account for those students.
If a student is not present, the staff member will hold up the RED card and wait for the administration to contact him/her to see who is absent. The responsible incident management person will coordinate the search for the missing student.
Students should remain 30 – 50 feet away from any building.
Students are to remain in groups, until the all clear signal is given.

On-Site Evacuation

The Incident Commander or designee activates fire alarm.
All staff follow the Evacuation Procedures identified above.
Once assembled, building occupants remain in their designated assembly or safe dispersal area until further instructions are given.
Reentry is only authorized after it is determined that conditions and buildings are deemed safe by appropriate incident management staff.

Off-Site Evacuation

If it is determined that the buildings and area are not safe for occupation and that the On-Site Evacuation locations are also at risk, the appropriate incident management staff will initiate an Off-Site Evacuation.
The Incident Commander or designee determines safest method for evacuating the site. This may include use of buses or simply walking to designated off-site location.
Staff members secure the student roster when leaving the building and take attendance once group is assembled in pre-designated safe location.
Once assembled off-site, staff members and students stay in place until further instructions are given.
In the event clearance is received from appropriate agencies, Incident Commander may authorize students and staff to return to buildings.

Evacuating Students with Disabilities

Procedures and actions regarding the special needs' population should cover the evacuation, transportation and medical needs of students who will require extreme special handling in an emergency. In most cases, additional safeguards must be established regarding roles, responsibilities and procedures for students with physical, sensory, emotional and health disabilities.

The following are steps that cover the evacuation procedure of student(s) with disabilities:
Review all paths of travel and potential obstacles
Know the facility, grounds, paths, exits and potential obstacles
Determine the primary and secondary paths of exit to be used during emergencies
Individuals with mobility impairments will need a smooth, solid, level walking surface, an exit that avoids barriers such as stairs, narrow doors and elevators and guardrails that protect open sides of the path
Compile and distribute evacuation route information to be used during emergency operations
Include alternative evacuation route information, should the primary route be inaccessible due to damage or danger
Install appropriate signage and visual alarms
Place evacuation information indicating primary and secondary exits in all offices, rooms, multipurpose rooms, hallways/corridors, lobbies, bathrooms and cafeterias. For passages and doorways that might be mistaken for an exit, place visible signs that proclaim, "NOT AN EXIT"
Place emergency notification devices appropriate for each student
Post signage with the name and location of each area so that the students will know exactly where they are, in order to comply with ADA (American's with Disabilities Act) Accessibility

Buildings and Facilities Signage Requirements

Approximately 60 inches above the floor
In a location that is not obscured in normal operation such as a swinging door
In all primary function areas

Preparation and Planning

Identify the students and staff with special needs and the type of assistance they will require in an emergency
Allow visitors to self-identify on a sign-in log if they have special evacuation needs
Discuss evacuation issues with the staff members and caretakers of students with special needs, including individuals, who may be temporarily disabled (i.e. a student with a broken leg)
Train staff in general evacuation procedures

Review the areas of rescue, primary exits, evacuation techniques, and the locations and operation of emergency equipment
Provide in-depth training to those designated to evacuate students with special needs
Train the staff for proper lifting techniques when lifting a person for evacuation
Anyone can assist a student with a visual impairment
Check on each special needs student to assure he/she is accounted for during an evacuation
Review the plan with emergency response personal, including local police, fire and emergency medical technicians
Identify “areas of rescue” in our site for students to wait for evacuation assistance from emergency personnel
Before operations begin in the Fall, walk around the site with first responders so that they are familiar with the primary exits and all areas of rescue; these areas must meet specifications for fire resistance and ventilation
Ask the responders to conduct a special drill explaining how they will support the students and staff with special needs during an emergency
Complete all contracts and Statements of Understanding with key emergency support providers
Ensure that sufficient transportation capacity exists with transportation providers, partner agencies, and suppliers to effectively meet the demand in an emergency
Identify transportation contracts through the District in case of an emergency; Emergency response for special needs requires special vans and special equipment
Specify who will do what to address these transportation needs
Develop a list of District-owned vehicles, staff vehicles that are available and make prior arrangements for their use in the event of an emergency
Review the evacuation plan with students and staff to be familiar with the process and identify any problems
Practice implementation of special duck and cover actions by students with able-bodied partners
Students should be aware that evacuation by themselves may be difficult or impossible because of obstacles in their path or because electric dependent machines may not function (i.e. elevator)
Special pre-planned assistance must be provided and reviewed regularly

Lockdown

General



A District or school site lock down is necessary when the threat of violence or gunfire is identified or directed by law enforcement and it is necessary to prevent the perpetrator(s) from entering occupied areas. During lock down, students are to remain in rooms or designated locations at all times.

Instructions

If a lock down situation is required, the Site Administrator will make an announcement on the Public Address (PA) system. If the PA system is not available, the Site Administrator will use other means of communication (e.g., sending messengers to deliver instructions). The Site Administrator should be calm, convey reassuring comments that the situation is under control, and provide clear and consistent directions. Below is an example of an announcement to be made by the Site Administrator:

"YOUR ATTENTION PLEASE. WE HAVE AN EMERGENCY SITUATION. STAFF ARE TO LOCK ROOM DOORS UNTIL NOTIFIED BY AN ADMINISTRATOR OR LAW ENFORCEMENT. STUDENTS AND STAFF ARE TO PROCEED TO THE NEAREST ROOM OR BUILDING. PLEASE REMAIN INDOORS UNTIL FURTHER INSTRUCTIONS ARE PROVIDED."

If inside, staff should instruct students to lie on the floor, move away from doors and remain in the center of the room out of the line of fire, lock the doors (if possible), and close any shades or blinds if it appears safe to do so. Students and staff who are physically unable to lie on the ground should move away from doors and windows.
If outside, students should proceed to their rooms if it is safe to do so. If it is not safe, staff must direct students into nearby rooms or other District buildings (e.g., auditorium, library, cafeteria, and gymnasium).
District staff and students must remain in their room or secured area until further instructions are provided by the Site Administrator or law enforcement.
Landline phones should not be used. District staff should use cell phones and speak quietly.
All site entrances and exits must be locked, and no visitors other than appropriate law enforcement or emergency personnel are to be allowed on the site.

Public, Medical, and Mental Health

General



Establishment of public, medical, and mental health procedures, will assist the District in preparing for, responding to, and recovering from an incident that affects the health and safety of students, staff, and family. Furthermore, coordination with Public Health agencies, Emergency Medical Services (EMS), and Mental Health support services will broaden their capacity to deal with these incidents by providing the District with resources beyond their existing expertise and training.

Public Health

Procedures

Designate District Medical Manager and/or other key personnel as the individual(s) responsible for coordinating incidents such as disease outbreaks, bioterrorism, and natural disasters with local, State, and Federal Public Health agencies.
Coordinate with local, State, and Federal Public Health agencies on information sharing protocols.
Develop procedures for reporting information to local, State, and Federal Public Health agencies.
Contact local Public Health agency to determine notification procedures for students/family, staff, and public, if necessary.
Send out any required notification to students/family, staff and public as required.
Establish a dedicated contact phone number for questions and concerns.
Coordinate with local, State, and Federal Public Health agencies, for assistance with managing large scale incidents or incidents beyond the District's resources.

Medical Health

Procedures

Designate District Medical Manager and/or other key personnel as the individual(s) responsible for coordinating incidents involving students or staff injuries or illnesses
Provide CPR/First Aid/AED to all staff designated to work in medical capacity
Establish a triage area for injured students and staff
Separate walking wounded, critically injured and deceased individuals (Keep a log of names of these individuals)
Keep a record of students and staff that are transported off-site for treatment.
Coordinate with local Emergency Medical Services (EMS) agencies for assistance with large scale incidents or incidents beyond the District's resources.

Mental Health

Procedures

Designate crisis counselors and/or other key personnel as the individual(s) responsible for coordinating incidents with local, State, and Federal Mental Health agencies
Activate crisis counselors during the incident to begin identifying students and staff that require assistance
Keep a log of individuals counseled or that require counseling following the incident
Notify students, family, and staff of counseling services available
Coordinate with local, State, and Federal Mental Health agencies, for assistance with large scale incidents or incidents beyond the 's resources.

Psychological First Aid for Schools (PFA-S)

The field of school safety and emergency management has evolved significantly over the past decade. Tragically, acts of violence, natural disasters, and terrorist attacks have taught us many lessons. We also know that other types of emergencies can impact schools, including medical emergencies, transportation accidents, sports injuries, peer victimization, public health emergencies, and the sudden death of a member of the school community. We now recognize the need for school emergency management plans that are up-to-date and take an “all-hazards”approach with clear communication channels and procedures that effectively reunite parents and caregivers with students. We have also learned that preparing school administrators, teachers, and school partnering agencies before a critical event is crucial for effective response, the value of ongoing training and emergency exercises, and that having intervention models that address the public health, mental health, and psychosocial needs of students and staff is essential to a safe school environment and the resumption of learning. (excerpted from Psychological First Aid for Schools, Field Operations Guide, 2nd Edition)

Field Operations Guide (FOG)

We use the PFA-S FOG as-needed, to prepare and respond to critical incidents affecting the mental health of our students. https://www.nctsn.org/resources/psychological-first-aid-schools-pfa-s-field-operations-guide

Public Safety and Security

Purpose



The Public Safety and Security Annex integrates State public safety and security capabilities and resources to support the full range of incident management activities.

Scope

The Public Safety and Security Annex provides a mechanism for coordinating and providing support to local law enforcement authorities to include non-investigative/non-criminal law enforcement, public safety, and security capabilities and resources during incidents. The Public Safety and Security Annex capabilities support incident management requirements, including force and critical infrastructure protection, security planning and technical assistance, technology support, and public safety, in both pre-incident and post-incident situations. The Public Safety and Security Annex generally is activated in situations requiring extensive assistance to provide public safety and security.

Key Tasks/Responsibilities

Coordinate public safety and security support (including personnel and equipment) to any affected department/agency during preparation for, response to, and/or recovery from any real or potential incident.
County Sheriff's Office
Police Department
Other Law Enforcement Agencies
Private Security Companies

Coordinate critical information dissemination regarding public safety/security through mass warning/notification.

County Sheriff's Office
Police Department
Dispatch
County Emergency Management
Facilitate multi-function public safety activities such as evacuation, traffic, looting, and riot control
County Sheriff's Office
Police Department
Other Law Enforcement Agencies
Fire/EMS

Concept of Operations

Local law enforcement authorities have the primary responsibility for public safety and security and are the first line of response and support in these functional areas, utilizing the Incident Command System on-scene
In larger-scale incidents, additional resources should first be obtained through the activation of mutual aid agreements with neighboring jurisdictions and/or State authorities, which may require the management of incident operations through a Unified Command structure

Through the Public Safety and Security Annex, outside resources supplement local resources when requested or required, as appropriate, and are integrated into the incident command structure using National Incident Management System principles and protocols
The Public Safety and Security Annex activities should not be confused with the activities described in the Terrorism Incident Annex or other criminal investigative law enforcement activities

As the lead law enforcement official in the United States, the Attorney General, generally acting through the Federal Bureau of Investigation (FBI), maintains the lead for criminal investigations of terrorist acts or terrorist threats by individuals or groups inside the United States
The Public Safety and Security Annex is activated when public safety and security capabilities and resources are needed to support incident operations
This includes threat or pre-incident as well as post-incident situations
When activated, the primary agencies assess public safety and security needs, and respond to requests for resources and planning/technical assistance from county agencies
The Public Safety and Security Annex manages support by coordinating the implementation of authorities related to public safety and security and protection of property, including critical infrastructure, and security resources and technologies and other assistance to support incident management operations and security capabilities and resources are needed to support incident operations
This includes threat or pre-incident as well as post-incident situations
The Public Safety and Security Annex maintains close coordination with Federal, State, and local officials to determine public safety and security support requirements and to jointly determine resource priorities
The primary agencies maintain communications with supporting agencies to determine capabilities, assess the availability of resources, and track resources that have been deployed

Recovery

General



When a disaster occurs, it is all too easy to get consumed by the urgent activities and emotions surrounding the event. That is understandable but don't allow the intensity of the incident to distract you from some extremely important actions you should be taking. Keep in mind that no financial assistance will occur until there is a declared disaster by the State and the Federal governments.

Tracking time and material (supplies and equipment specifically used for the disaster) should happen always, regardless of disaster declarations. There is no guarantee that we will get our expenses reimbursed. We are at the mercy of the State and Federal governments. In most cases, however, labor and materials specific to the disaster response get reimbursed. Losses already covered by our insurance are typically NOT reimbursed. For example, if an employee is injured our Workers' Compensation would cover the injured employee. If a building was damaged and our insurance does not cover that specific cause of loss there may be a chance it is reimbursable.

Before – Action Items

Establish relationships and contact information from our county Operational Area and Coordinating Council (OACC)
Create and maintain a current contact list with this information and other contact information essential to the Finance/Administration Section of our ICS structure
Train and practice the Start-up, Operation of, and the Closure of this ICS Section.
Modify and update our Emergency Operations Plan as necessary

During – Action Items

Within the very first moments of an incident, begin tracking every employee's and volunteer's time spent on the incident. (Be alert to any announcements from local or State government regarding "Public Assistance" requests or meetings.) Use the form designed for that purpose, the Activity Log (ICS 214). If not readily available, make sure each person is tracking the following:
Incident name
Date
Worker's name
Log each major activity and track start and end times
Don't be concerned with tracking too much – that can be sorted out after the event
This information will need to be transferred onto the Activity Log (ICS 214) before we can apply for Public Assistance funding (this is what they call the State and Federal reimbursement program)
Keep track of ANY disaster-related expenditures for supplies or equipment. It is best to retain copies of priced-out receipts and invoices for possible State and Federal reimbursement. For example, if our facilities may be used as a shelter and we are required to provide custodial services specific to the shelter, toilet paper, paper towels, cleaning material and chemicals would all likely be reimbursable. If our facility were being used as a medical care facility and the HVAC system required filters different than what we would normally use, the cost of the filters (and the labor to change them) are likely reimbursable.
Establish the Recovery Unit in the Finance/Administration Section of our Emergency Operations Center (EOC).
Have all sites or units collect information on their ability to sustain operations.
Develop staffing pattern for the Recovery Unit.

Collect information on damages, duration and impact from the following:
Utility Providers

Social, medical and health services
Transportation routes and services
Debris issues
County Government Operations
Private sector retail and wholesale providers
Others
Develop initial short term and long-term recovery objectives.
Refer to hazard/threat-specific annexes for information.
Develop information for the PIO on the recovery process and progress.
Develop a plan to assign personnel to sustain the recovery effort
Coordinate with the OACC, other local jurisdictions and the State on their recovery efforts.
While it is best if we already have an established relationship with our county Operational Area Coordinating Council (OACC) contact, we need to identify that individual and the means of communicating with them. We will want them to know who at our District will serve as the contact for emergency incidents. This will serve a couple of purposes:
It will keep our District "in the loop" and better informed when an incident affecting our District occurs
It will alert us to any notice of "Public Assistance" informational meetings to learn about getting Federal and State reimbursement for disaster related District activity
If our county's OACC is overwhelmed with an incident we should reach out directly to our Emergency Services Coordinator at the Governor's Office of Emergency Services Region Operational Area.
Ask them to put the District on the list for notification of "Public Assistance" informational meetings
There are forms that will be exchanged between our District and the OACC or the California Governor's Office of Emergency Services (they act as our liaison with FEMA)
If our employees and volunteers remain under our direction and control we are responsible for any costs associated with their activities. Should they perform work that they would not normally do and it is attributable to the disaster we will likely be able to reimburse the labor. Management costs are typically NOT reimbursable.
If our employees and volunteers, or our facilities, are tasked outside of our District we must only do so under the terms of a mutual aid agreement or memorandum of understanding to which the District have agreed, in writing. Make sure we understand when and if risk transfer occurs as it should be clear in these documents. These documents should identify, specifically, what is "covered" and by "whom." Examples for other agency usage of our facility might include the Fire Department using our facility as a command center for the incident.
Or, local hospitals may be "at-capacity" and need our facility to provide some form of medical or health services. In these cases, (like the case of sheltering) a written request for use of our facilities should be on file or requested prior to allowing the agency to use them. These documents should specify what they will and will not cover in terms of costs related to using the facility. Typically, if an outside agency damages the property or they cause a liability exposure, they are responsible for coverage.

When in doubt, ask for help.

After – Action Items

Begin closing the Recovery Unit
Assign any open or pending tasks, such as Public Assistance funding or other outstanding receivables or payables, to appropriate staff with specific checkup or due dates
Make sure all Activity Logs and equipment/supply records have been assembled and recorded into the request for Public Assistance from Cal OES and FEMA
Conduct an After-Action debrief within the Finance/Administration Section and include that in the main incident After-Action debrief held by the District
Review our EOP and include any lessons learned or altered actions into the plan for update and redistribution to the emergency management team
Participate in and debriefings provided by our ICS team and close the Recovery Unit

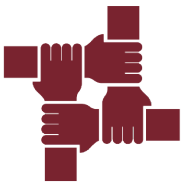
Resources

Activity Log (ICS 214)
Cal OES Regional Operations
Form Cal OES 126 – Project Application, California Disaster Assistance Act Program
Form Cal OES 130 – Designation Of Applicant's Agent Resolution For Non-State Agencies
Form Cal OES 89 – Project Assurances For Federal Assistance – Construction Programs
Form FEMA 009-0-49 9/16 – Request For Public Assistance

All links should be verified at least annually and updated. In some cases, expired forms will not be accepted.

Reunification

General



Student release is a crucial part of emergency planning. During an emergency or disaster, the traditional student release procedure is often unsafe and therefore not operable. Accordingly, a comprehensive emergency plan needs to include certain procedures to accomplish the main priority of safety planning which is to ensure the safety of the students to every extent possible.

There are a wide variety of emergency situations that might require student/family reunification. Student/family reunification may be needed if the site is evacuated or closed as a result of a hazardous materials transportation accident, fire, natural gas leak, flooding, earthquake, tsunami, school violence, bomb threat, terrorist attack or other local hazard.

Student/Family reunification is part of the Incident Command System and is assigned to the Operations Area.

Reunification Procedures

In an emergency, sites must establish a safe area for family members to meet with students. This area must be away from the both the damage and the student's assembly area. In a typical release the following steps will be followed:

Family member will report to the assigned area and give the name of the student
Picture ID will normally be required by the person in charge to insure the person requesting a minor is a match to the name on the emergency release card
A runner will go to the student assembly area and get the minor requested by the parent or adult and escort the student back to the pick-up area
Parents will be asked to sign a form indicating they picked up the minor (the date and time will also be indicated on the pick-up form)
If the minor is in the first aid area, the parent will be escorted to that area for reunification with their child/children
Counselors, when available, will be located close to the first aid area in the event they are needed

Traffic Control

Traffic may be controlled by trained and authorized employees who meet the requirements outlined in the Manual on Uniform Traffic Control Devices (MUTCD) Part 7, Traffic Control for School Areas. In the absence of this condition, we must wait until local law enforcement is available and on scene at the site.
To every extent possible, two-way traffic will be maintained to allow for entry and exit of emergency vehicles
As the situation develops there may be time for barricades and other traffic control devices to be delivered and set up
It should be understood this will not occur at the beginning of the incident
When law enforcement arrives on the scene they will take charge and do whatever is necessary, including the towing of vehicles to manage the emergency or disaster

Maintaining the Procedures

Student rosters should be updated at least twice a year
If enrollment dictates this may be updated more frequently
Updated rosters should be stored in every room in an area easily identified by the both staff and substitutes.
Additional copies of the rosters should be distributed to the site administrator and placed in the back of the emergency plan binder

Emergency cards should be filled out at the beginning of the year
This card should include contact information on family members, as well as other adults who can be contacted if the family member is not available
The card should also indicate who the minor is permitted to leave site with, if necessary
DO NOT release students to people not listed on the student emergency card.
A well- intentioned friend may offer to take a minor home; however, District staff must be certain that students are only released to the appropriate people, so their families will know where they are
The card should also include all pertinent medical information such as allergies, medications, and doctor contact information
These cards should be stored in the front office in both hard copy and electronically, if possible

Things to Remember

Some family members will refuse to cooperate with the student/family reunification process
This situation can be diminished, to some degree, if family members are informed about the District's release procedures before the disaster or emergency occurs
They should be reminded that the safety of their student is our utmost priority
Family members may be emotional when arriving at the site
Have counselors available to deal with issues if needed
Shortly after the incident, the media will have a presence on our site
The Public Information Officer, part of the command staff operating under the Incident Command System, will deal with the media, however, it is important that family be sheltered from media representatives

Shelter-in-Place

General



This action is taken to place and/or keep students indoors in order to provide a greater level of protection from airborne contaminants in outside air. Shelter-in-place is implemented when there is a need to isolate students and staff from the outside environment and includes the shutdown of room and/or building air systems. During shelter-in-place, no one should be exposed to the outside air.

Description of Action

If an emergency occurs that requires students and staff to Shelter-in-Place, the Site Administrator will make an announcement on the PA system. If the PA system is not available, the Site Administrator will use other means of communication (e.g., sending messengers to deliver instructions). The Site Administrator should be calm, convey reassuring comments that the situation is under control, and provide clear and consistent directions. Below is an example of an announcement to be made by the Site Administrator:

"YOUR ATTENTION PLEASE. WE HAVE RECEIVED INFORMATION REGARDING A HAZARD IN THE COMMUNITY. WE ARE INSTITUTING SHELTER-IN-PLACE PROCEDURES. PLEASE REMAIN INSIDE THE BUILDING AWAY FROM OUTSIDE AIR WITH WINDOWS AND DOORS SECURELY CLOSED AND AIR CONDITIONING UNITS TURNED OFF. ALL STUDENTS AND STAFF THAT ARE OUTSIDE ARE TO IMMEDIATELY MOVE TO THE PROTECTION OF AN INSIDE ROOM. PLEASE REMAIN INDOORS UNTIL FURTHER INSTRUCTIONS ARE PROVIDED."

If inside, staff should keep students in their rooms until further instructions are given
If outside, students must proceed to their rooms if it is safe to do so
If it is determined to be unsafe, staff should direct students into nearby rooms or buildings (e.g., auditorium, library, cafeteria, and gymnasium)
Staff and students who were exposed to outside air should congregate in indoor locations away from individuals who were not exposed to outside air
Anyone who is exhibiting symptoms must be treated
Staff is responsible for securing individual rooms and for completing the following procedures as needed:
Shut down the room/building HVAC (Heating Ventilation and Air Conditioning) system
Turn off local fans in the area
Close and lock doors and windows

If necessary, seal gaps under doors and windows with wet towels or duct tape, seal vents with aluminum foil or plastic wrap, and turn off sources of ignition, such as pilot lights

Situational Awareness

In the U.S., every public agency is expected to address situational awareness and personnel security. Situational Awareness is the ability to identify, process, and comprehend the critical information about an incident. More simply, it is knowing what is going on around us.

Overview

Situational Awareness requires continuous monitoring of relevant sources of information regarding actual incidents and developing hazards. A common core function of Emergency Operations Centers (EOC) is gaining, maintaining, and sharing Situational Awareness and developing a Situational Picture (SitPic) that is shared between the Incident ICS, EOC, JIS, and field staff participants in the incident.

In the early stages of activation, the EOC will obtain Situational Awareness. This is important because accurate, timely information will enable more informed, effective decision-making. An excellent tool for developing and maintaining this condition of the OODA loop.

OODA Loop

The OODA loop is the cycle: observe–orient–decide–act, developed by military strategist and United States Air Force Colonel John Boyd in the 1960s. Boyd applied the concept to the combat operations process, often at the operational level during military campaigns. It is now also often applied to understand commercial operations and learning processes.
The OODA loop has become an important concept in emergency management. According to Boyd, decision-making occurs in a recurring cycle of observe–orient–decide–act. An entity (whether an individual or an organization) that can process this cycle quickly, observing and reacting to unfolding events more rapidly than an “opponent,” can thereby "get inside" the opponent's decision cycle and gain the advantage.

Observe – Sensing yourself and the world around you
Orient – What you believe: a complex set of filters of genetic heritage, cultural predispositions, personal experience, and knowledge
Decide – A review of alternative courses of action and the selection of the preferred course as a hypothesis to be tested.
Act – Testing the decision chosen for implementation.

Every employee is a critical link to situational awareness. This annex address the expectations of this District in establishing and maintaining a vital communication and informational internal network. Whether you are in an office environment, inside a building, in the field, or at home, what you observe and absorb are invaluable to our District.

Prepare

The following list includes the minimum expectations for every employee:
Develop and maintain a personal family communication plan
Use the Family Emergency Communication Plan – Wallet Sized provided by our District
The plan should be completed at hire and updated when any of the information changes but at least annually
Share our plan with your family
Review and familiarize yourself with the District’s Emergency Operations Plan (EOP)
Prepare a “Go-Bag” for yourself with a 3-day supply of food and water
See the “Go-Bag” guide for help in assembling and stocking
Keep a copy of the District’s Critical Incident Field Operations Guide (FOG) with you at all times during work hours

Field Protocol

Before, during, and after critical incidents there are some basic steps you should take to improve your situation and help others in need:

f you are operating a vehicle or other equipment, stop your activity as soon as is safely possible (If driving, follow safe driving practices and get maneuver your vehicle without endangering your own or the safety of others)
Assess the situation using the OODA loop and take appropriate action
Follow our District's Communication protocols as outlined in the EOP
If you are unable to proceed to your primary location (starting and ending shift worksite) find out if you can return to an alternate site
If returning to any of these sites proves unreasonable, proceed to the nearest public facility (police or fire station, hospital, local government office) and notify our District of your exact location
Provide our District's Emergency Operations Center (EOC) with as much detailed information as possible:
Time, Date, and Location of Critical Incident
Your condition (unaffected, injured, etc.) and the condition of your equipment
Describe the type of incident such as fire, hazmat, earthquake, etc.
Provide details on estimate impact in your area (how much loss or damage)

Disaster Service Worker

As a California public employee, you may be called upon to work as a Disaster Service Worker (DSW) in the event of an emergency. The information contained in the Disaster Service Worker website will help you understand your role and obligations as a disaster service worker, and what to do in an emergency (California Government Code Section 3100-3109).

Special Needs Population

Planning Needs and Assumptions



For individuals with special needs, physical environments become a great deal more hostile and difficult to deal with during and after an emergency. The ability to get to accessible exits and personal items may be reduced. Communication may be impeded at a time when clear and rapid communication is crucial to safety and survival.

To comply with statutes involving students with special needs, individuals responsible for evacuation and emergency operation plans, notification protocols, shelter identification, emergency medical care and other emergency response and recovery programs must:

Have sound working knowledge of the accessibility and nondiscrimination requirements applicable under Federal disability rights laws
Know the special needs demographics of the attending students on site
Involve students with different types of disabilities and staff in identifying the communication and transportation needs, accommodations, support systems, equipment, services, and supplies that they will need during an emergency
Consider emergency accommodations for those with temporary disabilities
Identify existing resources within the site and local community that meet the special needs of these students
Develop new community partners and resources, as needed
Inform family members about the efforts to keep students safe
Identify medical needs and make an appropriate plan
Determine transportation needs, special vans, and buses for students
Identify any necessary tools such as personal response plans, evacuation equipment or visual aids
Include local responders and establish a relationship with individual students with disabilities and staff

HAZARD/THREAT ANNEX

Hazard-Threat Assessment

A representative number of participants were selected to participate in the Hazard-Threat Assessment Survey (HTAS). This survey follows best practices in emergency management and is a very important part of updating our Emergency Operations Plan.

This survey was designed to help us prioritize possible threats or hazards we may face. It covers many possible scenarios but is not exhaustive in nature. The survey information generated is invaluable in helping our Emergency Operations Plan Collaborative Planning Team identify the hazards and threats most likely to impact us.

The Collaborative Planning team has selected the following Hazards/Threats to be included in this annex:
Active Assailant
Cyber Threat or Attack
Earthquake
Extreme Heat and Unhealthy Air Quality
Fire-Structural
Fire-Forest, Wildfire, or Urban Interface
Infectious Disease
Power and Utility Failure
Severe Weather
Tsunami

Active Assailant

Purpose

Active assailant situations are often over within 10 to 15 minutes, before law enforcement arrives on the scene. Individuals must be prepared both mentally and physically to deal with an active assailant situation.



This Annex will address current best practices for dealing with Active Assailants, Before, During, and After an incident.

Situation and Assumptions

An Active Assailant is an individual actively engaged in the killing or attempting to kill people in a confined and populated area. In most cases, active assailants use firearms and there is no pattern or method to their selection of victims.

Active Assailant situations are unpredictable and evolve quickly. Typically, the immediate deployment of law enforcement is required to stop the attack and mitigate harm to victims.

Continuity of Operations (Annex Specific)

Continuity of Operations is defined as the internal effort of an organization to assure that the capability exists to continue essential functions and services in response to a comprehensive array of potential emergencies or disasters.

In the case of an active assailant actions can be taken in advance to mitigate some of the outcome of the attack.

Organization and Assignment of Responsibilities

Refer to the Organization and Assignment of Responsibilities section located in the Basic Plan.

Plan Development

This annex is part of the Hazard and Threat Annex and was developed using current best practices

Authorities and References

- CISA (Cybersecurity and Infrastructure Security Agency) Active Shooter Preparedness
  - https://www.cisa.gov/topics/physical-security/active-shooter-preparedness
- FBI (Federal Bureau of Investigation) Active Shooter Safety Resources
  - https://www.fbi.gov/how-we-can-help-you/safety-resources/active-shooter-safety-resources
- REMS (Readiness and Emergency Management for Schools) Technical Assistance Center
  - https://rems.ed.gov/IHEActiveShooterSituations.aspx

Incident Command Actions

Before

Threat and Physical Security Assessment of each site

Conducting periodic threat and physical security assessments will ensure that best practices are in place to control access to your campus.

- Appropriate perimeter fencing installation and maintenance
- Locks and closers on perimeter gates that prevent outsiders from opening the gate (mesh screen around gate area)
- Check for keyed exterior locksets of all classroom doors
- Make sure the lockset on the interior of the classroom door has a thumb lock or other quick-lock style lockset (see Figure 1- Interior Lock)
- Verify visitor access control is in place and works as intended
- Require classroom doors to be closed and locked when students are present

Student Education

- Educate students (age appropriate) through workshops, seminars, lectures, and any other opportunity to teach about the hazards of an active assailant/physical threat and ways each person can potentially react to such a situation
- Supplement in-person instructional elements with additional information to reinforce the training

Such material may be distributed in a variety of ways, including but not limited to web pages, social media, printed literature, radio/TV, etc.
Foster a respectful school community
Be aware of indications of violence and take remedial actions accordingly (i.e. If you see something, say something)





Behavioral Red Flags
Recognizing indicators for potential violence by an individual:
Increased use of alcohol and/or illegal drugs
Unexplained increase in absenteeism; vague physical complaints
Noticeable decrease in attention to appearance and hygiene
Depression/withdrawal
Resistance and overreaction to changes in policy and procedures
Repeated violations of District policies
Increased severe mood swings
Noticeably unstable, emotional responses
Explosive outbursts of anger or rage without provocation
Suicidal; comments about “putting things in order”
Behavior, which is suspect of paranoia, (“everybody is against me”)
Increasingly talks of personal problems
Talk of severe financial problems
Talk of previous incidents of violence
Empathy with individuals committing violence
Increase in unsolicited comments about firearms, other dangerous weapons, and violent crimes

Develop a positive behavioral intervention program that identifies at-risk behaviors early on and ensures administration is aware of these individuals
Decide upon communications and public information releases with your Public Information Officer prior to an incident
Develop model releases that provide well thought out and consistent messaging on behalf of the District
Discuss and decide upon Spontaneous Memorial practices including
Ease of public access
Minimize disruption of vehicular and pedestrian traffic
Monitored for appropriateness of items placed at the memorial
Prepared to announce the one location to the public and that it will be open from/to specific dates (typically no longer than 2-3 weeks)
Line-of-sight view by administration

During

Responding to an Active Assailant/Physical Threat

If you are in a situation where your safety is in question and you are at risk of harm from another person, you must quickly determine the most reasonable way to protect your own life.

Run (evacuate)

If there is an accessible escape path, attempt to evacuate the building/area. Be sure to:
Have an escape route and plan in mind
Evacuate regardless of whether others agree to follow
Leave your belongings behind
Help others escape, if possible
Prevent individuals from entering an area where the active assailant may be
Keep your hands visible, to prevent confusion to law enforcement
Follow the instructions of law enforcement personnel
Do not attempt to move wounded people
Notify Police when you are safe

Hide (lockdown)

If evacuation is not possible, find a place to hide where the active assailant is less likely to find you. Your hiding place should:
Be out of the active assailant's view
Provide protection if shots are fired in your direction (i.e. a room with a closed and locked door)
Not trap you or restrict your options for movement
Remember Cover vs. Concealment
Spread out to reduce target area
To prevent an active assailant from entering your hiding place:
Lock the door, if possible
Blockade the door with whatever is available – heavy furniture, door wedges, file cabinets, etc.
Cover any windows or openings that have a direct line of sight into a hallway
If the active assailant is nearby:
Lock the door, if possible
Close windows, shades and curtains.
Silence all cell phone and other electronic devices
Turn off any source of noise (i.e. radios, televisions, etc.)
Hide behind large items (i.e. cabinets, desks)
Remain silent

Do not sound the fire alarm
A fire alarm would signal the occupants to evacuate the building and thus place them in potential harm as they attempted to exit
Notify Police when it is safe to do so

Fight

If running and hiding are not possible:
Remain calm
Notify Police, if possible, to alert hem of the active assailant's location
If you cannot speak, leave the line open and allow the dispatcher to listen
As a last resort, and only when your life is in imminent danger, attempt to disrupt and/or incapacitate the active assailant by:
Acting as aggressively as possible against him/her
Throwing items and improvising weapons
Yelling
Committing to your actions



Law Enforcement

Law enforcement's purpose is to stop the active assailant as soon as possible. Officers will proceed directly to the area in which the last shots were heard.

While officers may prefer to team up, they are likely to deploy individually, upon arrival at the scene
Officers may wear regular patrol uniforms or external bulletproof vests, Kevlar helmets, and other tactical equipment
Officers may be armed with rifles, shotguns, handguns
Officers may use pepper spray or tear gas to control the situation
Officers may shout commands, and may push individuals to the ground for their safety
The first officers to arrive to the scene will not stop to help injured persons. Expect rescue teams comprised of additional officers and emergency medical personnel to follow the initial officers. These rescue teams will treat and remove any injured persons. They may also call upon able-bodied individuals to assist in removing the wounded from the premises.

While law enforcement personnel are still assessing the situation, uniformed security and/or police officers will move through the entire area to ensure the threat is over. For the safety of you and the officers, you may be handcuffed until the incident details are fully known.

How to react when law enforcement arrives:

Remain calm, and follow officers' instructions
Put down any items in your hands (i.e., cell phones, bags, jackets)
Immediately raise hands and spread fingers
Always keep hands visible
Avoid making quick movements toward officers such as holding on to them for safety
Avoid pointing, screaming and/or yelling
Do not stop to ask officers for help or direction when evacuating, just proceed in the direction from which officers are entering the premises

Once you have reached a safe location or an assembly point, you will likely be held in that area by law enforcement until the situation is under control, and all witnesses have been identified and questioned. Do not leave until law enforcement authorities have instructed you to do so.

Considerations
If a security threat is imminent or occurring, our personnel will take all reasonable and appropriate actions to minimize the hazard to the District's students and staff. If the perpetrator(s) is known, Incident Command will immediately deactivate the incident site's ID card(s) to prevent the individual(s) from entering a building/room equipped with card access.

For locations without electronic access control, incident personnel will make reasonable attempts to secure these doors as quickly as possible. The nature of the threat may make it unsafe for incident personnel to move from door-to-door, thus preventing these locations from being quickly secured.

If you become aware of an active assailant situation, immediately notify Police at 911. Information to provide to law enforcement or 911 operators:
Location of the active assailant
Number of assailants
Identity of the assailant(s), if known
Physical description of assailant(s)
Number and type of weapons held by the assailant(s)
Number of potential victims at the location

After

Good Practice for Coping
Good Practice for Coping
Be aware of your environment and any possible dangers
Take note of the two nearest exits in any facility you visit
If you are in an office, stay there and secure the door
If you are in a hallway, get into a room and secure the door
As a last resort, attempt to take the active assailant down. When the assailant is at close range and you cannot flee, your chance of survival is much greater if you try to incapacitate him/her.
Call 911 when it is safe to do so

Any time there is a significant security concern, we will make every reasonable attempt to immediately increase security on site. At the same time emergency personnel are responding to the emergency, public safety officials will communicate the hazard to the community via all available and appropriate means.

If you receive an official emergency communication notifying you of a hazardous situation where you must take immediate action to protect yourself, stay as calm as possible and follow these procedures. Only you will be able to determine the safest course of action that should be taken.

Bomb Threat Procedures and Checklist – DHS

BOMB THREAT PROCEDURES

This quick reference checklist is designed to help employees and decision makers of commercial facilities, schools, etc. respond to a bomb threat in an orderly and controlled manner with the first responders and other stakeholders.

Most bomb threats are received by phone. Bomb threats are serious until proven otherwise. Act quickly, but remain calm and obtain information with the checklist on the reverse of this card.

If a bomb threat is received by phone:

1. Remain calm. Keep the caller on the line for as long as possible. DO NOT HANG UP, even if the caller does.
2. Listen carefully. Be polite and show interest.
3. Try to keep the caller talking to learn more information.
4. If possible, write a note to a colleague to call the authorities or, as soon as the caller hangs up, immediately notify them yourself.
5. If your phone has a display, copy the number and/or letters on the window display.
6. Complete the Bomb Threat Checklist immediately. Write down as much detail as you can remember. Try to get exact words.
7. Immediately upon termination of call, DO NOT HANG UP, but from a different phone, contact authorities immediately with information and await instructions.

If a bomb threat is received by handwritten note:

- Call _____
- Handle note as minimally as possible.

If a bomb threat is received by e-mail:

- Call _____
- Do not delete the message.

Signs of a suspicious package:

- No return address
- Excessive postage
- Stains
- Strange odor
- Strange sounds
- Unexpected delivery
- Poorly handwritten
- Misspelled words
- Incorrect titles
- Foreign postage
- Restrictive notes

**** Refer to your local bomb threat emergency response plan for evacuation criteria***

DO NOT:

- Use two-way radios or cellular phone. Radio signals have the potential to detonate a bomb.
- Touch or move a suspicious package.

WHO TO CONTACT (Select One)

- **911**
- **Follow your local guidelines**

For more information about this form contact the DHS Office for Bombing Prevention at OBP@dhs.gov

Homeland Security

2014

BOMB THREAT CHECKLIST

DATE: **TIME:**

TIME CALLER HUNG UP: **PHONE NUMBER WHERE CALL RECEIVED:**

Ask Caller:

- Where is the bomb located? (building, floor, room, etc.)
- When will it go off?
- What does it look like?
- What kind of bomb is it?
- What will make it explode?
- Did you place the bomb? Yes No
- Why?
- What is your name?

Exact Words of Threat:

Information About Caller:

- Where is the caller located? (background/level of noise)
- Estimated age:
- Is voice familiar? If so, who does it sound like?
- Other points:

Caller's Voice

- ☐ **Female**
- ☐ **Male**
- ☐ Accent
- ☐ Angry
- ☐ Calm
- ☐ Clearing throat
- ☐ Coughing
- ☐ Cracking voice
- ☐ Crying
- ☐ Deep
- ☐ Deep breathing
- ☐ Disguised
- ☐ Distinct
- ☐ Excited
- ☐ Laughter
- ☐ Lisp
- ☐ Loud
- ☐ Nasal
- ☐ Normal
- ☐ Ragged
- ☐ Rapid
- ☐ Raspy
- ☐ Slow
- ☐ Slurred
- ☐ Soft
- ☐ Stutter

Background Sounds

- ☐ Animal noises
- ☐ House noises
- ☐ Kitchen noises
- ☐ Street noises
- ☐ Booth
- ☐ PA system
- ☐ Conversation
- ☐ Music
- ☐ Motor
- ☐ Clear
- ☐ Static
- ☐ Office machinery
- ☐ Factory machinery
- ☐ Local
- ☐ Long Distance

Other Information:

Threat Language

- ☐ Incoherent
- ☐ Message read
- ☐ Taped message
- ☐ Irrational
- ☐ Profane
- ☐ Well-spoken

Cyber Threat or Attack

Purpose



Understanding the risks and motivations behind cyber threats or attacks is crucial in establishing and implementing this Cyber Threat or Attack annex. Technology continues to improve and develop at an amazing pace and with that advancement comes the challenges of protecting what we collect and manage using that technology.

Common criminals as well as hostile foreign actors have a couple of primary motivations when it comes to attacking your organization's cyber space. Both money and operational disruption are at the top of that list. For some hackers, they thrive on finding ways to access your information and then sell it, or threaten to disclose it asking for a "ransom," while freezing up your means of storing, accessing, or distributing information.

This annex will focus on the incident management perspective and address what to do before, during, and after an incident, following current best practices. These practices fall under the general category of cyber security.

Situation and Assumptions

Think of the cyber world as you would your own facilities. You provide appropriate fencing to ensure the security of those within its boundaries. The more access points you provide the more difficult it becomes to keep that site secure and safe. The cyber world is really the same way. Years ago we may have had only a handful of access points to our local area network. As technology improved, we added access. As we added access we provided more entry points for those who would seek our harm.

We are making some basic assumptions about systems and practices we should have in place:

- Installed and using modern firewall and antivirus software
- Conducting regular antivirus scanning
- Configured firewalls to prevent ransomware
- Keeping operating systems patches up-to-date
- Completing critical patching as expeditiously as possible
- Conducting employee cyber security awareness training including current best practices
- Keeping individual sites segregated
- Keeping user groups segregated (staff and student users segregated)
- Keeping privilege access management limited
- Using multi-factor authentication
- Implemented and using strong password policy
- Using off-site back up
- Providing email filtering to prevent spam reaching employees

Organization and Assignment of Responsibilities

Our IT department will have leadership over all aspects of our technology equipment and network spaces. They are the core of our Cyber Security Incident Response Team.

It is the responsibility of our Information Technology (IT) professionals to maintain a safe and secure cyber space. However, it is every network user's responsibility to follow best practices introduced by our IT professionals.

Glossary of Terms

Cyber Security Incident Response Team (CSIRT)

A group of experts that assesses, documents and responds to a cyber incident so that a network can not only recover quickly, but also avoid future incidents.

Denial-of-service attack

A denial-of-service attack floods systems, servers, or networks with traffic to exhaust resources and bandwidth. As a result, the system is unable to fulfill legitimate requests. Attackers can also use multiple compromised devices to launch this attack. This is known as a distributed-denial-of-service (DDoS) attack.

DNS Tunneling

DNS tunneling utilizes the DNS protocol to communicate non-DNS traffic over port 53. It sends HTTP and other protocol traffic over DNS. There are various, legitimate reasons to utilize DNS tunneling. However, there are also malicious reasons to use DNS Tunneling VPN services. They can be used to disguise outbound traffic as DNS, concealing data that is typically shared through an internet connection. For malicious use, DNS requests are manipulated to exfiltrate data from a compromised system to the attacker's infrastructure. It can also be used for command and control callbacks from the attacker's infrastructure to a compromised system.

Malware

Malware is a term used to describe malicious software, including spyware, ransomware, viruses, and worms. Malware breaches a network through a vulnerability, typically when a user clicks a dangerous link or email attachment that then installs risky software. Once inside the system, malware can do the following:

- Blocks access to key components of the network (ransomware)
- Installs malware or additional harmful software
- Covertly obtains information by transmitting data from the hard drive (spyware)
- Disrupts certain components and renders the system inoperable

Man-in-the-middle attack

Man-in-the-middle (MitM) attacks, also known as eavesdropping attacks, occur when attackers insert themselves into a two-party transaction. Once the attackers interrupt the traffic, they can filter and steal data.

Two common points of entry for MitM attacks:

- On unsecure public Wi-Fi, attackers can insert themselves between a visitor's device and the network. Without knowing, the visitor passes all information through the attacker.
- Once malware has breached a device, an attacker can install software to process all of the victim's information.

Phishing

Phishing is the practice of sending fraudulent communications that appear to come from a reputable source, usually through email. The goal is to steal sensitive data like credit card and login information or to install malware on the victim's machine. Phishing is an increasingly common cyberthreat.

SQL injection

A Structured Query Language (SQL) injection occurs when an attacker inserts malicious code into a server that uses SQL and forces the server to reveal information it normally would not. An attacker could carry out a SQL injection simply by submitting malicious code into a vulnerable website search box. Learn how to defend against SQL injection attacks.

Zero-day exploit

A zero-day exploit hits after a network vulnerability is announced but before a patch or solution is implemented. Attackers target the disclosed vulnerability during this window of time. Zero-day vulnerability threat detection requires constant awareness.

Incident Command Actions

Maintaining a best-practices approach to cyber security requires us to keep up to date on current trends and threats in the cyber world. Most of what we know comes from internet service providers who share this information to help us be better prepared.

Our cybersecurity response process recommendations by the SANS Institute, as defined in its Incident Handler's Handbook.

Before

Preparation

- Define, develop, and implement an Information Security policy and procedures that addresses current and possible future risks to cyber information handing and protection
- Conduct regular and periodic training for our staff to ensure they have the tools they need to preserve our cyber security. This may include hands-on virtual or email tests and scenarios designed to reinforce safe cyber practices and protect our digital/cyber foot print.
- Perform regular security assessments and intrusion testing
- Provide a trained staff Cybersecurity Incident Response Team (CSIRT)

During

Identification

- Monitor IT systems and detect deviations from normal operations and see if they represent actual security incidents
- Establish type and severity
- Log actions and responses
- Collect evidence

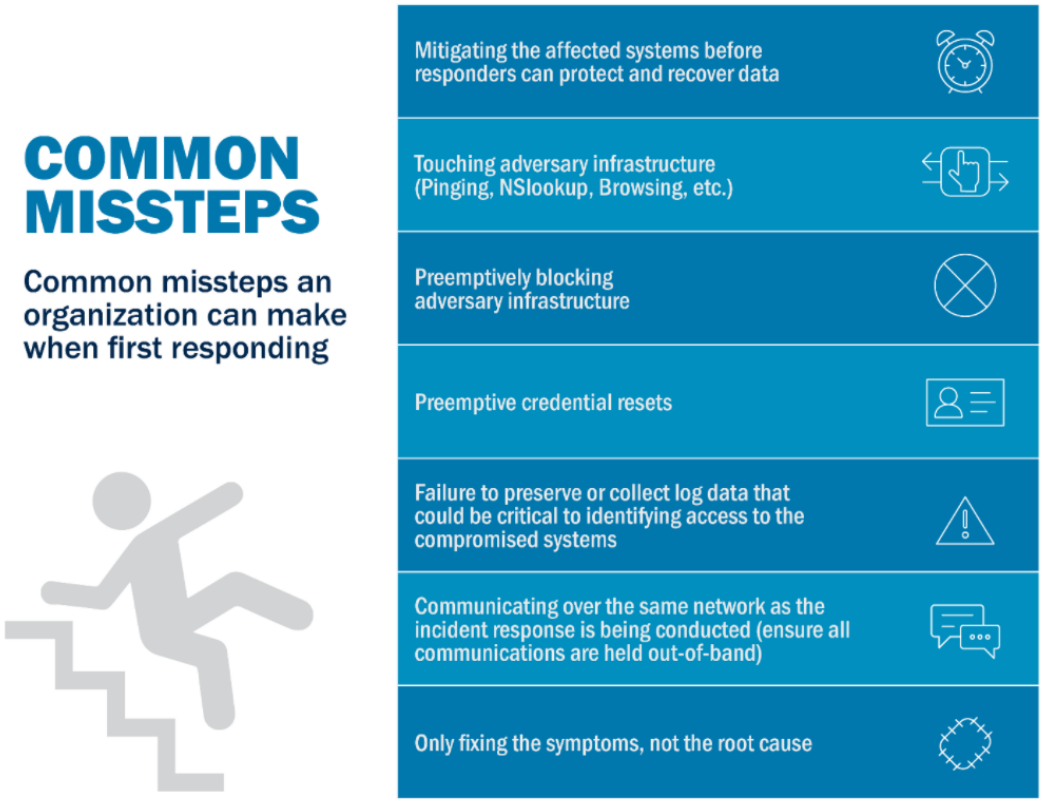
Containment

- Isolate impacted system(s)
- Implement temporary workarounds to maintain operations

Eradication

- Identify the root cause
- Remove malicious software from all affected systems
- Take action to prevent root cause from recurring

Caution



After

Recovery

- Bring affected systems back online
- Test, verify, and monitor affected systems to ensure they are operating normally

After-Action Report

- Finalized incident documentation
- Perform a retrospective of the incident to determine what was effective and what was not to identify lessons learned
- Modify and update this annex and any policy or procedure identified as insufficient or failed in the after-action debrief and report

Authorities and References

State

Cal OES - California Cybersecurity Integration Center

- https://www.caloes.ca.gov/cal-oes-divisions/law-enforcement/california-cybersecurity-integration-center

Federal

Department of Homeland Security - Cybersecurity and Infrastructure Security Agency (CISA)

- https://www.cisa.gov/

National Institute of Standards and Technology (NIST) – Cybersecurity

- https://www.nist.gov/cybersecurity

Earthquake

Duck, Cover, and Hold

This action is used to protect students and staff from flying or falling debris. Upon the first indication of an earthquake, staff should direct students to Duck, Cover, and Hold.



The Incident Commander will make the following announcement on the PA System:

"ATTENTION PLEASE. DUCK, COVER AND HOLD. DUCK, COVER, AND HOLD. ADDITIONAL INFORMATION TO FOLLOW."

Note: If the PA system is not available, use other means of communication, i.e. send messengers to deliver instructions, email, etc.

Description of Action

If inside

Drop to knees
Get under desk and remain facing away from windows
Clasp both hands behind neck
Bury face in arms
Make body as small as possible
Close eyes and cover ears with forearms.

If outside

Drop to knees
Clasp both hands behind neck
Bury face in arms
Make body as small as possible
Close eyes and cover ears with forearms.
Avoid glass and falling objects

Procedures

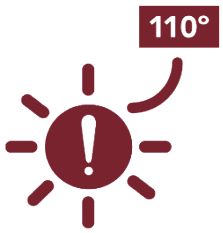
Avoid glass and falling objects. Move away from windows, heavy suspended light fixtures, and other overhead hazards.
When the shaking stops, the Incident Commander will issue the All Clear Response
Use prescribed routes and proceed directly to the Assembly Area. Teachers shall notify the Student Attendance/Release Team of missing students.
The Incident Commander to direct the Security Team to post guards a safe distance away from building entrances to prevent access.
Warn all personnel to avoid touching fallen electrical wires.
First Aid Team will check for injuries and provide appropriate first aid.
The Incident Commander will direct the Facility Team to turn off water, gas, and electrical and to alert appropriate utility company of damages, if appropriate.
If the area appears safe, the Search and Rescue team will be cleared by the Incident Commander to make an initial inspection of the District's buildings, if needed.
The Incident Commander will contact the Superintendent to determine if additional actions are deemed necessary.

During Non-Operating Hours

The Incident Commander and Identified Maintenance/Facilities Personnel will assess damages to determine needed corrective actions. For apparent damages, contact the Superintendent to determine if the District should be closed. If the District must be closed, notify staff and students as identified in District Closure Response Procedure.

Extreme Heat and Unhealthy Air Quality

Purpose



The purpose of this annex is to ensure that staff is advised of hazardous conditions caused by extreme heat conditions and/or unhealthy air quality and to minimize exposure to those conditions. Governmental agencies, such as the Air Quality Management District (AQMD), the National Weather Service (NWS-NOAA), the Center for Disease Control (CDC) and others provide guidance in how to respond to unhealthful air quality and extreme heat conditions.

Actions

The Incident Commander monitors air quality and heat conditions to provide recommended actions during an unhealthful air quality or extreme heat event. The Incident Commander will keep the Senior Executive or designee informed of these conditions and activate this annex. Upon activation, site administrators will perform the following:

Notify students and staff when unhealthful air quality or extreme heat conditions exist.
Modify District programs and work assignments for the protection of students and staff.
Adhere to the Unhealthful Air Quality and Extreme Heat Plan to correspond with current recommendations of both the AQMD and the NWS.
Cooperate with other governmental agencies and with the total community in matters of critical concern regarding unhealthful air quality and extreme heat.

District Activities and What To Do During Extreme Heat Conditions.

The National Weather Service (NOAA) provides information on responding to extreme heat conditions. The Incident Commander monitors temperature and humidity in the District and the National Weather Service website to ensure that our District sites are notified upon attainment of an extreme heat condition.
Always provide adequate amounts of water to students and staff to maintain appropriate hydration, use areas shaded from the direct sunlight, and:
When the Heat Index reaches the range of 90 to 105 degrees Fahrenheit, sunstroke, heat cramps, and heat exhaustion are possible. Everyone shall minimize prolonged, vigorous outdoor activity.
When the Heat Index reaches the range of 105 to 130 degrees Fahrenheit, sunstroke and heat exhaustion are likely and heat stroke is possible. Everyone shall discontinue prolonged, vigorous outdoor activity.
When the Heat Index reaches or exceeds 130 degrees Fahrenheit, heat stroke is highly likely with continued exposure. Everyone shall discontinue all vigorous outdoor activity.

Fire - Structural



The following procedure addresses the necessary actions that should be taken if a fire is discovered in or on the District's facilities. A timely response to this situation is critical to prevent injuries and further property damage.

Procedure

NOTE – There are cases during Active Assailant incidents where the assailant may trigger the fire alarm. This is done as a means to induce students and staff to evacuate which may provide the assailant with more "targets." Modified responses to a fire alarm should be discussed with your local fire and law enforcement jurisdictions to coordinate best practices for your district.
If a fire is discovered on site, the administrative staff will immediately signal the fire alarm and direct students out of the building.
The Incident Commander will call 911 and provide the location and nature of the incident
The Incident Commander will immediately initiate the Off-Site Evacuation Procedures
Staff and students will evacuate buildings using pre-designated routes or other safe routes and convene at the Assembly Area
Site staff members must bring their student rosters and take attendance at the Assembly Area to account for all students
Staff will notify the Incident Commander of any missing students
If safe to do so, staff will use fire extinguishers to suppress the fire until the local fire department arrives
All fires, regardless of size, which are extinguished by site personnel, require a call to the responding Fire Department to indicate "the fire is out"
The Incident Commander will secure the area to prevent unauthorized entry and keep access roads clear for emergency vehicles
The Incident Commander will notify the Senior Executive of the fire. The Senior Executive should work with the Public Information Officer
Outreach and Communication to disseminate information
In the event that students need to be released from the school site, refer to the Reunification Annex for reunification procedures
If necessary, the Incident Commander will notify appropriate Transportation official to request transportation for student and staff evacuation.

Any affected areas will not be reopened until the Fire Department or the appropriate agency provides clearance and the Incident Commander issues authorization to do so. For fires during non-school hours, the Incident Commander and the Senior Executive will determine if the school site will open the following day.

Fire - Forest, Wildfire, or Urban Interface

General



Fires can happen in almost any place, at any time, in almost any condition or circumstance as long as there is fuel, oxygen, and heat. While District's are required to have regularly scheduled fire drills by California law it is easy to overlook the risks associated with poor housekeeping, excessive and dried wildland shrubs and trees close to the District sites and many other factors. The damage caused by fire is real and serious, but the potential hazard of smoke can sometimes be even worse.

Fire in Surrounding Area

The following procedure addresses actions that should be taken in the event that a fire is discovered in an area nearby District grounds. The initiated response actions should take into consideration the location and size of the fire, its proximity to the District site, and the likelihood that the fire may affect the District.

Incident Command Actions

Before

Review and update the "Recovery" Annex located in your Functional Annex following current State and Federal "Best Practices" guidelines
Locate and participate in CSTI's course, "Recovery From Disasters: The Local Community Role (G-205)
Identify and include your "whole community" in strengthening your Pre-Disaster Recovery framework

During

Call 911 if you see a fire or flames.
Activate and follow your Emergency Operations Plan.
Use your internal Emergency Management Alert System to communicate with staff, students and parents.
Always follow instructions from your local emergency agencies (Fire and Law Enforcement).
If trapped, call 911 and give your location, but be aware that emergency response could be delayed or impossible. Turn of HVAC and natural gas. Turn on lights to help rescuers find you if you have power. Fill sinks and tubs with water and keep windows and doors unlocked.
Ensure you have a representative designated to be in contact with Cal OES (may be specific to your region) and your local EOC
You might consider predesignating a representative to be an active member of the Recovery task force.
If your site is a designated shelter or evacuation point, follow the instructions of the organization or agency that is managing the site (ie: American Red Cross).
Follow the Cal/OSHA Protection from Wildfire Smoke regulation, Title 8, Section 5141.1 for use of N95 respirators. https://www.dir.ca.gov/title8/5141_1.html. and you can find resources on wildfire smoke safety in this Cal/OSHA link. https://www.dir.ca.gov/dosh/Worker-Health-and-Safety-in-Wildfire-Regions.html
Monitor the Air Quality Index (AQI) at www.airnow.gov and enter the zip code of the location where you will be working. The current AQI is also available from the U.S. Forest Service at https://tools.airfire.org/ or a local air district, which can be located at www.arb.ca.gov/capcoa/dismap.htm
Listen to EAS, NOAA Weather Radio, or local alerting systems for current emergency information and instructions.

If you are not ordered to evacuate but smoky conditions exist, stay inside in a safe location or go to a location where smoke levels are lower, if possible.
Avoid vigorous activities outdoors and if travelling in a vehicle in the areas affected, close windows and make sure air is on "re-circulate" mode.

After

Continue to follow your EOP Recovery Annex
Listen to authorities to find out when it is safe to return and whether water is safe to drink.
Avoid hot ash, charred trees, smoldering debris, and live embers. The ground may contain heat pockets that can burn you or spark another fire. Consider the danger to pets and livestock.
Avoid downed power lines.
Send text messages or use social media to reach out to family and friends. Phone systems are often busy following a disaster. Make calls only in emergencies.
For those that are part of the damage assessment team, ensure training on personal protective equipment (PPE) use is conducted.
Continue to monitor the Air Quality Index (AQI) at www.airnow.gov and enter the zip code of the location where you will be working. The current AQI is also available from the U.S. Forest Service at https://tools.airfire.org/ or a local air district, which can be located at www.arb.ca.gov/capcoa/dismap.htm
Contact your insurance company/insurance pool/JPA for assistance.
Document everything you do related to the fire. For more details on this process, refer to the IMReady FEMA document.
Wildfires dramatically change landscape and ground conditions, which can lead to increased risk of flooding due to heavy rains, flash flooding and mudflows. Flood risk remains significantly higher until vegetation is restored — up to 5 years after a wildfire.
Be prepared to provide emotional and wellbeing services and resources for students and staff. Mental and physical fatigue are common in these situations .
https://www.cdc.gov/disasters/wildfires/afterfire.html and https://emergency.cdc.gov/coping/index.asp and www.NCTSN.org.

Any responsible person who observes a fire in the area outside of the District should immediately call 911 and notify the Incident Commander
The Incident Commander will initiate the appropriate Immediate Response Actions, which may include Shelter-in-Place, On-Site Evacuation, or Off-Site Evacuation
The Incident Commander will call 911 (to verify – good redundancy) and provide the location and nature of the incident
The Incident Commander will act to prevent students from approaching the fire and keep routes open for emergency vehicles
The Incident Commander will work with responding emergency personnel to determine if District grounds are threatened by the fire, smoke, or other hazardous conditions
If the Incident Commander issues the On-Site Evacuation procedure, staff and students will evacuate the affected building(s) using pre-designated routes or other safe routes and convene at the Assembly Area
All District staff members must bring their student rosters and take attendance at the Assembly Area to account for all students. Staff will notify the Incident Commander of any missing students
The Incident Commander should monitor local radio stations for emergency information.
The Incident Commander will notify the Senior Executive of the emergency situation
The office of the Senior Executive should work with the Office of Public Information and Communication to disseminate information
If necessary, the Incident Commander will notify the appropriate Transportation official to request transportation for staff and student evacuation
The Incident Commander will initiate Off-Site Evacuation procedures, as described in the Evacuation Annex, if warranted by changes in conditions
• In the event that students need to be released from the District site, refer to the Reunification Annex for reunification procedures

Infectious Disease

Purpose



The purpose of the Infectious Disease annex is to help equip our organization to be ready for the unexpected – before, during, and after an infectious disease outbreak. This annex does note replace the required Injury and Illness Prevention Program (IIPP) or other health and safety orders relevant to California Occupational Safety and Health Administration (Cal OSHA) or California Department of Public Health (CDPH)requirements.

Following are two current and specific requirements:

- COVID-19 Safety Plan (CSP) – The CSP is outlined in the CDPH Guidance and Framework for K-12 schools dated January 14, 2021
- The COVID-19 Prevention Plan (CPP) – The CPP is a requirement of the Cal/OSHA COVID -19 Prevention emergency temporary standard.

Infectious diseases occur, often with little or no warning. Essentials that need to be considered include the following:
EOPs may have to be activated with community partners if there is an infectious disease outbreak;
Rapid evolution and dissemination of information about an infectious disease incident will likely require activation of the Communication Annex;
Extensive absences may cause normal operations to close for days or weeks, calling for the activation of the Continuity of Operations (COOP) Annex;
Depending on the disease, there may potentially be some deaths in the community; and,
If handled poorly, community trust in our organization is likely to be shaken.

Disease Sources

Infectious diseases are illnesses that are transmitted from one person to another through various routes. These infectious diseases can be viral, bacterial, or fungal. Some of the more common infectious diseases that may affect us are:
Gastroenteritis; norovirus; influenza; chicken pox; and hand, foot, and mouth, which are all caused by a viral infection, Bacterial infections that can cause E. Coli, MRSA, and strep throat, and Fungal infections, like ringworm.

Influenza, one of the most common infectious diseases, is a highly contagious viral disease. Pandemic influenza differs from both seasonal influenza (flu) and avian influenza in the following aspects:
It is a rare global outbreak which can affect populations around the world.
It is caused by a new influenza virus to which people do not have immunity
Depending upon the specific virus, it can cause more severe illness than regular flu
Influenza can affect young healthy people more so than older, sick people. The Department of Health and Human Services will take the lead in mobilizing a local response to pandemic influenza. Public health alerts will be reported to our organization and the community. Individual rooms, hallways or, if necessary, entire sites may be closed temporarily to contain spread of the virus.

While influenza is the most common infectious disease there are others that can greatly affect our operations, including reduction in work force size to levels that make it difficult to fulfill organizational or operational mission objectives. The “Historical Information” section of this annex identifies some of the major infectious diseases that have affected us in the near past.

Rate of Spread

Infectious diseases may be categorized according to the rate at which they infect the population. The U.S. Centers for Disease Control and Prevention (CDC) categorizes the rate at which diseases are spread as a continuum from smallest to largest: case, outbreak, epidemic, and pandemic.

Case
A case is defined as an individual with the disease.

Outbreak
An outbreak is defined as a localized, as opposed to a generalized, epidemic. This term is also used synonymously with epidemic, and is sometimes the preferred word, as it may prevent sensationalism associated with the word epidemic.

Epidemic
An epidemic is defined as the occurrence of more cases of disease than expected in a given area or among a specific group of people over a period.

Pandemic
A pandemic is defined as an epidemic occurring over a very wide area (several countries or continents) and usually affecting a large proportion of the population.

Situation and Assumptions
The World Health Organization (WHO) provides an influenza pandemic alert system, with a scale ranging from Phase 1 (a low risk of a flu pandemic) to Phase 6 (a full-blown pandemic). See Figure 1, below.
Phase 1: A virus in animals has caused no known infections in humans.
Phase 2: An animal flu virus has caused infection in humans.
Phase 3: Sporadic cases or small clusters of disease occur in humans. Human-to-human transmission, if any, is insufficient to cause community-level outbreaks.
Phase 4: The risk for a pandemic is greatly increased but not certain.
Phase 5: Spread of disease between humans is occurring in more than one country of one WHO region.
Phase 6: Community-level outbreaks are in at least one additional country in a different WHO region from phase 5. A global pandemic is under way.

Figure 1: Infectious Disease Phases (WHO)



Concept of Operations

We monitor the following levels of activation for our EOP and Emergency Operations Center:

Level 3 (lowest level):

This level implies that, with modest augmentation, the lead agency or program can address the primary needs of the response. In the United States, many small natural disasters or environmental responses fall into this activation level.

Level 2 (intermediate level):

This level implies substantial augmentation is required for the lead agency or program to meet response requirements.

Level 1 (highest level):

This level requires an agency wide response and often includes domestic and international partners. As an example, there have been five Level 1 activations since 2005: Hurricane Katrina (2005), influenza A (H1N1) pandemic (2009–10), Ebola virus disease outbreak (2014–2016), Zika virus outbreak (2016–2017), and Coronavirus Disease 2019 (2019-202?).

Continuity of Operations (Annex Specific)

Important Notice

Occupational Health and Safety standards impose additional requirements on employers to protect employees from airborne infectious diseases like COVID-19 and pathogens transmitted by aerosols. Under section 3203 of California's general industry safety regulations, employers must establish, implement, and maintain an effective Injury and Illness Prevention Program (IIPP) to protect employees from workplace hazards. Employers are required to determine if the infectious disease is a hazard in their workplace. If it is a workplace hazard, then employers must implement infection control measures, including applicable and relevant recommendations from federal, state and local guidelines. It is the employer's responsibility to maintain a current and relevant IIPP.

All staff are to be informed regarding protective actions and/or modifications related to this plan. Messaging and risk communications during an emerging infectious disease or pandemic will be conducted by our Emergency Operations Center. Guidance and instructions on established infection control measures such as social distancing, personnel

protective equipment and telework polices are provided by our Emergency Operations Center to assist in limiting the spread of influenza at the primary and alternate worksites.

Within the workplace, social distancing measures could take the form of:

Modifying the frequency and type of face-to-face employee encounters (e.g., placing moratoriums on hand-shaking, substituting teleconferences for face-to-face meetings, staggering breaks, posting infection control guidelines);
Establishing flexible work hours or worksite, (e.g., telecommuting);
Promoting social distancing between employees and those with whom they interact to maintain six-feet spatial separation between individuals; and
Implementing strategies that request and enable employees with influenza to stay home at the first sign of symptoms.

Frequent, daily contact is important to keep our employees informed about developments in our response, impacts on the workforce, and to reassure employees that we are continuing to function as usual.
When necessary, our planners and pandemic response teams will include deliberate methods to measure, monitor, and adjust actions to changing conditions and improved protection strategies.

Implement a formal worker and workplace protection strategy with metrics for assessing worker conformance and workplace cleanliness.
Monitor and periodically test protection methods.
Track and implement changes in approved or recommended protection measures.
Pre-position material and equipment onsite.
Ensure essential personnel are at the primary worksite.
Reaffirm that essential suppliers have their material and personnel on-hand and can respond, and support as planned.
Coordinate with local public health and emergency response points of contact to ensure open, adequate communications.

Organization and Assignment of Responsibilities

We utilize the Standardized Emergency Management System (SEMS) which incorporates the Incident Command System (ICS) as the method of managing a crisis or event until operations return to “normal.” This includes activation, when necessary, of incident command posts and the activation of our EOC.

Plan Development

During the health crisis it is vital that we capture lessons learned and alternative practices to our operations as they occur
Maintain a central depository for this information to use it following the crisis to update this annex and our EOP in general
It is our intent to review our EOP and annexes at least annually and update as necessary to maintain a best-practices EOP
We will share this annex periodically with our Health partners to ensure it has captured the most current trends and practices

Authorities and References

In the United States, the responsibility for public health rests primarily with city or county and state public health agencies. All states and many large counties and cities have their own public health departments. Although many public health investigations are conducted with local resources, a city, county, or state health department can request field

epidemiologic or laboratory assistance from the next higher-level public health agency in response to a large or complex outbreak or problem that requires additional staff, expertise, or other resources.

In the United States, the Centers for Disease Control and Prevention (CDC) is the highest-level public health agency. Federal prisons, military bases, and tribal reservations have their own independent health systems but also can request assistance from CDC. Globally, countries can request assistance for field investigations from the World Health Organization, which coordinates with its members for needed resources. The Centers for Disease Control and Prevention (cdc.gov) contains the most current and relevant information on specific exposures and the appropriate practices and protocols.

Incident Command Actions

Before

One of the best things to do prior to an infectious disease incident is to identify, collect, and maintain current and relevant contact information of organizations and agencies that will be important to our ongoing operations. These should include local, state, and federal public health jurisdictions such as:
Your local health department contact
(Searchable database https://www.naccho.org/membership/lhd-directory)
California Department of Public Health – https://www.cdph.ca.gov/
Centers for Disease Control and Prevention (CDC) - https://www.cdc.gov/

Building and maintaining relationships with local health officials cannot be over emphasized. This effort before an infectious disease outbreak will prove invaluable as we seek support and guidance in maintaining, shutting down, and resuming operations.

In addition to this practice it is important to identify and document operational norms and standards that you maintain on an ongoing basis. These records will greatly help you resume operations following a major infectious disease event.

During

We activate our Emergency Operations Plan at a level sufficient to stay ahead of issues as much as possible including the activation of:
Communication annex
Continuity of Operations Plan (COOP) annex

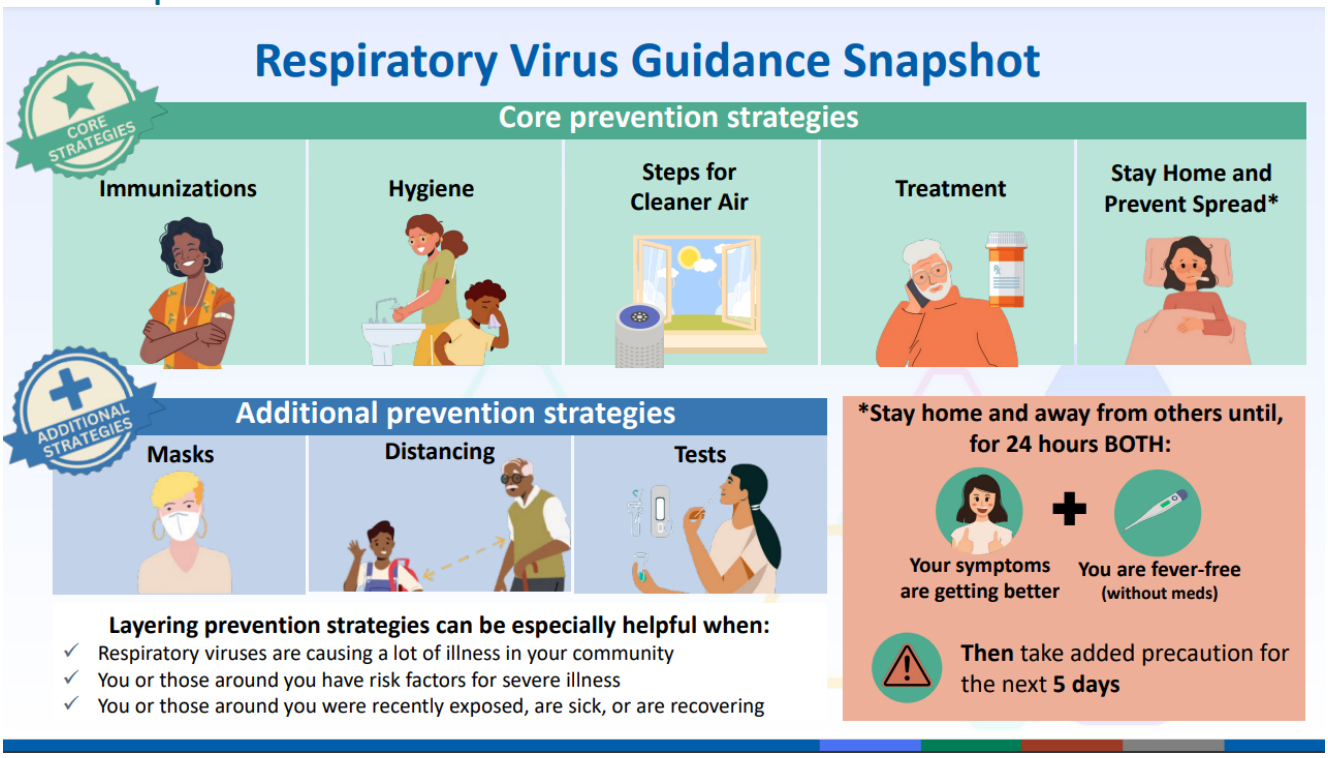
Additional actions include:
Maintain contact with our local Health Department and coordinate our actions based upon their recommendations
Collect preventive informational flyers and documents and disseminate to staff and/or students, as relevant
Activate heightened surveillance of illness within our sites. Gather data on symptoms of all students and/or staff who are sick at home.
Insure those who are ill stay home
Send the sick home immediately
Provide fact sheets and guidelines for families to make them aware of symptoms and remind them of respiratory hygiene etiquette
Monitor bulletins and alerts from the Department of Health and Human Services
Keep staff and students informed of developing issues
Assist the Department of Health and Human Services in monitoring outbreaks
Respond to media inquiries regarding organization attendance status
Implement telework procedures, if necessary, so that staff can stay home

Maintain surveillance after the initial epidemic in the event a second wave passes through the community

After

As with any major crisis or incident the major goal of our institution is to get things back to “normal.” This means restoration of our primary operations back to pre-incident or event levels. This is most effectively accomplished when there are accurate and well-maintained records and practices in place that help us on this recovery journey. Following are key concepts and actions that should be considered in getting back to “normal.”

COVID-19 Specific Guidance



Power and Utility Failure



Extended power outages may impact the whole community and the economy. A power outage is when the electrical power goes out unexpectedly. A power outage may:
Disrupt communications, water, and transportation
Close retail businesses, grocery stores, gas stations, ATMs, banks, and other services
Cause food spoilage and water contamination
Prevent use of medical devices

Protect Students And Staff During A Power Outage

Keep freezers and refrigerators closed
Only use generators outdoors and away from windows or air intakes
Do not use gas appliances for heating
Disconnect appliances and electronics to avoid damage from electrical surges
Have alternate plans for refrigerating medicines or using power-dependent medical devices
If safe, go to an alternate location for heat or cooling

Electrical Systems

The M&O Department should identify the location of all electrical main and subpanels throughout the site
Use a clean and clear site map of each site and label the map “Electrical Systems Field Operations Guide” (known as the Electrical Systems FOG)
Indicate the locations of the main electrical shut-off and each sub-panel main shut-off in the Electrical Systems FOG
Include a photo of each panel and label the photos corresponding to the panel numbers
If panels do not have a numeric identifier, consider adding that at all panel locations
Label the site main and subpanel main shut-off for each panel so as to minimize confusion
Laminate or plastic-protect the Electrical Systems FOG and provide to designated and trained employee(s) who will be responsible for emergency shutdown and restoration following an electrical failure

Backup Supplies and Other Resources

Identify all of the items needed that rely on electricity
Identify and have emergency plans for students or staff relying upon medical devices powered by electricity and refrigerated medicines
Find out how long medication can be stored at higher temperatures and get specific guidance for any medications that are critical for life
Plan for batteries and other alternatives to meet our needs when the power goes out
Sign up for local alerts and warning systems. Monitor weather reports
Ensure that any carbon monoxide detectors are in working order and that battery backups are available
Determine whether the phone system will work in a power outage and how long battery backup will last
Review the supplies that are available in case of a power outage
Have flashlights with extra batteries available for individual rooms or offices without exterior light sources
Maintain an inventory of nonperishable food and water
Regularly check the thermometer in the refrigerator and freezer so that we can know the temperature when the power is restored. Throw out food if the temperature is 40 degrees or higher
Keep mobile phones and other electric equipment charged and gas tanks full

Survive During

When power goes out, a trained and responsible employee should:
Keep freezers and refrigerators closed. The refrigerator will keep food cold for about four hours. A full freezer will keep the temperature for about 48 hours. Use coolers with ice if necessary. Monitor temperatures with a thermometer.
Maintain food supplies that do not require refrigeration
Avoid carbon monoxide poisoning. Generators and any fuel or gas-powered devices should always be used outdoors and at least 20 feet away from windows
Turn off or disconnect all appliances, equipment, or electronics. Power may return with momentary “surges” or “spikes” that can cause damage

Power Restoration

When in doubt, throw it out! Throw away any food that has been exposed to temperatures 40 degrees or higher for two hours or more, or that has an unusual odor, color, or texture
If the power is out for more than a day, discard any medication that should be refrigerated, unless the drug’s label says otherwise. If a life depends on the refrigerated drugs, consult a doctor or pharmacist and use medicine only until a new supply is available

Severe Weather

Purpose



The State of California is vulnerable to a variety of severe weather hazards. This incident annex addresses the hazards associated with severe weather. When severe weather occurs, the impacts can be devastating and may affect isolated locations or multiple jurisdictions simultaneously.

When the impacts exceed the capabilities of local jurisdictions, the State must respond in a prompt, organized, and efficient manner to save lives, mitigate property damage, and restore a sense of normalcy to the community. This response is coordinated through the Governor's Office of Emergency Services (OES) in concert with local, state, Federal, volunteer, and private sector partners.

Situation and Assumptions

El Niño

During El Niño, trade winds weaken. Warm water is pushed back east, toward the west coast of the Americas. El Niño means Little Boy in Spanish. South American fishermen first noticed periods of unusually warm water in the Pacific Ocean in the 1600s. The full name they used was El Niño de Navidad because El Niño typically peaks around December.

El Niño can affect our weather significantly. The warmer waters cause the Pacific jet stream to move south of its neutral position. With this shift, areas in the northern U.S. and Canada are dryer and warmer than usual. But in the U.S. Gulf Coast and Southeast, these periods are wetter than usual and have increased flooding.

Hail

Hail is considered severe when it reaches 1 inch in diameter. Hail can reach sizes much larger than the severe threshold size. Hail causes close to $1 billion in damage to property and crops each year in the U.S. While property is typically at greatest risk for hail damage, the National Oceanic and Atmospheric Administration (NOAA) estimate that 24 people are injured from hail each year.

Thunderstorms

The National Weather Service (NWS) defines a severe thunderstorm as any storm that produces one or more of the following: a tornado, damaging wind speeds of 58 mph (50 knots) or greater, and/or hail 1 inch in diameter or larger.

Continuity of Operations (Annex Specific)

The goal of emergency management is to restore operations of any organization back to its primary purpose, or "normal." In some cases, restoration of operations may have to be a new normal.

Organization and Assignment of Responsibilities

This organization follows SEMS/NIMS requirements, specifically incorporating the Incident Command System into emergency and incident operations.

Plan Development

This annex was selected for inclusion in this Emergency Operations Plan (EOP) following best practices Hazard/Threat Analysis and is reviewed annually for currency and applicability.
Severe weather-related hazards can occur at any time throughout the year

Local jurisdictions adversely affected by severe weather may declare local State of Emergency upon being affected
Local jurisdictions adversely affected by severe weather may use mutual aid agreements as part of their response to the disaster
Local jurisdictions affected by severe weather may request resources from the State as the situation evolves

Authorities and References

Center for Disease Control - Natural Disasters and Severe Weather
National Weather Service – Severe Weather Awareness
Ready.Gov – Severe Weather

Incident Command Actions

For predictable severe weather, such as excessive rain, wind, and/or snow, the following should be included in your procedures:

Eureka Senior High School

2025 – 2026 Comprehensive School Safety Plan

Eureka City Unified School District

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Section 1 - Introduction

SB 187 & AB 1747 Compliant Document

Preface

This comprehensive school safety plan is evaluated, and amended as needed, no less than once per year per Education Code section 35294.2(e)). This plan is available for public inspection during normal business hours at the Eureka City School District office located at 2100 J Street, Eureka, CA 95501. For questions regarding this plan please call (707) 441-2400.

NOTE: Tactical responses to criminal incidents are excluded from this public inspection document. This document is not available for public inspection on the internet.

An “Inspection Log” is utilized to record the name, address, phone number and identification method of all individuals that perform a public inspection of this plan.

Development and Update of the Eureka Senior High School CSSP

CSSP Planning Dates

Date of Meeting	Location	Time
9/4/2025	Library	3:45 PM
10/2/2025	Library	3:45 PM
11/12/2025	Library	3:45 PM
12/4/2025	Library	3:45 PM

CSSP Public Meeting

Date of Meeting	Location	Time
School Climate Committee	Library	3:45 PM
Autodialer	cell phone	4:00 PM
PTSA	Library	5:30 PM

Eureka Senior High School's CSSP SSC/Safety Committee

Separate Safety Committee or Parent Advisory Council

School Stakeholders for Planning and Approval

Administrators:

Rebecca Baugh

Teachers:

Mauro Staiano - ELA Teacher/ Department Chair/ SCC Member

Sarah LeGar- Social Science Teacher/ SCC Member

Savannah Polizzi- Librarian/ SCC Member

Kaitlyn DeHart- TOSA Instructional Coach/ Student Activities/ SCC Member

Laura Wright- Special Education Teacher/ Department Chair/ SCC Member

Ashlynn Cox- Science Teacher/ SCC Member

Aimee Talmadge- ELA Teacher/ AVID Teacher/ SCC Member

Parents:

Nan Voss

Classified:

Monica Sifuentes- School Psychologist/ SCC Member

SaraDee Duncan- Wellness Lead/ SCC Member

Jane Huang- Restorative Practice/ SCC Member

School Site Council Representative (If Title 1 School):

Counselors:

Monica Sifuentes

Law Enforcement, Fire Department, Emergency Response

Anytime the CSSP is updated per California Education Code 32281 requires the updates be submitted to and reviewed by both a local law enforcement official and fire department official. The following officials were notified and given copies of the updated plan for review.

Sheriff, Police Agency/Name/Title: Officer Baker, SRO, Eureka Police Department, Todd Jarvis, Interim Chief of Police,
Notification to Date of Consultation: 12/9/2025

Fire Department Agency/Name/Title: Sean Robertson, Fire Chief, Humboldt Bay Fire
Notification to Date of Consultation: 12/9/2025

Probation Agency/Name/Title:
Notification to Date of Consultation:

Other:

Notification to Date of Consultation:

Communicating Plan to the Public

Prior to final SSC/Safety Committee approval of the CSSP the school must present the plan to the Public at a meeting at the School Site.

Required Invitees to Public Meeting

Title	Name	Date Invited	How Invited
Mayor	Kim Bergel	12/8/2025	email
Rep From School Employee Org	Tina Traylor	12/8/2025	email
Rep from PTA	Rebecca Baugh	12/8/2025	email
Rep from Teacher Org	Matt Muldoon	12/8/2025	email
Rep from Student Body Govt	Micheal German	12/8/2025	email
Any person requesting invite			

The School Community was notified of the meeting for review of the Comprehensive School Safety Plan through the following:

The community was notified via Parent Square, email, autodialer and social media. These announcements went out the weeks of December 1-11, 2025.

Vision Statement

Every Learner, Every Day: Engaged, Empowered, and Future-Ready

Mission Statement

To provide our students a relevant, engaging, and comprehensive education, empowering all to be college and/or career ready global citizens.

Final Approval Meeting Minutes

CSSP Committee Meeting Where Plan is Approved

Date of Meeting	Location	Time	Minutes
12/11/2025	Library	3:45 PM	



EHS School Climate Committee Agenda

12/11/25 3:45-4:45



Code of Cooperation: Supportive, Purposeful, Embrace Challenges, Speak Your Truth

Members: Rebecca Baugh, Ashlynn Cox, Mauro Staiano, Savannah Polizzi, Sarah LeGar, Kaitlan DeHart, Aimee Talmadge, Talia Ciarabellini, SarahDee Duncan, Jane Huang, Darlize Chang, Liz Rominger, Laura Wright, Monica Sifuentes, Kristi Landry

Absent: Visitors: Sarah LeGar, SarahDee Duncan, Laura Wright, Monica Sifuentes

Item	What	Why	Resources/Activities & Learning Intention
Welcome	Review our Norms	To refresh our values.	Learning Intention: We are learning to build our climate and culture at Eureka High School for the 2025-26 school year.
Holiday Cookie Share	Bring a holiday cookie to share! Bring 15 copies of the recipe!	To celebrate each other!	SCC Attendance List EHS TFI Multi Year
Introduction	• "Teaching is ultimately an act of hope. Every time I teach a lesson, I hope it will inspire learning. Every time I intervene with a struggling student, I hope it will change the trajectory of their path. The temptation to fall into cynicism is alive and well in education. *However, hope is a choice I make everyday.*" - Rachel Jorgensen, Educator • "Year's end is neither an end nor a beginning but a going on, with all the wisdom that experience can instill in us." — Hal Borland	• Which quote speaks to you? • Share with the group	Rotation: - September: Staff Supports - October: Data - November: Student Supports - December: Curriculum - January: Wellness - February: Staff Supports - March: Data - April: Student Supports - May: Curriculum

			there is no quiz for the class! (Questions are still discussed). Brings excitement and energy every time, and occasionally someone gets to be a hero. Move to an admin led collaboration! Possibly in February
New Business (If time permits)	Review and Approve School Safety Plan CSSP (School Safety Plan)	To promote positive school climate and culture	Motion: Kristi Landry 2nd: Elizabeth Rominger All in Favor
Closure with Homework	Meet with your subcommittee and fill out the SCC Subcommittee Share Out document		
Notes	Student Supports: Need to email Kim about the Stellar Student drawing. Announcement? Data: admin should do another cell phone sweep. Do on the same day as teacher grade checks? Wellness: Goes to assess needs; start campaign for Sources of Strength Rebecca find out specifics of CAASPP testing/CAST testing scores Questions about vaping and hall supervision Admin Led: Discussion about students in the library; policies All subcommittees: - Review TFI table		

EHS School Climate Team Meeting Dates

August 29 * September 11 * October 9 * November 13 * December 11 * January 8 * February 12 * March 12 * April 9 * May 14 * June 11 (end of year celebration)

	Systems Clarity Updates:		coaches can't ☐ Email sent to Omar, pending response • Greet at the Door - • Stellar Student Cards • Refrigerator Cards • On a roll - attendance improvement awards • Honor roll • Chromebook stickers • Attendance phone calls • Affective statements for attendance • Principal's prize patrol - pick a period and class every 2 weeks based on attendance records • Community Building Circles - Rebecca will draft email with resources to send to staff & Kaitlin's main building room will be available as a space upon email request.
Old Business	New Teacher Check In	To support new teachers with logging in to PowerSchool, writing BTFs, and general questions.	☐ Hillary Manion - ELA - Aimee Talmadge ☐ Daniel Eden - Social Studies - Rebecca Baugh ☐ Sarah LeGar - Social Studies - Savannah Polizzi ☐ Tara Burrows - SPED- Mauro Staiano ☐ Rachel Smith - SPED- Savannah Polizi ☐ Melissa Lefebvre - VAPA - Kaitlan DeHart ☐ Jacob Ireland - Kaitlan DeHart ☐ Kessie McQuillen - World Language - Rebecca Baugh ☐ Beth Noel - Ag- Ashlynn Cox ☐ Talia Ciarabellini - CTE- Rebecca Baugh
Old Business	TFI	To review and create a baseline for our TFI	Review and make sure that the TFI has been assigned values correctly.
New Business	Brainstorm positive activities for Fridays to combat behavior and keep up morale!	Data shows a huge increase in BTFs on Fridays.	List Example: Every Friday each student gets one shot on the mini basketball hoop. If anyone makes a shot

EHS School Site Council Meeting Agenda

Date: Tuesday December 9, 2025
Time: 5:30 - 7:00 PM
Location: High School Library Conference Room

I. Call to Order (5:30 PM)

- *Introductions/Roll Call/Establishment of Quorum*
  - ***Present: B. Payton, L. Path***
- *Approval of Agenda*
- *Approval of September Meeting Minutes*

II. Public Comment (5:40 PM)

- *Opportunity for community members to address the Council on items not on the agenda.*
- *Cameron Saso - Community School Liaison, individual support specifically for housing insecure students*

III. Reports (5:55 PM)

- *Principal's Report:*
  - *Update on school activities and events*
    - *Logger Classics Spirit Week 12-12 to 12-19*
      - *Logger Classic Tournament reduced to JV*
      - *Transportation costs for out of region schools*
    - *Winter Break 12-22 to 1-2*
    - *Athletic Boosters Meeting 1-6 5:45 Lib.*
    - *PTSA Meeting 1-7 6 pm Large Conf.*
    - *FFA 1-7 AG*
    - *Music Boosters 6 pm Music Building*
    - *PAC 1-13 6pm DO*
    - *ELAC 1-15 5:30 M206*
    - *DLAC 1-20 6 pm DO*
  - *Report on student attendance and discipline*
    - *ADD REPORT HERE*
    - *Attendance*
      - *Chronically Absent = ~ 18% - No Absence Issues = 10%*
    - *Behavior - Suspendable offenses, teen court option alternative route, Offenses by Ethnicity*

- *Other*
  - *ECS "Designing Tomorrow" Mission and Vision of District - digital version online, moving towards competency based education.*
- *President's Report:*
  - *No report -*
- *Teacher's Report:*
  - *Update on instructional strategies and student progress.*
  - *J. Tenorio: Lunch33 has been positive, has heard positive things from volleyball group. SPED teacher was pulled to be therapeutic support teacher but now it is being dissolved (TSC). SPED teachers are overloaded - high caseloads, being pulled thin, SPED teachers will have more time to reach out to students - hoping to see positive change in students. Less prep for SPED teachers. Hopes there will be a change during semester 2.*
- *Student Representative Report:*
  - *Student activities and concerns*
  - *Competency Based learning has come into full effect - students being pulled out to give opinion on what they thing should be changed - making voices heard*
  - *CTE Coordinators come into CTE classes to see how those students/classes are doing*
  - *Competency based learning hopefully be a more helpful thing for enrollment for EHS along with less chronic absenteeism*
  - *Homecoming week was a blast. ASB made lots of money from homecoming dance*
  - *Fall Sports ended*
  - *FFA Convention in Indianapolis*
  - *Annual Canned food drive*
  - *Thanksgiving Basket, and Stocking stuffers drive*
  - *ASB does student recognition events*
  - *German student shadowed EHS student in October, positive experience for everyone*
- *ELAC Representative Report:*
  - *Parent Leadership Academy through True North - different workshops based to assist involving parents.*
  - *Next Meetings: Thursday December 18 and January 15*

IV. Action Items (6:15 PM)

- *Review and Approve **School Site Safety Plan** presented by Ms. Rebecca Baugh, Assistant Principal at EHS (15 min.)*

Section 2 – Action Plan

(Policies and Procedures have been excerpted and reformatted for this document.
Code and Legal References have been removed. For access to documents in their original and approved form please contact the Risk Management Office.)

Action Plan

This action plan was developed and updated by our SSC/Safety Committee through a comprehensive review of date from multiple sources.

- Suspensions
- Expulsions
- Chronic Absences
- Law Enforcement Calls for Service at Site
- Community Crime Data

Areas of Pride/Accomplishments*

- EHS, along with the district, is working to change enrollment by focusing on the number of inter-district transfer students out of the district at critical transitions including kindergarten, 5th to 6th grade and into high school. An active public relation campaign and launch of our Facebook page continue to change the perceptions about EHS around in the community. EHS has moved the timeline for enrollment up as we research changing the overall schedul based on student voice and choice.
- The number of sections offered has increased from 222 in 2018-19 to 236 currently. Focus has been on maintaining a variety of programs both in the arts and career technical education. We have hired 0.6 Culinary Arts teacher who offers both culinary arts courses I and II as well as food handler certification. We also now include a Biology and Community Health course where students can complete their CPR certification as well as develop EMT and nursing skills. This course aims to develop our student's skills in the much-needed areas of health in the hopes that they will provide health services and stay in our community. We are also incorporating more CTE courses, including wood, auto, media productions, and many Agriculture based courses.
- These significant changes have led to a much tighter master schedule. The number of classes with less than 20 students has decreased dramatically, other than in special education. The ability to run key introductory 9th grade classes smaller than the contractual limit has diminished. The importance of having students accurately ballot for classes, select alternatives and complete AP/honors contracts has become reality in building a schedule.
- EHS has increased the number of CTE sections, including an additional section of Ag mechanics and auto 1 this year. Dual enrollment has also increased, with accounting being dual enrollment for the first time in several years and over 20 students dual enrolled in welding. The number of CTE completers has increased from 26 in 2017-18 to 68 in 2020-21. EHS has steady enrollment of 40% of students enrolled in one or more CTE courses.
- The pandemic brought immediate training in online learning platforms and the need to purchase more chrome books that could be checked out to students remotely during COVID-related school campus closures. EHS went from having limited access to devices and teacher sign-up sheets for computer labs, to having each student check out their own Chromebook from the school library.
- During the pandemic, hot spots were provided to families living in remote areas of our district with limited internet access. Additionally, the staff has been provided with Chromebook in addition to double monitors in the classroom to incorporate hybrid learning. All staff have been trained in Google Classroom and various other online platforms including, but not limited to JamBoard, PearDeck, Screencastify, NearPOD, and EdPuzzle.
- EHS has built a strong School Climate Committee with subcommittees based in curriculum, student supports, staff supports, data analysis (SWISS) and wellness. This team works together to provide professional development as well as to address the critical learner needs of the campus. EHS has also built a Tier II team to support students with social, emotional, and academic concerns outside of the Tier 1 classroom and community setting. EHS has recently implemented a Tier III team to support students most in need of extra support.

Findings & Desired Improvements*

- Additional social emotional support services to ensure students are connected.
- Increase student stamina and willingness to persist when engaged in academics.
- Increase the number of students qualified for A-G, while still maintaining breadth of CTE and elective offerings.
- Incorporate real world applications and cross curricular opportunities.
- All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and the college- and career-readiness standards in order to meet graduation requirements.
- The school provides an effective, rigorous, relevant, and coherent curriculum based on current educational research and thinking that supports the academic standards.

Priorities/Goals for Safe and Orderly Environment*

Eureka High School creates a culture and climate of safety through the implementation of different supports facilitated through the School Climate Committee and the EHS Way.

Overall Strategies for the 2025-2026 School Year are:

All staff participate in safety drills including fire, earthquake and lockdown.
All staff are trained in the "EHS Way" offering Tier 1 supports for students in the classroom, school, and common areas.
All staff are given resources for submitting referrals for students in need of Tier II and Tier III support.

Component 1 People and Programs (School Climate)

EHS will provide a space for belonging, engagement and student ownership. In this all students will feel connected, responsible and accountable for their behavior.

Component 2 Places (Physical Environment)

All students will be able to reach their full academic potential in clean, modernized, and welcoming facilities.

Policies and Procedures for Positive School Climate

Section 3 – Data Analysis

School Performance Overview Dashboard

Student Population

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

This section provides information about the school's student population.

2024-25 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
1162	**52%**	**12%**	**1.5%**
Total Number of Students enrolled in Eureka Senior High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	140	12%
Foster Youth	17	1.5%
Homeless	56	4.8%
Socioeconomically Disadvantaged	604	52%
Students with Disabilities	165	14.2%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	21	1.8%
American Indian	45	3.9%
Asian	98	8.4%
Filipino	6	0.5%
Hispanic	306	26.3%
Two or More Races	132	11.4%
Pacific Islander	22	1.9%
White	532	45.8%

School and Student Performance Data

Overall Performance

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”


Red

Lowest Performance


Orange


Yellow


Green


Blue

Highest Performance

2025 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Orange	**Graduation Rate**  Blue	**Suspension Rate**  Orange
Mathematics  Yellow	**Chronic Absenteeism**	
English Learner Progress  Green		
College/Career  Blue		

School and Student Performance Data

Academic Performance
English Language Arts

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Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
1	3	1	0	0

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
 Orange	 Red	 No Performance Color
3.3 points below standard	93.5 points below standard	93.1 points below standard
Maintained 2.2 points	Declined 11.9 points	Declined 4.9 points
254 Students	39 Students	22 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
 No Performance Color	 No Performance Color	 Orange
Fewer than 11 students - No Data for Privacy	62.4 points below standard	15.6 points below standard
3 Students	14 Students	Maintained -0.8 points
		166 Students

Students with Disabilities	African American	American Indian
 Orange	 No Performance Color	 No Performance Color
98.8 points below standard	Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy
Increased 39.1 points	2 Students	9 Students
31 Students		

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Orange
37.9 points above standard	Fewer than 11 students - No Data for Privacy	40.1 points below standard
Increased 64.2 points	1 Student	Declined 22.8 points
28 Students		67 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Yellow
11.1 points below standard	Fewer than 11 students - No Data for Privacy	15.3 points above standard
Increased 40.6 points	9 Students	Maintained 1.5 points
27 Students		112 Students

School and Student Performance Data

Academic Performance
Mathematics

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
2	1	2	0	0

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2025 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Yellow	 Red	 No Performance Color
93.7 points below standard	171.6 points below standard	189.5 points below standard
Increased 6.9 points	Declined 4.2 points	Declined 29.8 points
255 Students	39 Students	22 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Yellow
Fewer than 11 students - No Data for Privacy	157.6 points below standard	109.6 points below standard
3 Students	Increased 75 points	Increased 9 points
	14 Students	167 Students

Students with Disabilities	African American	American Indian
 Orange	 No Performance Color	 No Performance Color
174.4 points below standard	Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy
Increased 25.8 points	2 Students	9 Students
32 Students		

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Red
61.5 points below standard	Fewer than 11 students - No Data for Privacy	126.5 points below standard
Increased 36 points	1 Student	Maintained 1 points
28 Students		67 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Yellow
120.6 points below standard	Fewer than 11 students - No Data for Privacy	69.5 points below standard
Increased 20.8 points	9 Students	Increased 7.4 points
28 Students		112 Students

School and Student Performance Data

Academic Performance
Science

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Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Science Equity Report

Red	Orange	Yellow	Green	Blue
0	2	1	1	0

This section provides a view of how well students are meeting grade-level standards on the Science assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2025 Fall Dashboard Science Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Yellow	 Orange	 No Performance Color
50.7 science points	38.5 science points	35.8 science points
Declined 4.7 points	Declined 2.5 points	Declined 3.6 points
300 Students	37 Students	23 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Yellow
Fewer than 11 students - No Data for Privacy	40.4 science points	48.6 science points
3 Students	Increased 6.7 points	Declined 3 points
	15 Students	190 Students

Students with Disabilities	African American	American Indian
		
No Performance Color	No Performance Color	No Performance Color
36 science points	Fewer than 11 students - No Data for Privacy	43.5 science points
Declined 5.1 points	7 Students	14 Students
29 Students		

Asian	Filipino	Hispanic
		
No Performance Color	No Performance Color	Orange
54.7 science points	Fewer than 11 students - No Data for Privacy	44.5 science points
Maintained 0.8 points	2 Students	Declined 2.7 points
22 Students		83 Students

Two or More Races	Pacific Islander	White
		
No Performance Color	No Performance Color	Green
53.6 science points	Fewer than 11 students - No Data for Privacy	55.1 science points
Increased 6.2 points	5 Students	Declined 7.1 points
29 Students		138 Students

School and Student Performance Data

Academic Performance
English Learner Progress

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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2025 Fall Dashboard English Learner Progress Indicator

English Learner Progress	Long-Term English Learner Progress
	
Green	Green
57.7 making progress.	61 making progress.
Number Students: 123 Students	Number Students: 100 Students

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2025 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
14.6%	27.6%	19.5%	38.2%

School and Student Performance Data

Academic Performance
College/Career Report

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This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.



Very Low

Lowest Performance



Low



Medium



High



Very High

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue
3	3	0	0	0

Explore information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2025 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
		
Blue	Green	Green
Prepared 76.4%	Prepared 57.9%	Prepared 63.3%
Increased 25.2%	Increased 33.9%	Increased 37.7%
263 Students	38 Students	30 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
		
No Performance Color	No Performance Color	Blue
Fewer than 11 students - No Data for Privacy	Prepared 42.1%	Prepared 73.1%
3 Students	Increased 11.1%	Increased 27.1%
	19 Students	197 Students

Students with Disabilities	African American	American Indian
		
Blue	No Performance Color	No Performance Color
Prepared 72.2%	Fewer than 11 students - No Data for Privacy	Prepared 75%
Increased 57.6%	4 Students	Increased 38.6%
36 Students		12 Students

Asian	Filipino	Hispanic
		
No Performance Color	No Performance Color	Green
Prepared 85.7%	Fewer than 11 students - No Data for Privacy	Prepared 61.3%
Increased 35.7%	1 Student	Increased 27.5%
21 Students		80 Students

Two or More Races	Pacific Islander	White
		
No Performance Color	No Performance Color	Blue
Prepared 66.7%	Fewer than 11 students - No Data for Privacy	Prepared 87.4%
Increased 23.2%	2 Students	Increased 24.7%
24 Students		119 Students

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

School and Student Performance Data

Academic Engagement
Graduation Rate

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Graduation Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	0	0	1	5

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2025 Fall Dashboard Graduation Rate for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Blue	 Blue	 Blue
96.6% graduated	97.4% graduated	100% graduated
Increased 4.7%	Increased 9.1%	Increased 7.7%
266 Students	38 Students	30 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Blue
Fewer than 11 students - No Data for Privacy	89.5% graduated	96% graduated
4 Students	Increased 3.3%	Increased 3.4%
	19 Students	199 Students

Students with Disabilities	African American	American Indian
 Green	 No Performance Color	 No Performance Color
89.5% graduated	Fewer than 11 students - No Data for Privacy	100% graduated
Increased 18.6%	4 Students	Increased 9.1%
38 Students		13 Students

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Blue
100% graduated	Fewer than 11 students - No Data for Privacy	95% graduated
Maintained 0%	1 Student	Increased 11.9%
21 Students		80 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Blue
91.7% graduated	Fewer than 11 students - No Data for Privacy	97.5% graduated
Declined 8.3%	2 Students	Increased 4.2%
24 Students		121 Students

School and Student Performance Data

Conditions & Climate
Suspension Rate

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Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	3	3	4	0

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2025 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Orange	 Green	 Green
6.5% suspended at least one day	3.4% suspended at least one day	2.6% suspended at least one day
Maintained -0.2%	Declined 2.2%	Declined 3.1%
1224 Students	149 Students	115 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 Orange	 Yellow
8% suspended at least one day	14.9% suspended at least one day	7.3% suspended at least one day
Declined 3.8%	Declined 3.7%	Declined 0.3%
25 Students	101 Students	805 Students

Students with Disabilities	African American	American Indian
		
Yellow	No Performance Color	Yellow
9.2% suspended at least one day	23.8% suspended at least one day	9.8% suspended at least one day
Declined 5.5%	Declined 2.3%	Declined 3.7%
185 Students	21 Students	51 Students

Asian	Filipino	Hispanic
		
Orange	No Performance Color	Green
2% suspended at least one day	Fewer than 11 students - No Data for Privacy	4.6% suspended at least one day
Increased 2%	6 Students	Declined 1.3%
101 Students		327 Students

Two or More Races	Pacific Islander	White
		
Green	No Performance Color	Orange
5.7% suspended at least one day	8.7% suspended at least one day	7.8% suspended at least one day
Declined 4.5%	Declined 1.3%	Increased 1.5%
141 Students	23 Students	554 Students

Section 4 – Policies and Procedures

(Policies and Procedures have been excerpted and reformatted for this document.
Code and Legal References have been removed. For access to documents in their original and approved form please contact the Risk Management Office.)

Child Abuse Prevention and Reporting – BP/AR 5141.4

Original Adopted Date: 12/10/2015 | Last Revised Date: 12/11/2025 | Last Reviewed Date: 12/11/2025Status: ADOPTED

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

The Superintendent or designee may provide a student who is a victim of abuse with school-based mental health services or other support services and/or may refer the student to resources available within the community as needed.

Child Abuse Prevention

The district's instructional program may provide age-appropriate and culturally sensitive child abuse prevention curriculum which explains students' right to live free of abuse, includes instruction in the skills and techniques needed to identify unsafe situations and react appropriately and promptly, informs students of available support resources, and teaches students how to obtain help and disclose incidents of abuse.

The district's program also may include age-appropriate instruction in sexual abuse and sexual assault awareness and prevention. Upon written request of a student's parent/guardian, the student shall be excused from taking such instruction. (Education Code 51900.6)

The Superintendent or designee may display posters, in areas on campus where students frequently congregate, notifying students of the appropriate telephone number to call to report child abuse or neglect. (Education Code 33133.5)

In addition, student identification cards for students in grades 7-12 shall include the National Domestic Violence Hotline telephone number. (Education Code 215.5)

The Superintendent or designee shall, to the extent feasible, seek to incorporate community resources into the district's child abuse prevention programs and may use these resources to provide parents/guardians with instruction in parenting skills and child abuse prevention.

Child Abuse Reporting

The Superintendent or designee shall establish procedures for the identification and reporting of known and suspected child abuse and neglect in accordance with law.

Procedures for reporting child abuse, as specified in Penal Code 11164-11174.3, shall be included in the district and/or school comprehensive safety plan. (Education Code 32282)

District employees who are mandated reporters, as defined by law and administrative regulation, are obligated to report all known or suspected incidents of child abuse and neglect.

The Superintendent or designee shall provide training regarding the duties of mandated reporters as required by law and as specified in the accompanying administrative regulation. (Education Code 44691; Penal Code 11165.7)

A/R

Original Adopted Date: 09/08/2016 | Last Revised Date: 12/11/2025 | Last Reviewed Date: 12/11/2025Status: ADOPTED

Definitions

Child abuse or neglect includes the following: (Penal Code 11165.5, 11165.6)
A physical injury or death inflicted by other than accidental means on a child by another person

Sexual abuse of a child, including sexual assault or sexual exploitation, as defined in Penal Code 11165.1

Neglect of a child as defined in Penal Code 11165.2

Willful harming or injuring of a child or the endangering of the person or health of a child as defined in Penal Code 11165.3

Unlawful corporal punishment or injury as defined in Penal Code 11165.4
Child abuse or neglect does not include:
A mutual affray between minors (Penal Code 11165.6)

An injury caused by reasonable and necessary force used by a peace officer acting within the course and scope of employment (Penal Code 11165.5, 11165.6)

An injury resulting from the exercise by a teacher, vice principal, principal, or other certificated employee of the same degree of physical control over a student that a parent/guardian would be legally privileged to exercise, not exceeding the amount of physical control reasonably necessary to maintain order, protect property, protect the health and safety of students, or maintain proper and appropriate conditions conducive to learning (Education Code 44807)

An injury caused by a district employee's use of force that is reasonable and necessary to quell a disturbance threatening physical injury to persons or damage to property, for purposes of self-defense, or to obtain weapons or other dangerous objects within the control of a student (Education Code 49001)

Physical pain or discomfort caused by athletic competition or other such recreational activity voluntarily engaged in by a student (Education Code 49001)
Additionally, general neglect does not include: (Penal Code 11165.2)
A parent/guardian's economic disadvantage

A child receiving treatment by spiritual means pursuant to Welfare and Institutions Code 16509.1, or not receiving specified medical treatment for religious reasons
Mandated reporters include, but are not limited to, teachers; instructional aides; teacher's aides or assistants; classified employees; certificated pupil personnel employees; administrative officers or supervisors of child attendance; athletic coaches, administrators, and directors; licensees, administrators, and employees of a licensed child day care facility; Head Start program teachers; district police or security officers; licensed nurses or health care providers; and administrators, presenters, and counselors of a child abuse prevention program. (Penal Code 11165.7)

Reasonable suspicion means that it is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing when appropriate on the person's training and experience, to suspect child abuse or neglect. However, reasonable suspicion does not require certainty that child abuse or neglect has occurred nor does it require a specific medical indication of child abuse or neglect. (Penal Code 11166)

Reportable Offenses

Using the procedures provided below, a mandated reporter shall make a report whenever the mandated reporter, while acting in a professional capacity or within the scope of employment, has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect. (Penal Code 11166)

Any mandated reporter who has knowledge of or who reasonably suspects that a child is suffering serious emotional damage or is at a substantial risk of suffering serious emotional damage, based on evidence of severe anxiety, depression, withdrawal, or untoward aggressive behavior toward self or others, may make a report to the appropriate agency. (Penal Code 11165.9, 11166.05, 11167)

Any district employee who reasonably believes to have observed the commission of a murder, rape, or lewd or lascivious act by use of force, violence, duress, menace, or fear of immediate and unlawful bodily injury against a victim who is a child under 14 years of age shall notify a peace officer. (Penal Code 152.3)

The fact that a child is experiencing homelessness or is classified as an unaccompanied minor, as defined in the federal McKinney-Vento Homeless Assistance Act (42 USC 11434a), is not, in and of itself, a sufficient basis for reporting child abuse or neglect. (Penal Code 11165.15)

Responsibility for Reporting

The reporting duties of mandated reporters are individual and cannot be delegated to another person. (Penal Code 11166)

When two or more mandated reporters jointly have knowledge of a known or suspected instance of child abuse or neglect, the report may be made by a member of the team selected by mutual agreement and a single report may be made and signed by the selected member of the reporting team. Any member who has knowledge that the member designated to report has failed to do so shall thereafter make the report. (Penal Code 11166)

No supervisor or administrator shall impede or inhibit a mandated reporter from making a report. (Penal Code 11166)

Any person not identified as a mandated reporter who has knowledge of or observes a child whom the person knows or reasonably suspects has been a victim of child abuse or neglect may report the known or suspected instance of child abuse or neglect to the appropriate agency. (Penal Code 11166)

Reporting Procedures
Initial Telephone Report

Immediately or as soon as practicable after knowing or observing suspected child abuse or neglect, a mandated reporter shall make an initial report by telephone to any police department (excluding a district police/security department), sheriff's department, county probation department if designated by the county to receive such reports, or county welfare department. (Penal Code 11165.9, 11166)

Such reports shall be made to the following agency(ies):

Child Welfare Services - 2440 Sixth Street, Eureka, CA 95501 / Telepone: 707-445-6180

When the initial telephone report is made, the mandated reporter shall note the name of the official contacted, the date and time contacted, and any instructions or advice received.

Written Report

Within 36 hours of knowing or observing the information concerning the incident, the mandated reporter shall prepare and either send, fax, or electronically transmit to the appropriate agency a written follow-up report, which includes a completed California Department of Justice (DOJ) form (BCIA 8572). (Penal Code 11166, 11168)

The DOJ form may be obtained from the district office or other appropriate agencies, such as the police department, sheriff's department, or county probation or welfare department.

Reports of suspected child abuse or neglect shall include, if known: (Penal Code 11167)

The name, business address, and telephone number of the person making the report and the capacity that makes the person a mandated reporter

The child's name and address, present location, and, where applicable, school, grade, and class

The names, addresses, and telephone numbers of the child's parents/guardians

The name, address, telephone number, and other relevant personal information about the person(s) who might have abused or neglected the child

The information that gave rise to the reasonable suspicion of child abuse or neglect and the source(s) of that information
The mandated reporter shall make a report even if some of this information is not known or is uncertain to the mandated reporter. (Penal Code 11167)

The mandated reporter may give to an investigator from an agency investigating the case, including a licensing agency, any information relevant to an incident of child abuse or neglect or to a report made for serious emotional damage pursuant to Penal Code 11166.05. (Penal Code 11167)

3. Internal Reporting

The mandated reporter shall not be required to disclose the mandated reporter's identity to a supervisor, the principal, or the Superintendent or designee. (Penal Code 11166)

However, employees reporting child abuse or neglect to an appropriate agency are encouraged, but not required, to notify the principal as soon as possible after the initial telephone report to the appropriate agency. When so notified, the principal shall inform the Superintendent or designee.

The principal so notified shall provide the mandated reporter with any assistance necessary to ensure that reporting procedures are carried out in accordance with law, Board policy, and administrative regulation. At the mandated reporter's request, the principal may assist in completing and filing the necessary forms.

Reporting the information to an employer, supervisor, principal, school counselor, co-worker, or other person shall not be a substitute for making a mandated report to the appropriate agency. (Penal Code 11166)

Training

Within the first six weeks of each school year, or within the first six weeks of employment if hired during the school year, the Superintendent or designee shall provide training on mandated reporting requirements to district employees and persons working on their behalf who are mandated reporters. (Education Code 44691; Penal Code 11165.7)

The Superintendent or designee shall use the online training module provided by the California Department of Social Services (CDSS). (Education Code 44691)

The training shall include, but not necessarily be limited to, training in identification and reporting of child abuse and neglect. Additionally, the training shall include information that failure to report an incident of known or reasonably suspected child abuse or neglect as required by law is a misdemeanor punishable by imprisonment and/or a fine as specified. (Education Code 44691; Penal Code 11165.7)

In addition, the Superintendent or designee shall provide annual training on the prevention of abuse, including sexual abuse, of children on district property, by district staff, or in district-sponsored programs. (Education Code 44691)

The Superintendent or designee shall obtain and retain proof of each mandated reporter's completion of the training. (Education Code 44691)

Victim Interviews by Social Services

Whenever CDSS or another government agency is investigating suspected child abuse or neglect that occurred within the child's home or out-of-home care facility, the student may be interviewed by an agency representative during school hours, on school premises. The Superintendent or designee shall give the student the choice of being interviewed in private or in the presence of any adult school employee or volunteer aide selected by the student. (Penal Code 11174.3)

A staff member or volunteer aide selected by a child may decline to be present at the interview. If the selected person accepts, the principal or designee shall inform the person of the following requirements prior to the interview: (Penal Code 11174.3)
The purpose of the selected person's presence at the interview is to lend support to the child and enable the child to be as comfortable as possible

The selected person shall not participate in the interview

The selected person shall not discuss the facts or circumstances of the case with the child

The selected person is subject to the confidentiality requirements of the Child Abuse and Neglect Reporting Act, a violation of which is punishable as specified in Penal Code 11167.5
If a staff member agrees to be present, the interview shall be held at a time during school hours when it does not involve an expense to the school. (Penal Code 11174.3)

Release of Child to Peace Officer

When a child is released to a peace officer and taken into custody as a victim of suspected child abuse or neglect, the Superintendent or designee and/or principal shall not notify the parent/guardian, but rather shall provide the peace officer with the address and telephone number of the child's parent/guardian. (Education Code 48906)

Parent/Guardian Complaints

Upon request, the Superintendent or designee shall provide parents/guardians with procedures for reporting suspected child abuse occurring on district property to appropriate agencies. For parents/guardians whose primary language is not English, such procedures shall be in their primary language and, when communicating orally regarding those guidelines and/or procedures, an interpreter shall be provided.

To file a complaint against a district employee or other person suspected of child abuse or neglect on district property, parents/guardians may file a report by telephone, in person, or in writing with any appropriate agency identified above under "Reporting Procedures." If a parent/guardian makes a complaint about an employee to any other employee, the employee receiving the information shall notify the parent/guardian of procedures for filing a complaint with the appropriate agency. The employee shall also file a report when obligated to do so pursuant to Penal Code 11166 using the procedures described above for mandated reporters.

In addition, if the child is enrolled in special education, a separate complaint may be filed with the California Department of Education pursuant to 5 CCR 3200-3205.

Notifications

The Superintendent or designee shall provide to all new employees who are mandated reporters a statement that informs them of their status as mandated reporters, their reporting obligations under Penal Code 11166, and their confidentiality rights under Penal Code 11167. Additionally, the district shall provide these new employees with a copy of Penal Code 11165.7, 11166, and 11167. (Penal Code 11165.7, 11166.5)

Before beginning employment, any person who will be a mandated reporter by virtue of the person's position shall sign a statement indicating knowledge of the reporting obligations under Penal Code 11166 and compliance with such provisions. The signed statement shall be retained by the Superintendent or designee. (Penal Code 11166.5)

Employees who work with dependent adults shall be notified of legal responsibilities and reporting procedures pursuant to Welfare and Institutions Code 15630-15637.

The Superintendent or designee also shall notify all employees that:
A mandated reporter who reports a known or suspected instance of child abuse or neglect shall not be held civilly or criminally liable for making a report and this immunity shall apply even if the mandated reporter acquired the knowledge or reasonable suspicion of child abuse or neglect outside of the mandated reporter's professional capacity or outside the scope of employment (Penal Code 11172)

Any other person making a report shall not incur civil or criminal liability unless it can be proven that the person knowingly made a false report or made a report with reckless disregard of the truth or falsity of the report. (Penal Code 11172)

If a mandated reporter fails to timely report an incident of known or reasonably suspected child abuse or neglect, the mandated reporter may be guilty of a crime punishable by a fine and/or imprisonment (Penal Code 11166)
No employee shall be subject to any sanction by the district for making a report unless it can be shown that the employee knowingly made a false report or made a report with reckless disregard of the truth or falsity of the report. (Penal Code 11166, 11172)

Suspected Child Abuse Report Form (BCIA 8572)

STATE OF CALIFORNIA
BCIA 8572
(Rev. 04/2017)

DEPARTMENT OF JUSTICE

SUSPECTED CHILD ABUSE REPORT
(Pursuant to Penal Code section 11166)

Print Form | Clear Form

To Be Completed by Mandated Child Abuse Reporters
PLEASE PRINT OR TYPE

CASE NAME: _____

CASE NUMBER: _____

A. REPORTING PARTY

NAME OF MANDATED REPORTER	TITLE	MANDATED REPORTER CATEGORY
REPORTER'S BUSINESS/AGENCY NAME AND ADDRESS Street City Zip		DID MANDATED REPORTER WITNESS THE INCIDENT? ☐ YES ☐ NO
REPORTER'S TELEPHONE (DAYTIME)	SIGNATURE	TODAY'S DATE

B. REPORT NOTIFICATION

☐ LAW ENFORCEMENT ☐ COUNTY PROBATION ☐ COUNTY WELFARE / CPS (Child Protective Services) — AGENCY

ADDRESS Street City Zip	DATE/TIME OF PHONE CALL
OFFICIAL CONTACTED - NAME AND TITLE	TELEPHONE

C. VICTIM (One report per victim)

NAME (LAST, FIRST, MIDDLE)	BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY
ADDRESS Street City Zip			TELEPHONE
PRESENT LOCATION OF VICTIM	SCHOOL	CLASS	GRADE
PHYSICALLY DISABLED? ☐ YES ☐ NO	DEVELOPMENTALLY DISABLED? ☐ YES ☐ NO	OTHER DISABILITY (SPECIFY)	PRIMARY LANGUAGE SPOKEN IN HOME

IN FOSTER CARE? ☐ YES ☐ NO	IF VICTIM WAS IN OUT-OF-HOME CARE AT TIME OF INCIDENT, CHECK TYPE OF CARE: ☐ DAY CARE ☐ CHILD CARE CENTER ☐ FOSTER FAMILY HOME ☐ FAMILY FRIEND ☐ GROUP HOME OR INSTITUTION ☐ RELATIVE'S HOME	TYPE OF ABUSE *(CHECK ONE OR MORE)*: ☐ PHYSICAL ☐ MENTAL ☐ SEXUAL ☐ NEGLECT ☐ OTHER (SPECIFY) _____
RELATIONSHIP TO SUSPECT	PHOTOS TAKEN? ☐ YES ☐ NO	DID THE INCIDENT RESULT IN THIS VICTIM'S DEATH? ☐ YES ☐ NO ☐ UNK

D. INVOLVED PARTIES

VICTIM'S SIBLINGS

NAME	BIRTHDATE	SEX	ETHNICITY	NAME	BIRTHDATE	SEX	ETHNICITY
1.				3.			
2.				4.			

VICTIM'S PARENTS/GUARDIANS

NAME (LAST, FIRST, MIDDLE)	BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY
ADDRESS Street City Zip	HOME PHONE		BUSINESS PHONE
NAME (LAST, FIRST, MIDDLE)	BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY
ADDRESS Street City Zip	HOME PHONE		BUSINESS PHONE

SUSPECT

SUSPECT'S NAME (LAST, FIRST, MIDDLE)	BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY
ADDRESS Street City Zip			TELEPHONE
OTHER RELEVANT INFORMATION			

E. INCIDENT INFORMATION

IF NECESSARY, ATTACH EXTRA SHEET(S) OR OTHER FORM(S) AND CHECK THIS BOX ☐ IF MULTIPLE VICTIMS, INDICATE NUMBER: _____

DATE/TIME OF INCIDENT	PLACE OF INCIDENT
NARRATIVE DESCRIPTION (What victim(s) said/what the mandated reporter observed/what person accompanying the victim(s) said/similar or past incident's involving the victim(s) or suspect)	

DO NOT submit a copy of this form to the Department of Justice (DOJ). The investigating agency is required under Penal Code section 11169 to submit to DOJ a Child Abuse or Severe Neglect Indexing Form BCIA 8583 if (1) an active investigation was conducted and (2) the incident was determined to be substantiated.

SUSPECTED CHILD ABUSE REPORT
(Pursuant to Penal Code section 11166)

DEFINITIONS AND GENERAL INSTRUCTIONS FOR COMPLETION OF FORM BCIA 8572

All Penal Code (PC) references are located in Article 2.5 of the California PC. This article is known as the Child Abuse and Neglect Reporting Act (CANRA). The provisions of CANRA may be viewed at: http://leginfo.legislature.ca.gov/faces/codes.xhtml (specify "Penal Code" and search for sections 11164-11174.3). A mandated reporter must complete and submit form BCIA 8572 even if some of the requested information is not known. (PC section 11167(a).)

I. MANDATED CHILD ABUSE REPORTERS

Mandated child abuse reporters include all those individuals and entities listed in PC section 11165.7.

II. TO WHOM REPORTS ARE TO BE MADE ("DESIGNATED AGENCIES")

Reports of suspected child abuse or neglect shall be made by mandated reporters to any police department or sheriff's department (not including a school district police or security department), the county probation department (if designated by the county to receive mandated reports), or the county welfare department. (PC section 11165.9.)

III. REPORTING RESPONSIBILITIES

Any mandated reporter who has knowledge of or observes a child, in his or her professional capacity or within the scope of his or her employment, whom he or she knows or reasonably suspects has been the victim of child abuse or neglect shall report such suspected incident of abuse or neglect to a designated agency immediately or as soon as practically possible by telephone and shall prepare and send a written report thereof ***within 36 hours*** of receiving the information concerning the incident. (PC section 11166(a).)

No mandated reporter who reports a suspected incident of child abuse or neglect shall be held civilly or criminally liable for any report required or authorized by CANRA. Any other person reporting a known or suspected incident of child abuse or neglect shall not incur civil or criminal liability as a result of any report authorized by CANRA unless it can be proven the report was false and the person knew it was false or made the report with reckless disregard of its truth or falsity. (PC section 11172(a).)

IV. INSTRUCTIONS

SECTION A – REPORTING PARTY: Enter the mandated reporter's name, title, category (from PC section 11165.7), business/agency name and address, daytime telephone number, and today's date. Check yes/no whether the mandated reporter witnessed the incident. The signature area is for either the mandated reporter or, if the report is telephoned in by the mandated reporter, the person taking the telephoned report.

IV. INSTRUCTIONS (*continued*)

SECTION B – REPORT NOTIFICATION: Complete the name and address of the designated agency notified, the date/time of the phone call, and the name, title, and telephone number of the official contacted.

SECTION C – VICTIM (One Report per Victim): Enter the victim's name, birthdate or approximate age, sex, ethnicity, address, telephone number, present location, and, where applicable, enter the school, class (indicate the teacher's name or room number), and grade. List the primary language spoken in the victim's home. Check the appropriate yes/no box to indicate whether the victim may have a developmental disability or physical disability and specify any other apparent disability. Check the appropriate yes/no box to indicate whether the victim is in foster care, and check the appropriate box to indicate the type of care if the victim was in out-of-home care. Check the appropriate box to indicate the type of abuse. List the victim's relationship to the suspect. Check the appropriate yes/no box to indicate whether photos of the injuries were taken. Check the appropriate box to indicate whether the incident resulted in the victim's death.

SECTION D – INVOLVED PARTIES: Enter the requested information for Victim's Siblings, Victim's Parents/Guardians, and Suspect. Attach extra sheet(s) if needed (provide the requested information for each individual on the attached sheet(s)).

SECTION E – INCIDENT INFORMATION: If multiple victims, indicate the number and submit a form for each victim. Enter date/time and place of the incident. Provide a narrative of the incident. Attach extra sheet(s) if needed.

V. DISTRIBUTION

Reporting Party: After completing form BCIA 8572, retain a copy for your records and submit copies to the designated agency.

Designated Agency: ***Within 36 hours*** of receipt of form BCIA 8572, the initial designated agency will send a copy of the completed form to the district attorney and any additional designated agencies in compliance with PC sections 11166(j) and 11166(k).

ETHNICITY CODES

1 Alaskan Native	6 Caribbean	11 Guamanian	16 Korean	22 Polynesian	27 White-Armenian
2 American Indian	7 Central American	12 Hawaiian	17 Laotian	23 Samoan	28 White-Central American
3 Asian Indian	8 Chinese	13 Hispanic	18 Mexican	24 South American	29 White-European
4 Black	9 Ethiopian	14 Hmong	19 Other Asian	25 Vietnamese	30 White-Middle Eastern
5 Cambodian	10 Filipino	15 Japanese	21 Other Pacific Islander	26 White	31 White-Romanian

Discipline – BP/AR 5144

Original Adopted Date: 05/21/2019 | Last Revised Date: 09/12/2024 | Last Reviewed Date: 09/12/2024Status: ADOPTED

The Governing Board is committed to providing a safe, supportive, and positive school environment which is conducive to student learning and achievement and desires to prepare students for responsible citizenship by fostering self-discipline and personal responsibility. The Board believes that high expectations for student behavior, use of effective school and classroom management strategies, provision of appropriate intervention and support, and parent/guardian involvement can minimize the need for disciplinary measures that exclude students from instruction as a means for correcting student misbehavior.

The Superintendent or designee shall develop effective, age-appropriate strategies for maintaining a positive school climate and responding appropriately to student misbehavior at district schools. The strategies shall focus on providing students with needed supports; communicating clear, appropriate, and consistent expectations and consequences for student conduct; and ensuring equity and continuous improvement in the implementation of district discipline policies and practices.

In addition, the Superintendent or designee's strategies for responding to student misconduct shall reflect the Board's preference for the use of positive interventions and alternative disciplinary measures over exclusionary discipline measures.

Disciplinary measures that may result in loss of instructional time or cause students to be disengaged from school, such as detention, suspension, and expulsion, shall be imposed only when required or permitted by law or when other means of correction have been documented to have failed. (Education Code 48900.5)

School personnel and volunteers shall not allow any disciplinary action taken against a student to result in the denial or delay of a school meal. (Education Code 49557.5)

A student shall not be denied recess unless the student's participation poses an immediate threat to the physical safety of the student or to the physical safety of one or more of the student's peers. If, due to such immediate threat, a student is denied recess, staff shall make all reasonable efforts to resolve the threat and minimize the student's exclusion from recess, to the greatest extent practicable. (Education Code 49056)

Seclusion and behavioral restraint are prohibited as a means of discipline and shall not be used to correct student behavior except as permitted pursuant to Education Code 49005.4 and in accordance with district regulations. (Education Code 49005.2)

The Superintendent or designee shall create a model discipline matrix that lists violations and the consequences for each as allowed by law.

The principal or designee at each school may develop disciplinary rules to meet the school's particular needs consistent with law, Board policy, and administrative regulations. The Board, at an open meeting, may review the approved school discipline rules for consistency with Board policy and state law. Site-level disciplinary rules shall be included in the district's comprehensive safety plan. (Education Code 32282, 35291.5)

At all times, the safety of students and staff, providing interventions and supports to students, as well as the maintenance of an orderly school environment, shall be priorities in determining appropriate discipline. When misconduct occurs, staff shall attempt to identify the causes of the student's behavior and implement appropriate support and/or discipline. When choosing between different disciplinary strategies, staff shall consider the effect of each option on the student's health, well-being, and opportunity to learn.

Staff shall enforce disciplinary rules fairly, consistently, and in accordance with the district's nondiscrimination policies.

The Superintendent or designee shall provide professional development as necessary to assist staff in developing the skills needed to effectively and equitably implement the disciplinary strategies adopted for district schools, including, but not limited to, knowledge of school and classroom management skills and their consistent application, effective accountability and positive intervention techniques, and the tools to form strong, cooperative relationships with parents/guardians.

District goals for improving school climate, based on suspension and expulsion rates, surveys of students, staff, and parents/guardians regarding their sense of school safety and connectedness to the school community, and other local measures, shall be included in the district's local control and accountability plan, as required by law.

At the beginning of each school year, the Superintendent or designee may report to the Board regarding disciplinary strategies used in district schools in the immediately preceding school year and their effect on student learning.

A/R

Original Adopted Date: 05/21/2019 | Last Revised Date: 09/12/2024 | Last Reviewed Date: 09/12/2024Status: ADOPTED

Site-Level Rules

Site-level rules shall be consistent with state law and Board policies and administrative regulations. In developing site-level disciplinary rules, the principal or designee shall solicit the participation, views, and advice of one representative selected by each of the following groups: (Education Code 35291.5)
Parents/guardians

Teachers

School administrators

School security personnel, if any

Students in grades seven through twelve
Annually, site-level discipline rules shall be reviewed and, if necessary, updated to align with any changes in state law, district discipline policies and regulations, and/or goals for school safety and climate as specified in the district's local control and accountability plan. A copy of the rules shall be filed with the Superintendent or designee for inclusion in the comprehensive safety plan.

School rules shall be communicated to students clearly and in an age-appropriate manner.

It shall be the duty of each employee of the school to enforce the school rules on student discipline. (Education Code 35291.5)

Disciplinary Strategies

To the extent possible, staff shall use disciplinary strategies that keep students in school and participating in the instructional program. Except when students' presence causes a danger to themselves or others or they commit a single act of a grave nature or an offense for which suspension or expulsion is required by law, suspension, supervised suspension, or expulsion shall be used only when other means of correction have failed to bring about proper conduct. Disciplinary strategies may include, but are not limited to:
Discussion or conference between school staff, the student, and the student's parents/guardians

Referral of the student to the school counselor or other school support service personnel for case management and counseling

Convening of a study team, guidance team, resource panel, or other intervention-related team to assess the behavior and develop and implement an individual plan to address the behavior in partnership with the student and the student's parents/guardians

When applicable, referral for a comprehensive psychosocial or psychoeducational assessment, including for purposes of creating an individualized education program (IEP) or a Section 504 plan

Enrollment in a program for teaching prosocial behavior or anger management

Participation in a restorative justice program

A positive behavior support approach with tiered interventions that occur during the school day on campus

Participation in a social and emotional learning program that teaches students the ability to understand and manage emotions, develop caring and concern for others, make responsible decisions, establish positive relationships, and handle challenging situations capably

Participation in a program that is sensitive to the traumas experienced by students, focuses on students' behavioral health needs, and addresses those needs in a proactive manner

After-school programs that address specific behavioral issues or expose students to positive activities and behaviors, including, but not limited to, those operated in collaboration with local parent and community groups

Detention after school hours as provided in the section below entitled "Detention After School"

Community service as provided in the section below entitled "Community Service"

In accordance with Board policy and administrative regulation, restriction or disqualification from participation in extracurricular activities

Reassignment to an alternative educational environment

Suspension and expulsion in accordance with law, Board policy, and administrative regulation
When, by law or district policy, other means of correction are required to be implemented before a student could be suspended or expelled, any other means of correction implemented shall be documented and retained in the student's records. (Education Code 48900.5)

When a student has been suspended, or other means of correction have been implemented against the student, for an incident of racist bullying, harassment, or intimidation, the principal or designee shall engage both the victim and perpetrator in a restorative justice practice suitable to the needs of the students. The principal or designee shall also require the perpetrator to engage in a culturally sensitive program that promotes racial justice and equity and combats racism and ignorance and shall regularly check on the victim to ensure that the victim is not in danger of suffering from any long-lasting mental health issues. (Education Code 48900.5)

Staff shall enforce disciplinary rules fairly, consistently, and in accordance with the district's nondiscrimination policies.

When disciplining a student who has been identified for special education and related services, the procedures specified in Administrative Regulation 5144.2 - Suspension And Expulsion/Due Process (Students With Disabilities) shall be

applied. If a student has not been identified as a student with a disability and the district suspects the behavior that resulted in discipline may be based in an unidentified disability, the district shall conduct an evaluation to determine if the student has a disability which requires an IEP or 504 plan. (U.S.C. 1412(a)(3))

Detention After School

Students may be detained for disciplinary reasons for up to one hour after the close of the maximum school day, or until the departure of the school bus to which they have been assigned if applicable. (5 CCR 307, 353)

The student shall not be detained unless the principal or designee notifies the parent/guardian.

Students shall remain under the supervision of a certificated employee during the period of detention.

Students may be offered the choice of serving their detention on Saturday rather than after school.

Community Service

As part of or instead of disciplinary action, the Board, Superintendent, principal, or principal's designee may require a student to perform community service during nonschool hours on school grounds or, with written permission of the student's parent/guardian, off school grounds. Such service may include, but is not limited to, community or school outdoor beautification, community or campus betterment, and teacher, peer, or youth assistance programs. (Education Code 48900.6)

This community service option is not available for a student who has been suspended, pending expulsion, pursuant to Education Code 48915. However, if the recommended expulsion is not implemented or the expulsion itself is suspended, then the student may be required to perform community service for the resulting suspension. (Education Code 48900.6)

Notice to Parents/Guardians and Students

At the beginning of the school year, the Superintendent or designee shall notify parents/guardians, in writing, about the availability of district rules related to discipline. (Education Code 35291, 48980)

The Superintendent or designee shall also provide written notice of disciplinary rules to parents/guardians of transfer students at the time of their enrollment in the district.

Dress Code – BP/AR 5132

Original Adopted Date: 09/13/2000 | Last Revised Date: 02/27/2020 | Last Reviewed Date: 02/27/2020

In cooperation with teachers, students, and parents/guardians, the principal or designee may establish school rules governing student dress and grooming which are consistent with law, Board policy, and administrative regulations. These school dress codes shall be regularly reviewed.

The following guidelines shall apply to all regular school activities:

Dress Code
Students must wear a shirt with pants or skirt, or the equivalent, and shoes.

Shirts and dresses must have fabric on the front and the sides.

The fabric covering the buttocks, genitals, and breasts must not be transparent (see-through).

Hats and other headwear must allow the face to be visible and not interfere with the line of sight of any student or staff. Hoodies must allow the student's face and ears to be visible to staff. No sunglasses may be worn indoors.

Clothing must be suitable for all scheduled classroom activities, including physical education, science labs, wood shop, and other activities where unique hazards exist. Specialized courses may require specialized attire, such as sports uniforms or safety gear.

Shoes must be worn at all times. Flip-flops, socks or sock-like footwear, slippers, backless shoes, or shoes with over a one-inch heel are not safe or appropriate for school. Toes must be covered.

Clothing may not depict, advertise or advocate the use of alcohol (excluding Humboldt County restaurants/family establishments), tobacco, or drugs.

Clothing may not reference genitals nor depict profanity, pornography, nudity, vulgarity, or sexual acts.

Clothing may not use or depict hate speech targeting any individual or group based on economics, ethnicity, gender, gender identity, intelligence, race, religious affiliation, sexual orientation, or any other protected group.

Clothing must not threaten the health or safety of any student or staff.

Clothing may not depict or advocate violence, criminal activity, race superiority, or hate speech.

Any attire identified as gang-related by local law enforcement is not allowed.

The dress code shall be modified as appropriate to accommodate a student's religious or cultural observance, health condition, or other circumstance deemed necessary by the principal or designee. In addition, the principal or designee may impose dress requirements to accommodate the needs of special school activities, physical education classes, athletic activities, and other extracurricular and cocurricular activities.

No grade of a student participating in a physical education class shall be adversely affected if the student does not wear standardized physical education apparel because of circumstances beyond the student's control. (Education Code 49066)

Students shall be allowed to wear sun-protective clothing, including but not limited to hats, for outdoor use during the school day. (Education Code 35183.5)

Gang-Related Apparel

At individual schools that have a dress code prohibiting gang-related apparel at school or school activities, the principal, staff, and parents/guardians participating in the development of the school safety plan shall define "gang-related apparel" and shall limit this definition to apparel that reasonably could be determined to threaten the health and safety of the school environment if it were worn or displayed on a school campus. (Education Code 32282)

Because gang-related symbols are constantly changing, definitions of gang-related apparel shall be reviewed annually and updated whenever related information is received. As necessary, the school shall collaborate with law enforcement agencies to update definitions of gang-related apparel.

A/R

Original Adopted Date: 09/13/2000 | Last Revised Date: 06/27/2023 | Last Reviewed Date: 06/27/2023

In cooperation with teachers, students, and parents/guardians, the principal or designee may establish school rules governing student dress and grooming which are consistent with law, Board policy, and administrative regulations. These school dress codes shall be regularly reviewed.

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Clothing must be suitable for all scheduled classroom activities, including physical education, science labs, wood shop, and other activities where unique hazards exist. Specialized courses may require specialized attire, such as sports uniforms or safety gear.

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Because gang-related symbols are constantly changing, definitions of gang-related apparel shall be reviewed annually and updated whenever related information is received. As necessary, the school shall collaborate with law enforcement agencies to update definitions of gang-related apparel.

Bullying – BP 5131.2

Original Adopted Date: 10/22/2018 | Last Revised Date: 06/27/2024 | Last Reviewed Date: 06/27/2024Status: ADOPTED

This policy shall apply to all acts constituting bullying related to school activity or to school attendance occurring within a district school, to acts which occur off campus or outside of school-related or school-sponsored activities but which may have an impact or create a hostile environment at school, and to all acts of the Governing Board and the Superintendent in enacting policies and procedures that govern the district.

The Board recognizes the harmful effects of bullying on student well-being, student learning, and school attendance and desires to provide a welcoming, safe, and supportive school environment that protects students from physical, mental, and emotional harm. No individual or group shall, through physical, written, verbal, visual, or other means, harass, sexually harass, threaten, intimidate, cyberbully, cause bodily injury to, or commit hate violence against any student or school personnel, or retaliate against them for filing a complaint or participating in the complaint resolution process.

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

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

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

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

District families are encouraged to model respectful behavior, contribute to a safe and supportive learning environment, and monitor potential causes of bullying.

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

A/R

Original Adopted Date: 06/04/2020 | Last Revised Date: 06/27/2024 | Last Reviewed Date: 06/27/2024Status: ADOPTED

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

Cyberbullying includes the electronic creation or transmission of harassing communications, direct threats, or other harmful texts, sounds, or images, which may be shared, sent, or posted publicly. Cyberbullying may include, but is not limited to, personal or private information that causes humiliation, false or negative information to discredit or disparage, or threats of physical harm. Cyberbullying may also include breaking into another person's electronic account or assuming that person's online identity in order to damage that person's reputation.

Examples of the types of conduct that may constitute bullying and are prohibited by the district include, but are not limited to:
Physical bullying: An act that inflicts harm upon a person's body or possessions, such as hitting, kicking, pinching, spitting, tripping, pushing, taking or breaking someone's possessions, or making cruel or rude hand gestures

Verbal bullying: An act that includes saying or writing hurtful things, such as teasing, name-calling, inappropriate sexual comments, taunting, or threats to cause harm

Social/relational bullying: An act that harms a person's reputation or relationships, such as leaving a person out of an activity on purpose, influencing others not to be friends with someone, spreading rumors, or embarrassing someone in public

Cyberbullying: An act that occurs on electronic devices such as computers, tablets, or cell phones, such as sending demeaning or hateful text messages, direct messages or public posts on social media apps, gaming forums, or emails, spreading rumors by email or by posting on social networking sites, shaming or humiliating by allowing others to view, participate in, or share disparaging or harmful content, or posting or sharing embarrassing photos, videos, website, or fake profiles
Measures to Prevent Bullying

The Superintendent or designee shall implement measures to prevent bullying in district schools, including, but not limited to, the following:
Developing a strategic plan for school connectedness and social skills with benchmark tracking, which may include providing regular opportunities and spaces for students to develop social skills and strengthen relationships and promoting adult support from family and school staff, peer-led programs, and partnerships with key community groups, implementing socially based educational techniques such as cooperative learning projects that can improve educational outcomes as well as peer relations, creating a supportive school environment that fosters belonging through equitable classroom management, mentoring, and peer support groups that allow students to lean on each other and learn from each other's experiences, and building social connection into health education courses including information on the consequences of social connection on physical and mental health, key risk and protective factors, and strategies for increasing social connection

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

Providing information to students, through student handbooks, district and school websites and social media, and other age-appropriate means, about district and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for engaging in bullying

Encouraging students to notify school staff when they are being bullied or when they suspect that another student is being bullied, and providing means by which students may report threats or incidents confidentially and anonymously

Conducting an assessment of bullying incidents at each school and, if necessary, increasing supervision and security in areas where bullying most often occurs, such as playgrounds, hallways, restrooms, and cafeterias

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

Staff Development

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

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

Discuss bullying prevention strategies with students, and teach students to recognize the behavior and characteristics of bullying perpetrators and victims

Identify the signs of bullying or harassing behavior

Take immediate corrective action when bullying is observed

Report incidents to the appropriate authorities, including law enforcement in instances of criminal behavior
Information and Resources

The Superintendent or designee shall post on the district's website, in a prominent location and in a manner that is easily accessible to students and parents/guardians, information on bullying and harassment prevention which includes the following: (Education Code 234.6)
The district's policy on student suicide prevention, including a reference to the policy's age appropriateness for students in grades K-6

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

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

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

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

A link to statewide resources, including community-based organizations, compiled by CDE pursuant to Education Code 234.5
Any additional information the Superintendent or designee deems important for preventing bullying and harassment
Student Instruction

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

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

Students should be taught the difference between appropriate and inappropriate behaviors, how to advocate for themselves, how to help another student who is being bullied, and when to seek assistance from a trusted adult. As role models for students, staff are responsible for teaching and modeling respectful behavior and building safe and supportive learning environments, and are expected to demonstrate effective problem-solving and anger management skills.

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

Reporting and Filing of Complaints

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

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

Within one business day of receiving such a report, a staff member shall notify the principal of the report, regardless of whether a uniform complaint is filed. In addition, any school employee who observes an incident of bullying involving a student shall, within one business day, report such observation to the principal or a district compliance officer, regardless of whether the alleged victim files a complaint.

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

Any individuals with information about cyberbullying activity shall save and print any electronic or digital messages that they feel constitute cyberbullying and shall notify a teacher, the principal, or other employee so that the matter may be investigated. When an investigation concludes that a student used a social networking site or service to bully or harass another student, the Superintendent or designee may report the cyberbullying to the social media platform and may request the material be removed.

Discipline/Corrective Actions

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

When a student has been suspended, or other means of correction have been implemented against the student, for an incident of racist bullying, harassment, or intimidation, the principal or designee shall engage both the victim and perpetrator in a restorative justice practice suitable to the needs of the students. The principal or designee shall also require the perpetrator to engage in a culturally sensitive program that promotes racial justice and equity and combats racism and ignorance and shall regularly check on the victim to ensure that the victim is not in danger of suffering from any long-lasting mental health issues. (Education Code 48900.5)

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

Support Services

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

If any student involved in bullying exhibits warning signs of suicidal thought or intention or of intent to harm another person, the Superintendent or designee shall, as appropriate, implement district intervention protocols which may include, but are not limited to, referral to district or community mental health services, other health professionals, and/or law enforcement, in accordance with Board Policy and Administrative Regulation 5141.52 - Suicide Prevention.

Suspension and Expulsion/Due Process – BP/AR 5144.1

Original Adopted Date: 02/14/2019 | Last Revised Date: 12/13/2024 | Last Reviewed Date: 12/13/2024

The Governing Board desires to provide district students access to educational opportunities in an orderly school environment that protects their safety and security, ensures their welfare and well-being, and promotes their learning and development. The Board shall develop rules and regulations setting the standards of behavior expected of district students and the disciplinary processes and procedures for addressing violations of those standards, including suspension and/or expulsion.

The grounds for suspension and expulsion and the procedures for considering, recommending, and/or implementing suspension and expulsion shall be only those specified in law, in this policy, and in the accompanying administrative regulation.

Except when otherwise permitted by law, a student may be suspended or expelled only when the behavior is related to a school activity or school attendance occurring within any district school or another school district, regardless of when it occurs, including, but not limited to, the following: (Education Code 48900(s))
While on school grounds

While going to or coming from school

During the lunch period, whether on or off the school campus

During, going to, or coming from a school-sponsored activity

District staff shall enforce the rules concerning suspension and expulsion of students fairly, consistently, equally, and in accordance with the district's nondiscrimination policies.

Appropriate Use of Suspension Authority

Except when a student's act violates Education Code 48900(a)-(e), as listed in Items #1-5 under "Grounds for Suspension and Expulsion: Grades K-12" of the accompanying administrative regulation, or when the student's presence causes a danger to others, suspension shall be used only when other means of correction have failed to bring about proper conduct. (Education Code 48900.5, 48900.6)

A student's parents/guardians shall be notified as soon as possible when there is an escalating pattern of misbehavior that could lead to on-campus or off-campus suspension.

No student may be suspended for disruption or willful defiance, except by a teacher pursuant to Education Code 48910. (Education Code 48900)

Students shall not be suspended or expelled based solely on a student's truancy, tardiness, or absenteeism from assigned school activities. (Education Code 48900)

On-Campus Suspension

To ensure the proper supervision and ongoing learning of students who are suspended for any of the reasons enumerated in Education Code 48900 and 48900.2, but who pose no imminent danger or threat to anyone at school and for whom expulsion proceedings have not been initiated, the Superintendent or designee shall establish a supervised suspension classroom program which meets the requirements of law.

Except where a supervised suspension is permitted by law for a student's first offense, supervised suspension shall be imposed only when other means of correction have failed to bring about proper conduct. (Education Code 48900.5)

Authority to Expel

A student may be expelled only by the Board. (Education Code 48918(j))

As required by law, the Superintendent or principal shall recommend expulsion and the Board shall expel any student found to have committed any of the following "mandatory recommendation and mandatory expulsion" acts at school or at a school activity off school grounds: (Education Code 48915)
Possessing a firearm which is not an imitation firearm, as verified by a certificated employee, unless the student had obtained prior written permission to possess the item from a certificated school employee, with the principal or designee's concurrence

Selling or otherwise furnishing a firearm

Brandishing a knife at another person

Unlawfully selling a controlled substance listed in Health and Safety Code 11053-11058

Committing or attempting to commit a sexual assault as defined in Penal Code 261, 266c, 286, 287, 288, or 289, or former 288a, or committing a sexual battery as defined in Penal Code 243.4

Possessing an explosive as defined in 18 USC 921
For all other violations listed in the accompanying administrative regulation, the Superintendent or principal shall have the discretion to recommend expulsion of a student. If expulsion is recommended, the Board shall order the student expelled only if it makes a finding of either or both of the following: (Education Code 48915(b) and (e))
That other means of correction are not feasible or have repeatedly failed to bring about proper conduct

That due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others
A vote to expel a student shall be taken in an open session of a Board meeting. (Education Code 48918(j))

The Board may vote to suspend the enforcement of the expulsion order pursuant to the requirements of law and the accompanying administrative regulation. (Education Code 48917)

No student shall be expelled for disruption or willful defiance. (Education Code 48900)

No child enrolled in a preschool program shall be expelled or unenrolled except under limited circumstances in accordance with Education Code 8489.1 and as specified in Administrative Regulation 5148.3 - Preschool/Early Childhood Education.

Due Process

The Board shall provide for the fair and equitable treatment of students facing suspension and/or expulsion by affording the students due process rights under the law. The Superintendent or designee shall comply with procedures for notices, hearings, and appeals as specified in law and administrative regulation. (Education Code 48911, 48915, 48915.5, 48918)

Maintenance and Monitoring of Outcome Data

The Superintendent or designee shall maintain outcome data related to student suspensions and expulsions in accordance with Education Code 48900.8 and 48916.1, including, but not limited to, the number of students recommended for expulsion, the grounds for each recommended expulsion, the actions taken by the Board, the types of referral made after each expulsion, and the disposition of the students after the expulsion period. For any expulsion that involves the possession of a firearm, such data shall include the name of the school and the type of firearm involved, as required pursuant to 20 USC 7961. Suspension and expulsion data shall be reported to the Board annually and to the California Department of Education when so required.

In presenting the report to the Board, the Superintendent or designee shall disaggregate data on suspensions and expulsions by school and by numerically significant student subgroups, including, but not limited to, ethnic subgroups, socioeconomically disadvantaged students, English learners, long-term English learners, students with disabilities, foster youth, and homeless students. Based on the data, the Board shall address any identified disparities in the imposition of student discipline and shall determine whether and how the district is meeting its goals for improving school climate as specified in its local control and accountability plan.

A/R

Original Adopted Date: 02/14/2019 | Last Revised Date: 12/13/2024 | Last Reviewed Date: 12/13/2024Status: ADOPTED
Definitions

Suspension means removal of a student from ongoing instruction for adjustment purposes. However, suspension does not mean any of the following: (Education Code 48925)
Reassignment to another education program or class at the same school where the student will receive continuing instruction for the length of day prescribed by the Governing Board for students of the same grade level

Referral to a certificated employee designated by the principal to advise students

Removal from the class, but without reassignment to another class or program, for the remainder of the class period without sending the student to the principal or designee as provided in Education Code 48910, so long as removal from a particular class does not occur more than once every five school days
Expulsion means removal of a student from the immediate supervision and control or the general supervision of school personnel. (Education Code 48925)

Notice of Regulations

At the beginning of each school year, the principal of each school shall ensure that all students and parents/guardians are notified in writing of all school rules related to discipline, including suspension and expulsion. (Education Code 35291, 48900.1, 48980)

Grounds for Suspension and Expulsion: Grades K-12

Acts for which a student, including a student with disabilities, may be suspended or expelled shall be only those specified as follows and in "Additional Grounds for Suspension and Expulsion: Grades 4-12," below:
Caused, attempted to cause, or threatened to cause physical injury to another person; willfully used force or violence upon another person, except in self-defense; or committed as an aider or abettor, as adjudged by a juvenile court, a crime of physical violence in which the victim suffered great or serious bodily injury (Education Code 48900(a) and (t))

Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the principal or designee's concurrence (Education Code 48900(b))

Unlawfully possessed, used, sold, otherwise furnished, or was under the influence of any controlled substance as defined in Health and Safety Code 11053-11059, alcoholic beverage, or intoxicant of any kind (Education Code 48900(c))

Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11059, alcoholic beverage, or intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the same as a controlled substance, alcoholic beverage, or intoxicant (Education Code 48900(d))

Committed or attempted to commit robbery or extortion (Education Code 48900(e))

Caused or attempted to cause damage to school property or private property (Education Code 48900(f))

Stole or attempted to steal school property or private property (Education Code 48900(g))

Possessed or used tobacco or products containing tobacco or nicotine products, including, but not limited to, cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel, except that this restriction shall not prohibit a student from using or possessing prescription products (Education Code 48900(h))

Committed an obscene act or engaged in habitual profanity or vulgarity (Education Code 48900(i))

Unlawfully possessed, offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5 (Education Code 48900(j))

Knowingly received stolen school property or private property (Education Code 48900(l))

Possessed an imitation firearm (Education Code 48900(m))

Imitation firearm means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm. (Education Code 48900(m))

Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 287, 288, 289, or former 288a, or committed a sexual battery as defined in Penal Code 243.4 (Education Code 48900(n))

Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness (Education Code 48900(o))

Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma (Education Code 48900(p))

Engaged in, or attempted to engage in, hazing (Education Code 48900(q))

Hazing means a method of initiation or pre-initiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. Hazing does not include athletic events or school-sanctioned events. (Education Code 48900(q))

Engaged in an act of bullying (Education Code 48900(r))

Bullying means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, directed toward one or more students that has or can reasonably be predicted to have the effect of placing a reasonable student(s) in fear of harm to self or property; cause the student to experience a substantially detrimental effect on physical or mental health; or cause the student to experience substantial

interferences with academic performance or ability to participate in or benefit from the services, activities, or privileges provided by a school. (Education Code 48900(r))

Bullying includes any act of sexual harassment, hate violence, or harassment, threat, or intimidation, as defined in Education Code 48900.2, 48900.3, or 48900.4 and below in "Additional Grounds for Suspension and Expulsion: Grades 4-12," that has any of the effects described above on a reasonable student.

Bullying also includes an act of cyber sexual bullying by a student through the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording that depicts a nude, semi-nude, or sexually explicit photograph or other visual recording of an identifiable minor, when such dissemination is to another student or to school personnel by means of an electronic act and has or can be reasonably predicted to have one or more of the effects of bullying described above. Cyber sexual bullying does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

Electronic act means the creation or transmission originated on or off the school site by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication including, but not limited to: (Education Code 48900(r))
A message, text, sound, video, or image

A post on a social network Internet website, including, but not limited to, posting to or creating a burn page or creating a credible impersonation or false profile for the purpose of causing a reasonable student any of the effects of bullying described above

Reasonable student means a student, including, but not limited to, a student who has been identified as a student with a disability, who exercises average care, skill, and judgment in conduct for a person of the student's age, or for a person of the student's age and disability. (Education Code 48900(r))

Burn page means an internet website created for the purpose of causing a reasonable student any of the effects of bullying described above. (Education Code 48900(r))

Credible impersonation means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that the student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated. (Education Code 48900(r))

False profile means a profile of a fictitious student or profile using the likeness or attributes of an actual student other than the student who created the false profile. (Education Code 48900(r))

An electronic act is not considered pervasive conduct solely on the basis that it has been transmitted to the internet or is currently posted on the internet. (Education Code 48900(r))

When a student has been suspended, or other means of correction have been implemented against the student, for an incident of racist bullying, harassment, or intimidation, the principal or designee may, as appropriate, engage both the victim and perpetrator in a restorative justice practice suitable to the needs of the students. The principal or designee shall also require the perpetrator to engage in a culturally sensitive program that promotes racial justice and equity and combats racism and ignorance and shall regularly check on the victim to ensure that the victim is not in danger of suffering from any long-lasting mental health issues. (Education Code 48900.5)

Aided or abetted the infliction or attempted infliction of physical injury on another person, as defined in Penal Code 31 (Education Code 48900(t))

Made terrorist threats against school officials and/or school property (Education Code 48900.7)

A terrorist threat includes any written or oral statement by a person who willfully threatens to commit a crime which will result in death or great bodily injury to another person or property damage in excess of $1,000, with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying out the crime. (Education Code 48900.7)

A student may not be suspended or expelled for disruption or willful defiance. (Education Code 48900)

Additional Grounds for Suspension and Expulsion: Grades 4-12

A student in grades 4-12 shall be subject to suspension or recommendation for expulsion when it is determined that the student:
Committed sexual harassment as defined in Education Code 212.5 (Education Code 48900.2)

Sexual harassment means conduct which, when considered from the perspective of a reasonable person of the same gender as the victim, is sufficiently severe or pervasive as to have a negative impact upon the victim's academic performance or to create an intimidating, hostile, or offensive educational environment. (Education Code 212.5, 48900.2)

Caused, attempted to cause, threatened to cause, or participated in an act of hate violence as defined in Education Code 233 (Education Code 48900.3)

Hate violence means any act punishable under Penal Code 422.6, 422.7, or 422.75. Such acts include injuring or intimidating a victim, interfering with the exercise of a victim's civil rights, or damaging a victim's property because of the victim's race, ethnicity, religion, nationality, disability, gender, gender identity, gender expression, or sexual orientation; a perception of the presence of any of those characteristics in the victim; or the victim's association with a person or group with one or more of those actual or perceived characteristics. (Education Code 233; Penal Code 422.55)

Intentionally engaged in harassment, threats, or intimidation against district personnel or students that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of school personnel or students by creating an intimidating or hostile educational environment (Education Code 48900.4)
Suspension from Class by a Teacher

A teacher may suspend a student from class for the remainder of the day and the following day for any of the acts specified in Education Code 48900 and listed as Items #1-19 under "Grounds for Suspension and Expulsion: Grades K-12" above or for disruption or willful defiance at any grade level. (Education Code 48910)

When suspending a student from class, the teacher shall immediately report this action to the principal or designee and send the student to the principal or designee for appropriate action. If that action requires the continuing presence of the student at school, the student shall be appropriately supervised during the class periods from which the student has been suspended. (Education Code 48910)

As soon as possible after the teacher has suspended the student, the teacher shall ask the student's parent/guardian to attend a parent-teacher conference regarding the suspension. A counselor or psychologist may attend the conference if it is practicable, and a school administrator shall attend if requested by the parent/guardian or teacher. (Education Code 48910)

A student suspended from class shall not be returned to class during the period of the suspension without the approval of the teacher of the class and the principal or designee. (Education Code 48910)

A student suspended from class shall not be placed in another regular class during the period of suspension. However, a student assigned to more than one class per day may continue to attend other regular classes except those held at the same time as the class from which the student was suspended. (Education Code 48910)

A teacher may also refer a student, for any of the acts specified above in Education Code 48900, to the principal or designee for consideration of a suspension from school. (Education Code 48910)

The teacher of any class from which a student is suspended may require the student to complete any assignments and tests missed during the removal. (Education Code 48913)

Suspension by Superintendent, Principal or Principal's Designee

To implement disciplinary procedures at a school site, the principal may, in writing, designate as the principal's designee another administrator or, if the principal is the only administrator at the school site, a certificated employee. As necessary, the principal may, in writing, also designate another administrator or certificated employee as the secondary designee to assist with disciplinary procedures when the principal and the principal's primary designee are absent from the school site.

The Superintendent, principal, or designee shall immediately suspend any student found at school or at a school activity away from school to have committed any of the acts listed in the Board policy under "Authority to Expel" for which a recommendation of expulsion is required. (Education Code 48915(c))

The Superintendent, principal, or designee may impose a suspension for a first offense if it is determined that the student violated any of Items #1-5 listed under "Grounds for Suspension and Expulsion: Grades K-12" above or if the student's presence causes a danger to persons. (Education Code 48900.5)

For all other offenses, a student may be suspended only when the Superintendent or principal has determined that other means of correction have failed to bring about proper conduct. (Education Code 48900.5)

When other means of correction are implemented prior to imposing suspension upon a student, including supervised suspension, the Superintendent, principal, or designee shall document the other means of correction used and retain the documentation in the student's record. (Education Code 48900.5)

Length of Suspension

The Superintendent, principal, or designee may suspend a student from school for not more than five consecutive school days. (Education Code 48911)

A student may be suspended from school for not more than 20 school days in any school year. However, if a student enrolls in or is transferred to another regular school, an opportunity school or class, or continuation school or class for the purpose of adjustment, the student may be suspended for not more than 30 school days in a school year. The district may count suspensions that occur while a student is enrolled in another school district toward the maximum number of days for which the student may be suspended in any school year. (Education Code 48903, 48911, 48912)

These restrictions on the number of days of suspension shall not apply when the suspension is extended pending an expulsion. (Education Code 48911)

Due Process Procedures for Suspension

Suspensions shall be imposed in accordance with the following procedures:

Informal Conference: Suspension shall be preceded by an informal conference conducted by the Superintendent, principal, or designee with the student and, whenever practicable, the teacher, supervisor, or school employee who referred the student to the principal. At the conference, the student shall be informed of the reason for the disciplinary action, including the other means of correction that were attempted before the suspension as required pursuant to Education Code 48900.5, and the evidence against the student, and shall be given the opportunity to present the student's version and evidence in the student's defense. (Education Code 48911)

This conference may be omitted if the Superintendent, principal, or designee determines that an emergency situation exists involving a clear and present danger to the lives, safety, or health of students or school personnel. If a student is suspended without this conference, the student, the student's parent/guardian, or if the student is a foster youth, the foster youth's educational rights holder, attorney, and county social worker, or if the student is an Indian child, the Indian child's tribal social worker and, if applicable, county social worker, shall be notified of the student's right to a conference and the right to return to school for the purpose of the conference. The conference shall be held within two school days, unless the student waives the right to it or is physically unable to attend for any reason. In such a case, the conference shall be held as soon as the student is physically able to return to school for the conference. (Education Code 48911)

Administrative Actions: All requests for student suspension are to be processed by the principal or designee. A school employee shall report the suspension, including the name of the student and the cause for the suspension, to the Superintendent or designee. (Education Code 48911)

Notice to Parents/Guardians: At the time of the suspension, a school employee shall make a reasonable effort to contact the parent/guardian, or if the student is a foster youth, the foster youth's educational rights holder, attorney, and county social worker, or if the student is an Indian child, the Indian child's tribal social worker, and, if applicable, the county social worker, in person, by email, or by telephone. Whenever a student is suspended, the parent/guardian, or, if applicable, the foster youth's educational rights holder, attorney, and county social worker, or the Indian child's tribal social worker and, if applicable, the county social worker, shall also be notified in writing of the suspension. (Education Code 48911)

This notice shall state the specific offense committed by the student. (Education Code 48900.8)

In addition, the notice shall state the date and time when the student may return to school.

Parent/Guardian Conference: Whenever a student is suspended, school officials may conduct a meeting with the parent/guardian to discuss the cause(s) and duration of the suspension, the school policy involved, and any other pertinent matter. (Education Code 48914)

If school officials request to meet with the parent/guardian, a foster youth's educational rights holder, attorney, and county social worker, or an Indian child's tribal social worker, and, if applicable, the county social worker, the notice may state that the law requires such individuals to respond to the request without delay. However, the student shall not be penalized for the failure of the parent/guardian, a foster youth's educational rights holder, attorney, and county social worker, or an Indian child's tribal social worker, and, if applicable, the county social worker, to attend such a conference. The student may not be denied reinstatement solely because such individuals failed to attend the conference. (Education Code 48911)

Extension of Suspension: If the Board is considering the expulsion of a suspended student from any school or the suspension of a student for the balance of the semester from continuation school, the Superintendent or designee may, in writing, extend the suspension until such time as the Board has made a decision, provided the following requirements are followed: (Education Code 48911)

The extension of the original period of suspension is preceded by notice of such extension with an offer to hold a conference concerning the extension, giving the student an opportunity to be heard

This conference may be held in conjunction with a meeting requested by the student or parent/guardian to challenge the original suspension.

The Superintendent or designee determines, following a meeting in which the student and the student's parent/guardian were invited to participate, that the student's presence at the school or at an alternative school would endanger persons or property or threaten to disrupt the instructional process

If the student involved is a foster youth or Indian child, the Superintendent or designee shall notify the district's educational liaison of the need to invite the foster youth's educational rights holder, attorney and county social worker, or the Indian child's tribal social worker or, if applicable, the county social worker, to attend the meeting (Education Code 48853.5, 48911, 48918.1)

If the student involved is a child or youth experiencing homelessness, the Superintendent or designee shall notify the district liaison for homeless students (Education Code 48918.1)

In lieu of or in addition to suspending a student, the Superintendent, principal, or designee may provide services or require the student to participate in an alternative disciplinary program designed to correct the behavior and keep the student in school
Suspension by the Board

The Board may suspend a student for any of the acts listed under "Grounds for Suspension and Expulsion: Grades K-12," and "Additional Grounds for Suspension and Expulsion: Grades 4-12," above and within the limits specified under "Suspension by Superintendent, Principal, or Designee," above. (Education Code 48912)

The Board may suspend a student enrolled in a continuation school or class for a period not longer than the remainder of the semester. The suspension shall meet the requirements of Education Code 48915. (Education Code 48912.5)

When the Board is considering a suspension, disciplinary action, or any other action (except expulsion) against any student, it shall hold a closed session if a public hearing would lead to disclosure of information that would violate a student's right to privacy under Education Code 49073-49079. (Education Code 35146, 48912)

The Board shall provide the student and parent/guardian with written notice of the closed session by registered or certified mail or personal service. Upon receiving this notice, the student or parent/guardian may request a public meeting, and this request shall be granted if made in writing within 48 hours after receipt of the Board's notice. However, any discussion that conflicts with any other student's right to privacy still shall be held in closed session. (Education Code 35146, 48912)

On-Campus Suspension

A student for whom an expulsion action has not been initiated and who poses no imminent danger or threat to the school, students, or staff may be assigned to on-campus suspension in a separate classroom, building, or site for the entire period of suspension. The following conditions shall apply: (Education Code 48911.1)
The on-campus suspension classroom shall be staffed in accordance with law

The student shall have access to appropriate counseling services

The on-campus suspension classroom shall promote completion of schoolwork and tests missed by the student during the suspension

The student shall be responsible for contacting the student's teacher(s) to receive assignments to be completed in the supervised suspension classroom and the teacher(s) shall provide all assignments and tests that the student will miss while suspended

If no such work is assigned, the person supervising the suspension classroom shall assign schoolwork.
At the time a student is assigned to an on-campus suspension classroom, the principal or designee shall notify the student's parent/guardian, or if the student is a foster youth, the foster youth's educational rights holder, attorney, and county social worker, or, if the student if an Indian child, the Indian child's tribal social worker and, if applicable, county social worker, in person, by email, or by telephone. When the assignment is for longer than one class period, this notification shall be made in writing. (Education Code 48911.1)

Superintendent or Principal's Authority to Recommend Expulsion

Unless the Superintendent or principal determines that expulsion should not be recommended under the circumstances or that an alternative means of correction would address the conduct, the Superintendent or principal shall recommend a student's expulsion for any of the following acts: (Education Code 48915)
Causing serious physical injury to another person, except in self-defense

Possession of any knife or other dangerous object of no reasonable use to the student

Unlawful possession of any controlled substance as listed in Health and Safety Code 11053-11059, except for:

The first offense for the possession of not more than one ounce of marijuana, other than concentrated cannabis

The student's possession of over-the-counter medication for use by the student for medical purposes

Medication prescribed for the student by a physician

Robbery or extortion

Assault or battery, as defined in Penal Code 240 and 242, upon any school employee
In determining whether to recommend the expulsion of a student, the Superintendent, principal, or designee shall act as quickly as possible to ensure that the student does not lose instructional time. (Education Code 48915)

Student's Right to Expulsion Hearing

Any student recommended for expulsion shall be entitled to a hearing to determine whether the student should be expelled. The hearing shall be held within 30 school days after the Superintendent, principal, or designee determines that the student has committed the act(s) that form the basis for the expulsion recommendation. (Education Code 48918(a))

The student is entitled to at least one postponement of an expulsion hearing for a period of not more than 30 calendar days. The request for postponement shall be in writing. Any subsequent postponement may be granted at the Board's discretion. (Education Code 48918(a))

If the Board finds it impractical during the regular school year to comply with these time requirements for conducting an expulsion hearing, the Superintendent or designee may, for good cause, extend the time period by an additional five school days. Reasons for the extension shall be included as a part of the record when the expulsion hearing is held. (Education Code 48918(a))

If the Board finds it impractical to comply with the time requirements of the expulsion hearing due to a summer recess of Board meetings of more than two weeks, the days during the recess shall not be counted as school days. The days not

counted during the recess may not exceed 20 school days, as defined in Education Code 48925. Unless the student requests in writing that the expulsion hearing be postponed, the hearing shall be held not later than 20 calendar days prior to the first day of the next school year. (Education Code 48918(a))

Once the hearing starts, all matters shall be pursued with reasonable diligence and concluded without unnecessary delay. (Education Code 48918(a))

Stipulated Expulsion

After a determination that a student has committed an offense for which the student may be expelled, the Superintendent, principal, or designee shall offer the student, the student's parent/guardian, or, when applicable, other person holding the right to make educational decisions for the student, the option to waive a hearing and stipulate to the expulsion or to a suspension of the expulsion under certain conditions. The offer shall be made only after written notice of the expulsion hearing pursuant to Education Code 48918 has been given.

The stipulation agreement shall be in writing and shall be signed by the student, the student's parent/guardian, or, when applicable, the person holding the right to make educational decisions for the student. The stipulation agreement shall include notice of all the rights that the student is waiving, including the waiving of the right to have a full hearing, to appeal the expulsion to the County Board of Education, and to consult legal counsel.

A stipulated expulsion agreed to by the student, the student's parent/guardian, or, when applicable, the person holding the right to make educational decisions for the student, shall be effective upon approval by the Board.

Rights of Complaining Witness

An expulsion hearing involving allegations of sexual assault or sexual battery may be postponed for one school day in order to accommodate the special physical, mental, or emotional needs of a student who is the complaining witness. (Education Code 48918.5)

Whenever the Superintendent or designee recommends an expulsion hearing that addresses allegations of sexual assault or sexual battery, the Superintendent or designee shall give the complaining witness a copy of the district's suspension and expulsion policy and regulation and shall advise the witness of the right to: (Education Code 48918.5)
Receive five days' notice of the scheduled testimony at the hearing

Have up to two adult support persons present at the hearing at the time the witness testifies

Have a closed hearing during the time the witness testifies
Whenever any allegation of sexual assault or sexual battery is made, the Superintendent or designee shall immediately advise complaining witnesses and accused students to refrain from personal or telephone contact with each other during the time when an expulsion process is pending. (Education Code 48918.5)

Written Notice of the Expulsion Hearing

Written notice of the expulsion hearing shall be forwarded to the student and the student's parent/guardian at least 10 calendar days before the date of the hearing. The notice shall include: (Education Code 48900.8, 48918(b))
The date and place of the hearing

A statement of the specific facts, charges, and offense upon which the proposed expulsion is based

A copy of district disciplinary rules which relate to the alleged violation

Notification of the student's or parent/guardian's obligation, pursuant to Education Code 48915.1, to provide information about the student's status in the district to any other district in which the student seeks enrollment

This obligation applies when a student is expelled for acts other than those described in Education Code 48915(a) or (c).

The opportunity for the student or the student's parent/guardian to appear in person or be represented by legal counsel or by a nonattorney adviser

Legal counsel means an attorney or lawyer who is admitted to the practice of law in California and is an active member of the State Bar of California.

Nonattorney adviser means an individual who is not an attorney or lawyer, but who is familiar with the facts of the case and has been selected by the student or student's parent/guardian to provide assistance at the hearing.

The right to inspect and obtain copies of all documents to be used at the hearing

The opportunity to confront and question all witnesses who testify at the hearing

The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf, including witnesses
Additional Notice of Expulsion Hearing for Foster Youth, Homeless Students, and Indian Children

If the student facing expulsion is a foster student or Indian child, the Superintendent or designee shall also send notice of the hearing to the foster youth's educational rights holder, attorney, and county social worker, or the Indian child's tribal social worker and, if applicable, county social worker, at least 10 calendar days prior to the hearing. (Education Code 48918.1)

If the student facing expulsion is a student experiencing homelessness, the Superintendent or designee shall also send notice of the hearing to the district liaison for homeless students at least 10 calendar days prior to the hearing. (Education Code 48918.1)

Any notice for these purposes may be provided by the most cost-effective method possible, including by email or a telephone call. (Education Code 48918.1)

Conduct of Expulsion Hearing

Closed Session: Notwithstanding Education Code 35145, the Board shall conduct a hearing to consider the expulsion of the student in a session closed to the public unless the student requests in writing at least five days prior to the hearing that the hearing be a public meeting. If such a request is made, the meeting shall be public to the extent that privacy rights of other students are not violated. (Education Code 48918)

Whether the expulsion hearing is held in closed or public session, the Board may meet in closed session to deliberate and determine whether the student should be expelled. If the Board admits any other person to this closed session, the parent/guardian, the student, and the counsel of the student also shall be allowed to attend the closed session. (Education Code 48918(c))

If a hearing that involves a charge of sexual assault or sexual battery is to be conducted in public, a complaining witness shall have the right to testify in closed session when testifying in public would threaten serious psychological harm to the witness and when there are no alternative procedures to avoid the threatened harm, including, but not limited to, a videotaped deposition or contemporaneous examination in another place communicated to the hearing room by closed-circuit television. (Education Code 48918(c)

Record of Hearing: A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made. (Education Code 48918(g))

Subpoenas: Before commencing a student expulsion hearing, the Board may issue subpoenas, at the request of either the student or the Superintendent or designee, for the personal appearance at the hearing of any person who actually witnessed the action that gave rise to the recommendation for expulsion. After the hearing has commenced, the Board or the hearing officer or administrative panel may issue such subpoenas at the request of the student or the County Superintendent of Schools or designee. All subpoenas shall be issued in accordance with Code of Civil Procedure 1985-1985.2 and enforced in accordance with Government Code 11455.20. (Education Code 48918(i))

Any objection raised by the student or the Superintendent or designee to the issuance of subpoenas may be considered by the Board in closed session, or in open session if so requested by the student, before the meeting. The Board's decision in response to such an objection shall be final and binding. (Education Code 48918(i))

If the Board determines, or if the hearing officer or administrative panel finds and submits to the Board, that a witness would be subject to unreasonable risk of harm by testifying at the hearing, a subpoena shall not be issued to compel the personal attendance of that witness at the hearing. However, that witness may be compelled to testify by means of a sworn declaration as described in Item #6 below. (Education Code 48918(i))

Presentation of Evidence: Technical rules of evidence shall not apply to the expulsion hearing, but relevant evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. The decision of the Board to expel shall be supported by substantial evidence that the student committed any of the acts pursuant to Education Code 48900 and listed in "Grounds for Suspension and Expulsion: Grades K-12," and "Additional Grounds for Suspension and Expulsion: Grades 4-12," above. (Education Code 48918(h))

Findings of fact shall be based solely on the evidence at the hearing. Although no finding shall be based solely on hearsay, sworn declarations may be admitted as testimony from witnesses whose disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm. (Education Code 48918(f))

In cases where a search of a student's person or property has occurred, evidence describing the reasonableness of the search shall be included in the hearing record.

Testimony by Complaining Witnesses: The following procedures shall be observed when a hearing involves allegations of sexual assault or sexual battery by a student: (Education Code 48918, 48918.5)

Any complaining witness shall be given five days' notice before being called to testify

Any complaining witness shall be entitled to have up to two adult support persons, including, but not limited to, a parent/guardian or legal counsel, present during the testimony

Before a complaining witness testifies, support persons shall be admonished that the hearing is confidential

The person presiding over the hearing may remove a support person who is disrupting the hearing

If one or both support persons are also witnesses, the hearing shall be conducted in accordance with Penal Code 868.5

Evidence of specific instances of prior sexual conduct of a complaining witness shall be presumed inadmissible and shall not be heard unless the person conducting the hearing determines that extraordinary circumstances require the evidence to be heard

Before such a determination is made, the complaining witness shall be given notice and an opportunity to oppose the introduction of this evidence. In the hearing on the admissibility of this evidence, the complaining witness shall be entitled to be represented by a parent/guardian, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of a complaining witness shall not be admissible for any purpose.

In order to facilitate a free and accurate statement of the experiences of the complaining witness and to prevent discouragement of complaints, the district shall provide a nonthreatening environment

The district shall provide a room separate from the hearing room for the use of the complaining witness before and during breaks in testimony

At the discretion of the person conducting the hearing, the complaining witness shall be allowed reasonable periods of relief from examination and cross-examination during which the complaining witness may leave the hearing room

The person conducting the hearing may:

Arrange the seating within the hearing room so as to facilitate a less intimidating environment for the complaining witness

Limit the time for taking the testimony of a complaining witness to normal school hours, if there is no good cause to take the testimony during other hours

(Permit one of the support persons to accompany the complaining witness to the witness stand

Decision: The Board's decision as to whether to expel a student shall be made within 40 school days after the student is removed from school, unless the student requests in writing that the decision be postponed. (Education Code 48918(a))
Alternative Expulsion Hearing: Hearing Officer or Administrative Panel

Instead of conducting an expulsion hearing itself, the Board may contract with the county hearing officer or with the Office of Administrative Hearings of the State of California for a hearing officer. The Board may also appoint an impartial administrative panel composed of three or more certificated personnel, none of whom shall be members of the Board or on the staff of the school in which the student is enrolled. (Education Code 48918)

A hearing conducted by the hearing officer or administrative panel shall conform to the same procedures applicable to a hearing conducted by the Board as specified above in "Conduct of Expulsion Hearing," including the requirement to issue a decision within 40 school days of the student's removal from school, unless the student requests that the decision be postponed. (Education Code 48918(a) and (d))

The hearing officer or administrative panel shall, within three school days after the hearing, determine whether to recommend expulsion of the student to the Board. If expulsion is not recommended, the expulsion proceeding shall be terminated and the student shall be immediately reinstated and permitted to return to the classroom instructional program from which the referral was made, unless another placement is requested in writing by the student's parent/guardian. Before the student's placement decision is made by the student's parent/guardian, the Superintendent or designee shall consult with the parent/guardian and district staff, including the student's teachers, regarding other placement options for the student in addition to the option to return to the classroom instructional program from which the student's expulsion referral was made. The decision to not recommend expulsion shall be final. (Education Code 48918(e))

If expulsion is recommended, findings of fact in support of the recommendation shall be prepared and submitted to the Board. All findings of fact and recommendations shall be based solely on the evidence presented at the hearing. The

Board may accept the recommendation based either upon a review of the findings of fact and recommendations submitted or upon the results of any supplementary hearing the Board may order. (Education Code 48918(f))

In accordance with Board policy, the hearing officer or administrative panel may recommend that the Board suspend the enforcement of the expulsion. If the hearing officer or administrative panel recommends that the Board expel a student but suspend the enforcement of the expulsion, the student shall not be reinstated and permitted to return to the classroom instructional program from which the referral was made until the Board has ruled on the recommendation. (Education Code 48917, 48918)

Final Action by the Board

Whether the expulsion hearing is conducted in closed or open session by the Board, a hearing officer, or an administrative panel or is waived through the signing of a stipulated expulsion agreement, the final action to expel shall be taken by the Board in public. (Education Code 48918(j))

The Board's decision is final. If the decision is to not expel, the student shall be reinstated immediately. If the decision is to suspend the enforcement of the expulsion, the student shall be reinstated under the conditions of the suspended expulsion.

Upon ordering an expulsion, the Board shall set a date when the student shall be reviewed for readmission to a school within the district. For a student expelled for any "mandatory recommendation and mandatory expulsion" act listed in "Authority to Expel" in the accompanying Board policy, this date shall be one year from the date the expulsion occurred, except that the Board may set an earlier date on a case-by-case basis. For a student expelled for other acts, this date shall be no later than the last day of the semester following the semester in which the expulsion occurred. If an expulsion is ordered during summer session or the intersession period of a year-round program, the Board shall set a date when the student shall be reviewed for readmission not later than the last day of the semester following the summer session or intersession period in which the expulsion occurred. (Education Code 48916)

At the time of the expulsion order, the Board shall recommend a plan for the student's rehabilitation, which may include: (Education Code 48916)
Periodic review, as well as assessment at the time of review, for readmission

Recommendations for improved academic performance, tutoring, special education assessments, job training, counseling, employment, community service, or other rehabilitative programs
With parent/guardian consent, students who have been expelled for reasons relating to controlled substances or alcohol may be required to enroll in a county-sponsored drug rehabilitation program before returning to school. (Education Code 48916.5)

Written Notice to Expel

The Superintendent or designee shall send written notice of the decision to expel to the student or parent/guardian. This notice shall include the following:
The specific offense committed by the student for any of the causes for suspension or expulsion listed above under "Grounds for Suspension and Expulsion: Grades K-12" or "Additional Grounds for Suspension and Expulsion: Grades 4-12" (Education Code 48900.8)

The fact that a description of readmission procedures will be made available to the student and parent/guardian (Education Code 48916)

Notice of the right to appeal the expulsion to the County Board (Education Code 48918)

Notice of the alternative educational placement to be provided to the student during the time of expulsion (Education Code 48918)

Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the expelling district, pursuant to Education Code 48915.1 (Education Code 48918)
Decision to Suspend Expulsion Order

In accordance with Board policy, when deciding whether to suspend the enforcement of an expulsion order, the Board shall take into account the following criteria:
The student's pattern of behavior

The seriousness of the misconduct

The student's attitude toward the misconduct and willingness to follow a rehabilitation program
The suspension of the enforcement of an expulsion shall be governed by the following:
The Board may, as a condition of the suspension of enforcement, assign the student to a school, class, or program appropriate for the student's rehabilitation

This rehabilitation program may provide for the involvement of the student's parent/guardian in the student's education. However, a parent/guardian's refusal to participate in the rehabilitation program shall not be considered in the Board's determination as to whether the student has satisfactorily completed the rehabilitation program. (Education Code 48917)

During the period when enforcement of the expulsion order is suspended, the student shall be on probationary status (Education Code 48917)

The suspension of the enforcement of an expulsion order may be revoked by the Board if the student commits any of the acts listed under "Grounds for Suspension and Expulsion: Grades K-12" or "Additional Grounds for Suspension and Expulsion: Grades 4-12" above, or violates any of the district's rules and regulations governing student conduct (Education Code 48917)

When the suspension of enforcement of an expulsion order is revoked, a student may be expelled under the terms of the original expulsion order (Education Code 48917)

Upon satisfactory completion of the rehabilitation assignment, the Board shall reinstate the student in a district school

Upon reinstatement, the Board may order the expunging of any or all records of the expulsion proceedings. (Education Code 48917)

The Superintendent or designee shall send written notice of any decision to suspend the enforcement of an expulsion order during a period of probation to the student or parent/guardian

The notice shall inform the parent/guardian of the right to appeal the expulsion to the County Board, the alternative educational placement to be provided to the student during the period of expulsion, and the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the expelling district, pursuant to Education Code 48915.1(b). (Education Code 48918(j))

Suspension of the enforcement of an expulsion order shall not affect the time period and requirements for the filing of an appeal of the expulsion order with the County Board (Education Code 48917)
Appeal

If a student is expelled from school, the student or parent/guardian is entitled to file an appeal of the Board's decision with the County Board. The appeal must be filed within 30 days of the Board's decision to expel, even if the expulsion order is suspended and the student is placed on probation. (Education Code 48919)

If the student submits a written request for a copy of the written transcripts and supporting documents from the district simultaneously with the filing of the notice of appeal with the County Board, the district shall provide the student with these documents within 10 school days following the student's written request. (Education Code 48919)

Notification to Law Enforcement Authorities

Prior to the suspension or expulsion of any student, the principal or designee shall notify appropriate city or county law enforcement authorities of any student acts of assault which may have violated Penal Code 245. (Education Code 48902)

The principal or designee shall notify appropriate city or county law enforcement authorities of any student acts which may involve the possession or sale of narcotics or of a controlled substance, or of any student acts involving the possession, sale, or furnishing of firearms, explosives, or other dangerous weapons in violation of Education Code 48915(c)(1) or (5) or Penal Code 626.9 and 626.10. (Education Code 48902)

Within one school day after a student's suspension or expulsion, the principal or designee shall notify appropriate county or district law enforcement authorities, by telephone or other appropriate means, of any student acts which may violate Education Code 48900(c) or (d), relating to the possession, use, offering, or sale of controlled substances, alcohol, or intoxicants of any kind. (Education Code 48902)

Placement During Expulsion

The Board shall refer expelled students to a program of study that is: (Education Code 48915, 48915.01)
Appropriately prepared to accommodate students who exhibit discipline problems

Not provided at a comprehensive middle, junior, or senior high school or at any elementary school, unless the program is offered at a community day school established at any of these

Not housed at the school site attended by the student at the time of suspension
When the placement described above is not available and when the County Superintendent so certifies, students expelled for only acts described in Items #6-12 under "Grounds for Suspension and Expulsion: Grades K-12" and Items #1-3 under "Additional Grounds for Suspension and Expulsion: Grades 4-12" above may be referred to a program of study that is provided at another comprehensive middle, junior, or senior high school or at an elementary school. (Education Code 48915)

The program for a student expelled from any of grades K-6 shall not be combined or merged with programs offered to students in any of grades 7-12. (Education Code 48916.1)

Readmission After Expulsion

Prior to the date set by the Board for the student's readmission:
The Superintendent or designee shall hold a conference with the student's parent/guardian, or other person holding the right to make educational decisions for the student, and the student

At the conference, the student's rehabilitation plan shall be reviewed and the Superintendent or designee shall verify that the provisions of this plan have been met. School regulations shall be reviewed and the student and the student's parent/guardian or other person holding the right to make educational decisions for the student shall be asked to indicate in writing their willingness to comply with these regulations.

The Superintendent or designee shall transmit to the Board a recommendation regarding readmission

The Board shall consider this recommendation in closed session. If a written request for open session is received from the student's parent/guardian or other person holding the right to make educational decisions for the student, or adult student, it shall be honored to the extent that privacy rights of other students are not violated.

If the readmission is granted, the Superintendent or designee shall notify the student and the student's parent/guardian, or other person holding the right to make educational decisions for the student, by registered mail, of the Board's decision regarding readmission

The Board may deny readmission only if it finds that the student has not satisfied the conditions of the rehabilitation plan or that the student continues to pose a danger to campus safety or to other district students or employees (Education Code 48916)

If the Board denies the readmission of a student, the Board shall determine either to continue the student's placement in the alternative educational program initially selected or to place the student in another program that serves expelled students, including placement in a county community school

The Board shall provide written notice to the expelled student and the student's parent/guardian, or other person holding the right to make educational decisions for the student, describing the reasons for denying readmittance into the regular program

This notice shall indicate the Board's determination of the educational program which the Board has chosen. The student shall enroll in that program unless the parent/guardian chooses to enroll the student in another school district. No student shall be denied readmission into the district based solely on the student's arrest, adjudication by a juvenile court, formal or informal supervision by a probation officer, detention in a juvenile facility, enrollment in a juvenile court school, or other such contact with the juvenile justice system. (Education Code 48645.5)

Maintenance of Records

The district shall maintain a record of each suspension and expulsion, including its specific cause(s). (Education Code 48900.8)

Expulsion records of any student shall be maintained in the student's mandatory interim record and sent to any school in which the student subsequently enrolls upon written request by that school. (Education Code 48918(k))

The Superintendent or designee shall, within five working days, honor any other district's request for information about an expulsion from this district. (Education Code 48915.1)

Notify Teacher of Dangerous Students

BP 4158

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An employee may use reasonable and necessary force for self-defense or defense of another person, to quell a disturbance threatening physical injury to others or damage to property, or to obtain possession of weapons or other dangerous objects within the control of a student. (Education Code 44807, 49001)

An employee shall promptly report to the principal or other immediate supervisor any attack, assault, or physical threat made against the employee by a student or by any other individual in relation to the performance of the employee's duties, and any action the employee took in response.

Additionally, the employee and the principal or other immediate supervisor shall promptly report to local law enforcement authorities an attack, assault, or physical threat made against the employee by a student. Reports of an attack, assault, or physical threat shall be forwarded immediately to the Superintendent or designee. (Education Code 44014)

Notice Regarding Student Offenses

When a student commits certain offenses that may endanger staff or others, the following procedures shall be implemented to notify staff members as appropriate:
Acts That Are Grounds for Suspension or Expulsion

The Superintendent or designee shall inform the teacher(s) of each student who, during the previous three school years, has engaged in or is reasonably suspected to have engaged in any act, except the possession or use of tobacco products, that would constitute a ground for suspension or expulsion as specified in Administrative Regulation 5144.1 - Suspension and Expulsion/Due Process (Education Code 49079)

This information shall be based upon district records maintained in the ordinary course of business or records received from a law enforcement agency. (Education Code 49079)

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

Information received by teacher(s) shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher (Education Code 48201, 49079)

Offenses Reported to the District by a Court

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

The principal or designee shall expeditiously disseminate this information to any counselor who directly supervises or reports on the student's behavior or progress and to any teacher or administrator directly supervising or reporting on the student's behavior or progress whom the principal or designee thinks may need the information in order to work

with the student appropriately, to avoid being needlessly vulnerable, or to protect others from vulnerability (Welfare and Institutions Code 827)

Any court-initiated information that a teacher, counselor, or administrator receives shall be kept confidential and used only to rehabilitate the student and protect other students and staff (Welfare and Institutions Code 827)

The information shall be further disseminated only when communication with the student, parent/guardian, law enforcement staff, and probation officer is necessary to rehabilitate the student or to protect students and staff. (Welfare and Institutions Code 827)

When a student is removed from school as a result of an offense, the Superintendent shall hold the court's information in a separate confidential file until the student is returned to the district (Welfare and Institutions Code 827)

If the student is returned to a different district, the Superintendent shall transmit the information provided by the student's parole or probation officer to the superintendent of the new district of attendance. (Welfare and Institutions Code 827)

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

Accommodations for Victims of Domestic Violence, Sexual Assault, Stalking, or Other Qualifying Acts of Violence

When requested by an employee who is a victim of domestic violence, sexual assault, stalking, or other qualifying acts of violence, the district shall provide the employee reasonable accommodations which may include the implementation of safety measures, including, but not limited to: (Government Code 12945.8)
A transfer, reassignment, or modified schedule

A changed work telephone or work station, including the permission to carry a telephone at work

An installed lock

Assistance in documenting domestic violence, sexual assault, stalking, or other qualifying act of violence that occurs in the workplace

Referral to a victim assistance organization

Another safety procedure or adjustment to a job structure, workplace facility, or work requirement in response to domestic violence, sexual assault, stalking, or other qualifying act of violence
The Superintendent or designee shall engage in a timely, good faith, and interactive process with the employee to determine effective reasonable accommodations that do not pose an undue hardship on the district. In determining whether an accommodation is reasonable, the Superintendent or designee shall consider any exigent circumstance or danger facing the employee or their family member. (Government Code 12945.8)

Upon the request of the Superintendent or designee, an employee requesting a reasonable accommodation shall provide a written statement, signed by the employee or an individual acting on the employee's behalf, certifying that the accommodation is for an authorized purpose. The Superintendent or designee may also request that the employee provide certification of the employee's status as a victim of domestic violence, sexual assault, stalking, or other qualifying act of violence. Such certification may include: (Government Code 12945.8)
A police report indicating that the employee, or a family member of the employee, was a victim

A court order protecting or separating the employee, or family member of the employee, from the perpetrator of the crime or abuse, or other evidence from the court or prosecuting attorney that the employee has appeared in court

Documentation from a licensed medical professional or health care provider, domestic violence or sexual assault counselor, victim advocate, or counselor that the employee, or family member of the employee, was undergoing treatment or receiving services for physical or mental injuries or abuse resulting in victimization from the crime or abuse

Any other form of documentation that reasonably verifies that the crime or abuse occurred, including, but not limited to, a written statement signed by the employee or by an individual acting on the employee's behalf
Any verbal or written statement, police or court record, or other documentation identifying an employee, or a family member of the employee, as a victim shall be confidential and shall not be disclosed by the district except as required by federal or state law or as necessary to protect the employee's safety in the workplace. The employee shall be notified before any authorized disclosure. (Government Code 12945.8)

Every six months after the date of the certification, the Superintendent or designee may request recertification of the employee's status as a victim of domestic violence, sexual assault, stalking, other specified offense, or ongoing circumstances related to the crime or abuse. The employee shall notify the Superintendent or designee if, due to changing circumstances, the employee needs a new accommodation or no longer needs an accommodation. If a new accommodation is needed, the Superintendent or designee shall follow the procedures described above when making the initial determination regarding effective reasonable accommodations. (Government Code 12945.8)

The district shall not discharge or retaliate against an employee because of the employee's status as a victim of crime or abuse or for requesting a reasonable accommodation, regardless of whether the request was granted. (Government Code 12945.8)

Nondiscrimination/Harassment and Hate Crime Reporting– BP/AR BP 5145.3

Original Adopted Date: 10/22/2018 | Last Revised Date: 10/09/2025 | Last Reviewed Date: 10/09/2025Status: ADOPTED

The Governing Board desires to provide a welcoming, safe, and supportive school environment that allows all students equal access to and opportunities in the district's academic, extracurricular, and other educational support programs, services, and activities.

This policy shall apply to all acts constituting unlawful discrimination or harassment related to district activity or attendance, to acts which occur off campus or outside of district-related or district-sponsored activities but which may have an impact or create a hostile environment at school, and to all acts of the Board and the Superintendent in enacting policies and procedures that govern the district.

The Board prohibits, at any district school or activity, unlawful discrimination, including discriminatory harassment, intimidation, and bullying, against an individual or group based on one, or a combination of two or more, protected characteristics, which include, but may not be limited to, race or ethnicity; ancestry; color; ethnic group identification; nationality; national origin; immigration status; sex; sexual orientation; sex stereotypes; gender; gender identity; gender expression; religion; disability; medical condition; genetic information; pregnancy, false pregnancy, childbirth, termination of pregnancy, or related conditions or recovery; and parental, marital, and family status; a perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics. (Education Code 200, 210.1, 210.2, 212, 212.1, 220, 221.51, 230, 260; Government Code 11135, 12926; 20 USC 1681-1688, 42 USC 2000d-2000d-7)

Unlawful discrimination, including discriminatory harassment, intimidation, or bullying, may result from physical, verbal, nonverbal, or written conduct based on any of the categories listed above. Unlawful discrimination also occurs when prohibited conduct is so severe, persistent, or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; has the effect of substantially or unreasonably interfering with a student's academic performance; or otherwise adversely affects a student's educational opportunities.

Unlawful discrimination also includes disparate treatment of students based on one of the categories above with respect to the provision of opportunities to participate in district programs or activities or the provision or receipt of educational benefits or services.

Because unlawful discrimination could occur when disciplining students, including suspension and expulsion, the Superintendent or designee shall ensure that staff enforce discipline rules fairly, consistently and in a non-discriminatory manner, as specified in Board Policy and Administrative Regulation 5144 - Discipline, Board Policy and Administrative Regulation 5144.1 - Suspension and Expulsion/Due Process, and Administrative Regulation 5144.2 - Suspension and Expulsion/Due Process (Students With Disabilities).

The Board also prohibits any form of retaliation against any individual who reports or participates in the reporting of unlawful discrimination, files or participates in the filing of a complaint, or investigates, participates, or refuses to participate in the investigation of a complaint or report alleging unlawful discrimination. Retaliation complaints shall be investigated and resolved in the same manner as a discrimination complaint.

The Superintendent or designee shall facilitate students' access to the educational program by publicizing the district's nondiscrimination policy and related complaint procedures to students, parents/guardians, and employees. In addition,

the Superintendent or designee shall post the district's policies prohibiting discrimination, harassment, intimidation, and bullying and other required information on the district's website in a manner that is easily accessible to parents/guardians and students, in accordance with law and the accompanying administrative regulation. (Education Code 234.1, 234.6; 34 CFR 106.8)

The Superintendent or designee shall provide training and/or information on the scope and use of the policy and complaint procedures and take other measures designed to increase understanding of the requirements of law related to discrimination. The Superintendent or designee shall regularly review the implementation of the district's nondiscrimination policies and practices and, as necessary, shall take action to remove any identified barrier to student access to or participation in the district's educational program. The Superintendent or designee shall report the findings and recommendations to the Board after each review.

Regardless of whether a complainant complies with the writing, timeline, and/or other formal filing requirements, all complaints alleging unlawful discrimination, including discriminatory harassment, intimidation, or bullying, shall be investigated and prompt action taken to stop the discrimination, prevent recurrence, and address any continuing effect on students.

Students who engage in unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, in violation of law, Board policy, or administrative regulation shall be subject to appropriate consequence or discipline, which may include suspension or expulsion when the behavior is severe or pervasive as defined in Education Code 48900.4. Any employee who permits or engages in prohibited discrimination related to a district activity, attendance, or district-related or district-sponsored activity, including discriminatory harassment, intimidation, retaliation, or bullying, shall be subject to disciplinary action, up to and including dismissal.

When a student has been suspended, or other means of correction have been implemented against the student for an incident of racist bullying, harassment, or intimidation, the principal or designee may engage both the victim and perpetrator in a restorative justice practice suitable to the needs of the students. The principal or designee may also require the perpetrator to engage in a culturally sensitive program that promotes racial justice and equity and combats racism and ignorance and regularly check on the victim to ensure that the victim is not in danger of suffering from any long-lasting mental health issues. (Education Code 48900.5)

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

Complaints alleging unlawful discrimination in district programs and activities shall be investigated and resolved in accordance with Board Policy 1312.3 - Uniform Complaint Procedures, when required by law. However, complaints alleging sexual harassment under Title IX shall be investigated and resolved in accordance with the procedures specified in Administrative Regulation 5145.71 - Title IX Sexual Harassment Complaint Procedures.

Record-Keeping

The Superintendent or designee shall maintain a record of all reported cases of unlawful discrimination, including discriminatory harassment, intimidation, or bullying, to enable the district to monitor, address, and prevent repetitive prohibited behavior in district schools.

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Original Adopted Date: 10/22/2018 | Last Revised Date: 10/09/2025 | Last Reviewed Date: 10/09/2025Status: ADOPTED

The district designates the individual(s) identified below as the Compliance Officer(s). The employee(s) is responsible for coordinating the district's efforts to comply with applicable state and federal civil rights laws and to answer inquiries regarding the district's nondiscrimination policies. The individual(s) shall also serve as the Compliance Officer(s) specified in Administrative Regulation 1312.3 - Uniform Complaint Procedures as the responsible employee to handle complaints alleging unlawful discrimination of a student, and the Title IX Coordinator specified in Administrative Regulation 5145.7 - Sexual Harassment as the responsible employee to handle complaints alleging unlawful sexual harassment, as permitted by law. The Compliance Officer(s) may be contacted at: (Education Code 234.1; 5 CCR 4621)

Assistant Superintendent of Educational Services
2100 J Street
Eureka, CA 95501
Tel: 707-441-3363

Measures to Prevent Discrimination

To prevent unlawful discrimination, including discriminatory harassment, intimidation, retaliation, and bullying, of students at district schools or activities and to ensure equal access of all students to the educational program, the Superintendent or designee shall implement the following measures:

Publicize the district's nondiscrimination policy and related complaint procedures, including the Compliance Officer's contact information, to students, parents/guardians, employees, volunteers, and the general public by posting them in prominent locations and providing easy access to them through district-supported communications

Post the district's policies and procedures prohibiting discrimination, harassment, student sexual harassment, intimidation, bullying, and cyberbullying, including a section on social media bullying that includes all of the references described in Education Code 234.6 as possible forums for social media, in a prominent location on the district's website in a manner that is easily accessible to parents/guardians and students (Education Code 234.1, 234.6)

Post the definition of sex discrimination and harassment as described in Education Code 230, including the rights set forth in Education Code 221.8, in a prominent location on the district's website in a manner that is easily accessible to parents/guardians and students (Education Code 234.6)

Post in a prominent location on the district website in a manner that is easily accessible to parents/guardians and students information regarding Title IX prohibitions against discrimination based on a student's sex, including the following: (Education Code 221.6, 221.61, 234.6)

The name and contact information of the district's Title IX Coordinator, including the phone number and email address

The rights of students and the public and the responsibilities of the district under Title IX, including a list of rights as specified in Education Code 221.8 and web links to information about those rights and responsibilities located on the websites of the Office for Equal Opportunity and the U.S. Department of Education's Office for Civil Rights (OCR)

A description of how to file a complaint of noncompliance under Title IX, which shall include:

An explanation of the statute of limitations within which a complaint must be filed after an alleged incident of discrimination has occurred and how a complaint may be filed beyond the statute of limitations

An explanation of how the complaint will be investigated and how the complainant may further pursue the complaint, including web links to this information on OCR's website

A web link to the OCR complaints form and the contact information for the office, including the phone number and email address for the office

A link to the Title IX information included on the California Department of Education's (CDE) website

Post CDE's standardized incident form to track racial discrimination, harassment, or hazing that occurs at high school sporting games or events, including information on how to submit a completed incident form to the district (Education Code 33353)

Post a link to statewide CDE-compiled resources, including community-based organizations, that provide support to youth who have been subjected to school-based discrimination, harassment, intimidation, or bullying and to their families (Education Code 234.5. 234.6)

Such resources shall be posted in a prominent location on the district's website in a manner that is easily accessible to parents/guardians and students. (Education Code 234.6)

Provide to students a handbook that contains age-appropriate information that clearly describes the district's nondiscrimination policy, procedures for filing a complaint, and resources available to students who feel that they have been the victim of any such behavior

Annually notify all students and parents/guardians of the district's nondiscrimination policy, including its responsibility to provide a safe, nondiscriminatory school environment for all students

The notice shall inform students and parents/guardians that they may request to meet with the Compliance Officer to determine how best to accommodate or resolve concerns that may arise from the district's implementation of its nondiscrimination policies. The notice shall also inform all students and parents/guardians that, to the extent possible, the district will address any individual student's interests and concerns in private.

Ensure that students and parents/guardians, including those with limited English proficiency, are notified of how to access the relevant information provided in the district's nondiscrimination policy and related complaint procedures, notices, and forms in a language they can understand

If 15 percent or more of students enrolled in a particular district school speak a single primary language other than English, the district's policy, regulation, forms, and notices concerning nondiscrimination shall be translated into that language in accordance with Education Code 234.1 and 48985. In all other instances, the district shall ensure meaningful access to all relevant information for parents/guardians with limited English proficiency.

Provide to students, employees, volunteers, and parents/guardians age-appropriate training and/or information regarding the district's nondiscrimination policy; what constitutes prohibited discrimination, including discriminatory harassment, intimidation, retaliation, or bullying; how and to whom a report of an incident should be made; and how to guard against segregating or stereotyping students when providing instruction, guidance, supervision, or other services to them

Such training and information shall include details of guidelines the district may use to provide a discrimination-free environment for all district students.

Provide to certificated employees serving students in grades 7-12 information on existing school and community resources related to the support of lesbian, gay, bisexual, transgender, queer, and questioning (LGBTQ+) students, or related to the support of students who may face bias or bullying on the basis of any of the actual or perceived characteristics in Penal Code 422.55, including immigration status; Education Code 220; and disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation; or association with a person or group with one or more of these actual or perceived characteristics (Education Code 234.1)

For the 2025-2026 school year through the 2029-2030 school year, provide annually to certificated employees serving students in grades 7-12 at least one hour of training to support LGBTQ+ cultural competency in accordance with Education Code 218.3

At the beginning of each school year, inform school employees that any employee who witnesses any act of unlawful discrimination, including discriminatory harassment, intimidation, or bullying, against a student is required to intervene if it is safe to do so (Education Code 234.1)

At the beginning of each school year, inform each principal or designee of the district's responsibility to provide appropriate assistance or resources to protect students from threatened or potentially discriminatory behavior and ensure their privacy rights

Process for Initiating and Responding to Complaints

Students who feel that they have been subjected to unlawful discrimination described above or in district policy are strongly encouraged to immediately contact the Compliance Officer, Title IX Coordinator, principal, or any other staff member. In addition, students who observe any such incident are strongly encouraged to report the incident to the Compliance Officer, Title IX Coordinator, or principal, regardless of whether the alleged victim files a complaint.

Any district employee who observes an incident of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, or to whom such an incident is reported, shall report the incident to the Compliance Officer, Title IX Coordinator, or principal within one workday, regardless of whether the alleged victim files a complaint.

Any school employee who witnesses an incident of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, shall immediately intervene to stop the incident when it is safe to do so. (Education Code 234.1)

When a report of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, is made to or received by the principal, Compliance Officer, or Title IX Coordinator, the principal, Compliance Officer, or Title IX Coordinator shall notify the student or parent/guardian of the right to file a formal complaint in accordance with Administrative Regulation 1312.3 - Uniform Complaint Procedures or, for complaints of sexual harassment that meet the federal Title IX definition, Administrative Regulation 5145.71 - Title IX Sexual Harassment Complaint Procedures. Once notified verbally or in writing, the Compliance Officer or Title IX Coordinator shall begin the investigation and shall implement immediate measures necessary to stop the discrimination and ensure that all students have access to the educational program and a safe school environment. Any interim measures adopted to address unlawful discrimination

shall, to the extent possible, not disadvantage the complainant or a student who is the victim of the alleged unlawful discrimination.

Any report or complaint alleging unlawful discrimination by the principal, Compliance Officer, Title IX Coordinator, or any other person to whom a report would ordinarily be made or complaint filed shall instead be made to or filed with the Superintendent or designee who shall determine how the complaint will be investigated.

Support for Intersex, Nonbinary, Transgender and Gender-Nonconforming Students

Gender refers to a student's sex, and includes a student's gender identity and gender expression. (Education Code 210.7)

Gender identity refers to a student's gender-related identity, appearance, or behavior as determined from the student's internal sense, regardless of whether that gender-related identity, appearance, or behavior is different from that traditionally associated with the student's physiology or assigned sex at birth.

Gender expression refers to a student's gender-related appearance and behavior, regardless of whether stereotypically associated with the student's assigned sex at birth. (Education Code 210.7)

Gender transition refers to the process in which a student changes from living and identifying as the sex assigned to the student at birth to living and identifying as the sex that corresponds to the student's gender identity.

Gender-nonconforming refers to when a student's gender expression differs from stereotypical expectations.

Intersex refers to when a student has natural bodily variations in anatomy, hormones, chromosomes, and other traits that differ from expectations generally associated with female and male bodies.

Nonbinary refers to when a student's gender identity falls outside of the traditional conception of strictly either female or male, regardless of whether the student identifies as transgender, was born with intersex traits, uses gender-neutral pronouns, or uses agender, genderqueer, pangender, gender nonconforming, gender variant, or such other more specific term to describe their gender.

Sex refers to the biological condition of being a female or male human being. (5 CCR 4910)

Transgender refers to when a student's gender identity is different from the sex assigned at birth.

The district shall ensure that all students, regardless of sex, gender, gender identity or gender expression, are afforded the same rights, benefits, and protections provided to students by law and Board policy. To do so, the Superintendent or designee shall address each situation that arises on a case-by-case basis and in accordance with the following guidelines:

Acceptance of a Student's Gender Identity: The district shall accept the student's assertion of the student's gender identity and treat the student consistent with that gender identity unless district personnel present a credible and supportable basis for believing that the student's assertion is for an improper purpose

Use of Names and Pronouns: Upon request by a student, district personnel shall address the student by the requested name and pronoun(s), without the necessity of a court order or a change to the student's mandatory permanent student record

Inadvertent slips or honest mistakes by district personnel in the use of the student's name and/or pronouns may not constitute a violation of this administrative regulation or the accompanying Board policy.

Accessibility to Sex-Segregated Facilities, Programs, and Activities: When the district maintains sex-segregated facilities, such as restrooms and locker rooms, or offers sex-segregated programs and activities, such as physical education classes, intermural sports, and interscholastic athletic programs, students shall be permitted to access facilities and participate in programs and activities consistent with their gender identity

Additionally, a student shall be permitted to participate in accordance with the student's gender identity in other circumstances where students are separated by sex, such as for class discussions, yearbook pictures, and field trips.

To address any student's privacy concerns in using sex-segregated facilities, the district shall consider offering a gender-neutral or single-use restroom or changing area, a bathroom stall with a door, an area in the locker room separated by a curtain or screen, or use of the locker room before or after the other students. However, in no case shall the district require a student to utilize these options because of the student's sex, gender, gender identify, or gender expression. A student's right to participate in a sex-segregated activity in accordance with the student's gender identity shall not render invalid or inapplicable any other eligibility rule established for participation in the activity.

Beginning July 1, 2026, each school shall provide and maintain at least one all-gender restroom for student use that meets the requirements of Education Code 35292.5.

Adherence to Uniforms/Dress Code: A student has the right to dress in a manner consistent with the student's gender identity, subject to any dress code adopted on a school site, which may not discriminate on the basis of sex, gender, gender identity or gender expression

Equal Access to Educational Programs and Activities: Upon request by a student based on the student's gender identity or gender expression, the Compliance Officer shall identify and develop strategies for ensuring that the student's access to educational programs and activities is maintained

The Compliance Officer shall consider the rights of all students and how those rights may affect and be affected by the rights of other students. Additionally, the Compliance Officer shall identify specific school site employee(s) to whom the student may report any problem related to the student's sex, gender, gender identity, or gender expression so that prompt action can be taken to address it. Alternatively, if appropriate and desired by the student, the school may form a support team for the student that will meet periodically to assess whether the arrangements for the student are providing equal access to programs and activities.

Right to privacy: A student's sex, gender, gender identity, and gender status is private information

The district may only disclose such information to others when the disclosure is permitted by law, with the student's prior written consent, or when the district has compelling evidence that disclosure is necessary to preserve the student's physical or mental well-being. (Education Code 220.3, 220.5; 34 CFR 99.31, 99.36)

Student Records: A student's sex and legal name shall be maintained as part of a student's mandatory permanent student record as specified in 5 CCR 432 and shall only be changed with proper documentation (Education Code 49061-49072)

When a request to change a student's gender or name is submitted without proper documentation, any change to the student's gender or name shall be applied only to documents not included in the mandatory permanent student record such as attendance sheets, report cards, and school identification.

The Superintendent or designee shall follow this guideline such that it does not change or alter the obligations of the district to maintain student records in accordance with Board Policy/Administrative Regulation 5125 - Student Records, and to ensure access to such records in accordance with Board Policy/Administrative Regulation 1340 - Access to District Records.
The district prohibits any act of verbal, nonverbal, or physical aggression, intimidation, or hostility, including any such act based on sex, gender, gender identity, or gender expression, or that have the purpose or effect of producing a negative impact on the student's academic performance or of creating an intimidating, hostile, or offensive educational environment, regardless of whether the acts are sexual in nature, including, but not limited to:
Refusing to address or refer to a student in a manner consistent with the student's gender identity

Disciplining a student or excluding the student from participating in activities, for behavior or appearance that is consistent with the student's gender identity or that does not conform to stereotypical notions of masculinity or femininity

Blocking, prohibiting, or restricting a student's entry to the restroom that corresponds to the student's gender identity

Disclosing student records that reveal a student's gender identity to individuals who do not have a legitimate need for the information except as permitted by law

Verbally or physically assaulting a student because of the student's sex, gender, gender identity, or gender expression, including, but not limited to, causing, attempting to cause, threatening to cause, or participating in an act of hate violence on the basis of sex, gender, gender identity, or gender expression

Sexual Harassment – BP/AR 5145.7

Original Adopted Date: 03/09/2017 | Last Revised Date: 10/09/2025 | Last Reviewed Date: 10/09/2025Status: ADOPTED

The district does not discriminate on the basis of sex in any of its programs or activities and complies with Title IX of the Education Amendments of 1972 and its implementing regulations.

The Governing Board is committed to maintaining a welcoming, safe, and supportive school environment that is free from discrimination and harassment. The Board prohibits at district or at district-sponsored or district-related activities, sexual harassment, as defined in the accompanying administrative regulation, targeted at any student.

Additionally, the Board prohibits retaliatory behavior or action against any person who reports, files a complaint, testifies about, assists with, or otherwise supports a complainant in alleging sexual harassment, or otherwise participates or refuses to participate in the complaint process established for the purpose of this policy. (Education Code 220.1, 221.8; 34 CFR 106.71)

The district strongly encourages students who feel that they are being or have experienced sexual harassment on district grounds or at a district-sponsored or district-related activity, or off-campus when the conduct has a continuing effect on campus, to immediately contact their teacher, the principal, the district's Title IX Coordinator, or any other available school employee.

Any employee who receives a report or observes an incident of sexual harassment by or against a student in a district education program or activity shall report the incident to the Title IX Coordinator within one workday.

Once notified, the Title IX Coordinator shall ensure that the complaint alleging sexual harassment is addressed through Administrative Regulation 5145.71 - Title IX Sexual Harassment Complaint Procedures or Board Policy/Administrative Regulation 1312.3 - Uniform Complaint Procedures, as applicable. Additionally, the Title IX Coordinator shall ensure that any implementation of Administrative Regulation 5145.71 - Title IX Sexual Harassment Complaint Procedures concurrently meets the requirements of Board Policy/Administrative Regulation 1312.3 - Uniform Complaint Procedures.

The Title IX Coordinator shall offer and coordinate supportive measures to the complainant and respondent, as deemed appropriate under the circumstances.

The Superintendent or designee shall inform students and parents/guardians of this policy in the manner specified in the accompanying administrative regulation.

The Superintendent or designee shall ensure that all district staff are trained regarding this policy, and that employees required to receive training related to their duties under Title IX receive training as specified in Administrative Regulation 4119.11/4219.11/4319.11 - Sexual Harassment. (Government Code 12950.1; 2 CCR 11023, 11024; 34 CFR 106.45)

Instruction/Information

The Superintendent or designee shall ensure that all district students receive age-appropriate information on sexual harassment. Such instruction and information shall include:
What acts and behavior constitute sexual harassment, including the fact that sexual harassment could occur between people of the same sex and could involve sexual violence

A clear message that students do not have to endure sexual harassment under any circumstance

Encouragement to report observed incidents of sexual harassment even when the alleged victim of the harassment has not complained

A clear message that student safety is the district's primary concern, and that any separate rule violation involving an alleged victim or any other person reporting a sexual harassment incident will be addressed separately and will not affect the manner in which the sexual harassment complaint will be received, investigated, or resolved

A clear message that, regardless of a complainant's noncompliance with the writing, timeline, or other formal filing requirements, every sexual harassment allegation that involves a student, whether as the complainant, respondent, or victim of the harassment, shall be investigated and action shall be taken to respond to the harassment, prevent recurrence, and address any continuing effect on students

Information about the district's procedures for investigating complaints and the person(s) to whom a report of sexual harassment should be made

Information about the rights of students and parents/guardians to file a civil or criminal complaint, as applicable, including the right to file a civil or criminal complaint while the district investigation of a sexual harassment complaint continues

A clear message that, when needed, the district will implement supportive measures to ensure a safe school environment for a student who is the complainant or victim of sexual harassment and/or other students during an investigation

Disciplinary Actions

Upon completion of an investigation of sexual harassment, any student found to have engaged in sexual harassment or sexual violence in violation of this policy shall be subject to disciplinary action. For students in grades 4-12, disciplinary action may include suspension and/or expulsion, provided that, in imposing such discipline, the entire circumstances of the incident(s) shall be taken into account.

Upon completion of an investigation of sexual harassment, any employee found to have engaged in sexual harassment or sexual violence toward any student shall be subject to disciplinary action, up to and including dismissal, in accordance with law and the applicable collective bargaining agreement.

Record-Keeping

The Superintendent or designee shall maintain records in accordance with law, including in accordance with Administrative Regulation 5145.71 - Title IX Sexual Harassment Complaint Procedures, and district policies and regulations, of all reported cases of sexual harassment to enable the district to monitor, address, and prevent repetitive harassing behavior in district schools.

A/R

Original Adopted Date: 03/09/2017 | Last Revised Date: 10/09/2025 | Last Reviewed Date: 10/09/2025Status: ADOPTED

Definitions

Sexual harassment is a form of sex discrimination and means sexual harassment and other harassment on the basis of one, or a combination of two or more protected characteristics, which include, but may not be limited to, sex; gender; gender identity; gender expression; sexual orientation; sex stereotypes; pregnancy, false pregnancy, childbirth, termination of pregnancy, or related conditions or recovery; and parental, marital, and family status. (Education Code 200, 210.2, 220, 221.51, 230, 260; Government Code 11135; 20 USC 1681-1688)

Sexual harassment includes, but is not limited to, unwelcome sexual advances, unwanted requests for sexual favors, or other unwanted verbal, visual, or physical conduct of a sexual nature made against another person of the same or opposite sex in the educational setting, under any of the following conditions: (Education Code 212.5; 5 CCR 4916)
Submission to the conduct is explicitly or implicitly made a term or condition of a student's academic status or progress

Submission to or rejection of the conduct by a student is used as the basis for academic decisions affecting the student

The conduct has the purpose or effect of having a negative impact on the student's academic performance or of creating an intimidating, hostile, or offensive educational environment

Submission to or rejection of the conduct by the student is used as the basis for any decision affecting the student regarding benefits and services, honors, programs, or activities available at or through any district program or activity
Any prohibited conduct that occurs off campus or outside of district-related or district-sponsored programs or activities will be regarded as sexual harassment in violation of district policy if it has a continuing effect on or creates a hostile school environment for the complainant or victim of the conduct.

For purposes of applying the complaint procedures specified in Title IX, sexual harassment is defined as any of the following forms of conduct that occurs in an education program or activity in which a district school exercises substantial control over the context and respondent: (34 CFR 106.30, 106.44)
A district employee conditioning the provision of a district aid, benefit, or service on the student's participation in unwelcome sexual conduct

Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a student equal access to the district's education program or activity

Sexual assault, dating violence, domestic violence, or stalking as defined in 20 USC 1092 or 34 USC 12291
Title IX Coordinator/Compliance Officer

The district designates the following individual as the responsible employee to coordinate its efforts to comply with Title IX. The individual shall also serve as the Compliance Officer specified in Administrative Regulation 1312.3 - Uniform Complaint Procedures and Administrative Regulation 5145.3 - Nondiscrimination/Harassment as the responsible employee to handle student complaints alleging unlawful discrimination, as permitted by law. The Title IX Coordinator may be contacted at:

Assistant Superintendent of Educational Services
2100 J Street
Eureka, CA 95501
Tel: 707-441-3363

Notifications

The Superintendent or designee shall notify students and parents/guardians that the district does not discriminate on the basis of sex as required by Title IX and that inquiries about the application of Title IX to the district may be referred to the district's Title IX Coordinator and/or to the Assistant Secretary for Civil Rights, U.S. Department of Education. (34 CFR 106.8)

The district shall notify students and parents/guardians of the name or title, office address, email address, and telephone number of the district's Title IX Coordinator. (34 CFR 106.8)

The Superintendent or designee shall ensure that a copy of the district's sexual harassment policy and regulation:
Is included in the notifications that are sent to parents/guardians at the beginning of each school year (Education Code 48980; 5 CCR 4917)

Is displayed in a prominent location in the main administrative building or other area where notices of district rules, regulations, procedures, and standards of conduct are posted (Education Code 231.5)

Is summarized on a poster, which shall be prominently and conspicuously displayed in each bathroom and locker room at each school

The poster may be displayed in public areas that are accessible to and frequented by students, including, but not limited to, classrooms, hallways, gymnasiums, auditoriums, and cafeterias. The poster shall display the rules and procedures for reporting a charge of sexual harassment; the name, phone number, and email address of an appropriate school employee to contact to report sexual harassment; the rights of the reporting student, the complainant, and the respondent; and the responsibilities of the school. (Education Code 231.6)

Is posted, along with the name or title and contact information of the Title IX Coordinator, in a prominent location on the district's website in a manner that is easily accessible to parents/guardians and students (Education Code 234.6; 34 CFR 106.8)

Is provided as part of any orientation program conducted for new and continuing students at the time the student is enrolled or at the beginning of each quarter, semester, or summer session (Education Code 231.5)

Appears in any school or district publication that sets forth the school's or district's comprehensive rules, regulations, procedures, and standards of conduct (Education Code 231.5)
Reports and Complaints

A student or a student's parent(s)/guardian(s) who believes that the student has been subjected to sexual harassment in a district program or activity or who has witnessed sexual harassment is strongly encouraged to report the incident to the district's Title IX Coordinator, a teacher, the principal, or any other available school employee. Within one workday of receiving such a report, the principal or other school employee shall forward the report to the district's Title IX Coordinator. Any school employee who observes an incident of sexual harassment shall, within one workday, report the observation to the Title IX Coordinator as specified in the accompanying Board policy. The report shall be made regardless of whether the alleged victim files a formal complaint or requests confidentiality.

When a report or complaint of sexual harassment involves off-campus conduct, the Title IX Coordinator shall assess whether the conduct may create or contribute to the creation of a hostile school environment. If the Title IX Coordinator determines that a hostile environment may be created, the complaint shall be investigated and resolved in the same manner as if the prohibited conduct occurred at school.

When a verbal or informal report of sexual harassment is submitted, the Title IX Coordinator shall inform the student or parent/guardian of the right to file a formal written complaint in accordance with applicable district complaint procedures.

All complaints alleging sexual harassment against students in the school setting shall be investigated and resolved in accordance with law and district procedures. The district's Title IX Coordinator shall review the allegations to determine the applicable procedure for responding to the complaint. All complaints that meet the definition of sexual harassment under Title IX shall be investigated and resolved in accordance with Administrative Regulation 5145.71 - Title IX Sexual Harassment Complaint Procedures. Other sexual harassment complaints shall be investigated and resolved pursuant to Board Policy and Administrative Regulation 1312.3 - Uniform Complaint Procedures.

If sexual harassment is found following an investigation, the Title IX Coordinator, or designee in consultation with the Title IX Coordinator, shall take prompt action to stop the sexual harassment, prevent recurrence, implement remedies, and address any continuing effects.

Safe Routes to School Program – BP 5142.2

The Governing Board recognizes that walking, bicycling, and other forms of active transport to school increase students' physical activity and reduce vehicle traffic and air pollution in the vicinity of schools. As part of the district's coordinated approach to supporting student wellness and safety and enhancing student learning and achievement, the Superintendent or designee shall develop and implement strategies to establish and encourage safe routes to school program activities.

All students shall have equitable access and opportunity to participate in the district's safe routes to school program.

The Superintendent or designee may appoint a program coordinator and identify or establish district and/or school site committees to oversee and coordinate related activities.

The Superintendent or designee may collaborate with local public works and public safety departments, transportation agencies, other city and county agencies, school staff, students, parents/guardians and parent organizations, health organizations, community organizations, and/or businesses in the development, implementation, and evaluation of strategies.

Strategies in support of the safe routes to school program shall be based on the grade levels of the students and an assessment of the conditions and needs of each school and the surrounding neighborhoods.

The Superintendent or designee shall explore the availability of grant funds and other sources of funding to support related projects and activities.

The Superintendent or designee shall periodically report to the Board on the implementation of program activities and progress toward program goals. Such reports may include, but are not limited to, levels of participation in promotional and educational activities, survey results of parent/guardian attitudes about allowing their child to walk or bicycle to school, tallies of the numbers of students using various modes of travel to and from school and how these numbers have changed over time, records of student attendance and on-time arrival, and injury data within the school and/or district attendance boundaries.
Original Adopted Date: 05/19/2010
Last Revised Date: 11/18/2021

Safe Routes To School Program – AR 5142.2
District strategies to improve student safety along routes to school and to promote walking, bicycling, and other forms of active transport to school by students may include:
1. Education activities that promote safety and awareness, such as:

a. Instructing students about pedestrian and personal safety related to the use of electric or motorized and nonmotorized bicycles or scooters, including by local law enforcement, organizations specified in Education Code 38134, and public agencies that provide safety instructions on such bicycles and scooters.

b. Instructing students about the health, academic, and environmental benefits of walking, bicycling, and other forms of active transport to school

c. Offering driver safety information to high school students, parents/guardians, and the community to promote safety around school campuses and routes

2. Encouragement strategies designed to generate interest in active transport to school, such as:

a. Organizing or facilitating "walking school buses" and/or "bicycle trains" whereby students walk or bike to school in groups escorted by parents/guardians or other volunteers as needed

b. Organizing special events and activities, such as Walk or Bike to School Day, International Walk to School Month, or year-round competitions

c. Publicizing the district's efforts in order to build support of parents/guardians and the community, including providing information about the district's safe routes to school program in parent/guardian communications and in any notifications about transportation options

3. Enforcement strategies to deter unsafe behaviors of drivers, pedestrians, and bicyclists, such as:

a. Initiating or expanding crossing guard, student safety patrol, and/or parent/guardian safety patrol programs

b. Partnering with local law enforcement to help ensure that traffic laws are obeyed in the vicinity of schools and to implement appropriate measures such as placement of speed feedback monitors, ticketing, and/or driver safety campaigns

c. Monitoring to ensure that students who bicycle to school or who use skateboards, skates, or nonmotorized scooters wear helmets in accordance with Vehicle Code 21212

4. Engineering strategies that address the design, implementation, operation, and maintenance of traffic control devices or physical measures, such as:

a. Working with local government agencies, parents/guardians, school staff, and others as appropriate to gather data about environmental conditions and hazards along routes to school b. Working with local government agencies to make operational and physical improvements that reduce or eliminate hazards, such as reducing motor vehicle traffic speeds in the area and establishing safer and fully accessible crosswalks, walkways, trails, and bikeways

b. Assessing the adequacy, accessibility, and safety of bicycle parking at schools and making modifications as needed, such as increasing the number of or relocating bicycle racks and/or equipment storage areas

c. Considering safe routes to school when making decisions about siting and designing of new schools

5. Evaluation to assess progress toward program goals, including:

a. Gathering and interpreting data based on indicators established by the Superintendent and the Governing Board

b. Presenting data to the Board, program partners, and the public

c. Recommending program modifications as needed

6. Emerging technologies that aid in the prevention and mitigation of accidents

7. Emergency response in managing injuries after an accident occurs, including, but not limited to, training staff, crossing guards, student and/or parent/guardian safety patrols, and other volunteers who assist with drop-off and pick-up in emergency procedures

8. Equity, such that resources are distributed in a manner that provides safe access and participation in an equitable manner across the community

Original Adopted Date: 05/19/2010

Student drop off and pick up procedures include: Students are dropped off by personal vehicles in front of the school in the loading/unloading zones. Buses arrive between 8:15-8:30 and drop students off in coned off areas in front of the main building. Buses pick students up between 3:40-3:50 in coned off areas in front of the main building. EHS has two campus monitors which supervise bus loading and unloading both before and after school. Assistant Principals are assigned to supervise as needed.
During the school day supervision is done by two school monitors and three assistant principals in alternating shifts. When visitors arrive on campus they are required to check in at the main office, sign in and recieve a visitor badge.

Campus Security – BP/AR 4158

Original Adopted Date: 10/22/2018 | Last Revised Date: 09/11/2025 | Last Reviewed Date: 09/11/2025Status: ADOPTED

The Governing Board desires to provide a safe and orderly work environment for all employees. As part of the district's comprehensive safety plan, the Superintendent or designee shall develop strategies for protecting employees from potentially dangerous persons and situations and for providing necessary assistance and support when emergency situations occur.

Any person who threatens the safety of others at any district facility may be removed by the Superintendent or designee in accordance with Administrative Regulation 3515.2 - Disruptions.

Any employee against whom harassment, violence, or any threat of violence has been directed in the workplace shall notify the Superintendent or designee immediately. As appropriate, the Superintendent or designee shall initiate legal and security measures to protect the employee and others in the workplace. Such measures may include seeking a temporary restraining order (TRO) on behalf of the employee pursuant to Code of Civil Procedure 527.8 and/or a gun violence restraining order pursuant to Penal Code 18150 and 18170.

Additionally, a collective bargaining representative may seek a TRO on behalf of a district employee against whom harassment, violence, or credible threat of violence has been directed in the workplace, if the collective bargaining representative serves that employee in employment or labor matters at the employee's workplace. (Code of Civil Procedure 527.8)

Upon request by an employee who is a victim of domestic violence, sexual assault, or stalking, the Superintendent or designee shall provide reasonable accommodations in accordance with Government Code 12945.8 and the accompanying administrative regulation to protect the employee's safety while at work.

The Superintendent or designee may pursue legal action on behalf of an employee against a student or the student's parent/guardian to recover damages for injury to the employee's person or property caused by the student's willful misconduct that occurred on district property, at a school or district activity, or in retaliation for lawful acts of the employee in the performance of the employee's duties. (Education Code 48904, 48905)

The Superintendent or designee shall provide staff development in crisis prevention and intervention techniques, which may include training in classroom management, effective communication techniques, procedures for responding to an active shooter situation, and crisis resolution.

In accordance with law, the Superintendent or designee shall inform teachers, administrators, and/or counselors of crimes and offenses committed by students who may pose a danger in the classroom. (Education Code 48201, 49079; Welfare and Institutions Code 827)

The Superintendent or designee may make available at appropriate locations, including, but not limited to, district and school offices, gyms, and classrooms, communication devices that would enable two-way communication with law enforcement and others when emergencies occur.

Reporting of Injurious Objects

Employees shall take immediate action upon being made aware that any person is in possession of a weapon or unauthorized injurious object on district property or at a district related or school-sponsored activity. Employees shall exercise their best judgment as to the potential danger involved and do one of the following:
Confiscate the object and deliver it to the principal immediately

Immediately notify the principal or supervisor, who shall take appropriate action

Immediately call 911 and the principal or supervisor
When informing the principal about the possession or seizure of a weapon or dangerous device, an employee shall report the name(s) of persons involved, witnesses, location, and the circumstances of any seizure.

A/R

Original Adopted Date: 10/22/2018 | Last Revised Date: 09/11/2025 | Last Reviewed Date: 09/11/2025Status: ADOPTED

An employee may use reasonable and necessary force for self-defense or defense of another person, to quell a disturbance threatening physical injury to others or damage to property, or to obtain possession of weapons or other dangerous objects within the control of a student. (Education Code 44807, 49001)

An employee shall promptly report to the principal or other immediate supervisor any attack, assault, or physical threat made against the employee by a student or by any other individual in relation to the performance of the employee's duties, and any action the employee took in response.

Additionally, the employee and the principal or other immediate supervisor shall promptly report to local law enforcement authorities an attack, assault, or physical threat made against the employee by a student. Reports of an attack, assault, or physical threat shall be forwarded immediately to the Superintendent or designee. (Education Code 44014)

Notice Regarding Student Offenses

When a student commits certain offenses that may endanger staff or others, the following procedures shall be implemented to notify staff members as appropriate:
Acts That Are Grounds for Suspension or Expulsion

The Superintendent or designee shall inform the teacher(s) of each student who, during the previous three school years, has engaged in or is reasonably suspected to have engaged in any act, except the possession or use of tobacco products, that would constitute a ground for suspension or expulsion as specified in Administrative Regulation 5144.1 - Suspension and Expulsion/Due Process (Education Code 49079)

This information shall be based upon district records maintained in the ordinary course of business or records received from a law enforcement agency. (Education Code 49079)

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

Information received by teacher(s) shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher (Education Code 48201, 49079)

Offenses Reported to the District by a Court

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

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

Any court-initiated information that a teacher, counselor, or administrator receives shall be kept confidential and used only to rehabilitate the student and protect other students and staff (Welfare and Institutions Code 827)

The information shall be further disseminated only when communication with the student, parent/guardian, law enforcement staff, and probation officer is necessary to rehabilitate the student or to protect students and staff. (Welfare and Institutions Code 827)

When a student is removed from school as a result of an offense, the Superintendent shall hold the court's information in a separate confidential file until the student is returned to the district (Welfare and Institutions Code 827)

If the student is returned to a different district, the Superintendent shall transmit the information provided by the student's parole or probation officer to the superintendent of the new district of attendance. (Welfare and Institutions Code 827)

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

Accommodations for Victims of Domestic Violence, Sexual Assault, Stalking, or Other Qualifying Acts of Violence

When requested by an employee who is a victim of domestic violence, sexual assault, stalking, or other qualifying acts of violence, the district shall provide the employee reasonable accommodations which may include the implementation of safety measures, including, but not limited to: (Government Code 12945.8)
A transfer, reassignment, or modified schedule

A changed work telephone or work station, including the permission to carry a telephone at work

An installed lock

Assistance in documenting domestic violence, sexual assault, stalking, or other qualifying act of violence that occurs in the workplace

Referral to a victim assistance organization

Another safety procedure or adjustment to a job structure, workplace facility, or work requirement in response to domestic violence, sexual assault, stalking, or other qualifying act of violence
The Superintendent or designee shall engage in a timely, good faith, and interactive process with the employee to determine effective reasonable accommodations that do not pose an undue hardship on the district. In determining

whether an accommodation is reasonable, the Superintendent or designee shall consider any exigent circumstance or danger facing the employee or their family member. (Government Code 12945.8)

Upon the request of the Superintendent or designee, an employee requesting a reasonable accommodation shall provide a written statement, signed by the employee or an individual acting on the employee's behalf, certifying that the accommodation is for an authorized purpose. The Superintendent or designee may also request that the employee provide certification of the employee's status as a victim of domestic violence, sexual assault, stalking, or other qualifying act of violence. Such certification may include: (Government Code 12945.8)
A police report indicating that the employee, or a family member of the employee, was a victim

A court order protecting or separating the employee, or family member of the employee, from the perpetrator of the crime or abuse, or other evidence from the court or prosecuting attorney that the employee has appeared in court

Documentation from a licensed medical professional or health care provider, domestic violence or sexual assault counselor, victim advocate, or counselor that the employee, or family member of the employee, was undergoing treatment or receiving services for physical or mental injuries or abuse resulting in victimization from the crime or abuse

Any other form of documentation that reasonably verifies that the crime or abuse occurred, including, but not limited to, a written statement signed by the employee or by an individual acting on the employee's behalf
Any verbal or written statement, police or court record, or other documentation identifying an employee, or a family member of the employee, as a victim shall be confidential and shall not be disclosed by the district except as required by federal or state law or as necessary to protect the employee's safety in the workplace. The employee shall be notified before any authorized disclosure. (Government Code 12945.8)

Every six months after the date of the certification, the Superintendent or designee may request recertification of the employee's status as a victim of domestic violence, sexual assault, stalking, other specified offense, or ongoing circumstances related to the crime or abuse. The employee shall notify the Superintendent or designee if, due to changing circumstances, the employee needs a new accommodation or no longer needs an accommodation. If a new accommodation is needed, the Superintendent or designee shall follow the procedures described above when making the initial determination regarding effective reasonable accommodations. (Government Code 12945.8)

The district shall not discharge or retaliate against an employee because of the employee's status as a victim of crime or abuse or for requesting a reasonable accommodation, regardless of whether the request was granted. (Government Code 12945.8)

Opioid Overdose Protocol – Melanie's Law

Current law (Education Code section 49414.3) allows schools to provide emergency opioid antagonist administration for individuals who may be experiencing symptoms of opioid drug poisoning. Opioid drug poisoning is a life-threatening condition that can be reversed with the administration of an opioid antagonist medication such as naloxone. Without immediate administration of an opioid antagonist and summoning Emergency Medical Services (911), death could occur.

This law allows for a school nurse or a trained volunteer to administer an opioid antagonist medication to an individual who is exhibiting potentially life-threatening symptoms of opioid drug poisoning. Training is provided to the volunteer on topics including but not limited to:

- Signs and symptoms of opioid drug poisoning
- How to administer the naloxone nasal spray (or other opioid antagonist)
- Calling EMS (911) and any follow up documentation or actions required.

*CPR training is recommended but not required of persons trained to administer an opioid antagonist.

Staff members who volunteer to be trained are protected under the law and will be provided defense and indemnification by the District for any and all civil liability.

This notification is provided annually to all staff. If staff are willing to be identified as a volunteer and be trained, staff complete the volunteer form and submit it to their site administrator.

Employees who volunteer to be trained may rescind their offer to volunteer at any time. No benefit will be granted to or withheld from any individual based on his or her offer to volunteer. There will be no retaliation against any individual for rescinding his or her offer to volunteer, including after receiving training.

Narcan/Naloxone on School Sites:
Each school site is given Narcan/Naloxone packages for overdose or possible overdose events. These complete packages contain:

- Narcan Nasal Spay
- Narcan/Naloxone Quick Start Guide
- Gloves
- Face Mask
- Adult/Child CPR Rescue Mask Kit

o Alcohol Pads
o Rescue Mask Instructions

- Narcan/Naloxone Administration Report

(For additional supplies, please contact the District Office.)

NARCAN ADMINISTRATION

1. RECOGNIZE

Observe for signs of overdose:

- Pale, clammy skin
- Speech infrequent
- Not breathing or very shallow breathing
- Deep snorting or gurgling
- Unresponsive to stimuli (calling name, shaking, sternal rub)
- Slowed heart beat/pulse
- Blue lips or fingertips
- Pinpoint pupils

2. RESPOND

Immediately call for help:

- Call for help- Dial 911
  - Request Advanced Life Support
- Place the person on their back
- Tilt head
- Lift chin
- Check breathing for no more than 10 seconds
- Check to see if there is anything in their mouth blocking their airway, such as gum, toothpick, undissolved pills, syringe cap, cheeked Fentanyl patch
  - If present, remove it
- If using mask, place and hold mask over mouth and nose
- If not using mask, pinch their nose with one hand and place your mouth over their mouth
- Give 2 even, regular-sized breaths
- Blow enough air into their lungs to make their chest rise
  - If you are using a mask and don't see their chest rise, out of the corner of your eye, tilt the head back more and make sure the seal around the mouth and nose is secure
  - If you are not using a mask and don't see their chest rise, out of the corner of your eye, make sure you're pinching their nose
- Breathe again
- Give one breath every 5 seconds

3. REVERSE

Administer Intra-Nasal Narcan:

- Tilt head back and given spray (4 mg) into one nostril
- If additional doses are needed, given in the other nostril

Graphic credit: (ADAPT Pharma, 2015)

- Place person in recovery position (lying on their side)
- Stay with the person until help arrives
- Maintain airway, monitor circulation, start CPR as necessary
- Seize all illegal and/or non-prescribed opioid narcotics found on victim and process in accordance with school district protocols

4. REFER

- Have the individual transported to nearest medical facility, even if symptoms seem to get better
- Contact parent/guardians per school protocol
- Complete Naloxone Administration Report form
- Follow up with treatment referral recommendations

Response to Cardiac Arrest

Response to Cardiac Arrest*

The Cardiac Emergency Response Plan shall be as follows:
1. Developing a Cardiac Emergency Response Team
2. Activation of the Cardiac Emergency Response Team during an identified cardiac emergency
3. Automated external defibrillators (AEDs) – placement and maintenance
4. Communication of this Plan throughout the school campus
5. Training in Cardiopulmonary Resuscitation (CPR) and AED Use
6. Local Emergency Medical Services (EMS) integration with the school/school district's plan
7. Annual review and evaluation of the Plan
8. Protocol for School Cardiac Emergency Responders
(a) Recognize the following signs of sudden cardiac arrest and take action in the event of one or more of the following:
(b) Facilitate immediate access to professional medical help:
(c) Start CPR:
i. Use the nearest AED:
ii. Transition care to EMS:
iii. Action to be taken by Office / Administrative Staff:

Confirm the exact location and the condition of the patient.
Activate the Cardiac Emergency Response Team and give the exact location if not already done.
Confirm that the Cardiac Emergency Response Team has responded.
Confirm that 9-1-1 was called. If not, call 9-1-1 immediately.
Assign a staff member to direct EMS to the scene.
Perform "Crowd Control" – directing others away from the scene.
Notify other staff members, such as the school nurse, athletic trainer, and athletic director etc.
Ensure that medical coverage continues to be provided at the athletic event if on-site medical staff accompany the victim to the hospital.
Consider delaying class dismissal, recess, or other changes to facilitate CPR and EMS functions.
Designate people to cover the duties of the CPR responders.
Copy the patient's emergency information for EMS.
Notify the patient's emergency contact (parent/guardian, spouse, etc.).
Notify staff and students when to return to the normal schedule.
Contact the school district administration.

Instructional Continuity Plan

Eureka City Schools Instructional Continuity Plan (ICP)
Eureka City Schools
Date of Adoption: June 25, 2025

1. Communication

Objective: Ensure clear and timely communication with students, families, faculty, and staff regarding instructional continuity.

Communication Protocols:

- Primary Communication Channels:
  - School website: https://www.eurekacityschools.org/ for regular updates and links to important information for the district and each school site.
  - Email and text alerts via automated messaging system
  - Phone calls via automated messaging system
  - Social media updates on Facebook and Instagram
- Frequency of Updates:
  - Regular district and site updates during normal operations
  - Daily updates during an emergency or transition to remote learning
- Emergency Notifications:
  - Immediate alerts through automated systems
  - Emergency contacts established for staff and families
- Point of Contact:
  - Administrator responsible: Jennifer Johnson- Assistant Superintendent of Educational Services
  - Technology support lead: Marcel van Dissel- Director of Technology

2. Technology Readiness

Objective: Ensure all students and educators have access to technology and digital resources to support remote learning.

A. Technical Support Department

Responsible for maintaining the functionality, security, and availability of technology infrastructure and hardware that supports all digital resources in the District.

- Device & Internet Access:
  - Maintain and support inventory of student and staff devices.
  - Coordinate with library technicians for distribution and collection of Chromebooks and other loaner devices to staff and students.
  - Manage stock of spare devices for inventory and emergency distribution.
  - Oversee deployment and coordinate support of district-provided Wi-Fi hotspots with libraries and other designated stakeholders.
- Technical Help Desk:
  - Provide staff IT support during normal operating hours, with extended or on-call availability during remote learning periods or as needed.
  - Respond to hardware, software, and connectivity issues reported by staff and students.
  - Coordinate with libraries and school site designees for repairs.

B. Educational Services (Ed Tech and Curriculum Support)

Responsible for instructional integration of technology and development of digital learning resources.

- Training & Support:
  - Develop and deliver training for students, staff, and families on the use of instructional platforms (e.g., Google Classroom, Zoom, Canva).
  - Provide ongoing coaching and professional development via the Ed Tech Specialists, Instructional Coaches, and/or other designees
- Digital Backpacks:
  - Curate and maintain collections of approved digital learning tools, apps, e-books, and curriculum-aligned platforms.

- Ensure equitable access to digital resources for diverse student learning needs.

C. Library Technicians

Support Chromebooks, Hotspots, and other logistics to ensure student access at school sites.

- Assist with issuing, tracking, and basic troubleshooting Chromebooks and other learning devices.
  - Coordinates repairs and inventory with Technical Support staff
  - Support site-based communication with families regarding device checkouts and returns.

3. Instruction and Assessment

Objective: Ensure that learning remains flexible, accessible, and aligned with academic standards, whether in-person or remote.

- Instructional Strategies:
  - Prioritize essential learning and align objectives with state standards to ensure effective learning outcomes.
  - Implement California's Digital Learning Integration & Standards Guidance for effective technology use in instruction.
  - Ensure content is available in multiple formats (Google Classroom, videos, interactive lessons, PDFs).
  - Provide additional academic support through tutoring, virtual office hours, and small group instruction.
- Monitoring Student Progress:
  - Use state-approved screening tools for students in grades K–2 to assess early reading skills ([EC Section 53008]).
  - Utilize formative assessments (e.g., quizzes, reflection journals, virtual discussions) to check for understanding.
  - Define achievable learning goals that take into account students' unique circumstances and needs.

4. Equitable Access to Learning

Objective: Guarantee that all students, regardless of background or ability, have equal access to instructional resources.

Access Strategies:

- Provide all accommodations and support services for students with disabilities, English learners (ELs), homeless students, and foster youth.
- Follow CDE Special Education guidance to ensure accessibility in remote learning.
- Align the plan with Eureka City Schools EL Master Plan to support EL students' language development.
- Ensure individualized education plans (IEPs) are implemented in both in-person and remote settings.

5. Professional Learning for Educators

Objective: Equip educators with the skills and knowledge to effectively teach in remote and hybrid environments.

Training Plan:

- Professional development on virtual classroom management and student engagement led by site administrators and instructional coaches. Includes use of Google Workspace and Google Meet.
- Utilize Ed Tech TOSA for training and lesson planning resources.

6. Site-Based Collaboration

Objective: Foster a collaborative approach to instructional continuity planning and implementation.

Collaboration Strategies:

- Work with Executive and Leadership Teams to update the plan as needed.
- Review as part of site safety plans with each school Site Council on an annual basis.
- Seek input from staff, parents/guardians, and students to refine the plan after each instance of implementation.

7. Return to Site-Based Learning

Objective: Define the conditions necessary for a safe return to in-person instruction following a disruption.

Reopening Criteria:

- Evacuation orders lifted
- Power and utilities restored
- Air quality meets safety standards
- Safe and clean water access
- Campus free from debris and hazards
- Internet connectivity restored
- Adequate staffing levels
- Meal service operations reinstated

Plan Review and Approval

Approved by: _____

Jessica Rebholtz, Eureka City School Board President

_____

Gary Storts, Eureka City Schools Superintendent

Date: June 25, 2025

This plan will be reviewed annually and updated as needed based on feedback, emerging best practices, and changes in state and district policies.

Notification of Immigration Enforcement for Eureka Senior High School

Protocol for Responding to ICE Agents on Campus
(Updated to reflect AB 49, SB 98, and CDE Guidance, September 2025)

This protocol is aligned with recommendations from the California School Board Association (CSBA), the California Department of Education (CDE), and recent legislation (AB 49 and SB 98). It is designed to uphold the law while protecting the rights and safety of students and staff.

Step 1: Remain Calm and Professional
Greet ICE agents respectfully.
Do not obstruct their actions physically or verbally.
Remember: Obstruction may result in legal consequences and loss of federal funding.

Step 2: Verify Access Requirements (AB 49)
Do not allow ICE agents into non-public areas of the school-site (classrooms, offices, buses, field trips, or other LEA-sponsored activities) without one of the following:

- A valid judicial warrant
- A judicial subpoena
- A court order
- A state or federal law requiring compliance

Politely ask:
1. “Do you have a judicial warrant, subpoena, or court order?”
2. “May I have your name and the names of the agents present?”
3. “May I call my principal to help assist in this process?”
4. “May I contact the superintendent/district office to ensure I follow Governing Board Policies correctly?”
5. “May I record this interaction?”

Step 3: Document the Interaction
Record:

- Names of agents
- Time and date of arrival
- Any documents presented
- Details of their requests or actions

Do not interpret legal documents yourself. Immediately forward warrants, subpoenas, or court orders to district-level personnel.

Step 4: Follow Standard Law Enforcement Procedures
Treat ICE agents as you would any other law enforcement officers (LEOs).
Verify credentials.
Ensure all interactions align with visitor management and safety protocols.

Step 5: Communication Protocol (SB 98)
Notify the following if ICE is present on a school site:

- Pupils
- Families
- Faculty and staff
- Other community members as appropriate

Use district-approved messaging channels to ensure clear, accurate, and timely communication.

Step 6: Prioritize Safety and Contact the District Office
Keep students and staff safe and calm.
If uncertain how to proceed, immediately contact the District Office for guidance.
Do not make independent legal determinations—defer to district leadership.
Key Reminders
Student and staff well-being comes first.
Never allow unauthorized access to non-public areas.
Always document interactions and escalate legal review.

Emergencies Disaster Preparedness Plan – BP/AR 3516

The Governing Board recognizes that all district staff and students must be prepared to respond quickly and responsibly to emergencies, disasters, and threats of disaster. The district shall take all reasonable steps to prevent and/or mitigate the impact of a disaster on district students, staff, and schools.

The Superintendent or designee shall develop and maintain a disaster preparedness plan which contains routine and emergency disaster procedures, including, but not limited to, earthquake emergency procedures, and adaptations for individuals with disabilities in accordance with the Americans with Disabilities Act, the federal Individuals with Disabilities Education Act, and Section 504 of the federal Rehabilitation Act of 1973. Such procedures shall be incorporated into the comprehensive school safety plan. (Education Code 32282)

In developing the disaster preparedness plan, the Superintendent or designee shall involve district staff at all levels, including administrators, district police or security officers, facilities managers, transportation managers, food services personnel, school psychologists, counselors, school nurses, teachers, classified employees, and public information officers. As appropriate, the Superintendent shall also collaborate with law enforcement, fire safety officials, emergency medical services, health and mental health professionals, parents/guardians, and students.

The plan shall comply with state-approved Standardized Emergency Management System (SEMS) guidelines established for multiple-jurisdiction or multiple-agency operations and with the National Incident Management System.

The Superintendent or designee shall provide training to employees regarding their responsibilities, including periodic drills and exercises to test and refine staff's responsiveness in the event of an emergency.

The Board shall grant the use of school buildings, grounds, and equipment to public agencies, including the American Red Cross, for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. The Board shall cooperate with such agencies in furnishing and maintaining whatever services the district may deem necessary to meet the community's needs. (Education Code 32282)

District employees are considered disaster service workers and are subject to disaster service activities assigned to them. (Government Code 3100)

The Superintendent or designee shall ensure that district and/or school site plans address, at a minimum, the following types of emergencies and disasters:
Fire on or off school grounds which endangers students and staff
Earthquake, flood, or other natural disasters
Environmental hazards, such as leakages or spills of hazardous materials
Attack or disturbance, or threat of attack or disturbance, by an individual or group
Bomb threat or actual detonation
Biological, radiological, chemical, and other activities, or heightened warning of such activities
Medical emergencies and quarantines, such as a pandemic influenza outbreak
Attack or threat of attack to the district's digital network and technology infrastructure

The Superintendent or designee shall ensure that the district's procedures include strategies and actions for prevention/mitigation, preparedness, response, and recovery, including, but not limited to, the following:
Regular inspection of school facilities and equipment, identification of risks, and implementation of strategies and measures to increase the safety and security of school facilities
Routine monitoring of the security of the district's digital network and technology infrastructure
Instruction for district staff and students regarding emergency plans, including:
Training of staff in first aid and cardiopulmonary resuscitation

Regular practice of emergency procedures by students and staff

Specific determination of roles and responsibilities of staff during a disaster or other emergency, including determination of:
The appropriate chain of command at the district and, if communication between the district and site is not possible, at each site
Individuals responsible for specific duties
Designation of the principal for the overall control and supervision of activities at each school during an emergency, including authorization to use discretion in situations which do not permit execution of prearranged plans
Identification of at least one person at each site who holds a valid certificate in first aid and cardiopulmonary resuscitation
Assignment of responsibility for identification of injured persons and administration of first aid

Personal safety and security, including:
Identification of areas of responsibility for the supervision of students
Procedures for the evacuation of students and staff, including posting of evacuation routes

Procedures for the release of students, including a procedure to release students when reference to the emergency card is not feasible
Identification of transportation needs, including a plan which allows bus seating capacity limits to be exceeded when a disaster or hazard requires students to be moved immediately to ensure their safety
Provision of a first aid kit to each classroom
Arrangements for students and staff with special needs
Upon notification that a pandemic situation exists, adjustment of attendance policies for students and sick leave policies for staff with known or suspected pandemic influenza or other infectious disease

Closure of schools, including an analysis of:
The impact on student learning and methods to ensure continuity of instruction
How to provide for continuity of operations for essential central office functions, such as payroll and ongoing communication with students and parents/guardians

Communication among staff, parents/guardians, the Governing Board, other governmental agencies, and the media during an emergency, including:
Identification of spokesperson(s)

Development and testing of communication platforms, such as hotlines, automatic dialing devices, telephone trees, websites, social media, and electronic notifications

Development of methods to ensure that communications are, to the extent practicable, in a language and format that is easy for parents/guardians to understand

Distribution of information about district and school site emergency procedures to staff, students, and parents/guardians

Cooperation with other state and local agencies, including:

Development of guidelines for law enforcement involvement and intervention

Collaboration with the local health department, including development of a tracking system to alert the local health department of a substantial increase of student or staff absenteeism as indicative of a potential outbreak of an infectious disease

Steps to be taken after the disaster or emergency, including:

Inspection of school facilities

Provision of mental health services for students and staff, as needed
The Superintendent or designee shall assemble critical information that would be needed in an emergency. Such information may include, but is not limited to, a list of individuals and organizations who should be contacted for assistance in an emergency, current layouts and blueprints of school buildings, aerial photos of the campus, maps of evacuation routes and alternate routes, a roster of employees with their work locations, student photographs and their emergency contact information, a clearly labeled set of keys, location of first aid supplies, procedures and locations for turning off fire alarms, sprinklers, utilities, and other systems, information to access the district's technology infrastructure, and insurance information. Such information shall be stored in a box in a secure, easily accessible location, with a duplicate kept at another location in case the primary location is inaccessible.

Use of SEMS/NIMS *

The District uses the Incident Command System as identified in the Authorities and References section of this plan.

In the event of a major disaster, there is no guarantee emergency medical, or fire personnel will be able to immediately respond to school sites. Therefore, the school staff must be prepared to ensure the care and safety of students during the first several hours after a major disaster without outside assistance. It is critical to determine who does what, where, and how before such a disaster occurs.

Use the Standardized Emergency Management System as detailed in the California Emergency Services Act (Gov. Code Section 8607) and the supporting California Code of Regulations

Disaster Service Worker Status

Government Code 3100
It is hereby declared that the protection of the health and safety and preservation of the lives and property of the people of the state from the effects of natural, manmade, or war-caused emergencies which result in conditions of disaster or in extreme peril to life, property, and resources is of paramount state importance requiring the responsible efforts of public and private agencies and individual citizens. In furtherance of the exercise of the police power of the state in protection of its citizens and resources, all public employees are hereby declared to be disaster service workers subject to such disaster service activities as may be assigned to them by their supervisors or by law.
(Amended by Stats. 1971, Ch. 38.)

These laws have two ramifications: 1) public school employees may be pressed into service as Disaster Service Workers by their superiors and may be asked to do jobs other than their usual duties for periods of time exceeding their normal working hours; and 2) in those cases, their Worker's Compensation Coverage becomes the responsibility of the state government (CalOES). The district, however, pays their overtime pay. These circumstances apply only when a local or State emergency has been proclaimed.

Individualized Safety Plans

The Education Code requires school disaster procedures to also include adaptations for pupils with disabilities in accordance with the federal Individuals with Disabilities Education Act and Section 504 of the federal Rehabilitation Act of 1973, and would require the annual evaluation of the comprehensive school safety plan and the annual review of a charter school's school safety plan to also include ensuring that the plan includes appropriate adaptations for pupils with disabilities and address any concerns to individual plans, as specified.

Eureka Senior High School Individualized Plans

None Requested

CSSP and Emergency Operations Training

All staff are trained on emergency procedures through signage, drills, emails and training videos, including but not limited to staff collaboration. This includes fire drills, lockdown drills, earthquake and evacuation. Catapault training is offered during admin collaboration and used in conjunction with drills.

Fire Drills and Fires – AR

Drills

The California Education Code requires the following drills per year.

Elementary

- Fire drills one per month
- Earthquake drills four times a year

Middle/Intermediate

- Fire Drills four times a year
- Earthquake four times per year.

High School

- Fire Drills two times per year
- Earthquake two times per year.

Drill Type	Dates
Fire Drills	Elementary and Intermediate Schools – not less than once every calendar month Secondary Schools – not less than twice yearly Legal Requirement: 19 CCR § 3.13 § 3.13. Fire Drills. (a) Group E Occupancies. (1) General. Every person and public officer managing, controlling, or in charge of any public, private, or parochial school shall cause the fire alarm signal to be sounded upon the discovery of fire. Every person and public officer managing, controlling, or in charge of any public, private, or parochial school, other than a two-year community college, shall cause the fire alarm signal to be sounded not less than once every calendar month at the elementary and intermediate levels, and not less than twice yearly at the secondary level, in the manner prescribed in California Code of Regulations, Title 24, Part 2, Section 907.
Duck-Cover-Hold Drills (Earthquake)	Elementary Schools – one time per quarter Secondary Schools – one time per semester Education Code Requirements (excerpted) (II) A drop procedure whereby each pupil and staff member take cover under a table or desk, dropping to his or her knees, with the head protected by the arms, and the back to the windows. A drop procedure practice shall be held at least once each school quarter in elementary schools and at least once a semester in secondary schools.
	10/10/24

Drill Type	Dates
Lockdown Drills	This drill should be done one time per semester and can be combined with the Evacuation Drill
	10/10/24
Shelter in Place Drills	10/10/24
Evacuation Drills	This drill should be done one time per semester and can be combined with the Lock Down Drill (Fire Code 403.5.2 indicates the first emergency evacuation drill of each school year shall be conducted within 10 days of the beginning of class)
	10/10/24
Multi-Option Drills, Including Tabletop Exercies (Describe Below)	

Provide this training for adult employees only, at least once per year, and it should be all-inclusive, addressing the Run, Hide, Fight protocols outlined by the FBI.

Outside Agency Use of Facilities

The Board shall grant the use of school buildings, grounds, and equipment to public agencies, including the American Red Cross, for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. The Board shall cooperate with such agencies in furnishing and maintaining whatever services the district may deem necessary to meet the community's needs. (Education Code 32282)

Emergency Procedures for People with Disabilities

The information contained in this document will assist school administrators, teachers, special education staff, parents, and students in planning for the support that may require for students with special needs in the event of an emergency. For the purposes of this section, students with special needs are those who cannot comfortably or safely access and use the standard resources offered in disaster preparedness, relief and recovery, whether their disability is chronic or temporary.

For individuals with special needs, physical environments may pose additional challenges. The ability to get to accessible exits and access personal items may be reduced. Communication may be impeded at a time when clear and rapid communication is crucial to safety and survival.
To comply with statutes involving students with special needs, individuals responsible for evacuation and emergency operation plans, notification protocols, shelter identification, emergency medical care and other emergency response and recovery programs must:

- Have sound working knowledge of the accessibility and nondiscrimination requirements applicable under Federal disability rights laws;
- Know the special needs demographics of the students attending classes on site;
- Involve students with different types of disabilities, staff, and teachers in identifying the communication and transportation needs, accommodations, support systems, equipment, services, and supplies that they will need during an emergency;
- Consider emergency accommodations for those with temporary disabilities.
- Identify existing resources within the school and local community that meet the special needs of these students;
- Develop new community partners and resources, as needed.
- Inform parents about the efforts to keep their child safe at school;
- Identify medical needs and make an appropriate plan;
- Determine transportation needs, special vans and buses for students;
- Identify any necessary tools such as personal response plans, evacuation equipment or visual aids;
- Include local responders and establish a relationship with individual students with disabilities and their teachers.

Mitigation Strategies (Before an Emergency Occurs)

- Learn about the types of hazards that may impact the school (e.g., earthquakes, floods, wildfires) and assure that emergency response procedures address each one.
- Identify a pre-evacuation site that is accessible to students with disabilities
- Plan a primary and secondary evacuation route from each location the student is in during the course of the day.
- Arrange sufficient transportation ahead of time to accommodate the entire special needs/staff population.
- Develop a schedule of daily activities and classes that identifies where a special needs student may be located each period of the day.
- Consider classroom location in placement of students with disabilities. Evaluate the handicap accessibility of nearby exits and proximity to the school nurse.
- Conduct a test of the family notification system to assure that contact information is up-to-date to help decrease parent anxiety during a disaster.

Tactical Response to Criminal Incidents

ACTIVE SHOOTER OR OTHER ACTIVE ASSAILANTS

All district sites adhere to the standardized procedures for Lockdown and Active Shooter and other Active Assailant listed in this plan if there is an active shooter, individual with a weapon on campus or other possible violent crime. For more details see Active Asailant, Threats , and Lock Down procedures.

Dangerous, Violent, Or Unlawful Activities

SB 671
SB 671 requires a Comprehensive School Safety Plan to include procedures to assess and respond to reports of any dangerous, violent, or unlawful activity that is being conducted or threatened to be conducted at the school, at an activity sponsored by the school, or on a school bus serving the school.

Multidisciplinary Threat Assessment Team
Eureka City Schools uses a multidisciplinary threat assessment team consisting of the specific site administrator, a local law enforcement representative, the student services Director, mental health or behavioral specialist representative as needed, and other outside services as needed.

Assessment and Response
Prohibited and concerning behaviors are defined in California Education Code 48900 and 48915. Additionally, all threats of self-harm are assessed and acted upon, as needed. In cases where dangerous, violent, or unlawful activities are being conducted, Law Enforcement is notified at once and a call to 911 is made.

The threshold of law enforcement intervention is decided by the relevant administration in cooperation with the District and mutual aid if requested. In practice, we find if a real or possible threat is present. We evaluate the threat or possible threat based upon prohibited and concerning behaviors, responding appropriately to the incident.

Risk Management
Risk Management is notified in incidents where there is physical, property or damage to others. Additionally, Risk Management is involved if a security assessment or report is needed. There may be times, following a potential or real incident, that an after-action debrief might be conducted, including a written summary.

School Culture and Training
Eureka City Schools utilizes PBIS as outlined in our PBIS Handbook. Eureka City Schools School Climate Team created our PBIS handbook in consultation with Dr. Jeff Sprague. The purpose of this handbook is to guide and support ECS staff as we implement PBIS in our school. Our goal is to provide all of our students with safe and effective school environments where they can experience academic and social-behavioral success.

Eureka City Schools conducts an annual update to their Comprehensive Safe School Plan at each school site as required by the California Education Code.

Training for all stakeholders is conducted during annual site meetings by administrators and/or district representatives.

Reunification

Student release is a crucial part of emergency planning. During an emergency or disaster, the traditional student release procedure is often unsafe and therefore not operable. Accordingly, a comprehensive emergency plan needs to include certain procedures to accomplish the main priority of safety planning which is to ensure the safety of the students to every extent possible.

There are a wide variety of emergency situations that might require student/family reunification. Student/family reunification may be needed if the site is evacuated or closed as a result of a hazardous materials transportation accident, fire, natural gas leak, flooding, earthquake, tsunami, school violence, bomb threat, terrorist attack or other local hazard.

Student/Family reunification is part of the Incident Command System and is assigned to the Operations Area.

Threats of Violence

THREATS

If a threat is made or if there is a weapon found on campus, the Threat Assessment team (consisting of multi-disciplinary personnel, including but not limited administration, counselors, mental health professionals, Information Technology professionals and law enforcement) will conduct the following steps:

- Evaluate the threat

THEN

- Decide if the threat is clearly transient and respond to the transient threat

o Contact student's parents if necessary.
o Notify intended victim's parents if necessary.
o See that threat is resolved through explanation, apology or making amends.
o Consult with Risk Management & Security Manager or law enforcement if necessary.
o Refer for conflict mediation, restorative justice or counseling to resolve problem as appropriate.
o Follow discipline procedures as per BP/AR.
o Develop Behavior Intervention Plan or Behavior Contract as appropriate.

OR

o Decide if the substantive threat is serious and respond to the serious substantive threat.
o Mobilize threat assessment team members as needed.
o Contact student's parents.
o Notify intended victim's parents.
o Protect and notify intended victim and parents of victim.
o Caution the student about the consequences of carrying out the threat.
o Provide direct supervision of student until parents assume control
o Consult with Risk Management and law enforcement.
o Refer for conflict mediation, restorative justice or counseling to resolve problem is appropriate
o Follow discipline procedures as per BP/AR
o Develop Behavior Intervention Plan

OR

- Decide if the substantive threat is very serious and respond to the very serious substantive threat

o Mobilize threat assessment team members as needed.
o Contact student's parents
o Notify intended victim's parents
o Protect and notify intended victim and parents of victim
o Caution the student about the consequences of carrying out the threat
o Provide direct supervision of student until parents assume control
o Consult with Risk Management & Security Manager and Law Enforcement
o Conduct mental health assessment
o Follow discipline procedures as per BP/AR
o Develop Behavior Intervention Plan

AND

- Implement a safety plan

OTHER CRIMES

If other crimes are committed on campus such as thefts and vandalism school administration, risk management and other needed resources along with law enforcement will conduct an investigation. Depending on the investigation outcomes, administration will follow district procedures for discipline and will assist in any necessary prosecution procedures through the District Attorney's office.

FUNCTIONAL ANNEX

Accounting for all Persons

Attendance Records



It is our daily practice to maintain manual attendance records in the Administrative Office of each site. This includes Daily Attendance Records, Site Employee Logs, Visitor Logs, and Itinerant Employee Logs (such as food services, maintenance and operations, etc.). If there are contractors or contracted service workers on-site in a controlled location (such as fenced areas under construction) the employer of record should be advised to consider keeping their own records of employee locations.

Crisis or Incident Accounting

In the event of a crisis or incident, each site administrator will ensure there are 2 – 3 key employees (only one needs to have control of records at a time – additional staff are only for backup) who will have responsibility as scribes to collect all site attendance records from the administrative office.

These records are to be provided to the on-site incident commander upon request. It is the scribe's responsibility to maintain and protect these records.

In cases where students, staff, or visitors cannot be located, the name and description of the person(s) will be provided to Search and Rescue teams for more specific search. All records of searches and tracking of people on-site will be recorded in appropriate ICS log. The incident commander will be kept informed of attendance status and updated with changes.

Assembly Areas

All staff will report as soon as is possible to their predesignated assembly areas. Premade signs may be used and maintained in assembly kits to assist in identifying specific assembly areas and will be held so as to be easily identified. Assembly area facilitators will distribute/record the attendance of all individuals in their assembly area.

For shelter-in-place or any evacuation, either on-site or off-site, attendance will be taken at any assembly areas and a comparison made to the attendance logs as follows:

Student Daily Attendance
Site Employee Log
Visitor Log
Itinerant Employee Log

Student Release

Student release will be conducted in an orderly fashion as outlined in the Reunification Annex of this plan. Attendance records will be checked and recorded as students leave the site.

Communications

Purpose



The Communications Annex ensures the availability and coordinated use of our communications systems for the dissemination of disaster information, for the exchange of information between decision-makers, and for the coordination of communications with local response agencies.

Scope

When activated, the Communications annex coordinates and supports emergency response/recovery telecommunications requirements. This includes the interface between our District and other agencies and outside organizations, such as local, state, and federal government, private nonprofit organizations, and business/industry. Immediately report communications degradation, interruption, or failure by alternate means (e.g. cell phone) to the Communications Officer and/or the District's Emergency Operations Center (EOC) if activated.

Activation

The senior executive (or designee) determines whether to activate this annex based upon information from initial staff reports and local authorities. The local emergency communications plan will include:
Channel designations
Contingency communications procedures
Training in back-up communications equipment

Key Tasks/Responsibilities

Develop a local communications plan
Establish and maintain liaison with local response agencies, state agencies, commercial communications companies, and amateur radio organizations
Support communications equipment (radio, computer, fax, etc.) as needed
Provide communications capability
Maintain equipment inventory
Designate a centrally-located area (usually main office) easily identified by staff, media, and the public
Predetermine an alternate location in case the primary location is inaccessible
Establish communication with staff
Maintain telephone and radio communication with emergency services
Post rumor control and information on the internet and in an area accessible to our students and the community
Record emergency related incidents
Maintain communication with staff by whatever means available (SMS text messaging, audio alarm warning system, intercom, bullhorn, canned air horn, two-way radio, e-mail, written notices)

Internal Communications

Staff will be notified when an incident occurs and kept informed as additional information becomes available and as plans for management of the situation evolve. The following practices will be utilized to disseminate information internally when appropriate:

Alert Notifications (SMS Texting)

Staff will be notified when an incident occurs and kept informed as additional information becomes available and as plans for management of the situation evolve. The following practices will be utilized to disseminate information internally when appropriate:

Telephone Tree

A telephone tree is a simple, widely used system for notifying staff of an incident when they are not at their primary work location. The tree originates with the senior site official, who contacts the members of the Incident Management Team. Team members then, in turn, will contact groups of staff identified on their call list.

Staff Meetings

As appropriate, updated information about an incident will be presented at regularly scheduled staff meetings. In some cases, special staff meetings may be called as incident evolution requires. Staff will also have the opportunity to address any misinformation or rumors. Any new procedures or temporary changes will also be reviewed at this time.

Communication With the District Administrative Office

The Incident Commander will use the designated countywide Emergency Radio Network to notify the site administrator of our District's status/needs. The site administrator will notify the District office. The District office will notify the County Office of the status of all of the District's sites. He/she will designate staff member(s) to monitor all communications.

Activation

Concept of Operations

The senior executive (or designee) determines whether to activate this annex based upon information from initial staff reports and local authorities. When activated, the Communications annex coordinates and supports emergency response/recovery telecommunications requirements

Immediately report communications degradation, interruption, or failure by alternate means (e.g. cell phone) to our District's Emergency Operations Center (EOC) if activated or the Communications Officer

The local emergency communications plan will include channel designations, contingency communications procedures, and training in back-up communications equipment.

Continuity of Operations (COOP)

General



Continuity of Operations planning is a program that ensures continued performance of essential functions across a full range of potential emergencies, be they natural or man-made, when a significant interruption of operations occurs following a severe disaster or tragedy.

A COOP provides guidance and establishes responsibilities and procedures to ensure that essential functions are maintained. COOP is not the same as an Emergency Operations Plan or a Recovery Plan, but rather supplements it, in the event normal facility or human resources are not available.

A COOP provides a continuity infrastructure that through careful planning ensures:
Emergency delegation of authority and an orderly line of succession, as necessary.
Safekeeping of essential personnel, resources, facilities, and vital records.
Emergency acquisition of resources necessary for business resumption.
The capability to perform critical functions remotely until resumption of normal operations.

A District's COOP plan should allow for its implementation anytime, with or without warning, during normal and after-hours operations; providing full operational capability for essential functions no later than 12 hours after activation; and sustain essential functions for up to 30 days.

The purpose of these Continuity of Operations (COOP) procedures is to ensure that there are procedures in place to maintain or rapidly resume essential operations within the District after an incident that results in disruption of normal activities or services to the District. Failure to maintain these critical services would significantly affect the operations and/or service mission of the District in an adverse way.

Scope

It is the responsibility of the District's officials to protect students and staff from incidents and restore critical operations as soon as it is safe to do so. This responsibility involves identifying and mitigating hazards, preparing for and responding to incidents, and managing the recovery process.

The COOP procedures outline actions needed to maintain and/or rapidly resume essential operations, business, and physical services, when interrupted for an extended period of time following an incident.

Responsibilities

Designated District Staff, in conjunction with the affected administrator(s) and staff, will perform the essential functions as follows:

Senior Executive/Site Administrator

Determine when to close District, and/or send students/staff to alternate locations
Disseminate information internally to students and staff
Communicate with family, media, and the larger community
Identify a line of succession, including who is responsible for restoring which business functions for the District
Ensure systems are in place for rapid contract execution after an incident
Identify relocation areas for site and administrative operations
Create a system for registering students (off site or into alternative locations)
Brief and train staff regarding their additional responsibilities

Secure and provide needed personnel, equipment and supplies, facilities, resources, and services required for continued operations
Identify strategies to continue operations (e.g., using the Internet, providing alternatives to operational contingencies)
Work with local and state government officials to determine when it is safe for students and staff to return to the District's buildings and grounds
Manage the restoration of the District's buildings and grounds (e.g. debris removal, repairing, repainting, and/or landscaping)
Collaborate with private and public-sector service providers and contractors

Administrative Services, District Staff

Maintain inventory
Maintain essential records (and copies of records) including the District's insurance policy
Ensure redundancy of records is kept at a different physical location.
Secure District's equipment and materials in advance.
Restore administrative and recordkeeping functions such as payroll, accounting, and personnel records.
Retrieve, collect, and maintain personnel data
Provide accounts payable and cash management services

Administrative Support Staff

Establish necessary support services for students and staff
Implement additional response and recovery activities according to established protocols
Collaborate with public and private providers

Food Services Worker

Determine how food services will resume
Support staff and volunteers as much as possible

Transportation

Provide emergency transportation services as needed
Assess and implement alternative transportation services that may be necessitated

Evacuation

General



Evacuation is one means of protecting the staff, students and visitors from the effects of a hazard through the orderly movement of person(s) away from the hazard. The type and magnitude of the emergency will dictate the scale of an evacuation (i.e., evacuation area).

Concept of Operations

Evacuation orders are generally given by the following:
Local Police
Environmental Health & Safety
Facilities Services
Administrator, director, or building supervisor
Fire Department with jurisdiction
Any person identifying a hazard and by activating the fire alarm system via a fire alarm pull station

Evacuation Procedures

Evacuation will be initiated by means of the fire alarm system. Whenever the alarm is sounded all occupants of all buildings are to initiate the evacuation procedure.
Take the Incident Action packet/binder which has a current class list and a red/green 8½ x 11 card (red on one side and green on the other side)
Close all doors and windows. (DO NOT LOCK DOORS)
Follow the safest evacuation route to the assembly or safe dispersal area.
Teachers are to take roll and make certain no one reenters the building for any reason.
If all students are present with staff member, staff will hold up the GREEN sheet to acknowledge to responsible incident management person that all students are present.
Support staff who have regular schedules with students need to have a green and red card also. If all students who are regularly scheduled are in their care and custody, they are to raise the green card, so staff member and responsible incident management person can see.
Staff members are to raise the red card even if they think a student is with support staff so responsible incident management person can account for those students.
If a student is not present, the staff member will hold up the RED card and wait for the administration to contact him/her to see who is absent. The responsible incident management person will coordinate the search for the missing student.
Students should remain 30 – 50 feet away from any building.
Students are to remain in groups, until the all clear signal is given.

On-Site Evacuation

The Incident Commander or designee activates fire alarm.
All staff follow the Evacuation Procedures identified above.
Once assembled, building occupants remain in their designated assembly or safe dispersal area until further instructions are given.
Reentry is only authorized after it is determined that conditions and buildings are deemed safe by appropriate incident management staff.

Off-Site Evacuation

If it is determined that the buildings and area are not safe for occupation and that the On-Site Evacuation locations are also at risk, the appropriate incident management staff will initiate an Off-Site Evacuation.
The Incident Commander or designee determines safest method for evacuating the site. This may include use of buses or simply walking to designated off-site location.
Staff members secure the student roster when leaving the building and take attendance once group is assembled in pre-designated safe location.
Once assembled off-site, staff members and students stay in place until further instructions are given.
In the event clearance is received from appropriate agencies, Incident Commander may authorize students and staff to return to buildings.

Evacuating Students with Disabilities

Procedures and actions regarding the special needs' population should cover the evacuation, transportation and medical needs of students who will require extreme special handling in an emergency. In most cases, additional safeguards must be established regarding roles, responsibilities and procedures for students with physical, sensory, emotional and health disabilities.

The following are steps that cover the evacuation procedure of student(s) with disabilities:
Review all paths of travel and potential obstacles
Know the facility, grounds, paths, exits and potential obstacles
Determine the primary and secondary paths of exit to be used during emergencies
Individuals with mobility impairments will need a smooth, solid, level walking surface, an exit that avoids barriers such as stairs, narrow doors and elevators and guardrails that protect open sides of the path
Compile and distribute evacuation route information to be used during emergency operations
Include alternative evacuation route information, should the primary route be inaccessible due to damage or danger
Install appropriate signage and visual alarms
Place evacuation information indicating primary and secondary exits in all offices, rooms, multipurpose rooms, hallways/corridors, lobbies, bathrooms and cafeterias. For passages and doorways that might be mistaken for an exit, place visible signs that proclaim, "NOT AN EXIT"
Place emergency notification devices appropriate for each student
Post signage with the name and location of each area so that the students will know exactly where they are, in order to comply with ADA (American's with Disabilities Act) Accessibility

Buildings and Facilities Signage Requirements

Approximately 60 inches above the floor
In a location that is not obscured in normal operation such as a swinging door
In all primary function areas

Preparation and Planning

Identify the students and staff with special needs and the type of assistance they will require in an emergency
Allow visitors to self-identify on a sign-in log if they have special evacuation needs
Discuss evacuation issues with the staff members and caretakers of students with special needs, including individuals, who may be temporarily disabled (i.e. a student with a broken leg)
Train staff in general evacuation procedures

Review the areas of rescue, primary exits, evacuation techniques, and the locations and operation of emergency equipment
Provide in-depth training to those designated to evacuate students with special needs
Train the staff for proper lifting techniques when lifting a person for evacuation
Anyone can assist a student with a visual impairment
Check on each special needs student to assure he/she is accounted for during an evacuation
Review the plan with emergency response personal, including local police, fire and emergency medical technicians
Identify “areas of rescue” in our site for students to wait for evacuation assistance from emergency personnel
Before operations begin in the Fall, walk around the site with first responders so that they are familiar with the primary exits and all areas of rescue; these areas must meet specifications for fire resistance and ventilation
Ask the responders to conduct a special drill explaining how they will support the students and staff with special needs during an emergency
Complete all contracts and Statements of Understanding with key emergency support providers
Ensure that sufficient transportation capacity exists with transportation providers, partner agencies, and suppliers to effectively meet the demand in an emergency
Identify transportation contracts through the District in case of an emergency; Emergency response for special needs requires special vans and special equipment
Specify who will do what to address these transportation needs
Develop a list of District-owned vehicles, staff vehicles that are available and make prior arrangements for their use in the event of an emergency
Review the evacuation plan with students and staff to be familiar with the process and identify any problems
Practice implementation of special duck and cover actions by students with able-bodied partners
Students should be aware that evacuation by themselves may be difficult or impossible because of obstacles in their path or because electric dependent machines may not function (i.e. elevator)
Special pre-planned assistance must be provided and reviewed regularly

Lockdown

General



A District or school site lock down is necessary when the threat of violence or gunfire is identified or directed by law enforcement and it is necessary to prevent the perpetrator(s) from entering occupied areas. During lock down, students are to remain in rooms or designated locations at all times.

Instructions

If a lock down situation is required, the Site Administrator will make an announcement on the Public Address (PA) system. If the PA system is not available, the Site Administrator will use other means of communication (e.g., sending messengers to deliver instructions). The Site Administrator should be calm, convey reassuring comments that the situation is under control, and provide clear and consistent directions. Below is an example of an announcement to be made by the Site Administrator:

"YOUR ATTENTION PLEASE. WE HAVE AN EMERGENCY SITUATION. STAFF ARE TO LOCK ROOM DOORS UNTIL NOTIFIED BY AN ADMINISTRATOR OR LAW ENFORCEMENT. STUDENTS AND STAFF ARE TO PROCEED TO THE NEAREST ROOM OR BUILDING. PLEASE REMAIN INDOORS UNTIL FURTHER INSTRUCTIONS ARE PROVIDED."

If inside, staff should instruct students to lie on the floor, move away from doors and remain in the center of the room out of the line of fire, lock the doors (if possible), and close any shades or blinds if it appears safe to do so. Students and staff who are physically unable to lie on the ground should move away from doors and windows.
If outside, students should proceed to their rooms if it is safe to do so. If it is not safe, staff must direct students into nearby rooms or other District buildings (e.g., auditorium, library, cafeteria, and gymnasium).
District staff and students must remain in their room or secured area until further instructions are provided by the Site Administrator or law enforcement.
Landline phones should not be used. District staff should use cell phones and speak quietly.
All site entrances and exits must be locked, and no visitors other than appropriate law enforcement or emergency personnel are to be allowed on the site.

Public, Medical, and Mental Health

General



Establishment of public, medical, and mental health procedures, will assist the District in preparing for, responding to, and recovering from an incident that affects the health and safety of students, staff, and family. Furthermore, coordination with Public Health agencies, Emergency Medical Services (EMS), and Mental Health support services will broaden their capacity to deal with these incidents by providing the District with resources beyond their existing expertise and training.

Public Health

Procedures

Designate District Medical Manager and/or other key personnel as the individual(s) responsible for coordinating incidents such as disease outbreaks, bioterrorism, and natural disasters with local, State, and Federal Public Health agencies.
Coordinate with local, State, and Federal Public Health agencies on information sharing protocols.
Develop procedures for reporting information to local, State, and Federal Public Health agencies.
Contact local Public Health agency to determine notification procedures for students/family, staff, and public, if necessary.
Send out any required notification to students/family, staff and public as required.
Establish a dedicated contact phone number for questions and concerns.
Coordinate with local, State, and Federal Public Health agencies, for assistance with managing large scale incidents or incidents beyond the District's resources.

Medical Health

Procedures

Designate District Medical Manager and/or other key personnel as the individual(s) responsible for coordinating incidents involving students or staff injuries or illnesses
Provide CPR/First Aid/AED to all staff designated to work in medical capacity
Establish a triage area for injured students and staff
Separate walking wounded, critically injured and deceased individuals (Keep a log of names of these individuals)
Keep a record of students and staff that are transported off-site for treatment.
Coordinate with local Emergency Medical Services (EMS) agencies for assistance with large scale incidents or incidents beyond the District's resources.

Mental Health

Procedures

Designate crisis counselors and/or other key personnel as the individual(s) responsible for coordinating incidents with local, State, and Federal Mental Health agencies
Activate crisis counselors during the incident to begin identifying students and staff that require assistance
Keep a log of individuals counseled or that require counseling following the incident
Notify students, family, and staff of counseling services available
Coordinate with local, State, and Federal Mental Health agencies, for assistance with large scale incidents or incidents beyond the 's resources.

Psychological First Aid for Schools (PFA-S)

The field of school safety and emergency management has evolved significantly over the past decade. Tragically, acts of violence, natural disasters, and terrorist attacks have taught us many lessons. We also know that other types of emergencies can impact schools, including medical emergencies, transportation accidents, sports injuries, peer victimization, public health emergencies, and the sudden death of a member of the school community. We now recognize the need for school emergency management plans that are up-to-date and take an “all-hazards”approach with clear communication channels and procedures that effectively reunite parents and caregivers with students. We have also learned that preparing school administrators, teachers, and school partnering agencies before a critical event is crucial for effective response, the value of ongoing training and emergency exercises, and that having intervention models that address the public health, mental health, and psychosocial needs of students and staff is essential to a safe school environment and the resumption of learning. (excerpted from Psychological First Aid for Schools, Field Operations Guide, 2nd Edition)

Field Operations Guide (FOG)

We use the PFA-S FOG as-needed, to prepare and respond to critical incidents affecting the mental health of our students. https://www.nctsn.org/resources/psychological-first-aid-schools-pfa-s-field-operations-guide

Public Safety and Security

Purpose



The Public Safety and Security Annex integrates State public safety and security capabilities and resources to support the full range of incident management activities.

Scope

The Public Safety and Security Annex provides a mechanism for coordinating and providing support to local law enforcement authorities to include non-investigative/non-criminal law enforcement, public safety, and security capabilities and resources during incidents. The Public Safety and Security Annex capabilities support incident management requirements, including force and critical infrastructure protection, security planning and technical assistance, technology support, and public safety, in both pre-incident and post-incident situations. The Public Safety and Security Annex generally is activated in situations requiring extensive assistance to provide public safety and security.

Key Tasks/Responsibilities

Coordinate public safety and security support (including personnel and equipment) to any affected department/agency during preparation for, response to, and/or recovery from any real or potential incident.
County Sheriff's Office
Police Department
Other Law Enforcement Agencies
Private Security Companies

Coordinate critical information dissemination regarding public safety/security through mass warning/notification.

County Sheriff's Office
Police Department
Dispatch
County Emergency Management
Facilitate multi-function public safety activities such as evacuation, traffic, looting, and riot control
County Sheriff's Office
Police Department
Other Law Enforcement Agencies
Fire/EMS

Concept of Operations

Local law enforcement authorities have the primary responsibility for public safety and security and are the first line of response and support in these functional areas, utilizing the Incident Command System on-scene
In larger-scale incidents, additional resources should first be obtained through the activation of mutual aid agreements with neighboring jurisdictions and/or State authorities, which may require the management of incident operations through a Unified Command structure

Through the Public Safety and Security Annex, outside resources supplement local resources when requested or required, as appropriate, and are integrated into the incident command structure using National Incident Management System principles and protocols
The Public Safety and Security Annex activities should not be confused with the activities described in the Terrorism Incident Annex or other criminal investigative law enforcement activities

As the lead law enforcement official in the United States, the Attorney General, generally acting through the Federal Bureau of Investigation (FBI), maintains the lead for criminal investigations of terrorist acts or terrorist threats by individuals or groups inside the United States
The Public Safety and Security Annex is activated when public safety and security capabilities and resources are needed to support incident operations
This includes threat or pre-incident as well as post-incident situations
When activated, the primary agencies assess public safety and security needs, and respond to requests for resources and planning/technical assistance from county agencies
The Public Safety and Security Annex manages support by coordinating the implementation of authorities related to public safety and security and protection of property, including critical infrastructure, and security resources and technologies and other assistance to support incident management operations and security capabilities and resources are needed to support incident operations
This includes threat or pre-incident as well as post-incident situations
The Public Safety and Security Annex maintains close coordination with Federal, State, and local officials to determine public safety and security support requirements and to jointly determine resource priorities
The primary agencies maintain communications with supporting agencies to determine capabilities, assess the availability of resources, and track resources that have been deployed

Recovery

General



When a disaster occurs, it is all too easy to get consumed by the urgent activities and emotions surrounding the event. That is understandable but don't allow the intensity of the incident to distract you from some extremely important actions you should be taking. Keep in mind that no financial assistance will occur until there is a declared disaster by the State and the Federal governments.

Tracking time and material (supplies and equipment specifically used for the disaster) should happen always, regardless of disaster declarations. There is no guarantee that we will get our expenses reimbursed. We are at the mercy of the State and Federal governments. In most cases, however, labor and materials specific to the disaster response get reimbursed. Losses already covered by our insurance are typically NOT reimbursed. For example, if an employee is injured our Workers' Compensation would cover the injured employee. If a building was damaged and our insurance does not cover that specific cause of loss there may be a chance it is reimbursable.

Before – Action Items

Establish relationships and contact information from our county Operational Area and Coordinating Council (OACC)
Create and maintain a current contact list with this information and other contact information essential to the Finance/Administration Section of our ICS structure
Train and practice the Start-up, Operation of, and the Closure of this ICS Section.
Modify and update our Emergency Operations Plan as necessary

During – Action Items

Within the very first moments of an incident, begin tracking every employee's and volunteer's time spent on the incident. (Be alert to any announcements from local or State government regarding "Public Assistance" requests or meetings.) Use the form designed for that purpose, the Activity Log (ICS 214). If not readily available, make sure each person is tracking the following:
Incident name
Date
Worker's name
Log each major activity and track start and end times
Don't be concerned with tracking too much – that can be sorted out after the event
This information will need to be transferred onto the Activity Log (ICS 214) before we can apply for Public Assistance funding (this is what they call the State and Federal reimbursement program)
Keep track of ANY disaster-related expenditures for supplies or equipment. It is best to retain copies of priced-out receipts and invoices for possible State and Federal reimbursement. For example, if our facilities may be used as a shelter and we are required to provide custodial services specific to the shelter, toilet paper, paper towels, cleaning material and chemicals would all likely be reimbursable. If our facility were being used as a medical care facility and the HVAC system required filters different than what we would normally use, the cost of the filters (and the labor to change them) are likely reimbursable.
Establish the Recovery Unit in the Finance/Administration Section of our Emergency Operations Center (EOC).
Have all sites or units collect information on their ability to sustain operations.
Develop staffing pattern for the Recovery Unit.

Collect information on damages, duration and impact from the following:
Utility Providers

Social, medical and health services
Transportation routes and services
Debris issues
County Government Operations
Private sector retail and wholesale providers
Others
Develop initial short term and long-term recovery objectives.
Refer to hazard/threat-specific annexes for information.
Develop information for the PIO on the recovery process and progress.
Develop a plan to assign personnel to sustain the recovery effort
Coordinate with the OACC, other local jurisdictions and the State on their recovery efforts.
While it is best if we already have an established relationship with our county Operational Area Coordinating Council (OACC) contact, we need to identify that individual and the means of communicating with them. We will want them to know who at our District will serve as the contact for emergency incidents. This will serve a couple of purposes:
It will keep our District "in the loop" and better informed when an incident affecting our District occurs
It will alert us to any notice of "Public Assistance" informational meetings to learn about getting Federal and State reimbursement for disaster related District activity
If our county's OACC is overwhelmed with an incident we should reach out directly to our Emergency Services Coordinator at the Governor's Office of Emergency Services Region Operational Area.
Ask them to put the District on the list for notification of "Public Assistance" informational meetings
There are forms that will be exchanged between our District and the OACC or the California Governor's Office of Emergency Services (they act as our liaison with FEMA)
If our employees and volunteers remain under our direction and control we are responsible for any costs associated with their activities. Should they perform work that they would not normally do and it is attributable to the disaster we will likely be able to reimburse the labor. Management costs are typically NOT reimbursable.
If our employees and volunteers, or our facilities, are tasked outside of our District we must only do so under the terms of a mutual aid agreement or memorandum of understanding to which the District have agreed, in writing. Make sure we understand when and if risk transfer occurs as it should be clear in these documents. These documents should identify, specifically, what is "covered" and by "whom." Examples for other agency usage of our facility might include the Fire Department using our facility as a command center for the incident.
Or, local hospitals may be "at-capacity" and need our facility to provide some form of medical or health services. In these cases, (like the case of sheltering) a written request for use of our facilities should be on file or requested prior to allowing the agency to use them. These documents should specify what they will and will not cover in terms of costs related to using the facility. Typically, if an outside agency damages the property or they cause a liability exposure, they are responsible for coverage.

When in doubt, ask for help.

After – Action Items

Begin closing the Recovery Unit
Assign any open or pending tasks, such as Public Assistance funding or other outstanding receivables or payables, to appropriate staff with specific checkup or due dates
Make sure all Activity Logs and equipment/supply records have been assembled and recorded into the request for Public Assistance from Cal OES and FEMA
Conduct an After-Action debrief within the Finance/Administration Section and include that in the main incident After-Action debrief held by the District
Review our EOP and include any lessons learned or altered actions into the plan for update and redistribution to the emergency management team
Participate in and debriefings provided by our ICS team and close the Recovery Unit

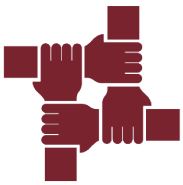
Resources

Activity Log (ICS 214)
Cal OES Regional Operations
Form Cal OES 126 – Project Application, California Disaster Assistance Act Program
Form Cal OES 130 – Designation Of Applicant's Agent Resolution For Non-State Agencies
Form Cal OES 89 – Project Assurances For Federal Assistance – Construction Programs
Form FEMA 009-0-49 9/16 – Request For Public Assistance

All links should be verified at least annually and updated. In some cases, expired forms will not be accepted.

Reunification

General



Student release is a crucial part of emergency planning. During an emergency or disaster, the traditional student release procedure is often unsafe and therefore not operable. Accordingly, a comprehensive emergency plan needs to include certain procedures to accomplish the main priority of safety planning which is to ensure the safety of the students to every extent possible.

There are a wide variety of emergency situations that might require student/family reunification. Student/family reunification may be needed if the site is evacuated or closed as a result of a hazardous materials transportation accident, fire, natural gas leak, flooding, earthquake, tsunami, school violence, bomb threat, terrorist attack or other local hazard.

Student/Family reunification is part of the Incident Command System and is assigned to the Operations Area.

Reunification Procedures

In an emergency, sites must establish a safe area for family members to meet with students. This area must be away from the both the damage and the student's assembly area. In a typical release the following steps will be followed:

Family member will report to the assigned area and give the name of the student
Picture ID will normally be required by the person in charge to insure the person requesting a minor is a match to the name on the emergency release card
A runner will go to the student assembly area and get the minor requested by the parent or adult and escort the student back to the pick-up area
Parents will be asked to sign a form indicating they picked up the minor (the date and time will also be indicated on the pick-up form)
If the minor is in the first aid area, the parent will be escorted to that area for reunification with their child/children
Counselors, when available, will be located close to the first aid area in the event they are needed

Traffic Control

Traffic may be controlled by trained and authorized employees who meet the requirements outlined in the Manual on Uniform Traffic Control Devices (MUTCD) Part 7, Traffic Control for School Areas. In the absence of this condition, we must wait until local law enforcement is available and on scene at the site.
To every extent possible, two-way traffic will be maintained to allow for entry and exit of emergency vehicles
As the situation develops there may be time for barricades and other traffic control devices to be delivered and set up
It should be understood this will not occur at the beginning of the incident
When law enforcement arrives on the scene they will take charge and do whatever is necessary, including the towing of vehicles to manage the emergency or disaster

Maintaining the Procedures

Student rosters should be updated at least twice a year
If enrollment dictates this may be updated more frequently
Updated rosters should be stored in every room in an area easily identified by the both staff and substitutes.
Additional copies of the rosters should be distributed to the site administrator and placed in the back of the emergency plan binder

Emergency cards should be filled out at the beginning of the year
This card should include contact information on family members, as well as other adults who can be contacted if the family member is not available
The card should also indicate who the minor is permitted to leave site with, if necessary
DO NOT release students to people not listed on the student emergency card.
A well- intentioned friend may offer to take a minor home; however, District staff must be certain that students are only released to the appropriate people, so their families will know where they are
The card should also include all pertinent medical information such as allergies, medications, and doctor contact information
These cards should be stored in the front office in both hard copy and electronically, if possible

Things to Remember

Some family members will refuse to cooperate with the student/family reunification process
This situation can be diminished, to some degree, if family members are informed about the District's release procedures before the disaster or emergency occurs
They should be reminded that the safety of their student is our utmost priority
Family members may be emotional when arriving at the site
Have counselors available to deal with issues if needed
Shortly after the incident, the media will have a presence on our site
The Public Information Officer, part of the command staff operating under the Incident Command System, will deal with the media, however, it is important that family be sheltered from media representatives

Shelter-in-Place

General



This action is taken to place and/or keep students indoors in order to provide a greater level of protection from airborne contaminants in outside air. Shelter-in-place is implemented when there is a need to isolate students and staff from the outside environment and includes the shutdown of room and/or building air systems. During shelter-in-place, no one should be exposed to the outside air.

Description of Action

If an emergency occurs that requires students and staff to Shelter-in-Place, the Site Administrator will make an announcement on the PA system. If the PA system is not available, the Site Administrator will use other means of communication (e.g., sending messengers to deliver instructions). The Site Administrator should be calm, convey reassuring comments that the situation is under control, and provide clear and consistent directions. Below is an example of an announcement to be made by the Site Administrator:

"YOUR ATTENTION PLEASE. WE HAVE RECEIVED INFORMATION REGARDING A HAZARD IN THE COMMUNITY. WE ARE INSTITUTING SHELTER-IN-PLACE PROCEDURES. PLEASE REMAIN INSIDE THE BUILDING AWAY FROM OUTSIDE AIR WITH WINDOWS AND DOORS SECURELY CLOSED AND AIR CONDITIONING UNITS TURNED OFF. ALL STUDENTS AND STAFF THAT ARE OUTSIDE ARE TO IMMEDIATELY MOVE TO THE PROTECTION OF AN INSIDE ROOM. PLEASE REMAIN INDOORS UNTIL FURTHER INSTRUCTIONS ARE PROVIDED."

If inside, staff should keep students in their rooms until further instructions are given
If outside, students must proceed to their rooms if it is safe to do so
If it is determined to be unsafe, staff should direct students into nearby rooms or buildings (e.g., auditorium, library, cafeteria, and gymnasium)
Staff and students who were exposed to outside air should congregate in indoor locations away from individuals who were not exposed to outside air
Anyone who is exhibiting symptoms must be treated
Staff is responsible for securing individual rooms and for completing the following procedures as needed:
Shut down the room/building HVAC (Heating Ventilation and Air Conditioning) system
Turn off local fans in the area
Close and lock doors and windows

If necessary, seal gaps under doors and windows with wet towels or duct tape, seal vents with aluminum foil or plastic wrap, and turn off sources of ignition, such as pilot lights

Situational Awareness

In the U.S., every public agency is expected to address situational awareness and personnel security. Situational Awareness is the ability to identify, process, and comprehend the critical information about an incident. More simply, it is knowing what is going on around us.

Overview

Situational Awareness requires continuous monitoring of relevant sources of information regarding actual incidents and developing hazards. A common core function of Emergency Operations Centers (EOC) is gaining, maintaining, and sharing Situational Awareness and developing a Situational Picture (SitPic) that is shared between the Incident ICS, EOC, JIS, and field staff participants in the incident.

In the early stages of activation, the EOC will obtain Situational Awareness. This is important because accurate, timely information will enable more informed, effective decision-making. An excellent tool for developing and maintaining this condition of the OODA loop.

OODA Loop

The OODA loop is the cycle: observe–orient–decide–act, developed by military strategist and United States Air Force Colonel John Boyd in the 1960s. Boyd applied the concept to the combat operations process, often at the operational level during military campaigns. It is now also often applied to understand commercial operations and learning processes.
The OODA loop has become an important concept in emergency management. According to Boyd, decision-making occurs in a recurring cycle of observe–orient–decide–act. An entity (whether an individual or an organization) that can process this cycle quickly, observing and reacting to unfolding events more rapidly than an “opponent,” can thereby "get inside" the opponent's decision cycle and gain the advantage.

Observe – Sensing yourself and the world around you
Orient – What you believe: a complex set of filters of genetic heritage, cultural predispositions, personal experience, and knowledge
Decide – A review of alternative courses of action and the selection of the preferred course as a hypothesis to be tested.
Act – Testing the decision chosen for implementation.

Every employee is a critical link to situational awareness. This annex address the expectations of this District in establishing and maintaining a vital communication and informational internal network. Whether you are in an office environment, inside a building, in the field, or at home, what you observe and absorb are invaluable to our District.

Prepare

The following list includes the minimum expectations for every employee:
Develop and maintain a personal family communication plan
Use the Family Emergency Communication Plan – Wallet Sized provided by our District
The plan should be completed at hire and updated when any of the information changes but at least annually
Share our plan with your family
Review and familiarize yourself with the District’s Emergency Operations Plan (EOP)
Prepare a “Go-Bag” for yourself with a 3-day supply of food and water
See the “Go-Bag” guide for help in assembling and stocking
Keep a copy of the District’s Critical Incident Field Operations Guide (FOG) with you at all times during work hours

Field Protocol

Before, during, and after critical incidents there are some basic steps you should take to improve your situation and help others in need:

f you are operating a vehicle or other equipment, stop your activity as soon as is safely possible (If driving, follow safe driving practices and get maneuver your vehicle without endangering your own or the safety of others)
Assess the situation using the OODA loop and take appropriate action
Follow our District's Communication protocols as outlined in the EOP
If you are unable to proceed to your primary location (starting and ending shift worksite) find out if you can return to an alternate site
If returning to any of these sites proves unreasonable, proceed to the nearest public facility (police or fire station, hospital, local government office) and notify our District of your exact location
Provide our District's Emergency Operations Center (EOC) with as much detailed information as possible:
Time, Date, and Location of Critical Incident
Your condition (unaffected, injured, etc.) and the condition of your equipment
Describe the type of incident such as fire, hazmat, earthquake, etc.
Provide details on estimate impact in your area (how much loss or damage)

Disaster Service Worker

As a California public employee, you may be called upon to work as a Disaster Service Worker (DSW) in the event of an emergency. The information contained in the Disaster Service Worker website will help you understand your role and obligations as a disaster service worker, and what to do in an emergency (California Government Code Section 3100-3109).

Special Needs Population

Planning Needs and Assumptions



For individuals with special needs, physical environments become a great deal more hostile and difficult to deal with during and after an emergency. The ability to get to accessible exits and personal items may be reduced. Communication may be impeded at a time when clear and rapid communication is crucial to safety and survival.

To comply with statutes involving students with special needs, individuals responsible for evacuation and emergency operation plans, notification protocols, shelter identification, emergency medical care and other emergency response and recovery programs must:

Have sound working knowledge of the accessibility and nondiscrimination requirements applicable under Federal disability rights laws
Know the special needs demographics of the attending students on site
Involve students with different types of disabilities and staff in identifying the communication and transportation needs, accommodations, support systems, equipment, services, and supplies that they will need during an emergency
Consider emergency accommodations for those with temporary disabilities
Identify existing resources within the site and local community that meet the special needs of these students
Develop new community partners and resources, as needed
Inform family members about the efforts to keep students safe
Identify medical needs and make an appropriate plan
Determine transportation needs, special vans, and buses for students
Identify any necessary tools such as personal response plans, evacuation equipment or visual aids
Include local responders and establish a relationship with individual students with disabilities and staff

HAZARD/THREAT ANNEX

Hazard-Threat Assessment

A representative number of participants were selected to participate in the Hazard-Threat Assessment Survey (HTAS). This survey follows best practices in emergency management and is a very important part of updating our Emergency Operations Plan.

This survey was designed to help us prioritize possible threats or hazards we may face. It covers many possible scenarios but is not exhaustive in nature. The survey information generated is invaluable in helping our Emergency Operations Plan Collaborative Planning Team identify the hazards and threats most likely to impact us.

The Collaborative Planning team has selected the following Hazards/Threats to be included in this annex:
Active Assailant
Cyber Threat or Attack
Earthquake
Extreme Heat and Unhealthy Air Quality
Fire-Structural
Fire-Forest, Wildfire, or Urban Interface
Infectious Disease
Power and Utility Failure
Severe Weather
Tsunami

Active Assailant

Purpose

Active assailant situations are often over within 10 to 15 minutes, before law enforcement arrives on the scene. Individuals must be prepared both mentally and physically to deal with an active assailant situation.



This Annex will address current best practices for dealing with Active Assailants, Before, During, and After an incident.

Situation and Assumptions

An Active Assailant is an individual actively engaged in the killing or attempting to kill people in a confined and populated area. In most cases, active assailants use firearms and there is no pattern or method to their selection of victims.

Active Assailant situations are unpredictable and evolve quickly. Typically, the immediate deployment of law enforcement is required to stop the attack and mitigate harm to victims.

Continuity of Operations (Annex Specific)

Continuity of Operations is defined as the internal effort of an organization to assure that the capability exists to continue essential functions and services in response to a comprehensive array of potential emergencies or disasters.

In the case of an active assailant actions can be taken in advance to mitigate some of the outcome of the attack.

Organization and Assignment of Responsibilities

Refer to the Organization and Assignment of Responsibilities section located in the Basic Plan.

Plan Development

This annex is part of the Hazard and Threat Annex and was developed using current best practices

Authorities and References

- CISA (Cybersecurity and Infrastructure Security Agency) Active Shooter Preparedness
  - https://www.cisa.gov/topics/physical-security/active-shooter-preparedness
- FBI (Federal Bureau of Investigation) Active Shooter Safety Resources
  - https://www.fbi.gov/how-we-can-help-you/safety-resources/active-shooter-safety-resources
- REMS (Readiness and Emergency Management for Schools) Technical Assistance Center
  - https://rems.ed.gov/IHEActiveShooterSituations.aspx

Incident Command Actions

Before

Threat and Physical Security Assessment of each site

Conducting periodic threat and physical security assessments will ensure that best practices are in place to control access to your campus.

- Appropriate perimeter fencing installation and maintenance
- Locks and closers on perimeter gates that prevent outsiders from opening the gate (mesh screen around gate area)
- Check for keyed exterior locksets of all classroom doors
- Make sure the lockset on the interior of the classroom door has a thumb lock or other quick-lock style lockset (see Figure 1- Interior Lock)
- Verify visitor access control is in place and works as intended
- Require classroom doors to be closed and locked when students are present

Student Education

- Educate students (age appropriate) through workshops, seminars, lectures, and any other opportunity to teach about the hazards of an active assailant/physical threat and ways each person can potentially react to such a situation
- Supplement in-person instructional elements with additional information to reinforce the training

Such material may be distributed in a variety of ways, including but not limited to web pages, social media, printed literature, radio/TV, etc.
Foster a respectful school community
Be aware of indications of violence and take remedial actions accordingly (i.e. If you see something, say something)





Behavioral Red Flags
Recognizing indicators for potential violence by an individual:
Increased use of alcohol and/or illegal drugs
Unexplained increase in absenteeism; vague physical complaints
Noticeable decrease in attention to appearance and hygiene
Depression/withdrawal
Resistance and overreaction to changes in policy and procedures
Repeated violations of District policies
Increased severe mood swings
Noticeably unstable, emotional responses
Explosive outbursts of anger or rage without provocation
Suicidal; comments about “putting things in order”
Behavior, which is suspect of paranoia, (“everybody is against me”)
Increasingly talks of personal problems
Talk of severe financial problems
Talk of previous incidents of violence
Empathy with individuals committing violence
Increase in unsolicited comments about firearms, other dangerous weapons, and violent crimes

Develop a positive behavioral intervention program that identifies at-risk behaviors early on and ensures administration is aware of these individuals
Decide upon communications and public information releases with your Public Information Officer prior to an incident
Develop model releases that provide well thought out and consistent messaging on behalf of the District
Discuss and decide upon Spontaneous Memorial practices including
Ease of public access
Minimize disruption of vehicular and pedestrian traffic
Monitored for appropriateness of items placed at the memorial
Prepared to announce the one location to the public and that it will be open from/to specific dates (typically no longer than 2-3 weeks)
Line-of-sight view by administration

During

Responding to an Active Assailant/Physical Threat

If you are in a situation where your safety is in question and you are at risk of harm from another person, you must quickly determine the most reasonable way to protect your own life.

Run (evacuate)

If there is an accessible escape path, attempt to evacuate the building/area. Be sure to:
Have an escape route and plan in mind
Evacuate regardless of whether others agree to follow
Leave your belongings behind
Help others escape, if possible
Prevent individuals from entering an area where the active assailant may be
Keep your hands visible, to prevent confusion to law enforcement
Follow the instructions of law enforcement personnel
Do not attempt to move wounded people
Notify Police when you are safe

Hide (lockdown)

If evacuation is not possible, find a place to hide where the active assailant is less likely to find you. Your hiding place should:
Be out of the active assailant's view
Provide protection if shots are fired in your direction (i.e. a room with a closed and locked door)
Not trap you or restrict your options for movement
Remember Cover vs. Concealment
Spread out to reduce target area
To prevent an active assailant from entering your hiding place:
Lock the door, if possible
Blockade the door with whatever is available – heavy furniture, door wedges, file cabinets, etc.
Cover any windows or openings that have a direct line of sight into a hallway
If the active assailant is nearby:
Lock the door, if possible
Close windows, shades and curtains.
Silence all cell phone and other electronic devices
Turn off any source of noise (i.e. radios, televisions, etc.)
Hide behind large items (i.e. cabinets, desks)
Remain silent

Do not sound the fire alarm
A fire alarm would signal the occupants to evacuate the building and thus place them in potential harm as they attempted to exit
Notify Police when it is safe to do so

Fight

If running and hiding are not possible:
Remain calm
Notify Police, if possible, to alert hem of the active assailant's location
If you cannot speak, leave the line open and allow the dispatcher to listen
As a last resort, and only when your life is in imminent danger, attempt to disrupt and/or incapacitate the active assailant by:
Acting as aggressively as possible against him/her
Throwing items and improvising weapons
Yelling
Committing to your actions



Law Enforcement

Law enforcement's purpose is to stop the active assailant as soon as possible. Officers will proceed directly to the area in which the last shots were heard.

While officers may prefer to team up, they are likely to deploy individually, upon arrival at the scene
Officers may wear regular patrol uniforms or external bulletproof vests, Kevlar helmets, and other tactical equipment
Officers may be armed with rifles, shotguns, handguns
Officers may use pepper spray or tear gas to control the situation
Officers may shout commands, and may push individuals to the ground for their safety
The first officers to arrive to the scene will not stop to help injured persons. Expect rescue teams comprised of additional officers and emergency medical personnel to follow the initial officers. These rescue teams will treat and remove any injured persons. They may also call upon able-bodied individuals to assist in removing the wounded from the premises.

While law enforcement personnel are still assessing the situation, uniformed security and/or police officers will move through the entire area to ensure the threat is over. For the safety of you and the officers, you may be handcuffed until the incident details are fully known.

How to react when law enforcement arrives:

Remain calm, and follow officers' instructions
Put down any items in your hands (i.e., cell phones, bags, jackets)
Immediately raise hands and spread fingers
Always keep hands visible
Avoid making quick movements toward officers such as holding on to them for safety
Avoid pointing, screaming and/or yelling
Do not stop to ask officers for help or direction when evacuating, just proceed in the direction from which officers are entering the premises

Once you have reached a safe location or an assembly point, you will likely be held in that area by law enforcement until the situation is under control, and all witnesses have been identified and questioned. Do not leave until law enforcement authorities have instructed you to do so.

Considerations
If a security threat is imminent or occurring, our personnel will take all reasonable and appropriate actions to minimize the hazard to the District's students and staff. If the perpetrator(s) is known, Incident Command will immediately deactivate the incident site's ID card(s) to prevent the individual(s) from entering a building/room equipped with card access.

For locations without electronic access control, incident personnel will make reasonable attempts to secure these doors as quickly as possible. The nature of the threat may make it unsafe for incident personnel to move from door-to-door, thus preventing these locations from being quickly secured.

If you become aware of an active assailant situation, immediately notify Police at 911. Information to provide to law enforcement or 911 operators:
Location of the active assailant
Number of assailants
Identity of the assailant(s), if known
Physical description of assailant(s)
Number and type of weapons held by the assailant(s)
Number of potential victims at the location

After

Good Practice for Coping
Good Practice for Coping
Be aware of your environment and any possible dangers
Take note of the two nearest exits in any facility you visit
If you are in an office, stay there and secure the door
If you are in a hallway, get into a room and secure the door
As a last resort, attempt to take the active assailant down. When the assailant is at close range and you cannot flee, your chance of survival is much greater if you try to incapacitate him/her.
Call 911 when it is safe to do so

Any time there is a significant security concern, we will make every reasonable attempt to immediately increase security on site. At the same time emergency personnel are responding to the emergency, public safety officials will communicate the hazard to the community via all available and appropriate means.

If you receive an official emergency communication notifying you of a hazardous situation where you must take immediate action to protect yourself, stay as calm as possible and follow these procedures. Only you will be able to determine the safest course of action that should be taken.

Bomb Threat Procedures and Checklist – DHS

BOMB THREAT PROCEDURES

This quick reference checklist is designed to help employees and decision makers of commercial facilities, schools, etc. respond to a bomb threat in an orderly and controlled manner with the first responders and other stakeholders.

Most bomb threats are received by phone. Bomb threats are serious until proven otherwise. Act quickly, but remain calm and obtain information with the checklist on the reverse of this card.

If a bomb threat is received by phone:

1. Remain calm. Keep the caller on the line for as long as possible. DO NOT HANG UP, even if the caller does.
2. Listen carefully. Be polite and show interest.
3. Try to keep the caller talking to learn more information.
4. If possible, write a note to a colleague to call the authorities or, as soon as the caller hangs up, immediately notify them yourself.
5. If your phone has a display, copy the number and/or letters on the window display.
6. Complete the Bomb Threat Checklist immediately. Write down as much detail as you can remember. Try to get exact words.
7. Immediately upon termination of call, DO NOT HANG UP, but from a different phone, contact authorities immediately with information and await instructions.

If a bomb threat is received by handwritten note:

- Call _____
- Handle note as minimally as possible.

If a bomb threat is received by e-mail:

- Call _____
- Do not delete the message.

Signs of a suspicious package:

- No return address
- Excessive postage
- Stains
- Strange odor
- Strange sounds
- Unexpected delivery
- Poorly handwritten
- Misspelled words
- Incorrect titles
- Foreign postage
- Restrictive notes

**** Refer to your local bomb threat emergency response plan for evacuation criteria***

DO NOT:

- Use two-way radios or cellular phone. Radio signals have the potential to detonate a bomb.
- Touch or move a suspicious package.

WHO TO CONTACT (Select One)

- **911**
- **Follow your local guidelines**

For more information about this form contact the DHS Office for Bombing Prevention at OBP@dhs.gov

Homeland Security

2014

BOMB THREAT CHECKLIST

DATE: **TIME:**

TIME CALLER HUNG UP: **PHONE NUMBER WHERE CALL RECEIVED:**

Ask Caller:

- Where is the bomb located? (building, floor, room, etc.)
- When will it go off?
- What does it look like?
- What kind of bomb is it?
- What will make it explode?
- Did you place the bomb? Yes No
- Why?
- What is your name?

Exact Words of Threat:

Information About Caller:

- Where is the caller located? (background/level of noise)
- Estimated age:
- Is voice familiar? If so, who does it sound like?
- Other points:

Caller's Voice	Background Sounds	Threat Language
☐ **Female**	☐ Animal noises	☐ Incoherent
☐ **Male**	☐ House noises	☐ Message read
☐ Accent	☐ Kitchen noises	☐ Taped message
☐ Angry	☐ Street noises	☐ Irrational
☐ Calm	☐ Booth	☐ Profane
☐ Clearing throat	☐ PA system	☐ Well-spoken
☐ Coughing	☐ Conversation	
☐ Cracking voice	☐ Music	
☐ Crying	☐ Motor	
☐ Deep	☐ Clear	
☐ Deep breathing	☐ Static	
☐ Disguised	☐ Office machinery	
☐ Distinct	☐ Factory machinery	
☐ Excited	☐ Local	
☐ Laughter	☐ Long Distance	
☐ Lisp		
☐ Loud	**Other Information:**	
☐ Nasal		
☐ Normal		
☐ Ragged		
☐ Rapid		
☐ Raspy		
☐ Slow		
☐ Slurred		
☐ Soft		
☐ Stutter		

Cyber Threat or Attack

Purpose



Understanding the risks and motivations behind cyber threats or attacks is crucial in establishing and implementing this Cyber Threat or Attack annex. Technology continues to improve and develop at an amazing pace and with that advancement comes the challenges of protecting what we collect and manage using that technology.

Common criminals as well as hostile foreign actors have a couple of primary motivations when it comes to attacking your organization's cyber space. Both money and operational disruption are at the top of that list. For some hackers, they thrive on finding ways to access your information and then sell it, or threaten to disclose it asking for a "ransom," while freezing up your means of storing, accessing, or distributing information.

This annex will focus on the incident management perspective and address what to do before, during, and after an incident, following current best practices. These practices fall under the general category of cyber security.

Situation and Assumptions

Think of the cyber world as you would your own facilities. You provide appropriate fencing to ensure the security of those within its boundaries. The more access points you provide the more difficult it becomes to keep that site secure and safe. The cyber world is really the same way. Years ago we may have had only a handful of access points to our local area network. As technology improved, we added access. As we added access we provided more entry points for those who would seek our harm.

We are making some basic assumptions about systems and practices we should have in place:

- Installed and using modern firewall and antivirus software
- Conducting regular antivirus scanning
- Configured firewalls to prevent ransomware
- Keeping operating systems patches up-to-date
- Completing critical patching as expeditiously as possible
- Conducting employee cyber security awareness training including current best practices
- Keeping individual sites segregated
- Keeping user groups segregated (staff and student users segregated)
- Keeping privilege access management limited
- Using multi-factor authentication
- Implemented and using strong password policy
- Using off-site back up
- Providing email filtering to prevent spam reaching employees

Organization and Assignment of Responsibilities

Our IT department will have leadership over all aspects of our technology equipment and network spaces. They are the core of our Cyber Security Incident Response Team.

It is the responsibility of our Information Technology (IT) professionals to maintain a safe and secure cyber space. However, it is every network user's responsibility to follow best practices introduced by our IT professionals.

Glossary of Terms

Cyber Security Incident Response Team (CSIRT)

A group of experts that assesses, documents and responds to a cyber incident so that a network can not only recover quickly, but also avoid future incidents.

Denial-of-service attack

A denial-of-service attack floods systems, servers, or networks with traffic to exhaust resources and bandwidth. As a result, the system is unable to fulfill legitimate requests. Attackers can also use multiple compromised devices to launch this attack. This is known as a distributed-denial-of-service (DDoS) attack.

DNS Tunneling

DNS tunneling utilizes the DNS protocol to communicate non-DNS traffic over port 53. It sends HTTP and other protocol traffic over DNS. There are various, legitimate reasons to utilize DNS tunneling. However, there are also malicious reasons to use DNS Tunneling VPN services. They can be used to disguise outbound traffic as DNS, concealing data that is typically shared through an internet connection. For malicious use, DNS requests are manipulated to exfiltrate data from a compromised system to the attacker's infrastructure. It can also be used for command and control callbacks from the attacker's infrastructure to a compromised system.

Malware

Malware is a term used to describe malicious software, including spyware, ransomware, viruses, and worms. Malware breaches a network through a vulnerability, typically when a user clicks a dangerous link or email attachment that then installs risky software. Once inside the system, malware can do the following:

- Blocks access to key components of the network (ransomware)
- Installs malware or additional harmful software
- Covertly obtains information by transmitting data from the hard drive (spyware)
- Disrupts certain components and renders the system inoperable

Man-in-the-middle attack

Man-in-the-middle (MitM) attacks, also known as eavesdropping attacks, occur when attackers insert themselves into a two-party transaction. Once the attackers interrupt the traffic, they can filter and steal data.

Two common points of entry for MitM attacks:

- On unsecure public Wi-Fi, attackers can insert themselves between a visitor's device and the network. Without knowing, the visitor passes all information through the attacker.
- Once malware has breached a device, an attacker can install software to process all of the victim's information.

Phishing

Phishing is the practice of sending fraudulent communications that appear to come from a reputable source, usually through email. The goal is to steal sensitive data like credit card and login information or to install malware on the victim's machine. Phishing is an increasingly common cyberthreat.

SQL injection

A Structured Query Language (SQL) injection occurs when an attacker inserts malicious code into a server that uses SQL and forces the server to reveal information it normally would not. An attacker could carry out a SQL injection simply by submitting malicious code into a vulnerable website search box. Learn how to defend against SQL injection attacks.

Zero-day exploit

A zero-day exploit hits after a network vulnerability is announced but before a patch or solution is implemented. Attackers target the disclosed vulnerability during this window of time. Zero-day vulnerability threat detection requires constant awareness.

Incident Command Actions

Maintaining a best-practices approach to cyber security requires us to keep up to date on current trends and threats in the cyber world. Most of what we know comes from internet service providers who share this information to help us be better prepared.

Our cybersecurity response process recommendations by the SANS Institute, as defined in its Incident Handler's Handbook.

Before

Preparation

- Define, develop, and implement an Information Security policy and procedures that addresses current and possible future risks to cyber information handing and protection
- Conduct regular and periodic training for our staff to ensure they have the tools they need to preserve our cyber security. This may include hands-on virtual or email tests and scenarios designed to reinforce safe cyber practices and protect our digital/cyber foot print.
- Perform regular security assessments and intrusion testing
- Provide a trained staff Cybersecurity Incident Response Team (CSIRT)

During

Identification

- Monitor IT systems and detect deviations from normal operations and see if they represent actual security incidents
- Establish type and severity
- Log actions and responses
- Collect evidence

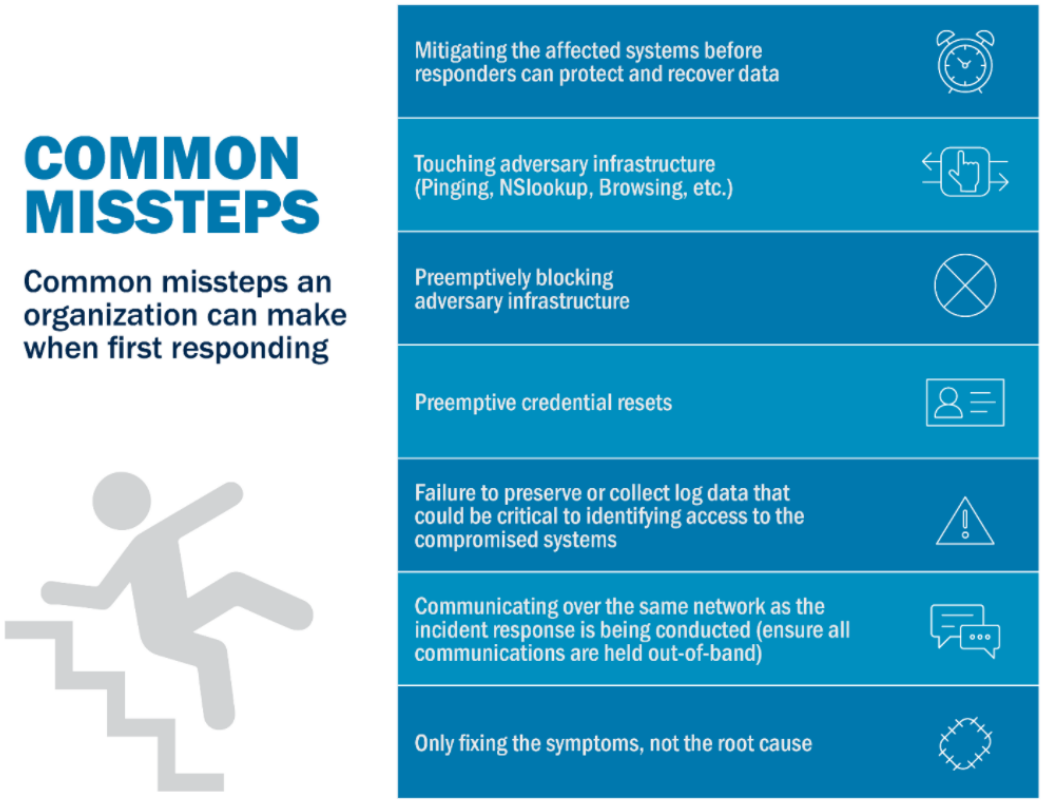
Containment

- Isolate impacted system(s)
- Implement temporary workarounds to maintain operations

Eradication

- Identify the root cause
- Remove malicious software from all affected systems
- Take action to prevent root cause from recurring

Caution



After

Recovery

- Bring affected systems back online
- Test, verify, and monitor affected systems to ensure they are operating normally

After-Action Report

- Finalized incident documentation
- Perform a retrospective of the incident to determine what was effective and what was not to identify lessons learned
- Modify and update this annex and any policy or procedure identified as insufficient or failed in the after-action debrief and report

Authorities and References

State

Cal OES - California Cybersecurity Integration Center

- https://www.caloes.ca.gov/cal-oes-divisions/law-enforcement/california-cybersecurity-integration-center

Federal

Department of Homeland Security - Cybersecurity and Infrastructure Security Agency (CISA)

- https://www.cisa.gov/

National Institute of Standards and Technology (NIST) – Cybersecurity

- https://www.nist.gov/cybersecurity

Earthquake

Duck, Cover, and Hold

This action is used to protect students and staff from flying or falling debris. Upon the first indication of an earthquake, staff should direct students to Duck, Cover, and Hold.



The Incident Commander will make the following announcement on the PA System:

"ATTENTION PLEASE. DUCK, COVER AND HOLD. DUCK, COVER, AND HOLD. ADDITIONAL INFORMATION TO FOLLOW."

Note: If the PA system is not available, use other means of communication, i.e. send messengers to deliver instructions, email, etc.

Description of Action

If inside

Drop to knees
Get under desk and remain facing away from windows
Clasp both hands behind neck
Bury face in arms
Make body as small as possible
Close eyes and cover ears with forearms.

If outside

Drop to knees
Clasp both hands behind neck
Bury face in arms
Make body as small as possible
Close eyes and cover ears with forearms.
Avoid glass and falling objects

Procedures

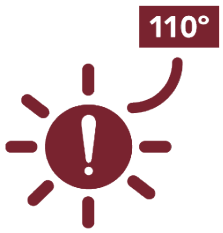
Avoid glass and falling objects. Move away from windows, heavy suspended light fixtures, and other overhead hazards.
When the shaking stops, the Incident Commander will issue the All Clear Response
Use prescribed routes and proceed directly to the Assembly Area. Teachers shall notify the Student Attendance/Release Team of missing students.
The Incident Commander to direct the Security Team to post guards a safe distance away from building entrances to prevent access.
Warn all personnel to avoid touching fallen electrical wires.
First Aid Team will check for injuries and provide appropriate first aid.
The Incident Commander will direct the Facility Team to turn off water, gas, and electrical and to alert appropriate utility company of damages, if appropriate.
If the area appears safe, the Search and Rescue team will be cleared by the Incident Commander to make an initial inspection of the District's buildings, if needed.
The Incident Commander will contact the Superintendent to determine if additional actions are deemed necessary.

During Non-Operating Hours

The Incident Commander and Identified Maintenance/Facilities Personnel will assess damages to determine needed corrective actions. For apparent damages, contact the Superintendent to determine if the District should be closed. If the District must be closed, notify staff and students as identified in District Closure Response Procedure.

Extreme Heat and Unhealthy Air Quality

Purpose



The purpose of this annex is to ensure that staff is advised of hazardous conditions caused by extreme heat conditions and/or unhealthy air quality and to minimize exposure to those conditions. Governmental agencies, such as the Air Quality Management District (AQMD), the National Weather Service (NWS-NOAA), the Center for Disease Control (CDC) and others provide guidance in how to respond to unhealthful air quality and extreme heat conditions.

Actions

The Incident Commander monitors air quality and heat conditions to provide recommended actions during an unhealthful air quality or extreme heat event. The Incident Commander will keep the Senior Executive or designee informed of these conditions and activate this annex. Upon activation, site administrators will perform the following:

Notify students and staff when unhealthful air quality or extreme heat conditions exist.
Modify District programs and work assignments for the protection of students and staff.
Adhere to the Unhealthful Air Quality and Extreme Heat Plan to correspond with current recommendations of both the AQMD and the NWS.
Cooperate with other governmental agencies and with the total community in matters of critical concern regarding unhealthful air quality and extreme heat.

District Activities and What To Do During Extreme Heat Conditions.

The National Weather Service (NOAA) provides information on responding to extreme heat conditions. The Incident Commander monitors temperature and humidity in the District and the National Weather Service website to ensure that our District sites are notified upon attainment of an extreme heat condition.
Always provide adequate amounts of water to students and staff to maintain appropriate hydration, use areas shaded from the direct sunlight, and:
When the Heat Index reaches the range of 90 to 105 degrees Fahrenheit, sunstroke, heat cramps, and heat exhaustion are possible. Everyone shall minimize prolonged, vigorous outdoor activity.
When the Heat Index reaches the range of 105 to 130 degrees Fahrenheit, sunstroke and heat exhaustion are likely and heat stroke is possible. Everyone shall discontinue prolonged, vigorous outdoor activity.
When the Heat Index reaches or exceeds 130 degrees Fahrenheit, heat stroke is highly likely with continued exposure. Everyone shall discontinue all vigorous outdoor activity.

Fire - Structural



The following procedure addresses the necessary actions that should be taken if a fire is discovered in or on the District's facilities. A timely response to this situation is critical to prevent injuries and further property damage.

Procedure

NOTE – There are cases during Active Assailant incidents where the assailant may trigger the fire alarm. This is done as a means to induce students and staff to evacuate which may provide the assailant with more "targets." Modified responses to a fire alarm should be discussed with your local fire and law enforcement jurisdictions to coordinate best practices for your district.
If a fire is discovered on site, the administrative staff will immediately signal the fire alarm and direct students out of the building.
The Incident Commander will call 911 and provide the location and nature of the incident
The Incident Commander will immediately initiate the Off-Site Evacuation Procedures
Staff and students will evacuate buildings using pre-designated routes or other safe routes and convene at the Assembly Area
Site staff members must bring their student rosters and take attendance at the Assembly Area to account for all students
Staff will notify the Incident Commander of any missing students
If safe to do so, staff will use fire extinguishers to suppress the fire until the local fire department arrives
All fires, regardless of size, which are extinguished by site personnel, require a call to the responding Fire Department to indicate "the fire is out"
The Incident Commander will secure the area to prevent unauthorized entry and keep access roads clear for emergency vehicles
The Incident Commander will notify the Senior Executive of the fire. The Senior Executive should work with the Public Information Officer
Outreach and Communication to disseminate information
In the event that students need to be released from the school site, refer to the Reunification Annex for reunification procedures
If necessary, the Incident Commander will notify appropriate Transportation official to request transportation for student and staff evacuation.

Any affected areas will not be reopened until the Fire Department or the appropriate agency provides clearance and the Incident Commander issues authorization to do so. For fires during non-school hours, the Incident Commander and the Senior Executive will determine if the school site will open the following day.

Fire - Forest, Wildfire, or Urban Interface

General



Fires can happen in almost any place, at any time, in almost any condition or circumstance as long as there is fuel, oxygen, and heat. While District's are required to have regularly scheduled fire drills by California law it is easy to overlook the risks associated with poor housekeeping, excessive and dried wildland shrubs and trees close to the District sites and many other factors. The damage caused by fire is real and serious, but the potential hazard of smoke can sometimes be even worse.

Fire in Surrounding Area

The following procedure addresses actions that should be taken in the event that a fire is discovered in an area nearby District grounds. The initiated response actions should take into consideration the location and size of the fire, its proximity to the District site, and the likelihood that the fire may affect the District.

Incident Command Actions

Before

Review and update the "Recovery" Annex located in your Functional Annex following current State and Federal "Best Practices" guidelines
Locate and participate in CSTI's course, "Recovery From Disasters: The Local Community Role (G-205)
Identify and include your "whole community" in strengthening your Pre-Disaster Recovery framework

During

Call 911 if you see a fire or flames.
Activate and follow your Emergency Operations Plan.
Use your internal Emergency Management Alert System to communicate with staff, students and parents.
Always follow instructions from your local emergency agencies (Fire and Law Enforcement).
If trapped, call 911 and give your location, but be aware that emergency response could be delayed or impossible. Turn of HVAC and natural gas. Turn on lights to help rescuers find you if you have power. Fill sinks and tubs with water and keep windows and doors unlocked.
Ensure you have a representative designated to be in contact with Cal OES (may be specific to your region) and your local EOC
You might consider predesignating a representative to be an active member of the Recovery task force.
If your site is a designated shelter or evacuation point, follow the instructions of the organization or agency that is managing the site (ie: American Red Cross).
Follow the Cal/OSHA Protection from Wildfire Smoke regulation, Title 8, Section 5141.1 for use of N95 respirators. https://www.dir.ca.gov/title8/5141_1.html. and you can find resources on wildfire smoke safety in this Cal/OSHA link. https://www.dir.ca.gov/dosh/Worker-Health-and-Safety-in-Wildfire-Regions.html
Monitor the Air Quality Index (AQI) at www.airnow.gov and enter the zip code of the location where you will be working. The current AQI is also available from the U.S. Forest Service at https://tools.airfire.org/ or a local air district, which can be located at www.arb.ca.gov/capcoa/dismap.htm
Listen to EAS, NOAA Weather Radio, or local alerting systems for current emergency information and instructions.

If you are not ordered to evacuate but smoky conditions exist, stay inside in a safe location or go to a location where smoke levels are lower, if possible.
Avoid vigorous activities outdoors and if travelling in a vehicle in the areas affected, close windows and make sure air is on "re-circulate" mode.

After

Continue to follow your EOP Recovery Annex
Listen to authorities to find out when it is safe to return and whether water is safe to drink.
Avoid hot ash, charred trees, smoldering debris, and live embers. The ground may contain heat pockets that can burn you or spark another fire. Consider the danger to pets and livestock.
Avoid downed power lines.
Send text messages or use social media to reach out to family and friends. Phone systems are often busy following a disaster. Make calls only in emergencies.
For those that are part of the damage assessment team, ensure training on personal protective equipment (PPE) use is conducted.
Continue to monitor the Air Quality Index (AQI) at www.airnow.gov and enter the zip code of the location where you will be working. The current AQI is also available from the U.S. Forest Service at https://tools.airfire.org/ or a local air district, which can be located at www.arb.ca.gov/capcoa/dismap.htm
Contact your insurance company/insurance pool/JPA for assistance.
Document everything you do related to the fire. For more details on this process, refer to the IMReady FEMA document.
Wildfires dramatically change landscape and ground conditions, which can lead to increased risk of flooding due to heavy rains, flash flooding and mudflows. Flood risk remains significantly higher until vegetation is restored — up to 5 years after a wildfire.
Be prepared to provide emotional and wellbeing services and resources for students and staff. Mental and physical fatigue are common in these situations .
https://www.cdc.gov/disasters/wildfires/afterfire.html and https://emergency.cdc.gov/coping/index.asp and www.NCTSN.org.

Any responsible person who observes a fire in the area outside of the District should immediately call 911 and notify the Incident Commander
The Incident Commander will initiate the appropriate Immediate Response Actions, which may include Shelter-in-Place, On-Site Evacuation, or Off-Site Evacuation
The Incident Commander will call 911 (to verify – good redundancy) and provide the location and nature of the incident
The Incident Commander will act to prevent students from approaching the fire and keep routes open for emergency vehicles
The Incident Commander will work with responding emergency personnel to determine if District grounds are threatened by the fire, smoke, or other hazardous conditions
If the Incident Commander issues the On-Site Evacuation procedure, staff and students will evacuate the affected building(s) using pre-designated routes or other safe routes and convene at the Assembly Area
All District staff members must bring their student rosters and take attendance at the Assembly Area to account for all students. Staff will notify the Incident Commander of any missing students
The Incident Commander should monitor local radio stations for emergency information.
The Incident Commander will notify the Senior Executive of the emergency situation
The office of the Senior Executive should work with the Office of Public Information and Communication to disseminate information
If necessary, the Incident Commander will notify the appropriate Transportation official to request transportation for staff and student evacuation
The Incident Commander will initiate Off-Site Evacuation procedures, as described in the Evacuation Annex, if warranted by changes in conditions
• In the event that students need to be released from the District site, refer to the Reunification Annex for reunification procedures

Infectious Disease

Purpose



The purpose of the Infectious Disease annex is to help equip our organization to be ready for the unexpected – before, during, and after an infectious disease outbreak. This annex does note replace the required Injury and Illness Prevention Program (IIPP) or other health and safety orders relevant to California Occupational Safety and Health Administration (Cal OSHA) or California Department of Public Health (CDPH)requirements.

Following are two current and specific requirements:

- COVID-19 Safety Plan (CSP) – The CSP is outlined in the CDPH Guidance and Framework for K-12 schools dated January 14, 2021
- The COVID-19 Prevention Plan (CPP) – The CPP is a requirement of the Cal/OSHA COVID -19 Prevention emergency temporary standard.

Infectious diseases occur, often with little or no warning. Essentials that need to be considered include the following:
EOPs may have to be activated with community partners if there is an infectious disease outbreak;
Rapid evolution and dissemination of information about an infectious disease incident will likely require activation of the Communication Annex;
Extensive absences may cause normal operations to close for days or weeks, calling for the activation of the Continuity of Operations (COOP) Annex;
Depending on the disease, there may potentially be some deaths in the community; and,
If handled poorly, community trust in our organization is likely to be shaken.

Disease Sources

Infectious diseases are illnesses that are transmitted from one person to another through various routes. These infectious diseases can be viral, bacterial, or fungal. Some of the more common infectious diseases that may affect us are:
Gastroenteritis; norovirus; influenza; chicken pox; and hand, foot, and mouth, which are all caused by a viral infection, Bacterial infections that can cause E. Coli, MRSA, and strep throat, and Fungal infections, like ringworm.

Influenza, one of the most common infectious diseases, is a highly contagious viral disease. Pandemic influenza differs from both seasonal influenza (flu) and avian influenza in the following aspects:
It is a rare global outbreak which can affect populations around the world.
It is caused by a new influenza virus to which people do not have immunity
Depending upon the specific virus, it can cause more severe illness than regular flu
Influenza can affect young healthy people more so than older, sick people. The Department of Health and Human Services will take the lead in mobilizing a local response to pandemic influenza. Public health alerts will be reported to our organization and the community. Individual rooms, hallways or, if necessary, entire sites may be closed temporarily to contain spread of the virus.

While influenza is the most common infectious disease there are others that can greatly affect our operations, including reduction in work force size to levels that make it difficult to fulfill organizational or operational mission objectives. The “Historical Information” section of this annex identifies some of the major infectious diseases that have affected us in the near past.

Rate of Spread

Infectious diseases may be categorized according to the rate at which they infect the population. The U.S. Centers for Disease Control and Prevention (CDC) categorizes the rate at which diseases are spread as a continuum from smallest to largest: case, outbreak, epidemic, and pandemic.

Case
A case is defined as an individual with the disease.

Outbreak
An outbreak is defined as a localized, as opposed to a generalized, epidemic. This term is also used synonymously with epidemic, and is sometimes the preferred word, as it may prevent sensationalism associated with the word epidemic.

Epidemic
An epidemic is defined as the occurrence of more cases of disease than expected in a given area or among a specific group of people over a period.

Pandemic
A pandemic is defined as an epidemic occurring over a very wide area (several countries or continents) and usually affecting a large proportion of the population.

Situation and Assumptions
The World Health Organization (WHO) provides an influenza pandemic alert system, with a scale ranging from Phase 1 (a low risk of a flu pandemic) to Phase 6 (a full-blown pandemic). See Figure 1, below.
Phase 1: A virus in animals has caused no known infections in humans.
Phase 2: An animal flu virus has caused infection in humans.
Phase 3: Sporadic cases or small clusters of disease occur in humans. Human-to-human transmission, if any, is insufficient to cause community-level outbreaks.
Phase 4: The risk for a pandemic is greatly increased but not certain.
Phase 5: Spread of disease between humans is occurring in more than one country of one WHO region.
Phase 6: Community-level outbreaks are in at least one additional country in a different WHO region from phase 5. A global pandemic is under way.

Figure 1: Infectious Disease Phases (WHO)



Concept of Operations

We monitor the following levels of activation for our EOP and Emergency Operations Center:

Level 3 (lowest level):

This level implies that, with modest augmentation, the lead agency or program can address the primary needs of the response. In the United States, many small natural disasters or environmental responses fall into this activation level.

Level 2 (intermediate level):

This level implies substantial augmentation is required for the lead agency or program to meet response requirements.

Level 1 (highest level):

This level requires an agency wide response and often includes domestic and international partners. As an example, there have been five Level 1 activations since 2005: Hurricane Katrina (2005), influenza A (H1N1) pandemic (2009–10), Ebola virus disease outbreak (2014–2016), Zika virus outbreak (2016–2017), and Coronavirus Disease 2019 (2019-202?).

Continuity of Operations (Annex Specific)

Important Notice

Occupational Health and Safety standards impose additional requirements on employers to protect employees from airborne infectious diseases like COVID-19 and pathogens transmitted by aerosols. Under section 3203 of California's general industry safety regulations, employers must establish, implement, and maintain an effective Injury and Illness Prevention Program (IIPP) to protect employees from workplace hazards. Employers are required to determine if the infectious disease is a hazard in their workplace. If it is a workplace hazard, then employers must implement infection control measures, including applicable and relevant recommendations from federal, state and local guidelines. It is the employer's responsibility to maintain a current and relevant IIPP.

All staff are to be informed regarding protective actions and/or modifications related to this plan. Messaging and risk communications during an emerging infectious disease or pandemic will be conducted by our Emergency Operations Center. Guidance and instructions on established infection control measures such as social distancing, personnel

protective equipment and telework polices are provided by our Emergency Operations Center to assist in limiting the spread of influenza at the primary and alternate worksites.

Within the workplace, social distancing measures could take the form of:

Modifying the frequency and type of face-to-face employee encounters (e.g., placing moratoriums on hand-shaking, substituting teleconferences for face-to-face meetings, staggering breaks, posting infection control guidelines);
Establishing flexible work hours or worksite, (e.g., telecommuting);
Promoting social distancing between employees and those with whom they interact to maintain six-feet spatial separation between individuals; and
Implementing strategies that request and enable employees with influenza to stay home at the first sign of symptoms.

Frequent, daily contact is important to keep our employees informed about developments in our response, impacts on the workforce, and to reassure employees that we are continuing to function as usual.
When necessary, our planners and pandemic response teams will include deliberate methods to measure, monitor, and adjust actions to changing conditions and improved protection strategies.

Implement a formal worker and workplace protection strategy with metrics for assessing worker conformance and workplace cleanliness.
Monitor and periodically test protection methods.
Track and implement changes in approved or recommended protection measures.
Pre-position material and equipment onsite.
Ensure essential personnel are at the primary worksite.
Reaffirm that essential suppliers have their material and personnel on-hand and can respond, and support as planned.
Coordinate with local public health and emergency response points of contact to ensure open, adequate communications.

Organization and Assignment of Responsibilities

We utilize the Standardized Emergency Management System (SEMS) which incorporates the Incident Command System (ICS) as the method of managing a crisis or event until operations return to “normal.” This includes activation, when necessary, of incident command posts and the activation of our EOC.

Plan Development

During the health crisis it is vital that we capture lessons learned and alternative practices to our operations as they occur
Maintain a central depository for this information to use it following the crisis to update this annex and our EOP in general
It is our intent to review our EOP and annexes at least annually and update as necessary to maintain a best-practices EOP
We will share this annex periodically with our Health partners to ensure it has captured the most current trends and practices

Authorities and References

In the United States, the responsibility for public health rests primarily with city or county and state public health agencies. All states and many large counties and cities have their own public health departments. Although many public health investigations are conducted with local resources, a city, county, or state health department can request field

epidemiologic or laboratory assistance from the next higher-level public health agency in response to a large or complex outbreak or problem that requires additional staff, expertise, or other resources.

In the United States, the Centers for Disease Control and Prevention (CDC) is the highest-level public health agency. Federal prisons, military bases, and tribal reservations have their own independent health systems but also can request assistance from CDC. Globally, countries can request assistance for field investigations from the World Health Organization, which coordinates with its members for needed resources. The Centers for Disease Control and Prevention (cdc.gov) contains the most current and relevant information on specific exposures and the appropriate practices and protocols.

Incident Command Actions

Before

One of the best things to do prior to an infectious disease incident is to identify, collect, and maintain current and relevant contact information of organizations and agencies that will be important to our ongoing operations. These should include local, state, and federal public health jurisdictions such as:
Your local health department contact
(Searchable database https://www.naccho.org/membership/lhd-directory)
California Department of Public Health – https://www.cdph.ca.gov/
Centers for Disease Control and Prevention (CDC) - https://www.cdc.gov/

Building and maintaining relationships with local health officials cannot be over emphasized. This effort before an infectious disease outbreak will prove invaluable as we seek support and guidance in maintaining, shutting down, and resuming operations.

In addition to this practice it is important to identify and document operational norms and standards that you maintain on an ongoing basis. These records will greatly help you resume operations following a major infectious disease event.

During

We activate our Emergency Operations Plan at a level sufficient to stay ahead of issues as much as possible including the activation of:
Communication annex
Continuity of Operations Plan (COOP) annex

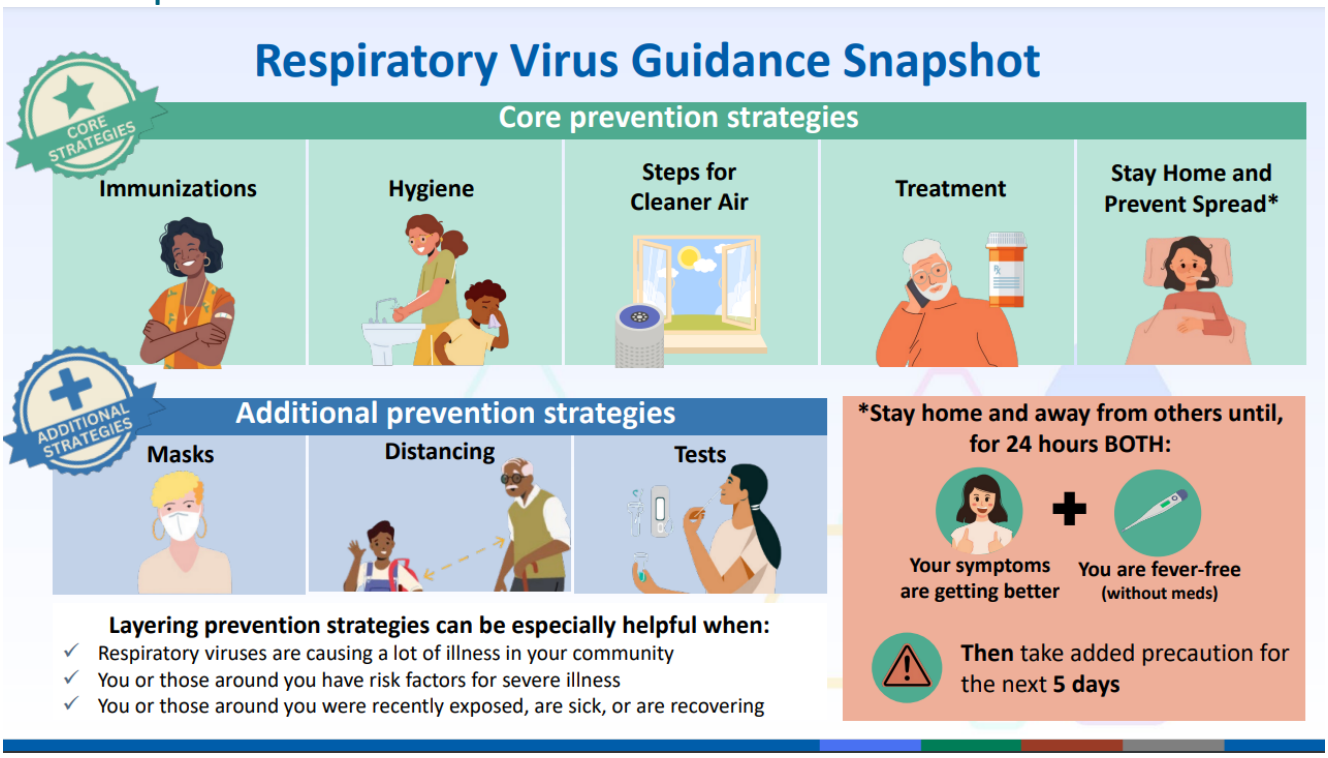
Additional actions include:
Maintain contact with our local Health Department and coordinate our actions based upon their recommendations
Collect preventive informational flyers and documents and disseminate to staff and/or students, as relevant
Activate heightened surveillance of illness within our sites. Gather data on symptoms of all students and/or staff who are sick at home.
Insure those who are ill stay home
Send the sick home immediately
Provide fact sheets and guidelines for families to make them aware of symptoms and remind them of respiratory hygiene etiquette
Monitor bulletins and alerts from the Department of Health and Human Services
Keep staff and students informed of developing issues
Assist the Department of Health and Human Services in monitoring outbreaks
Respond to media inquiries regarding organization attendance status
Implement telework procedures, if necessary, so that staff can stay home

Maintain surveillance after the initial epidemic in the event a second wave passes through the community

After

As with any major crisis or incident the major goal of our institution is to get things back to “normal.” This means restoration of our primary operations back to pre-incident or event levels. This is most effectively accomplished when there are accurate and well-maintained records and practices in place that help us on this recovery journey. Following are key concepts and actions that should be considered in getting back to “normal.”

COVID-19 Specific Guidance



Power and Utility Failure



Extended power outages may impact the whole community and the economy. A power outage is when the electrical power goes out unexpectedly. A power outage may:
Disrupt communications, water, and transportation
Close retail businesses, grocery stores, gas stations, ATMs, banks, and other services
Cause food spoilage and water contamination
Prevent use of medical devices

Protect Students And Staff During A Power Outage

Keep freezers and refrigerators closed
Only use generators outdoors and away from windows or air intakes
Do not use gas appliances for heating
Disconnect appliances and electronics to avoid damage from electrical surges
Have alternate plans for refrigerating medicines or using power-dependent medical devices
If safe, go to an alternate location for heat or cooling

Electrical Systems

The M&O Department should identify the location of all electrical main and subpanels throughout the site
Use a clean and clear site map of each site and label the map “Electrical Systems Field Operations Guide” (known as the Electrical Systems FOG)
Indicate the locations of the main electrical shut-off and each sub-panel main shut-off in the Electrical Systems FOG
Include a photo of each panel and label the photos corresponding to the panel numbers
If panels do not have a numeric identifier, consider adding that at all panel locations
Label the site main and subpanel main shut-off for each panel so as to minimize confusion
Laminate or plastic-protect the Electrical Systems FOG and provide to designated and trained employee(s) who will be responsible for emergency shutdown and restoration following an electrical failure

Backup Supplies and Other Resources

Identify all of the items needed that rely on electricity
Identify and have emergency plans for students or staff relying upon medical devices powered by electricity and refrigerated medicines
Find out how long medication can be stored at higher temperatures and get specific guidance for any medications that are critical for life
Plan for batteries and other alternatives to meet our needs when the power goes out
Sign up for local alerts and warning systems. Monitor weather reports
Ensure that any carbon monoxide detectors are in working order and that battery backups are available
Determine whether the phone system will work in a power outage and how long battery backup will last
Review the supplies that are available in case of a power outage
Have flashlights with extra batteries available for individual rooms or offices without exterior light sources
Maintain an inventory of nonperishable food and water
Regularly check the thermometer in the refrigerator and freezer so that we can know the temperature when the power is restored. Throw out food if the temperature is 40 degrees or higher
Keep mobile phones and other electric equipment charged and gas tanks full

Survive During

When power goes out, a trained and responsible employee should:
Keep freezers and refrigerators closed. The refrigerator will keep food cold for about four hours. A full freezer will keep the temperature for about 48 hours. Use coolers with ice if necessary. Monitor temperatures with a thermometer.
Maintain food supplies that do not require refrigeration
Avoid carbon monoxide poisoning. Generators and any fuel or gas-powered devices should always be used outdoors and at least 20 feet away from windows
Turn off or disconnect all appliances, equipment, or electronics. Power may return with momentary “surges” or “spikes” that can cause damage

Power Restoration

When in doubt, throw it out! Throw away any food that has been exposed to temperatures 40 degrees or higher for two hours or more, or that has an unusual odor, color, or texture
If the power is out for more than a day, discard any medication that should be refrigerated, unless the drug’s label says otherwise. If a life depends on the refrigerated drugs, consult a doctor or pharmacist and use medicine only until a new supply is available

Severe Weather

Purpose



The State of California is vulnerable to a variety of severe weather hazards. This incident annex addresses the hazards associated with severe weather. When severe weather occurs, the impacts can be devastating and may affect isolated locations or multiple jurisdictions simultaneously.

When the impacts exceed the capabilities of local jurisdictions, the State must respond in a prompt, organized, and efficient manner to save lives, mitigate property damage, and restore a sense of normalcy to the community. This response is coordinated through the Governor's Office of Emergency Services (OES) in concert with local, state, Federal, volunteer, and private sector partners.

Situation and Assumptions

El Niño

During El Niño, trade winds weaken. Warm water is pushed back east, toward the west coast of the Americas. El Niño means Little Boy in Spanish. South American fishermen first noticed periods of unusually warm water in the Pacific Ocean in the 1600s. The full name they used was El Niño de Navidad because El Niño typically peaks around December.

El Niño can affect our weather significantly. The warmer waters cause the Pacific jet stream to move south of its neutral position. With this shift, areas in the northern U.S. and Canada are dryer and warmer than usual. But in the U.S. Gulf Coast and Southeast, these periods are wetter than usual and have increased flooding.

Hail

Hail is considered severe when it reaches 1 inch in diameter. Hail can reach sizes much larger than the severe threshold size. Hail causes close to $1 billion in damage to property and crops each year in the U.S. While property is typically at greatest risk for hail damage, the National Oceanic and Atmospheric Administration (NOAA) estimate that 24 people are injured from hail each year.

Thunderstorms

The National Weather Service (NWS) defines a severe thunderstorm as any storm that produces one or more of the following: a tornado, damaging wind speeds of 58 mph (50 knots) or greater, and/or hail 1 inch in diameter or larger.

Continuity of Operations (Annex Specific)

The goal of emergency management is to restore operations of any organization back to its primary purpose, or "normal." In some cases, restoration of operations may have to be a new normal.

Organization and Assignment of Responsibilities

This organization follows SEMS/NIMS requirements, specifically incorporating the Incident Command System into emergency and incident operations.

Plan Development

This annex was selected for inclusion in this Emergency Operations Plan (EOP) following best practices Hazard/Threat Analysis and is reviewed annually for currency and applicability.
Severe weather-related hazards can occur at any time throughout the year

Local jurisdictions adversely affected by severe weather may declare local State of Emergency upon being affected
Local jurisdictions adversely affected by severe weather may use mutual aid agreements as part of their response to the disaster
Local jurisdictions affected by severe weather may request resources from the State as the situation evolves

Authorities and References

Center for Disease Control - Natural Disasters and Severe Weather
National Weather Service – Severe Weather Awareness
Ready.Gov – Severe Weather

Incident Command Actions

For predictable severe weather, such as excessive rain, wind, and/or snow, the following should be included in your procedures:

Eureka Unified School District

2025 – 2026 Comprehensive School Safety Plan

Eureka City Unified School District

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Section 1 - Introduction

SB 187 & AB 1747 Compliant Document

Preface

This comprehensive school safety plan is evaluated, and amended as needed, no less than once per year per Education Code section 35294.2(e)). This plan is available for public inspection during normal business hours at the Eureka City School District office located at 2100 J Street, Eureka, CA 95501. For questions regarding this plan please call (707) 441-2400.

NOTE: Tactical responses to criminal incidents are excluded from this public inspection document. This document is not available for public inspection on the internet.

An “Inspection Log” is utilized to record the name, address, phone number and identification method of all individuals that perform a public inspection of this plan.

Development and Update of the Eureka Unified School District CSSP

CSSP Planning Dates

Date of Meeting	Location	Time

CSSP Public Meeting

Date of Meeting	Location	Time

Eureka Unified School District's CSSP SSC/Safety Committee

School Stakeholders for Planning and Approval

Administrators:

Teachers:

Parents:

Classified:

School Site Council Representative (If Title 1 School):

Law Enforcement, Fire Department, Emergency Response

Anytime the CSSP is updated per California Education Code 32281 requires the updates be submitted to and reviewed by both a local law enforcement official and fire department official. The following officials were notified and given copies of the updated plan for review.

Sheriff, Police Agency/Name/Title:
Notification to Date of Consultation:

Fire Department Agency/Name/Title:
Notification to Date of Consultation:

Probation Agency/Name/Title:
Notification to Date of Consultation:

Other:
Notification to Date of Consultation:

Communicating Plan to the Public

Prior to final SSC/Safety Committee approval of the CSSP the school must present the plan to the Public at a meeting at the School Site.

Required Invitees to Public Meeting

Title	Name	Date Invited	How Invited
Mayor			
Rep From School Employee Org			
Rep from PTA			
Rep from Teacher Org			
Rep from Student Body Govt			
Any person requesting invite			

The School Community was notified of the meeting for review of the Comprehensive School Safety Plan through the following:

Vision Statement

Mission Statement

Final Approval Meeting Minutes

CSSP Committee Meeting Where Plan is Approved

Date of Meeting	Location	Time	Minutes

Section 2 – Action Plan

(Policies and Procedures have been excerpted and reformatted for this document.
Code and Legal References have been removed. For access to documents in their original and approved form please contact the Risk Management Office.)

Action Plan

This action plan was developed and updated by our SSC/Safety Committee through a comprehensive review of date from multiple sources.

- Suspensions
- Expulsions
- Chronic Absences
- Law Enforcement Calls for Service at Site
- Community Crime Data

Areas of Pride/Accomplishments*

Findings & Desired Improvements*

Priorities/Goals for Safe and Orderly Environment*

Overall Strategies for the 2025-2026 School Year are:

Component 1 People and Programs (School Climate)

Component 2 Places (Physical Environment)

Policies and Procedures for Positive School Climate

Section 3 – Data Analysis

School Performance Overview Dashboard

Student Population

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

This section provides information about the school's student population.

2024-25 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
3462	**62.3%**	**16.1%**	**1.5%**
Total Number of Students enrolled in Eureka Unified School District.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	557	16.1%
Foster Youth	53	1.5%
Homeless	262	7.6%
Socioeconomically Disadvantaged	2157	62.3%
Students with Disabilities	589	17%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	63	1.8%
American Indian	132	3.8%
Asian	348	10.1%
Filipino	15	0.4%
Hispanic	978	28.2%
Two or More Races	430	12.4%
Pacific Islander	62	1.8%
White	1432	41.4%

School and Student Performance Data

Overall Performance

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”


Red

Lowest Performance


Orange


Yellow


Green


Blue

Highest Performance

2025 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Orange	**Graduation Rate**  Blue	**Suspension Rate**  Orange
Mathematics  Orange	**Chronic Absenteeism**  Orange	
English Learner Progress  Green		
College/Career  Blue		

School and Student Performance Data

Academic Performance
English Language Arts

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Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
2	5	3	0	0

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
 Orange	 Red	 Red
36.1 points below standard	71.3 points below standard	80.3 points below standard
Maintained 2.4 points	Maintained 0.2 points	Declined 7.9 points
1702 Students	359 Students	105 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
 No Performance Color	 Orange	 Yellow
96.1 points below standard	86.5 points below standard	47.8 points below standard
Increased 25.8 points	Increased 12.2 points	Increased 3.5 points
24 Students	136 Students	1319 Students

Students with Disabilities	African American	American Indian
 Orange	 No Performance Color	 Orange
103.5 points below standard	65.9 points below standard	75.2 points below standard
Increased 3 points	Increased 11.9 points	Increased 5.8 points
328 Students	29 Students	69 Students

Asian	Filipino	Hispanic
 Yellow	 No Performance Color	 Orange
26.8 points below standard	Fewer than 11 students - No Data for Privacy	54.5 points below standard
Increased 14.4 points	5 Students	Maintained 0.2 points
173 Students		483 Students

Two or More Races	Pacific Islander	White
 Yellow	 No Performance Color	 Orange
30.7 points below standard	67.8 points below standard	20.6 points below standard
Increased 13.5 points	Increased 4.9 points	Maintained -1.7 points
217 Students	35 Students	690 Students

School and Student Performance Data

Academic Performance
Mathematics

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Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
3	7	1	0	0

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2025 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Orange	 Orange	 Orange
76.3 points below standard	107.3 points below standard	147.7 points below standard
Maintained 0.2 points	Increased 6.4 points	Increased 4 points
1708 Students	366 Students	105 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 Orange	 Orange
140 points below standard	132.8 points below standard	86.4 points below standard
Increased 30.9 points	Increased 14.9 points	Maintained 1.6 points
23 Students	139 Students	1324 Students

Students with Disabilities	African American	American Indian
 Red	 Orange	 Red
134.6 points below standard	99.3 points below standard	111.6 points below standard
Maintained -2.3 points	Increased 4 points	Maintained -2.5 points
327 Students	30 Students	69 Students

Asian	Filipino	Hispanic
 Yellow	 No Performance Color	 Red
59.5 points below standard	Fewer than 11 students - No Data for Privacy	96.3 points below standard
Increased 14.5 points	5 Students	Maintained 2.2 points
175 Students		486 Students

Two or More Races	Pacific Islander	White
 Orange	 No Performance Color	 Orange
83.7 points below standard	140.5 points below standard	56.6 points below standard
Declined 8.3 points	Declined 29.2 points	Maintained 1 points
216 Students	36 Students	690 Students

School and Student Performance Data

Academic Performance
Science

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Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Science Equity Report				
Red	Orange	Yellow	Green	Blue
2	3	4	1	0

This section provides a view of how well students are meeting grade-level standards on the Science assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2025 Fall Dashboard Science Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
		
Yellow	Orange	Yellow
48.8 science points	41.2 science points	40.5 science points
Maintained -1.4 points	Maintained 1.1 points	Increased 2.7 points
806 Students	143 Students	59 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
		
No Performance Color	Red	Yellow
Fewer than 11 students - No Data for Privacy	34.6 science points	46.4 science points
10 Students	Maintained 1.1 points	Maintained -0.3 points
	56 Students	582 Students

Students with Disabilities	African American	American Indian
 Red	 No Performance Color	 Orange
34.6 science points	46.9 science points	40.2 science points
Maintained -0.7 points	Increased 7 points	Maintained 1.8 points
121 Students	18 Students	41 Students

Asian	Filipino	Hispanic
 Yellow	 No Performance Color	 Orange
49 science points	Fewer than 11 students - No Data for Privacy	44.5 science points
Maintained 0.5 points	3 Students	Maintained -0.8 points
72 Students		216 Students

Two or More Races	Pacific Islander	White
 Green	 No Performance Color	 Yellow
50.2 science points	39.3 science points	53 science points
Increased 3.2 points	Maintained 1 points	Declined 2.3 points
97 Students	17 Students	341 Students

School and Student Performance Data

Academic Performance
English Learner Progress

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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2025 Fall Dashboard English Learner Progress Indicator

English Learner Progress	Long-Term English Learner Progress
	
Green	Green
55 making progress.	63.9 making progress.
Number Students: 453 Students	Number Students: 169 Students

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2025 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
15.1%	29.7%	10.6%	44.7%

School and Student Performance Data

Academic Performance
College/Career Report

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This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.



Very Low

Lowest Performance



Low



Medium



High



Very High

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue
2	5	1	0	0

Explore information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2025 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
		
Blue	Green	Green
Prepared 68.6%	Prepared 58.1%	Prepared 64.7%
Increased 26%	Increased 37.1%	Increased 42.5%
306 Students	43 Students	34 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
		
No Performance Color	Yellow	Blue
Fewer than 11 students - No Data for Privacy	Prepared 30.6%	Prepared 64.6%
3 Students	Increased 12.4%	Increased 28.1%
	36 Students	237 Students

Students with Disabilities	African American	American Indian
		
Green	No Performance Color	No Performance Color
Prepared 56.6%	Fewer than 11 students - No Data for Privacy	Prepared 64.3%
Increased 43.9%	5 Students	Increased 35.7%
53 Students		14 Students

Asian	Filipino	Hispanic
		
No Performance Color	No Performance Color	Green
Prepared 79.2%	Fewer than 11 students - No Data for Privacy	Prepared 57.3%
Increased 29.2%	1 Student	Increased 27.6%
24 Students		89 Students

Two or More Races	Pacific Islander	White
		
Green	No Performance Color	Blue
Prepared 60%	Fewer than 11 students - No Data for Privacy	Prepared 76.4%
Increased 28.8%	2 Students	Increased 25.8%
30 Students		140 Students

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue
1	6	6	0	0

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Orange	 Yellow	 Orange
26.6% Chronically Absent	17.2% Chronically Absent	22% Chronically Absent
Declined 2.2	Declined 7	Declined 1.7
2330 Students	430 Students	82 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
 Orange	 Yellow	 Orange
31.7% Chronically Absent	52% Chronically Absent	29.1% Chronically Absent
Declined 27.1	Declined 5.5	Declined 2.5
41 Students	246 Students	1899 Students

Students with Disabilities	African American	American Indian
		
Yellow	Orange	Orange
32.2% Chronically Absent	39% Chronically Absent	21.3% Chronically Absent
Declined 4.3	Declined 4.6	Declined 14.7
490 Students	41 Students	89 Students

Asian	Filipino	Hispanic
		
Yellow	No Performance Color	Orange
12.4% Chronically Absent	Fewer than 11 students - No Data for Privacy	29.2% Chronically Absent
Declined 3.5	9 Students	Declined 1.8
251 Students		689 Students

Two or More Races	Pacific Islander	White
		
Yellow	Yellow	Red
31.4% Chronically Absent	17.9% Chronically Absent	27.6% Chronically Absent
Declined 6.2	Declined 18.9	Increased 1.1
306 Students	39 Students	906 Students

School and Student Performance Data

Academic Engagement
Graduation Rate

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Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Graduation Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	1	0	5	2

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2025 Fall Dashboard Graduation Rate for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Blue	 Blue	 Blue
93.2% graduated	97.7% graduated	100% graduated
Increased 5%	Increased 11.5%	Increased 8.9%
311 Students	44 Students	35 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 Green	 Green
Fewer than 11 students - No Data for Privacy	84.2% graduated	92.1% graduated
4 Students	Increased 4.2%	Increased 4.8%
	38 Students	241 Students

Students with Disabilities	African American	American Indian
 Green	 No Performance Color	 No Performance Color
80.4% graduated	Fewer than 11 students - No Data for Privacy	93.3% graduated
Increased 11.6%	5 Students	Increased 7.6%
56 Students		15 Students

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Green
100% graduated	Fewer than 11 students - No Data for Privacy	94.4% graduated
Maintained 0%	1 Student	Increased 12%
24 Students		90 Students

Two or More Races	Pacific Islander	White
 Orange	 No Performance Color	 Green
86.7% graduated	Fewer than 11 students - No Data for Privacy	92.3% graduated
Declined 7.1%	2 Students	Increased 4.7%
30 Students		143 Students

School and Student Performance Data

Conditions & Climate
Suspension Rate

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Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
4	6	3	0	0

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2025 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Orange	 Orange	 Orange
7.3% suspended at least one day	4.2% suspended at least one day	7.9% suspended at least one day
Maintained -0.1%	Increased 0.3%	Maintained 0.2%
3693 Students	592 Students	203 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
 Orange	 Red	 Red
15.5% suspended at least one day	15.6% suspended at least one day	8.1% suspended at least one day
Declined 4.3%	Maintained 0.2%	Maintained -0.1%
71 Students	398 Students	2828 Students

Students with Disabilities	African American	American Indian
		
Red	Red	Orange
12.7% suspended at least one day	21.9% suspended at least one day	13.2% suspended at least one day
Maintained -0.2%	Increased 6.7%	Declined 1%
715 Students	64 Students	151 Students

Asian	Filipino	Hispanic
		
Yellow	No Performance Color	Orange
1.4% suspended at least one day	0% suspended at least one day	6.5% suspended at least one day
Increased 0.3%	Maintained 0%	Increased 0.4%
359 Students	15 Students	1054 Students

Two or More Races	Pacific Islander	White
		
Yellow	Yellow	Orange
8.5% suspended at least one day	4.8% suspended at least one day	7.9% suspended at least one day
Declined 2.2%	Declined 2.1%	Maintained -0.1%
473 Students	63 Students	1514 Students

Section 4 – Policies and Procedures

(Policies and Procedures have been excerpted and reformatted for this document.
Code and Legal References have been removed. For access to documents in their original and approved form please contact the Risk Management Office.)

Child Abuse Prevention and Reporting – BP/AR 5141.4

Original Adopted Date: 12/10/2015 | Last Revised Date: 12/11/2025 | Last Reviewed Date: 12/11/2025Status: ADOPTED

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

The Superintendent or designee may provide a student who is a victim of abuse with school-based mental health services or other support services and/or may refer the student to resources available within the community as needed.

Child Abuse Prevention

The district's instructional program may provide age-appropriate and culturally sensitive child abuse prevention curriculum which explains students' right to live free of abuse, includes instruction in the skills and techniques needed to identify unsafe situations and react appropriately and promptly, informs students of available support resources, and teaches students how to obtain help and disclose incidents of abuse.

The district's program also may include age-appropriate instruction in sexual abuse and sexual assault awareness and prevention. Upon written request of a student's parent/guardian, the student shall be excused from taking such instruction. (Education Code 51900.6)

The Superintendent or designee may display posters, in areas on campus where students frequently congregate, notifying students of the appropriate telephone number to call to report child abuse or neglect. (Education Code 33133.5)

In addition, student identification cards for students in grades 7-12 shall include the National Domestic Violence Hotline telephone number. (Education Code 215.5)

The Superintendent or designee shall, to the extent feasible, seek to incorporate community resources into the district's child abuse prevention programs and may use these resources to provide parents/guardians with instruction in parenting skills and child abuse prevention.

Child Abuse Reporting

The Superintendent or designee shall establish procedures for the identification and reporting of known and suspected child abuse and neglect in accordance with law.

Procedures for reporting child abuse, as specified in Penal Code 11164-11174.3, shall be included in the district and/or school comprehensive safety plan. (Education Code 32282)

District employees who are mandated reporters, as defined by law and administrative regulation, are obligated to report all known or suspected incidents of child abuse and neglect.

The Superintendent or designee shall provide training regarding the duties of mandated reporters as required by law and as specified in the accompanying administrative regulation. (Education Code 44691; Penal Code 11165.7)

A/R

Original Adopted Date: 09/08/2016 | Last Revised Date: 12/11/2025 | Last Reviewed Date: 12/11/2025Status: ADOPTED

Definitions

Child abuse or neglect includes the following: (Penal Code 11165.5, 11165.6)
A physical injury or death inflicted by other than accidental means on a child by another person

Sexual abuse of a child, including sexual assault or sexual exploitation, as defined in Penal Code 11165.1

Neglect of a child as defined in Penal Code 11165.2

Willful harming or injuring of a child or the endangering of the person or health of a child as defined in Penal Code 11165.3

Unlawful corporal punishment or injury as defined in Penal Code 11165.4
Child abuse or neglect does not include:
A mutual affray between minors (Penal Code 11165.6)

An injury caused by reasonable and necessary force used by a peace officer acting within the course and scope of employment (Penal Code 11165.5, 11165.6)

An injury resulting from the exercise by a teacher, vice principal, principal, or other certificated employee of the same degree of physical control over a student that a parent/guardian would be legally privileged to exercise, not exceeding the amount of physical control reasonably necessary to maintain order, protect property, protect the health and safety of students, or maintain proper and appropriate conditions conducive to learning (Education Code 44807)

An injury caused by a district employee's use of force that is reasonable and necessary to quell a disturbance threatening physical injury to persons or damage to property, for purposes of self-defense, or to obtain weapons or other dangerous objects within the control of a student (Education Code 49001)

Physical pain or discomfort caused by athletic competition or other such recreational activity voluntarily engaged in by a student (Education Code 49001)
Additionally, general neglect does not include: (Penal Code 11165.2)
A parent/guardian's economic disadvantage

A child receiving treatment by spiritual means pursuant to Welfare and Institutions Code 16509.1, or not receiving specified medical treatment for religious reasons
Mandated reporters include, but are not limited to, teachers; instructional aides; teacher's aides or assistants; classified employees; certificated pupil personnel employees; administrative officers or supervisors of child attendance; athletic coaches, administrators, and directors; licensees, administrators, and employees of a licensed child day care facility; Head Start program teachers; district police or security officers; licensed nurses or health care providers; and administrators, presenters, and counselors of a child abuse prevention program. (Penal Code 11165.7)

Reasonable suspicion means that it is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing when appropriate on the person's training and experience, to suspect child abuse or neglect. However, reasonable suspicion does not require certainty that child abuse or neglect has occurred nor does it require a specific medical indication of child abuse or neglect. (Penal Code 11166)

Reportable Offenses

Using the procedures provided below, a mandated reporter shall make a report whenever the mandated reporter, while acting in a professional capacity or within the scope of employment, has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect. (Penal Code 11166)

Any mandated reporter who has knowledge of or who reasonably suspects that a child is suffering serious emotional damage or is at a substantial risk of suffering serious emotional damage, based on evidence of severe anxiety, depression, withdrawal, or untoward aggressive behavior toward self or others, may make a report to the appropriate agency. (Penal Code 11165.9, 11166.05, 11167)

Any district employee who reasonably believes to have observed the commission of a murder, rape, or lewd or lascivious act by use of force, violence, duress, menace, or fear of immediate and unlawful bodily injury against a victim who is a child under 14 years of age shall notify a peace officer. (Penal Code 152.3)

The fact that a child is experiencing homelessness or is classified as an unaccompanied minor, as defined in the federal McKinney-Vento Homeless Assistance Act (42 USC 11434a), is not, in and of itself, a sufficient basis for reporting child abuse or neglect. (Penal Code 11165.15)

Responsibility for Reporting

The reporting duties of mandated reporters are individual and cannot be delegated to another person. (Penal Code 11166)

When two or more mandated reporters jointly have knowledge of a known or suspected instance of child abuse or neglect, the report may be made by a member of the team selected by mutual agreement and a single report may be made and signed by the selected member of the reporting team. Any member who has knowledge that the member designated to report has failed to do so shall thereafter make the report. (Penal Code 11166)

No supervisor or administrator shall impede or inhibit a mandated reporter from making a report. (Penal Code 11166)

Any person not identified as a mandated reporter who has knowledge of or observes a child whom the person knows or reasonably suspects has been a victim of child abuse or neglect may report the known or suspected instance of child abuse or neglect to the appropriate agency. (Penal Code 11166)

Reporting Procedures
Initial Telephone Report

Immediately or as soon as practicable after knowing or observing suspected child abuse or neglect, a mandated reporter shall make an initial report by telephone to any police department (excluding a district police/security department), sheriff's department, county probation department if designated by the county to receive such reports, or county welfare department. (Penal Code 11165.9, 11166)

Such reports shall be made to the following agency(ies):

Child Welfare Services - 2440 Sixth Street, Eureka, CA 95501 / Telepone: 707-445-6180

When the initial telephone report is made, the mandated reporter shall note the name of the official contacted, the date and time contacted, and any instructions or advice received.

Written Report

Within 36 hours of knowing or observing the information concerning the incident, the mandated reporter shall prepare and either send, fax, or electronically transmit to the appropriate agency a written follow-up report, which includes a completed California Department of Justice (DOJ) form (BCIA 8572). (Penal Code 11166, 11168)

The DOJ form may be obtained from the district office or other appropriate agencies, such as the police department, sheriff's department, or county probation or welfare department.

Reports of suspected child abuse or neglect shall include, if known: (Penal Code 11167)

The name, business address, and telephone number of the person making the report and the capacity that makes the person a mandated reporter

The child's name and address, present location, and, where applicable, school, grade, and class

The names, addresses, and telephone numbers of the child's parents/guardians

The name, address, telephone number, and other relevant personal information about the person(s) who might have abused or neglected the child

The information that gave rise to the reasonable suspicion of child abuse or neglect and the source(s) of that information
The mandated reporter shall make a report even if some of this information is not known or is uncertain to the mandated reporter. (Penal Code 11167)

The mandated reporter may give to an investigator from an agency investigating the case, including a licensing agency, any information relevant to an incident of child abuse or neglect or to a report made for serious emotional damage pursuant to Penal Code 11166.05. (Penal Code 11167)

3. Internal Reporting

The mandated reporter shall not be required to disclose the mandated reporter's identity to a supervisor, the principal, or the Superintendent or designee. (Penal Code 11166)

However, employees reporting child abuse or neglect to an appropriate agency are encouraged, but not required, to notify the principal as soon as possible after the initial telephone report to the appropriate agency. When so notified, the principal shall inform the Superintendent or designee.

The principal so notified shall provide the mandated reporter with any assistance necessary to ensure that reporting procedures are carried out in accordance with law, Board policy, and administrative regulation. At the mandated reporter's request, the principal may assist in completing and filing the necessary forms.

Reporting the information to an employer, supervisor, principal, school counselor, co-worker, or other person shall not be a substitute for making a mandated report to the appropriate agency. (Penal Code 11166)

Training

Within the first six weeks of each school year, or within the first six weeks of employment if hired during the school year, the Superintendent or designee shall provide training on mandated reporting requirements to district employees and persons working on their behalf who are mandated reporters. (Education Code 44691; Penal Code 11165.7)

The Superintendent or designee shall use the online training module provided by the California Department of Social Services (CDSS). (Education Code 44691)

The training shall include, but not necessarily be limited to, training in identification and reporting of child abuse and neglect. Additionally, the training shall include information that failure to report an incident of known or reasonably suspected child abuse or neglect as required by law is a misdemeanor punishable by imprisonment and/or a fine as specified. (Education Code 44691; Penal Code 11165.7)

In addition, the Superintendent or designee shall provide annual training on the prevention of abuse, including sexual abuse, of children on district property, by district staff, or in district-sponsored programs. (Education Code 44691)

The Superintendent or designee shall obtain and retain proof of each mandated reporter's completion of the training. (Education Code 44691)

Victim Interviews by Social Services

Whenever CDSS or another government agency is investigating suspected child abuse or neglect that occurred within the child's home or out-of-home care facility, the student may be interviewed by an agency representative during school hours, on school premises. The Superintendent or designee shall give the student the choice of being interviewed in private or in the presence of any adult school employee or volunteer aide selected by the student. (Penal Code 11174.3)

A staff member or volunteer aide selected by a child may decline to be present at the interview. If the selected person accepts, the principal or designee shall inform the person of the following requirements prior to the interview: (Penal Code 11174.3)
The purpose of the selected person's presence at the interview is to lend support to the child and enable the child to be as comfortable as possible

The selected person shall not participate in the interview

The selected person shall not discuss the facts or circumstances of the case with the child

The selected person is subject to the confidentiality requirements of the Child Abuse and Neglect Reporting Act, a violation of which is punishable as specified in Penal Code 11167.5
If a staff member agrees to be present, the interview shall be held at a time during school hours when it does not involve an expense to the school. (Penal Code 11174.3)

Release of Child to Peace Officer

When a child is released to a peace officer and taken into custody as a victim of suspected child abuse or neglect, the Superintendent or designee and/or principal shall not notify the parent/guardian, but rather shall provide the peace officer with the address and telephone number of the child's parent/guardian. (Education Code 48906)

Parent/Guardian Complaints

Upon request, the Superintendent or designee shall provide parents/guardians with procedures for reporting suspected child abuse occurring on district property to appropriate agencies. For parents/guardians whose primary language is not English, such procedures shall be in their primary language and, when communicating orally regarding those guidelines and/or procedures, an interpreter shall be provided.

To file a complaint against a district employee or other person suspected of child abuse or neglect on district property, parents/guardians may file a report by telephone, in person, or in writing with any appropriate agency identified above under "Reporting Procedures." If a parent/guardian makes a complaint about an employee to any other employee, the employee receiving the information shall notify the parent/guardian of procedures for filing a complaint with the appropriate agency. The employee shall also file a report when obligated to do so pursuant to Penal Code 11166 using the procedures described above for mandated reporters.

In addition, if the child is enrolled in special education, a separate complaint may be filed with the California Department of Education pursuant to 5 CCR 3200-3205.

Notifications

The Superintendent or designee shall provide to all new employees who are mandated reporters a statement that informs them of their status as mandated reporters, their reporting obligations under Penal Code 11166, and their confidentiality rights under Penal Code 11167. Additionally, the district shall provide these new employees with a copy of Penal Code 11165.7, 11166, and 11167. (Penal Code 11165.7, 11166.5)

Before beginning employment, any person who will be a mandated reporter by virtue of the person's position shall sign a statement indicating knowledge of the reporting obligations under Penal Code 11166 and compliance with such provisions. The signed statement shall be retained by the Superintendent or designee. (Penal Code 11166.5)

Employees who work with dependent adults shall be notified of legal responsibilities and reporting procedures pursuant to Welfare and Institutions Code 15630-15637.

The Superintendent or designee also shall notify all employees that:
A mandated reporter who reports a known or suspected instance of child abuse or neglect shall not be held civilly or criminally liable for making a report and this immunity shall apply even if the mandated reporter acquired the knowledge or reasonable suspicion of child abuse or neglect outside of the mandated reporter's professional capacity or outside the scope of employment (Penal Code 11172)

Any other person making a report shall not incur civil or criminal liability unless it can be proven that the person knowingly made a false report or made a report with reckless disregard of the truth or falsity of the report. (Penal Code 11172)

If a mandated reporter fails to timely report an incident of known or reasonably suspected child abuse or neglect, the mandated reporter may be guilty of a crime punishable by a fine and/or imprisonment (Penal Code 11166)
No employee shall be subject to any sanction by the district for making a report unless it can be shown that the employee knowingly made a false report or made a report with reckless disregard of the truth or falsity of the report. (Penal Code 11166, 11172)

Suspected Child Abuse Report Form (BCIA 8572)

STATE OF CALIFORNIA
BCIA 8572
(Rev. 04/2017)

DEPARTMENT OF JUSTICE

SUSPECTED CHILD ABUSE REPORT
(Pursuant to Penal Code section 11166)

Print Form | Clear Form

To Be Completed by Mandated Child Abuse Reporters
PLEASE PRINT OR TYPE

CASE NAME: _____
CASE NUMBER: _____

A. REPORTING PARTY

NAME OF MANDATED REPORTER	TITLE	MANDATED REPORTER CATEGORY
REPORTER'S BUSINESS/AGENCY NAME AND ADDRESS Street City Zip		DID MANDATED REPORTER WITNESS THE INCIDENT? ☐ YES ☐ NO
REPORTER'S TELEPHONE (DAYTIME)	SIGNATURE	TODAY'S DATE

B. REPORT NOTIFICATION

☐ LAW ENFORCEMENT ☐ COUNTY PROBATION ☐ COUNTY WELFARE / CPS (Child Protective Services) — AGENCY

ADDRESS Street City Zip	DATE/TIME OF PHONE CALL
OFFICIAL CONTACTED - NAME AND TITLE	TELEPHONE

C. VICTIM (One report per victim)

NAME (LAST, FIRST, MIDDLE)	BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY
ADDRESS Street City Zip			TELEPHONE
PRESENT LOCATION OF VICTIM	SCHOOL	CLASS	GRADE
PHYSICALLY DISABLED? ☐ YES ☐ NO	DEVELOPMENTALLY DISABLED? ☐ YES ☐ NO	OTHER DISABILITY (SPECIFY)	PRIMARY LANGUAGE SPOKEN IN HOME

IN FOSTER CARE? ☐ YES ☐ NO	IF VICTIM WAS IN OUT-OF-HOME CARE AT TIME OF INCIDENT, CHECK TYPE OF CARE: ☐ DAY CARE ☐ CHILD CARE CENTER ☐ FOSTER FAMILY HOME ☐ FAMILY FRIEND ☐ GROUP HOME OR INSTITUTION ☐ RELATIVE'S HOME	TYPE OF ABUSE *(CHECK ONE OR MORE)*: ☐ PHYSICAL ☐ MENTAL ☐ SEXUAL ☐ NEGLECT ☐ OTHER (SPECIFY) _____
RELATIONSHIP TO SUSPECT	PHOTOS TAKEN? ☐ YES ☐ NO	DID THE INCIDENT RESULT IN THIS VICTIM'S DEATH? ☐ YES ☐ NO ☐ UNK

D. INVOLVED PARTIES

VICTIM'S SIBLINGS

NAME	BIRTHDATE	SEX	ETHNICITY	NAME	BIRTHDATE	SEX	ETHNICITY
1.				3.			
2.				4.			

VICTIM'S PARENTS/GUARDIANS

NAME (LAST, FIRST, MIDDLE)	BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY
ADDRESS Street City Zip	HOME PHONE		BUSINESS PHONE
NAME (LAST, FIRST, MIDDLE)	BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY
ADDRESS Street City Zip	HOME PHONE		BUSINESS PHONE

SUSPECT

SUSPECT'S NAME (LAST, FIRST, MIDDLE)	BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY
ADDRESS Street City Zip			TELEPHONE
OTHER RELEVANT INFORMATION			

E. INCIDENT INFORMATION

IF NECESSARY, ATTACH EXTRA SHEET(S) OR OTHER FORM(S) AND CHECK THIS BOX ☐ IF MULTIPLE VICTIMS, INDICATE NUMBER: _____

DATE/TIME OF INCIDENT	PLACE OF INCIDENT
NARRATIVE DESCRIPTION (What victim(s) said/what the mandated reporter observed/what person accompanying the victim(s) said/similar or past incident's involving the victim(s) or suspect)	

DO NOT submit a copy of this form to the Department of Justice (DOJ). The investigating agency is required under Penal Code section 11169 to submit to DOJ a Child Abuse or Severe Neglect Indexing Form BCIA 8583 if (1) an active investigation was conducted and (2) the incident was determined to be substantiated.

SUSPECTED CHILD ABUSE REPORT
(Pursuant to Penal Code section 11166)

DEFINITIONS AND GENERAL INSTRUCTIONS FOR COMPLETION OF FORM BCIA 8572

All Penal Code (PC) references are located in Article 2.5 of the California PC. This article is known as the Child Abuse and Neglect Reporting Act (CANRA). The provisions of CANRA may be viewed at: http://leginfo.legislature.ca.gov/faces/codes.xhtml (specify "Penal Code" and search for sections 11164-11174.3). A mandated reporter must complete and submit form BCIA 8572 even if some of the requested information is not known. (PC section 11167(a).)

I. MANDATED CHILD ABUSE REPORTERS

Mandated child abuse reporters include all those individuals and entities listed in PC section 11165.7.

II. TO WHOM REPORTS ARE TO BE MADE ("DESIGNATED AGENCIES")

Reports of suspected child abuse or neglect shall be made by mandated reporters to any police department or sheriff's department (not including a school district police or security department), the county probation department (if designated by the county to receive mandated reports), or the county welfare department. (PC section 11165.9.)

III. REPORTING RESPONSIBILITIES

Any mandated reporter who has knowledge of or observes a child, in his or her professional capacity or within the scope of his or her employment, whom he or she knows or reasonably suspects has been the victim of child abuse or neglect shall report such suspected incident of abuse or neglect to a designated agency immediately or as soon as practically possible by telephone and shall prepare and send a written report thereof ***within 36 hours*** of receiving the information concerning the incident. (PC section 11166(a).)

No mandated reporter who reports a suspected incident of child abuse or neglect shall be held civilly or criminally liable for any report required or authorized by CANRA. Any other person reporting a known or suspected incident of child abuse or neglect shall not incur civil or criminal liability as a result of any report authorized by CANRA unless it can be proven the report was false and the person knew it was false or made the report with reckless disregard of its truth or falsity. (PC section 11172(a).)

IV. INSTRUCTIONS

SECTION A – REPORTING PARTY: Enter the mandated reporter's name, title, category (from PC section 11165.7), business/agency name and address, daytime telephone number, and today's date. Check yes/no whether the mandated reporter witnessed the incident. The signature area is for either the mandated reporter or, if the report is telephoned in by the mandated reporter, the person taking the telephoned report.

IV. INSTRUCTIONS (*continued*)

SECTION B – REPORT NOTIFICATION: Complete the name and address of the designated agency notified, the date/time of the phone call, and the name, title, and telephone number of the official contacted.

SECTION C – VICTIM (One Report per Victim): Enter the victim's name, birthdate or approximate age, sex, ethnicity, address, telephone number, present location, and, where applicable, enter the school, class (indicate the teacher's name or room number), and grade. List the primary language spoken in the victim's home. Check the appropriate yes/no box to indicate whether the victim may have a developmental disability or physical disability and specify any other apparent disability. Check the appropriate yes/no box to indicate whether the victim is in foster care, and check the appropriate box to indicate the type of care if the victim was in out-of-home care. Check the appropriate box to indicate the type of abuse. List the victim's relationship to the suspect. Check the appropriate yes/no box to indicate whether photos of the injuries were taken. Check the appropriate box to indicate whether the incident resulted in the victim's death.

SECTION D – INVOLVED PARTIES: Enter the requested information for Victim's Siblings, Victim's Parents/Guardians, and Suspect. Attach extra sheet(s) if needed (provide the requested information for each individual on the attached sheet(s)).

SECTION E – INCIDENT INFORMATION: If multiple victims, indicate the number and submit a form for each victim. Enter date/time and place of the incident. Provide a narrative of the incident. Attach extra sheet(s) if needed.

V. DISTRIBUTION

Reporting Party: After completing form BCIA 8572, retain a copy for your records and submit copies to the designated agency.

Designated Agency: ***Within 36 hours*** of receipt of form BCIA 8572, the initial designated agency will send a copy of the completed form to the district attorney and any additional designated agencies in compliance with PC sections 11166(j) and 11166(k).

ETHNICITY CODES

1 Alaskan Native	6 Caribbean	11 Guamanian	16 Korean	22 Polynesian	27 White-Armenian
2 American Indian	7 Central American	12 Hawaiian	17 Laotian	23 Samoan	28 White-Central American
3 Asian Indian	8 Chinese	13 Hispanic	18 Mexican	24 South American	29 White-European
4 Black	9 Ethiopian	14 Hmong	19 Other Asian	25 Vietnamese	30 White-Middle Eastern
5 Cambodian	10 Filipino	15 Japanese	21 Other Pacific Islander	26 White	31 White-Romanian

Discipline – BP/AR 5144

Original Adopted Date: 05/21/2019 | Last Revised Date: 09/12/2024 | Last Reviewed Date: 09/12/2024Status: ADOPTED

The Governing Board is committed to providing a safe, supportive, and positive school environment which is conducive to student learning and achievement and desires to prepare students for responsible citizenship by fostering self-discipline and personal responsibility. The Board believes that high expectations for student behavior, use of effective school and classroom management strategies, provision of appropriate intervention and support, and parent/guardian involvement can minimize the need for disciplinary measures that exclude students from instruction as a means for correcting student misbehavior.

The Superintendent or designee shall develop effective, age-appropriate strategies for maintaining a positive school climate and responding appropriately to student misbehavior at district schools. The strategies shall focus on providing students with needed supports; communicating clear, appropriate, and consistent expectations and consequences for student conduct; and ensuring equity and continuous improvement in the implementation of district discipline policies and practices.

In addition, the Superintendent or designee's strategies for responding to student misconduct shall reflect the Board's preference for the use of positive interventions and alternative disciplinary measures over exclusionary discipline measures.

Disciplinary measures that may result in loss of instructional time or cause students to be disengaged from school, such as detention, suspension, and expulsion, shall be imposed only when required or permitted by law or when other means of correction have been documented to have failed. (Education Code 48900.5)

School personnel and volunteers shall not allow any disciplinary action taken against a student to result in the denial or delay of a school meal. (Education Code 49557.5)

A student shall not be denied recess unless the student's participation poses an immediate threat to the physical safety of the student or to the physical safety of one or more of the student's peers. If, due to such immediate threat, a student is denied recess, staff shall make all reasonable efforts to resolve the threat and minimize the student's exclusion from recess, to the greatest extent practicable. (Education Code 49056)

Seclusion and behavioral restraint are prohibited as a means of discipline and shall not be used to correct student behavior except as permitted pursuant to Education Code 49005.4 and in accordance with district regulations. (Education Code 49005.2)

The Superintendent or designee shall create a model discipline matrix that lists violations and the consequences for each as allowed by law.

The principal or designee at each school may develop disciplinary rules to meet the school's particular needs consistent with law, Board policy, and administrative regulations. The Board, at an open meeting, may review the approved school discipline rules for consistency with Board policy and state law. Site-level disciplinary rules shall be included in the district's comprehensive safety plan. (Education Code 32282, 35291.5)

At all times, the safety of students and staff, providing interventions and supports to students, as well as the maintenance of an orderly school environment, shall be priorities in determining appropriate discipline. When misconduct occurs, staff shall attempt to identify the causes of the student's behavior and implement appropriate support and/or discipline. When choosing between different disciplinary strategies, staff shall consider the effect of each option on the student's health, well-being, and opportunity to learn.

Staff shall enforce disciplinary rules fairly, consistently, and in accordance with the district's nondiscrimination policies.

The Superintendent or designee shall provide professional development as necessary to assist staff in developing the skills needed to effectively and equitably implement the disciplinary strategies adopted for district schools, including, but not limited to, knowledge of school and classroom management skills and their consistent application, effective accountability and positive intervention techniques, and the tools to form strong, cooperative relationships with parents/guardians.

District goals for improving school climate, based on suspension and expulsion rates, surveys of students, staff, and parents/guardians regarding their sense of school safety and connectedness to the school community, and other local measures, shall be included in the district's local control and accountability plan, as required by law.

At the beginning of each school year, the Superintendent or designee may report to the Board regarding disciplinary strategies used in district schools in the immediately preceding school year and their effect on student learning.

A/R

Original Adopted Date: 05/21/2019 | Last Revised Date: 09/12/2024 | Last Reviewed Date: 09/12/2024Status: ADOPTED

Site-Level Rules

Site-level rules shall be consistent with state law and Board policies and administrative regulations. In developing site-level disciplinary rules, the principal or designee shall solicit the participation, views, and advice of one representative selected by each of the following groups: (Education Code 35291.5)
Parents/guardians

Teachers

School administrators

School security personnel, if any

Students in grades seven through twelve
Annually, site-level discipline rules shall be reviewed and, if necessary, updated to align with any changes in state law, district discipline policies and regulations, and/or goals for school safety and climate as specified in the district's local control and accountability plan. A copy of the rules shall be filed with the Superintendent or designee for inclusion in the comprehensive safety plan.

School rules shall be communicated to students clearly and in an age-appropriate manner.

It shall be the duty of each employee of the school to enforce the school rules on student discipline. (Education Code 35291.5)

Disciplinary Strategies

To the extent possible, staff shall use disciplinary strategies that keep students in school and participating in the instructional program. Except when students' presence causes a danger to themselves or others or they commit a single act of a grave nature or an offense for which suspension or expulsion is required by law, suspension, supervised suspension, or expulsion shall be used only when other means of correction have failed to bring about proper conduct. Disciplinary strategies may include, but are not limited to:
Discussion or conference between school staff, the student, and the student's parents/guardians

Referral of the student to the school counselor or other school support service personnel for case management and counseling

Convening of a study team, guidance team, resource panel, or other intervention-related team to assess the behavior and develop and implement an individual plan to address the behavior in partnership with the student and the student's parents/guardians

When applicable, referral for a comprehensive psychosocial or psychoeducational assessment, including for purposes of creating an individualized education program (IEP) or a Section 504 plan

Enrollment in a program for teaching prosocial behavior or anger management

Participation in a restorative justice program

A positive behavior support approach with tiered interventions that occur during the school day on campus

Participation in a social and emotional learning program that teaches students the ability to understand and manage emotions, develop caring and concern for others, make responsible decisions, establish positive relationships, and handle challenging situations capably

Participation in a program that is sensitive to the traumas experienced by students, focuses on students' behavioral health needs, and addresses those needs in a proactive manner

After-school programs that address specific behavioral issues or expose students to positive activities and behaviors, including, but not limited to, those operated in collaboration with local parent and community groups

Detention after school hours as provided in the section below entitled "Detention After School"

Community service as provided in the section below entitled "Community Service"

In accordance with Board policy and administrative regulation, restriction or disqualification from participation in extracurricular activities

Reassignment to an alternative educational environment

Suspension and expulsion in accordance with law, Board policy, and administrative regulation
When, by law or district policy, other means of correction are required to be implemented before a student could be suspended or expelled, any other means of correction implemented shall be documented and retained in the student's records. (Education Code 48900.5)

When a student has been suspended, or other means of correction have been implemented against the student, for an incident of racist bullying, harassment, or intimidation, the principal or designee shall engage both the victim and perpetrator in a restorative justice practice suitable to the needs of the students. The principal or designee shall also require the perpetrator to engage in a culturally sensitive program that promotes racial justice and equity and combats racism and ignorance and shall regularly check on the victim to ensure that the victim is not in danger of suffering from any long-lasting mental health issues. (Education Code 48900.5)

Staff shall enforce disciplinary rules fairly, consistently, and in accordance with the district's nondiscrimination policies.

When disciplining a student who has been identified for special education and related services, the procedures specified in Administrative Regulation 5144.2 - Suspension And Expulsion/Due Process (Students With Disabilities) shall be

applied. If a student has not been identified as a student with a disability and the district suspects the behavior that resulted in discipline may be based in an unidentified disability, the district shall conduct an evaluation to determine if the student has a disability which requires an IEP or 504 plan. (U.S.C. 1412(a)(3))

Detention After School

Students may be detained for disciplinary reasons for up to one hour after the close of the maximum school day, or until the departure of the school bus to which they have been assigned if applicable. (5 CCR 307, 353)

The student shall not be detained unless the principal or designee notifies the parent/guardian.

Students shall remain under the supervision of a certificated employee during the period of detention.

Students may be offered the choice of serving their detention on Saturday rather than after school.

Community Service

As part of or instead of disciplinary action, the Board, Superintendent, principal, or principal's designee may require a student to perform community service during nonschool hours on school grounds or, with written permission of the student's parent/guardian, off school grounds. Such service may include, but is not limited to, community or school outdoor beautification, community or campus betterment, and teacher, peer, or youth assistance programs. (Education Code 48900.6)

This community service option is not available for a student who has been suspended, pending expulsion, pursuant to Education Code 48915. However, if the recommended expulsion is not implemented or the expulsion itself is suspended, then the student may be required to perform community service for the resulting suspension. (Education Code 48900.6)

Notice to Parents/Guardians and Students

At the beginning of the school year, the Superintendent or designee shall notify parents/guardians, in writing, about the availability of district rules related to discipline. (Education Code 35291, 48980)

The Superintendent or designee shall also provide written notice of disciplinary rules to parents/guardians of transfer students at the time of their enrollment in the district.

Dress Code – BP/AR 5132

Original Adopted Date: 09/13/2000 | Last Revised Date: 02/27/2020 | Last Reviewed Date: 02/27/2020

In cooperation with teachers, students, and parents/guardians, the principal or designee may establish school rules governing student dress and grooming which are consistent with law, Board policy, and administrative regulations. These school dress codes shall be regularly reviewed.

The following guidelines shall apply to all regular school activities:

Dress Code
Students must wear a shirt with pants or skirt, or the equivalent, and shoes.

Shirts and dresses must have fabric on the front and the sides.

The fabric covering the buttocks, genitals, and breasts must not be transparent (see-through).

Hats and other headwear must allow the face to be visible and not interfere with the line of sight of any student or staff. Hoodies must allow the student's face and ears to be visible to staff. No sunglasses may be worn indoors.

Clothing must be suitable for all scheduled classroom activities, including physical education, science labs, wood shop, and other activities where unique hazards exist. Specialized courses may require specialized attire, such as sports uniforms or safety gear.

Shoes must be worn at all times. Flip-flops, socks or sock-like footwear, slippers, backless shoes, or shoes with over a one-inch heel are not safe or appropriate for school. Toes must be covered.

Clothing may not depict, advertise or advocate the use of alcohol (excluding Humboldt County restaurants/family establishments), tobacco, or drugs.

Clothing may not reference genitals nor depict profanity, pornography, nudity, vulgarity, or sexual acts.

Clothing may not use or depict hate speech targeting any individual or group based on economics, ethnicity, gender, gender identity, intelligence, race, religious affiliation, sexual orientation, or any other protected group.

Clothing must not threaten the health or safety of any student or staff.

Clothing may not depict or advocate violence, criminal activity, race superiority, or hate speech.

Any attire identified as gang-related by local law enforcement is not allowed.

The dress code shall be modified as appropriate to accommodate a student's religious or cultural observance, health condition, or other circumstance deemed necessary by the principal or designee. In addition, the principal or designee may impose dress requirements to accommodate the needs of special school activities, physical education classes, athletic activities, and other extracurricular and cocurricular activities.

No grade of a student participating in a physical education class shall be adversely affected if the student does not wear standardized physical education apparel because of circumstances beyond the student's control. (Education Code 49066)

Students shall be allowed to wear sun-protective clothing, including but not limited to hats, for outdoor use during the school day. (Education Code 35183.5)

Gang-Related Apparel

At individual schools that have a dress code prohibiting gang-related apparel at school or school activities, the principal, staff, and parents/guardians participating in the development of the school safety plan shall define "gang-related apparel" and shall limit this definition to apparel that reasonably could be determined to threaten the health and safety of the school environment if it were worn or displayed on a school campus. (Education Code 32282)

Because gang-related symbols are constantly changing, definitions of gang-related apparel shall be reviewed annually and updated whenever related information is received. As necessary, the school shall collaborate with law enforcement agencies to update definitions of gang-related apparel.

A/R

Original Adopted Date: 09/13/2000 | Last Revised Date: 06/27/2023 | Last Reviewed Date: 06/27/2023

In cooperation with teachers, students, and parents/guardians, the principal or designee may establish school rules governing student dress and grooming which are consistent with law, Board policy, and administrative regulations. These school dress codes shall be regularly reviewed.

The following guidelines shall apply to all regular school activities:

Dress Code
Students must wear a shirt with pants or skirt, or the equivalent, and shoes.

Shirts and dresses must have fabric on the front and the sides.

The fabric covering the buttocks, genitals, and breasts must not be transparent (see-through).

Hats and other headwear must allow the face to be visible and not interfere with the line of sight of any student or staff. Hoodies must allow the student's face and ears to be visible to staff. No sunglasses may be worn indoors.

Clothing must be suitable for all scheduled classroom activities, including physical education, science labs, wood shop, and other activities where unique hazards exist. Specialized courses may require specialized attire, such as sports uniforms or safety gear.

Shoes must be worn at all times. Flip-flops, socks or sock-like footwear, slippers, backless shoes, or shoes with over a one-inch heel are not safe or appropriate for school. Toes must be covered.

Clothing may not depict, advertise or advocate the use of alcohol (excluding Humboldt County restaurants/family establishments), tobacco, or drugs.

Clothing may not reference genitals nor depict profanity, pornography, nudity, vulgarity, or sexual acts.

Clothing may not use or depict hate speech targeting any individual or group based on economics, ethnicity, gender, gender identity, intelligence, race, religious affiliation, sexual orientation, or any other protected group.

Clothing must not threaten the health or safety of any student or staff.

Clothing may not depict or advocate violence, criminal activity, race superiority, or hate speech.

Any attire identified as gang-related by local law enforcement is not allowed.
The dress code shall be modified as appropriate to accommodate a student's religious or cultural observance, health condition, or other circumstance deemed necessary by the principal or designee. In addition, the principal or designee may impose dress requirements to accommodate the needs of special school activities, physical education classes, athletic activities, and other extracurricular and cocurricular activities.

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Gang-Related Apparel

At individual schools that have a dress code prohibiting gang-related apparel at school or school activities, the principal, staff, and parents/guardians participating in the development of the school safety plan shall define "gang-related apparel" and shall limit this definition to apparel that reasonably could be determined to threaten the health and safety of the school environment if it were worn or displayed on a school campus. (Education Code 32282)

Because gang-related symbols are constantly changing, definitions of gang-related apparel shall be reviewed annually and updated whenever related information is received. As necessary, the school shall collaborate with law enforcement agencies to update definitions of gang-related apparel.

Bullying – BP 5131.2

Original Adopted Date: 10/22/2018 | Last Revised Date: 06/27/2024 | Last Reviewed Date: 06/27/2024Status: ADOPTED

This policy shall apply to all acts constituting bullying related to school activity or to school attendance occurring within a district school, to acts which occur off campus or outside of school-related or school-sponsored activities but which may have an impact or create a hostile environment at school, and to all acts of the Governing Board and the Superintendent in enacting policies and procedures that govern the district.

The Board recognizes the harmful effects of bullying on student well-being, student learning, and school attendance and desires to provide a welcoming, safe, and supportive school environment that protects students from physical, mental, and emotional harm. No individual or group shall, through physical, written, verbal, visual, or other means, harass, sexually harass, threaten, intimidate, cyberbully, cause bodily injury to, or commit hate violence against any student or school personnel, or retaliate against them for filing a complaint or participating in the complaint resolution process.

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

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

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

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

District families are encouraged to model respectful behavior, contribute to a safe and supportive learning environment, and monitor potential causes of bullying.

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

A/R

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

Cyberbullying includes the electronic creation or transmission of harassing communications, direct threats, or other harmful texts, sounds, or images, which may be shared, sent, or posted publicly. Cyberbullying may include, but is not limited to, personal or private information that causes humiliation, false or negative information to discredit or disparage, or threats of physical harm. Cyberbullying may also include breaking into another person's electronic account or assuming that person's online identity in order to damage that person's reputation.

Examples of the types of conduct that may constitute bullying and are prohibited by the district include, but are not limited to:
Physical bullying: An act that inflicts harm upon a person's body or possessions, such as hitting, kicking, pinching, spitting, tripping, pushing, taking or breaking someone's possessions, or making cruel or rude hand gestures

Verbal bullying: An act that includes saying or writing hurtful things, such as teasing, name-calling, inappropriate sexual comments, taunting, or threats to cause harm

Social/relational bullying: An act that harms a person's reputation or relationships, such as leaving a person out of an activity on purpose, influencing others not to be friends with someone, spreading rumors, or embarrassing someone in public

Cyberbullying: An act that occurs on electronic devices such as computers, tablets, or cell phones, such as sending demeaning or hateful text messages, direct messages or public posts on social media apps, gaming forums, or emails, spreading rumors by email or by posting on social networking sites, shaming or humiliating by allowing others to view, participate in, or share disparaging or harmful content, or posting or sharing embarrassing photos, videos, website, or fake profiles
Measures to Prevent Bullying

The Superintendent or designee shall implement measures to prevent bullying in district schools, including, but not limited to, the following:
Developing a strategic plan for school connectedness and social skills with benchmark tracking, which may include providing regular opportunities and spaces for students to develop social skills and strengthen relationships and promoting adult support from family and school staff, peer-led programs, and partnerships with key community groups, implementing socially based educational techniques such as cooperative learning projects that can improve educational outcomes as well as peer relations, creating a supportive school environment that fosters belonging through equitable classroom management, mentoring, and peer support groups that allow students to lean on each other and learn from each other's experiences, and building social connection into health education courses including information on the consequences of social connection on physical and mental health, key risk and protective factors, and strategies for increasing social connection

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

Providing information to students, through student handbooks, district and school websites and social media, and other age-appropriate means, about district and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for engaging in bullying

Encouraging students to notify school staff when they are being bullied or when they suspect that another student is being bullied, and providing means by which students may report threats or incidents confidentially and anonymously

Conducting an assessment of bullying incidents at each school and, if necessary, increasing supervision and security in areas where bullying most often occurs, such as playgrounds, hallways, restrooms, and cafeterias

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

Staff Development

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

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

Discuss bullying prevention strategies with students, and teach students to recognize the behavior and characteristics of bullying perpetrators and victims

Identify the signs of bullying or harassing behavior

Take immediate corrective action when bullying is observed

Report incidents to the appropriate authorities, including law enforcement in instances of criminal behavior
Information and Resources

The Superintendent or designee shall post on the district's website, in a prominent location and in a manner that is easily accessible to students and parents/guardians, information on bullying and harassment prevention which includes the following: (Education Code 234.6)
The district's policy on student suicide prevention, including a reference to the policy's age appropriateness for students in grades K-6

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

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

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

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

A link to statewide resources, including community-based organizations, compiled by CDE pursuant to Education Code 234.5
Any additional information the Superintendent or designee deems important for preventing bullying and harassment
Student Instruction

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

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

Students should be taught the difference between appropriate and inappropriate behaviors, how to advocate for themselves, how to help another student who is being bullied, and when to seek assistance from a trusted adult. As role models for students, staff are responsible for teaching and modeling respectful behavior and building safe and supportive learning environments, and are expected to demonstrate effective problem-solving and anger management skills.

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

Reporting and Filing of Complaints

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

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

Within one business day of receiving such a report, a staff member shall notify the principal of the report, regardless of whether a uniform complaint is filed. In addition, any school employee who observes an incident of bullying involving a student shall, within one business day, report such observation to the principal or a district compliance officer, regardless of whether the alleged victim files a complaint.

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

Any individuals with information about cyberbullying activity shall save and print any electronic or digital messages that they feel constitute cyberbullying and shall notify a teacher, the principal, or other employee so that the matter may be investigated. When an investigation concludes that a student used a social networking site or service to bully or harass another student, the Superintendent or designee may report the cyberbullying to the social media platform and may request the material be removed.

Discipline/Corrective Actions

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

When a student has been suspended, or other means of correction have been implemented against the student, for an incident of racist bullying, harassment, or intimidation, the principal or designee shall engage both the victim and perpetrator in a restorative justice practice suitable to the needs of the students. The principal or designee shall also require the perpetrator to engage in a culturally sensitive program that promotes racial justice and equity and combats racism and ignorance and shall regularly check on the victim to ensure that the victim is not in danger of suffering from any long-lasting mental health issues. (Education Code 48900.5)

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

Support Services

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

If any student involved in bullying exhibits warning signs of suicidal thought or intention or of intent to harm another person, the Superintendent or designee shall, as appropriate, implement district intervention protocols which may include, but are not limited to, referral to district or community mental health services, other health professionals, and/or law enforcement, in accordance with Board Policy and Administrative Regulation 5141.52 - Suicide Prevention.

Suspension and Expulsion/Due Process – BP/AR 5144.1

Original Adopted Date: 02/14/2019 | Last Revised Date: 12/13/2024 | Last Reviewed Date: 12/13/2024

The Governing Board desires to provide district students access to educational opportunities in an orderly school environment that protects their safety and security, ensures their welfare and well-being, and promotes their learning and development. The Board shall develop rules and regulations setting the standards of behavior expected of district students and the disciplinary processes and procedures for addressing violations of those standards, including suspension and/or expulsion.

The grounds for suspension and expulsion and the procedures for considering, recommending, and/or implementing suspension and expulsion shall be only those specified in law, in this policy, and in the accompanying administrative regulation.

Except when otherwise permitted by law, a student may be suspended or expelled only when the behavior is related to a school activity or school attendance occurring within any district school or another school district, regardless of when it occurs, including, but not limited to, the following: (Education Code 48900(s))
While on school grounds

While going to or coming from school

During the lunch period, whether on or off the school campus

During, going to, or coming from a school-sponsored activity

District staff shall enforce the rules concerning suspension and expulsion of students fairly, consistently, equally, and in accordance with the district's nondiscrimination policies.

Appropriate Use of Suspension Authority

Except when a student's act violates Education Code 48900(a)-(e), as listed in Items #1-5 under "Grounds for Suspension and Expulsion: Grades K-12" of the accompanying administrative regulation, or when the student's presence causes a danger to others, suspension shall be used only when other means of correction have failed to bring about proper conduct. (Education Code 48900.5, 48900.6)

A student's parents/guardians shall be notified as soon as possible when there is an escalating pattern of misbehavior that could lead to on-campus or off-campus suspension.

No student may be suspended for disruption or willful defiance, except by a teacher pursuant to Education Code 48910. (Education Code 48900)

Students shall not be suspended or expelled based solely on a student's truancy, tardiness, or absenteeism from assigned school activities. (Education Code 48900)

On-Campus Suspension

To ensure the proper supervision and ongoing learning of students who are suspended for any of the reasons enumerated in Education Code 48900 and 48900.2, but who pose no imminent danger or threat to anyone at school and for whom expulsion proceedings have not been initiated, the Superintendent or designee shall establish a supervised suspension classroom program which meets the requirements of law.

Except where a supervised suspension is permitted by law for a student's first offense, supervised suspension shall be imposed only when other means of correction have failed to bring about proper conduct. (Education Code 48900.5)

Authority to Expel

A student may be expelled only by the Board. (Education Code 48918(j))

As required by law, the Superintendent or principal shall recommend expulsion and the Board shall expel any student found to have committed any of the following "mandatory recommendation and mandatory expulsion" acts at school or at a school activity off school grounds: (Education Code 48915)
Possessing a firearm which is not an imitation firearm, as verified by a certificated employee, unless the student had obtained prior written permission to possess the item from a certificated school employee, with the principal or designee's concurrence

Selling or otherwise furnishing a firearm

Brandishing a knife at another person

Unlawfully selling a controlled substance listed in Health and Safety Code 11053-11058

Committing or attempting to commit a sexual assault as defined in Penal Code 261, 266c, 286, 287, 288, or 289, or former 288a, or committing a sexual battery as defined in Penal Code 243.4

Possessing an explosive as defined in 18 USC 921
For all other violations listed in the accompanying administrative regulation, the Superintendent or principal shall have the discretion to recommend expulsion of a student. If expulsion is recommended, the Board shall order the student expelled only if it makes a finding of either or both of the following: (Education Code 48915(b) and (e))
That other means of correction are not feasible or have repeatedly failed to bring about proper conduct

That due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others
A vote to expel a student shall be taken in an open session of a Board meeting. (Education Code 48918(j))

The Board may vote to suspend the enforcement of the expulsion order pursuant to the requirements of law and the accompanying administrative regulation. (Education Code 48917)

No student shall be expelled for disruption or willful defiance. (Education Code 48900)

No child enrolled in a preschool program shall be expelled or unenrolled except under limited circumstances in accordance with Education Code 8489.1 and as specified in Administrative Regulation 5148.3 - Preschool/Early Childhood Education.

Due Process

The Board shall provide for the fair and equitable treatment of students facing suspension and/or expulsion by affording the students due process rights under the law. The Superintendent or designee shall comply with procedures for notices, hearings, and appeals as specified in law and administrative regulation. (Education Code 48911, 48915, 48915.5, 48918)

Maintenance and Monitoring of Outcome Data

The Superintendent or designee shall maintain outcome data related to student suspensions and expulsions in accordance with Education Code 48900.8 and 48916.1, including, but not limited to, the number of students recommended for expulsion, the grounds for each recommended expulsion, the actions taken by the Board, the types of referral made after each expulsion, and the disposition of the students after the expulsion period. For any expulsion that involves the possession of a firearm, such data shall include the name of the school and the type of firearm involved, as required pursuant to 20 USC 7961. Suspension and expulsion data shall be reported to the Board annually and to the California Department of Education when so required.

In presenting the report to the Board, the Superintendent or designee shall disaggregate data on suspensions and expulsions by school and by numerically significant student subgroups, including, but not limited to, ethnic subgroups, socioeconomically disadvantaged students, English learners, long-term English learners, students with disabilities, foster youth, and homeless students. Based on the data, the Board shall address any identified disparities in the imposition of student discipline and shall determine whether and how the district is meeting its goals for improving school climate as specified in its local control and accountability plan.

A/R

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Definitions

Suspension means removal of a student from ongoing instruction for adjustment purposes. However, suspension does not mean any of the following: (Education Code 48925)
Reassignment to another education program or class at the same school where the student will receive continuing instruction for the length of day prescribed by the Governing Board for students of the same grade level

Referral to a certificated employee designated by the principal to advise students

Removal from the class, but without reassignment to another class or program, for the remainder of the class period without sending the student to the principal or designee as provided in Education Code 48910, so long as removal from a particular class does not occur more than once every five school days
Expulsion means removal of a student from the immediate supervision and control or the general supervision of school personnel. (Education Code 48925)

Notice of Regulations

At the beginning of each school year, the principal of each school shall ensure that all students and parents/guardians are notified in writing of all school rules related to discipline, including suspension and expulsion. (Education Code 35291, 48900.1, 48980)

Grounds for Suspension and Expulsion: Grades K-12

Acts for which a student, including a student with disabilities, may be suspended or expelled shall be only those specified as follows and in "Additional Grounds for Suspension and Expulsion: Grades 4-12," below:
Caused, attempted to cause, or threatened to cause physical injury to another person; willfully used force or violence upon another person, except in self-defense; or committed as an aider or abettor, as adjudged by a juvenile court, a crime of physical violence in which the victim suffered great or serious bodily injury (Education Code 48900(a) and (t))

Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the principal or designee's concurrence (Education Code 48900(b))

Unlawfully possessed, used, sold, otherwise furnished, or was under the influence of any controlled substance as defined in Health and Safety Code 11053-11059, alcoholic beverage, or intoxicant of any kind (Education Code 48900(c))

Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11059, alcoholic beverage, or intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the same as a controlled substance, alcoholic beverage, or intoxicant (Education Code 48900(d))

Committed or attempted to commit robbery or extortion (Education Code 48900(e))

Caused or attempted to cause damage to school property or private property (Education Code 48900(f))

Stole or attempted to steal school property or private property (Education Code 48900(g))

Possessed or used tobacco or products containing tobacco or nicotine products, including, but not limited to, cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel, except that this restriction shall not prohibit a student from using or possessing prescription products (Education Code 48900(h))

Committed an obscene act or engaged in habitual profanity or vulgarity (Education Code 48900(i))

Unlawfully possessed, offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5 (Education Code 48900(j))

Knowingly received stolen school property or private property (Education Code 48900(l))

Possessed an imitation firearm (Education Code 48900(m))

Imitation firearm means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm. (Education Code 48900(m))

Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 287, 288, 289, or former 288a, or committed a sexual battery as defined in Penal Code 243.4 (Education Code 48900(n))

Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness (Education Code 48900(o))

Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma (Education Code 48900(p))

Engaged in, or attempted to engage in, hazing (Education Code 48900(q))

Hazing means a method of initiation or pre-initiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. Hazing does not include athletic events or school-sanctioned events. (Education Code 48900(q))

Engaged in an act of bullying (Education Code 48900(r))

Bullying means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, directed toward one or more students that has or can reasonably be predicted to have the effect of placing a reasonable student(s) in fear of harm to self or property; cause the student to experience a substantially detrimental effect on physical or mental health; or cause the student to experience substantial

interferences with academic performance or ability to participate in or benefit from the services, activities, or privileges provided by a school. (Education Code 48900(r))

Bullying includes any act of sexual harassment, hate violence, or harassment, threat, or intimidation, as defined in Education Code 48900.2, 48900.3, or 48900.4 and below in "Additional Grounds for Suspension and Expulsion: Grades 4-12," that has any of the effects described above on a reasonable student.

Bullying also includes an act of cyber sexual bullying by a student through the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording that depicts a nude, semi-nude, or sexually explicit photograph or other visual recording of an identifiable minor, when such dissemination is to another student or to school personnel by means of an electronic act and has or can be reasonably predicted to have one or more of the effects of bullying described above. Cyber sexual bullying does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

Electronic act means the creation or transmission originated on or off the school site by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication including, but not limited to: (Education Code 48900(r))
A message, text, sound, video, or image

A post on a social network Internet website, including, but not limited to, posting to or creating a burn page or creating a credible impersonation or false profile for the purpose of causing a reasonable student any of the effects of bullying described above

Reasonable student means a student, including, but not limited to, a student who has been identified as a student with a disability, who exercises average care, skill, and judgment in conduct for a person of the student's age, or for a person of the student's age and disability. (Education Code 48900(r))

Burn page means an internet website created for the purpose of causing a reasonable student any of the effects of bullying described above. (Education Code 48900(r))

Credible impersonation means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that the student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated. (Education Code 48900(r))

False profile means a profile of a fictitious student or profile using the likeness or attributes of an actual student other than the student who created the false profile. (Education Code 48900(r))

An electronic act is not considered pervasive conduct solely on the basis that it has been transmitted to the internet or is currently posted on the internet. (Education Code 48900(r))

When a student has been suspended, or other means of correction have been implemented against the student, for an incident of racist bullying, harassment, or intimidation, the principal or designee may, as appropriate, engage both the victim and perpetrator in a restorative justice practice suitable to the needs of the students. The principal or designee shall also require the perpetrator to engage in a culturally sensitive program that promotes racial justice and equity and combats racism and ignorance and shall regularly check on the victim to ensure that the victim is not in danger of suffering from any long-lasting mental health issues. (Education Code 48900.5)

Aided or abetted the infliction or attempted infliction of physical injury on another person, as defined in Penal Code 31 (Education Code 48900(t))

Made terrorist threats against school officials and/or school property (Education Code 48900.7)

A terrorist threat includes any written or oral statement by a person who willfully threatens to commit a crime which will result in death or great bodily injury to another person or property damage in excess of $1,000, with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying out the crime. (Education Code 48900.7)

A student may not be suspended or expelled for disruption or willful defiance. (Education Code 48900)

Additional Grounds for Suspension and Expulsion: Grades 4-12

A student in grades 4-12 shall be subject to suspension or recommendation for expulsion when it is determined that the student:
Committed sexual harassment as defined in Education Code 212.5 (Education Code 48900.2)

Sexual harassment means conduct which, when considered from the perspective of a reasonable person of the same gender as the victim, is sufficiently severe or pervasive as to have a negative impact upon the victim's academic performance or to create an intimidating, hostile, or offensive educational environment. (Education Code 212.5, 48900.2)

Caused, attempted to cause, threatened to cause, or participated in an act of hate violence as defined in Education Code 233 (Education Code 48900.3)

Hate violence means any act punishable under Penal Code 422.6, 422.7, or 422.75. Such acts include injuring or intimidating a victim, interfering with the exercise of a victim's civil rights, or damaging a victim's property because of the victim's race, ethnicity, religion, nationality, disability, gender, gender identity, gender expression, or sexual orientation; a perception of the presence of any of those characteristics in the victim; or the victim's association with a person or group with one or more of those actual or perceived characteristics. (Education Code 233; Penal Code 422.55)

Intentionally engaged in harassment, threats, or intimidation against district personnel or students that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of school personnel or students by creating an intimidating or hostile educational environment (Education Code 48900.4)
Suspension from Class by a Teacher

A teacher may suspend a student from class for the remainder of the day and the following day for any of the acts specified in Education Code 48900 and listed as Items #1-19 under "Grounds for Suspension and Expulsion: Grades K-12" above or for disruption or willful defiance at any grade level. (Education Code 48910)

When suspending a student from class, the teacher shall immediately report this action to the principal or designee and send the student to the principal or designee for appropriate action. If that action requires the continuing presence of the student at school, the student shall be appropriately supervised during the class periods from which the student has been suspended. (Education Code 48910)

As soon as possible after the teacher has suspended the student, the teacher shall ask the student's parent/guardian to attend a parent-teacher conference regarding the suspension. A counselor or psychologist may attend the conference if it is practicable, and a school administrator shall attend if requested by the parent/guardian or teacher. (Education Code 48910)

A student suspended from class shall not be returned to class during the period of the suspension without the approval of the teacher of the class and the principal or designee. (Education Code 48910)

A student suspended from class shall not be placed in another regular class during the period of suspension. However, a student assigned to more than one class per day may continue to attend other regular classes except those held at the same time as the class from which the student was suspended. (Education Code 48910)

A teacher may also refer a student, for any of the acts specified above in Education Code 48900, to the principal or designee for consideration of a suspension from school. (Education Code 48910)

The teacher of any class from which a student is suspended may require the student to complete any assignments and tests missed during the removal. (Education Code 48913)

Suspension by Superintendent, Principal or Principal's Designee

To implement disciplinary procedures at a school site, the principal may, in writing, designate as the principal's designee another administrator or, if the principal is the only administrator at the school site, a certificated employee. As necessary, the principal may, in writing, also designate another administrator or certificated employee as the secondary designee to assist with disciplinary procedures when the principal and the principal's primary designee are absent from the school site.

The Superintendent, principal, or designee shall immediately suspend any student found at school or at a school activity away from school to have committed any of the acts listed in the Board policy under "Authority to Expel" for which a recommendation of expulsion is required. (Education Code 48915(c))

The Superintendent, principal, or designee may impose a suspension for a first offense if it is determined that the student violated any of Items #1-5 listed under "Grounds for Suspension and Expulsion: Grades K-12" above or if the student's presence causes a danger to persons. (Education Code 48900.5)

For all other offenses, a student may be suspended only when the Superintendent or principal has determined that other means of correction have failed to bring about proper conduct. (Education Code 48900.5)

When other means of correction are implemented prior to imposing suspension upon a student, including supervised suspension, the Superintendent, principal, or designee shall document the other means of correction used and retain the documentation in the student's record. (Education Code 48900.5)

Length of Suspension

The Superintendent, principal, or designee may suspend a student from school for not more than five consecutive school days. (Education Code 48911)

A student may be suspended from school for not more than 20 school days in any school year. However, if a student enrolls in or is transferred to another regular school, an opportunity school or class, or continuation school or class for the purpose of adjustment, the student may be suspended for not more than 30 school days in a school year. The district may count suspensions that occur while a student is enrolled in another school district toward the maximum number of days for which the student may be suspended in any school year. (Education Code 48903, 48911, 48912)

These restrictions on the number of days of suspension shall not apply when the suspension is extended pending an expulsion. (Education Code 48911)

Due Process Procedures for Suspension

Suspensions shall be imposed in accordance with the following procedures:

Informal Conference: Suspension shall be preceded by an informal conference conducted by the Superintendent, principal, or designee with the student and, whenever practicable, the teacher, supervisor, or school employee who referred the student to the principal. At the conference, the student shall be informed of the reason for the disciplinary action, including the other means of correction that were attempted before the suspension as required pursuant to Education Code 48900.5, and the evidence against the student, and shall be given the opportunity to present the student's version and evidence in the student's defense. (Education Code 48911)

This conference may be omitted if the Superintendent, principal, or designee determines that an emergency situation exists involving a clear and present danger to the lives, safety, or health of students or school personnel. If a student is suspended without this conference, the student, the student's parent/guardian, or if the student is a foster youth, the foster youth's educational rights holder, attorney, and county social worker, or if the student is an Indian child, the Indian child's tribal social worker and, if applicable, county social worker, shall be notified of the student's right to a conference and the right to return to school for the purpose of the conference. The conference shall be held within two school days, unless the student waives the right to it or is physically unable to attend for any reason. In such a case, the conference shall be held as soon as the student is physically able to return to school for the conference. (Education Code 48911)

Administrative Actions: All requests for student suspension are to be processed by the principal or designee. A school employee shall report the suspension, including the name of the student and the cause for the suspension, to the Superintendent or designee. (Education Code 48911)

Notice to Parents/Guardians: At the time of the suspension, a school employee shall make a reasonable effort to contact the parent/guardian, or if the student is a foster youth, the foster youth's educational rights holder, attorney, and county social worker, or if the student is an Indian child, the Indian child's tribal social worker, and, if applicable, the county social worker, in person, by email, or by telephone. Whenever a student is suspended, the parent/guardian, or, if applicable, the foster youth's educational rights holder, attorney, and county social worker, or the Indian child's tribal social worker and, if applicable, the county social worker, shall also be notified in writing of the suspension. (Education Code 48911)

This notice shall state the specific offense committed by the student. (Education Code 48900.8)

In addition, the notice shall state the date and time when the student may return to school.

Parent/Guardian Conference: Whenever a student is suspended, school officials may conduct a meeting with the parent/guardian to discuss the cause(s) and duration of the suspension, the school policy involved, and any other pertinent matter. (Education Code 48914)

If school officials request to meet with the parent/guardian, a foster youth's educational rights holder, attorney, and county social worker, or an Indian child's tribal social worker, and, if applicable, the county social worker, the notice may state that the law requires such individuals to respond to the request without delay. However, the student shall not be penalized for the failure of the parent/guardian, a foster youth's educational rights holder, attorney, and county social worker, or an Indian child's tribal social worker, and, if applicable, the county social worker, to attend such a conference. The student may not be denied reinstatement solely because such individuals failed to attend the conference. (Education Code 48911)

Extension of Suspension: If the Board is considering the expulsion of a suspended student from any school or the suspension of a student for the balance of the semester from continuation school, the Superintendent or designee may, in writing, extend the suspension until such time as the Board has made a decision, provided the following requirements are followed: (Education Code 48911)

The extension of the original period of suspension is preceded by notice of such extension with an offer to hold a conference concerning the extension, giving the student an opportunity to be heard

This conference may be held in conjunction with a meeting requested by the student or parent/guardian to challenge the original suspension.

The Superintendent or designee determines, following a meeting in which the student and the student's parent/guardian were invited to participate, that the student's presence at the school or at an alternative school would endanger persons or property or threaten to disrupt the instructional process

If the student involved is a foster youth or Indian child, the Superintendent or designee shall notify the district's educational liaison of the need to invite the foster youth's educational rights holder, attorney and county social worker, or the Indian child's tribal social worker or, if applicable, the county social worker, to attend the meeting (Education Code 48853.5, 48911, 48918.1)

If the student involved is a child or youth experiencing homelessness, the Superintendent or designee shall notify the district liaison for homeless students (Education Code 48918.1)

In lieu of or in addition to suspending a student, the Superintendent, principal, or designee may provide services or require the student to participate in an alternative disciplinary program designed to correct the behavior and keep the student in school
Suspension by the Board

The Board may suspend a student for any of the acts listed under "Grounds for Suspension and Expulsion: Grades K-12," and "Additional Grounds for Suspension and Expulsion: Grades 4-12," above and within the limits specified under "Suspension by Superintendent, Principal, or Designee," above. (Education Code 48912)

The Board may suspend a student enrolled in a continuation school or class for a period not longer than the remainder of the semester. The suspension shall meet the requirements of Education Code 48915. (Education Code 48912.5)

When the Board is considering a suspension, disciplinary action, or any other action (except expulsion) against any student, it shall hold a closed session if a public hearing would lead to disclosure of information that would violate a student's right to privacy under Education Code 49073-49079. (Education Code 35146, 48912)

The Board shall provide the student and parent/guardian with written notice of the closed session by registered or certified mail or personal service. Upon receiving this notice, the student or parent/guardian may request a public meeting, and this request shall be granted if made in writing within 48 hours after receipt of the Board's notice. However, any discussion that conflicts with any other student's right to privacy still shall be held in closed session. (Education Code 35146, 48912)

On-Campus Suspension

A student for whom an expulsion action has not been initiated and who poses no imminent danger or threat to the school, students, or staff may be assigned to on-campus suspension in a separate classroom, building, or site for the entire period of suspension. The following conditions shall apply: (Education Code 48911.1)
The on-campus suspension classroom shall be staffed in accordance with law

The student shall have access to appropriate counseling services

The on-campus suspension classroom shall promote completion of schoolwork and tests missed by the student during the suspension

The student shall be responsible for contacting the student's teacher(s) to receive assignments to be completed in the supervised suspension classroom and the teacher(s) shall provide all assignments and tests that the student will miss while suspended

If no such work is assigned, the person supervising the suspension classroom shall assign schoolwork.
At the time a student is assigned to an on-campus suspension classroom, the principal or designee shall notify the student's parent/guardian, or if the student is a foster youth, the foster youth's educational rights holder, attorney, and county social worker, or, if the student if an Indian child, the Indian child's tribal social worker and, if applicable, county social worker, in person, by email, or by telephone. When the assignment is for longer than one class period, this notification shall be made in writing. (Education Code 48911.1)

Superintendent or Principal's Authority to Recommend Expulsion

Unless the Superintendent or principal determines that expulsion should not be recommended under the circumstances or that an alternative means of correction would address the conduct, the Superintendent or principal shall recommend a student's expulsion for any of the following acts: (Education Code 48915)
Causing serious physical injury to another person, except in self-defense

Possession of any knife or other dangerous object of no reasonable use to the student

Unlawful possession of any controlled substance as listed in Health and Safety Code 11053-11059, except for:

The first offense for the possession of not more than one ounce of marijuana, other than concentrated cannabis

The student's possession of over-the-counter medication for use by the student for medical purposes

Medication prescribed for the student by a physician

Robbery or extortion

Assault or battery, as defined in Penal Code 240 and 242, upon any school employee
In determining whether to recommend the expulsion of a student, the Superintendent, principal, or designee shall act as quickly as possible to ensure that the student does not lose instructional time. (Education Code 48915)

Student's Right to Expulsion Hearing

Any student recommended for expulsion shall be entitled to a hearing to determine whether the student should be expelled. The hearing shall be held within 30 school days after the Superintendent, principal, or designee determines that the student has committed the act(s) that form the basis for the expulsion recommendation. (Education Code 48918(a))

The student is entitled to at least one postponement of an expulsion hearing for a period of not more than 30 calendar days. The request for postponement shall be in writing. Any subsequent postponement may be granted at the Board's discretion. (Education Code 48918(a))

If the Board finds it impractical during the regular school year to comply with these time requirements for conducting an expulsion hearing, the Superintendent or designee may, for good cause, extend the time period by an additional five school days. Reasons for the extension shall be included as a part of the record when the expulsion hearing is held. (Education Code 48918(a))

If the Board finds it impractical to comply with the time requirements of the expulsion hearing due to a summer recess of Board meetings of more than two weeks, the days during the recess shall not be counted as school days. The days not

counted during the recess may not exceed 20 school days, as defined in Education Code 48925. Unless the student requests in writing that the expulsion hearing be postponed, the hearing shall be held not later than 20 calendar days prior to the first day of the next school year. (Education Code 48918(a))

Once the hearing starts, all matters shall be pursued with reasonable diligence and concluded without unnecessary delay. (Education Code 48918(a))

Stipulated Expulsion

After a determination that a student has committed an offense for which the student may be expelled, the Superintendent, principal, or designee shall offer the student, the student's parent/guardian, or, when applicable, other person holding the right to make educational decisions for the student, the option to waive a hearing and stipulate to the expulsion or to a suspension of the expulsion under certain conditions. The offer shall be made only after written notice of the expulsion hearing pursuant to Education Code 48918 has been given.

The stipulation agreement shall be in writing and shall be signed by the student, the student's parent/guardian, or, when applicable, the person holding the right to make educational decisions for the student. The stipulation agreement shall include notice of all the rights that the student is waiving, including the waiving of the right to have a full hearing, to appeal the expulsion to the County Board of Education, and to consult legal counsel.

A stipulated expulsion agreed to by the student, the student's parent/guardian, or, when applicable, the person holding the right to make educational decisions for the student, shall be effective upon approval by the Board.

Rights of Complaining Witness

An expulsion hearing involving allegations of sexual assault or sexual battery may be postponed for one school day in order to accommodate the special physical, mental, or emotional needs of a student who is the complaining witness. (Education Code 48918.5)

Whenever the Superintendent or designee recommends an expulsion hearing that addresses allegations of sexual assault or sexual battery, the Superintendent or designee shall give the complaining witness a copy of the district's suspension and expulsion policy and regulation and shall advise the witness of the right to: (Education Code 48918.5)
Receive five days' notice of the scheduled testimony at the hearing

Have up to two adult support persons present at the hearing at the time the witness testifies

Have a closed hearing during the time the witness testifies
Whenever any allegation of sexual assault or sexual battery is made, the Superintendent or designee shall immediately advise complaining witnesses and accused students to refrain from personal or telephone contact with each other during the time when an expulsion process is pending. (Education Code 48918.5)

Written Notice of the Expulsion Hearing

Written notice of the expulsion hearing shall be forwarded to the student and the student's parent/guardian at least 10 calendar days before the date of the hearing. The notice shall include: (Education Code 48900.8, 48918(b))
The date and place of the hearing

A statement of the specific facts, charges, and offense upon which the proposed expulsion is based

A copy of district disciplinary rules which relate to the alleged violation

Notification of the student's or parent/guardian's obligation, pursuant to Education Code 48915.1, to provide information about the student's status in the district to any other district in which the student seeks enrollment

This obligation applies when a student is expelled for acts other than those described in Education Code 48915(a) or (c).

The opportunity for the student or the student's parent/guardian to appear in person or be represented by legal counsel or by a nonattorney adviser

Legal counsel means an attorney or lawyer who is admitted to the practice of law in California and is an active member of the State Bar of California.

Nonattorney adviser means an individual who is not an attorney or lawyer, but who is familiar with the facts of the case and has been selected by the student or student's parent/guardian to provide assistance at the hearing.

The right to inspect and obtain copies of all documents to be used at the hearing

The opportunity to confront and question all witnesses who testify at the hearing

The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf, including witnesses

Additional Notice of Expulsion Hearing for Foster Youth, Homeless Students, and Indian Children

If the student facing expulsion is a foster student or Indian child, the Superintendent or designee shall also send notice of the hearing to the foster youth's educational rights holder, attorney, and county social worker, or the Indian child's tribal social worker and, if applicable, county social worker, at least 10 calendar days prior to the hearing. (Education Code 48918.1)

If the student facing expulsion is a student experiencing homelessness, the Superintendent or designee shall also send notice of the hearing to the district liaison for homeless students at least 10 calendar days prior to the hearing. (Education Code 48918.1)

Any notice for these purposes may be provided by the most cost-effective method possible, including by email or a telephone call. (Education Code 48918.1)

Conduct of Expulsion Hearing

Closed Session: Notwithstanding Education Code 35145, the Board shall conduct a hearing to consider the expulsion of the student in a session closed to the public unless the student requests in writing at least five days prior to the hearing that the hearing be a public meeting. If such a request is made, the meeting shall be public to the extent that privacy rights of other students are not violated. (Education Code 48918)

Whether the expulsion hearing is held in closed or public session, the Board may meet in closed session to deliberate and determine whether the student should be expelled. If the Board admits any other person to this closed session, the parent/guardian, the student, and the counsel of the student also shall be allowed to attend the closed session. (Education Code 48918(c))

If a hearing that involves a charge of sexual assault or sexual battery is to be conducted in public, a complaining witness shall have the right to testify in closed session when testifying in public would threaten serious psychological harm to the witness and when there are no alternative procedures to avoid the threatened harm, including, but not limited to, a videotaped deposition or contemporaneous examination in another place communicated to the hearing room by closed-circuit television. (Education Code 48918(c)

Record of Hearing: A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made. (Education Code 48918(g))

Subpoenas: Before commencing a student expulsion hearing, the Board may issue subpoenas, at the request of either the student or the Superintendent or designee, for the personal appearance at the hearing of any person who actually witnessed the action that gave rise to the recommendation for expulsion. After the hearing has commenced, the Board or the hearing officer or administrative panel may issue such subpoenas at the request of the student or the County Superintendent of Schools or designee. All subpoenas shall be issued in accordance with Code of Civil Procedure 1985-1985.2 and enforced in accordance with Government Code 11455.20. (Education Code 48918(i))

Any objection raised by the student or the Superintendent or designee to the issuance of subpoenas may be considered by the Board in closed session, or in open session if so requested by the student, before the meeting. The Board's decision in response to such an objection shall be final and binding. (Education Code 48918(i))

If the Board determines, or if the hearing officer or administrative panel finds and submits to the Board, that a witness would be subject to unreasonable risk of harm by testifying at the hearing, a subpoena shall not be issued to compel the personal attendance of that witness at the hearing. However, that witness may be compelled to testify by means of a sworn declaration as described in Item #6 below. (Education Code 48918(i))

Presentation of Evidence: Technical rules of evidence shall not apply to the expulsion hearing, but relevant evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. The decision of the Board to expel shall be supported by substantial evidence that the student committed any of the acts pursuant to Education Code 48900 and listed in "Grounds for Suspension and Expulsion: Grades K-12," and "Additional Grounds for Suspension and Expulsion: Grades 4-12," above. (Education Code 48918(h))

Findings of fact shall be based solely on the evidence at the hearing. Although no finding shall be based solely on hearsay, sworn declarations may be admitted as testimony from witnesses whose disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm. (Education Code 48918(f))

In cases where a search of a student's person or property has occurred, evidence describing the reasonableness of the search shall be included in the hearing record.

Testimony by Complaining Witnesses: The following procedures shall be observed when a hearing involves allegations of sexual assault or sexual battery by a student: (Education Code 48918, 48918.5)

Any complaining witness shall be given five days' notice before being called to testify

Any complaining witness shall be entitled to have up to two adult support persons, including, but not limited to, a parent/guardian or legal counsel, present during the testimony

Before a complaining witness testifies, support persons shall be admonished that the hearing is confidential

The person presiding over the hearing may remove a support person who is disrupting the hearing

If one or both support persons are also witnesses, the hearing shall be conducted in accordance with Penal Code 868.5

Evidence of specific instances of prior sexual conduct of a complaining witness shall be presumed inadmissible and shall not be heard unless the person conducting the hearing determines that extraordinary circumstances require the evidence to be heard

Before such a determination is made, the complaining witness shall be given notice and an opportunity to oppose the introduction of this evidence. In the hearing on the admissibility of this evidence, the complaining witness shall be entitled to be represented by a parent/guardian, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of a complaining witness shall not be admissible for any purpose.

In order to facilitate a free and accurate statement of the experiences of the complaining witness and to prevent discouragement of complaints, the district shall provide a nonthreatening environment

The district shall provide a room separate from the hearing room for the use of the complaining witness before and during breaks in testimony

At the discretion of the person conducting the hearing, the complaining witness shall be allowed reasonable periods of relief from examination and cross-examination during which the complaining witness may leave the hearing room

The person conducting the hearing may:

Arrange the seating within the hearing room so as to facilitate a less intimidating environment for the complaining witness

Limit the time for taking the testimony of a complaining witness to normal school hours, if there is no good cause to take the testimony during other hours

(Permit one of the support persons to accompany the complaining witness to the witness stand

Decision: The Board's decision as to whether to expel a student shall be made within 40 school days after the student is removed from school, unless the student requests in writing that the decision be postponed. (Education Code 48918(a))
Alternative Expulsion Hearing: Hearing Officer or Administrative Panel

Instead of conducting an expulsion hearing itself, the Board may contract with the county hearing officer or with the Office of Administrative Hearings of the State of California for a hearing officer. The Board may also appoint an impartial administrative panel composed of three or more certificated personnel, none of whom shall be members of the Board or on the staff of the school in which the student is enrolled. (Education Code 48918)

A hearing conducted by the hearing officer or administrative panel shall conform to the same procedures applicable to a hearing conducted by the Board as specified above in "Conduct of Expulsion Hearing," including the requirement to issue a decision within 40 school days of the student's removal from school, unless the student requests that the decision be postponed. (Education Code 48918(a) and (d))

The hearing officer or administrative panel shall, within three school days after the hearing, determine whether to recommend expulsion of the student to the Board. If expulsion is not recommended, the expulsion proceeding shall be terminated and the student shall be immediately reinstated and permitted to return to the classroom instructional program from which the referral was made, unless another placement is requested in writing by the student's parent/guardian. Before the student's placement decision is made by the student's parent/guardian, the Superintendent or designee shall consult with the parent/guardian and district staff, including the student's teachers, regarding other placement options for the student in addition to the option to return to the classroom instructional program from which the student's expulsion referral was made. The decision to not recommend expulsion shall be final. (Education Code 48918(e))

If expulsion is recommended, findings of fact in support of the recommendation shall be prepared and submitted to the Board. All findings of fact and recommendations shall be based solely on the evidence presented at the hearing. The

Board may accept the recommendation based either upon a review of the findings of fact and recommendations submitted or upon the results of any supplementary hearing the Board may order. (Education Code 48918(f))

In accordance with Board policy, the hearing officer or administrative panel may recommend that the Board suspend the enforcement of the expulsion. If the hearing officer or administrative panel recommends that the Board expel a student but suspend the enforcement of the expulsion, the student shall not be reinstated and permitted to return to the classroom instructional program from which the referral was made until the Board has ruled on the recommendation. (Education Code 48917, 48918)

Final Action by the Board

Whether the expulsion hearing is conducted in closed or open session by the Board, a hearing officer, or an administrative panel or is waived through the signing of a stipulated expulsion agreement, the final action to expel shall be taken by the Board in public. (Education Code 48918(j))

The Board's decision is final. If the decision is to not expel, the student shall be reinstated immediately. If the decision is to suspend the enforcement of the expulsion, the student shall be reinstated under the conditions of the suspended expulsion.

Upon ordering an expulsion, the Board shall set a date when the student shall be reviewed for readmission to a school within the district. For a student expelled for any "mandatory recommendation and mandatory expulsion" act listed in "Authority to Expel" in the accompanying Board policy, this date shall be one year from the date the expulsion occurred, except that the Board may set an earlier date on a case-by-case basis. For a student expelled for other acts, this date shall be no later than the last day of the semester following the semester in which the expulsion occurred. If an expulsion is ordered during summer session or the intersession period of a year-round program, the Board shall set a date when the student shall be reviewed for readmission not later than the last day of the semester following the summer session or intersession period in which the expulsion occurred. (Education Code 48916)

At the time of the expulsion order, the Board shall recommend a plan for the student's rehabilitation, which may include: (Education Code 48916)
Periodic review, as well as assessment at the time of review, for readmission

Recommendations for improved academic performance, tutoring, special education assessments, job training, counseling, employment, community service, or other rehabilitative programs
With parent/guardian consent, students who have been expelled for reasons relating to controlled substances or alcohol may be required to enroll in a county-sponsored drug rehabilitation program before returning to school. (Education Code 48916.5)

Written Notice to Expel

The Superintendent or designee shall send written notice of the decision to expel to the student or parent/guardian. This notice shall include the following:
The specific offense committed by the student for any of the causes for suspension or expulsion listed above under "Grounds for Suspension and Expulsion: Grades K-12" or "Additional Grounds for Suspension and Expulsion: Grades 4-12" (Education Code 48900.8)

The fact that a description of readmission procedures will be made available to the student and parent/guardian (Education Code 48916)

Notice of the right to appeal the expulsion to the County Board (Education Code 48918)

Notice of the alternative educational placement to be provided to the student during the time of expulsion (Education Code 48918)

Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the expelling district, pursuant to Education Code 48915.1 (Education Code 48918)
Decision to Suspend Expulsion Order

In accordance with Board policy, when deciding whether to suspend the enforcement of an expulsion order, the Board shall take into account the following criteria:
The student's pattern of behavior

The seriousness of the misconduct

The student's attitude toward the misconduct and willingness to follow a rehabilitation program
The suspension of the enforcement of an expulsion shall be governed by the following:
The Board may, as a condition of the suspension of enforcement, assign the student to a school, class, or program appropriate for the student's rehabilitation

This rehabilitation program may provide for the involvement of the student's parent/guardian in the student's education. However, a parent/guardian's refusal to participate in the rehabilitation program shall not be considered in the Board's determination as to whether the student has satisfactorily completed the rehabilitation program. (Education Code 48917)

During the period when enforcement of the expulsion order is suspended, the student shall be on probationary status (Education Code 48917)

The suspension of the enforcement of an expulsion order may be revoked by the Board if the student commits any of the acts listed under "Grounds for Suspension and Expulsion: Grades K-12" or "Additional Grounds for Suspension and Expulsion: Grades 4-12" above, or violates any of the district's rules and regulations governing student conduct (Education Code 48917)

When the suspension of enforcement of an expulsion order is revoked, a student may be expelled under the terms of the original expulsion order (Education Code 48917)

Upon satisfactory completion of the rehabilitation assignment, the Board shall reinstate the student in a district school

Upon reinstatement, the Board may order the expunging of any or all records of the expulsion proceedings. (Education Code 48917)

The Superintendent or designee shall send written notice of any decision to suspend the enforcement of an expulsion order during a period of probation to the student or parent/guardian

The notice shall inform the parent/guardian of the right to appeal the expulsion to the County Board, the alternative educational placement to be provided to the student during the period of expulsion, and the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the expelling district, pursuant to Education Code 48915.1(b). (Education Code 48918(j))

Suspension of the enforcement of an expulsion order shall not affect the time period and requirements for the filing of an appeal of the expulsion order with the County Board (Education Code 48917)
Appeal

If a student is expelled from school, the student or parent/guardian is entitled to file an appeal of the Board's decision with the County Board. The appeal must be filed within 30 days of the Board's decision to expel, even if the expulsion order is suspended and the student is placed on probation. (Education Code 48919)

If the student submits a written request for a copy of the written transcripts and supporting documents from the district simultaneously with the filing of the notice of appeal with the County Board, the district shall provide the student with these documents within 10 school days following the student's written request. (Education Code 48919)

Notification to Law Enforcement Authorities

Prior to the suspension or expulsion of any student, the principal or designee shall notify appropriate city or county law enforcement authorities of any student acts of assault which may have violated Penal Code 245. (Education Code 48902)

The principal or designee shall notify appropriate city or county law enforcement authorities of any student acts which may involve the possession or sale of narcotics or of a controlled substance, or of any student acts involving the possession, sale, or furnishing of firearms, explosives, or other dangerous weapons in violation of Education Code 48915(c)(1) or (5) or Penal Code 626.9 and 626.10. (Education Code 48902)

Within one school day after a student's suspension or expulsion, the principal or designee shall notify appropriate county or district law enforcement authorities, by telephone or other appropriate means, of any student acts which may violate Education Code 48900(c) or (d), relating to the possession, use, offering, or sale of controlled substances, alcohol, or intoxicants of any kind. (Education Code 48902)

Placement During Expulsion

The Board shall refer expelled students to a program of study that is: (Education Code 48915, 48915.01)
Appropriately prepared to accommodate students who exhibit discipline problems

Not provided at a comprehensive middle, junior, or senior high school or at any elementary school, unless the program is offered at a community day school established at any of these

Not housed at the school site attended by the student at the time of suspension
When the placement described above is not available and when the County Superintendent so certifies, students expelled for only acts described in Items #6-12 under "Grounds for Suspension and Expulsion: Grades K-12" and Items #1-3 under "Additional Grounds for Suspension and Expulsion: Grades 4-12" above may be referred to a program of study that is provided at another comprehensive middle, junior, or senior high school or at an elementary school. (Education Code 48915)

The program for a student expelled from any of grades K-6 shall not be combined or merged with programs offered to students in any of grades 7-12. (Education Code 48916.1)

Readmission After Expulsion

Prior to the date set by the Board for the student's readmission:
The Superintendent or designee shall hold a conference with the student's parent/guardian, or other person holding the right to make educational decisions for the student, and the student

At the conference, the student's rehabilitation plan shall be reviewed and the Superintendent or designee shall verify that the provisions of this plan have been met. School regulations shall be reviewed and the student and the student's parent/guardian or other person holding the right to make educational decisions for the student shall be asked to indicate in writing their willingness to comply with these regulations.

The Superintendent or designee shall transmit to the Board a recommendation regarding readmission

The Board shall consider this recommendation in closed session. If a written request for open session is received from the student's parent/guardian or other person holding the right to make educational decisions for the student, or adult student, it shall be honored to the extent that privacy rights of other students are not violated.

If the readmission is granted, the Superintendent or designee shall notify the student and the student's parent/guardian, or other person holding the right to make educational decisions for the student, by registered mail, of the Board's decision regarding readmission

The Board may deny readmission only if it finds that the student has not satisfied the conditions of the rehabilitation plan or that the student continues to pose a danger to campus safety or to other district students or employees (Education Code 48916)

If the Board denies the readmission of a student, the Board shall determine either to continue the student's placement in the alternative educational program initially selected or to place the student in another program that serves expelled students, including placement in a county community school

The Board shall provide written notice to the expelled student and the student's parent/guardian, or other person holding the right to make educational decisions for the student, describing the reasons for denying readmittance into the regular program

This notice shall indicate the Board's determination of the educational program which the Board has chosen. The student shall enroll in that program unless the parent/guardian chooses to enroll the student in another school district. No student shall be denied readmission into the district based solely on the student's arrest, adjudication by a juvenile court, formal or informal supervision by a probation officer, detention in a juvenile facility, enrollment in a juvenile court school, or other such contact with the juvenile justice system. (Education Code 48645.5)

Maintenance of Records

The district shall maintain a record of each suspension and expulsion, including its specific cause(s). (Education Code 48900.8)

Expulsion records of any student shall be maintained in the student's mandatory interim record and sent to any school in which the student subsequently enrolls upon written request by that school. (Education Code 48918(k))

The Superintendent or designee shall, within five working days, honor any other district's request for information about an expulsion from this district. (Education Code 48915.1)

Notify Teacher of Dangerous Students

BP 4158

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An employee may use reasonable and necessary force for self-defense or defense of another person, to quell a disturbance threatening physical injury to others or damage to property, or to obtain possession of weapons or other dangerous objects within the control of a student. (Education Code 44807, 49001)

An employee shall promptly report to the principal or other immediate supervisor any attack, assault, or physical threat made against the employee by a student or by any other individual in relation to the performance of the employee's duties, and any action the employee took in response.

Additionally, the employee and the principal or other immediate supervisor shall promptly report to local law enforcement authorities an attack, assault, or physical threat made against the employee by a student. Reports of an attack, assault, or physical threat shall be forwarded immediately to the Superintendent or designee. (Education Code 44014)

Notice Regarding Student Offenses

When a student commits certain offenses that may endanger staff or others, the following procedures shall be implemented to notify staff members as appropriate:
Acts That Are Grounds for Suspension or Expulsion

The Superintendent or designee shall inform the teacher(s) of each student who, during the previous three school years, has engaged in or is reasonably suspected to have engaged in any act, except the possession or use of tobacco products, that would constitute a ground for suspension or expulsion as specified in Administrative Regulation 5144.1 - Suspension and Expulsion/Due Process (Education Code 49079)

This information shall be based upon district records maintained in the ordinary course of business or records received from a law enforcement agency. (Education Code 49079)

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

Information received by teacher(s) shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher (Education Code 48201, 49079)

Offenses Reported to the District by a Court

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

The principal or designee shall expeditiously disseminate this information to any counselor who directly supervises or reports on the student's behavior or progress and to any teacher or administrator directly supervising or reporting on the student's behavior or progress whom the principal or designee thinks may need the information in order to work

with the student appropriately, to avoid being needlessly vulnerable, or to protect others from vulnerability (Welfare and Institutions Code 827)

Any court-initiated information that a teacher, counselor, or administrator receives shall be kept confidential and used only to rehabilitate the student and protect other students and staff (Welfare and Institutions Code 827)

The information shall be further disseminated only when communication with the student, parent/guardian, law enforcement staff, and probation officer is necessary to rehabilitate the student or to protect students and staff. (Welfare and Institutions Code 827)

When a student is removed from school as a result of an offense, the Superintendent shall hold the court's information in a separate confidential file until the student is returned to the district (Welfare and Institutions Code 827)

If the student is returned to a different district, the Superintendent shall transmit the information provided by the student's parole or probation officer to the superintendent of the new district of attendance. (Welfare and Institutions Code 827)

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

Accommodations for Victims of Domestic Violence, Sexual Assault, Stalking, or Other Qualifying Acts of Violence

When requested by an employee who is a victim of domestic violence, sexual assault, stalking, or other qualifying acts of violence, the district shall provide the employee reasonable accommodations which may include the implementation of safety measures, including, but not limited to: (Government Code 12945.8)
A transfer, reassignment, or modified schedule

A changed work telephone or work station, including the permission to carry a telephone at work

An installed lock

Assistance in documenting domestic violence, sexual assault, stalking, or other qualifying act of violence that occurs in the workplace

Referral to a victim assistance organization

Another safety procedure or adjustment to a job structure, workplace facility, or work requirement in response to domestic violence, sexual assault, stalking, or other qualifying act of violence
The Superintendent or designee shall engage in a timely, good faith, and interactive process with the employee to determine effective reasonable accommodations that do not pose an undue hardship on the district. In determining whether an accommodation is reasonable, the Superintendent or designee shall consider any exigent circumstance or danger facing the employee or their family member. (Government Code 12945.8)

Upon the request of the Superintendent or designee, an employee requesting a reasonable accommodation shall provide a written statement, signed by the employee or an individual acting on the employee's behalf, certifying that the accommodation is for an authorized purpose. The Superintendent or designee may also request that the employee provide certification of the employee's status as a victim of domestic violence, sexual assault, stalking, or other qualifying act of violence. Such certification may include: (Government Code 12945.8)
A police report indicating that the employee, or a family member of the employee, was a victim

A court order protecting or separating the employee, or family member of the employee, from the perpetrator of the crime or abuse, or other evidence from the court or prosecuting attorney that the employee has appeared in court

Documentation from a licensed medical professional or health care provider, domestic violence or sexual assault counselor, victim advocate, or counselor that the employee, or family member of the employee, was undergoing treatment or receiving services for physical or mental injuries or abuse resulting in victimization from the crime or abuse

Any other form of documentation that reasonably verifies that the crime or abuse occurred, including, but not limited to, a written statement signed by the employee or by an individual acting on the employee's behalf
Any verbal or written statement, police or court record, or other documentation identifying an employee, or a family member of the employee, as a victim shall be confidential and shall not be disclosed by the district except as required by federal or state law or as necessary to protect the employee's safety in the workplace. The employee shall be notified before any authorized disclosure. (Government Code 12945.8)

Every six months after the date of the certification, the Superintendent or designee may request recertification of the employee's status as a victim of domestic violence, sexual assault, stalking, other specified offense, or ongoing circumstances related to the crime or abuse. The employee shall notify the Superintendent or designee if, due to changing circumstances, the employee needs a new accommodation or no longer needs an accommodation. If a new accommodation is needed, the Superintendent or designee shall follow the procedures described above when making the initial determination regarding effective reasonable accommodations. (Government Code 12945.8)

The district shall not discharge or retaliate against an employee because of the employee's status as a victim of crime or abuse or for requesting a reasonable accommodation, regardless of whether the request was granted. (Government Code 12945.8)

Nondiscrimination/Harassment and Hate Crime Reporting– BP/AR BP 5145.3

Original Adopted Date: 10/22/2018 | Last Revised Date: 10/09/2025 | Last Reviewed Date: 10/09/2025Status: ADOPTED

The Governing Board desires to provide a welcoming, safe, and supportive school environment that allows all students equal access to and opportunities in the district's academic, extracurricular, and other educational support programs, services, and activities.

This policy shall apply to all acts constituting unlawful discrimination or harassment related to district activity or attendance, to acts which occur off campus or outside of district-related or district-sponsored activities but which may have an impact or create a hostile environment at school, and to all acts of the Board and the Superintendent in enacting policies and procedures that govern the district.

The Board prohibits, at any district school or activity, unlawful discrimination, including discriminatory harassment, intimidation, and bullying, against an individual or group based on one, or a combination of two or more, protected characteristics, which include, but may not be limited to, race or ethnicity; ancestry; color; ethnic group identification; nationality; national origin; immigration status; sex; sexual orientation; sex stereotypes; gender; gender identity; gender expression; religion; disability; medical condition; genetic information; pregnancy, false pregnancy, childbirth, termination of pregnancy, or related conditions or recovery; and parental, marital, and family status; a perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics. (Education Code 200, 210.1, 210.2, 212, 212.1, 220, 221.51, 230, 260; Government Code 11135, 12926; 20 USC 1681-1688, 42 USC 2000d-2000d-7)

Unlawful discrimination, including discriminatory harassment, intimidation, or bullying, may result from physical, verbal, nonverbal, or written conduct based on any of the categories listed above. Unlawful discrimination also occurs when prohibited conduct is so severe, persistent, or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; has the effect of substantially or unreasonably interfering with a student's academic performance; or otherwise adversely affects a student's educational opportunities.

Unlawful discrimination also includes disparate treatment of students based on one of the categories above with respect to the provision of opportunities to participate in district programs or activities or the provision or receipt of educational benefits or services.

Because unlawful discrimination could occur when disciplining students, including suspension and expulsion, the Superintendent or designee shall ensure that staff enforce discipline rules fairly, consistently and in a non-discriminatory manner, as specified in Board Policy and Administrative Regulation 5144 - Discipline, Board Policy and Administrative Regulation 5144.1 - Suspension and Expulsion/Due Process, and Administrative Regulation 5144.2 - Suspension and Expulsion/Due Process (Students With Disabilities).

The Board also prohibits any form of retaliation against any individual who reports or participates in the reporting of unlawful discrimination, files or participates in the filing of a complaint, or investigates, participates, or refuses to participate in the investigation of a complaint or report alleging unlawful discrimination. Retaliation complaints shall be investigated and resolved in the same manner as a discrimination complaint.

The Superintendent or designee shall facilitate students' access to the educational program by publicizing the district's nondiscrimination policy and related complaint procedures to students, parents/guardians, and employees. In addition,

the Superintendent or designee shall post the district's policies prohibiting discrimination, harassment, intimidation, and bullying and other required information on the district's website in a manner that is easily accessible to parents/guardians and students, in accordance with law and the accompanying administrative regulation. (Education Code 234.1, 234.6; 34 CFR 106.8)

The Superintendent or designee shall provide training and/or information on the scope and use of the policy and complaint procedures and take other measures designed to increase understanding of the requirements of law related to discrimination. The Superintendent or designee shall regularly review the implementation of the district's nondiscrimination policies and practices and, as necessary, shall take action to remove any identified barrier to student access to or participation in the district's educational program. The Superintendent or designee shall report the findings and recommendations to the Board after each review.

Regardless of whether a complainant complies with the writing, timeline, and/or other formal filing requirements, all complaints alleging unlawful discrimination, including discriminatory harassment, intimidation, or bullying, shall be investigated and prompt action taken to stop the discrimination, prevent recurrence, and address any continuing effect on students.

Students who engage in unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, in violation of law, Board policy, or administrative regulation shall be subject to appropriate consequence or discipline, which may include suspension or expulsion when the behavior is severe or pervasive as defined in Education Code 48900.4. Any employee who permits or engages in prohibited discrimination related to a district activity, attendance, or district-related or district-sponsored activity, including discriminatory harassment, intimidation, retaliation, or bullying, shall be subject to disciplinary action, up to and including dismissal.

When a student has been suspended, or other means of correction have been implemented against the student for an incident of racist bullying, harassment, or intimidation, the principal or designee may engage both the victim and perpetrator in a restorative justice practice suitable to the needs of the students. The principal or designee may also require the perpetrator to engage in a culturally sensitive program that promotes racial justice and equity and combats racism and ignorance and regularly check on the victim to ensure that the victim is not in danger of suffering from any long-lasting mental health issues. (Education Code 48900.5)

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

Complaints alleging unlawful discrimination in district programs and activities shall be investigated and resolved in accordance with Board Policy 1312.3 - Uniform Complaint Procedures, when required by law. However, complaints alleging sexual harassment under Title IX shall be investigated and resolved in accordance with the procedures specified in Administrative Regulation 5145.71 - Title IX Sexual Harassment Complaint Procedures.

Record-Keeping

The Superintendent or designee shall maintain a record of all reported cases of unlawful discrimination, including discriminatory harassment, intimidation, or bullying, to enable the district to monitor, address, and prevent repetitive prohibited behavior in district schools.

A/R

Original Adopted Date: 10/22/2018 | Last Revised Date: 10/09/2025 | Last Reviewed Date: 10/09/2025Status: ADOPTED

The district designates the individual(s) identified below as the Compliance Officer(s). The employee(s) is responsible for coordinating the district's efforts to comply with applicable state and federal civil rights laws and to answer inquiries regarding the district's nondiscrimination policies. The individual(s) shall also serve as the Compliance Officer(s) specified in Administrative Regulation 1312.3 - Uniform Complaint Procedures as the responsible employee to handle complaints alleging unlawful discrimination of a student, and the Title IX Coordinator specified in Administrative Regulation 5145.7 - Sexual Harassment as the responsible employee to handle complaints alleging unlawful sexual harassment, as permitted by law. The Compliance Officer(s) may be contacted at: (Education Code 234.1; 5 CCR 4621)

Assistant Superintendent of Educational Services
2100 J Street
Eureka, CA 95501
Tel: 707-441-3363

Measures to Prevent Discrimination

To prevent unlawful discrimination, including discriminatory harassment, intimidation, retaliation, and bullying, of students at district schools or activities and to ensure equal access of all students to the educational program, the Superintendent or designee shall implement the following measures:

Publicize the district's nondiscrimination policy and related complaint procedures, including the Compliance Officer's contact information, to students, parents/guardians, employees, volunteers, and the general public by posting them in prominent locations and providing easy access to them through district-supported communications

Post the district's policies and procedures prohibiting discrimination, harassment, student sexual harassment, intimidation, bullying, and cyberbullying, including a section on social media bullying that includes all of the references described in Education Code 234.6 as possible forums for social media, in a prominent location on the district's website in a manner that is easily accessible to parents/guardians and students (Education Code 234.1, 234.6)

Post the definition of sex discrimination and harassment as described in Education Code 230, including the rights set forth in Education Code 221.8, in a prominent location on the district's website in a manner that is easily accessible to parents/guardians and students (Education Code 234.6)

Post in a prominent location on the district website in a manner that is easily accessible to parents/guardians and students information regarding Title IX prohibitions against discrimination based on a student's sex, including the following: (Education Code 221.6, 221.61, 234.6)

The name and contact information of the district's Title IX Coordinator, including the phone number and email address

The rights of students and the public and the responsibilities of the district under Title IX, including a list of rights as specified in Education Code 221.8 and web links to information about those rights and responsibilities located on the websites of the Office for Equal Opportunity and the U.S. Department of Education's Office for Civil Rights (OCR)

A description of how to file a complaint of noncompliance under Title IX, which shall include:

An explanation of the statute of limitations within which a complaint must be filed after an alleged incident of discrimination has occurred and how a complaint may be filed beyond the statute of limitations

An explanation of how the complaint will be investigated and how the complainant may further pursue the complaint, including web links to this information on OCR's website

A web link to the OCR complaints form and the contact information for the office, including the phone number and email address for the office

A link to the Title IX information included on the California Department of Education's (CDE) website

Post CDE's standardized incident form to track racial discrimination, harassment, or hazing that occurs at high school sporting games or events, including information on how to submit a completed incident form to the district (Education Code 33353)

Post a link to statewide CDE-compiled resources, including community-based organizations, that provide support to youth who have been subjected to school-based discrimination, harassment, intimidation, or bullying and to their families (Education Code 234.5. 234.6)

Such resources shall be posted in a prominent location on the district's website in a manner that is easily accessible to parents/guardians and students. (Education Code 234.6)

Provide to students a handbook that contains age-appropriate information that clearly describes the district's nondiscrimination policy, procedures for filing a complaint, and resources available to students who feel that they have been the victim of any such behavior

Annually notify all students and parents/guardians of the district's nondiscrimination policy, including its responsibility to provide a safe, nondiscriminatory school environment for all students

The notice shall inform students and parents/guardians that they may request to meet with the Compliance Officer to determine how best to accommodate or resolve concerns that may arise from the district's implementation of its nondiscrimination policies. The notice shall also inform all students and parents/guardians that, to the extent possible, the district will address any individual student's interests and concerns in private.

Ensure that students and parents/guardians, including those with limited English proficiency, are notified of how to access the relevant information provided in the district's nondiscrimination policy and related complaint procedures, notices, and forms in a language they can understand

If 15 percent or more of students enrolled in a particular district school speak a single primary language other than English, the district's policy, regulation, forms, and notices concerning nondiscrimination shall be translated into that language in accordance with Education Code 234.1 and 48985. In all other instances, the district shall ensure meaningful access to all relevant information for parents/guardians with limited English proficiency.

Provide to students, employees, volunteers, and parents/guardians age-appropriate training and/or information regarding the district's nondiscrimination policy; what constitutes prohibited discrimination, including discriminatory harassment, intimidation, retaliation, or bullying; how and to whom a report of an incident should be made; and how to guard against segregating or stereotyping students when providing instruction, guidance, supervision, or other services to them

Such training and information shall include details of guidelines the district may use to provide a discrimination-free environment for all district students.

Provide to certificated employees serving students in grades 7-12 information on existing school and community resources related to the support of lesbian, gay, bisexual, transgender, queer, and questioning (LGBTQ+) students, or related to the support of students who may face bias or bullying on the basis of any of the actual or perceived characteristics in Penal Code 422.55, including immigration status; Education Code 220; and disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation; or association with a person or group with one or more of these actual or perceived characteristics (Education Code 234.1)

For the 2025-2026 school year through the 2029-2030 school year, provide annually to certificated employees serving students in grades 7-12 at least one hour of training to support LGBTQ+ cultural competency in accordance with Education Code 218.3

At the beginning of each school year, inform school employees that any employee who witnesses any act of unlawful discrimination, including discriminatory harassment, intimidation, or bullying, against a student is required to intervene if it is safe to do so (Education Code 234.1)

At the beginning of each school year, inform each principal or designee of the district's responsibility to provide appropriate assistance or resources to protect students from threatened or potentially discriminatory behavior and ensure their privacy rights

Process for Initiating and Responding to Complaints

Students who feel that they have been subjected to unlawful discrimination described above or in district policy are strongly encouraged to immediately contact the Compliance Officer, Title IX Coordinator, principal, or any other staff member. In addition, students who observe any such incident are strongly encouraged to report the incident to the Compliance Officer, Title IX Coordinator, or principal, regardless of whether the alleged victim files a complaint.

Any district employee who observes an incident of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, or to whom such an incident is reported, shall report the incident to the Compliance Officer, Title IX Coordinator, or principal within one workday, regardless of whether the alleged victim files a complaint.

Any school employee who witnesses an incident of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, shall immediately intervene to stop the incident when it is safe to do so. (Education Code 234.1)

When a report of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, is made to or received by the principal, Compliance Officer, or Title IX Coordinator, the principal, Compliance Officer, or Title IX Coordinator shall notify the student or parent/guardian of the right to file a formal complaint in accordance with Administrative Regulation 1312.3 - Uniform Complaint Procedures or, for complaints of sexual harassment that meet the federal Title IX definition, Administrative Regulation 5145.71 - Title IX Sexual Harassment Complaint Procedures. Once notified verbally or in writing, the Compliance Officer or Title IX Coordinator shall begin the investigation and shall implement immediate measures necessary to stop the discrimination and ensure that all students have access to the educational program and a safe school environment. Any interim measures adopted to address unlawful discrimination

shall, to the extent possible, not disadvantage the complainant or a student who is the victim of the alleged unlawful discrimination.

Any report or complaint alleging unlawful discrimination by the principal, Compliance Officer, Title IX Coordinator, or any other person to whom a report would ordinarily be made or complaint filed shall instead be made to or filed with the Superintendent or designee who shall determine how the complaint will be investigated.

Support for Intersex, Nonbinary, Transgender and Gender-Nonconforming Students

Gender refers to a student's sex, and includes a student's gender identity and gender expression. (Education Code 210.7)

Gender identity refers to a student's gender-related identity, appearance, or behavior as determined from the student's internal sense, regardless of whether that gender-related identity, appearance, or behavior is different from that traditionally associated with the student's physiology or assigned sex at birth.

Gender expression refers to a student's gender-related appearance and behavior, regardless of whether stereotypically associated with the student's assigned sex at birth. (Education Code 210.7)

Gender transition refers to the process in which a student changes from living and identifying as the sex assigned to the student at birth to living and identifying as the sex that corresponds to the student's gender identity.

Gender-nonconforming refers to when a student's gender expression differs from stereotypical expectations.

Intersex refers to when a student has natural bodily variations in anatomy, hormones, chromosomes, and other traits that differ from expectations generally associated with female and male bodies.

Nonbinary refers to when a student's gender identity falls outside of the traditional conception of strictly either female or male, regardless of whether the student identifies as transgender, was born with intersex traits, uses gender-neutral pronouns, or uses agender, genderqueer, pangender, gender nonconforming, gender variant, or such other more specific term to describe their gender.

Sex refers to the biological condition of being a female or male human being. (5 CCR 4910)

Transgender refers to when a student's gender identity is different from the sex assigned at birth.

The district shall ensure that all students, regardless of sex, gender, gender identity or gender expression, are afforded the same rights, benefits, and protections provided to students by law and Board policy. To do so, the Superintendent or designee shall address each situation that arises on a case-by-case basis and in accordance with the following guidelines:

Acceptance of a Student's Gender Identity: The district shall accept the student's assertion of the student's gender identity and treat the student consistent with that gender identity unless district personnel present a credible and supportable basis for believing that the student's assertion is for an improper purpose

Use of Names and Pronouns: Upon request by a student, district personnel shall address the student by the requested name and pronoun(s), without the necessity of a court order or a change to the student's mandatory permanent student record

Inadvertent slips or honest mistakes by district personnel in the use of the student's name and/or pronouns may not constitute a violation of this administrative regulation or the accompanying Board policy.

Accessibility to Sex-Segregated Facilities, Programs, and Activities: When the district maintains sex-segregated facilities, such as restrooms and locker rooms, or offers sex-segregated programs and activities, such as physical education classes, intermural sports, and interscholastic athletic programs, students shall be permitted to access facilities and participate in programs and activities consistent with their gender identity

Additionally, a student shall be permitted to participate in accordance with the student's gender identity in other circumstances where students are separated by sex, such as for class discussions, yearbook pictures, and field trips.

To address any student's privacy concerns in using sex-segregated facilities, the district shall consider offering a gender-neutral or single-use restroom or changing area, a bathroom stall with a door, an area in the locker room separated by a curtain or screen, or use of the locker room before or after the other students. However, in no case shall the district require a student to utilize these options because of the student's sex, gender, gender identify, or gender expression. A student's right to participate in a sex-segregated activity in accordance with the student's gender identity shall not render invalid or inapplicable any other eligibility rule established for participation in the activity.

Beginning July 1, 2026, each school shall provide and maintain at least one all-gender restroom for student use that meets the requirements of Education Code 35292.5.

Adherence to Uniforms/Dress Code: A student has the right to dress in a manner consistent with the student's gender identity, subject to any dress code adopted on a school site, which may not discriminate on the basis of sex, gender, gender identity or gender expression

Equal Access to Educational Programs and Activities: Upon request by a student based on the student's gender identity or gender expression, the Compliance Officer shall identify and develop strategies for ensuring that the student's access to educational programs and activities is maintained

The Compliance Officer shall consider the rights of all students and how those rights may affect and be affected by the rights of other students. Additionally, the Compliance Officer shall identify specific school site employee(s) to whom the student may report any problem related to the student's sex, gender, gender identity, or gender expression so that prompt action can be taken to address it. Alternatively, if appropriate and desired by the student, the school may form a support team for the student that will meet periodically to assess whether the arrangements for the student are providing equal access to programs and activities.

Right to privacy: A student's sex, gender, gender identity, and gender status is private information

The district may only disclose such information to others when the disclosure is permitted by law, with the student's prior written consent, or when the district has compelling evidence that disclosure is necessary to preserve the student's physical or mental well-being. (Education Code 220.3, 220.5; 34 CFR 99.31, 99.36)

Student Records: A student's sex and legal name shall be maintained as part of a student's mandatory permanent student record as specified in 5 CCR 432 and shall only be changed with proper documentation (Education Code 49061-49072)

When a request to change a student's gender or name is submitted without proper documentation, any change to the student's gender or name shall be applied only to documents not included in the mandatory permanent student record such as attendance sheets, report cards, and school identification.

The Superintendent or designee shall follow this guideline such that it does not change or alter the obligations of the district to maintain student records in accordance with Board Policy/Administrative Regulation 5125 - Student Records, and to ensure access to such records in accordance with Board Policy/Administrative Regulation 1340 - Access to District Records.
The district prohibits any act of verbal, nonverbal, or physical aggression, intimidation, or hostility, including any such act based on sex, gender, gender identity, or gender expression, or that have the purpose or effect of producing a negative impact on the student's academic performance or of creating an intimidating, hostile, or offensive educational environment, regardless of whether the acts are sexual in nature, including, but not limited to:
Refusing to address or refer to a student in a manner consistent with the student's gender identity

Disciplining a student or excluding the student from participating in activities, for behavior or appearance that is consistent with the student's gender identity or that does not conform to stereotypical notions of masculinity or femininity

Blocking, prohibiting, or restricting a student's entry to the restroom that corresponds to the student's gender identity

Disclosing student records that reveal a student's gender identity to individuals who do not have a legitimate need for the information except as permitted by law

Verbally or physically assaulting a student because of the student's sex, gender, gender identity, or gender expression, including, but not limited to, causing, attempting to cause, threatening to cause, or participating in an act of hate violence on the basis of sex, gender, gender identity, or gender expression

Sexual Harassment – BP/AR 5145.7

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The district does not discriminate on the basis of sex in any of its programs or activities and complies with Title IX of the Education Amendments of 1972 and its implementing regulations.

The Governing Board is committed to maintaining a welcoming, safe, and supportive school environment that is free from discrimination and harassment. The Board prohibits at district or at district-sponsored or district-related activities, sexual harassment, as defined in the accompanying administrative regulation, targeted at any student.

Additionally, the Board prohibits retaliatory behavior or action against any person who reports, files a complaint, testifies about, assists with, or otherwise supports a complainant in alleging sexual harassment, or otherwise participates or refuses to participate in the complaint process established for the purpose of this policy. (Education Code 220.1, 221.8; 34 CFR 106.71)

The district strongly encourages students who feel that they are being or have experienced sexual harassment on district grounds or at a district-sponsored or district-related activity, or off-campus when the conduct has a continuing effect on campus, to immediately contact their teacher, the principal, the district's Title IX Coordinator, or any other available school employee.

Any employee who receives a report or observes an incident of sexual harassment by or against a student in a district education program or activity shall report the incident to the Title IX Coordinator within one workday.

Once notified, the Title IX Coordinator shall ensure that the complaint alleging sexual harassment is addressed through Administrative Regulation 5145.71 - Title IX Sexual Harassment Complaint Procedures or Board Policy/Administrative Regulation 1312.3 - Uniform Complaint Procedures, as applicable. Additionally, the Title IX Coordinator shall ensure that any implementation of Administrative Regulation 5145.71 - Title IX Sexual Harassment Complaint Procedures concurrently meets the requirements of Board Policy/Administrative Regulation 1312.3 - Uniform Complaint Procedures.

The Title IX Coordinator shall offer and coordinate supportive measures to the complainant and respondent, as deemed appropriate under the circumstances.

The Superintendent or designee shall inform students and parents/guardians of this policy in the manner specified in the accompanying administrative regulation.

The Superintendent or designee shall ensure that all district staff are trained regarding this policy, and that employees required to receive training related to their duties under Title IX receive training as specified in Administrative Regulation 4119.11/4219.11/4319.11 - Sexual Harassment. (Government Code 12950.1; 2 CCR 11023, 11024; 34 CFR 106.45)

Instruction/Information

The Superintendent or designee shall ensure that all district students receive age-appropriate information on sexual harassment. Such instruction and information shall include:
What acts and behavior constitute sexual harassment, including the fact that sexual harassment could occur between people of the same sex and could involve sexual violence

A clear message that students do not have to endure sexual harassment under any circumstance

Encouragement to report observed incidents of sexual harassment even when the alleged victim of the harassment has not complained

A clear message that student safety is the district's primary concern, and that any separate rule violation involving an alleged victim or any other person reporting a sexual harassment incident will be addressed separately and will not affect the manner in which the sexual harassment complaint will be received, investigated, or resolved

A clear message that, regardless of a complainant's noncompliance with the writing, timeline, or other formal filing requirements, every sexual harassment allegation that involves a student, whether as the complainant, respondent, or victim of the harassment, shall be investigated and action shall be taken to respond to the harassment, prevent recurrence, and address any continuing effect on students

Information about the district's procedures for investigating complaints and the person(s) to whom a report of sexual harassment should be made

Information about the rights of students and parents/guardians to file a civil or criminal complaint, as applicable, including the right to file a civil or criminal complaint while the district investigation of a sexual harassment complaint continues

A clear message that, when needed, the district will implement supportive measures to ensure a safe school environment for a student who is the complainant or victim of sexual harassment and/or other students during an investigation

Disciplinary Actions

Upon completion of an investigation of sexual harassment, any student found to have engaged in sexual harassment or sexual violence in violation of this policy shall be subject to disciplinary action. For students in grades 4-12, disciplinary action may include suspension and/or expulsion, provided that, in imposing such discipline, the entire circumstances of the incident(s) shall be taken into account.

Upon completion of an investigation of sexual harassment, any employee found to have engaged in sexual harassment or sexual violence toward any student shall be subject to disciplinary action, up to and including dismissal, in accordance with law and the applicable collective bargaining agreement.

Record-Keeping

The Superintendent or designee shall maintain records in accordance with law, including in accordance with Administrative Regulation 5145.71 - Title IX Sexual Harassment Complaint Procedures, and district policies and regulations, of all reported cases of sexual harassment to enable the district to monitor, address, and prevent repetitive harassing behavior in district schools.

A/R

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Definitions

Sexual harassment is a form of sex discrimination and means sexual harassment and other harassment on the basis of one, or a combination of two or more protected characteristics, which include, but may not be limited to, sex; gender; gender identity; gender expression; sexual orientation; sex stereotypes; pregnancy, false pregnancy, childbirth, termination of pregnancy, or related conditions or recovery; and parental, marital, and family status. (Education Code 200, 210.2, 220, 221.51, 230, 260; Government Code 11135; 20 USC 1681-1688)

Sexual harassment includes, but is not limited to, unwelcome sexual advances, unwanted requests for sexual favors, or other unwanted verbal, visual, or physical conduct of a sexual nature made against another person of the same or opposite sex in the educational setting, under any of the following conditions: (Education Code 212.5; 5 CCR 4916)
Submission to the conduct is explicitly or implicitly made a term or condition of a student's academic status or progress

Submission to or rejection of the conduct by a student is used as the basis for academic decisions affecting the student

The conduct has the purpose or effect of having a negative impact on the student's academic performance or of creating an intimidating, hostile, or offensive educational environment

Submission to or rejection of the conduct by the student is used as the basis for any decision affecting the student regarding benefits and services, honors, programs, or activities available at or through any district program or activity
Any prohibited conduct that occurs off campus or outside of district-related or district-sponsored programs or activities will be regarded as sexual harassment in violation of district policy if it has a continuing effect on or creates a hostile school environment for the complainant or victim of the conduct.

For purposes of applying the complaint procedures specified in Title IX, sexual harassment is defined as any of the following forms of conduct that occurs in an education program or activity in which a district school exercises substantial control over the context and respondent: (34 CFR 106.30, 106.44)
A district employee conditioning the provision of a district aid, benefit, or service on the student's participation in unwelcome sexual conduct

Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a student equal access to the district's education program or activity

Sexual assault, dating violence, domestic violence, or stalking as defined in 20 USC 1092 or 34 USC 12291
Title IX Coordinator/Compliance Officer

The district designates the following individual as the responsible employee to coordinate its efforts to comply with Title IX. The individual shall also serve as the Compliance Officer specified in Administrative Regulation 1312.3 - Uniform Complaint Procedures and Administrative Regulation 5145.3 - Nondiscrimination/Harassment as the responsible employee to handle student complaints alleging unlawful discrimination, as permitted by law. The Title IX Coordinator may be contacted at:

Assistant Superintendent of Educational Services
2100 J Street
Eureka, CA 95501
Tel: 707-441-3363

Notifications

The Superintendent or designee shall notify students and parents/guardians that the district does not discriminate on the basis of sex as required by Title IX and that inquiries about the application of Title IX to the district may be referred to the district's Title IX Coordinator and/or to the Assistant Secretary for Civil Rights, U.S. Department of Education. (34 CFR 106.8)

The district shall notify students and parents/guardians of the name or title, office address, email address, and telephone number of the district's Title IX Coordinator. (34 CFR 106.8)

The Superintendent or designee shall ensure that a copy of the district's sexual harassment policy and regulation:
Is included in the notifications that are sent to parents/guardians at the beginning of each school year (Education Code 48980; 5 CCR 4917)

Is displayed in a prominent location in the main administrative building or other area where notices of district rules, regulations, procedures, and standards of conduct are posted (Education Code 231.5)

Is summarized on a poster, which shall be prominently and conspicuously displayed in each bathroom and locker room at each school

The poster may be displayed in public areas that are accessible to and frequented by students, including, but not limited to, classrooms, hallways, gymnasiums, auditoriums, and cafeterias. The poster shall display the rules and procedures for reporting a charge of sexual harassment; the name, phone number, and email address of an appropriate school employee to contact to report sexual harassment; the rights of the reporting student, the complainant, and the respondent; and the responsibilities of the school. (Education Code 231.6)

Is posted, along with the name or title and contact information of the Title IX Coordinator, in a prominent location on the district's website in a manner that is easily accessible to parents/guardians and students (Education Code 234.6; 34 CFR 106.8)

Is provided as part of any orientation program conducted for new and continuing students at the time the student is enrolled or at the beginning of each quarter, semester, or summer session (Education Code 231.5)

Appears in any school or district publication that sets forth the school's or district's comprehensive rules, regulations, procedures, and standards of conduct (Education Code 231.5)
Reports and Complaints

A student or a student's parent(s)/guardian(s) who believes that the student has been subjected to sexual harassment in a district program or activity or who has witnessed sexual harassment is strongly encouraged to report the incident to the district's Title IX Coordinator, a teacher, the principal, or any other available school employee. Within one workday of receiving such a report, the principal or other school employee shall forward the report to the district's Title IX Coordinator. Any school employee who observes an incident of sexual harassment shall, within one workday, report the observation to the Title IX Coordinator as specified in the accompanying Board policy. The report shall be made regardless of whether the alleged victim files a formal complaint or requests confidentiality.

When a report or complaint of sexual harassment involves off-campus conduct, the Title IX Coordinator shall assess whether the conduct may create or contribute to the creation of a hostile school environment. If the Title IX Coordinator determines that a hostile environment may be created, the complaint shall be investigated and resolved in the same manner as if the prohibited conduct occurred at school.

When a verbal or informal report of sexual harassment is submitted, the Title IX Coordinator shall inform the student or parent/guardian of the right to file a formal written complaint in accordance with applicable district complaint procedures.

All complaints alleging sexual harassment against students in the school setting shall be investigated and resolved in accordance with law and district procedures. The district's Title IX Coordinator shall review the allegations to determine the applicable procedure for responding to the complaint. All complaints that meet the definition of sexual harassment under Title IX shall be investigated and resolved in accordance with Administrative Regulation 5145.71 - Title IX Sexual Harassment Complaint Procedures. Other sexual harassment complaints shall be investigated and resolved pursuant to Board Policy and Administrative Regulation 1312.3 - Uniform Complaint Procedures.

If sexual harassment is found following an investigation, the Title IX Coordinator, or designee in consultation with the Title IX Coordinator, shall take prompt action to stop the sexual harassment, prevent recurrence, implement remedies, and address any continuing effects.

Safe Routes to School Program – BP 5142.2

The Governing Board recognizes that walking, bicycling, and other forms of active transport to school increase students' physical activity and reduce vehicle traffic and air pollution in the vicinity of schools. As part of the district's coordinated approach to supporting student wellness and safety and enhancing student learning and achievement, the Superintendent or designee shall develop and implement strategies to establish and encourage safe routes to school program activities.

All students shall have equitable access and opportunity to participate in the district's safe routes to school program.

The Superintendent or designee may appoint a program coordinator and identify or establish district and/or school site committees to oversee and coordinate related activities.

The Superintendent or designee may collaborate with local public works and public safety departments, transportation agencies, other city and county agencies, school staff, students, parents/guardians and parent organizations, health organizations, community organizations, and/or businesses in the development, implementation, and evaluation of strategies.

Strategies in support of the safe routes to school program shall be based on the grade levels of the students and an assessment of the conditions and needs of each school and the surrounding neighborhoods.

The Superintendent or designee shall explore the availability of grant funds and other sources of funding to support related projects and activities.

The Superintendent or designee shall periodically report to the Board on the implementation of program activities and progress toward program goals. Such reports may include, but are not limited to, levels of participation in promotional and educational activities, survey results of parent/guardian attitudes about allowing their child to walk or bicycle to school, tallies of the numbers of students using various modes of travel to and from school and how these numbers have changed over time, records of student attendance and on-time arrival, and injury data within the school and/or district attendance boundaries.
Original Adopted Date: 05/19/2010
Last Revised Date: 11/18/2021

Safe Routes To School Program – AR 5142.2
District strategies to improve student safety along routes to school and to promote walking, bicycling, and other forms of active transport to school by students may include:
1. Education activities that promote safety and awareness, such as:

a. Instructing students about pedestrian and personal safety related to the use of electric or motorized and nonmotorized bicycles or scooters, including by local law enforcement, organizations specified in Education Code 38134, and public agencies that provide safety instructions on such bicycles and scooters.

b. Instructing students about the health, academic, and environmental benefits of walking, bicycling, and other forms of active transport to school

c. Offering driver safety information to high school students, parents/guardians, and the community to promote safety around school campuses and routes

2. Encouragement strategies designed to generate interest in active transport to school, such as:

a. Organizing or facilitating "walking school buses" and/or "bicycle trains" whereby students walk or bike to school in groups escorted by parents/guardians or other volunteers as needed

b. Organizing special events and activities, such as Walk or Bike to School Day, International Walk to School Month, or year-round competitions

c. Publicizing the district's efforts in order to build support of parents/guardians and the community, including providing information about the district's safe routes to school program in parent/guardian communications and in any notifications about transportation options

3. Enforcement strategies to deter unsafe behaviors of drivers, pedestrians, and bicyclists, such as:

a. Initiating or expanding crossing guard, student safety patrol, and/or parent/guardian safety patrol programs

b. Partnering with local law enforcement to help ensure that traffic laws are obeyed in the vicinity of schools and to implement appropriate measures such as placement of speed feedback monitors, ticketing, and/or driver safety campaigns

c. Monitoring to ensure that students who bicycle to school or who use skateboards, skates, or nonmotorized scooters wear helmets in accordance with Vehicle Code 21212

4. Engineering strategies that address the design, implementation, operation, and maintenance of traffic control devices or physical measures, such as:

a. Working with local government agencies, parents/guardians, school staff, and others as appropriate to gather data about environmental conditions and hazards along routes to school b. Working with local government agencies to make operational and physical improvements that reduce or eliminate hazards, such as reducing motor vehicle traffic speeds in the area and establishing safer and fully accessible crosswalks, walkways, trails, and bikeways

b. Assessing the adequacy, accessibility, and safety of bicycle parking at schools and making modifications as needed, such as increasing the number of or relocating bicycle racks and/or equipment storage areas

c. Considering safe routes to school when making decisions about siting and designing of new schools

5. Evaluation to assess progress toward program goals, including:

a. Gathering and interpreting data based on indicators established by the Superintendent and the Governing Board

b. Presenting data to the Board, program partners, and the public

c. Recommending program modifications as needed

6. Emerging technologies that aid in the prevention and mitigation of accidents

7. Emergency response in managing injuries after an accident occurs, including, but not limited to, training staff, crossing guards, student and/or parent/guardian safety patrols, and other volunteers who assist with drop-off and pick-up in emergency procedures

8. Equity, such that resources are distributed in a manner that provides safe access and participation in an equitable manner across the community

Original Adopted Date: 05/19/2010

Campus Security – BP/AR 4158

Original Adopted Date: 10/22/2018 | Last Revised Date: 09/11/2025 | Last Reviewed Date: 09/11/2025Status: ADOPTED

The Governing Board desires to provide a safe and orderly work environment for all employees. As part of the district's comprehensive safety plan, the Superintendent or designee shall develop strategies for protecting employees from potentially dangerous persons and situations and for providing necessary assistance and support when emergency situations occur.

Any person who threatens the safety of others at any district facility may be removed by the Superintendent or designee in accordance with Administrative Regulation 3515.2 - Disruptions.

Any employee against whom harassment, violence, or any threat of violence has been directed in the workplace shall notify the Superintendent or designee immediately. As appropriate, the Superintendent or designee shall initiate legal and security measures to protect the employee and others in the workplace. Such measures may include seeking a temporary restraining order (TRO) on behalf of the employee pursuant to Code of Civil Procedure 527.8 and/or a gun violence restraining order pursuant to Penal Code 18150 and 18170.

Additionally, a collective bargaining representative may seek a TRO on behalf of a district employee against whom harassment, violence, or credible threat of violence has been directed in the workplace, if the collective bargaining representative serves that employee in employment or labor matters at the employee's workplace. (Code of Civil Procedure 527.8)

Upon request by an employee who is a victim of domestic violence, sexual assault, or stalking, the Superintendent or designee shall provide reasonable accommodations in accordance with Government Code 12945.8 and the accompanying administrative regulation to protect the employee's safety while at work.

The Superintendent or designee may pursue legal action on behalf of an employee against a student or the student's parent/guardian to recover damages for injury to the employee's person or property caused by the student's willful misconduct that occurred on district property, at a school or district activity, or in retaliation for lawful acts of the employee in the performance of the employee's duties. (Education Code 48904, 48905)

The Superintendent or designee shall provide staff development in crisis prevention and intervention techniques, which may include training in classroom management, effective communication techniques, procedures for responding to an active shooter situation, and crisis resolution.

In accordance with law, the Superintendent or designee shall inform teachers, administrators, and/or counselors of crimes and offenses committed by students who may pose a danger in the classroom. (Education Code 48201, 49079; Welfare and Institutions Code 827)

The Superintendent or designee may make available at appropriate locations, including, but not limited to, district and school offices, gyms, and classrooms, communication devices that would enable two-way communication with law enforcement and others when emergencies occur.

Reporting of Injurious Objects

Employees shall take immediate action upon being made aware that any person is in possession of a weapon or unauthorized injurious object on district property or at a district related or school-sponsored activity. Employees shall exercise their best judgment as to the potential danger involved and do one of the following:
Confiscate the object and deliver it to the principal immediately

Immediately notify the principal or supervisor, who shall take appropriate action

Immediately call 911 and the principal or supervisor
When informing the principal about the possession or seizure of a weapon or dangerous device, an employee shall report the name(s) of persons involved, witnesses, location, and the circumstances of any seizure.

A/R

Original Adopted Date: 10/22/2018 | Last Revised Date: 09/11/2025 | Last Reviewed Date: 09/11/2025Status: ADOPTED

An employee may use reasonable and necessary force for self-defense or defense of another person, to quell a disturbance threatening physical injury to others or damage to property, or to obtain possession of weapons or other dangerous objects within the control of a student. (Education Code 44807, 49001)

An employee shall promptly report to the principal or other immediate supervisor any attack, assault, or physical threat made against the employee by a student or by any other individual in relation to the performance of the employee's duties, and any action the employee took in response.

Additionally, the employee and the principal or other immediate supervisor shall promptly report to local law enforcement authorities an attack, assault, or physical threat made against the employee by a student. Reports of an attack, assault, or physical threat shall be forwarded immediately to the Superintendent or designee. (Education Code 44014)

Notice Regarding Student Offenses

When a student commits certain offenses that may endanger staff or others, the following procedures shall be implemented to notify staff members as appropriate:
Acts That Are Grounds for Suspension or Expulsion

The Superintendent or designee shall inform the teacher(s) of each student who, during the previous three school years, has engaged in or is reasonably suspected to have engaged in any act, except the possession or use of tobacco products, that would constitute a ground for suspension or expulsion as specified in Administrative Regulation 5144.1 - Suspension and Expulsion/Due Process (Education Code 49079)

This information shall be based upon district records maintained in the ordinary course of business or records received from a law enforcement agency. (Education Code 49079)

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

Information received by teacher(s) shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher (Education Code 48201, 49079)

Offenses Reported to the District by a Court

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

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

Any court-initiated information that a teacher, counselor, or administrator receives shall be kept confidential and used only to rehabilitate the student and protect other students and staff (Welfare and Institutions Code 827)

The information shall be further disseminated only when communication with the student, parent/guardian, law enforcement staff, and probation officer is necessary to rehabilitate the student or to protect students and staff. (Welfare and Institutions Code 827)

When a student is removed from school as a result of an offense, the Superintendent shall hold the court's information in a separate confidential file until the student is returned to the district (Welfare and Institutions Code 827)

If the student is returned to a different district, the Superintendent shall transmit the information provided by the student's parole or probation officer to the superintendent of the new district of attendance. (Welfare and Institutions Code 827)

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

Accommodations for Victims of Domestic Violence, Sexual Assault, Stalking, or Other Qualifying Acts of Violence

When requested by an employee who is a victim of domestic violence, sexual assault, stalking, or other qualifying acts of violence, the district shall provide the employee reasonable accommodations which may include the implementation of safety measures, including, but not limited to: (Government Code 12945.8)
A transfer, reassignment, or modified schedule

A changed work telephone or work station, including the permission to carry a telephone at work

An installed lock

Assistance in documenting domestic violence, sexual assault, stalking, or other qualifying act of violence that occurs in the workplace

Referral to a victim assistance organization

Another safety procedure or adjustment to a job structure, workplace facility, or work requirement in response to domestic violence, sexual assault, stalking, or other qualifying act of violence
The Superintendent or designee shall engage in a timely, good faith, and interactive process with the employee to determine effective reasonable accommodations that do not pose an undue hardship on the district. In determining

whether an accommodation is reasonable, the Superintendent or designee shall consider any exigent circumstance or danger facing the employee or their family member. (Government Code 12945.8)

Upon the request of the Superintendent or designee, an employee requesting a reasonable accommodation shall provide a written statement, signed by the employee or an individual acting on the employee's behalf, certifying that the accommodation is for an authorized purpose. The Superintendent or designee may also request that the employee provide certification of the employee's status as a victim of domestic violence, sexual assault, stalking, or other qualifying act of violence. Such certification may include: (Government Code 12945.8)
A police report indicating that the employee, or a family member of the employee, was a victim

A court order protecting or separating the employee, or family member of the employee, from the perpetrator of the crime or abuse, or other evidence from the court or prosecuting attorney that the employee has appeared in court

Documentation from a licensed medical professional or health care provider, domestic violence or sexual assault counselor, victim advocate, or counselor that the employee, or family member of the employee, was undergoing treatment or receiving services for physical or mental injuries or abuse resulting in victimization from the crime or abuse

Any other form of documentation that reasonably verifies that the crime or abuse occurred, including, but not limited to, a written statement signed by the employee or by an individual acting on the employee's behalf
Any verbal or written statement, police or court record, or other documentation identifying an employee, or a family member of the employee, as a victim shall be confidential and shall not be disclosed by the district except as required by federal or state law or as necessary to protect the employee's safety in the workplace. The employee shall be notified before any authorized disclosure. (Government Code 12945.8)

Every six months after the date of the certification, the Superintendent or designee may request recertification of the employee's status as a victim of domestic violence, sexual assault, stalking, other specified offense, or ongoing circumstances related to the crime or abuse. The employee shall notify the Superintendent or designee if, due to changing circumstances, the employee needs a new accommodation or no longer needs an accommodation. If a new accommodation is needed, the Superintendent or designee shall follow the procedures described above when making the initial determination regarding effective reasonable accommodations. (Government Code 12945.8)

The district shall not discharge or retaliate against an employee because of the employee's status as a victim of crime or abuse or for requesting a reasonable accommodation, regardless of whether the request was granted. (Government Code 12945.8)

Opioid Overdose Protocol – Melanie's Law

Current law (Education Code section 49414.3) allows schools to provide emergency opioid antagonist administration for individuals who may be experiencing symptoms of opioid drug poisoning. Opioid drug poisoning is a life-threatening condition that can be reversed with the administration of an opioid antagonist medication such as naloxone. Without immediate administration of an opioid antagonist and summoning Emergency Medical Services (911), death could occur.

This law allows for a school nurse or a trained volunteer to administer an opioid antagonist medication to an individual who is exhibiting potentially life-threatening symptoms of opioid drug poisoning. Training is provided to the volunteer on topics including but not limited to:

- Signs and symptoms of opioid drug poisoning
- How to administer the naloxone nasal spray (or other opioid antagonist)
- Calling EMS (911) and any follow up documentation or actions required.

*CPR training is recommended but not required of persons trained to administer an opioid antagonist.

Staff members who volunteer to be trained are protected under the law and will be provided defense and indemnification by the District for any and all civil liability.

This notification is provided annually to all staff. If staff are willing to be identified as a volunteer and be trained, staff complete the volunteer form and submit it to their site administrator.

Employees who volunteer to be trained may rescind their offer to volunteer at any time. No benefit will be granted to or withheld from any individual based on his or her offer to volunteer. There will be no retaliation against any individual for rescinding his or her offer to volunteer, including after receiving training.

Narcan/Naloxone on School Sites:
Each school site is given Narcan/Naloxone packages for overdose or possible overdose events. These complete packages contain:

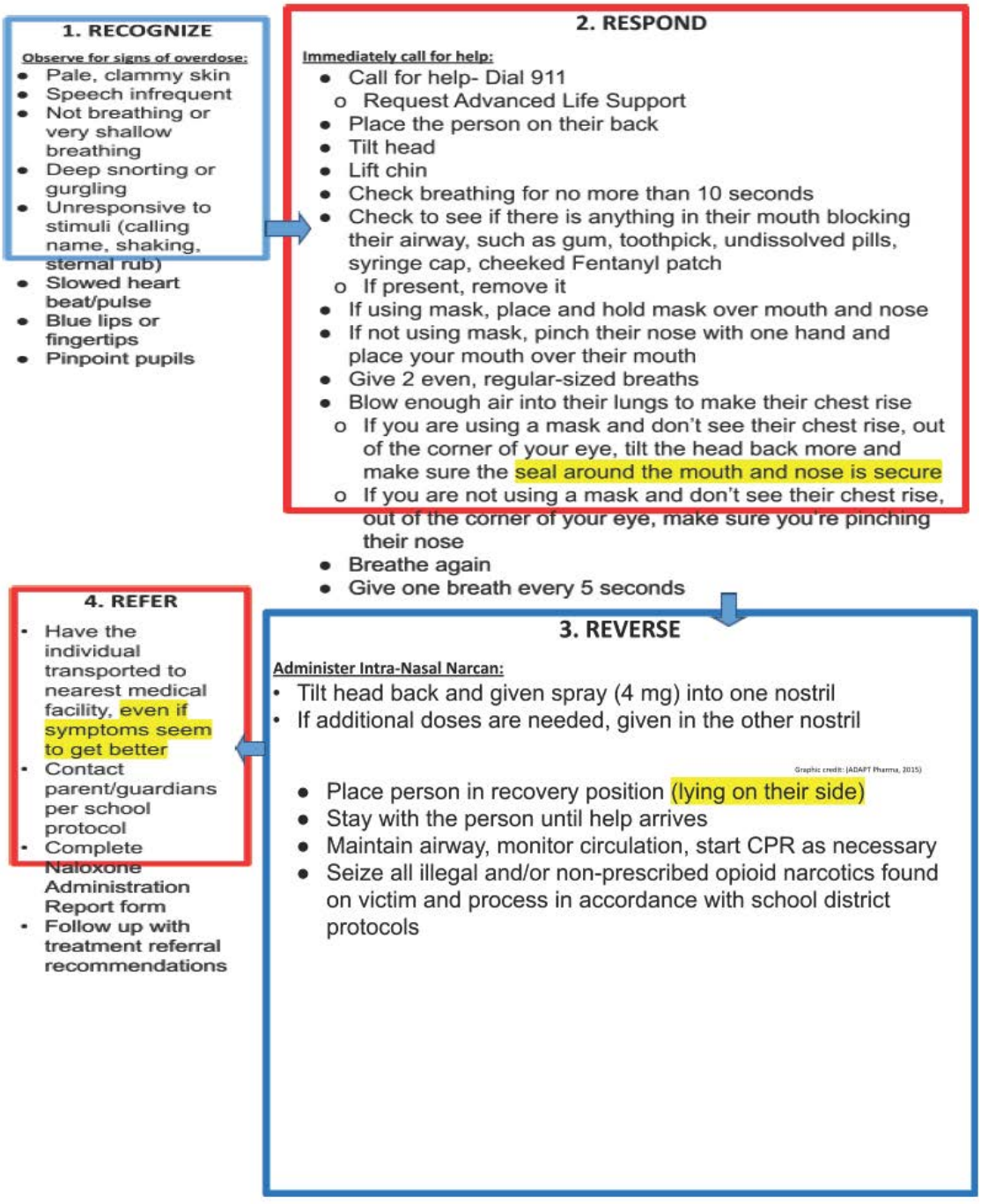
- Narcan Nasal Spay
- Narcan/Naloxone Quick Start Guide
- Gloves
- Face Mask
- Adult/Child CPR Rescue Mask Kit

o Alcohol Pads
o Rescue Mask Instructions

- Narcan/Naloxone Administration Report

(For additional supplies, please contact the District Office.)

NARCAN ADMINISTRATION



Response to Cardiac Arrest

Response to Cardiac Arrest*

The Cardiac Emergency Response Plan shall be as follows:
1. Developing a Cardiac Emergency Response Team
2. Activation of the Cardiac Emergency Response Team during an identified cardiac emergency
3. Automated external defibrillators (AEDs) – placement and maintenance
4. Communication of this Plan throughout the school campus
5. Training in Cardiopulmonary Resuscitation (CPR) and AED Use
6. Local Emergency Medical Services (EMS) integration with the school/school district's plan
7. Annual review and evaluation of the Plan
8. Protocol for School Cardiac Emergency Responders
(a) Recognize the following signs of sudden cardiac arrest and take action in the event of one or more of the following:
(b) Facilitate immediate access to professional medical help:
(c) Start CPR:
i. Use the nearest AED:
ii. Transition care to EMS:
iii. Action to be taken by Office / Administrative Staff:

Confirm the exact location and the condition of the patient.
Activate the Cardiac Emergency Response Team and give the exact location if not already done.
Confirm that the Cardiac Emergency Response Team has responded.
Confirm that 9-1-1 was called. If not, call 9-1-1 immediately.
Assign a staff member to direct EMS to the scene.
Perform "Crowd Control" – directing others away from the scene.
Notify other staff members, such as the school nurse, athletic trainer, and athletic director etc.
Ensure that medical coverage continues to be provided at the athletic event if on-site medical staff accompany the victim to the hospital.
Consider delaying class dismissal, recess, or other changes to facilitate CPR and EMS functions.
Designate people to cover the duties of the CPR responders.
Copy the patient's emergency information for EMS.
Notify the patient's emergency contact (parent/guardian, spouse, etc.).
Notify staff and students when to return to the normal schedule.
Contact the school district administration.

Instructional Continuity Plan

Eureka City Schools Instructional Continuity Plan (ICP)
Eureka City Schools
Date of Adoption: June 25, 2025

1. Communication

Objective: Ensure clear and timely communication with students, families, faculty, and staff regarding instructional continuity.

Communication Protocols:

- Primary Communication Channels:
  - School website: https://www.eurekacityschools.org/ for regular updates and links to important information for the district and each school site.
  - Email and text alerts via automated messaging system
  - Phone calls via automated messaging system
  - Social media updates on Facebook and Instagram
- Frequency of Updates:
  - Regular district and site updates during normal operations
  - Daily updates during an emergency or transition to remote learning
- Emergency Notifications:
  - Immediate alerts through automated systems
  - Emergency contacts established for staff and families
- Point of Contact:
  - Administrator responsible: Jennifer Johnson- Assistant Superintendent of Educational Services
  - Technology support lead: Marcel van Dissel- Director of Technology

2. Technology Readiness

Objective: Ensure all students and educators have access to technology and digital resources to support remote learning.

A. Technical Support Department

Responsible for maintaining the functionality, security, and availability of technology infrastructure and hardware that supports all digital resources in the District.

- Device & Internet Access:
  - Maintain and support inventory of student and staff devices.
  - Coordinate with library technicians for distribution and collection of Chromebooks and other loaner devices to staff and students.
  - Manage stock of spare devices for inventory and emergency distribution.
  - Oversee deployment and coordinate support of district-provided Wi-Fi hotspots with libraries and other designated stakeholders.
- Technical Help Desk:
  - Provide staff IT support during normal operating hours, with extended or on-call availability during remote learning periods or as needed.
  - Respond to hardware, software, and connectivity issues reported by staff and students.
  - Coordinate with libraries and school site designees for repairs.

B. Educational Services (Ed Tech and Curriculum Support)

Responsible for instructional integration of technology and development of digital learning resources.

- Training & Support:
  - Develop and deliver training for students, staff, and families on the use of instructional platforms (e.g., Google Classroom, Zoom, Canva).
  - Provide ongoing coaching and professional development via the Ed Tech Specialists, Instructional Coaches, and/or other designees
- Digital Backpacks:
  - Curate and maintain collections of approved digital learning tools, apps, e-books, and curriculum-aligned platforms.

- Ensure equitable access to digital resources for diverse student learning needs.

C. Library Technicians

Support Chromebooks, Hotspots, and other logistics to ensure student access at school sites.

- Assist with issuing, tracking, and basic troubleshooting Chromebooks and other learning devices.
  - Coordinates repairs and inventory with Technical Support staff
  - Support site-based communication with families regarding device checkouts and returns.

3. Instruction and Assessment

Objective: Ensure that learning remains flexible, accessible, and aligned with academic standards, whether in-person or remote.

- Instructional Strategies:
  - Prioritize essential learning and align objectives with state standards to ensure effective learning outcomes.
  - Implement California's Digital Learning Integration & Standards Guidance for effective technology use in instruction.
  - Ensure content is available in multiple formats (Google Classroom, videos, interactive lessons, PDFs).
  - Provide additional academic support through tutoring, virtual office hours, and small group instruction.
- Monitoring Student Progress:
  - Use state-approved screening tools for students in grades K–2 to assess early reading skills ([EC Section 53008]).
  - Utilize formative assessments (e.g., quizzes, reflection journals, virtual discussions) to check for understanding.
  - Define achievable learning goals that take into account students' unique circumstances and needs.

4. Equitable Access to Learning

Objective: Guarantee that all students, regardless of background or ability, have equal access to instructional resources.

Access Strategies:

- Provide all accommodations and support services for students with disabilities, English learners (ELs), homeless students, and foster youth.
- Follow CDE Special Education guidance to ensure accessibility in remote learning.
- Align the plan with Eureka City Schools EL Master Plan to support EL students' language development.
- Ensure individualized education plans (IEPs) are implemented in both in-person and remote settings.

5. Professional Learning for Educators

Objective: Equip educators with the skills and knowledge to effectively teach in remote and hybrid environments.

Training Plan:

- Professional development on virtual classroom management and student engagement led by site administrators and instructional coaches. Includes use of Google Workspace and Google Meet.
- Utilize Ed Tech TOSA for training and lesson planning resources.

6. Site-Based Collaboration

Objective: Foster a collaborative approach to instructional continuity planning and implementation.

Collaboration Strategies:

- Work with Executive and Leadership Teams to update the plan as needed.
- Review as part of site safety plans with each school Site Council on an annual basis.
- Seek input from staff, parents/guardians, and students to refine the plan after each instance of implementation.

7. Return to Site-Based Learning

Objective: Define the conditions necessary for a safe return to in-person instruction following a disruption.

Reopening Criteria:

- Evacuation orders lifted
- Power and utilities restored
- Air quality meets safety standards
- Safe and clean water access
- Campus free from debris and hazards
- Internet connectivity restored
- Adequate staffing levels
- Meal service operations reinstated

Plan Review and Approval

Approved by: _____

Jessica Rebholtz, Eureka City School Board President

_____

Gary Storts, Eureka City Schools Superintendent

Date: June 25, 2025

This plan will be reviewed annually and updated as needed based on feedback, emerging best practices, and changes in state and district policies.

Notification of Immigration Enforcement for Eureka Unified School District

Protocol for Responding to ICE Agents on Campus
(Updated to reflect AB 49, SB 98, and CDE Guidance, September 2025)

This protocol is aligned with recommendations from the California School Board Association (CSBA), the California Department of Education (CDE), and recent legislation (AB 49 and SB 98). It is designed to uphold the law while protecting the rights and safety of students and staff.

Step 1: Remain Calm and Professional
Greet ICE agents respectfully.
Do not obstruct their actions physically or verbally.
Remember: Obstruction may result in legal consequences and loss of federal funding.

Step 2: Verify Access Requirements (AB 49)
Do not allow ICE agents into non-public areas of the school-site (classrooms, offices, buses, field trips, or other LEA-sponsored activities) without one of the following:

- A valid judicial warrant
- A judicial subpoena
- A court order
- A state or federal law requiring compliance

Politely ask:
1. “Do you have a judicial warrant, subpoena, or court order?”
2. “May I have your name and the names of the agents present?”
3. “May I call my principal to help assist in this process?”
4. “May I contact the superintendent/district office to ensure I follow Governing Board Policies correctly?”
5. “May I record this interaction?”

Step 3: Document the Interaction
Record:

- Names of agents
- Time and date of arrival
- Any documents presented
- Details of their requests or actions

Do not interpret legal documents yourself. Immediately forward warrants, subpoenas, or court orders to district-level personnel.

Step 4: Follow Standard Law Enforcement Procedures
Treat ICE agents as you would any other law enforcement officers (LEOs).
Verify credentials.
Ensure all interactions align with visitor management and safety protocols.

Step 5: Communication Protocol (SB 98)
Notify the following if ICE is present on a school site:

- Pupils
- Families
- Faculty and staff
- Other community members as appropriate

Use district-approved messaging channels to ensure clear, accurate, and timely communication.

Step 6: Prioritize Safety and Contact the District Office
Keep students and staff safe and calm.
If uncertain how to proceed, immediately contact the District Office for guidance.
Do not make independent legal determinations—defer to district leadership.
Key Reminders
Student and staff well-being comes first.
Never allow unauthorized access to non-public areas.
Always document interactions and escalate legal review.

Emergencies Disaster Preparedness Plan – BP/AR 3516

The Governing Board recognizes that all district staff and students must be prepared to respond quickly and responsibly to emergencies, disasters, and threats of disaster. The district shall take all reasonable steps to prevent and/or mitigate the impact of a disaster on district students, staff, and schools.

The Superintendent or designee shall develop and maintain a disaster preparedness plan which contains routine and emergency disaster procedures, including, but not limited to, earthquake emergency procedures, and adaptations for individuals with disabilities in accordance with the Americans with Disabilities Act, the federal Individuals with Disabilities Education Act, and Section 504 of the federal Rehabilitation Act of 1973. Such procedures shall be incorporated into the comprehensive school safety plan. (Education Code 32282)

In developing the disaster preparedness plan, the Superintendent or designee shall involve district staff at all levels, including administrators, district police or security officers, facilities managers, transportation managers, food services personnel, school psychologists, counselors, school nurses, teachers, classified employees, and public information officers. As appropriate, the Superintendent shall also collaborate with law enforcement, fire safety officials, emergency medical services, health and mental health professionals, parents/guardians, and students.

The plan shall comply with state-approved Standardized Emergency Management System (SEMS) guidelines established for multiple-jurisdiction or multiple-agency operations and with the National Incident Management System.

The Superintendent or designee shall provide training to employees regarding their responsibilities, including periodic drills and exercises to test and refine staff's responsiveness in the event of an emergency.

The Board shall grant the use of school buildings, grounds, and equipment to public agencies, including the American Red Cross, for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. The Board shall cooperate with such agencies in furnishing and maintaining whatever services the district may deem necessary to meet the community's needs. (Education Code 32282)

District employees are considered disaster service workers and are subject to disaster service activities assigned to them. (Government Code 3100)

The Superintendent or designee shall ensure that district and/or school site plans address, at a minimum, the following types of emergencies and disasters:
Fire on or off school grounds which endangers students and staff
Earthquake, flood, or other natural disasters
Environmental hazards, such as leakages or spills of hazardous materials
Attack or disturbance, or threat of attack or disturbance, by an individual or group
Bomb threat or actual detonation
Biological, radiological, chemical, and other activities, or heightened warning of such activities
Medical emergencies and quarantines, such as a pandemic influenza outbreak
Attack or threat of attack to the district's digital network and technology infrastructure

The Superintendent or designee shall ensure that the district's procedures include strategies and actions for prevention/mitigation, preparedness, response, and recovery, including, but not limited to, the following:
Regular inspection of school facilities and equipment, identification of risks, and implementation of strategies and measures to increase the safety and security of school facilities
Routine monitoring of the security of the district's digital network and technology infrastructure
Instruction for district staff and students regarding emergency plans, including:
Training of staff in first aid and cardiopulmonary resuscitation

Regular practice of emergency procedures by students and staff

Specific determination of roles and responsibilities of staff during a disaster or other emergency, including determination of:
The appropriate chain of command at the district and, if communication between the district and site is not possible, at each site
Individuals responsible for specific duties
Designation of the principal for the overall control and supervision of activities at each school during an emergency, including authorization to use discretion in situations which do not permit execution of prearranged plans
Identification of at least one person at each site who holds a valid certificate in first aid and cardiopulmonary resuscitation
Assignment of responsibility for identification of injured persons and administration of first aid

Personal safety and security, including:
Identification of areas of responsibility for the supervision of students
Procedures for the evacuation of students and staff, including posting of evacuation routes

Procedures for the release of students, including a procedure to release students when reference to the emergency card is not feasible
Identification of transportation needs, including a plan which allows bus seating capacity limits to be exceeded when a disaster or hazard requires students to be moved immediately to ensure their safety
Provision of a first aid kit to each classroom
Arrangements for students and staff with special needs
Upon notification that a pandemic situation exists, adjustment of attendance policies for students and sick leave policies for staff with known or suspected pandemic influenza or other infectious disease

Closure of schools, including an analysis of:
The impact on student learning and methods to ensure continuity of instruction
How to provide for continuity of operations for essential central office functions, such as payroll and ongoing communication with students and parents/guardians

Communication among staff, parents/guardians, the Governing Board, other governmental agencies, and the media during an emergency, including:
Identification of spokesperson(s)

Development and testing of communication platforms, such as hotlines, automatic dialing devices, telephone trees, websites, social media, and electronic notifications

Development of methods to ensure that communications are, to the extent practicable, in a language and format that is easy for parents/guardians to understand

Distribution of information about district and school site emergency procedures to staff, students, and parents/guardians

Cooperation with other state and local agencies, including:

Development of guidelines for law enforcement involvement and intervention

Collaboration with the local health department, including development of a tracking system to alert the local health department of a substantial increase of student or staff absenteeism as indicative of a potential outbreak of an infectious disease

Steps to be taken after the disaster or emergency, including:

Inspection of school facilities

Provision of mental health services for students and staff, as needed
The Superintendent or designee shall assemble critical information that would be needed in an emergency. Such information may include, but is not limited to, a list of individuals and organizations who should be contacted for assistance in an emergency, current layouts and blueprints of school buildings, aerial photos of the campus, maps of evacuation routes and alternate routes, a roster of employees with their work locations, student photographs and their emergency contact information, a clearly labeled set of keys, location of first aid supplies, procedures and locations for turning off fire alarms, sprinklers, utilities, and other systems, information to access the district's technology infrastructure, and insurance information. Such information shall be stored in a box in a secure, easily accessible location, with a duplicate kept at another location in case the primary location is inaccessible.

Use of SEMS/NIMS *

The District uses the Incident Command System as identified in the Authorities and References section of this plan.

In the event of a major disaster, there is no guarantee emergency medical, or fire personnel will be able to immediately respond to school sites. Therefore, the school staff must be prepared to ensure the care and safety of students during the first several hours after a major disaster without outside assistance. It is critical to determine who does what, where, and how before such a disaster occurs.

Use the Standardized Emergency Management System as detailed in the California Emergency Services Act (Gov. Code Section 8607) and the supporting California Code of Regulations

Disaster Service Worker Status

Government Code 3100
It is hereby declared that the protection of the health and safety and preservation of the lives and property of the people of the state from the effects of natural, manmade, or war-caused emergencies which result in conditions of disaster or in extreme peril to life, property, and resources is of paramount state importance requiring the responsible efforts of public and private agencies and individual citizens. In furtherance of the exercise of the police power of the state in protection of its citizens and resources, all public employees are hereby declared to be disaster service workers subject to such disaster service activities as may be assigned to them by their supervisors or by law.
(Amended by Stats. 1971, Ch. 38.)

These laws have two ramifications: 1) public school employees may be pressed into service as Disaster Service Workers by their superiors and may be asked to do jobs other than their usual duties for periods of time exceeding their normal working hours; and 2) in those cases, their Worker's Compensation Coverage becomes the responsibility of the state government (CalOES). The district, however, pays their overtime pay. These circumstances apply only when a local or State emergency has been proclaimed.

Individualized Safety Plans

The Education Code requires school disaster procedures to also include adaptations for pupils with disabilities in accordance with the federal Individuals with Disabilities Education Act and Section 504 of the federal Rehabilitation Act of 1973, and would require the annual evaluation of the comprehensive school safety plan and the annual review of a charter school's school safety plan to also include ensuring that the plan includes appropriate adaptations for pupils with disabilities and address any concerns to individual plans, as specified.

Eureka Unified School District Individualized Plans

None Requested

CSSP and Emergency Operations Training

Fire Drills and Fires – AR

Drills

The California Education Code requires the following drills per year.

Elementary

- Fire drills one per month
- Earthquake drills four times a year

Middle/Intermediate

- Fire Drills four times a year
- Earthquake four times per year.

High School

- Fire Drills two times per year
- Earthquake two times per year.

Drill Type	Dates
Fire Drills	Elementary and Intermediate Schools – not less than once every calendar month Secondary Schools – not less than twice yearly Legal Requirement: 19 CCR § 3.13 § 3.13. Fire Drills. (a) Group E Occupancies. (1) General. Every person and public officer managing, controlling, or in charge of any public, private, or parochial school shall cause the fire alarm signal to be sounded upon the discovery of fire. Every person and public officer managing, controlling, or in charge of any public, private, or parochial school, other than a two-year community college, shall cause the fire alarm signal to be sounded not less than once every calendar month at the elementary and intermediate levels, and not less than twice yearly at the secondary level, in the manner prescribed in California Code of Regulations, Title 24, Part 2, Section 907.
Duck-Cover-Hold Drills (Earthquake)	Elementary Schools – one time per quarter Secondary Schools – one time per semester Education Code Requirements (excerpted) (II) A drop procedure whereby each pupil and staff member take cover under a table or desk, dropping to his or her knees, with the head protected by the arms, and the back to the windows. A drop procedure practice shall be held at least once each school quarter in elementary schools and at least once a semester in secondary schools.
Lockdown Drills	This drill should be done one time per semester and can be combined with the Evacuation Drill

Drill Type	Dates
Shelter in Place Drills	
Evacuation Drills	This drill should be done one time per semester and can be combined with the Lock Down Drill (Fire Code 403.5.2 indicates the first emergency evacuation drill of each school year shall be conducted within 10 days of the beginning of class)
Multi-Option Drills, Including Tabletop Exercies (Describe Below)	

Provide this training for adult employees only, at least once per year, and it should be all-inclusive, addressing the Run, Hide, Fight protocols outlined by the FBI.

Outside Agency Use of Facilities

The Board shall grant the use of school buildings, grounds, and equipment to public agencies, including the American Red Cross, for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. The Board shall cooperate with such agencies in furnishing and maintaining whatever services the district may deem necessary to meet the community's needs. (Education Code 32282)

Emergency Procedures for People with Disabilities

The information contained in this document will assist school administrators, teachers, special education staff, parents, and students in planning for the support that may require for students with special needs in the event of an emergency. For the purposes of this section, students with special needs are those who cannot comfortably or safely access and use the standard resources offered in disaster preparedness, relief and recovery, whether their disability is chronic or temporary.

For individuals with special needs, physical environments may pose additional challenges. The ability to get to accessible exits and access personal items may be reduced. Communication may be impeded at a time when clear and rapid communication is crucial to safety and survival.
To comply with statutes involving students with special needs, individuals responsible for evacuation and emergency operation plans, notification protocols, shelter identification, emergency medical care and other emergency response and recovery programs must:

- Have sound working knowledge of the accessibility and nondiscrimination requirements applicable under Federal disability rights laws;
- Know the special needs demographics of the students attending classes on site;
- Involve students with different types of disabilities, staff, and teachers in identifying the communication and transportation needs, accommodations, support systems, equipment, services, and supplies that they will need during an emergency;
- Consider emergency accommodations for those with temporary disabilities.
- Identify existing resources within the school and local community that meet the special needs of these students;
- Develop new community partners and resources, as needed.
- Inform parents about the efforts to keep their child safe at school;
- Identify medical needs and make an appropriate plan;
- Determine transportation needs, special vans and buses for students;
- Identify any necessary tools such as personal response plans, evacuation equipment or visual aids;
- Include local responders and establish a relationship with individual students with disabilities and their teachers.

Mitigation Strategies (Before an Emergency Occurs)

- Learn about the types of hazards that may impact the school (e.g., earthquakes, floods, wildfires) and assure that emergency response procedures address each one.
- Identify a pre-evacuation site that is accessible to students with disabilities
- Plan a primary and secondary evacuation route from each location the student is in during the course of the day.
- Arrange sufficient transportation ahead of time to accommodate the entire special needs/staff population.
- Develop a schedule of daily activities and classes that identifies where a special needs student may be located each period of the day.
- Consider classroom location in placement of students with disabilities. Evaluate the handicap accessibility of nearby exits and proximity to the school nurse.
- Conduct a test of the family notification system to assure that contact information is up-to-date to help decrease parent anxiety during a disaster.

Tactical Response to Criminal Incidents

ACTIVE SHOOTER OR OTHER ACTIVE ASSAILANTS

All district sites adhere to the standardized procedures for Lockdown and Active Shooter and other Active Assailant listed in this plan if there is an active shooter, individual with a weapon on campus or other possible violent crime. For more details see Active Asailant, Threats , and Lock Down procedures.

Dangerous, Violent, Or Unlawful Activities

SB 671
SB 671 requires a Comprehensive School Safety Plan to include procedures to assess and respond to reports of any dangerous, violent, or unlawful activity that is being conducted or threatened to be conducted at the school, at an activity sponsored by the school, or on a school bus serving the school.

Multidisciplinary Threat Assessment Team
Eureka City Schools uses a multidisciplinary threat assessment team consisting of the specific site administrator, a local law enforcement representative, the student services Director, mental health or behavioral specialist representative as needed, and other outside services as needed.

Assessment and Response
Prohibited and concerning behaviors are defined in California Education Code 48900 and 48915. Additionally, all threats of self-harm are assessed and acted upon, as needed. In cases where dangerous, violent, or unlawful activities are being conducted, Law Enforcement is notified at once and a call to 911 is made.

The threshold of law enforcement intervention is decided by the relevant administration in cooperation with the District and mutual aid if requested. In practice, we find if a real or possible threat is present. We evaluate the threat or possible threat based upon prohibited and concerning behaviors, responding appropriately to the incident.

Risk Management
Risk Management is notified in incidents where there is physical, property or damage to others. Additionally, Risk Management is involved if a security assessment or report is needed. There may be times, following a potential or real incident, that an after-action debrief might be conducted, including a written summary.

School Culture and Training
Eureka City Schools utilizes PBIS as outlined in our PBIS Handbook. Eureka City Schools School Climate Team created our PBIS handbook in consultation with Dr. Jeff Sprague. The purpose of this handbook is to guide and support ECS staff as we implement PBIS in our school. Our goal is to provide all of our students with safe and effective school environments where they can experience academic and social-behavioral success.

Eureka City Schools conducts an annual update to their Comprehensive Safe School Plan at each school site as required by the California Education Code.

Training for all stakeholders is conducted during annual site meetings by administrators and/or district representatives.

Reunification

Student release is a crucial part of emergency planning. During an emergency or disaster, the traditional student release procedure is often unsafe and therefore not operable. Accordingly, a comprehensive emergency plan needs to include certain procedures to accomplish the main priority of safety planning which is to ensure the safety of the students to every extent possible.

There are a wide variety of emergency situations that might require student/family reunification. Student/family reunification may be needed if the site is evacuated or closed as a result of a hazardous materials transportation accident, fire, natural gas leak, flooding, earthquake, tsunami, school violence, bomb threat, terrorist attack or other local hazard.

Student/Family reunification is part of the Incident Command System and is assigned to the Operations Area.

Threats of Violence

THREATS

If a threat is made or if there is a weapon found on campus, the Threat Assessment team (consisting of multi-disciplinary personnel, including but not limited administration, counselors, mental health professionals, Information Technology professionals and law enforcement) will conduct the following steps:

- Evaluate the threat

THEN

- Decide if the threat is clearly transient and respond to the transient threat

o Contact student's parents if necessary.
o Notify intended victim's parents if necessary.
o See that threat is resolved through explanation, apology or making amends.
o Consult with Risk Management & Security Manager or law enforcement if necessary.
o Refer for conflict mediation, restorative justice or counseling to resolve problem as appropriate.
o Follow discipline procedures as per BP/AR.
o Develop Behavior Intervention Plan or Behavior Contract as appropriate.

OR

o Decide if the substantive threat is serious and respond to the serious substantive threat.
o Mobilize threat assessment team members as needed.
o Contact student's parents.
o Notify intended victim's parents.
o Protect and notify intended victim and parents of victim.
o Caution the student about the consequences of carrying out the threat.
o Provide direct supervision of student until parents assume control
o Consult with Risk Management and law enforcement.
o Refer for conflict mediation, restorative justice or counseling to resolve problem is appropriate
o Follow discipline procedures as per BP/AR
o Develop Behavior Intervention Plan

OR

- Decide if the substantive threat is very serious and respond to the very serious substantive threat

o Mobilize threat assessment team members as needed.
o Contact student's parents
o Notify intended victim's parents
o Protect and notify intended victim and parents of victim
o Caution the student about the consequences of carrying out the threat
o Provide direct supervision of student until parents assume control
o Consult with Risk Management & Security Manager and Law Enforcement
o Conduct mental health assessment
o Follow discipline procedures as per BP/AR
o Develop Behavior Intervention Plan

AND

- Implement a safety plan

OTHER CRIMES

If other crimes are committed on campus such as thefts and vandalism school administration, risk management and other needed resources along with law enforcement will conduct an investigation. Depending on the investigation outcomes, administration will follow district procedures for discipline and will assist in any necessary prosecution procedures through the District Attorney's office.

FUNCTIONAL ANNEX

Accounting for all Persons

Attendance Records



It is our daily practice to maintain manual attendance records in the Administrative Office of each site. This includes Daily Attendance Records, Site Employee Logs, Visitor Logs, and Itinerant Employee Logs (such as food services, maintenance and operations, etc.). If there are contractors or contracted service workers on-site in a controlled location (such as fenced areas under construction) the employer of record should be advised to consider keeping their own records of employee locations.

Crisis or Incident Accounting

In the event of a crisis or incident, each site administrator will ensure there are 2 – 3 key employees (only one needs to have control of records at a time – additional staff are only for backup) who will have responsibility as scribes to collect all site attendance records from the administrative office.

These records are to be provided to the on-site incident commander upon request. It is the scribe's responsibility to maintain and protect these records.

In cases where students, staff, or visitors cannot be located, the name and description of the person(s) will be provided to Search and Rescue teams for more specific search. All records of searches and tracking of people on-site will be recorded in appropriate ICS log. The incident commander will be kept informed of attendance status and updated with changes.

Assembly Areas

All staff will report as soon as is possible to their predesignated assembly areas. Premade signs may be used and maintained in assembly kits to assist in identifying specific assembly areas and will be held so as to be easily identified. Assembly area facilitators will distribute/record the attendance of all individuals in their assembly area.

For shelter-in-place or any evacuation, either on-site or off-site, attendance will be taken at any assembly areas and a comparison made to the attendance logs as follows:

Student Daily Attendance
Site Employee Log
Visitor Log
Itinerant Employee Log

Student Release

Student release will be conducted in an orderly fashion as outlined in the Reunification Annex of this plan. Attendance records will be checked and recorded as students leave the site.

Communications

Purpose



The Communications Annex ensures the availability and coordinated use of our communications systems for the dissemination of disaster information, for the exchange of information between decision-makers, and for the coordination of communications with local response agencies.

Scope

When activated, the Communications annex coordinates and supports emergency response/recovery telecommunications requirements. This includes the interface between our District and other agencies and outside organizations, such as local, state, and federal government, private nonprofit organizations, and business/industry. Immediately report communications degradation, interruption, or failure by alternate means (e.g. cell phone) to the Communications Officer and/or the District's Emergency Operations Center (EOC) if activated.

Activation

The senior executive (or designee) determines whether to activate this annex based upon information from initial staff reports and local authorities. The local emergency communications plan will include:
Channel designations
Contingency communications procedures
Training in back-up communications equipment

Key Tasks/Responsibilities

Develop a local communications plan
Establish and maintain liaison with local response agencies, state agencies, commercial communications companies, and amateur radio organizations
Support communications equipment (radio, computer, fax, etc.) as needed
Provide communications capability
Maintain equipment inventory
Designate a centrally-located area (usually main office) easily identified by staff, media, and the public
Predetermine an alternate location in case the primary location is inaccessible
Establish communication with staff
Maintain telephone and radio communication with emergency services
Post rumor control and information on the internet and in an area accessible to our students and the community
Record emergency related incidents
Maintain communication with staff by whatever means available (SMS text messaging, audio alarm warning system, intercom, bullhorn, canned air horn, two-way radio, e-mail, written notices)

Internal Communications

Staff will be notified when an incident occurs and kept informed as additional information becomes available and as plans for management of the situation evolve. The following practices will be utilized to disseminate information internally when appropriate:

Alert Notifications (SMS Texting)

Staff will be notified when an incident occurs and kept informed as additional information becomes available and as plans for management of the situation evolve. The following practices will be utilized to disseminate information internally when appropriate:

Telephone Tree

A telephone tree is a simple, widely used system for notifying staff of an incident when they are not at their primary work location. The tree originates with the senior site official, who contacts the members of the Incident Management Team. Team members then, in turn, will contact groups of staff identified on their call list.

Staff Meetings

As appropriate, updated information about an incident will be presented at regularly scheduled staff meetings. In some cases, special staff meetings may be called as incident evolution requires. Staff will also have the opportunity to address any misinformation or rumors. Any new procedures or temporary changes will also be reviewed at this time.

Communication With the District Administrative Office

The Incident Commander will use the designated countywide Emergency Radio Network to notify the site administrator of our District's status/needs. The site administrator will notify the District office. The District office will notify the County Office of the status of all of the District's sites. He/she will designate staff member(s) to monitor all communications.

Activation

Concept of Operations

The senior executive (or designee) determines whether to activate this annex based upon information from initial staff reports and local authorities. When activated, the Communications annex coordinates and supports emergency response/recovery telecommunications requirements

Immediately report communications degradation, interruption, or failure by alternate means (e.g. cell phone) to our District's Emergency Operations Center (EOC) if activated or the Communications Officer

The local emergency communications plan will include channel designations, contingency communications procedures, and training in back-up communications equipment.

Continuity of Operations (COOP)

General



Continuity of Operations planning is a program that ensures continued performance of essential functions across a full range of potential emergencies, be they natural or man-made, when a significant interruption of operations occurs following a severe disaster or tragedy.

A COOP provides guidance and establishes responsibilities and procedures to ensure that essential functions are maintained. COOP is not the same as an Emergency Operations Plan or a Recovery Plan, but rather supplements it, in the event normal facility or human resources are not available.

A COOP provides a continuity infrastructure that through careful planning ensures:
Emergency delegation of authority and an orderly line of succession, as necessary.
Safekeeping of essential personnel, resources, facilities, and vital records.
Emergency acquisition of resources necessary for business resumption.
The capability to perform critical functions remotely until resumption of normal operations.

A District's COOP plan should allow for its implementation anytime, with or without warning, during normal and after-hours operations; providing full operational capability for essential functions no later than 12 hours after activation; and sustain essential functions for up to 30 days.

The purpose of these Continuity of Operations (COOP) procedures is to ensure that there are procedures in place to maintain or rapidly resume essential operations within the District after an incident that results in disruption of normal activities or services to the District. Failure to maintain these critical services would significantly affect the operations and/or service mission of the District in an adverse way.

Scope

It is the responsibility of the District's officials to protect students and staff from incidents and restore critical operations as soon as it is safe to do so. This responsibility involves identifying and mitigating hazards, preparing for and responding to incidents, and managing the recovery process.

The COOP procedures outline actions needed to maintain and/or rapidly resume essential operations, business, and physical services, when interrupted for an extended period of time following an incident.

Responsibilities

Designated District Staff, in conjunction with the affected administrator(s) and staff, will perform the essential functions as follows:

Senior Executive/Site Administrator

Determine when to close District, and/or send students/staff to alternate locations
Disseminate information internally to students and staff
Communicate with family, media, and the larger community
Identify a line of succession, including who is responsible for restoring which business functions for the District
Ensure systems are in place for rapid contract execution after an incident
Identify relocation areas for site and administrative operations
Create a system for registering students (off site or into alternative locations)
Brief and train staff regarding their additional responsibilities

Secure and provide needed personnel, equipment and supplies, facilities, resources, and services required for continued operations
Identify strategies to continue operations (e.g., using the Internet, providing alternatives to operational contingencies)
Work with local and state government officials to determine when it is safe for students and staff to return to the District's buildings and grounds
Manage the restoration of the District's buildings and grounds (e.g. debris removal, repairing, repainting, and/or landscaping)
Collaborate with private and public-sector service providers and contractors

Administrative Services, District Staff

Maintain inventory
Maintain essential records (and copies of records) including the District's insurance policy
Ensure redundancy of records is kept at a different physical location.
Secure District's equipment and materials in advance.
Restore administrative and recordkeeping functions such as payroll, accounting, and personnel records.
Retrieve, collect, and maintain personnel data
Provide accounts payable and cash management services

Administrative Support Staff

Establish necessary support services for students and staff
Implement additional response and recovery activities according to established protocols
Collaborate with public and private providers

Food Services Worker

Determine how food services will resume
Support staff and volunteers as much as possible

Transportation

Provide emergency transportation services as needed
Assess and implement alternative transportation services that may be necessitated

Evacuation

General



Evacuation is one means of protecting the staff, students and visitors from the effects of a hazard through the orderly movement of person(s) away from the hazard. The type and magnitude of the emergency will dictate the scale of an evacuation (i.e., evacuation area).

Concept of Operations

Evacuation orders are generally given by the following:
Local Police
Environmental Health & Safety
Facilities Services
Administrator, director, or building supervisor
Fire Department with jurisdiction
Any person identifying a hazard and by activating the fire alarm system via a fire alarm pull station

Evacuation Procedures

Evacuation will be initiated by means of the fire alarm system. Whenever the alarm is sounded all occupants of all buildings are to initiate the evacuation procedure.
Take the Incident Action packet/binder which has a current class list and a red/green 8½ x 11 card (red on one side and green on the other side)
Close all doors and windows. (DO NOT LOCK DOORS)
Follow the safest evacuation route to the assembly or safe dispersal area.
Teachers are to take roll and make certain no one reenters the building for any reason.
If all students are present with staff member, staff will hold up the GREEN sheet to acknowledge to responsible incident management person that all students are present.
Support staff who have regular schedules with students need to have a green and red card also. If all students who are regularly scheduled are in their care and custody, they are to raise the green card, so staff member and responsible incident management person can see.
Staff members are to raise the red card even if they think a student is with support staff so responsible incident management person can account for those students.
If a student is not present, the staff member will hold up the RED card and wait for the administration to contact him/her to see who is absent. The responsible incident management person will coordinate the search for the missing student.
Students should remain 30 – 50 feet away from any building.
Students are to remain in groups, until the all clear signal is given.

On-Site Evacuation

The Incident Commander or designee activates fire alarm.
All staff follow the Evacuation Procedures identified above.
Once assembled, building occupants remain in their designated assembly or safe dispersal area until further instructions are given.
Reentry is only authorized after it is determined that conditions and buildings are deemed safe by appropriate incident management staff.

Off-Site Evacuation

If it is determined that the buildings and area are not safe for occupation and that the On-Site Evacuation locations are also at risk, the appropriate incident management staff will initiate an Off-Site Evacuation.
The Incident Commander or designee determines safest method for evacuating the site. This may include use of buses or simply walking to designated off-site location.
Staff members secure the student roster when leaving the building and take attendance once group is assembled in pre-designated safe location.
Once assembled off-site, staff members and students stay in place until further instructions are given.
In the event clearance is received from appropriate agencies, Incident Commander may authorize students and staff to return to buildings.

Evacuating Students with Disabilities

Procedures and actions regarding the special needs' population should cover the evacuation, transportation and medical needs of students who will require extreme special handling in an emergency. In most cases, additional safeguards must be established regarding roles, responsibilities and procedures for students with physical, sensory, emotional and health disabilities.

The following are steps that cover the evacuation procedure of student(s) with disabilities:
Review all paths of travel and potential obstacles
Know the facility, grounds, paths, exits and potential obstacles
Determine the primary and secondary paths of exit to be used during emergencies
Individuals with mobility impairments will need a smooth, solid, level walking surface, an exit that avoids barriers such as stairs, narrow doors and elevators and guardrails that protect open sides of the path
Compile and distribute evacuation route information to be used during emergency operations
Include alternative evacuation route information, should the primary route be inaccessible due to damage or danger
Install appropriate signage and visual alarms
Place evacuation information indicating primary and secondary exits in all offices, rooms, multipurpose rooms, hallways/corridors, lobbies, bathrooms and cafeterias. For passages and doorways that might be mistaken for an exit, place visible signs that proclaim, "NOT AN EXIT"
Place emergency notification devices appropriate for each student
Post signage with the name and location of each area so that the students will know exactly where they are, in order to comply with ADA (American's with Disabilities Act) Accessibility

Buildings and Facilities Signage Requirements

Approximately 60 inches above the floor
In a location that is not obscured in normal operation such as a swinging door
In all primary function areas

Preparation and Planning

Identify the students and staff with special needs and the type of assistance they will require in an emergency
Allow visitors to self-identify on a sign-in log if they have special evacuation needs
Discuss evacuation issues with the staff members and caretakers of students with special needs, including individuals, who may be temporarily disabled (i.e. a student with a broken leg)
Train staff in general evacuation procedures

Review the areas of rescue, primary exits, evacuation techniques, and the locations and operation of emergency equipment
Provide in-depth training to those designated to evacuate students with special needs
Train the staff for proper lifting techniques when lifting a person for evacuation
Anyone can assist a student with a visual impairment
Check on each special needs student to assure he/she is accounted for during an evacuation
Review the plan with emergency response personal, including local police, fire and emergency medical technicians
Identify “areas of rescue” in our site for students to wait for evacuation assistance from emergency personnel
Before operations begin in the Fall, walk around the site with first responders so that they are familiar with the primary exits and all areas of rescue; these areas must meet specifications for fire resistance and ventilation
Ask the responders to conduct a special drill explaining how they will support the students and staff with special needs during an emergency
Complete all contracts and Statements of Understanding with key emergency support providers
Ensure that sufficient transportation capacity exists with transportation providers, partner agencies, and suppliers to effectively meet the demand in an emergency
Identify transportation contracts through the District in case of an emergency; Emergency response for special needs requires special vans and special equipment
Specify who will do what to address these transportation needs
Develop a list of District-owned vehicles, staff vehicles that are available and make prior arrangements for their use in the event of an emergency
Review the evacuation plan with students and staff to be familiar with the process and identify any problems
Practice implementation of special duck and cover actions by students with able-bodied partners
Students should be aware that evacuation by themselves may be difficult or impossible because of obstacles in their path or because electric dependent machines may not function (i.e. elevator)
Special pre-planned assistance must be provided and reviewed regularly

Lockdown

General



A District or school site lock down is necessary when the threat of violence or gunfire is identified or directed by law enforcement and it is necessary to prevent the perpetrator(s) from entering occupied areas. During lock down, students are to remain in rooms or designated locations at all times.

Instructions

If a lock down situation is required, the Site Administrator will make an announcement on the Public Address (PA) system. If the PA system is not available, the Site Administrator will use other means of communication (e.g., sending messengers to deliver instructions). The Site Administrator should be calm, convey reassuring comments that the situation is under control, and provide clear and consistent directions. Below is an example of an announcement to be made by the Site Administrator:

"YOUR ATTENTION PLEASE. WE HAVE AN EMERGENCY SITUATION. STAFF ARE TO LOCK ROOM DOORS UNTIL NOTIFIED BY AN ADMINISTRATOR OR LAW ENFORCEMENT. STUDENTS AND STAFF ARE TO PROCEED TO THE NEAREST ROOM OR BUILDING. PLEASE REMAIN INDOORS UNTIL FURTHER INSTRUCTIONS ARE PROVIDED."

If inside, staff should instruct students to lie on the floor, move away from doors and remain in the center of the room out of the line of fire, lock the doors (if possible), and close any shades or blinds if it appears safe to do so. Students and staff who are physically unable to lie on the ground should move away from doors and windows.
If outside, students should proceed to their rooms if it is safe to do so. If it is not safe, staff must direct students into nearby rooms or other District buildings (e.g., auditorium, library, cafeteria, and gymnasium).
District staff and students must remain in their room or secured area until further instructions are provided by the Site Administrator or law enforcement.
Landline phones should not be used. District staff should use cell phones and speak quietly.
All site entrances and exits must be locked, and no visitors other than appropriate law enforcement or emergency personnel are to be allowed on the site.

Public, Medical, and Mental Health

General



Establishment of public, medical, and mental health procedures, will assist the District in preparing for, responding to, and recovering from an incident that affects the health and safety of students, staff, and family. Furthermore, coordination with Public Health agencies, Emergency Medical Services (EMS), and Mental Health support services will broaden their capacity to deal with these incidents by providing the District with resources beyond their existing expertise and training.

Public Health

Procedures

Designate District Medical Manager and/or other key personnel as the individual(s) responsible for coordinating incidents such as disease outbreaks, bioterrorism, and natural disasters with local, State, and Federal Public Health agencies.
Coordinate with local, State, and Federal Public Health agencies on information sharing protocols.
Develop procedures for reporting information to local, State, and Federal Public Health agencies.
Contact local Public Health agency to determine notification procedures for students/family, staff, and public, if necessary.
Send out any required notification to students/family, staff and public as required.
Establish a dedicated contact phone number for questions and concerns.
Coordinate with local, State, and Federal Public Health agencies, for assistance with managing large scale incidents or incidents beyond the District's resources.

Medical Health

Procedures

Designate District Medical Manager and/or other key personnel as the individual(s) responsible for coordinating incidents involving students or staff injuries or illnesses
Provide CPR/First Aid/AED to all staff designated to work in medical capacity
Establish a triage area for injured students and staff
Separate walking wounded, critically injured and deceased individuals (Keep a log of names of these individuals)
Keep a record of students and staff that are transported off-site for treatment.
Coordinate with local Emergency Medical Services (EMS) agencies for assistance with large scale incidents or incidents beyond the District's resources.

Mental Health

Procedures

Designate crisis counselors and/or other key personnel as the individual(s) responsible for coordinating incidents with local, State, and Federal Mental Health agencies
Activate crisis counselors during the incident to begin identifying students and staff that require assistance
Keep a log of individuals counseled or that require counseling following the incident
Notify students, family, and staff of counseling services available
Coordinate with local, State, and Federal Mental Health agencies, for assistance with large scale incidents or incidents beyond the 's resources.

Psychological First Aid for Schools (PFA-S)

The field of school safety and emergency management has evolved significantly over the past decade. Tragically, acts of violence, natural disasters, and terrorist attacks have taught us many lessons. We also know that other types of emergencies can impact schools, including medical emergencies, transportation accidents, sports injuries, peer victimization, public health emergencies, and the sudden death of a member of the school community. We now recognize the need for school emergency management plans that are up-to-date and take an “all-hazards”approach with clear communication channels and procedures that effectively reunite parents and caregivers with students. We have also learned that preparing school administrators, teachers, and school partnering agencies before a critical event is crucial for effective response, the value of ongoing training and emergency exercises, and that having intervention models that address the public health, mental health, and psychosocial needs of students and staff is essential to a safe school environment and the resumption of learning. (excerpted from Psychological First Aid for Schools, Field Operations Guide, 2nd Edition)

Field Operations Guide (FOG)

We use the PFA-S FOG as-needed, to prepare and respond to critical incidents affecting the mental health of our students. https://www.nctsn.org/resources/psychological-first-aid-schools-pfa-s-field-operations-guide

Public Safety and Security

Purpose



The Public Safety and Security Annex integrates State public safety and security capabilities and resources to support the full range of incident management activities.

Scope

The Public Safety and Security Annex provides a mechanism for coordinating and providing support to local law enforcement authorities to include non-investigative/non-criminal law enforcement, public safety, and security capabilities and resources during incidents. The Public Safety and Security Annex capabilities support incident management requirements, including force and critical infrastructure protection, security planning and technical assistance, technology support, and public safety, in both pre-incident and post-incident situations. The Public Safety and Security Annex generally is activated in situations requiring extensive assistance to provide public safety and security.

Key Tasks/Responsibilities

Coordinate public safety and security support (including personnel and equipment) to any affected department/agency during preparation for, response to, and/or recovery from any real or potential incident.
County Sheriff's Office
Police Department
Other Law Enforcement Agencies
Private Security Companies

Coordinate critical information dissemination regarding public safety/security through mass warning/notification.

County Sheriff's Office
Police Department
Dispatch
County Emergency Management
Facilitate multi-function public safety activities such as evacuation, traffic, looting, and riot control
County Sheriff's Office
Police Department
Other Law Enforcement Agencies
Fire/EMS

Concept of Operations

Local law enforcement authorities have the primary responsibility for public safety and security and are the first line of response and support in these functional areas, utilizing the Incident Command System on-scene
In larger-scale incidents, additional resources should first be obtained through the activation of mutual aid agreements with neighboring jurisdictions and/or State authorities, which may require the management of incident operations through a Unified Command structure

Through the Public Safety and Security Annex, outside resources supplement local resources when requested or required, as appropriate, and are integrated into the incident command structure using National Incident Management System principles and protocols
The Public Safety and Security Annex activities should not be confused with the activities described in the Terrorism Incident Annex or other criminal investigative law enforcement activities

As the lead law enforcement official in the United States, the Attorney General, generally acting through the Federal Bureau of Investigation (FBI), maintains the lead for criminal investigations of terrorist acts or terrorist threats by individuals or groups inside the United States
The Public Safety and Security Annex is activated when public safety and security capabilities and resources are needed to support incident operations
This includes threat or pre-incident as well as post-incident situations
When activated, the primary agencies assess public safety and security needs, and respond to requests for resources and planning/technical assistance from county agencies
The Public Safety and Security Annex manages support by coordinating the implementation of authorities related to public safety and security and protection of property, including critical infrastructure, and security resources and technologies and other assistance to support incident management operations and security capabilities and resources are needed to support incident operations
This includes threat or pre-incident as well as post-incident situations
The Public Safety and Security Annex maintains close coordination with Federal, State, and local officials to determine public safety and security support requirements and to jointly determine resource priorities
The primary agencies maintain communications with supporting agencies to determine capabilities, assess the availability of resources, and track resources that have been deployed

Recovery

General



When a disaster occurs, it is all too easy to get consumed by the urgent activities and emotions surrounding the event. That is understandable but don't allow the intensity of the incident to distract you from some extremely important actions you should be taking. Keep in mind that no financial assistance will occur until there is a declared disaster by the State and the Federal governments.

Tracking time and material (supplies and equipment specifically used for the disaster) should happen always, regardless of disaster declarations. There is no guarantee that we will get our expenses reimbursed. We are at the mercy of the State and Federal governments. In most cases, however, labor and materials specific to the disaster response get reimbursed. Losses already covered by our insurance are typically NOT reimbursed. For example, if an employee is injured our Workers' Compensation would cover the injured employee. If a building was damaged and our insurance does not cover that specific cause of loss there may be a chance it is reimbursable.

Before – Action Items

Establish relationships and contact information from our county Operational Area and Coordinating Council (OACC)
Create and maintain a current contact list with this information and other contact information essential to the Finance/Administration Section of our ICS structure
Train and practice the Start-up, Operation of, and the Closure of this ICS Section.
Modify and update our Emergency Operations Plan as necessary

During – Action Items

Within the very first moments of an incident, begin tracking every employee's and volunteer's time spent on the incident. (Be alert to any announcements from local or State government regarding "Public Assistance" requests or meetings.) Use the form designed for that purpose, the Activity Log (ICS 214). If not readily available, make sure each person is tracking the following:
Incident name
Date
Worker's name
Log each major activity and track start and end times
Don't be concerned with tracking too much – that can be sorted out after the event
This information will need to be transferred onto the Activity Log (ICS 214) before we can apply for Public Assistance funding (this is what they call the State and Federal reimbursement program)
Keep track of ANY disaster-related expenditures for supplies or equipment. It is best to retain copies of priced-out receipts and invoices for possible State and Federal reimbursement. For example, if our facilities may be used as a shelter and we are required to provide custodial services specific to the shelter, toilet paper, paper towels, cleaning material and chemicals would all likely be reimbursable. If our facility were being used as a medical care facility and the HVAC system required filters different than what we would normally use, the cost of the filters (and the labor to change them) are likely reimbursable.
Establish the Recovery Unit in the Finance/Administration Section of our Emergency Operations Center (EOC).
Have all sites or units collect information on their ability to sustain operations.
Develop staffing pattern for the Recovery Unit.

Collect information on damages, duration and impact from the following:
Utility Providers

Social, medical and health services
Transportation routes and services
Debris issues
County Government Operations
Private sector retail and wholesale providers
Others
Develop initial short term and long-term recovery objectives.
Refer to hazard/threat-specific annexes for information.
Develop information for the PIO on the recovery process and progress.
Develop a plan to assign personnel to sustain the recovery effort
Coordinate with the OACC, other local jurisdictions and the State on their recovery efforts.
While it is best if we already have an established relationship with our county Operational Area Coordinating Council (OACC) contact, we need to identify that individual and the means of communicating with them. We will want them to know who at our District will serve as the contact for emergency incidents. This will serve a couple of purposes:
It will keep our District "in the loop" and better informed when an incident affecting our District occurs
It will alert us to any notice of "Public Assistance" informational meetings to learn about getting Federal and State reimbursement for disaster related District activity
If our county's OACC is overwhelmed with an incident we should reach out directly to our Emergency Services Coordinator at the Governor's Office of Emergency Services Region Operational Area.
Ask them to put the District on the list for notification of "Public Assistance" informational meetings
There are forms that will be exchanged between our District and the OACC or the California Governor's Office of Emergency Services (they act as our liaison with FEMA)
If our employees and volunteers remain under our direction and control we are responsible for any costs associated with their activities. Should they perform work that they would not normally do and it is attributable to the disaster we will likely be able to reimburse the labor. Management costs are typically NOT reimbursable.
If our employees and volunteers, or our facilities, are tasked outside of our District we must only do so under the terms of a mutual aid agreement or memorandum of understanding to which the District have agreed, in writing. Make sure we understand when and if risk transfer occurs as it should be clear in these documents. These documents should identify, specifically, what is "covered" and by "whom." Examples for other agency usage of our facility might include the Fire Department using our facility as a command center for the incident.
Or, local hospitals may be "at-capacity" and need our facility to provide some form of medical or health services. In these cases, (like the case of sheltering) a written request for use of our facilities should be on file or requested prior to allowing the agency to use them. These documents should specify what they will and will not cover in terms of costs related to using the facility. Typically, if an outside agency damages the property or they cause a liability exposure, they are responsible for coverage.

When in doubt, ask for help.

After – Action Items

Begin closing the Recovery Unit
Assign any open or pending tasks, such as Public Assistance funding or other outstanding receivables or payables, to appropriate staff with specific checkup or due dates
Make sure all Activity Logs and equipment/supply records have been assembled and recorded into the request for Public Assistance from Cal OES and FEMA
Conduct an After-Action debrief within the Finance/Administration Section and include that in the main incident After-Action debrief held by the District
Review our EOP and include any lessons learned or altered actions into the plan for update and redistribution to the emergency management team
Participate in and debriefings provided by our ICS team and close the Recovery Unit

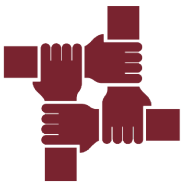
Resources

Activity Log (ICS 214)
Cal OES Regional Operations
Form Cal OES 126 – Project Application, California Disaster Assistance Act Program
Form Cal OES 130 – Designation Of Applicant's Agent Resolution For Non-State Agencies
Form Cal OES 89 – Project Assurances For Federal Assistance – Construction Programs
Form FEMA 009-0-49 9/16 – Request For Public Assistance

All links should be verified at least annually and updated. In some cases, expired forms will not be accepted.

Reunification

General



Student release is a crucial part of emergency planning. During an emergency or disaster, the traditional student release procedure is often unsafe and therefore not operable. Accordingly, a comprehensive emergency plan needs to include certain procedures to accomplish the main priority of safety planning which is to ensure the safety of the students to every extent possible.

There are a wide variety of emergency situations that might require student/family reunification. Student/family reunification may be needed if the site is evacuated or closed as a result of a hazardous materials transportation accident, fire, natural gas leak, flooding, earthquake, tsunami, school violence, bomb threat, terrorist attack or other local hazard.

Student/Family reunification is part of the Incident Command System and is assigned to the Operations Area.

Reunification Procedures

In an emergency, sites must establish a safe area for family members to meet with students. This area must be away from the both the damage and the student's assembly area. In a typical release the following steps will be followed:

Family member will report to the assigned area and give the name of the student
Picture ID will normally be required by the person in charge to insure the person requesting a minor is a match to the name on the emergency release card
A runner will go to the student assembly area and get the minor requested by the parent or adult and escort the student back to the pick-up area
Parents will be asked to sign a form indicating they picked up the minor (the date and time will also be indicated on the pick-up form)
If the minor is in the first aid area, the parent will be escorted to that area for reunification with their child/children
Counselors, when available, will be located close to the first aid area in the event they are needed

Traffic Control

Traffic may be controlled by trained and authorized employees who meet the requirements outlined in the Manual on Uniform Traffic Control Devices (MUTCD) Part 7, Traffic Control for School Areas. In the absence of this condition, we must wait until local law enforcement is available and on scene at the site.
To every extent possible, two-way traffic will be maintained to allow for entry and exit of emergency vehicles
As the situation develops there may be time for barricades and other traffic control devices to be delivered and set up
It should be understood this will not occur at the beginning of the incident
When law enforcement arrives on the scene they will take charge and do whatever is necessary, including the towing of vehicles to manage the emergency or disaster

Maintaining the Procedures

Student rosters should be updated at least twice a year
If enrollment dictates this may be updated more frequently
Updated rosters should be stored in every room in an area easily identified by the both staff and substitutes.
Additional copies of the rosters should be distributed to the site administrator and placed in the back of the emergency plan binder

Emergency cards should be filled out at the beginning of the year
This card should include contact information on family members, as well as other adults who can be contacted if the family member is not available
The card should also indicate who the minor is permitted to leave site with, if necessary
DO NOT release students to people not listed on the student emergency card.
A well- intentioned friend may offer to take a minor home; however, District staff must be certain that students are only released to the appropriate people, so their families will know where they are
The card should also include all pertinent medical information such as allergies, medications, and doctor contact information
These cards should be stored in the front office in both hard copy and electronically, if possible

Things to Remember

Some family members will refuse to cooperate with the student/family reunification process
This situation can be diminished, to some degree, if family members are informed about the District's release procedures before the disaster or emergency occurs
They should be reminded that the safety of their student is our utmost priority
Family members may be emotional when arriving at the site
Have counselors available to deal with issues if needed
Shortly after the incident, the media will have a presence on our site
The Public Information Officer, part of the command staff operating under the Incident Command System, will deal with the media, however, it is important that family be sheltered from media representatives

Shelter-in-Place

General



This action is taken to place and/or keep students indoors in order to provide a greater level of protection from airborne contaminants in outside air. Shelter-in-place is implemented when there is a need to isolate students and staff from the outside environment and includes the shutdown of room and/or building air systems. During shelter-in-place, no one should be exposed to the outside air.

Description of Action

If an emergency occurs that requires students and staff to Shelter-in-Place, the Site Administrator will make an announcement on the PA system. If the PA system is not available, the Site Administrator will use other means of communication (e.g., sending messengers to deliver instructions). The Site Administrator should be calm, convey reassuring comments that the situation is under control, and provide clear and consistent directions. Below is an example of an announcement to be made by the Site Administrator:

"YOUR ATTENTION PLEASE. WE HAVE RECEIVED INFORMATION REGARDING A HAZARD IN THE COMMUNITY. WE ARE INSTITUTING SHELTER-IN-PLACE PROCEDURES. PLEASE REMAIN INSIDE THE BUILDING AWAY FROM OUTSIDE AIR WITH WINDOWS AND DOORS SECURELY CLOSED AND AIR CONDITIONING UNITS TURNED OFF. ALL STUDENTS AND STAFF THAT ARE OUTSIDE ARE TO IMMEDIATELY MOVE TO THE PROTECTION OF AN INSIDE ROOM. PLEASE REMAIN INDOORS UNTIL FURTHER INSTRUCTIONS ARE PROVIDED."

If inside, staff should keep students in their rooms until further instructions are given
If outside, students must proceed to their rooms if it is safe to do so
If it is determined to be unsafe, staff should direct students into nearby rooms or buildings (e.g., auditorium, library, cafeteria, and gymnasium)
Staff and students who were exposed to outside air should congregate in indoor locations away from individuals who were not exposed to outside air
Anyone who is exhibiting symptoms must be treated
Staff is responsible for securing individual rooms and for completing the following procedures as needed:
Shut down the room/building HVAC (Heating Ventilation and Air Conditioning) system
Turn off local fans in the area
Close and lock doors and windows

If necessary, seal gaps under doors and windows with wet towels or duct tape, seal vents with aluminum foil or plastic wrap, and turn off sources of ignition, such as pilot lights

Situational Awareness

In the U.S., every public agency is expected to address situational awareness and personnel security. Situational Awareness is the ability to identify, process, and comprehend the critical information about an incident. More simply, it is knowing what is going on around us.

Overview

Situational Awareness requires continuous monitoring of relevant sources of information regarding actual incidents and developing hazards. A common core function of Emergency Operations Centers (EOC) is gaining, maintaining, and sharing Situational Awareness and developing a Situational Picture (SitPic) that is shared between the Incident ICS, EOC, JIS, and field staff participants in the incident.

In the early stages of activation, the EOC will obtain Situational Awareness. This is important because accurate, timely information will enable more informed, effective decision-making. An excellent tool for developing and maintaining this condition of the OODA loop.

OODA Loop

The OODA loop is the cycle: observe–orient–decide–act, developed by military strategist and United States Air Force Colonel John Boyd in the 1960s. Boyd applied the concept to the combat operations process, often at the operational level during military campaigns. It is now also often applied to understand commercial operations and learning processes.
The OODA loop has become an important concept in emergency management. According to Boyd, decision-making occurs in a recurring cycle of observe–orient–decide–act. An entity (whether an individual or an organization) that can process this cycle quickly, observing and reacting to unfolding events more rapidly than an “opponent,” can thereby "get inside" the opponent's decision cycle and gain the advantage.

Observe – Sensing yourself and the world around you
Orient – What you believe: a complex set of filters of genetic heritage, cultural predispositions, personal experience, and knowledge
Decide – A review of alternative courses of action and the selection of the preferred course as a hypothesis to be tested.
Act – Testing the decision chosen for implementation.

Every employee is a critical link to situational awareness. This annex address the expectations of this District in establishing and maintaining a vital communication and informational internal network. Whether you are in an office environment, inside a building, in the field, or at home, what you observe and absorb are invaluable to our District.

Prepare

The following list includes the minimum expectations for every employee:
Develop and maintain a personal family communication plan
Use the Family Emergency Communication Plan – Wallet Sized provided by our District
The plan should be completed at hire and updated when any of the information changes but at least annually
Share our plan with your family
Review and familiarize yourself with the District’s Emergency Operations Plan (EOP)
Prepare a “Go-Bag” for yourself with a 3-day supply of food and water
See the “Go-Bag” guide for help in assembling and stocking
Keep a copy of the District’s Critical Incident Field Operations Guide (FOG) with you at all times during work hours

Field Protocol

Before, during, and after critical incidents there are some basic steps you should take to improve your situation and help others in need:

f you are operating a vehicle or other equipment, stop your activity as soon as is safely possible (If driving, follow safe driving practices and get maneuver your vehicle without endangering your own or the safety of others)
Assess the situation using the OODA loop and take appropriate action
Follow our District's Communication protocols as outlined in the EOP
If you are unable to proceed to your primary location (starting and ending shift worksite) find out if you can return to an alternate site
If returning to any of these sites proves unreasonable, proceed to the nearest public facility (police or fire station, hospital, local government office) and notify our District of your exact location
Provide our District's Emergency Operations Center (EOC) with as much detailed information as possible:
Time, Date, and Location of Critical Incident
Your condition (unaffected, injured, etc.) and the condition of your equipment
Describe the type of incident such as fire, hazmat, earthquake, etc.
Provide details on estimate impact in your area (how much loss or damage)

Disaster Service Worker

As a California public employee, you may be called upon to work as a Disaster Service Worker (DSW) in the event of an emergency. The information contained in the Disaster Service Worker website will help you understand your role and obligations as a disaster service worker, and what to do in an emergency (California Government Code Section 3100-3109).

Special Needs Population

Planning Needs and Assumptions



For individuals with special needs, physical environments become a great deal more hostile and difficult to deal with during and after an emergency. The ability to get to accessible exits and personal items may be reduced. Communication may be impeded at a time when clear and rapid communication is crucial to safety and survival.

To comply with statutes involving students with special needs, individuals responsible for evacuation and emergency operation plans, notification protocols, shelter identification, emergency medical care and other emergency response and recovery programs must:

Have sound working knowledge of the accessibility and nondiscrimination requirements applicable under Federal disability rights laws
Know the special needs demographics of the attending students on site
Involve students with different types of disabilities and staff in identifying the communication and transportation needs, accommodations, support systems, equipment, services, and supplies that they will need during an emergency
Consider emergency accommodations for those with temporary disabilities
Identify existing resources within the site and local community that meet the special needs of these students
Develop new community partners and resources, as needed
Inform family members about the efforts to keep students safe
Identify medical needs and make an appropriate plan
Determine transportation needs, special vans, and buses for students
Identify any necessary tools such as personal response plans, evacuation equipment or visual aids
Include local responders and establish a relationship with individual students with disabilities and staff

HAZARD/THREAT ANNEX

Hazard-Threat Assessment

A representative number of participants were selected to participate in the Hazard-Threat Assessment Survey (HTAS). This survey follows best practices in emergency management and is a very important part of updating our Emergency Operations Plan.

This survey was designed to help us prioritize possible threats or hazards we may face. It covers many possible scenarios but is not exhaustive in nature. The survey information generated is invaluable in helping our Emergency Operations Plan Collaborative Planning Team identify the hazards and threats most likely to impact us.

The Collaborative Planning team has selected the following Hazards/Threats to be included in this annex:
Active Assailant
Cyber Threat or Attack
Earthquake
Extreme Heat and Unhealthy Air Quality
Fire-Structural
Fire-Forest, Wildfire, or Urban Interface
Infectious Disease
Power and Utility Failure
Severe Weather
Tsunami

Active Assailant

Purpose

Active assailant situations are often over within 10 to 15 minutes, before law enforcement arrives on the scene. Individuals must be prepared both mentally and physically to deal with an active assailant situation.



This Annex will address current best practices for dealing with Active Assailants, Before, During, and After an incident.

Situation and Assumptions

An Active Assailant is an individual actively engaged in the killing or attempting to kill people in a confined and populated area. In most cases, active assailants use firearms and there is no pattern or method to their selection of victims.

Active Assailant situations are unpredictable and evolve quickly. Typically, the immediate deployment of law enforcement is required to stop the attack and mitigate harm to victims.

Continuity of Operations (Annex Specific)

Continuity of Operations is defined as the internal effort of an organization to assure that the capability exists to continue essential functions and services in response to a comprehensive array of potential emergencies or disasters.

In the case of an active assailant actions can be taken in advance to mitigate some of the outcome of the attack.

Organization and Assignment of Responsibilities

Refer to the Organization and Assignment of Responsibilities section located in the Basic Plan.

Plan Development

This annex is part of the Hazard and Threat Annex and was developed using current best practices

Authorities and References

- CISA (Cybersecurity and Infrastructure Security Agency) Active Shooter Preparedness
  - https://www.cisa.gov/topics/physical-security/active-shooter-preparedness
- FBI (Federal Bureau of Investigation) Active Shooter Safety Resources
  - https://www.fbi.gov/how-we-can-help-you/safety-resources/active-shooter-safety-resources
- REMS (Readiness and Emergency Management for Schools) Technical Assistance Center
  - https://rems.ed.gov/IHEActiveShooterSituations.aspx

Incident Command Actions

Before

Threat and Physical Security Assessment of each site

Conducting periodic threat and physical security assessments will ensure that best practices are in place to control access to your campus.

- Appropriate perimeter fencing installation and maintenance
- Locks and closers on perimeter gates that prevent outsiders from opening the gate (mesh screen around gate area)
- Check for keyed exterior locksets of all classroom doors
- Make sure the lockset on the interior of the classroom door has a thumb lock or other quick-lock style lockset (see Figure 1- Interior Lock)
- Verify visitor access control is in place and works as intended
- Require classroom doors to be closed and locked when students are present

Student Education

- Educate students (age appropriate) through workshops, seminars, lectures, and any other opportunity to teach about the hazards of an active assailant/physical threat and ways each person can potentially react to such a situation
- Supplement in-person instructional elements with additional information to reinforce the training

Such material may be distributed in a variety of ways, including but not limited to web pages, social media, printed literature, radio/TV, etc.
Foster a respectful school community
Be aware of indications of violence and take remedial actions accordingly (i.e. If you see something, say something)



"If You See Something, Say Something" used with permission of the NY Metropolitan Transportation Authority.

Behavioral Red Flags
Recognizing indicators for potential violence by an individual:
Increased use of alcohol and/or illegal drugs
Unexplained increase in absenteeism; vague physical complaints
Noticeable decrease in attention to appearance and hygiene
Depression/withdrawal
Resistance and overreaction to changes in policy and procedures
Repeated violations of District policies
Increased severe mood swings
Noticeably unstable, emotional responses
Explosive outbursts of anger or rage without provocation
Suicidal; comments about “putting things in order”
Behavior, which is suspect of paranoia, (“everybody is against me”)
Increasingly talks of personal problems
Talk of severe financial problems
Talk of previous incidents of violence
Empathy with individuals committing violence
Increase in unsolicited comments about firearms, other dangerous weapons, and violent crimes

Develop a positive behavioral intervention program that identifies at-risk behaviors early on and ensures administration is aware of these individuals
Decide upon communications and public information releases with your Public Information Officer prior to an incident
Develop model releases that provide well thought out and consistent messaging on behalf of the District
Discuss and decide upon Spontaneous Memorial practices including
Ease of public access
Minimize disruption of vehicular and pedestrian traffic
Monitored for appropriateness of items placed at the memorial
Prepared to announce the one location to the public and that it will be open from/to specific dates (typically no longer than 2-3 weeks)
Line-of-sight view by administration

During

Responding to an Active Assailant/Physical Threat

If you are in a situation where your safety is in question and you are at risk of harm from another person, you must quickly determine the most reasonable way to protect your own life.

Run (evacuate)

If there is an accessible escape path, attempt to evacuate the building/area. Be sure to:
Have an escape route and plan in mind
Evacuate regardless of whether others agree to follow
Leave your belongings behind
Help others escape, if possible
Prevent individuals from entering an area where the active assailant may be
Keep your hands visible, to prevent confusion to law enforcement
Follow the instructions of law enforcement personnel
Do not attempt to move wounded people
Notify Police when you are safe

Hide (lockdown)

If evacuation is not possible, find a place to hide where the active assailant is less likely to find you. Your hiding place should:
Be out of the active assailant's view
Provide protection if shots are fired in your direction (i.e. a room with a closed and locked door)
Not trap you or restrict your options for movement
Remember Cover vs. Concealment
Spread out to reduce target area
To prevent an active assailant from entering your hiding place:
Lock the door, if possible
Blockade the door with whatever is available – heavy furniture, door wedges, file cabinets, etc.
Cover any windows or openings that have a direct line of sight into a hallway
If the active assailant is nearby:
Lock the door, if possible
Close windows, shades and curtains.
Silence all cell phone and other electronic devices
Turn off any source of noise (i.e. radios, televisions, etc.)
Hide behind large items (i.e. cabinets, desks)
Remain silent

Do not sound the fire alarm
A fire alarm would signal the occupants to evacuate the building and thus place them in potential harm as they attempted to exit
Notify Police when it is safe to do so

Fight

If running and hiding are not possible:
Remain calm
Notify Police, if possible, to alert hem of the active assailant's location
If you cannot speak, leave the line open and allow the dispatcher to listen
As a last resort, and only when your life is in imminent danger, attempt to disrupt and/or incapacitate the active assailant by:
Acting as aggressively as possible against him/her
Throwing items and improvising weapons
Yelling
Committing to your actions



Law Enforcement

Law enforcement's purpose is to stop the active assailant as soon as possible. Officers will proceed directly to the area in which the last shots were heard.

While officers may prefer to team up, they are likely to deploy individually, upon arrival at the scene
Officers may wear regular patrol uniforms or external bulletproof vests, Kevlar helmets, and other tactical equipment
Officers may be armed with rifles, shotguns, handguns
Officers may use pepper spray or tear gas to control the situation
Officers may shout commands, and may push individuals to the ground for their safety
The first officers to arrive to the scene will not stop to help injured persons. Expect rescue teams comprised of additional officers and emergency medical personnel to follow the initial officers. These rescue teams will treat and remove any injured persons. They may also call upon able-bodied individuals to assist in removing the wounded from the premises.

While law enforcement personnel are still assessing the situation, uniformed security and/or police officers will move through the entire area to ensure the threat is over. For the safety of you and the officers, you may be handcuffed until the incident details are fully known.

How to react when law enforcement arrives:

Remain calm, and follow officers' instructions
Put down any items in your hands (i.e., cell phones, bags, jackets)
Immediately raise hands and spread fingers
Always keep hands visible
Avoid making quick movements toward officers such as holding on to them for safety
Avoid pointing, screaming and/or yelling
Do not stop to ask officers for help or direction when evacuating, just proceed in the direction from which officers are entering the premises

Once you have reached a safe location or an assembly point, you will likely be held in that area by law enforcement until the situation is under control, and all witnesses have been identified and questioned. Do not leave until law enforcement authorities have instructed you to do so.

Considerations
If a security threat is imminent or occurring, our personnel will take all reasonable and appropriate actions to minimize the hazard to the District's students and staff. If the perpetrator(s) is known, Incident Command will immediately deactivate the incident site's ID card(s) to prevent the individual(s) from entering a building/room equipped with card access.

For locations without electronic access control, incident personnel will make reasonable attempts to secure these doors as quickly as possible. The nature of the threat may make it unsafe for incident personnel to move from door-to-door, thus preventing these locations from being quickly secured.

If you become aware of an active assailant situation, immediately notify Police at 911. Information to provide to law enforcement or 911 operators:
Location of the active assailant
Number of assailants
Identity of the assailant(s), if known
Physical description of assailant(s)
Number and type of weapons held by the assailant(s)
Number of potential victims at the location

After

Good Practice for Coping
Good Practice for Coping
Be aware of your environment and any possible dangers
Take note of the two nearest exits in any facility you visit
If you are in an office, stay there and secure the door
If you are in a hallway, get into a room and secure the door
As a last resort, attempt to take the active assailant down. When the assailant is at close range and you cannot flee, your chance of survival is much greater if you try to incapacitate him/her.
Call 911 when it is safe to do so

Any time there is a significant security concern, we will make every reasonable attempt to immediately increase security on site. At the same time emergency personnel are responding to the emergency, public safety officials will communicate the hazard to the community via all available and appropriate means.

If you receive an official emergency communication notifying you of a hazardous situation where you must take immediate action to protect yourself, stay as calm as possible and follow these procedures. Only you will be able to determine the safest course of action that should be taken.

Bomb Threat Procedures and Checklist – DHS

BOMB THREAT PROCEDURES

This quick reference checklist is designed to help employees and decision makers of commercial facilities, schools, etc. respond to a bomb threat in an orderly and controlled manner with the first responders and other stakeholders.

Most bomb threats are received by phone. Bomb threats are serious until proven otherwise. Act quickly, but remain calm and obtain information with the checklist on the reverse of this card.

If a bomb threat is received by phone:

1. Remain calm. Keep the caller on the line for as long as possible. DO NOT HANG UP, even if the caller does.
2. Listen carefully. Be polite and show interest.
3. Try to keep the caller talking to learn more information.
4. If possible, write a note to a colleague to call the authorities or, as soon as the caller hangs up, immediately notify them yourself.
5. If your phone has a display, copy the number and/or letters on the window display.
6. Complete the Bomb Threat Checklist immediately. Write down as much detail as you can remember. Try to get exact words.
7. Immediately upon termination of call, DO NOT HANG UP, but from a different phone, contact authorities immediately with information and await instructions.

If a bomb threat is received by handwritten note:

- Call _____
- Handle note as minimally as possible.

If a bomb threat is received by e-mail:

- Call _____
- Do not delete the message.

Signs of a suspicious package:

- No return address
- Excessive postage
- Stains
- Strange odor
- Strange sounds
- Unexpected delivery
- Poorly handwritten
- Misspelled words
- Incorrect titles
- Foreign postage
- Restrictive notes

**** Refer to your local bomb threat emergency response plan for evacuation criteria***

DO NOT:

- Use two-way radios or cellular phone. Radio signals have the potential to detonate a bomb.
- Touch or move a suspicious package.

WHO TO CONTACT (Select One)

- **911**
- **Follow your local guidelines**

For more information about this form contact the DHS Office for Bombing Prevention at OBP@dhs.gov

Homeland Security

2014

BOMB THREAT CHECKLIST

DATE: **TIME:**

TIME CALLER HUNG UP: **PHONE NUMBER WHERE CALL RECEIVED:**

Ask Caller:

- Where is the bomb located? (building, floor, room, etc.)
- When will it go off?
- What does it look like?
- What kind of bomb is it?
- What will make it explode?
- Did you place the bomb? Yes No
- Why?
- What is your name?

Exact Words of Threat:

Information About Caller:

- Where is the caller located? (background/level of noise)
- Estimated age:
- Is voice familiar? If so, who does it sound like?
- Other points:

Caller's Voice

- ☐ **Female**
- ☐ **Male**
- ☐ Accent
- ☐ Angry
- ☐ Calm
- ☐ Clearing throat
- ☐ Coughing
- ☐ Cracking voice
- ☐ Crying
- ☐ Deep
- ☐ Deep breathing
- ☐ Disguised
- ☐ Distinct
- ☐ Excited
- ☐ Laughter
- ☐ Lisp
- ☐ Loud
- ☐ Nasal
- ☐ Normal
- ☐ Ragged
- ☐ Rapid
- ☐ Raspy
- ☐ Slow
- ☐ Slurred
- ☐ Soft
- ☐ Stutter

Background Sounds

- ☐ Animal noises
- ☐ House noises
- ☐ Kitchen noises
- ☐ Street noises
- ☐ Booth
- ☐ PA system
- ☐ Conversation
- ☐ Music
- ☐ Motor
- ☐ Clear
- ☐ Static
- ☐ Office machinery
- ☐ Factory machinery
- ☐ Local
- ☐ Long Distance

Other Information:

_____

_____

_____

_____

Threat Language

- ☐ Incoherent
- ☐ Message read
- ☐ Taped message
- ☐ Irrational
- ☐ Profane
- ☐ Well-spoken

Cyber Threat or Attack

Purpose



Understanding the risks and motivations behind cyber threats or attacks is crucial in establishing and implementing this Cyber Threat or Attack annex. Technology continues to improve and develop at an amazing pace and with that advancement comes the challenges of protecting what we collect and manage using that technology.

Common criminals as well as hostile foreign actors have a couple of primary motivations when it comes to attacking your organization's cyber space. Both money and operational disruption are at the top of that list. For some hackers, they thrive on finding ways to access your information and then sell it, or threaten to disclose it asking for a "ransom," while freezing up your means of storing, accessing, or distributing information.

This annex will focus on the incident management perspective and address what to do before, during, and after an incident, following current best practices. These practices fall under the general category of cyber security.

Situation and Assumptions

Think of the cyber world as you would your own facilities. You provide appropriate fencing to ensure the security of those within its boundaries. The more access points you provide the more difficult it becomes to keep that site secure and safe. The cyber world is really the same way. Years ago we may have had only a handful of access points to our local area network. As technology improved, we added access. As we added access we provided more entry points for those who would seek our harm.

We are making some basic assumptions about systems and practices we should have in place:

- Installed and using modern firewall and antivirus software
- Conducting regular antivirus scanning
- Configured firewalls to prevent ransomware
- Keeping operating systems patches up-to-date
- Completing critical patching as expeditiously as possible
- Conducting employee cyber security awareness training including current best practices
- Keeping individual sites segregated
- Keeping user groups segregated (staff and student users segregated)
- Keeping privilege access management limited
- Using multi-factor authentication
- Implemented and using strong password policy
- Using off-site back up
- Providing email filtering to prevent spam reaching employees

Organization and Assignment of Responsibilities

Our IT department will have leadership over all aspects of our technology equipment and network spaces. They are the core of our Cyber Security Incident Response Team.

It is the responsibility of our Information Technology (IT) professionals to maintain a safe and secure cyber space. However, it is every network user's responsibility to follow best practices introduced by our IT professionals.

Glossary of Terms

Cyber Security Incident Response Team (CSIRT)

A group of experts that assesses, documents and responds to a cyber incident so that a network can not only recover quickly, but also avoid future incidents.

Denial-of-service attack

A denial-of-service attack floods systems, servers, or networks with traffic to exhaust resources and bandwidth. As a result, the system is unable to fulfill legitimate requests. Attackers can also use multiple compromised devices to launch this attack. This is known as a distributed-denial-of-service (DDoS) attack.

DNS Tunneling

DNS tunneling utilizes the DNS protocol to communicate non-DNS traffic over port 53. It sends HTTP and other protocol traffic over DNS. There are various, legitimate reasons to utilize DNS tunneling. However, there are also malicious reasons to use DNS Tunneling VPN services. They can be used to disguise outbound traffic as DNS, concealing data that is typically shared through an internet connection. For malicious use, DNS requests are manipulated to exfiltrate data from a compromised system to the attacker's infrastructure. It can also be used for command and control callbacks from the attacker's infrastructure to a compromised system.

Malware

Malware is a term used to describe malicious software, including spyware, ransomware, viruses, and worms. Malware breaches a network through a vulnerability, typically when a user clicks a dangerous link or email attachment that then installs risky software. Once inside the system, malware can do the following:

- Blocks access to key components of the network (ransomware)
- Installs malware or additional harmful software
- Covertly obtains information by transmitting data from the hard drive (spyware)
- Disrupts certain components and renders the system inoperable

Man-in-the-middle attack

Man-in-the-middle (MitM) attacks, also known as eavesdropping attacks, occur when attackers insert themselves into a two-party transaction. Once the attackers interrupt the traffic, they can filter and steal data.

Two common points of entry for MitM attacks:

- On unsecure public Wi-Fi, attackers can insert themselves between a visitor's device and the network. Without knowing, the visitor passes all information through the attacker.
- Once malware has breached a device, an attacker can install software to process all of the victim's information.

Phishing

Phishing is the practice of sending fraudulent communications that appear to come from a reputable source, usually through email. The goal is to steal sensitive data like credit card and login information or to install malware on the victim's machine. Phishing is an increasingly common cyberthreat.

SQL injection

A Structured Query Language (SQL) injection occurs when an attacker inserts malicious code into a server that uses SQL and forces the server to reveal information it normally would not. An attacker could carry out a SQL injection simply by submitting malicious code into a vulnerable website search box. Learn how to defend against SQL injection attacks.

Zero-day exploit

A zero-day exploit hits after a network vulnerability is announced but before a patch or solution is implemented. Attackers target the disclosed vulnerability during this window of time. Zero-day vulnerability threat detection requires constant awareness.

Incident Command Actions

Maintaining a best-practices approach to cyber security requires us to keep up to date on current trends and threats in the cyber world. Most of what we know comes from internet service providers who share this information to help us be better prepared.

Our cybersecurity response process recommendations by the SANS Institute, as defined in its Incident Handler's Handbook.

Before

Preparation

- Define, develop, and implement an Information Security policy and procedures that addresses current and possible future risks to cyber information handing and protection
- Conduct regular and periodic training for our staff to ensure they have the tools they need to preserve our cyber security. This may include hands-on virtual or email tests and scenarios designed to reinforce safe cyber practices and protect our digital/cyber foot print.
- Perform regular security assessments and intrusion testing
- Provide a trained staff Cybersecurity Incident Response Team (CSIRT)

During

Identification

- Monitor IT systems and detect deviations from normal operations and see if they represent actual security incidents
- Establish type and severity
- Log actions and responses
- Collect evidence

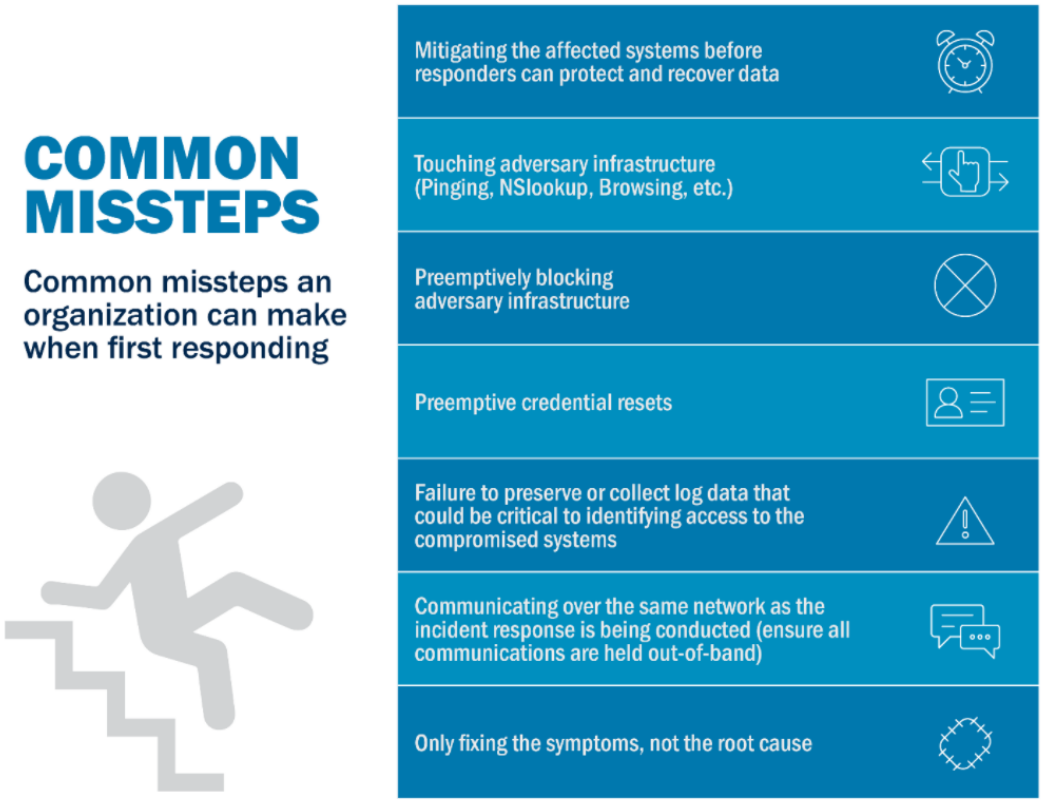
Containment

- Isolate impacted system(s)
- Implement temporary workarounds to maintain operations

Eradication

- Identify the root cause
- Remove malicious software from all affected systems
- Take action to prevent root cause from recurring

Caution



After

Recovery

- Bring affected systems back online
- Test, verify, and monitor affected systems to ensure they are operating normally

After-Action Report

- Finalized incident documentation
- Perform a retrospective of the incident to determine what was effective and what was not to identify lessons learned
- Modify and update this annex and any policy or procedure identified as insufficient or failed in the after-action debrief and report

Authorities and References

State

Cal OES - California Cybersecurity Integration Center

- https://www.caloes.ca.gov/cal-oes-divisions/law-enforcement/california-cybersecurity-integration-center

Federal

Department of Homeland Security - Cybersecurity and Infrastructure Security Agency (CISA)

- https://www.cisa.gov/

National Institute of Standards and Technology (NIST) – Cybersecurity

- https://www.nist.gov/cybersecurity

Earthquake

Duck, Cover, and Hold

This action is used to protect students and staff from flying or falling debris. Upon the first indication of an earthquake, staff should direct students to Duck, Cover, and Hold.



The Incident Commander will make the following announcement on the PA System:

"ATTENTION PLEASE. DUCK, COVER AND HOLD. DUCK, COVER, AND HOLD. ADDITIONAL INFORMATION TO FOLLOW."

Note: If the PA system is not available, use other means of communication, i.e. send messengers to deliver instructions, email, etc.

Description of Action

If inside

Drop to knees
Get under desk and remain facing away from windows
Clasp both hands behind neck
Bury face in arms
Make body as small as possible
Close eyes and cover ears with forearms.

If outside

Drop to knees
Clasp both hands behind neck
Bury face in arms
Make body as small as possible
Close eyes and cover ears with forearms.
Avoid glass and falling objects

Procedures

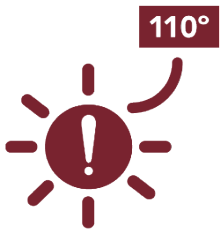
Avoid glass and falling objects. Move away from windows, heavy suspended light fixtures, and other overhead hazards.
When the shaking stops, the Incident Commander will issue the All Clear Response
Use prescribed routes and proceed directly to the Assembly Area. Teachers shall notify the Student Attendance/Release Team of missing students.
The Incident Commander to direct the Security Team to post guards a safe distance away from building entrances to prevent access.
Warn all personnel to avoid touching fallen electrical wires.
First Aid Team will check for injuries and provide appropriate first aid.
The Incident Commander will direct the Facility Team to turn off water, gas, and electrical and to alert appropriate utility company of damages, if appropriate.
If the area appears safe, the Search and Rescue team will be cleared by the Incident Commander to make an initial inspection of the District's buildings, if needed.
The Incident Commander will contact the Superintendent to determine if additional actions are deemed necessary.

During Non-Operating Hours

The Incident Commander and Identified Maintenance/Facilities Personnel will assess damages to determine needed corrective actions. For apparent damages, contact the Superintendent to determine if the District should be closed. If the District must be closed, notify staff and students as identified in District Closure Response Procedure.

Extreme Heat and Unhealthy Air Quality

Purpose



The purpose of this annex is to ensure that staff is advised of hazardous conditions caused by extreme heat conditions and/or unhealthy air quality and to minimize exposure to those conditions. Governmental agencies, such as the Air Quality Management District (AQMD), the National Weather Service (NWS-NOAA), the Center for Disease Control (CDC) and others provide guidance in how to respond to unhealthful air quality and extreme heat conditions.

Actions

The Incident Commander monitors air quality and heat conditions to provide recommended actions during an unhealthful air quality or extreme heat event. The Incident Commander will keep the Senior Executive or designee informed of these conditions and activate this annex. Upon activation, site administrators will perform the following:

Notify students and staff when unhealthful air quality or extreme heat conditions exist.
Modify District programs and work assignments for the protection of students and staff.
Adhere to the Unhealthful Air Quality and Extreme Heat Plan to correspond with current recommendations of both the AQMD and the NWS.
Cooperate with other governmental agencies and with the total community in matters of critical concern regarding unhealthful air quality and extreme heat.

District Activities and What To Do During Extreme Heat Conditions.

The National Weather Service (NOAA) provides information on responding to extreme heat conditions. The Incident Commander monitors temperature and humidity in the District and the National Weather Service website to ensure that our District sites are notified upon attainment of an extreme heat condition.
Always provide adequate amounts of water to students and staff to maintain appropriate hydration, use areas shaded from the direct sunlight, and:
When the Heat Index reaches the range of 90 to 105 degrees Fahrenheit, sunstroke, heat cramps, and heat exhaustion are possible. Everyone shall minimize prolonged, vigorous outdoor activity.
When the Heat Index reaches the range of 105 to 130 degrees Fahrenheit, sunstroke and heat exhaustion are likely and heat stroke is possible. Everyone shall discontinue prolonged, vigorous outdoor activity.
When the Heat Index reaches or exceeds 130 degrees Fahrenheit, heat stroke is highly likely with continued exposure. Everyone shall discontinue all vigorous outdoor activity.

Fire - Structural



The following procedure addresses the necessary actions that should be taken if a fire is discovered in or on the District's facilities. A timely response to this situation is critical to prevent injuries and further property damage.

Procedure

NOTE – There are cases during Active Assailant incidents where the assailant may trigger the fire alarm. This is done as a means to induce students and staff to evacuate which may provide the assailant with more "targets." Modified responses to a fire alarm should be discussed with your local fire and law enforcement jurisdictions to coordinate best practices for your district.
If a fire is discovered on site, the administrative staff will immediately signal the fire alarm and direct students out of the building.
The Incident Commander will call 911 and provide the location and nature of the incident
The Incident Commander will immediately initiate the Off-Site Evacuation Procedures
Staff and students will evacuate buildings using pre-designated routes or other safe routes and convene at the Assembly Area
Site staff members must bring their student rosters and take attendance at the Assembly Area to account for all students
Staff will notify the Incident Commander of any missing students
If safe to do so, staff will use fire extinguishers to suppress the fire until the local fire department arrives
All fires, regardless of size, which are extinguished by site personnel, require a call to the responding Fire Department to indicate "the fire is out"
The Incident Commander will secure the area to prevent unauthorized entry and keep access roads clear for emergency vehicles
The Incident Commander will notify the Senior Executive of the fire. The Senior Executive should work with the Public Information Officer
Outreach and Communication to disseminate information
In the event that students need to be released from the school site, refer to the Reunification Annex for reunification procedures
If necessary, the Incident Commander will notify appropriate Transportation official to request transportation for student and staff evacuation.

Any affected areas will not be reopened until the Fire Department or the appropriate agency provides clearance and the Incident Commander issues authorization to do so. For fires during non-school hours, the Incident Commander and the Senior Executive will determine if the school site will open the following day.

Fire - Forest, Wildfire, or Urban Interface

General



Fires can happen in almost any place, at any time, in almost any condition or circumstance as long as there is fuel, oxygen, and heat. While District's are required to have regularly scheduled fire drills by California law it is easy to overlook the risks associated with poor housekeeping, excessive and dried wildland shrubs and trees close to the District sites and many other factors. The damage caused by fire is real and serious, but the potential hazard of smoke can sometimes be even worse.

Fire in Surrounding Area

The following procedure addresses actions that should be taken in the event that a fire is discovered in an area nearby District grounds. The initiated response actions should take into consideration the location and size of the fire, its proximity to the District site, and the likelihood that the fire may affect the District.

Incident Command Actions

Before

Review and update the "Recovery" Annex located in your Functional Annex following current State and Federal "Best Practices" guidelines
Locate and participate in CSTI's course, "Recovery From Disasters: The Local Community Role (G-205)
Identify and include your "whole community" in strengthening your Pre-Disaster Recovery framework

During

Call 911 if you see a fire or flames.
Activate and follow your Emergency Operations Plan.
Use your internal Emergency Management Alert System to communicate with staff, students and parents.
Always follow instructions from your local emergency agencies (Fire and Law Enforcement).
If trapped, call 911 and give your location, but be aware that emergency response could be delayed or impossible. Turn of HVAC and natural gas. Turn on lights to help rescuers find you if you have power. Fill sinks and tubs with water and keep windows and doors unlocked.
Ensure you have a representative designated to be in contact with Cal OES (may be specific to your region) and your local EOC
You might consider predesignating a representative to be an active member of the Recovery task force.
If your site is a designated shelter or evacuation point, follow the instructions of the organization or agency that is managing the site (ie: American Red Cross).
Follow the Cal/OSHA Protection from Wildfire Smoke regulation, Title 8, Section 5141.1 for use of N95 respirators. https://www.dir.ca.gov/title8/5141_1.html. and you can find resources on wildfire smoke safety in this Cal/OSHA link. https://www.dir.ca.gov/dosh/Worker-Health-and-Safety-in-Wildfire-Regions.html
Monitor the Air Quality Index (AQI) at www.airnow.gov and enter the zip code of the location where you will be working. The current AQI is also available from the U.S. Forest Service at https://tools.airfire.org/ or a local air district, which can be located at www.arb.ca.gov/capcoa/dismap.htm
Listen to EAS, NOAA Weather Radio, or local alerting systems for current emergency information and instructions.

If you are not ordered to evacuate but smoky conditions exist, stay inside in a safe location or go to a location where smoke levels are lower, if possible.
Avoid vigorous activities outdoors and if travelling in a vehicle in the areas affected, close windows and make sure air is on "re-circulate" mode.

After

Continue to follow your EOP Recovery Annex
Listen to authorities to find out when it is safe to return and whether water is safe to drink.
Avoid hot ash, charred trees, smoldering debris, and live embers. The ground may contain heat pockets that can burn you or spark another fire. Consider the danger to pets and livestock.
Avoid downed power lines.
Send text messages or use social media to reach out to family and friends. Phone systems are often busy following a disaster. Make calls only in emergencies.
For those that are part of the damage assessment team, ensure training on personal protective equipment (PPE) use is conducted.
Continue to monitor the Air Quality Index (AQI) at www.airnow.gov and enter the zip code of the location where you will be working. The current AQI is also available from the U.S. Forest Service at https://tools.airfire.org/ or a local air district, which can be located at www.arb.ca.gov/capcoa/dismap.htm
Contact your insurance company/insurance pool/JPA for assistance.
Document everything you do related to the fire. For more details on this process, refer to the IMReady FEMA document.
Wildfires dramatically change landscape and ground conditions, which can lead to increased risk of flooding due to heavy rains, flash flooding and mudflows. Flood risk remains significantly higher until vegetation is restored — up to 5 years after a wildfire.
Be prepared to provide emotional and wellbeing services and resources for students and staff. Mental and physical fatigue are common in these situations .
https://www.cdc.gov/disasters/wildfires/afterfire.html and https://emergency.cdc.gov/coping/index.asp and www.NCTSN.org.

Any responsible person who observes a fire in the area outside of the District should immediately call 911 and notify the Incident Commander
The Incident Commander will initiate the appropriate Immediate Response Actions, which may include Shelter-in-Place, On-Site Evacuation, or Off-Site Evacuation
The Incident Commander will call 911 (to verify – good redundancy) and provide the location and nature of the incident
The Incident Commander will act to prevent students from approaching the fire and keep routes open for emergency vehicles
The Incident Commander will work with responding emergency personnel to determine if District grounds are threatened by the fire, smoke, or other hazardous conditions
If the Incident Commander issues the On-Site Evacuation procedure, staff and students will evacuate the affected building(s) using pre-designated routes or other safe routes and convene at the Assembly Area
All District staff members must bring their student rosters and take attendance at the Assembly Area to account for all students. Staff will notify the Incident Commander of any missing students
The Incident Commander should monitor local radio stations for emergency information.
The Incident Commander will notify the Senior Executive of the emergency situation
The office of the Senior Executive should work with the Office of Public Information and Communication to disseminate information
If necessary, the Incident Commander will notify the appropriate Transportation official to request transportation for staff and student evacuation
The Incident Commander will initiate Off-Site Evacuation procedures, as described in the Evacuation Annex, if warranted by changes in conditions
• In the event that students need to be released from the District site, refer to the Reunification Annex for reunification procedures

Infectious Disease

Purpose



The purpose of the Infectious Disease annex is to help equip our organization to be ready for the unexpected – before, during, and after an infectious disease outbreak. This annex does note replace the required Injury and Illness Prevention Program (IIPP) or other health and safety orders relevant to California Occupational Safety and Health Administration (Cal OSHA) or California Department of Public Health (CDPH)requirements.

Following are two current and specific requirements:

- COVID-19 Safety Plan (CSP) – The CSP is outlined in the CDPH Guidance and Framework for K-12 schools dated January 14, 2021
- The COVID-19 Prevention Plan (CPP) – The CPP is a requirement of the Cal/OSHA COVID -19 Prevention emergency temporary standard.

Infectious diseases occur, often with little or no warning. Essentials that need to be considered include the following:
EOPs may have to be activated with community partners if there is an infectious disease outbreak;
Rapid evolution and dissemination of information about an infectious disease incident will likely require activation of the Communication Annex;
Extensive absences may cause normal operations to close for days or weeks, calling for the activation of the Continuity of Operations (COOP) Annex;
Depending on the disease, there may potentially be some deaths in the community; and,
If handled poorly, community trust in our organization is likely to be shaken.

Disease Sources

Infectious diseases are illnesses that are transmitted from one person to another through various routes. These infectious diseases can be viral, bacterial, or fungal. Some of the more common infectious diseases that may affect us are:
Gastroenteritis; norovirus; influenza; chicken pox; and hand, foot, and mouth, which are all caused by a viral infection, Bacterial infections that can cause E. Coli, MRSA, and strep throat, and Fungal infections, like ringworm.

Influenza, one of the most common infectious diseases, is a highly contagious viral disease. Pandemic influenza differs from both seasonal influenza (flu) and avian influenza in the following aspects:
It is a rare global outbreak which can affect populations around the world.
It is caused by a new influenza virus to which people do not have immunity
Depending upon the specific virus, it can cause more severe illness than regular flu
Influenza can affect young healthy people more so than older, sick people. The Department of Health and Human Services will take the lead in mobilizing a local response to pandemic influenza. Public health alerts will be reported to our organization and the community. Individual rooms, hallways or, if necessary, entire sites may be closed temporarily to contain spread of the virus.

While influenza is the most common infectious disease there are others that can greatly affect our operations, including reduction in work force size to levels that make it difficult to fulfill organizational or operational mission objectives. The “Historical Information” section of this annex identifies some of the major infectious diseases that have affected us in the near past.

Rate of Spread

Infectious diseases may be categorized according to the rate at which they infect the population. The U.S. Centers for Disease Control and Prevention (CDC) categorizes the rate at which diseases are spread as a continuum from smallest to largest: case, outbreak, epidemic, and pandemic.

Case

A case is defined as an individual with the disease.

Outbreak

An outbreak is defined as a localized, as opposed to a generalized, epidemic. This term is also used synonymously with epidemic, and is sometimes the preferred word, as it may prevent sensationalism associated with the word epidemic.

Epidemic

An epidemic is defined as the occurrence of more cases of disease than expected in a given area or among a specific group of people over a period.

Pandemic

A pandemic is defined as an epidemic occurring over a very wide area (several countries or continents) and usually affecting a large proportion of the population.

Situation and Assumptions

The World Health Organization (WHO) provides an influenza pandemic alert system, with a scale ranging from Phase 1 (a low risk of a flu pandemic) to Phase 6 (a full-blown pandemic). See Figure 1, below.
Phase 1: A virus in animals has caused no known infections in humans.
Phase 2: An animal flu virus has caused infection in humans.
Phase 3: Sporadic cases or small clusters of disease occur in humans. Human-to-human transmission, if any, is insufficient to cause community-level outbreaks.
Phase 4: The risk for a pandemic is greatly increased but not certain.
Phase 5: Spread of disease between humans is occurring in more than one country of one WHO region.
Phase 6: Community-level outbreaks are in at least one additional country in a different WHO region from phase 5. A global pandemic is under way.

Figure 1: Infectious Disease Phases (WHO)



Concept of Operations

We monitor the following levels of activation for our EOP and Emergency Operations Center:

Level 3 (lowest level):

This level implies that, with modest augmentation, the lead agency or program can address the primary needs of the response. In the United States, many small natural disasters or environmental responses fall into this activation level.

Level 2 (intermediate level):

This level implies substantial augmentation is required for the lead agency or program to meet response requirements.

Level 1 (highest level):

This level requires an agency wide response and often includes domestic and international partners. As an example, there have been five Level 1 activations since 2005: Hurricane Katrina (2005), influenza A (H1N1) pandemic (2009–10), Ebola virus disease outbreak (2014–2016), Zika virus outbreak (2016–2017), and Coronavirus Disease 2019 (2019-202?).

Continuity of Operations (Annex Specific)

Important Notice

Occupational Health and Safety standards impose additional requirements on employers to protect employees from airborne infectious diseases like COVID-19 and pathogens transmitted by aerosols. Under section 3203 of California's general industry safety regulations, employers must establish, implement, and maintain an effective Injury and Illness Prevention Program (IIPP) to protect employees from workplace hazards. Employers are required to determine if the infectious disease is a hazard in their workplace. If it is a workplace hazard, then employers must implement infection control measures, including applicable and relevant recommendations from federal, state and local guidelines. It is the employer's responsibility to maintain a current and relevant IIPP.

All staff are to be informed regarding protective actions and/or modifications related to this plan. Messaging and risk communications during an emerging infectious disease or pandemic will be conducted by our Emergency Operations Center. Guidance and instructions on established infection control measures such as social distancing, personnel

protective equipment and telework polices are provided by our Emergency Operations Center to assist in limiting the spread of influenza at the primary and alternate worksites.

Within the workplace, social distancing measures could take the form of:

Modifying the frequency and type of face-to-face employee encounters (e.g., placing moratoriums on hand-shaking, substituting teleconferences for face-to-face meetings, staggering breaks, posting infection control guidelines);
Establishing flexible work hours or worksite, (e.g., telecommuting);
Promoting social distancing between employees and those with whom they interact to maintain six-feet spatial separation between individuals; and
Implementing strategies that request and enable employees with influenza to stay home at the first sign of symptoms.

Frequent, daily contact is important to keep our employees informed about developments in our response, impacts on the workforce, and to reassure employees that we are continuing to function as usual.
When necessary, our planners and pandemic response teams will include deliberate methods to measure, monitor, and adjust actions to changing conditions and improved protection strategies.

Implement a formal worker and workplace protection strategy with metrics for assessing worker conformance and workplace cleanliness.
Monitor and periodically test protection methods.
Track and implement changes in approved or recommended protection measures.
Pre-position material and equipment onsite.
Ensure essential personnel are at the primary worksite.
Reaffirm that essential suppliers have their material and personnel on-hand and can respond, and support as planned.
Coordinate with local public health and emergency response points of contact to ensure open, adequate communications.

Organization and Assignment of Responsibilities

We utilize the Standardized Emergency Management System (SEMS) which incorporates the Incident Command System (ICS) as the method of managing a crisis or event until operations return to “normal.” This includes activation, when necessary, of incident command posts and the activation of our EOC.

Plan Development

During the health crisis it is vital that we capture lessons learned and alternative practices to our operations as they occur
Maintain a central depository for this information to use it following the crisis to update this annex and our EOP in general
It is our intent to review our EOP and annexes at least annually and update as necessary to maintain a best-practices EOP
We will share this annex periodically with our Health partners to ensure it has captured the most current trends and practices

Authorities and References

In the United States, the responsibility for public health rests primarily with city or county and state public health agencies. All states and many large counties and cities have their own public health departments. Although many public health investigations are conducted with local resources, a city, county, or state health department can request field

epidemiologic or laboratory assistance from the next higher-level public health agency in response to a large or complex outbreak or problem that requires additional staff, expertise, or other resources.

In the United States, the Centers for Disease Control and Prevention (CDC) is the highest-level public health agency. Federal prisons, military bases, and tribal reservations have their own independent health systems but also can request assistance from CDC. Globally, countries can request assistance for field investigations from the World Health Organization, which coordinates with its members for needed resources. The Centers for Disease Control and Prevention (cdc.gov) contains the most current and relevant information on specific exposures and the appropriate practices and protocols.

Incident Command Actions

Before

One of the best things to do prior to an infectious disease incident is to identify, collect, and maintain current and relevant contact information of organizations and agencies that will be important to our ongoing operations. These should include local, state, and federal public health jurisdictions such as:
Your local health department contact
(Searchable database https://www.naccho.org/membership/lhd-directory)
California Department of Public Health – https://www.cdph.ca.gov/
Centers for Disease Control and Prevention (CDC) - https://www.cdc.gov/

Building and maintaining relationships with local health officials cannot be over emphasized. This effort before an infectious disease outbreak will prove invaluable as we seek support and guidance in maintaining, shutting down, and resuming operations.

In addition to this practice it is important to identify and document operational norms and standards that you maintain on an ongoing basis. These records will greatly help you resume operations following a major infectious disease event.

During

We activate our Emergency Operations Plan at a level sufficient to stay ahead of issues as much as possible including the activation of:
Communication annex
Continuity of Operations Plan (COOP) annex

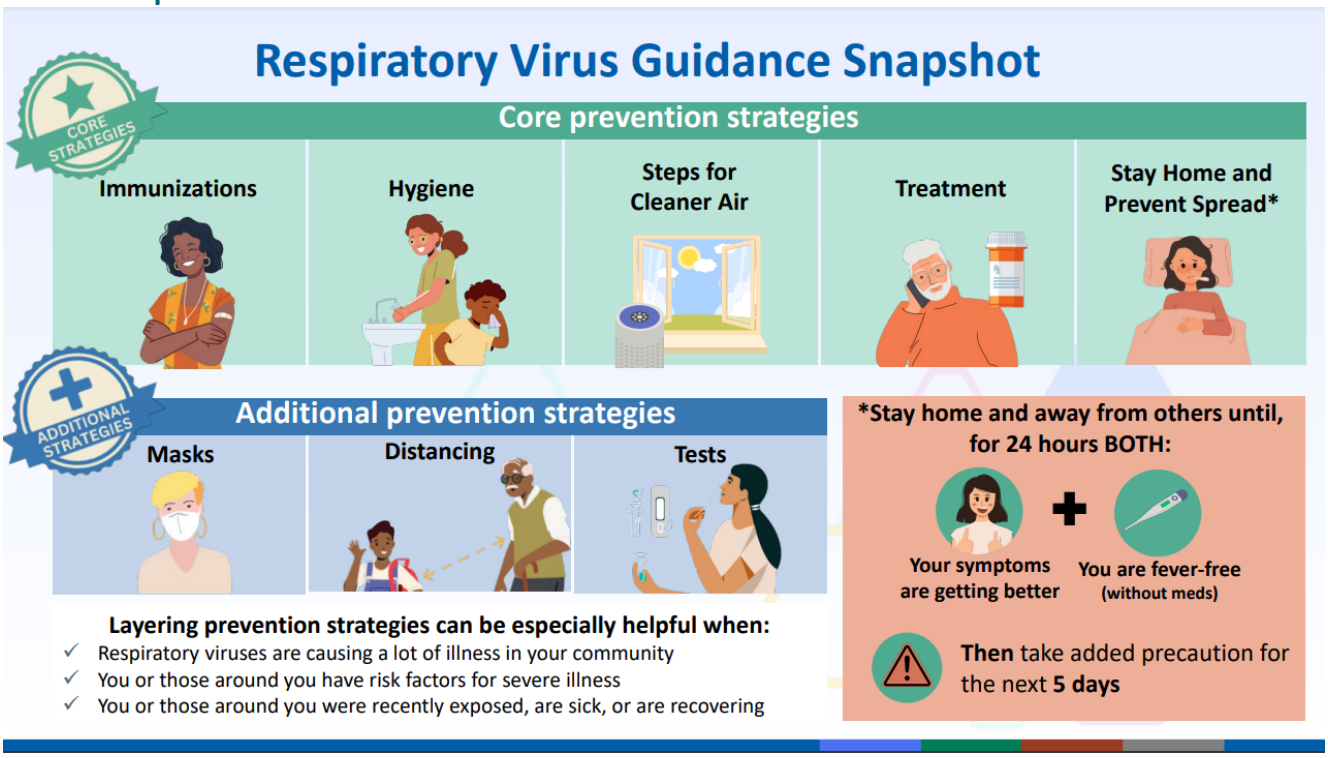
Additional actions include:
Maintain contact with our local Health Department and coordinate our actions based upon their recommendations
Collect preventive informational flyers and documents and disseminate to staff and/or students, as relevant
Activate heightened surveillance of illness within our sites. Gather data on symptoms of all students and/or staff who are sick at home.
Insure those who are ill stay home
Send the sick home immediately
Provide fact sheets and guidelines for families to make them aware of symptoms and remind them of respiratory hygiene etiquette
Monitor bulletins and alerts from the Department of Health and Human Services
Keep staff and students informed of developing issues
Assist the Department of Health and Human Services in monitoring outbreaks
Respond to media inquiries regarding organization attendance status
Implement telework procedures, if necessary, so that staff can stay home

Maintain surveillance after the initial epidemic in the event a second wave passes through the community

After

As with any major crisis or incident the major goal of our institution is to get things back to “normal.” This means restoration of our primary operations back to pre-incident or event levels. This is most effectively accomplished when there are accurate and well-maintained records and practices in place that help us on this recovery journey. Following are key concepts and actions that should be considered in getting back to “normal.”

COVID-19 Specific Guidance



Power and Utility Failure



Extended power outages may impact the whole community and the economy. A power outage is when the electrical power goes out unexpectedly. A power outage may:
Disrupt communications, water, and transportation
Close retail businesses, grocery stores, gas stations, ATMs, banks, and other services
Cause food spoilage and water contamination
Prevent use of medical devices

Protect Students And Staff During A Power Outage

Keep freezers and refrigerators closed
Only use generators outdoors and away from windows or air intakes
Do not use gas appliances for heating
Disconnect appliances and electronics to avoid damage from electrical surges
Have alternate plans for refrigerating medicines or using power-dependent medical devices
If safe, go to an alternate location for heat or cooling

Electrical Systems

The M&O Department should identify the location of all electrical main and subpanels throughout the site
Use a clean and clear site map of each site and label the map “Electrical Systems Field Operations Guide” (known as the Electrical Systems FOG)
Indicate the locations of the main electrical shut-off and each sub-panel main shut-off in the Electrical Systems FOG
Include a photo of each panel and label the photos corresponding to the panel numbers
If panels do not have a numeric identifier, consider adding that at all panel locations
Label the site main and subpanel main shut-off for each panel so as to minimize confusion
Laminate or plastic-protect the Electrical Systems FOG and provide to designated and trained employee(s) who will be responsible for emergency shutdown and restoration following an electrical failure

Backup Supplies and Other Resources

Identify all of the items needed that rely on electricity
Identify and have emergency plans for students or staff relying upon medical devices powered by electricity and refrigerated medicines
Find out how long medication can be stored at higher temperatures and get specific guidance for any medications that are critical for life
Plan for batteries and other alternatives to meet our needs when the power goes out
Sign up for local alerts and warning systems. Monitor weather reports
Ensure that any carbon monoxide detectors are in working order and that battery backups are available
Determine whether the phone system will work in a power outage and how long battery backup will last
Review the supplies that are available in case of a power outage
Have flashlights with extra batteries available for individual rooms or offices without exterior light sources
Maintain an inventory of nonperishable food and water
Regularly check the thermometer in the refrigerator and freezer so that we can know the temperature when the power is restored. Throw out food if the temperature is 40 degrees or higher
Keep mobile phones and other electric equipment charged and gas tanks full

Survive During

When power goes out, a trained and responsible employee should:
Keep freezers and refrigerators closed. The refrigerator will keep food cold for about four hours. A full freezer will keep the temperature for about 48 hours. Use coolers with ice if necessary. Monitor temperatures with a thermometer.
Maintain food supplies that do not require refrigeration
Avoid carbon monoxide poisoning. Generators and any fuel or gas-powered devices should always be used outdoors and at least 20 feet away from windows
Turn off or disconnect all appliances, equipment, or electronics. Power may return with momentary “surges” or “spikes” that can cause damage

Power Restoration

When in doubt, throw it out! Throw away any food that has been exposed to temperatures 40 degrees or higher for two hours or more, or that has an unusual odor, color, or texture
If the power is out for more than a day, discard any medication that should be refrigerated, unless the drug’s label says otherwise. If a life depends on the refrigerated drugs, consult a doctor or pharmacist and use medicine only until a new supply is available

Severe Weather

Purpose



The State of California is vulnerable to a variety of severe weather hazards. This incident annex addresses the hazards associated with severe weather. When severe weather occurs, the impacts can be devastating and may affect isolated locations or multiple jurisdictions simultaneously.

When the impacts exceed the capabilities of local jurisdictions, the State must respond in a prompt, organized, and efficient manner to save lives, mitigate property damage, and restore a sense of normalcy to the community. This response is coordinated through the Governor's Office of Emergency Services (OES) in concert with local, state, Federal, volunteer, and private sector partners.

Situation and Assumptions

El Niño

During El Niño, trade winds weaken. Warm water is pushed back east, toward the west coast of the Americas. El Niño means Little Boy in Spanish. South American fishermen first noticed periods of unusually warm water in the Pacific Ocean in the 1600s. The full name they used was El Niño de Navidad because El Niño typically peaks around December.

El Niño can affect our weather significantly. The warmer waters cause the Pacific jet stream to move south of its neutral position. With this shift, areas in the northern U.S. and Canada are dryer and warmer than usual. But in the U.S. Gulf Coast and Southeast, these periods are wetter than usual and have increased flooding.

Hail

Hail is considered severe when it reaches 1 inch in diameter. Hail can reach sizes much larger than the severe threshold size. Hail causes close to $1 billion in damage to property and crops each year in the U.S. While property is typically at greatest risk for hail damage, the National Oceanic and Atmospheric Administration (NOAA) estimate that 24 people are injured from hail each year.

Thunderstorms

The National Weather Service (NWS) defines a severe thunderstorm as any storm that produces one or more of the following: a tornado, damaging wind speeds of 58 mph (50 knots) or greater, and/or hail 1 inch in diameter or larger.

Continuity of Operations (Annex Specific)

The goal of emergency management is to restore operations of any organization back to its primary purpose, or "normal." In some cases, restoration of operations may have to be a new normal.

Organization and Assignment of Responsibilities

This organization follows SEMS/NIMS requirements, specifically incorporating the Incident Command System into emergency and incident operations.

Plan Development

This annex was selected for inclusion in this Emergency Operations Plan (EOP) following best practices Hazard/Threat Analysis and is reviewed annually for currency and applicability.
Severe weather-related hazards can occur at any time throughout the year

Local jurisdictions adversely affected by severe weather may declare local State of Emergency upon being affected
Local jurisdictions adversely affected by severe weather may use mutual aid agreements as part of their response to the disaster
Local jurisdictions affected by severe weather may request resources from the State as the situation evolves

Authorities and References

Center for Disease Control - Natural Disasters and Severe Weather
National Weather Service – Severe Weather Awareness
Ready.Gov – Severe Weather

Incident Command Actions

For predictable severe weather, such as excessive rain, wind, and/or snow, the following should be included in your procedures:

Grant Elementary School

2025 – 2026 Comprehensive School Safety Plan

Eureka City Unified School District

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Section 1 - Introduction

SB 187 & AB 1747 Compliant Document

Preface

This comprehensive school safety plan is evaluated, and amended as needed, no less than once per year per Education Code section 35294.2(e)). This plan is available for public inspection during normal business hours at the Eureka City School District office located at 2100 J Street, Eureka, CA 95501. For questions regarding this plan please call (707) 441-2400.

NOTE: Tactical responses to criminal incidents are excluded from this public inspection document. This document is not available for public inspection on the internet.

An “Inspection Log” is utilized to record the name, address, phone number and identification method of all individuals that perform a public inspection of this plan.

Development and Update of the Grant Elementary School CSSP

CSSP Planning Dates

Date of Meeting	Location	Time
10/22/2025	Grant Elementary Library	4:00 pm
11/13/2025	Grant Elementary Library	4:00 pm

CSSP Public Meeting

Date of Meeting	Location	Time
10/20/2025	Grant	5:15 pm

Grant Elementary School's CSSP SSC/Safety Committee

School Site Council

School Stakeholders for Planning and Approval

Administrators:

Rachel Brakeman-Arnold

Teachers:

John Mike Larson

Emily Kinder

Parents:

Nick Smithler

Emma Arnold

Sayde Mendes

Sadie Nilsen

Classified:

Diana Fuentes-Zittel

Jessica Maushardt

School Site Council Representative (If Title 1 School):

Nick Smithler, School Site Council Chairperson

Support Staff:

Salvadore Souza (Afterschool Program Coordinator)

Counselors:

Denise Williams (School Social Worker)

Laura Kiewel (School Psychologist)

Law Enforcement, Fire Department, Emergency Response

Anytime the CSSP is updated per California Education Code 32281 requires the updates be submitted to and reviewed by both a local law enforcement official and fire department official. The following officials were notified and given copies of the updated plan for review.

Sheriff, Police Agency/Name/Title: Chris Baker, SRO, Eureka Police Department, Brian Stephens, Chief of Police, Eureka Police Department
Notification to Date of Consultation: 10/6/2025

Fire Department Agency/Name/Title: Timothy Citro, Fire Chief, Humboldt Bay Fire
Notification to Date of Consultation: 10/6/2025

Probation Agency/Name/Title:
Notification to Date of Consultation:

Other:After-School Coordinator: Salvadore Souza

Notification to Date of Consultation: 10/6/2025

Communicating Plan to the Public

Prior to final SSC/Safety Committee approval of the CSSP the school must present the plan to the Public at a meeting at the School Site.

Required Invitees to Public Meeting

Title	Name	Date Invited	How Invited
Mayor	Kim Bergel	10/13/2025	Email
Rep From School Employee Org	Christa Jones	10/13/2025	Email
Rep from PTA	Derek Glavich	10/13/2025	Email
Rep from Teacher Org	Mike Larson	10/13/2025	Email
Rep from Student Body Govt	Not Applicable		
Any person requesting invite			

The School Community was notified of the meeting for review of the Comprehensive School Safety Plan through the following:

Required Invitees were invited to the Public Meeting via email 10/6/2025. The Public Hearing Notice was posted in the Grant Office and in the Window of the Grant Office 10/6/2025. All Grant families were invited via PowerSchool email 10/17/2025.

Vision Statement

At Grant Elementary, the vision is for teachers, staff, families, and the community to work together, maintaining an inclusive environment that honors the uniqueness of each individual, where all students feel safe and are motivated to reach their highest potential.

Mission Statement

Grant Elementary School is committed to providing quality educational programs in a safe, community atmosphere which fosters high academic standards while supporting the social and emotional development of our students and prepares them to be responsible citizens in a global society.

Final Approval Meeting Minutes

CSSP Committee Meeting Where Plan is Approved

Date of Meeting	Location	Time	Minutes
10/22/2025 and 11/13/2026	Grant Elementary School-Library	4:00 pm	

Minutes from the two SSC Meetings are attached below.

Grant School Site Council Meeting
Wednesday, October 22, 2025
4:00-5:00 pm Grant Library

APPROVED Minutes

A. Call to Order: The meeting was called to order at 4:02
B. School Site Council Roll Call:

a. Rachel Brakeman-Arnold (Principal)-Present
b. Nick Smithler (Parent, Chairperson)-Present
c. Diana Fuentes-Zittel (Classified Staff, Vice-Chairperson)-Present
d. Mike Larson (Certificated Staff, Secretary)-Present, joined virtually
e. Emma Arnold (Parent)-Present
f. Sadie Nilsen (Parent)-Present
g. Sayde Mendes (Parent)-Present
h. Emily Kinder (Certificated Staff)-Absent
i. Non-voting Committee Members: Jessica Maushardt (Community
ii. School Liaison)-Present
Staff, Family, and Community Members Present: Cameron Saso, EHS Community Schools Liaison

C. Welcome and Introductions
D. Changes or Additions to Agenda

a. There are no changes to the agenda

E. Approval of September 9, 2025 Minutes
a. Diana made a motion to approve the September 9, 2025 Minutes.
b. Emma seconded.
c. Motion carried to approve the September 9. 2025 Minutes.

A. Opportunity for Public Input on Agenda Items- 3 minutes
a. There was no Public input on Agenda items.

F. Unfinished Business

a. Agenda Item #1: Gardening Club Update (Presented by Jessica Maushardt)
i. Jessica Rebholtz,will be partnering with Grant as part of an MOU with ECS to help create a new Garden Lunch Club with funding from UC Davis. This is a gardening and nutrition class where she will directly support a 5th grade class with nutrition lessons for two

weeks out a month and then support an TK-5th Grade Gardening Club during lunch the other two weeks of a month. Derek Glavich will be partnering with Grant with the CR class to help with construction of raised beds, etc. Other community contributions are being secured.

ii. Jessica will report back at our January SSC meeting.

G. New Business

a. Agenda Item #1:Comprehensive School Safety Plan (Presented by Rachel Brakeman-Arnold)

i. Rachel shared the Action Plan with the SSC:

1. Areas of Pride were discussed.
   a. MTSS, SpEd, Behavior Huddle, and Attendance Huddle teams meet regularly to address site needs respectively.
   b. On Sept. 12th, first responders toured our campus. Findings and Desired Improvements/Priorities and Goals/Strategies for 2025-2026
2. Findings and Desired Improvements were discussed.
   a. Attendance although improved, we'd like to see our chronic absenteeism rates continue to decrease, especially for the subgroup, Students With Disabilities..
   b. There is a need for additional security cameras on campus to allow for broader access to security visibility.
   c. Although Suspension rates have decreased, there is a need for developing Tier 2 and 3 supports that are
   d. equity driven.
   e. Although our MTSS Team has regular meetings and makes data informed decisions, there is a need for more SEL progress monitoring to provide equitable SEL supports.
3. Priorities and Goals were discussed.
   a. Install additional security cameras in areas that are not as visible by existing cameras.
   b. Reduce the Chronic Absenteeism rate for all learners, especially for Students with Disabilities by increasing learner's sense of belonging.
   c. Reduce the Suspension rate and Behavior Tracking Forms by implementing Tier 2 and 3 supports that are equitable for all learners while in alignment with PBIS and Restorative Practices.

d. Reduce the Suspension rate and Behavior Tracking Forms by the MTSS Team progress monitoring Universal Screener data and providing tiered systems of support that are equitable.
    i. A discussion of consideration of a crossing guard was held. The SSC developed the wording collaboratively.
        1. Sadie motioned to add finding information about implementing a crossing guard.
        2. Sayde seconded.
        3. Motion was carried.

4. Overall strategies for the 2025-26 school year were discussed.
    a. To enhance school safety and deterrence by strategically installing additional security cameras to eliminate blind spots and improve coverage in non-visible areas.
    b. To reduce the chronic absenteeism rate for all learners, especially for Students with Disabilities (SWD), by increasing their sense of belonging and providing proactive, multi-tiered supports.
    c. To reduce the Suspension rate and the frequency of Behavior Tracking Forms (BTFs) by implementing equitable, aligned Tier 2 and Tier 3 supports that are grounded in the principles of PBIS and Restorative Practices.
    d. To reduce the Suspension rate and Behavior Tracking Forms by implementing equitable, aligned SEL Tier 2 and Tier 3 supports.
        i. The SSC collaboratively developed wording for a crossing guard.
            1. Emma made a motion to approve finding information for future implementation of a crossing guard.
            2. Sadie seconded.
            3. Motion was carried.

5. Component 1 People and Programs (School Climate) were discussed.
    a. Adding our School Psychologist to the Attendance Huddle Team and to attend SART Meetings for SWD to help ensure individual needs are being met and supports put into place are accommodating to their needs. Adding additional resources for families. Having quarterly attendance challenges. Attendance incentives. Using multiple communication modalities to communicate with families about attendance.

b. Differentiating and calibrating Minor and Major Behavior Tracking Forms with staff. Staff using more Tier 1 behavioral supports and Restorative practices. Examples of Tier 2 and 3 supports were also discussed. Emma asked for clarification regarding Tiers 1, 2, and 3; Rachel explained and provided examples of supports for each tier. Rachel also shared the Restorative Practices Re-Entry Plan for learners who have an In-School or Out-of School Suspension.

c. Ways the MTSS Team will support Social Emotional needs were discussed.

6. Component 2- Places (Physical Environment) were discussed.
   a. Rachel shared the campus walkthrough has already taken place for additional security cameras. She shared that another walkthrough would be necessary after this installation to ensure adequate campus coverage.
   b. Rachel shared that a second Behavior Support Aide (BSA) was hired for the 2025-26 school year to support with the reduction of suspensions.
   c. Rachel shared that there are two additional Monitor positions being added for the site. There is one Monitor who works the full day, including before school and after dismissal.
   d. The SSC discussed finding information on procedures and securing consistent crossing guard volunteers for arrival. A consideration of better procedures during drop off and pick up were discussed. Sending letters home again regarding drop-off/pick-up procedures. The SSC collaboratively developed wording for this discussion.
      i. Diana motioned to approve.
      ii. Sadie seconded.
      iii. Motion was carried.
   e. Mike motioned to pause the CSPP portion of the meeting and to schedule a meeting in November to finish reviewing and for final approval.
      i. Emma seconded.
      ii. Motion carried.
         1. The SSC scheduled a meeting on 11/13/25 4:00-5:00 to complete the CSPP.

H. Discussion Items
    a. Agenda Item #1: Principal's Report (Presented by Rachel Brakeman-Arnold)
        i. 2024-25 Data Review
            1. Rachel shared data from last year's CAASPP summative assessments. No further data has been released by the state.

I. School Site Council Committee Reports:
    a. There were no Committee reports.

J. Opportunity for Public Input- 3 minutes
    a. There was no public input on non-agenda items.

K. Adjournment: The meeting adjourned at 5:15.

Next Meeting: November 13, 2025 4:00-5:00 pm in the Grant Library

Future Meeting Dates: January 28, 2026 4:00-5:00 pm in the Grant Library, April 8, 2026 4:00-5:00 pm in the Grant Library

Section 2 – Action Plan

(Policies and Procedures have been excerpted and reformatted for this document.
Code and Legal References have been removed. For access to documents in their original and approved form please contact the Risk Management Office.)

Action Plan

This action plan was developed and updated by our SSC/Safety Committee through a comprehensive review of date from multiple sources.

- Suspensions
- Expulsions
- Chronic Absences
- Law Enforcement Calls for Service at Site
- Community Crime Data

Areas of Pride/Accomplishments*

Our MTSS Team continues to build on Tier 2 and 3 supports for learners for behavior, SEL, and academics. As a result, we have seen more supports put into place as early interventions.

Our Special Education Team provides data tracking to ensure learners are on track to meet their IEP goals, we review Behavior Plan data, academic data, attendance data, and behavioral/suspension data.

Our Behavior Huddle Team meets daily to review behavior referrals, provide tiered supports, and implement PBIS and Restorative Practices, while growing our Alternatives to Suspension has shown a decrease in In-School and Out-of School Suspensions.

Our Attendance Huddle Team meets weekly and provided families with targeted tiered supports and have reduced the chronic absenteeism rate.

On September 12, 2025 Grant held a First Responders Tour of the campus. The purpose is to allow first responders to familiarize themselves with our campus. Invited to the tour are Humboldt Bay Fire, EPD, CHP, HCSO, Taylin Titus (Keenan Representative) and our Maintenance Director, the visit was facilitated by our District Safety and Security Coordinator.

Findings & Desired Improvements*

1. Attendance although improved, we'd like to see our chronic absenteeism rates continue to decrease, especially for the subgroup, Students With Disabilities.

2. There is a need for additional security cameras on campus to allow for broader access to security visibility.

3. Although Suspension rates have decreased, there is a need for developing Tier 2 and 3 supports that are equity driven.

4. Although our MTSS Team has regular meetings and makes data informed decisions, there is a need for more SEL progress monitoring to provided equitable SEL supports.

5.There is a need for a crossing guard to support during arrival time.

Priorities/Goals for Safe and Orderly Environment*

1. Install additional security cameras in areas that are not as visible by existing cameras.

2. Reduce the Chronic Absenteeism rate for all learners, especially for Students with Disabilities by increasing learner's sense of belonging.

3. Reduce the Suspension rate and Behavior Tracking Forms by implementing Tier 2 and 3 supports that are equitable for all learners while in alignment with PBIS and Restorative Practices.

4. Reduce the Suspension rate and Behavior Tracking Forms by the MTSS Team progress monitoring Universal Screener data and providing tiered systems of support that are equitable.

5. Find information on implementing a crossing guard volunteer during arrival time.

Overall Strategies for the 2025-2026 School Year are:

1. To enhance school safety and deterrence by strategically installing additional security cameras to eliminate blind spots and improve coverage in non-visible areas.

2. To reduce the chronic absenteeism rate for all learners, especially for Students with Disabilities (SWD), by increasing their sense of belonging and providing proactive, multi-tiered supports.

3. To reduce the Suspension rate and the frequency of Behavior Tracking Forms (BTFs) by implementing equitable, aligned Tier 2 and Tier 3 supports that are grounded in the principles of PBIS and Restorative Practices.

4. To reduce the Suspension rate and Behavior Tracking Forms by implementing equitable, aligned SEL Tier 2 and Tier 3 supports.

Component 1 People and Programs (School Climate)

Adding our School Psychologist to the Attendance Huddle Team and attend our SART Meetings to ensure all interventions are reviewed for alignment with IEPs/504s and address the specific barriers faced by Students with Disabilities. Progress monitoring all learners' attendance data to provide early interventions when a learner is trending chronic. Have resources available for all families; such morning routine visual chart, alarm clocks, timers, batteries, and other attendance information. Implementing personalized incentive plans for learners who are involved in the SART or SARB process to help with learner motivation. Launch quarterly attendance challenges that are inclusive of all learners. Provide monthly attendance incentives for all learners who had 95% or higher attendance for the month. Utilize multiple, accessible communication methods (text, calls, home visits, emails) to partner with families, recognizing that many families, particularly those with SWD, have complex schedules. Grant will also begin a Parent Support Group to provide additional supports to families.

Clearly differentiate between behaviors that result in a BTF (minor/classroom-managed) and those that warrant administrative referral (major/office-managed). Reduce BTFs by empowering teachers and support staff to use on-the-spot Tier 1/Restorative strategies. Train staff to resolve minor behaviors using quick, low-level restorative strategies (e.g., "What happened? Who was affected? What do we need to do to fix it?"). Ensure proficiency in leading circles, facilitating conflict resolution, and utilizing affective statements rather than blame. Provide Tier 2 and 3 interventions for learners who have received 4 or more BTFs to provide a structured, positive opportunity for students to process behavioral incidents or plan behavioral success with a mentor, and use restorative circle structures within these groups to help students process emotions, build empathy, and practice repair strategies. Implement In-School Restorative Interventions (ISRI) as the default alternative to out-of-school suspension. ISRI requires the student to complete

academic work, participate in skill-building activities, and engage in a restorative process to repair harm. There must be a Restorative Reentry Action Plan put into place after any Teacher Initiated In-School Suspension, In-School Suspension, or Out-of School Suspension and a formal Re-Entry Meeting that includes the student, family, administrator, and relevant support staff.

The MTSS Team provides Tier 1, 2, or 3 supports that are initiated based on a combination of Universal Screener risk scores, staff MTSS Referral Forms, and/or multiple minor BTFs. The focus is skill-building and relationship-strengthening. Offer tiered, targeted social-emotional learning (SEL) groups for common issues identified in the data (e.g., "Impulse Control," "Frustration Tolerance," "Conflict Resolution"). Use data to adjust Tier 1 expectations (PBIS Matrix) to ensure clear, objective behavioral definitions that are consistently applied by all staff. Utilize Zones of Regulation curriculum in all classrooms, as well as in common-areas of the campus. Provide Zones of Regulation materials for families to use at home to reinforce the concepts at home.

Component 2 Places (Physical Environment)

Conduct a physical walk-through of the entire campus with key stakeholders (Administrator, Director of Safety, Tech Department, and Maintenance Department) to map the existing camera coverage. Use floor plans to mark all areas currently lacking adequate visual coverage.

More Behavioral Support Staff to provide tiered systems of support to the reduction of Suspension rates and the frequency of Behavior Tracking Forms (BTFs) by implementing equitable, aligned Tier 2 and Tier 3 supports that are grounded in the principles of PBIS and Restorative Practices.

More recess supervision at recess breaks and in the cafeteria.

Find information on implementing a crossing guard volunteer during arrival time.

Policies and Procedures for Positive School Climate

Section 3 – Data Analysis

School Performance Overview Dashboard

Student Population

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

This section provides information about the school's student population.

2024-25 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
278	**68.7%**	**14.4%**	**1.1%**
Total Number of Students enrolled in Grant Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	40	14.4%
Foster Youth	3	1.1%
Homeless	18	6.5%
Socioeconomically Disadvantaged	191	68.7%
Students with Disabilities	51	18.3%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	4	1.4%
American Indian	7	2.5%
Asian	36	12.9%
Filipino	0	0.0%
Hispanic	84	30.2%
Two or More Races	34	12.2%
Pacific Islander	8	2.9%
White	104	37.4%

School and Student Performance Data

Overall Performance

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

2025 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Yellow	**Graduation Rate**	**Suspension Rate**  Green
Mathematics  Yellow	**Chronic Absenteeism**  Yellow	
English Learner Progress  No Performance Color		
College/Career		

School and Student Performance Data

Academic Performance
English Language Arts

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Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue
0	0	3	0	0

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Yellow	 No Performance Color	
34.4 points below standard	52 points below standard	
Increased 19.7 points	Increased 22 points	
118 Students	25 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Yellow
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	44.1 points below standard
2 Students	8 Students	Increased 24.3 points
		101 Students

Students with Disabilities	African American	American Indian
 No Performance Color	 No Performance Color	 No Performance Color
91.5 points below standard	Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy
Increased 25 points	2 Students	1 Student
18 Students		

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Yellow
54.2 points below standard	0 Students	52.7 points below standard
Increased 35.4 points		Increased 22.8 points
15 Students		38 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Yellow
22.7 points below standard	Fewer than 11 students - No Data for Privacy	19.9 points below standard
Increased 34.4 points	3 Students	Increased 9.9 points
15 Students		44 Students

School and Student Performance Data

Academic Performance
Mathematics

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”


Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	3	0	0

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2025 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Yellow	 No Performance Color	
42.1 points below standard	53.6 points below standard	
Increased 18.2 points	Increased 18.1 points	
119 Students	26 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Yellow
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	49.6 points below standard
2 Students	8 Students	Increased 23.1 points
		101 Students

Students with Disabilities	African American	American Indian
 No Performance Color	 No Performance Color	 No Performance Color
115.7 points below standard	Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy
Increased 16.7 points	3 Students	1 Student
18 Students		

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Yellow
56.3 points below standard	0 Students	49 points below standard
Increased 19.8 points		Increased 21.4 points
15 Students		38 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Yellow
58.6 points below standard	Fewer than 11 students - No Data for Privacy	25.8 points below standard
Increased 23.3 points	3 Students	Increased 24.5 points
15 Students		44 Students

School and Student Performance Data

Academic Performance
Science

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Science Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	0

This section provides a view of how well students are meeting grade-level standards on the Science assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2025 Fall Dashboard Science Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
		
No Performance Color	No Performance Color	No Performance Color
48.9 science points	Fewer than 11 students - No Data for Privacy	0 Students
Maintained -0.2 points	7 Students	
27 Students		

Foster Youth	Homeless	Socioeconomically Disadvantaged
		
No Performance Color	No Performance Color	No Performance Color
0 Students	Fewer than 11 students - No Data for Privacy	45.1 science points
	0 Students	Declined 2.1 points
		21 Students

Students with Disabilities	African American	American Indian
 No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	 No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Asian	**Filipino**	**Hispanic**
 No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	 No Performance Color 0 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 6 Students
Two or More Races	**Pacific Islander**	**White**
 No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 0 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 9 Students

School and Student Performance Data

Academic Performance
English Learner Progress

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2025 Fall Dashboard English Learner Progress Indicator

English Learner Progress	Long-Term English Learner Progress
	
No Performance Color	No Performance Color
41.4 making progress.	making progress.
Number Students: 29 Students	Number Students: 0 Students

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2025 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
24.1%	34.5%	6.9%	34.5%

School and Student Performance Data

Academic Performance
College/Career Report

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

Explore information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2025 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue
0	4	3	0	0

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Yellow	 Yellow	
24.5% Chronically Absent	15.2% Chronically Absent	
Declined 4.9	Declined 5.9	
294 Students	46 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Yellow
Fewer than 11 students - No Data for Privacy	50% Chronically Absent	24.8% Chronically Absent
3 Students	Declined 12.5	Declined 8.9
	28 Students	246 Students

Students with Disabilities	African American	American Indian
 Orange	 No Performance Color	 No Performance Color
31.7% Chronically Absent	Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy
Declined 10.4	5 Students	8 Students
60 Students		

Asian	Filipino	Hispanic
 Yellow	 No Performance Color	 Orange
11.1% Chronically Absent	0 Students	27.8% Chronically Absent
Declined 4		Declined 2.1
36 Students		90 Students

Two or More Races	Pacific Islander	White
 Orange	 No Performance Color	 Orange
23.7% Chronically Absent	Fewer than 11 students - No Data for Privacy	25.9% Chronically Absent
Declined 17.5	9 Students	Declined 4.1
38 Students		108 Students

School and Student Performance Data

Academic Engagement
Graduation Rate

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2025 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

School and Student Performance Data

Conditions & Climate
Suspension Rate

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”


Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	0	2	2	4

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2025 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Green	 Blue	
1.9% suspended at least one day	0% suspended at least one day	
Declined 3.2%	Declined 1.9%	
317 Students	46 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 Blue	 Green
Fewer than 11 students - No Data for Privacy	0% suspended at least one day	1.5% suspended at least one day
3 Students	Declined 7.5%	Declined 4.3%
	31 Students	264 Students

Students with Disabilities	African American	American Indian
 Yellow	 No Performance Color	 No Performance Color
3.1% suspended at least one day	Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy
Declined 7.2%	5 Students	9 Students
64 Students		

Asian	Filipino	Hispanic
 Blue	 No Performance Color	 Green
0% suspended at least one day	0 Students	1% suspended at least one day
Declined 2.8%		Declined 3.2%
38 Students		96 Students

Two or More Races	Pacific Islander	White
 Blue	 No Performance Color	 Yellow
0% suspended at least one day	Fewer than 11 students - No Data for Privacy	3.4% suspended at least one day
Declined 5.7%	9 Students	Declined 3.2%
43 Students		117 Students

Section 4 – Policies and Procedures

(Policies and Procedures have been excerpted and reformatted for this document.
Code and Legal References have been removed. For access to documents in their original and approved form please contact the Risk Management Office.)

Child Abuse Prevention and Reporting – BP/AR 5141.4

Original Adopted Date: 12/10/2015 | Last Revised Date: 12/11/2025 | Last Reviewed Date: 12/11/2025Status: ADOPTED

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

The Superintendent or designee may provide a student who is a victim of abuse with school-based mental health services or other support services and/or may refer the student to resources available within the community as needed.

Child Abuse Prevention

The district's instructional program may provide age-appropriate and culturally sensitive child abuse prevention curriculum which explains students' right to live free of abuse, includes instruction in the skills and techniques needed to identify unsafe situations and react appropriately and promptly, informs students of available support resources, and teaches students how to obtain help and disclose incidents of abuse.

The district's program also may include age-appropriate instruction in sexual abuse and sexual assault awareness and prevention. Upon written request of a student's parent/guardian, the student shall be excused from taking such instruction. (Education Code 51900.6)

The Superintendent or designee may display posters, in areas on campus where students frequently congregate, notifying students of the appropriate telephone number to call to report child abuse or neglect. (Education Code 33133.5)

In addition, student identification cards for students in grades 7-12 shall include the National Domestic Violence Hotline telephone number. (Education Code 215.5)

The Superintendent or designee shall, to the extent feasible, seek to incorporate community resources into the district's child abuse prevention programs and may use these resources to provide parents/guardians with instruction in parenting skills and child abuse prevention.

Child Abuse Reporting

The Superintendent or designee shall establish procedures for the identification and reporting of known and suspected child abuse and neglect in accordance with law.

Procedures for reporting child abuse, as specified in Penal Code 11164-11174.3, shall be included in the district and/or school comprehensive safety plan. (Education Code 32282)

District employees who are mandated reporters, as defined by law and administrative regulation, are obligated to report all known or suspected incidents of child abuse and neglect.

The Superintendent or designee shall provide training regarding the duties of mandated reporters as required by law and as specified in the accompanying administrative regulation. (Education Code 44691; Penal Code 11165.7)

A/R

Original Adopted Date: 09/08/2016 | Last Revised Date: 12/11/2025 | Last Reviewed Date: 12/11/2025Status: ADOPTED

Definitions

Child abuse or neglect includes the following: (Penal Code 11165.5, 11165.6)
A physical injury or death inflicted by other than accidental means on a child by another person

Sexual abuse of a child, including sexual assault or sexual exploitation, as defined in Penal Code 11165.1

Neglect of a child as defined in Penal Code 11165.2

Willful harming or injuring of a child or the endangering of the person or health of a child as defined in Penal Code 11165.3

Unlawful corporal punishment or injury as defined in Penal Code 11165.4
Child abuse or neglect does not include:
A mutual affray between minors (Penal Code 11165.6)

An injury caused by reasonable and necessary force used by a peace officer acting within the course and scope of employment (Penal Code 11165.5, 11165.6)

An injury resulting from the exercise by a teacher, vice principal, principal, or other certificated employee of the same degree of physical control over a student that a parent/guardian would be legally privileged to exercise, not exceeding the amount of physical control reasonably necessary to maintain order, protect property, protect the health and safety of students, or maintain proper and appropriate conditions conducive to learning (Education Code 44807)

An injury caused by a district employee's use of force that is reasonable and necessary to quell a disturbance threatening physical injury to persons or damage to property, for purposes of self-defense, or to obtain weapons or other dangerous objects within the control of a student (Education Code 49001)

Physical pain or discomfort caused by athletic competition or other such recreational activity voluntarily engaged in by a student (Education Code 49001)
Additionally, general neglect does not include: (Penal Code 11165.2)
A parent/guardian's economic disadvantage

A child receiving treatment by spiritual means pursuant to Welfare and Institutions Code 16509.1, or not receiving specified medical treatment for religious reasons
Mandated reporters include, but are not limited to, teachers; instructional aides; teacher's aides or assistants; classified employees; certificated pupil personnel employees; administrative officers or supervisors of child attendance; athletic coaches, administrators, and directors; licensees, administrators, and employees of a licensed child day care facility; Head Start program teachers; district police or security officers; licensed nurses or health care providers; and administrators, presenters, and counselors of a child abuse prevention program. (Penal Code 11165.7)

Reasonable suspicion means that it is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing when appropriate on the person's training and experience, to suspect child abuse or neglect. However, reasonable suspicion does not require certainty that child abuse or neglect has occurred nor does it require a specific medical indication of child abuse or neglect. (Penal Code 11166)

Reportable Offenses

Using the procedures provided below, a mandated reporter shall make a report whenever the mandated reporter, while acting in a professional capacity or within the scope of employment, has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect. (Penal Code 11166)

Any mandated reporter who has knowledge of or who reasonably suspects that a child is suffering serious emotional damage or is at a substantial risk of suffering serious emotional damage, based on evidence of severe anxiety, depression, withdrawal, or untoward aggressive behavior toward self or others, may make a report to the appropriate agency. (Penal Code 11165.9, 11166.05, 11167)

Any district employee who reasonably believes to have observed the commission of a murder, rape, or lewd or lascivious act by use of force, violence, duress, menace, or fear of immediate and unlawful bodily injury against a victim who is a child under 14 years of age shall notify a peace officer. (Penal Code 152.3)

The fact that a child is experiencing homelessness or is classified as an unaccompanied minor, as defined in the federal McKinney-Vento Homeless Assistance Act (42 USC 11434a), is not, in and of itself, a sufficient basis for reporting child abuse or neglect. (Penal Code 11165.15)

Responsibility for Reporting

The reporting duties of mandated reporters are individual and cannot be delegated to another person. (Penal Code 11166)

When two or more mandated reporters jointly have knowledge of a known or suspected instance of child abuse or neglect, the report may be made by a member of the team selected by mutual agreement and a single report may be made and signed by the selected member of the reporting team. Any member who has knowledge that the member designated to report has failed to do so shall thereafter make the report. (Penal Code 11166)

No supervisor or administrator shall impede or inhibit a mandated reporter from making a report. (Penal Code 11166)

Any person not identified as a mandated reporter who has knowledge of or observes a child whom the person knows or reasonably suspects has been a victim of child abuse or neglect may report the known or suspected instance of child abuse or neglect to the appropriate agency. (Penal Code 11166)

Reporting Procedures
Initial Telephone Report

Immediately or as soon as practicable after knowing or observing suspected child abuse or neglect, a mandated reporter shall make an initial report by telephone to any police department (excluding a district police/security department), sheriff's department, county probation department if designated by the county to receive such reports, or county welfare department. (Penal Code 11165.9, 11166)

Such reports shall be made to the following agency(ies):

Child Welfare Services - 2440 Sixth Street, Eureka, CA 95501 / Telepone: 707-445-6180

When the initial telephone report is made, the mandated reporter shall note the name of the official contacted, the date and time contacted, and any instructions or advice received.

Written Report

Within 36 hours of knowing or observing the information concerning the incident, the mandated reporter shall prepare and either send, fax, or electronically transmit to the appropriate agency a written follow-up report, which includes a completed California Department of Justice (DOJ) form (BCIA 8572). (Penal Code 11166, 11168)

The DOJ form may be obtained from the district office or other appropriate agencies, such as the police department, sheriff's department, or county probation or welfare department.

Reports of suspected child abuse or neglect shall include, if known: (Penal Code 11167)

The name, business address, and telephone number of the person making the report and the capacity that makes the person a mandated reporter

The child's name and address, present location, and, where applicable, school, grade, and class

The names, addresses, and telephone numbers of the child's parents/guardians

The name, address, telephone number, and other relevant personal information about the person(s) who might have abused or neglected the child

The information that gave rise to the reasonable suspicion of child abuse or neglect and the source(s) of that information
The mandated reporter shall make a report even if some of this information is not known or is uncertain to the mandated reporter. (Penal Code 11167)

The mandated reporter may give to an investigator from an agency investigating the case, including a licensing agency, any information relevant to an incident of child abuse or neglect or to a report made for serious emotional damage pursuant to Penal Code 11166.05. (Penal Code 11167)

3. Internal Reporting

The mandated reporter shall not be required to disclose the mandated reporter's identity to a supervisor, the principal, or the Superintendent or designee. (Penal Code 11166)

However, employees reporting child abuse or neglect to an appropriate agency are encouraged, but not required, to notify the principal as soon as possible after the initial telephone report to the appropriate agency. When so notified, the principal shall inform the Superintendent or designee.

The principal so notified shall provide the mandated reporter with any assistance necessary to ensure that reporting procedures are carried out in accordance with law, Board policy, and administrative regulation. At the mandated reporter's request, the principal may assist in completing and filing the necessary forms.

Reporting the information to an employer, supervisor, principal, school counselor, co-worker, or other person shall not be a substitute for making a mandated report to the appropriate agency. (Penal Code 11166)

Training

Within the first six weeks of each school year, or within the first six weeks of employment if hired during the school year, the Superintendent or designee shall provide training on mandated reporting requirements to district employees and persons working on their behalf who are mandated reporters. (Education Code 44691; Penal Code 11165.7)

The Superintendent or designee shall use the online training module provided by the California Department of Social Services (CDSS). (Education Code 44691)

The training shall include, but not necessarily be limited to, training in identification and reporting of child abuse and neglect. Additionally, the training shall include information that failure to report an incident of known or reasonably suspected child abuse or neglect as required by law is a misdemeanor punishable by imprisonment and/or a fine as specified. (Education Code 44691; Penal Code 11165.7)

In addition, the Superintendent or designee shall provide annual training on the prevention of abuse, including sexual abuse, of children on district property, by district staff, or in district-sponsored programs. (Education Code 44691)

The Superintendent or designee shall obtain and retain proof of each mandated reporter's completion of the training. (Education Code 44691)

Victim Interviews by Social Services

Whenever CDSS or another government agency is investigating suspected child abuse or neglect that occurred within the child's home or out-of-home care facility, the student may be interviewed by an agency representative during school hours, on school premises. The Superintendent or designee shall give the student the choice of being interviewed in private or in the presence of any adult school employee or volunteer aide selected by the student. (Penal Code 11174.3)

A staff member or volunteer aide selected by a child may decline to be present at the interview. If the selected person accepts, the principal or designee shall inform the person of the following requirements prior to the interview: (Penal Code 11174.3)
The purpose of the selected person's presence at the interview is to lend support to the child and enable the child to be as comfortable as possible

The selected person shall not participate in the interview

The selected person shall not discuss the facts or circumstances of the case with the child

The selected person is subject to the confidentiality requirements of the Child Abuse and Neglect Reporting Act, a violation of which is punishable as specified in Penal Code 11167.5
If a staff member agrees to be present, the interview shall be held at a time during school hours when it does not involve an expense to the school. (Penal Code 11174.3)

Release of Child to Peace Officer

When a child is released to a peace officer and taken into custody as a victim of suspected child abuse or neglect, the Superintendent or designee and/or principal shall not notify the parent/guardian, but rather shall provide the peace officer with the address and telephone number of the child's parent/guardian. (Education Code 48906)

Parent/Guardian Complaints

Upon request, the Superintendent or designee shall provide parents/guardians with procedures for reporting suspected child abuse occurring on district property to appropriate agencies. For parents/guardians whose primary language is not English, such procedures shall be in their primary language and, when communicating orally regarding those guidelines and/or procedures, an interpreter shall be provided.

To file a complaint against a district employee or other person suspected of child abuse or neglect on district property, parents/guardians may file a report by telephone, in person, or in writing with any appropriate agency identified above under "Reporting Procedures." If a parent/guardian makes a complaint about an employee to any other employee, the employee receiving the information shall notify the parent/guardian of procedures for filing a complaint with the appropriate agency. The employee shall also file a report when obligated to do so pursuant to Penal Code 11166 using the procedures described above for mandated reporters.

In addition, if the child is enrolled in special education, a separate complaint may be filed with the California Department of Education pursuant to 5 CCR 3200-3205.

Notifications

The Superintendent or designee shall provide to all new employees who are mandated reporters a statement that informs them of their status as mandated reporters, their reporting obligations under Penal Code 11166, and their confidentiality rights under Penal Code 11167. Additionally, the district shall provide these new employees with a copy of Penal Code 11165.7, 11166, and 11167. (Penal Code 11165.7, 11166.5)

Before beginning employment, any person who will be a mandated reporter by virtue of the person's position shall sign a statement indicating knowledge of the reporting obligations under Penal Code 11166 and compliance with such provisions. The signed statement shall be retained by the Superintendent or designee. (Penal Code 11166.5)

Employees who work with dependent adults shall be notified of legal responsibilities and reporting procedures pursuant to Welfare and Institutions Code 15630-15637.

The Superintendent or designee also shall notify all employees that:
A mandated reporter who reports a known or suspected instance of child abuse or neglect shall not be held civilly or criminally liable for making a report and this immunity shall apply even if the mandated reporter acquired the knowledge or reasonable suspicion of child abuse or neglect outside of the mandated reporter's professional capacity or outside the scope of employment (Penal Code 11172)

Any other person making a report shall not incur civil or criminal liability unless it can be proven that the person knowingly made a false report or made a report with reckless disregard of the truth or falsity of the report. (Penal Code 11172)

If a mandated reporter fails to timely report an incident of known or reasonably suspected child abuse or neglect, the mandated reporter may be guilty of a crime punishable by a fine and/or imprisonment (Penal Code 11166)
No employee shall be subject to any sanction by the district for making a report unless it can be shown that the employee knowingly made a false report or made a report with reckless disregard of the truth or falsity of the report. (Penal Code 11166, 11172)

Suspected Child Abuse Report Form (BCIA 8572)

STATE OF CALIFORNIA
BCIA 8572
(Rev. 04/2017)

DEPARTMENT OF JUSTICE

SUSPECTED CHILD ABUSE REPORT
(Pursuant to Penal Code section 11166)

Print Form | Clear Form

To Be Completed by Mandated Child Abuse Reporters
PLEASE PRINT OR TYPE

CASE NAME: _____
CASE NUMBER: _____

A. REPORTING PARTY

NAME OF MANDATED REPORTER	TITLE	MANDATED REPORTER CATEGORY
REPORTER'S BUSINESS/AGENCY NAME AND ADDRESS Street City Zip		DID MANDATED REPORTER WITNESS THE INCIDENT? ☐ YES ☐ NO
REPORTER'S TELEPHONE (DAYTIME)	SIGNATURE	TODAY'S DATE

B. REPORT NOTIFICATION

☐ LAW ENFORCEMENT ☐ COUNTY PROBATION ☐ COUNTY WELFARE / CPS (Child Protective Services) — AGENCY

ADDRESS Street City Zip	DATE/TIME OF PHONE CALL
OFFICIAL CONTACTED - NAME AND TITLE	TELEPHONE

C. VICTIM One report per victim

NAME (LAST, FIRST, MIDDLE)	BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY
ADDRESS Street City Zip			TELEPHONE
PRESENT LOCATION OF VICTIM	SCHOOL	CLASS	GRADE

PHYSICALLY DISABLED? ☐ YES ☐ NO	DEVELOPMENTALLY DISABLED? ☐ YES ☐ NO	OTHER DISABILITY (SPECIFY)	PRIMARY LANGUAGE SPOKEN IN HOME

IN FOSTER CARE? ☐ YES ☐ NO	IF VICTIM WAS IN OUT-OF-HOME CARE AT TIME OF INCIDENT, CHECK TYPE OF CARE: ☐ DAY CARE ☐ CHILD CARE CENTER ☐ FOSTER FAMILY HOME ☐ FAMILY FRIEND ☐ GROUP HOME OR INSTITUTION ☐ RELATIVE'S HOME	TYPE OF ABUSE *(CHECK ONE OR MORE)*: ☐ PHYSICAL ☐ MENTAL ☐ SEXUAL ☐ NEGLECT ☐ OTHER (SPECIFY) _____

RELATIONSHIP TO SUSPECT	PHOTOS TAKEN? ☐ YES ☐ NO	DID THE INCIDENT RESULT IN THIS VICTIM'S DEATH? ☐ YES ☐ NO ☐ UNK

D. INVOLVED PARTIES

VICTIM'S SIBLINGS

NAME	BIRTHDATE	SEX	ETHNICITY	NAME	BIRTHDATE	SEX	ETHNICITY
1.				3.			
2.				4.			

VICTIM'S PARENTS/GUARDIANS

NAME (LAST, FIRST, MIDDLE)	BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY
ADDRESS Street City Zip	HOME PHONE		BUSINESS PHONE
NAME (LAST, FIRST, MIDDLE)	BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY
ADDRESS Street City Zip	HOME PHONE		BUSINESS PHONE

SUSPECT

SUSPECT'S NAME (LAST, FIRST, MIDDLE)	BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY
ADDRESS Street City Zip			TELEPHONE
OTHER RELEVANT INFORMATION			

E. INCIDENT INFORMATION

IF NECESSARY, ATTACH EXTRA SHEET(S) OR OTHER FORM(S) AND CHECK THIS BOX ☐ IF MULTIPLE VICTIMS, INDICATE NUMBER: _____

DATE/TIME OF INCIDENT	PLACE OF INCIDENT
NARRATIVE DESCRIPTION (What victim(s) said/what the mandated reporter observed/what person accompanying the victim(s) said/similar or past incident's involving the victim(s) or suspect)	

DO NOT submit a copy of this form to the Department of Justice (DOJ). The investigating agency is required under Penal Code section 11169 to submit to DOJ a Child Abuse or Severe Neglect Indexing Form BCIA 8583 if (1) an active investigation was conducted and (2) the incident was determined to be substantiated.

SUSPECTED CHILD ABUSE REPORT
(Pursuant to Penal Code section 11166)

DEFINITIONS AND GENERAL INSTRUCTIONS FOR COMPLETION OF FORM BCIA 8572

All Penal Code (PC) references are located in Article 2.5 of the California PC. This article is known as the Child Abuse and Neglect Reporting Act (CANRA). The provisions of CANRA may be viewed at: http://leginfo.legislature.ca.gov/faces/codes.xhtml (specify "Penal Code" and search for sections 11164-11174.3). A mandated reporter must complete and submit form BCIA 8572 even if some of the requested information is not known. (PC section 11167(a).)

I. MANDATED CHILD ABUSE REPORTERS

Mandated child abuse reporters include all those individuals and entities listed in PC section 11165.7.

II. TO WHOM REPORTS ARE TO BE MADE ("DESIGNATED AGENCIES")

Reports of suspected child abuse or neglect shall be made by mandated reporters to any police department or sheriff's department (not including a school district police or security department), the county probation department (if designated by the county to receive mandated reports), or the county welfare department. (PC section 11165.9.)

III. REPORTING RESPONSIBILITIES

Any mandated reporter who has knowledge of or observes a child, in his or her professional capacity or within the scope of his or her employment, whom he or she knows or reasonably suspects has been the victim of child abuse or neglect shall report such suspected incident of abuse or neglect to a designated agency immediately or as soon as practically possible by telephone and shall prepare and send a written report thereof ***within 36 hours*** of receiving the information concerning the incident. (PC section 11166(a).)

No mandated reporter who reports a suspected incident of child abuse or neglect shall be held civilly or criminally liable for any report required or authorized by CANRA. Any other person reporting a known or suspected incident of child abuse or neglect shall not incur civil or criminal liability as a result of any report authorized by CANRA unless it can be proven the report was false and the person knew it was false or made the report with reckless disregard of its truth or falsity. (PC section 11172(a).)

IV. INSTRUCTIONS

SECTION A – REPORTING PARTY: Enter the mandated reporter's name, title, category (from PC section 11165.7), business/agency name and address, daytime telephone number, and today's date. Check yes/no whether the mandated reporter witnessed the incident. The signature area is for either the mandated reporter or, if the report is telephoned in by the mandated reporter, the person taking the telephoned report.

IV. INSTRUCTIONS (*continued*)

SECTION B – REPORT NOTIFICATION: Complete the name and address of the designated agency notified, the date/time of the phone call, and the name, title, and telephone number of the official contacted.

SECTION C – VICTIM (One Report per Victim): Enter the victim's name, birthdate or approximate age, sex, ethnicity, address, telephone number, present location, and, where applicable, enter the school, class (indicate the teacher's name or room number), and grade. List the primary language spoken in the victim's home. Check the appropriate yes/no box to indicate whether the victim may have a developmental disability or physical disability and specify any other apparent disability. Check the appropriate yes/no box to indicate whether the victim is in foster care, and check the appropriate box to indicate the type of care if the victim was in out-of-home care. Check the appropriate box to indicate the type of abuse. List the victim's relationship to the suspect. Check the appropriate yes/no box to indicate whether photos of the injuries were taken. Check the appropriate box to indicate whether the incident resulted in the victim's death.

SECTION D – INVOLVED PARTIES: Enter the requested information for Victim's Siblings, Victim's Parents/Guardians, and Suspect. Attach extra sheet(s) if needed (provide the requested information for each individual on the attached sheet(s)).

SECTION E – INCIDENT INFORMATION: If multiple victims, indicate the number and submit a form for each victim. Enter date/time and place of the incident. Provide a narrative of the incident. Attach extra sheet(s) if needed.

V. DISTRIBUTION

Reporting Party: After completing form BCIA 8572, retain a copy for your records and submit copies to the designated agency.

Designated Agency: ***Within 36 hours*** of receipt of form BCIA 8572, the initial designated agency will send a copy of the completed form to the district attorney and any additional designated agencies in compliance with PC sections 11166(j) and 11166(k).

ETHNICITY CODES

1 Alaskan Native	6 Caribbean	11 Guamanian	16 Korean	22 Polynesian	27 White-Armenian
2 American Indian	7 Central American	12 Hawaiian	17 Laotian	23 Samoan	28 White-Central American
3 Asian Indian	8 Chinese	13 Hispanic	18 Mexican	24 South American	29 White-European
4 Black	9 Ethiopian	14 Hmong	19 Other Asian	25 Vietnamese	30 White-Middle Eastern
5 Cambodian	10 Filipino	15 Japanese	21 Other Pacific Islander	26 White	31 White-Romanian

Discipline – BP/AR 5144

Original Adopted Date: 05/21/2019 | Last Revised Date: 09/12/2024 | Last Reviewed Date: 09/12/2024Status: ADOPTED

The Governing Board is committed to providing a safe, supportive, and positive school environment which is conducive to student learning and achievement and desires to prepare students for responsible citizenship by fostering self-discipline and personal responsibility. The Board believes that high expectations for student behavior, use of effective school and classroom management strategies, provision of appropriate intervention and support, and parent/guardian involvement can minimize the need for disciplinary measures that exclude students from instruction as a means for correcting student misbehavior.

The Superintendent or designee shall develop effective, age-appropriate strategies for maintaining a positive school climate and responding appropriately to student misbehavior at district schools. The strategies shall focus on providing students with needed supports; communicating clear, appropriate, and consistent expectations and consequences for student conduct; and ensuring equity and continuous improvement in the implementation of district discipline policies and practices.

In addition, the Superintendent or designee's strategies for responding to student misconduct shall reflect the Board's preference for the use of positive interventions and alternative disciplinary measures over exclusionary discipline measures.

Disciplinary measures that may result in loss of instructional time or cause students to be disengaged from school, such as detention, suspension, and expulsion, shall be imposed only when required or permitted by law or when other means of correction have been documented to have failed. (Education Code 48900.5)

School personnel and volunteers shall not allow any disciplinary action taken against a student to result in the denial or delay of a school meal. (Education Code 49557.5)

A student shall not be denied recess unless the student's participation poses an immediate threat to the physical safety of the student or to the physical safety of one or more of the student's peers. If, due to such immediate threat, a student is denied recess, staff shall make all reasonable efforts to resolve the threat and minimize the student's exclusion from recess, to the greatest extent practicable. (Education Code 49056)

Seclusion and behavioral restraint are prohibited as a means of discipline and shall not be used to correct student behavior except as permitted pursuant to Education Code 49005.4 and in accordance with district regulations. (Education Code 49005.2)

The Superintendent or designee shall create a model discipline matrix that lists violations and the consequences for each as allowed by law.

The principal or designee at each school may develop disciplinary rules to meet the school's particular needs consistent with law, Board policy, and administrative regulations. The Board, at an open meeting, may review the approved school discipline rules for consistency with Board policy and state law. Site-level disciplinary rules shall be included in the district's comprehensive safety plan. (Education Code 32282, 35291.5)

At all times, the safety of students and staff, providing interventions and supports to students, as well as the maintenance of an orderly school environment, shall be priorities in determining appropriate discipline. When misconduct occurs, staff shall attempt to identify the causes of the student's behavior and implement appropriate support and/or discipline. When choosing between different disciplinary strategies, staff shall consider the effect of each option on the student's health, well-being, and opportunity to learn.

Staff shall enforce disciplinary rules fairly, consistently, and in accordance with the district's nondiscrimination policies.

The Superintendent or designee shall provide professional development as necessary to assist staff in developing the skills needed to effectively and equitably implement the disciplinary strategies adopted for district schools, including, but not limited to, knowledge of school and classroom management skills and their consistent application, effective accountability and positive intervention techniques, and the tools to form strong, cooperative relationships with parents/guardians.

District goals for improving school climate, based on suspension and expulsion rates, surveys of students, staff, and parents/guardians regarding their sense of school safety and connectedness to the school community, and other local measures, shall be included in the district's local control and accountability plan, as required by law.

At the beginning of each school year, the Superintendent or designee may report to the Board regarding disciplinary strategies used in district schools in the immediately preceding school year and their effect on student learning.

A/R

Original Adopted Date: 05/21/2019 | Last Revised Date: 09/12/2024 | Last Reviewed Date: 09/12/2024Status: ADOPTED

Site-Level Rules

Site-level rules shall be consistent with state law and Board policies and administrative regulations. In developing site-level disciplinary rules, the principal or designee shall solicit the participation, views, and advice of one representative selected by each of the following groups: (Education Code 35291.5)
Parents/guardians

Teachers

School administrators

School security personnel, if any

Students in grades seven through twelve
Annually, site-level discipline rules shall be reviewed and, if necessary, updated to align with any changes in state law, district discipline policies and regulations, and/or goals for school safety and climate as specified in the district's local control and accountability plan. A copy of the rules shall be filed with the Superintendent or designee for inclusion in the comprehensive safety plan.

School rules shall be communicated to students clearly and in an age-appropriate manner.

It shall be the duty of each employee of the school to enforce the school rules on student discipline. (Education Code 35291.5)

Disciplinary Strategies

To the extent possible, staff shall use disciplinary strategies that keep students in school and participating in the instructional program. Except when students' presence causes a danger to themselves or others or they commit a single act of a grave nature or an offense for which suspension or expulsion is required by law, suspension, supervised suspension, or expulsion shall be used only when other means of correction have failed to bring about proper conduct. Disciplinary strategies may include, but are not limited to:
Discussion or conference between school staff, the student, and the student's parents/guardians

Referral of the student to the school counselor or other school support service personnel for case management and counseling

Convening of a study team, guidance team, resource panel, or other intervention-related team to assess the behavior and develop and implement an individual plan to address the behavior in partnership with the student and the student's parents/guardians

When applicable, referral for a comprehensive psychosocial or psychoeducational assessment, including for purposes of creating an individualized education program (IEP) or a Section 504 plan

Enrollment in a program for teaching prosocial behavior or anger management

Participation in a restorative justice program

A positive behavior support approach with tiered interventions that occur during the school day on campus

Participation in a social and emotional learning program that teaches students the ability to understand and manage emotions, develop caring and concern for others, make responsible decisions, establish positive relationships, and handle challenging situations capably

Participation in a program that is sensitive to the traumas experienced by students, focuses on students' behavioral health needs, and addresses those needs in a proactive manner

After-school programs that address specific behavioral issues or expose students to positive activities and behaviors, including, but not limited to, those operated in collaboration with local parent and community groups

Detention after school hours as provided in the section below entitled "Detention After School"

Community service as provided in the section below entitled "Community Service"

In accordance with Board policy and administrative regulation, restriction or disqualification from participation in extracurricular activities

Reassignment to an alternative educational environment

Suspension and expulsion in accordance with law, Board policy, and administrative regulation
When, by law or district policy, other means of correction are required to be implemented before a student could be suspended or expelled, any other means of correction implemented shall be documented and retained in the student's records. (Education Code 48900.5)

When a student has been suspended, or other means of correction have been implemented against the student, for an incident of racist bullying, harassment, or intimidation, the principal or designee shall engage both the victim and perpetrator in a restorative justice practice suitable to the needs of the students. The principal or designee shall also require the perpetrator to engage in a culturally sensitive program that promotes racial justice and equity and combats racism and ignorance and shall regularly check on the victim to ensure that the victim is not in danger of suffering from any long-lasting mental health issues. (Education Code 48900.5)

Staff shall enforce disciplinary rules fairly, consistently, and in accordance with the district's nondiscrimination policies.

When disciplining a student who has been identified for special education and related services, the procedures specified in Administrative Regulation 5144.2 - Suspension And Expulsion/Due Process (Students With Disabilities) shall be

applied. If a student has not been identified as a student with a disability and the district suspects the behavior that resulted in discipline may be based in an unidentified disability, the district shall conduct an evaluation to determine if the student has a disability which requires an IEP or 504 plan. (U.S.C. 1412(a)(3))

Detention After School

Students may be detained for disciplinary reasons for up to one hour after the close of the maximum school day, or until the departure of the school bus to which they have been assigned if applicable. (5 CCR 307, 353)

The student shall not be detained unless the principal or designee notifies the parent/guardian.

Students shall remain under the supervision of a certificated employee during the period of detention.

Students may be offered the choice of serving their detention on Saturday rather than after school.

Community Service

As part of or instead of disciplinary action, the Board, Superintendent, principal, or principal's designee may require a student to perform community service during nonschool hours on school grounds or, with written permission of the student's parent/guardian, off school grounds. Such service may include, but is not limited to, community or school outdoor beautification, community or campus betterment, and teacher, peer, or youth assistance programs. (Education Code 48900.6)

This community service option is not available for a student who has been suspended, pending expulsion, pursuant to Education Code 48915. However, if the recommended expulsion is not implemented or the expulsion itself is suspended, then the student may be required to perform community service for the resulting suspension. (Education Code 48900.6)

Notice to Parents/Guardians and Students

At the beginning of the school year, the Superintendent or designee shall notify parents/guardians, in writing, about the availability of district rules related to discipline. (Education Code 35291, 48980)

The Superintendent or designee shall also provide written notice of disciplinary rules to parents/guardians of transfer students at the time of their enrollment in the district.

Dress Code – BP/AR 5132

Original Adopted Date: 09/13/2000 | Last Revised Date: 02/27/2020 | Last Reviewed Date: 02/27/2020

In cooperation with teachers, students, and parents/guardians, the principal or designee may establish school rules governing student dress and grooming which are consistent with law, Board policy, and administrative regulations. These school dress codes shall be regularly reviewed.

The following guidelines shall apply to all regular school activities:

Dress Code
Students must wear a shirt with pants or skirt, or the equivalent, and shoes.

Shirts and dresses must have fabric on the front and the sides.

The fabric covering the buttocks, genitals, and breasts must not be transparent (see-through).

Hats and other headwear must allow the face to be visible and not interfere with the line of sight of any student or staff. Hoodies must allow the student's face and ears to be visible to staff. No sunglasses may be worn indoors.

Clothing must be suitable for all scheduled classroom activities, including physical education, science labs, wood shop, and other activities where unique hazards exist. Specialized courses may require specialized attire, such as sports uniforms or safety gear.

Shoes must be worn at all times. Flip-flops, socks or sock-like footwear, slippers, backless shoes, or shoes with over a one-inch heel are not safe or appropriate for school. Toes must be covered.

Clothing may not depict, advertise or advocate the use of alcohol (excluding Humboldt County restaurants/family establishments), tobacco, or drugs.

Clothing may not reference genitals nor depict profanity, pornography, nudity, vulgarity, or sexual acts.

Clothing may not use or depict hate speech targeting any individual or group based on economics, ethnicity, gender, gender identity, intelligence, race, religious affiliation, sexual orientation, or any other protected group.

Clothing must not threaten the health or safety of any student or staff.

Clothing may not depict or advocate violence, criminal activity, race superiority, or hate speech.

Any attire identified as gang-related by local law enforcement is not allowed.

The dress code shall be modified as appropriate to accommodate a student's religious or cultural observance, health condition, or other circumstance deemed necessary by the principal or designee. In addition, the principal or designee may impose dress requirements to accommodate the needs of special school activities, physical education classes, athletic activities, and other extracurricular and cocurricular activities.

No grade of a student participating in a physical education class shall be adversely affected if the student does not wear standardized physical education apparel because of circumstances beyond the student's control. (Education Code 49066)

Students shall be allowed to wear sun-protective clothing, including but not limited to hats, for outdoor use during the school day. (Education Code 35183.5)

Gang-Related Apparel

At individual schools that have a dress code prohibiting gang-related apparel at school or school activities, the principal, staff, and parents/guardians participating in the development of the school safety plan shall define "gang-related apparel" and shall limit this definition to apparel that reasonably could be determined to threaten the health and safety of the school environment if it were worn or displayed on a school campus. (Education Code 32282)

Because gang-related symbols are constantly changing, definitions of gang-related apparel shall be reviewed annually and updated whenever related information is received. As necessary, the school shall collaborate with law enforcement agencies to update definitions of gang-related apparel.

A/R

Original Adopted Date: 09/13/2000 | Last Revised Date: 06/27/2023 | Last Reviewed Date: 06/27/2023

In cooperation with teachers, students, and parents/guardians, the principal or designee may establish school rules governing student dress and grooming which are consistent with law, Board policy, and administrative regulations. These school dress codes shall be regularly reviewed.

The following guidelines shall apply to all regular school activities:

Dress Code
Students must wear a shirt with pants or skirt, or the equivalent, and shoes.

Shirts and dresses must have fabric on the front and the sides.

The fabric covering the buttocks, genitals, and breasts must not be transparent (see-through).

Hats and other headwear must allow the face to be visible and not interfere with the line of sight of any student or staff. Hoodies must allow the student's face and ears to be visible to staff. No sunglasses may be worn indoors.

Clothing must be suitable for all scheduled classroom activities, including physical education, science labs, wood shop, and other activities where unique hazards exist. Specialized courses may require specialized attire, such as sports uniforms or safety gear.

Shoes must be worn at all times. Flip-flops, socks or sock-like footwear, slippers, backless shoes, or shoes with over a one-inch heel are not safe or appropriate for school. Toes must be covered.

Clothing may not depict, advertise or advocate the use of alcohol (excluding Humboldt County restaurants/family establishments), tobacco, or drugs.

Clothing may not reference genitals nor depict profanity, pornography, nudity, vulgarity, or sexual acts.

Clothing may not use or depict hate speech targeting any individual or group based on economics, ethnicity, gender, gender identity, intelligence, race, religious affiliation, sexual orientation, or any other protected group.

Clothing must not threaten the health or safety of any student or staff.

Clothing may not depict or advocate violence, criminal activity, race superiority, or hate speech.

Any attire identified as gang-related by local law enforcement is not allowed.
The dress code shall be modified as appropriate to accommodate a student's religious or cultural observance, health condition, or other circumstance deemed necessary by the principal or designee. In addition, the principal or designee may impose dress requirements to accommodate the needs of special school activities, physical education classes, athletic activities, and other extracurricular and cocurricular activities.

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Gang-Related Apparel

At individual schools that have a dress code prohibiting gang-related apparel at school or school activities, the principal, staff, and parents/guardians participating in the development of the school safety plan shall define "gang-related apparel" and shall limit this definition to apparel that reasonably could be determined to threaten the health and safety of the school environment if it were worn or displayed on a school campus. (Education Code 32282)

Because gang-related symbols are constantly changing, definitions of gang-related apparel shall be reviewed annually and updated whenever related information is received. As necessary, the school shall collaborate with law enforcement agencies to update definitions of gang-related apparel.

Bullying – BP 5131.2

Original Adopted Date: 10/22/2018 | Last Revised Date: 06/27/2024 | Last Reviewed Date: 06/27/2024Status: ADOPTED

This policy shall apply to all acts constituting bullying related to school activity or to school attendance occurring within a district school, to acts which occur off campus or outside of school-related or school-sponsored activities but which may have an impact or create a hostile environment at school, and to all acts of the Governing Board and the Superintendent in enacting policies and procedures that govern the district.

The Board recognizes the harmful effects of bullying on student well-being, student learning, and school attendance and desires to provide a welcoming, safe, and supportive school environment that protects students from physical, mental, and emotional harm. No individual or group shall, through physical, written, verbal, visual, or other means, harass, sexually harass, threaten, intimidate, cyberbully, cause bodily injury to, or commit hate violence against any student or school personnel, or retaliate against them for filing a complaint or participating in the complaint resolution process.

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

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

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

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

District families are encouraged to model respectful behavior, contribute to a safe and supportive learning environment, and monitor potential causes of bullying.

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

A/R

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

Cyberbullying includes the electronic creation or transmission of harassing communications, direct threats, or other harmful texts, sounds, or images, which may be shared, sent, or posted publicly. Cyberbullying may include, but is not limited to, personal or private information that causes humiliation, false or negative information to discredit or disparage, or threats of physical harm. Cyberbullying may also include breaking into another person's electronic account or assuming that person's online identity in order to damage that person's reputation.

Examples of the types of conduct that may constitute bullying and are prohibited by the district include, but are not limited to:
Physical bullying: An act that inflicts harm upon a person's body or possessions, such as hitting, kicking, pinching, spitting, tripping, pushing, taking or breaking someone's possessions, or making cruel or rude hand gestures

Verbal bullying: An act that includes saying or writing hurtful things, such as teasing, name-calling, inappropriate sexual comments, taunting, or threats to cause harm

Social/relational bullying: An act that harms a person's reputation or relationships, such as leaving a person out of an activity on purpose, influencing others not to be friends with someone, spreading rumors, or embarrassing someone in public

Cyberbullying: An act that occurs on electronic devices such as computers, tablets, or cell phones, such as sending demeaning or hateful text messages, direct messages or public posts on social media apps, gaming forums, or emails, spreading rumors by email or by posting on social networking sites, shaming or humiliating by allowing others to view, participate in, or share disparaging or harmful content, or posting or sharing embarrassing photos, videos, website, or fake profiles
Measures to Prevent Bullying

The Superintendent or designee shall implement measures to prevent bullying in district schools, including, but not limited to, the following:
Developing a strategic plan for school connectedness and social skills with benchmark tracking, which may include providing regular opportunities and spaces for students to develop social skills and strengthen relationships and promoting adult support from family and school staff, peer-led programs, and partnerships with key community groups, implementing socially based educational techniques such as cooperative learning projects that can improve educational outcomes as well as peer relations, creating a supportive school environment that fosters belonging through equitable classroom management, mentoring, and peer support groups that allow students to lean on each other and learn from each other's experiences, and building social connection into health education courses including information on the consequences of social connection on physical and mental health, key risk and protective factors, and strategies for increasing social connection

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

Providing information to students, through student handbooks, district and school websites and social media, and other age-appropriate means, about district and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for engaging in bullying

Encouraging students to notify school staff when they are being bullied or when they suspect that another student is being bullied, and providing means by which students may report threats or incidents confidentially and anonymously

Conducting an assessment of bullying incidents at each school and, if necessary, increasing supervision and security in areas where bullying most often occurs, such as playgrounds, hallways, restrooms, and cafeterias

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

Staff Development

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

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

Discuss bullying prevention strategies with students, and teach students to recognize the behavior and characteristics of bullying perpetrators and victims

Identify the signs of bullying or harassing behavior

Take immediate corrective action when bullying is observed

Report incidents to the appropriate authorities, including law enforcement in instances of criminal behavior
Information and Resources

The Superintendent or designee shall post on the district's website, in a prominent location and in a manner that is easily accessible to students and parents/guardians, information on bullying and harassment prevention which includes the following: (Education Code 234.6)
The district's policy on student suicide prevention, including a reference to the policy's age appropriateness for students in grades K-6

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

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

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

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

A link to statewide resources, including community-based organizations, compiled by CDE pursuant to Education Code 234.5
Any additional information the Superintendent or designee deems important for preventing bullying and harassment
Student Instruction

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

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

Students should be taught the difference between appropriate and inappropriate behaviors, how to advocate for themselves, how to help another student who is being bullied, and when to seek assistance from a trusted adult. As role models for students, staff are responsible for teaching and modeling respectful behavior and building safe and supportive learning environments, and are expected to demonstrate effective problem-solving and anger management skills.

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

Reporting and Filing of Complaints

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

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

Within one business day of receiving such a report, a staff member shall notify the principal of the report, regardless of whether a uniform complaint is filed. In addition, any school employee who observes an incident of bullying involving a student shall, within one business day, report such observation to the principal or a district compliance officer, regardless of whether the alleged victim files a complaint.

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

Any individuals with information about cyberbullying activity shall save and print any electronic or digital messages that they feel constitute cyberbullying and shall notify a teacher, the principal, or other employee so that the matter may be investigated. When an investigation concludes that a student used a social networking site or service to bully or harass another student, the Superintendent or designee may report the cyberbullying to the social media platform and may request the material be removed.

Discipline/Corrective Actions

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

When a student has been suspended, or other means of correction have been implemented against the student, for an incident of racist bullying, harassment, or intimidation, the principal or designee shall engage both the victim and perpetrator in a restorative justice practice suitable to the needs of the students. The principal or designee shall also require the perpetrator to engage in a culturally sensitive program that promotes racial justice and equity and combats racism and ignorance and shall regularly check on the victim to ensure that the victim is not in danger of suffering from any long-lasting mental health issues. (Education Code 48900.5)

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

Support Services

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

If any student involved in bullying exhibits warning signs of suicidal thought or intention or of intent to harm another person, the Superintendent or designee shall, as appropriate, implement district intervention protocols which may include, but are not limited to, referral to district or community mental health services, other health professionals, and/or law enforcement, in accordance with Board Policy and Administrative Regulation 5141.52 - Suicide Prevention.

Suspension and Expulsion/Due Process – BP/AR 5144.1

Original Adopted Date: 02/14/2019 | Last Revised Date: 12/13/2024 | Last Reviewed Date: 12/13/2024

The Governing Board desires to provide district students access to educational opportunities in an orderly school environment that protects their safety and security, ensures their welfare and well-being, and promotes their learning and development. The Board shall develop rules and regulations setting the standards of behavior expected of district students and the disciplinary processes and procedures for addressing violations of those standards, including suspension and/or expulsion.

The grounds for suspension and expulsion and the procedures for considering, recommending, and/or implementing suspension and expulsion shall be only those specified in law, in this policy, and in the accompanying administrative regulation.

Except when otherwise permitted by law, a student may be suspended or expelled only when the behavior is related to a school activity or school attendance occurring within any district school or another school district, regardless of when it occurs, including, but not limited to, the following: (Education Code 48900(s))
While on school grounds

While going to or coming from school

During the lunch period, whether on or off the school campus

During, going to, or coming from a school-sponsored activity

District staff shall enforce the rules concerning suspension and expulsion of students fairly, consistently, equally, and in accordance with the district's nondiscrimination policies.

Appropriate Use of Suspension Authority

Except when a student's act violates Education Code 48900(a)-(e), as listed in Items #1-5 under "Grounds for Suspension and Expulsion: Grades K-12" of the accompanying administrative regulation, or when the student's presence causes a danger to others, suspension shall be used only when other means of correction have failed to bring about proper conduct. (Education Code 48900.5, 48900.6)

A student's parents/guardians shall be notified as soon as possible when there is an escalating pattern of misbehavior that could lead to on-campus or off-campus suspension.

No student may be suspended for disruption or willful defiance, except by a teacher pursuant to Education Code 48910. (Education Code 48900)

Students shall not be suspended or expelled based solely on a student's truancy, tardiness, or absenteeism from assigned school activities. (Education Code 48900)

On-Campus Suspension

To ensure the proper supervision and ongoing learning of students who are suspended for any of the reasons enumerated in Education Code 48900 and 48900.2, but who pose no imminent danger or threat to anyone at school and for whom expulsion proceedings have not been initiated, the Superintendent or designee shall establish a supervised suspension classroom program which meets the requirements of law.

Except where a supervised suspension is permitted by law for a student's first offense, supervised suspension shall be imposed only when other means of correction have failed to bring about proper conduct. (Education Code 48900.5)

Authority to Expel

A student may be expelled only by the Board. (Education Code 48918(j))

As required by law, the Superintendent or principal shall recommend expulsion and the Board shall expel any student found to have committed any of the following "mandatory recommendation and mandatory expulsion" acts at school or at a school activity off school grounds: (Education Code 48915)
Possessing a firearm which is not an imitation firearm, as verified by a certificated employee, unless the student had obtained prior written permission to possess the item from a certificated school employee, with the principal or designee's concurrence

Selling or otherwise furnishing a firearm

Brandishing a knife at another person

Unlawfully selling a controlled substance listed in Health and Safety Code 11053-11058

Committing or attempting to commit a sexual assault as defined in Penal Code 261, 266c, 286, 287, 288, or 289, or former 288a, or committing a sexual battery as defined in Penal Code 243.4

Possessing an explosive as defined in 18 USC 921
For all other violations listed in the accompanying administrative regulation, the Superintendent or principal shall have the discretion to recommend expulsion of a student. If expulsion is recommended, the Board shall order the student expelled only if it makes a finding of either or both of the following: (Education Code 48915(b) and (e))
That other means of correction are not feasible or have repeatedly failed to bring about proper conduct

That due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others
A vote to expel a student shall be taken in an open session of a Board meeting. (Education Code 48918(j))

The Board may vote to suspend the enforcement of the expulsion order pursuant to the requirements of law and the accompanying administrative regulation. (Education Code 48917)

No student shall be expelled for disruption or willful defiance. (Education Code 48900)

No child enrolled in a preschool program shall be expelled or unenrolled except under limited circumstances in accordance with Education Code 8489.1 and as specified in Administrative Regulation 5148.3 - Preschool/Early Childhood Education.

Due Process

The Board shall provide for the fair and equitable treatment of students facing suspension and/or expulsion by affording the students due process rights under the law. The Superintendent or designee shall comply with procedures for notices, hearings, and appeals as specified in law and administrative regulation. (Education Code 48911, 48915, 48915.5, 48918)

Maintenance and Monitoring of Outcome Data

The Superintendent or designee shall maintain outcome data related to student suspensions and expulsions in accordance with Education Code 48900.8 and 48916.1, including, but not limited to, the number of students recommended for expulsion, the grounds for each recommended expulsion, the actions taken by the Board, the types of referral made after each expulsion, and the disposition of the students after the expulsion period. For any expulsion that involves the possession of a firearm, such data shall include the name of the school and the type of firearm involved, as required pursuant to 20 USC 7961. Suspension and expulsion data shall be reported to the Board annually and to the California Department of Education when so required.

In presenting the report to the Board, the Superintendent or designee shall disaggregate data on suspensions and expulsions by school and by numerically significant student subgroups, including, but not limited to, ethnic subgroups, socioeconomically disadvantaged students, English learners, long-term English learners, students with disabilities, foster youth, and homeless students. Based on the data, the Board shall address any identified disparities in the imposition of student discipline and shall determine whether and how the district is meeting its goals for improving school climate as specified in its local control and accountability plan.

A/R

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Definitions

Suspension means removal of a student from ongoing instruction for adjustment purposes. However, suspension does not mean any of the following: (Education Code 48925)
Reassignment to another education program or class at the same school where the student will receive continuing instruction for the length of day prescribed by the Governing Board for students of the same grade level

Referral to a certificated employee designated by the principal to advise students

Removal from the class, but without reassignment to another class or program, for the remainder of the class period without sending the student to the principal or designee as provided in Education Code 48910, so long as removal from a particular class does not occur more than once every five school days
Expulsion means removal of a student from the immediate supervision and control or the general supervision of school personnel. (Education Code 48925)

Notice of Regulations

At the beginning of each school year, the principal of each school shall ensure that all students and parents/guardians are notified in writing of all school rules related to discipline, including suspension and expulsion. (Education Code 35291, 48900.1, 48980)

Grounds for Suspension and Expulsion: Grades K-12

Acts for which a student, including a student with disabilities, may be suspended or expelled shall be only those specified as follows and in "Additional Grounds for Suspension and Expulsion: Grades 4-12," below:
Caused, attempted to cause, or threatened to cause physical injury to another person; willfully used force or violence upon another person, except in self-defense; or committed as an aider or abettor, as adjudged by a juvenile court, a crime of physical violence in which the victim suffered great or serious bodily injury (Education Code 48900(a) and (t))

Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the principal or designee's concurrence (Education Code 48900(b))

Unlawfully possessed, used, sold, otherwise furnished, or was under the influence of any controlled substance as defined in Health and Safety Code 11053-11059, alcoholic beverage, or intoxicant of any kind (Education Code 48900(c))

Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11059, alcoholic beverage, or intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the same as a controlled substance, alcoholic beverage, or intoxicant (Education Code 48900(d))

Committed or attempted to commit robbery or extortion (Education Code 48900(e))

Caused or attempted to cause damage to school property or private property (Education Code 48900(f))

Stole or attempted to steal school property or private property (Education Code 48900(g))

Possessed or used tobacco or products containing tobacco or nicotine products, including, but not limited to, cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel, except that this restriction shall not prohibit a student from using or possessing prescription products (Education Code 48900(h))

Committed an obscene act or engaged in habitual profanity or vulgarity (Education Code 48900(i))

Unlawfully possessed, offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5 (Education Code 48900(j))

Knowingly received stolen school property or private property (Education Code 48900(l))

Possessed an imitation firearm (Education Code 48900(m))

Imitation firearm means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm. (Education Code 48900(m))

Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 287, 288, 289, or former 288a, or committed a sexual battery as defined in Penal Code 243.4 (Education Code 48900(n))

Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness (Education Code 48900(o))

Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma (Education Code 48900(p))

Engaged in, or attempted to engage in, hazing (Education Code 48900(q))

Hazing means a method of initiation or pre-initiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. Hazing does not include athletic events or school-sanctioned events. (Education Code 48900(q))

Engaged in an act of bullying (Education Code 48900(r))

Bullying means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, directed toward one or more students that has or can reasonably be predicted to have the effect of placing a reasonable student(s) in fear of harm to self or property; cause the student to experience a substantially detrimental effect on physical or mental health; or cause the student to experience substantial

interferences with academic performance or ability to participate in or benefit from the services, activities, or privileges provided by a school. (Education Code 48900(r))

Bullying includes any act of sexual harassment, hate violence, or harassment, threat, or intimidation, as defined in Education Code 48900.2, 48900.3, or 48900.4 and below in "Additional Grounds for Suspension and Expulsion: Grades 4-12," that has any of the effects described above on a reasonable student.

Bullying also includes an act of cyber sexual bullying by a student through the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording that depicts a nude, semi-nude, or sexually explicit photograph or other visual recording of an identifiable minor, when such dissemination is to another student or to school personnel by means of an electronic act and has or can be reasonably predicted to have one or more of the effects of bullying described above. Cyber sexual bullying does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

Electronic act means the creation or transmission originated on or off the school site by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication including, but not limited to: (Education Code 48900(r))
A message, text, sound, video, or image

A post on a social network Internet website, including, but not limited to, posting to or creating a burn page or creating a credible impersonation or false profile for the purpose of causing a reasonable student any of the effects of bullying described above

Reasonable student means a student, including, but not limited to, a student who has been identified as a student with a disability, who exercises average care, skill, and judgment in conduct for a person of the student's age, or for a person of the student's age and disability. (Education Code 48900(r))

Burn page means an internet website created for the purpose of causing a reasonable student any of the effects of bullying described above. (Education Code 48900(r))

Credible impersonation means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that the student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated. (Education Code 48900(r))

False profile means a profile of a fictitious student or profile using the likeness or attributes of an actual student other than the student who created the false profile. (Education Code 48900(r))

An electronic act is not considered pervasive conduct solely on the basis that it has been transmitted to the internet or is currently posted on the internet. (Education Code 48900(r))

When a student has been suspended, or other means of correction have been implemented against the student, for an incident of racist bullying, harassment, or intimidation, the principal or designee may, as appropriate, engage both the victim and perpetrator in a restorative justice practice suitable to the needs of the students. The principal or designee shall also require the perpetrator to engage in a culturally sensitive program that promotes racial justice and equity and combats racism and ignorance and shall regularly check on the victim to ensure that the victim is not in danger of suffering from any long-lasting mental health issues. (Education Code 48900.5)

Aided or abetted the infliction or attempted infliction of physical injury on another person, as defined in Penal Code 31 (Education Code 48900(t))

Made terrorist threats against school officials and/or school property (Education Code 48900.7)

A terrorist threat includes any written or oral statement by a person who willfully threatens to commit a crime which will result in death or great bodily injury to another person or property damage in excess of $1,000, with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying out the crime. (Education Code 48900.7)

A student may not be suspended or expelled for disruption or willful defiance. (Education Code 48900)

Additional Grounds for Suspension and Expulsion: Grades 4-12

A student in grades 4-12 shall be subject to suspension or recommendation for expulsion when it is determined that the student:
Committed sexual harassment as defined in Education Code 212.5 (Education Code 48900.2)

Sexual harassment means conduct which, when considered from the perspective of a reasonable person of the same gender as the victim, is sufficiently severe or pervasive as to have a negative impact upon the victim's academic performance or to create an intimidating, hostile, or offensive educational environment. (Education Code 212.5, 48900.2)

Caused, attempted to cause, threatened to cause, or participated in an act of hate violence as defined in Education Code 233 (Education Code 48900.3)

Hate violence means any act punishable under Penal Code 422.6, 422.7, or 422.75. Such acts include injuring or intimidating a victim, interfering with the exercise of a victim's civil rights, or damaging a victim's property because of the victim's race, ethnicity, religion, nationality, disability, gender, gender identity, gender expression, or sexual orientation; a perception of the presence of any of those characteristics in the victim; or the victim's association with a person or group with one or more of those actual or perceived characteristics. (Education Code 233; Penal Code 422.55)

Intentionally engaged in harassment, threats, or intimidation against district personnel or students that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of school personnel or students by creating an intimidating or hostile educational environment (Education Code 48900.4)
Suspension from Class by a Teacher

A teacher may suspend a student from class for the remainder of the day and the following day for any of the acts specified in Education Code 48900 and listed as Items #1-19 under "Grounds for Suspension and Expulsion: Grades K-12" above or for disruption or willful defiance at any grade level. (Education Code 48910)

When suspending a student from class, the teacher shall immediately report this action to the principal or designee and send the student to the principal or designee for appropriate action. If that action requires the continuing presence of the student at school, the student shall be appropriately supervised during the class periods from which the student has been suspended. (Education Code 48910)

As soon as possible after the teacher has suspended the student, the teacher shall ask the student's parent/guardian to attend a parent-teacher conference regarding the suspension. A counselor or psychologist may attend the conference if it is practicable, and a school administrator shall attend if requested by the parent/guardian or teacher. (Education Code 48910)

A student suspended from class shall not be returned to class during the period of the suspension without the approval of the teacher of the class and the principal or designee. (Education Code 48910)

A student suspended from class shall not be placed in another regular class during the period of suspension. However, a student assigned to more than one class per day may continue to attend other regular classes except those held at the same time as the class from which the student was suspended. (Education Code 48910)

A teacher may also refer a student, for any of the acts specified above in Education Code 48900, to the principal or designee for consideration of a suspension from school. (Education Code 48910)

The teacher of any class from which a student is suspended may require the student to complete any assignments and tests missed during the removal. (Education Code 48913)

Suspension by Superintendent, Principal or Principal's Designee

To implement disciplinary procedures at a school site, the principal may, in writing, designate as the principal's designee another administrator or, if the principal is the only administrator at the school site, a certificated employee. As necessary, the principal may, in writing, also designate another administrator or certificated employee as the secondary designee to assist with disciplinary procedures when the principal and the principal's primary designee are absent from the school site.

The Superintendent, principal, or designee shall immediately suspend any student found at school or at a school activity away from school to have committed any of the acts listed in the Board policy under "Authority to Expel" for which a recommendation of expulsion is required. (Education Code 48915(c))

The Superintendent, principal, or designee may impose a suspension for a first offense if it is determined that the student violated any of Items #1-5 listed under "Grounds for Suspension and Expulsion: Grades K-12" above or if the student's presence causes a danger to persons. (Education Code 48900.5)

For all other offenses, a student may be suspended only when the Superintendent or principal has determined that other means of correction have failed to bring about proper conduct. (Education Code 48900.5)

When other means of correction are implemented prior to imposing suspension upon a student, including supervised suspension, the Superintendent, principal, or designee shall document the other means of correction used and retain the documentation in the student's record. (Education Code 48900.5)

Length of Suspension

The Superintendent, principal, or designee may suspend a student from school for not more than five consecutive school days. (Education Code 48911)

A student may be suspended from school for not more than 20 school days in any school year. However, if a student enrolls in or is transferred to another regular school, an opportunity school or class, or continuation school or class for the purpose of adjustment, the student may be suspended for not more than 30 school days in a school year. The district may count suspensions that occur while a student is enrolled in another school district toward the maximum number of days for which the student may be suspended in any school year. (Education Code 48903, 48911, 48912)

These restrictions on the number of days of suspension shall not apply when the suspension is extended pending an expulsion. (Education Code 48911)

Due Process Procedures for Suspension

Suspensions shall be imposed in accordance with the following procedures:

Informal Conference: Suspension shall be preceded by an informal conference conducted by the Superintendent, principal, or designee with the student and, whenever practicable, the teacher, supervisor, or school employee who referred the student to the principal. At the conference, the student shall be informed of the reason for the disciplinary action, including the other means of correction that were attempted before the suspension as required pursuant to Education Code 48900.5, and the evidence against the student, and shall be given the opportunity to present the student's version and evidence in the student's defense. (Education Code 48911)

This conference may be omitted if the Superintendent, principal, or designee determines that an emergency situation exists involving a clear and present danger to the lives, safety, or health of students or school personnel. If a student is suspended without this conference, the student, the student's parent/guardian, or if the student is a foster youth, the foster youth's educational rights holder, attorney, and county social worker, or if the student is an Indian child, the Indian child's tribal social worker and, if applicable, county social worker, shall be notified of the student's right to a conference and the right to return to school for the purpose of the conference. The conference shall be held within two school days, unless the student waives the right to it or is physically unable to attend for any reason. In such a case, the conference shall be held as soon as the student is physically able to return to school for the conference. (Education Code 48911)

Administrative Actions: All requests for student suspension are to be processed by the principal or designee. A school employee shall report the suspension, including the name of the student and the cause for the suspension, to the Superintendent or designee. (Education Code 48911)

Notice to Parents/Guardians: At the time of the suspension, a school employee shall make a reasonable effort to contact the parent/guardian, or if the student is a foster youth, the foster youth's educational rights holder, attorney, and county social worker, or if the student is an Indian child, the Indian child's tribal social worker, and, if applicable, the county social worker, in person, by email, or by telephone. Whenever a student is suspended, the parent/guardian, or, if applicable, the foster youth's educational rights holder, attorney, and county social worker, or the Indian child's tribal social worker and, if applicable, the county social worker, shall also be notified in writing of the suspension. (Education Code 48911)

This notice shall state the specific offense committed by the student. (Education Code 48900.8)

In addition, the notice shall state the date and time when the student may return to school.

Parent/Guardian Conference: Whenever a student is suspended, school officials may conduct a meeting with the parent/guardian to discuss the cause(s) and duration of the suspension, the school policy involved, and any other pertinent matter. (Education Code 48914)

If school officials request to meet with the parent/guardian, a foster youth's educational rights holder, attorney, and county social worker, or an Indian child's tribal social worker, and, if applicable, the county social worker, the notice may state that the law requires such individuals to respond to the request without delay. However, the student shall not be penalized for the failure of the parent/guardian, a foster youth's educational rights holder, attorney, and county social worker, or an Indian child's tribal social worker, and, if applicable, the county social worker, to attend such a conference. The student may not be denied reinstatement solely because such individuals failed to attend the conference. (Education Code 48911)

Extension of Suspension: If the Board is considering the expulsion of a suspended student from any school or the suspension of a student for the balance of the semester from continuation school, the Superintendent or designee may, in writing, extend the suspension until such time as the Board has made a decision, provided the following requirements are followed: (Education Code 48911)

The extension of the original period of suspension is preceded by notice of such extension with an offer to hold a conference concerning the extension, giving the student an opportunity to be heard

This conference may be held in conjunction with a meeting requested by the student or parent/guardian to challenge the original suspension.

The Superintendent or designee determines, following a meeting in which the student and the student's parent/guardian were invited to participate, that the student's presence at the school or at an alternative school would endanger persons or property or threaten to disrupt the instructional process

If the student involved is a foster youth or Indian child, the Superintendent or designee shall notify the district's educational liaison of the need to invite the foster youth's educational rights holder, attorney and county social worker, or the Indian child's tribal social worker or, if applicable, the county social worker, to attend the meeting (Education Code 48853.5, 48911, 48918.1)

If the student involved is a child or youth experiencing homelessness, the Superintendent or designee shall notify the district liaison for homeless students (Education Code 48918.1)

In lieu of or in addition to suspending a student, the Superintendent, principal, or designee may provide services or require the student to participate in an alternative disciplinary program designed to correct the behavior and keep the student in school
Suspension by the Board

The Board may suspend a student for any of the acts listed under "Grounds for Suspension and Expulsion: Grades K-12," and "Additional Grounds for Suspension and Expulsion: Grades 4-12," above and within the limits specified under "Suspension by Superintendent, Principal, or Designee," above. (Education Code 48912)

The Board may suspend a student enrolled in a continuation school or class for a period not longer than the remainder of the semester. The suspension shall meet the requirements of Education Code 48915. (Education Code 48912.5)

When the Board is considering a suspension, disciplinary action, or any other action (except expulsion) against any student, it shall hold a closed session if a public hearing would lead to disclosure of information that would violate a student's right to privacy under Education Code 49073-49079. (Education Code 35146, 48912)

The Board shall provide the student and parent/guardian with written notice of the closed session by registered or certified mail or personal service. Upon receiving this notice, the student or parent/guardian may request a public meeting, and this request shall be granted if made in writing within 48 hours after receipt of the Board's notice. However, any discussion that conflicts with any other student's right to privacy still shall be held in closed session. (Education Code 35146, 48912)

On-Campus Suspension

A student for whom an expulsion action has not been initiated and who poses no imminent danger or threat to the school, students, or staff may be assigned to on-campus suspension in a separate classroom, building, or site for the entire period of suspension. The following conditions shall apply: (Education Code 48911.1)
The on-campus suspension classroom shall be staffed in accordance with law

The student shall have access to appropriate counseling services

The on-campus suspension classroom shall promote completion of schoolwork and tests missed by the student during the suspension

The student shall be responsible for contacting the student's teacher(s) to receive assignments to be completed in the supervised suspension classroom and the teacher(s) shall provide all assignments and tests that the student will miss while suspended

If no such work is assigned, the person supervising the suspension classroom shall assign schoolwork.
At the time a student is assigned to an on-campus suspension classroom, the principal or designee shall notify the student's parent/guardian, or if the student is a foster youth, the foster youth's educational rights holder, attorney, and county social worker, or, if the student if an Indian child, the Indian child's tribal social worker and, if applicable, county social worker, in person, by email, or by telephone. When the assignment is for longer than one class period, this notification shall be made in writing. (Education Code 48911.1)

Superintendent or Principal's Authority to Recommend Expulsion

Unless the Superintendent or principal determines that expulsion should not be recommended under the circumstances or that an alternative means of correction would address the conduct, the Superintendent or principal shall recommend a student's expulsion for any of the following acts: (Education Code 48915)
Causing serious physical injury to another person, except in self-defense

Possession of any knife or other dangerous object of no reasonable use to the student

Unlawful possession of any controlled substance as listed in Health and Safety Code 11053-11059, except for:

The first offense for the possession of not more than one ounce of marijuana, other than concentrated cannabis

The student's possession of over-the-counter medication for use by the student for medical purposes

Medication prescribed for the student by a physician

Robbery or extortion

Assault or battery, as defined in Penal Code 240 and 242, upon any school employee
In determining whether to recommend the expulsion of a student, the Superintendent, principal, or designee shall act as quickly as possible to ensure that the student does not lose instructional time. (Education Code 48915)

Student's Right to Expulsion Hearing

Any student recommended for expulsion shall be entitled to a hearing to determine whether the student should be expelled. The hearing shall be held within 30 school days after the Superintendent, principal, or designee determines that the student has committed the act(s) that form the basis for the expulsion recommendation. (Education Code 48918(a))

The student is entitled to at least one postponement of an expulsion hearing for a period of not more than 30 calendar days. The request for postponement shall be in writing. Any subsequent postponement may be granted at the Board's discretion. (Education Code 48918(a))

If the Board finds it impractical during the regular school year to comply with these time requirements for conducting an expulsion hearing, the Superintendent or designee may, for good cause, extend the time period by an additional five school days. Reasons for the extension shall be included as a part of the record when the expulsion hearing is held. (Education Code 48918(a))

If the Board finds it impractical to comply with the time requirements of the expulsion hearing due to a summer recess of Board meetings of more than two weeks, the days during the recess shall not be counted as school days. The days not

counted during the recess may not exceed 20 school days, as defined in Education Code 48925. Unless the student requests in writing that the expulsion hearing be postponed, the hearing shall be held not later than 20 calendar days prior to the first day of the next school year. (Education Code 48918(a))

Once the hearing starts, all matters shall be pursued with reasonable diligence and concluded without unnecessary delay. (Education Code 48918(a))

Stipulated Expulsion

After a determination that a student has committed an offense for which the student may be expelled, the Superintendent, principal, or designee shall offer the student, the student's parent/guardian, or, when applicable, other person holding the right to make educational decisions for the student, the option to waive a hearing and stipulate to the expulsion or to a suspension of the expulsion under certain conditions. The offer shall be made only after written notice of the expulsion hearing pursuant to Education Code 48918 has been given.

The stipulation agreement shall be in writing and shall be signed by the student, the student's parent/guardian, or, when applicable, the person holding the right to make educational decisions for the student. The stipulation agreement shall include notice of all the rights that the student is waiving, including the waiving of the right to have a full hearing, to appeal the expulsion to the County Board of Education, and to consult legal counsel.

A stipulated expulsion agreed to by the student, the student's parent/guardian, or, when applicable, the person holding the right to make educational decisions for the student, shall be effective upon approval by the Board.

Rights of Complaining Witness

An expulsion hearing involving allegations of sexual assault or sexual battery may be postponed for one school day in order to accommodate the special physical, mental, or emotional needs of a student who is the complaining witness. (Education Code 48918.5)

Whenever the Superintendent or designee recommends an expulsion hearing that addresses allegations of sexual assault or sexual battery, the Superintendent or designee shall give the complaining witness a copy of the district's suspension and expulsion policy and regulation and shall advise the witness of the right to: (Education Code 48918.5)
Receive five days' notice of the scheduled testimony at the hearing

Have up to two adult support persons present at the hearing at the time the witness testifies

Have a closed hearing during the time the witness testifies
Whenever any allegation of sexual assault or sexual battery is made, the Superintendent or designee shall immediately advise complaining witnesses and accused students to refrain from personal or telephone contact with each other during the time when an expulsion process is pending. (Education Code 48918.5)

Written Notice of the Expulsion Hearing

Written notice of the expulsion hearing shall be forwarded to the student and the student's parent/guardian at least 10 calendar days before the date of the hearing. The notice shall include: (Education Code 48900.8, 48918(b))
The date and place of the hearing

A statement of the specific facts, charges, and offense upon which the proposed expulsion is based

A copy of district disciplinary rules which relate to the alleged violation

Notification of the student's or parent/guardian's obligation, pursuant to Education Code 48915.1, to provide information about the student's status in the district to any other district in which the student seeks enrollment

This obligation applies when a student is expelled for acts other than those described in Education Code 48915(a) or (c).

The opportunity for the student or the student's parent/guardian to appear in person or be represented by legal counsel or by a nonattorney adviser

Legal counsel means an attorney or lawyer who is admitted to the practice of law in California and is an active member of the State Bar of California.

Nonattorney adviser means an individual who is not an attorney or lawyer, but who is familiar with the facts of the case and has been selected by the student or student's parent/guardian to provide assistance at the hearing.

The right to inspect and obtain copies of all documents to be used at the hearing

The opportunity to confront and question all witnesses who testify at the hearing

The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf, including witnesses
Additional Notice of Expulsion Hearing for Foster Youth, Homeless Students, and Indian Children

If the student facing expulsion is a foster student or Indian child, the Superintendent or designee shall also send notice of the hearing to the foster youth's educational rights holder, attorney, and county social worker, or the Indian child's tribal social worker and, if applicable, county social worker, at least 10 calendar days prior to the hearing. (Education Code 48918.1)

If the student facing expulsion is a student experiencing homelessness, the Superintendent or designee shall also send notice of the hearing to the district liaison for homeless students at least 10 calendar days prior to the hearing. (Education Code 48918.1)

Any notice for these purposes may be provided by the most cost-effective method possible, including by email or a telephone call. (Education Code 48918.1)

Conduct of Expulsion Hearing

Closed Session: Notwithstanding Education Code 35145, the Board shall conduct a hearing to consider the expulsion of the student in a session closed to the public unless the student requests in writing at least five days prior to the hearing that the hearing be a public meeting. If such a request is made, the meeting shall be public to the extent that privacy rights of other students are not violated. (Education Code 48918)

Whether the expulsion hearing is held in closed or public session, the Board may meet in closed session to deliberate and determine whether the student should be expelled. If the Board admits any other person to this closed session, the parent/guardian, the student, and the counsel of the student also shall be allowed to attend the closed session. (Education Code 48918(c))

If a hearing that involves a charge of sexual assault or sexual battery is to be conducted in public, a complaining witness shall have the right to testify in closed session when testifying in public would threaten serious psychological harm to the witness and when there are no alternative procedures to avoid the threatened harm, including, but not limited to, a videotaped deposition or contemporaneous examination in another place communicated to the hearing room by closed-circuit television. (Education Code 48918(c)

Record of Hearing: A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made. (Education Code 48918(g))

Subpoenas: Before commencing a student expulsion hearing, the Board may issue subpoenas, at the request of either the student or the Superintendent or designee, for the personal appearance at the hearing of any person who actually witnessed the action that gave rise to the recommendation for expulsion. After the hearing has commenced, the Board or the hearing officer or administrative panel may issue such subpoenas at the request of the student or the County Superintendent of Schools or designee. All subpoenas shall be issued in accordance with Code of Civil Procedure 1985-1985.2 and enforced in accordance with Government Code 11455.20. (Education Code 48918(i))

Any objection raised by the student or the Superintendent or designee to the issuance of subpoenas may be considered by the Board in closed session, or in open session if so requested by the student, before the meeting. The Board's decision in response to such an objection shall be final and binding. (Education Code 48918(i))

If the Board determines, or if the hearing officer or administrative panel finds and submits to the Board, that a witness would be subject to unreasonable risk of harm by testifying at the hearing, a subpoena shall not be issued to compel the personal attendance of that witness at the hearing. However, that witness may be compelled to testify by means of a sworn declaration as described in Item #6 below. (Education Code 48918(i))

Presentation of Evidence: Technical rules of evidence shall not apply to the expulsion hearing, but relevant evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. The decision of the Board to expel shall be supported by substantial evidence that the student committed any of the acts pursuant to Education Code 48900 and listed in "Grounds for Suspension and Expulsion: Grades K-12," and "Additional Grounds for Suspension and Expulsion: Grades 4-12," above. (Education Code 48918(h))

Findings of fact shall be based solely on the evidence at the hearing. Although no finding shall be based solely on hearsay, sworn declarations may be admitted as testimony from witnesses whose disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm. (Education Code 48918(f))

In cases where a search of a student's person or property has occurred, evidence describing the reasonableness of the search shall be included in the hearing record.

Testimony by Complaining Witnesses: The following procedures shall be observed when a hearing involves allegations of sexual assault or sexual battery by a student: (Education Code 48918, 48918.5)

Any complaining witness shall be given five days' notice before being called to testify

Any complaining witness shall be entitled to have up to two adult support persons, including, but not limited to, a parent/guardian or legal counsel, present during the testimony

Before a complaining witness testifies, support persons shall be admonished that the hearing is confidential

The person presiding over the hearing may remove a support person who is disrupting the hearing

If one or both support persons are also witnesses, the hearing shall be conducted in accordance with Penal Code 868.5

Evidence of specific instances of prior sexual conduct of a complaining witness shall be presumed inadmissible and shall not be heard unless the person conducting the hearing determines that extraordinary circumstances require the evidence to be heard

Before such a determination is made, the complaining witness shall be given notice and an opportunity to oppose the introduction of this evidence. In the hearing on the admissibility of this evidence, the complaining witness shall be entitled to be represented by a parent/guardian, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of a complaining witness shall not be admissible for any purpose.

In order to facilitate a free and accurate statement of the experiences of the complaining witness and to prevent discouragement of complaints, the district shall provide a nonthreatening environment

The district shall provide a room separate from the hearing room for the use of the complaining witness before and during breaks in testimony

At the discretion of the person conducting the hearing, the complaining witness shall be allowed reasonable periods of relief from examination and cross-examination during which the complaining witness may leave the hearing room

The person conducting the hearing may:

Arrange the seating within the hearing room so as to facilitate a less intimidating environment for the complaining witness

Limit the time for taking the testimony of a complaining witness to normal school hours, if there is no good cause to take the testimony during other hours

(Permit one of the support persons to accompany the complaining witness to the witness stand

Decision: The Board's decision as to whether to expel a student shall be made within 40 school days after the student is removed from school, unless the student requests in writing that the decision be postponed. (Education Code 48918(a))
Alternative Expulsion Hearing: Hearing Officer or Administrative Panel

Instead of conducting an expulsion hearing itself, the Board may contract with the county hearing officer or with the Office of Administrative Hearings of the State of California for a hearing officer. The Board may also appoint an impartial administrative panel composed of three or more certificated personnel, none of whom shall be members of the Board or on the staff of the school in which the student is enrolled. (Education Code 48918)

A hearing conducted by the hearing officer or administrative panel shall conform to the same procedures applicable to a hearing conducted by the Board as specified above in "Conduct of Expulsion Hearing," including the requirement to issue a decision within 40 school days of the student's removal from school, unless the student requests that the decision be postponed. (Education Code 48918(a) and (d))

The hearing officer or administrative panel shall, within three school days after the hearing, determine whether to recommend expulsion of the student to the Board. If expulsion is not recommended, the expulsion proceeding shall be terminated and the student shall be immediately reinstated and permitted to return to the classroom instructional program from which the referral was made, unless another placement is requested in writing by the student's parent/guardian. Before the student's placement decision is made by the student's parent/guardian, the Superintendent or designee shall consult with the parent/guardian and district staff, including the student's teachers, regarding other placement options for the student in addition to the option to return to the classroom instructional program from which the student's expulsion referral was made. The decision to not recommend expulsion shall be final. (Education Code 48918(e))

If expulsion is recommended, findings of fact in support of the recommendation shall be prepared and submitted to the Board. All findings of fact and recommendations shall be based solely on the evidence presented at the hearing. The

Board may accept the recommendation based either upon a review of the findings of fact and recommendations submitted or upon the results of any supplementary hearing the Board may order. (Education Code 48918(f))

In accordance with Board policy, the hearing officer or administrative panel may recommend that the Board suspend the enforcement of the expulsion. If the hearing officer or administrative panel recommends that the Board expel a student but suspend the enforcement of the expulsion, the student shall not be reinstated and permitted to return to the classroom instructional program from which the referral was made until the Board has ruled on the recommendation. (Education Code 48917, 48918)

Final Action by the Board

Whether the expulsion hearing is conducted in closed or open session by the Board, a hearing officer, or an administrative panel or is waived through the signing of a stipulated expulsion agreement, the final action to expel shall be taken by the Board in public. (Education Code 48918(j))

The Board's decision is final. If the decision is to not expel, the student shall be reinstated immediately. If the decision is to suspend the enforcement of the expulsion, the student shall be reinstated under the conditions of the suspended expulsion.

Upon ordering an expulsion, the Board shall set a date when the student shall be reviewed for readmission to a school within the district. For a student expelled for any "mandatory recommendation and mandatory expulsion" act listed in "Authority to Expel" in the accompanying Board policy, this date shall be one year from the date the expulsion occurred, except that the Board may set an earlier date on a case-by-case basis. For a student expelled for other acts, this date shall be no later than the last day of the semester following the semester in which the expulsion occurred. If an expulsion is ordered during summer session or the intersession period of a year-round program, the Board shall set a date when the student shall be reviewed for readmission not later than the last day of the semester following the summer session or intersession period in which the expulsion occurred. (Education Code 48916)

At the time of the expulsion order, the Board shall recommend a plan for the student's rehabilitation, which may include: (Education Code 48916)
Periodic review, as well as assessment at the time of review, for readmission

Recommendations for improved academic performance, tutoring, special education assessments, job training, counseling, employment, community service, or other rehabilitative programs
With parent/guardian consent, students who have been expelled for reasons relating to controlled substances or alcohol may be required to enroll in a county-sponsored drug rehabilitation program before returning to school. (Education Code 48916.5)

Written Notice to Expel

The Superintendent or designee shall send written notice of the decision to expel to the student or parent/guardian. This notice shall include the following:
The specific offense committed by the student for any of the causes for suspension or expulsion listed above under "Grounds for Suspension and Expulsion: Grades K-12" or "Additional Grounds for Suspension and Expulsion: Grades 4-12" (Education Code 48900.8)

The fact that a description of readmission procedures will be made available to the student and parent/guardian (Education Code 48916)

Notice of the right to appeal the expulsion to the County Board (Education Code 48918)

Notice of the alternative educational placement to be provided to the student during the time of expulsion (Education Code 48918)

Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the expelling district, pursuant to Education Code 48915.1 (Education Code 48918)
Decision to Suspend Expulsion Order

In accordance with Board policy, when deciding whether to suspend the enforcement of an expulsion order, the Board shall take into account the following criteria:
The student's pattern of behavior

The seriousness of the misconduct

The student's attitude toward the misconduct and willingness to follow a rehabilitation program
The suspension of the enforcement of an expulsion shall be governed by the following:
The Board may, as a condition of the suspension of enforcement, assign the student to a school, class, or program appropriate for the student's rehabilitation

This rehabilitation program may provide for the involvement of the student's parent/guardian in the student's education. However, a parent/guardian's refusal to participate in the rehabilitation program shall not be considered in the Board's determination as to whether the student has satisfactorily completed the rehabilitation program. (Education Code 48917)

During the period when enforcement of the expulsion order is suspended, the student shall be on probationary status (Education Code 48917)

The suspension of the enforcement of an expulsion order may be revoked by the Board if the student commits any of the acts listed under "Grounds for Suspension and Expulsion: Grades K-12" or "Additional Grounds for Suspension and Expulsion: Grades 4-12" above, or violates any of the district's rules and regulations governing student conduct (Education Code 48917)

When the suspension of enforcement of an expulsion order is revoked, a student may be expelled under the terms of the original expulsion order (Education Code 48917)

Upon satisfactory completion of the rehabilitation assignment, the Board shall reinstate the student in a district school

Upon reinstatement, the Board may order the expunging of any or all records of the expulsion proceedings. (Education Code 48917)

The Superintendent or designee shall send written notice of any decision to suspend the enforcement of an expulsion order during a period of probation to the student or parent/guardian

The notice shall inform the parent/guardian of the right to appeal the expulsion to the County Board, the alternative educational placement to be provided to the student during the period of expulsion, and the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the expelling district, pursuant to Education Code 48915.1(b). (Education Code 48918(j))

Suspension of the enforcement of an expulsion order shall not affect the time period and requirements for the filing of an appeal of the expulsion order with the County Board (Education Code 48917)
Appeal

If a student is expelled from school, the student or parent/guardian is entitled to file an appeal of the Board's decision with the County Board. The appeal must be filed within 30 days of the Board's decision to expel, even if the expulsion order is suspended and the student is placed on probation. (Education Code 48919)

If the student submits a written request for a copy of the written transcripts and supporting documents from the district simultaneously with the filing of the notice of appeal with the County Board, the district shall provide the student with these documents within 10 school days following the student's written request. (Education Code 48919)

Notification to Law Enforcement Authorities

Prior to the suspension or expulsion of any student, the principal or designee shall notify appropriate city or county law enforcement authorities of any student acts of assault which may have violated Penal Code 245. (Education Code 48902)

The principal or designee shall notify appropriate city or county law enforcement authorities of any student acts which may involve the possession or sale of narcotics or of a controlled substance, or of any student acts involving the possession, sale, or furnishing of firearms, explosives, or other dangerous weapons in violation of Education Code 48915(c)(1) or (5) or Penal Code 626.9 and 626.10. (Education Code 48902)

Within one school day after a student's suspension or expulsion, the principal or designee shall notify appropriate county or district law enforcement authorities, by telephone or other appropriate means, of any student acts which may violate Education Code 48900(c) or (d), relating to the possession, use, offering, or sale of controlled substances, alcohol, or intoxicants of any kind. (Education Code 48902)

Placement During Expulsion

The Board shall refer expelled students to a program of study that is: (Education Code 48915, 48915.01)
Appropriately prepared to accommodate students who exhibit discipline problems

Not provided at a comprehensive middle, junior, or senior high school or at any elementary school, unless the program is offered at a community day school established at any of these

Not housed at the school site attended by the student at the time of suspension
When the placement described above is not available and when the County Superintendent so certifies, students expelled for only acts described in Items #6-12 under "Grounds for Suspension and Expulsion: Grades K-12" and Items #1-3 under "Additional Grounds for Suspension and Expulsion: Grades 4-12" above may be referred to a program of study that is provided at another comprehensive middle, junior, or senior high school or at an elementary school. (Education Code 48915)

The program for a student expelled from any of grades K-6 shall not be combined or merged with programs offered to students in any of grades 7-12. (Education Code 48916.1)

Readmission After Expulsion

Prior to the date set by the Board for the student's readmission:
The Superintendent or designee shall hold a conference with the student's parent/guardian, or other person holding the right to make educational decisions for the student, and the student

At the conference, the student's rehabilitation plan shall be reviewed and the Superintendent or designee shall verify that the provisions of this plan have been met. School regulations shall be reviewed and the student and the student's parent/guardian or other person holding the right to make educational decisions for the student shall be asked to indicate in writing their willingness to comply with these regulations.

The Superintendent or designee shall transmit to the Board a recommendation regarding readmission

The Board shall consider this recommendation in closed session. If a written request for open session is received from the student's parent/guardian or other person holding the right to make educational decisions for the student, or adult student, it shall be honored to the extent that privacy rights of other students are not violated.

If the readmission is granted, the Superintendent or designee shall notify the student and the student's parent/guardian, or other person holding the right to make educational decisions for the student, by registered mail, of the Board's decision regarding readmission

The Board may deny readmission only if it finds that the student has not satisfied the conditions of the rehabilitation plan or that the student continues to pose a danger to campus safety or to other district students or employees (Education Code 48916)

If the Board denies the readmission of a student, the Board shall determine either to continue the student's placement in the alternative educational program initially selected or to place the student in another program that serves expelled students, including placement in a county community school

The Board shall provide written notice to the expelled student and the student's parent/guardian, or other person holding the right to make educational decisions for the student, describing the reasons for denying readmittance into the regular program

This notice shall indicate the Board's determination of the educational program which the Board has chosen. The student shall enroll in that program unless the parent/guardian chooses to enroll the student in another school district. No student shall be denied readmission into the district based solely on the student's arrest, adjudication by a juvenile court, formal or informal supervision by a probation officer, detention in a juvenile facility, enrollment in a juvenile court school, or other such contact with the juvenile justice system. (Education Code 48645.5)

Maintenance of Records

The district shall maintain a record of each suspension and expulsion, including its specific cause(s). (Education Code 48900.8)

Expulsion records of any student shall be maintained in the student's mandatory interim record and sent to any school in which the student subsequently enrolls upon written request by that school. (Education Code 48918(k))

The Superintendent or designee shall, within five working days, honor any other district's request for information about an expulsion from this district. (Education Code 48915.1)

Notify Teacher of Dangerous Students

BP 4158

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An employee may use reasonable and necessary force for self-defense or defense of another person, to quell a disturbance threatening physical injury to others or damage to property, or to obtain possession of weapons or other dangerous objects within the control of a student. (Education Code 44807, 49001)

An employee shall promptly report to the principal or other immediate supervisor any attack, assault, or physical threat made against the employee by a student or by any other individual in relation to the performance of the employee's duties, and any action the employee took in response.

Additionally, the employee and the principal or other immediate supervisor shall promptly report to local law enforcement authorities an attack, assault, or physical threat made against the employee by a student. Reports of an attack, assault, or physical threat shall be forwarded immediately to the Superintendent or designee. (Education Code 44014)

Notice Regarding Student Offenses

When a student commits certain offenses that may endanger staff or others, the following procedures shall be implemented to notify staff members as appropriate:
Acts That Are Grounds for Suspension or Expulsion

The Superintendent or designee shall inform the teacher(s) of each student who, during the previous three school years, has engaged in or is reasonably suspected to have engaged in any act, except the possession or use of tobacco products, that would constitute a ground for suspension or expulsion as specified in Administrative Regulation 5144.1 - Suspension and Expulsion/Due Process (Education Code 49079)

This information shall be based upon district records maintained in the ordinary course of business or records received from a law enforcement agency. (Education Code 49079)

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

Information received by teacher(s) shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher (Education Code 48201, 49079)

Offenses Reported to the District by a Court

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

The principal or designee shall expeditiously disseminate this information to any counselor who directly supervises or reports on the student's behavior or progress and to any teacher or administrator directly supervising or reporting on the student's behavior or progress whom the principal or designee thinks may need the information in order to work

with the student appropriately, to avoid being needlessly vulnerable, or to protect others from vulnerability (Welfare and Institutions Code 827)

Any court-initiated information that a teacher, counselor, or administrator receives shall be kept confidential and used only to rehabilitate the student and protect other students and staff (Welfare and Institutions Code 827)

The information shall be further disseminated only when communication with the student, parent/guardian, law enforcement staff, and probation officer is necessary to rehabilitate the student or to protect students and staff. (Welfare and Institutions Code 827)

When a student is removed from school as a result of an offense, the Superintendent shall hold the court's information in a separate confidential file until the student is returned to the district (Welfare and Institutions Code 827)

If the student is returned to a different district, the Superintendent shall transmit the information provided by the student's parole or probation officer to the superintendent of the new district of attendance. (Welfare and Institutions Code 827)

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

Accommodations for Victims of Domestic Violence, Sexual Assault, Stalking, or Other Qualifying Acts of Violence

When requested by an employee who is a victim of domestic violence, sexual assault, stalking, or other qualifying acts of violence, the district shall provide the employee reasonable accommodations which may include the implementation of safety measures, including, but not limited to: (Government Code 12945.8)
A transfer, reassignment, or modified schedule

A changed work telephone or work station, including the permission to carry a telephone at work

An installed lock

Assistance in documenting domestic violence, sexual assault, stalking, or other qualifying act of violence that occurs in the workplace

Referral to a victim assistance organization

Another safety procedure or adjustment to a job structure, workplace facility, or work requirement in response to domestic violence, sexual assault, stalking, or other qualifying act of violence
The Superintendent or designee shall engage in a timely, good faith, and interactive process with the employee to determine effective reasonable accommodations that do not pose an undue hardship on the district. In determining whether an accommodation is reasonable, the Superintendent or designee shall consider any exigent circumstance or danger facing the employee or their family member. (Government Code 12945.8)

Upon the request of the Superintendent or designee, an employee requesting a reasonable accommodation shall provide a written statement, signed by the employee or an individual acting on the employee's behalf, certifying that the accommodation is for an authorized purpose. The Superintendent or designee may also request that the employee provide certification of the employee's status as a victim of domestic violence, sexual assault, stalking, or other qualifying act of violence. Such certification may include: (Government Code 12945.8)
A police report indicating that the employee, or a family member of the employee, was a victim

A court order protecting or separating the employee, or family member of the employee, from the perpetrator of the crime or abuse, or other evidence from the court or prosecuting attorney that the employee has appeared in court

Documentation from a licensed medical professional or health care provider, domestic violence or sexual assault counselor, victim advocate, or counselor that the employee, or family member of the employee, was undergoing treatment or receiving services for physical or mental injuries or abuse resulting in victimization from the crime or abuse

Any other form of documentation that reasonably verifies that the crime or abuse occurred, including, but not limited to, a written statement signed by the employee or by an individual acting on the employee's behalf
Any verbal or written statement, police or court record, or other documentation identifying an employee, or a family member of the employee, as a victim shall be confidential and shall not be disclosed by the district except as required by federal or state law or as necessary to protect the employee's safety in the workplace. The employee shall be notified before any authorized disclosure. (Government Code 12945.8)

Every six months after the date of the certification, the Superintendent or designee may request recertification of the employee's status as a victim of domestic violence, sexual assault, stalking, other specified offense, or ongoing circumstances related to the crime or abuse. The employee shall notify the Superintendent or designee if, due to changing circumstances, the employee needs a new accommodation or no longer needs an accommodation. If a new accommodation is needed, the Superintendent or designee shall follow the procedures described above when making the initial determination regarding effective reasonable accommodations. (Government Code 12945.8)

The district shall not discharge or retaliate against an employee because of the employee's status as a victim of crime or abuse or for requesting a reasonable accommodation, regardless of whether the request was granted. (Government Code 12945.8)

Nondiscrimination/Harassment and Hate Crime Reporting– BP/AR BP 5145.3

Original Adopted Date: 10/22/2018 | Last Revised Date: 10/09/2025 | Last Reviewed Date: 10/09/2025Status: ADOPTED

The Governing Board desires to provide a welcoming, safe, and supportive school environment that allows all students equal access to and opportunities in the district's academic, extracurricular, and other educational support programs, services, and activities.

This policy shall apply to all acts constituting unlawful discrimination or harassment related to district activity or attendance, to acts which occur off campus or outside of district-related or district-sponsored activities but which may have an impact or create a hostile environment at school, and to all acts of the Board and the Superintendent in enacting policies and procedures that govern the district.

The Board prohibits, at any district school or activity, unlawful discrimination, including discriminatory harassment, intimidation, and bullying, against an individual or group based on one, or a combination of two or more, protected characteristics, which include, but may not be limited to, race or ethnicity; ancestry; color; ethnic group identification; nationality; national origin; immigration status; sex; sexual orientation; sex stereotypes; gender; gender identity; gender expression; religion; disability; medical condition; genetic information; pregnancy, false pregnancy, childbirth, termination of pregnancy, or related conditions or recovery; and parental, marital, and family status; a perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics. (Education Code 200, 210.1, 210.2, 212, 212.1, 220, 221.51, 230, 260; Government Code 11135, 12926; 20 USC 1681-1688, 42 USC 2000d-2000d-7)

Unlawful discrimination, including discriminatory harassment, intimidation, or bullying, may result from physical, verbal, nonverbal, or written conduct based on any of the categories listed above. Unlawful discrimination also occurs when prohibited conduct is so severe, persistent, or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; has the effect of substantially or unreasonably interfering with a student's academic performance; or otherwise adversely affects a student's educational opportunities.

Unlawful discrimination also includes disparate treatment of students based on one of the categories above with respect to the provision of opportunities to participate in district programs or activities or the provision or receipt of educational benefits or services.

Because unlawful discrimination could occur when disciplining students, including suspension and expulsion, the Superintendent or designee shall ensure that staff enforce discipline rules fairly, consistently and in a non-discriminatory manner, as specified in Board Policy and Administrative Regulation 5144 - Discipline, Board Policy and Administrative Regulation 5144.1 - Suspension and Expulsion/Due Process, and Administrative Regulation 5144.2 - Suspension and Expulsion/Due Process (Students With Disabilities).

The Board also prohibits any form of retaliation against any individual who reports or participates in the reporting of unlawful discrimination, files or participates in the filing of a complaint, or investigates, participates, or refuses to participate in the investigation of a complaint or report alleging unlawful discrimination. Retaliation complaints shall be investigated and resolved in the same manner as a discrimination complaint.

The Superintendent or designee shall facilitate students' access to the educational program by publicizing the district's nondiscrimination policy and related complaint procedures to students, parents/guardians, and employees. In addition,

the Superintendent or designee shall post the district's policies prohibiting discrimination, harassment, intimidation, and bullying and other required information on the district's website in a manner that is easily accessible to parents/guardians and students, in accordance with law and the accompanying administrative regulation. (Education Code 234.1, 234.6; 34 CFR 106.8)

The Superintendent or designee shall provide training and/or information on the scope and use of the policy and complaint procedures and take other measures designed to increase understanding of the requirements of law related to discrimination. The Superintendent or designee shall regularly review the implementation of the district's nondiscrimination policies and practices and, as necessary, shall take action to remove any identified barrier to student access to or participation in the district's educational program. The Superintendent or designee shall report the findings and recommendations to the Board after each review.

Regardless of whether a complainant complies with the writing, timeline, and/or other formal filing requirements, all complaints alleging unlawful discrimination, including discriminatory harassment, intimidation, or bullying, shall be investigated and prompt action taken to stop the discrimination, prevent recurrence, and address any continuing effect on students.

Students who engage in unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, in violation of law, Board policy, or administrative regulation shall be subject to appropriate consequence or discipline, which may include suspension or expulsion when the behavior is severe or pervasive as defined in Education Code 48900.4. Any employee who permits or engages in prohibited discrimination related to a district activity, attendance, or district-related or district-sponsored activity, including discriminatory harassment, intimidation, retaliation, or bullying, shall be subject to disciplinary action, up to and including dismissal.

When a student has been suspended, or other means of correction have been implemented against the student for an incident of racist bullying, harassment, or intimidation, the principal or designee may engage both the victim and perpetrator in a restorative justice practice suitable to the needs of the students. The principal or designee may also require the perpetrator to engage in a culturally sensitive program that promotes racial justice and equity and combats racism and ignorance and regularly check on the victim to ensure that the victim is not in danger of suffering from any long-lasting mental health issues. (Education Code 48900.5)

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

Complaints alleging unlawful discrimination in district programs and activities shall be investigated and resolved in accordance with Board Policy 1312.3 - Uniform Complaint Procedures, when required by law. However, complaints alleging sexual harassment under Title IX shall be investigated and resolved in accordance with the procedures specified in Administrative Regulation 5145.71 - Title IX Sexual Harassment Complaint Procedures.

Record-Keeping

The Superintendent or designee shall maintain a record of all reported cases of unlawful discrimination, including discriminatory harassment, intimidation, or bullying, to enable the district to monitor, address, and prevent repetitive prohibited behavior in district schools.

A/R

Original Adopted Date: 10/22/2018 | Last Revised Date: 10/09/2025 | Last Reviewed Date: 10/09/2025Status: ADOPTED

The district designates the individual(s) identified below as the Compliance Officer(s). The employee(s) is responsible for coordinating the district's efforts to comply with applicable state and federal civil rights laws and to answer inquiries regarding the district's nondiscrimination policies. The individual(s) shall also serve as the Compliance Officer(s) specified in Administrative Regulation 1312.3 - Uniform Complaint Procedures as the responsible employee to handle complaints alleging unlawful discrimination of a student, and the Title IX Coordinator specified in Administrative Regulation 5145.7 - Sexual Harassment as the responsible employee to handle complaints alleging unlawful sexual harassment, as permitted by law. The Compliance Officer(s) may be contacted at: (Education Code 234.1; 5 CCR 4621)

Assistant Superintendent of Educational Services
2100 J Street
Eureka, CA 95501
Tel: 707-441-3363

Measures to Prevent Discrimination

To prevent unlawful discrimination, including discriminatory harassment, intimidation, retaliation, and bullying, of students at district schools or activities and to ensure equal access of all students to the educational program, the Superintendent or designee shall implement the following measures:

Publicize the district's nondiscrimination policy and related complaint procedures, including the Compliance Officer's contact information, to students, parents/guardians, employees, volunteers, and the general public by posting them in prominent locations and providing easy access to them through district-supported communications

Post the district's policies and procedures prohibiting discrimination, harassment, student sexual harassment, intimidation, bullying, and cyberbullying, including a section on social media bullying that includes all of the references described in Education Code 234.6 as possible forums for social media, in a prominent location on the district's website in a manner that is easily accessible to parents/guardians and students (Education Code 234.1, 234.6)

Post the definition of sex discrimination and harassment as described in Education Code 230, including the rights set forth in Education Code 221.8, in a prominent location on the district's website in a manner that is easily accessible to parents/guardians and students (Education Code 234.6)

Post in a prominent location on the district website in a manner that is easily accessible to parents/guardians and students information regarding Title IX prohibitions against discrimination based on a student's sex, including the following: (Education Code 221.6, 221.61, 234.6)

The name and contact information of the district's Title IX Coordinator, including the phone number and email address

The rights of students and the public and the responsibilities of the district under Title IX, including a list of rights as specified in Education Code 221.8 and web links to information about those rights and responsibilities located on the websites of the Office for Equal Opportunity and the U.S. Department of Education's Office for Civil Rights (OCR)

A description of how to file a complaint of noncompliance under Title IX, which shall include:

An explanation of the statute of limitations within which a complaint must be filed after an alleged incident of discrimination has occurred and how a complaint may be filed beyond the statute of limitations

An explanation of how the complaint will be investigated and how the complainant may further pursue the complaint, including web links to this information on OCR's website

A web link to the OCR complaints form and the contact information for the office, including the phone number and email address for the office

A link to the Title IX information included on the California Department of Education's (CDE) website

Post CDE's standardized incident form to track racial discrimination, harassment, or hazing that occurs at high school sporting games or events, including information on how to submit a completed incident form to the district (Education Code 33353)

Post a link to statewide CDE-compiled resources, including community-based organizations, that provide support to youth who have been subjected to school-based discrimination, harassment, intimidation, or bullying and to their families (Education Code 234.5. 234.6)

Such resources shall be posted in a prominent location on the district's website in a manner that is easily accessible to parents/guardians and students. (Education Code 234.6)

Provide to students a handbook that contains age-appropriate information that clearly describes the district's nondiscrimination policy, procedures for filing a complaint, and resources available to students who feel that they have been the victim of any such behavior

Annually notify all students and parents/guardians of the district's nondiscrimination policy, including its responsibility to provide a safe, nondiscriminatory school environment for all students

The notice shall inform students and parents/guardians that they may request to meet with the Compliance Officer to determine how best to accommodate or resolve concerns that may arise from the district's implementation of its nondiscrimination policies. The notice shall also inform all students and parents/guardians that, to the extent possible, the district will address any individual student's interests and concerns in private.

Ensure that students and parents/guardians, including those with limited English proficiency, are notified of how to access the relevant information provided in the district's nondiscrimination policy and related complaint procedures, notices, and forms in a language they can understand

If 15 percent or more of students enrolled in a particular district school speak a single primary language other than English, the district's policy, regulation, forms, and notices concerning nondiscrimination shall be translated into that language in accordance with Education Code 234.1 and 48985. In all other instances, the district shall ensure meaningful access to all relevant information for parents/guardians with limited English proficiency.

Provide to students, employees, volunteers, and parents/guardians age-appropriate training and/or information regarding the district's nondiscrimination policy; what constitutes prohibited discrimination, including discriminatory harassment, intimidation, retaliation, or bullying; how and to whom a report of an incident should be made; and how to guard against segregating or stereotyping students when providing instruction, guidance, supervision, or other services to them

Such training and information shall include details of guidelines the district may use to provide a discrimination-free environment for all district students.

Provide to certificated employees serving students in grades 7-12 information on existing school and community resources related to the support of lesbian, gay, bisexual, transgender, queer, and questioning (LGBTQ+) students, or related to the support of students who may face bias or bullying on the basis of any of the actual or perceived characteristics in Penal Code 422.55, including immigration status; Education Code 220; and disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation; or association with a person or group with one or more of these actual or perceived characteristics (Education Code 234.1)

For the 2025-2026 school year through the 2029-2030 school year, provide annually to certificated employees serving students in grades 7-12 at least one hour of training to support LGBTQ+ cultural competency in accordance with Education Code 218.3

At the beginning of each school year, inform school employees that any employee who witnesses any act of unlawful discrimination, including discriminatory harassment, intimidation, or bullying, against a student is required to intervene if it is safe to do so (Education Code 234.1)

At the beginning of each school year, inform each principal or designee of the district's responsibility to provide appropriate assistance or resources to protect students from threatened or potentially discriminatory behavior and ensure their privacy rights

Process for Initiating and Responding to Complaints

Students who feel that they have been subjected to unlawful discrimination described above or in district policy are strongly encouraged to immediately contact the Compliance Officer, Title IX Coordinator, principal, or any other staff member. In addition, students who observe any such incident are strongly encouraged to report the incident to the Compliance Officer, Title IX Coordinator, or principal, regardless of whether the alleged victim files a complaint.

Any district employee who observes an incident of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, or to whom such an incident is reported, shall report the incident to the Compliance Officer, Title IX Coordinator, or principal within one workday, regardless of whether the alleged victim files a complaint.

Any school employee who witnesses an incident of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, shall immediately intervene to stop the incident when it is safe to do so. (Education Code 234.1)

When a report of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, is made to or received by the principal, Compliance Officer, or Title IX Coordinator, the principal, Compliance Officer, or Title IX Coordinator shall notify the student or parent/guardian of the right to file a formal complaint in accordance with Administrative Regulation 1312.3 - Uniform Complaint Procedures or, for complaints of sexual harassment that meet the federal Title IX definition, Administrative Regulation 5145.71 - Title IX Sexual Harassment Complaint Procedures. Once notified verbally or in writing, the Compliance Officer or Title IX Coordinator shall begin the investigation and shall implement immediate measures necessary to stop the discrimination and ensure that all students have access to the educational program and a safe school environment. Any interim measures adopted to address unlawful discrimination

shall, to the extent possible, not disadvantage the complainant or a student who is the victim of the alleged unlawful discrimination.

Any report or complaint alleging unlawful discrimination by the principal, Compliance Officer, Title IX Coordinator, or any other person to whom a report would ordinarily be made or complaint filed shall instead be made to or filed with the Superintendent or designee who shall determine how the complaint will be investigated.

Support for Intersex, Nonbinary, Transgender and Gender-Nonconforming Students

Gender refers to a student's sex, and includes a student's gender identity and gender expression. (Education Code 210.7)

Gender identity refers to a student's gender-related identity, appearance, or behavior as determined from the student's internal sense, regardless of whether that gender-related identity, appearance, or behavior is different from that traditionally associated with the student's physiology or assigned sex at birth.

Gender expression refers to a student's gender-related appearance and behavior, regardless of whether stereotypically associated with the student's assigned sex at birth. (Education Code 210.7)

Gender transition refers to the process in which a student changes from living and identifying as the sex assigned to the student at birth to living and identifying as the sex that corresponds to the student's gender identity.

Gender-nonconforming refers to when a student's gender expression differs from stereotypical expectations.

Intersex refers to when a student has natural bodily variations in anatomy, hormones, chromosomes, and other traits that differ from expectations generally associated with female and male bodies.

Nonbinary refers to when a student's gender identity falls outside of the traditional conception of strictly either female or male, regardless of whether the student identifies as transgender, was born with intersex traits, uses gender-neutral pronouns, or uses agender, genderqueer, pangender, gender nonconforming, gender variant, or such other more specific term to describe their gender.

Sex refers to the biological condition of being a female or male human being. (5 CCR 4910)

Transgender refers to when a student's gender identity is different from the sex assigned at birth.

The district shall ensure that all students, regardless of sex, gender, gender identity or gender expression, are afforded the same rights, benefits, and protections provided to students by law and Board policy. To do so, the Superintendent or designee shall address each situation that arises on a case-by-case basis and in accordance with the following guidelines:

Acceptance of a Student's Gender Identity: The district shall accept the student's assertion of the student's gender identity and treat the student consistent with that gender identity unless district personnel present a credible and supportable basis for believing that the student's assertion is for an improper purpose

Use of Names and Pronouns: Upon request by a student, district personnel shall address the student by the requested name and pronoun(s), without the necessity of a court order or a change to the student's mandatory permanent student record

Inadvertent slips or honest mistakes by district personnel in the use of the student's name and/or pronouns may not constitute a violation of this administrative regulation or the accompanying Board policy.

Accessibility to Sex-Segregated Facilities, Programs, and Activities: When the district maintains sex-segregated facilities, such as restrooms and locker rooms, or offers sex-segregated programs and activities, such as physical education classes, intermural sports, and interscholastic athletic programs, students shall be permitted to access facilities and participate in programs and activities consistent with their gender identity

Additionally, a student shall be permitted to participate in accordance with the student's gender identity in other circumstances where students are separated by sex, such as for class discussions, yearbook pictures, and field trips.

To address any student's privacy concerns in using sex-segregated facilities, the district shall consider offering a gender-neutral or single-use restroom or changing area, a bathroom stall with a door, an area in the locker room separated by a curtain or screen, or use of the locker room before or after the other students. However, in no case shall the district require a student to utilize these options because of the student's sex, gender, gender identify, or gender expression. A student's right to participate in a sex-segregated activity in accordance with the student's gender identity shall not render invalid or inapplicable any other eligibility rule established for participation in the activity.

Beginning July 1, 2026, each school shall provide and maintain at least one all-gender restroom for student use that meets the requirements of Education Code 35292.5.

Adherence to Uniforms/Dress Code: A student has the right to dress in a manner consistent with the student's gender identity, subject to any dress code adopted on a school site, which may not discriminate on the basis of sex, gender, gender identity or gender expression

Equal Access to Educational Programs and Activities: Upon request by a student based on the student's gender identity or gender expression, the Compliance Officer shall identify and develop strategies for ensuring that the student's access to educational programs and activities is maintained

The Compliance Officer shall consider the rights of all students and how those rights may affect and be affected by the rights of other students. Additionally, the Compliance Officer shall identify specific school site employee(s) to whom the student may report any problem related to the student's sex, gender, gender identity, or gender expression so that prompt action can be taken to address it. Alternatively, if appropriate and desired by the student, the school may form a support team for the student that will meet periodically to assess whether the arrangements for the student are providing equal access to programs and activities.

Right to privacy: A student's sex, gender, gender identity, and gender status is private information

The district may only disclose such information to others when the disclosure is permitted by law, with the student's prior written consent, or when the district has compelling evidence that disclosure is necessary to preserve the student's physical or mental well-being. (Education Code 220.3, 220.5; 34 CFR 99.31, 99.36)

Student Records: A student's sex and legal name shall be maintained as part of a student's mandatory permanent student record as specified in 5 CCR 432 and shall only be changed with proper documentation (Education Code 49061-49072)

When a request to change a student's gender or name is submitted without proper documentation, any change to the student's gender or name shall be applied only to documents not included in the mandatory permanent student record such as attendance sheets, report cards, and school identification.

The Superintendent or designee shall follow this guideline such that it does not change or alter the obligations of the district to maintain student records in accordance with Board Policy/Administrative Regulation 5125 - Student Records, and to ensure access to such records in accordance with Board Policy/Administrative Regulation 1340 - Access to District Records.
The district prohibits any act of verbal, nonverbal, or physical aggression, intimidation, or hostility, including any such act based on sex, gender, gender identity, or gender expression, or that have the purpose or effect of producing a negative impact on the student's academic performance or of creating an intimidating, hostile, or offensive educational environment, regardless of whether the acts are sexual in nature, including, but not limited to:
Refusing to address or refer to a student in a manner consistent with the student's gender identity

Disciplining a student or excluding the student from participating in activities, for behavior or appearance that is consistent with the student's gender identity or that does not conform to stereotypical notions of masculinity or femininity

Blocking, prohibiting, or restricting a student's entry to the restroom that corresponds to the student's gender identity

Disclosing student records that reveal a student's gender identity to individuals who do not have a legitimate need for the information except as permitted by law

Verbally or physically assaulting a student because of the student's sex, gender, gender identity, or gender expression, including, but not limited to, causing, attempting to cause, threatening to cause, or participating in an act of hate violence on the basis of sex, gender, gender identity, or gender expression

Sexual Harassment – BP/AR 5145.7

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The district does not discriminate on the basis of sex in any of its programs or activities and complies with Title IX of the Education Amendments of 1972 and its implementing regulations.

The Governing Board is committed to maintaining a welcoming, safe, and supportive school environment that is free from discrimination and harassment. The Board prohibits at district or at district-sponsored or district-related activities, sexual harassment, as defined in the accompanying administrative regulation, targeted at any student.

Additionally, the Board prohibits retaliatory behavior or action against any person who reports, files a complaint, testifies about, assists with, or otherwise supports a complainant in alleging sexual harassment, or otherwise participates or refuses to participate in the complaint process established for the purpose of this policy. (Education Code 220.1, 221.8; 34 CFR 106.71)

The district strongly encourages students who feel that they are being or have experienced sexual harassment on district grounds or at a district-sponsored or district-related activity, or off-campus when the conduct has a continuing effect on campus, to immediately contact their teacher, the principal, the district's Title IX Coordinator, or any other available school employee.

Any employee who receives a report or observes an incident of sexual harassment by or against a student in a district education program or activity shall report the incident to the Title IX Coordinator within one workday.

Once notified, the Title IX Coordinator shall ensure that the complaint alleging sexual harassment is addressed through Administrative Regulation 5145.71 - Title IX Sexual Harassment Complaint Procedures or Board Policy/Administrative Regulation 1312.3 - Uniform Complaint Procedures, as applicable. Additionally, the Title IX Coordinator shall ensure that any implementation of Administrative Regulation 5145.71 - Title IX Sexual Harassment Complaint Procedures concurrently meets the requirements of Board Policy/Administrative Regulation 1312.3 - Uniform Complaint Procedures.

The Title IX Coordinator shall offer and coordinate supportive measures to the complainant and respondent, as deemed appropriate under the circumstances.

The Superintendent or designee shall inform students and parents/guardians of this policy in the manner specified in the accompanying administrative regulation.

The Superintendent or designee shall ensure that all district staff are trained regarding this policy, and that employees required to receive training related to their duties under Title IX receive training as specified in Administrative Regulation 4119.11/4219.11/4319.11 - Sexual Harassment. (Government Code 12950.1; 2 CCR 11023, 11024; 34 CFR 106.45)

Instruction/Information

The Superintendent or designee shall ensure that all district students receive age-appropriate information on sexual harassment. Such instruction and information shall include:
What acts and behavior constitute sexual harassment, including the fact that sexual harassment could occur between people of the same sex and could involve sexual violence

A clear message that students do not have to endure sexual harassment under any circumstance

Encouragement to report observed incidents of sexual harassment even when the alleged victim of the harassment has not complained

A clear message that student safety is the district's primary concern, and that any separate rule violation involving an alleged victim or any other person reporting a sexual harassment incident will be addressed separately and will not affect the manner in which the sexual harassment complaint will be received, investigated, or resolved

A clear message that, regardless of a complainant's noncompliance with the writing, timeline, or other formal filing requirements, every sexual harassment allegation that involves a student, whether as the complainant, respondent, or victim of the harassment, shall be investigated and action shall be taken to respond to the harassment, prevent recurrence, and address any continuing effect on students

Information about the district's procedures for investigating complaints and the person(s) to whom a report of sexual harassment should be made

Information about the rights of students and parents/guardians to file a civil or criminal complaint, as applicable, including the right to file a civil or criminal complaint while the district investigation of a sexual harassment complaint continues

A clear message that, when needed, the district will implement supportive measures to ensure a safe school environment for a student who is the complainant or victim of sexual harassment and/or other students during an investigation

Disciplinary Actions

Upon completion of an investigation of sexual harassment, any student found to have engaged in sexual harassment or sexual violence in violation of this policy shall be subject to disciplinary action. For students in grades 4-12, disciplinary action may include suspension and/or expulsion, provided that, in imposing such discipline, the entire circumstances of the incident(s) shall be taken into account.

Upon completion of an investigation of sexual harassment, any employee found to have engaged in sexual harassment or sexual violence toward any student shall be subject to disciplinary action, up to and including dismissal, in accordance with law and the applicable collective bargaining agreement.

Record-Keeping

The Superintendent or designee shall maintain records in accordance with law, including in accordance with Administrative Regulation 5145.71 - Title IX Sexual Harassment Complaint Procedures, and district policies and regulations, of all reported cases of sexual harassment to enable the district to monitor, address, and prevent repetitive harassing behavior in district schools.

A/R

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Definitions

Sexual harassment is a form of sex discrimination and means sexual harassment and other harassment on the basis of one, or a combination of two or more protected characteristics, which include, but may not be limited to, sex; gender; gender identity; gender expression; sexual orientation; sex stereotypes; pregnancy, false pregnancy, childbirth, termination of pregnancy, or related conditions or recovery; and parental, marital, and family status. (Education Code 200, 210.2, 220, 221.51, 230, 260; Government Code 11135; 20 USC 1681-1688)

Sexual harassment includes, but is not limited to, unwelcome sexual advances, unwanted requests for sexual favors, or other unwanted verbal, visual, or physical conduct of a sexual nature made against another person of the same or opposite sex in the educational setting, under any of the following conditions: (Education Code 212.5; 5 CCR 4916)
Submission to the conduct is explicitly or implicitly made a term or condition of a student's academic status or progress

Submission to or rejection of the conduct by a student is used as the basis for academic decisions affecting the student

The conduct has the purpose or effect of having a negative impact on the student's academic performance or of creating an intimidating, hostile, or offensive educational environment

Submission to or rejection of the conduct by the student is used as the basis for any decision affecting the student regarding benefits and services, honors, programs, or activities available at or through any district program or activity
Any prohibited conduct that occurs off campus or outside of district-related or district-sponsored programs or activities will be regarded as sexual harassment in violation of district policy if it has a continuing effect on or creates a hostile school environment for the complainant or victim of the conduct.

For purposes of applying the complaint procedures specified in Title IX, sexual harassment is defined as any of the following forms of conduct that occurs in an education program or activity in which a district school exercises substantial control over the context and respondent: (34 CFR 106.30, 106.44)
A district employee conditioning the provision of a district aid, benefit, or service on the student's participation in unwelcome sexual conduct

Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a student equal access to the district's education program or activity

Sexual assault, dating violence, domestic violence, or stalking as defined in 20 USC 1092 or 34 USC 12291
Title IX Coordinator/Compliance Officer

The district designates the following individual as the responsible employee to coordinate its efforts to comply with Title IX. The individual shall also serve as the Compliance Officer specified in Administrative Regulation 1312.3 - Uniform Complaint Procedures and Administrative Regulation 5145.3 - Nondiscrimination/Harassment as the responsible employee to handle student complaints alleging unlawful discrimination, as permitted by law. The Title IX Coordinator may be contacted at:

Assistant Superintendent of Educational Services
2100 J Street
Eureka, CA 95501
Tel: 707-441-3363

Notifications

The Superintendent or designee shall notify students and parents/guardians that the district does not discriminate on the basis of sex as required by Title IX and that inquiries about the application of Title IX to the district may be referred to the district's Title IX Coordinator and/or to the Assistant Secretary for Civil Rights, U.S. Department of Education. (34 CFR 106.8)

The district shall notify students and parents/guardians of the name or title, office address, email address, and telephone number of the district's Title IX Coordinator. (34 CFR 106.8)

The Superintendent or designee shall ensure that a copy of the district's sexual harassment policy and regulation:
Is included in the notifications that are sent to parents/guardians at the beginning of each school year (Education Code 48980; 5 CCR 4917)

Is displayed in a prominent location in the main administrative building or other area where notices of district rules, regulations, procedures, and standards of conduct are posted (Education Code 231.5)

Is summarized on a poster, which shall be prominently and conspicuously displayed in each bathroom and locker room at each school

The poster may be displayed in public areas that are accessible to and frequented by students, including, but not limited to, classrooms, hallways, gymnasiums, auditoriums, and cafeterias. The poster shall display the rules and procedures for reporting a charge of sexual harassment; the name, phone number, and email address of an appropriate school employee to contact to report sexual harassment; the rights of the reporting student, the complainant, and the respondent; and the responsibilities of the school. (Education Code 231.6)

Is posted, along with the name or title and contact information of the Title IX Coordinator, in a prominent location on the district's website in a manner that is easily accessible to parents/guardians and students (Education Code 234.6; 34 CFR 106.8)

Is provided as part of any orientation program conducted for new and continuing students at the time the student is enrolled or at the beginning of each quarter, semester, or summer session (Education Code 231.5)

Appears in any school or district publication that sets forth the school's or district's comprehensive rules, regulations, procedures, and standards of conduct (Education Code 231.5)
Reports and Complaints

A student or a student's parent(s)/guardian(s) who believes that the student has been subjected to sexual harassment in a district program or activity or who has witnessed sexual harassment is strongly encouraged to report the incident to the district's Title IX Coordinator, a teacher, the principal, or any other available school employee. Within one workday of receiving such a report, the principal or other school employee shall forward the report to the district's Title IX Coordinator. Any school employee who observes an incident of sexual harassment shall, within one workday, report the observation to the Title IX Coordinator as specified in the accompanying Board policy. The report shall be made regardless of whether the alleged victim files a formal complaint or requests confidentiality.

When a report or complaint of sexual harassment involves off-campus conduct, the Title IX Coordinator shall assess whether the conduct may create or contribute to the creation of a hostile school environment. If the Title IX Coordinator determines that a hostile environment may be created, the complaint shall be investigated and resolved in the same manner as if the prohibited conduct occurred at school.

When a verbal or informal report of sexual harassment is submitted, the Title IX Coordinator shall inform the student or parent/guardian of the right to file a formal written complaint in accordance with applicable district complaint procedures.

All complaints alleging sexual harassment against students in the school setting shall be investigated and resolved in accordance with law and district procedures. The district's Title IX Coordinator shall review the allegations to determine the applicable procedure for responding to the complaint. All complaints that meet the definition of sexual harassment under Title IX shall be investigated and resolved in accordance with Administrative Regulation 5145.71 - Title IX Sexual Harassment Complaint Procedures. Other sexual harassment complaints shall be investigated and resolved pursuant to Board Policy and Administrative Regulation 1312.3 - Uniform Complaint Procedures.

If sexual harassment is found following an investigation, the Title IX Coordinator, or designee in consultation with the Title IX Coordinator, shall take prompt action to stop the sexual harassment, prevent recurrence, implement remedies, and address any continuing effects.

Safe Routes to School Program – BP 5142.2

The Governing Board recognizes that walking, bicycling, and other forms of active transport to school increase students' physical activity and reduce vehicle traffic and air pollution in the vicinity of schools. As part of the district's coordinated approach to supporting student wellness and safety and enhancing student learning and achievement, the Superintendent or designee shall develop and implement strategies to establish and encourage safe routes to school program activities.

All students shall have equitable access and opportunity to participate in the district's safe routes to school program.

The Superintendent or designee may appoint a program coordinator and identify or establish district and/or school site committees to oversee and coordinate related activities.

The Superintendent or designee may collaborate with local public works and public safety departments, transportation agencies, other city and county agencies, school staff, students, parents/guardians and parent organizations, health organizations, community organizations, and/or businesses in the development, implementation, and evaluation of strategies.

Strategies in support of the safe routes to school program shall be based on the grade levels of the students and an assessment of the conditions and needs of each school and the surrounding neighborhoods.

The Superintendent or designee shall explore the availability of grant funds and other sources of funding to support related projects and activities.

The Superintendent or designee shall periodically report to the Board on the implementation of program activities and progress toward program goals. Such reports may include, but are not limited to, levels of participation in promotional and educational activities, survey results of parent/guardian attitudes about allowing their child to walk or bicycle to school, tallies of the numbers of students using various modes of travel to and from school and how these numbers have changed over time, records of student attendance and on-time arrival, and injury data within the school and/or district attendance boundaries.
Original Adopted Date: 05/19/2010
Last Revised Date: 11/18/2021

Safe Routes To School Program – AR 5142.2
District strategies to improve student safety along routes to school and to promote walking, bicycling, and other forms of active transport to school by students may include:
1. Education activities that promote safety and awareness, such as:

a. Instructing students about pedestrian and personal safety related to the use of electric or motorized and nonmotorized bicycles or scooters, including by local law enforcement, organizations specified in Education Code 38134, and public agencies that provide safety instructions on such bicycles and scooters.

b. Instructing students about the health, academic, and environmental benefits of walking, bicycling, and other forms of active transport to school

c. Offering driver safety information to high school students, parents/guardians, and the community to promote safety around school campuses and routes

2. Encouragement strategies designed to generate interest in active transport to school, such as:

a. Organizing or facilitating "walking school buses" and/or "bicycle trains" whereby students walk or bike to school in groups escorted by parents/guardians or other volunteers as needed

b. Organizing special events and activities, such as Walk or Bike to School Day, International Walk to School Month, or year-round competitions

c. Publicizing the district's efforts in order to build support of parents/guardians and the community, including providing information about the district's safe routes to school program in parent/guardian communications and in any notifications about transportation options

3. Enforcement strategies to deter unsafe behaviors of drivers, pedestrians, and bicyclists, such as:

a. Initiating or expanding crossing guard, student safety patrol, and/or parent/guardian safety patrol programs

b. Partnering with local law enforcement to help ensure that traffic laws are obeyed in the vicinity of schools and to implement appropriate measures such as placement of speed feedback monitors, ticketing, and/or driver safety campaigns

c. Monitoring to ensure that students who bicycle to school or who use skateboards, skates, or nonmotorized scooters wear helmets in accordance with Vehicle Code 21212

4. Engineering strategies that address the design, implementation, operation, and maintenance of traffic control devices or physical measures, such as:

a. Working with local government agencies, parents/guardians, school staff, and others as appropriate to gather data about environmental conditions and hazards along routes to school b. Working with local government agencies to make operational and physical improvements that reduce or eliminate hazards, such as reducing motor vehicle traffic speeds in the area and establishing safer and fully accessible crosswalks, walkways, trails, and bikeways

b. Assessing the adequacy, accessibility, and safety of bicycle parking at schools and making modifications as needed, such as increasing the number of or relocating bicycle racks and/or equipment storage areas

c. Considering safe routes to school when making decisions about siting and designing of new schools

5. Evaluation to assess progress toward program goals, including:

a. Gathering and interpreting data based on indicators established by the Superintendent and the Governing Board

b. Presenting data to the Board, program partners, and the public

c. Recommending program modifications as needed

6. Emerging technologies that aid in the prevention and mitigation of accidents

7. Emergency response in managing injuries after an accident occurs, including, but not limited to, training staff, crossing guards, student and/or parent/guardian safety patrols, and other volunteers who assist with drop-off and pick-up in emergency procedures

8. Equity, such that resources are distributed in a manner that provides safe access and participation in an equitable manner across the community

Original Adopted Date: 05/19/2010

Safe Ingress and Egress Procedures – Normal School Day:

The School Bus drops off and picks up learners on Oak Street.

Families can utilize our drop-off/pick-up drive thru in our main parking lot. Families are expected to remain in their vehicles in the drop-off/pick-up zones and should use the yellow designated areas to let their child get out and in their vehicles. We have staff that supervise at dismissal in the designated pick-up location. All learners who ride the bus or get picked up are walked to the front of the school (our designated pick-up area). Learners in the After School Program are picked out outside of the cafeteria by After School Staff at dismissal.

Grant is a closed campus during the instructional day. The front, double doors are closed at 8:05 and all visitors must then enter through the office and follow the visitor access protocols. All gates and doors are locked, with the expectation of the Office.

The Grant campus opens at 7:40 am daily, there are Monitors, Administration, Behavior Support Aide, Restorative Practice Support Specialist, and TK Aides that greet learners and provide supervision in the cafeteria and the playgrounds.

During recesses and eating periods in the cafeteria, Monitors and TK Aides provide supervision. Administration, Behavior Support Aides, and Restorative Practice Support Specialist also support with supervision.

During the school day, we have a Monitor assigned to continuously walk the campus outside of recess and lunch periods. This Monitor begins their duty day before the campus opens and their duty day ends after the dismissal period. Administration, Behavior Support Aides, Restorative Practice Support Specialist, and Custodial Staff are constantly walking the campus during the day.

All Eureka City Schools staff have a district issued ID badge that must be worn any time they are on/at a Eureka City Schools campus. Substitute Teachers are provided with a district Substitute ID badge.

All visitors must sign-in through the Office and indicate their purpose and location of their visit. Approved visitors are provided with a Visitors badge. All volunteers must be approved through the District's procedure, which includes passing a background check.

If there is a need for any of the gates to be opened during school hours, Maintenance, Custodial Staff, or Administration will open and then secure the gates.

All learners who ride the bus undergo Bus Evacuation Drills.

Safe Ingress and Egress Procedures – Emergency Situations:

The site has a Tsunami plan, even though Grant is not in a tsunami hazard zone. All information is contained in the Site Safety Binder, located in the Office.
The site has evacuation routes dependent upon safe routes. All information is contained in the Site Safety Binder, located in the Office.
The site has a plan in the event of an evacuation off-campus that includes parent contact and emergency contact information. All information is contained in the Site Safety Binder, located in the Office.

Campus Security – BP/AR 4158

Original Adopted Date: 10/22/2018 | Last Revised Date: 09/11/2025 | Last Reviewed Date: 09/11/2025Status: ADOPTED

The Governing Board desires to provide a safe and orderly work environment for all employees. As part of the district's comprehensive safety plan, the Superintendent or designee shall develop strategies for protecting employees from potentially dangerous persons and situations and for providing necessary assistance and support when emergency situations occur.

Any person who threatens the safety of others at any district facility may be removed by the Superintendent or designee in accordance with Administrative Regulation 3515.2 - Disruptions.

Any employee against whom harassment, violence, or any threat of violence has been directed in the workplace shall notify the Superintendent or designee immediately. As appropriate, the Superintendent or designee shall initiate legal and security measures to protect the employee and others in the workplace. Such measures may include seeking a temporary restraining order (TRO) on behalf of the employee pursuant to Code of Civil Procedure 527.8 and/or a gun violence restraining order pursuant to Penal Code 18150 and 18170.

Additionally, a collective bargaining representative may seek a TRO on behalf of a district employee against whom harassment, violence, or credible threat of violence has been directed in the workplace, if the collective bargaining representative serves that employee in employment or labor matters at the employee's workplace. (Code of Civil Procedure 527.8)

Upon request by an employee who is a victim of domestic violence, sexual assault, or stalking, the Superintendent or designee shall provide reasonable accommodations in accordance with Government Code 12945.8 and the accompanying administrative regulation to protect the employee's safety while at work.

The Superintendent or designee may pursue legal action on behalf of an employee against a student or the student's parent/guardian to recover damages for injury to the employee's person or property caused by the student's willful misconduct that occurred on district property, at a school or district activity, or in retaliation for lawful acts of the employee in the performance of the employee's duties. (Education Code 48904, 48905)

The Superintendent or designee shall provide staff development in crisis prevention and intervention techniques, which may include training in classroom management, effective communication techniques, procedures for responding to an active shooter situation, and crisis resolution.

In accordance with law, the Superintendent or designee shall inform teachers, administrators, and/or counselors of crimes and offenses committed by students who may pose a danger in the classroom. (Education Code 48201, 49079; Welfare and Institutions Code 827)

The Superintendent or designee may make available at appropriate locations, including, but not limited to, district and school offices, gyms, and classrooms, communication devices that would enable two-way communication with law enforcement and others when emergencies occur.

Reporting of Injurious Objects

Employees shall take immediate action upon being made aware that any person is in possession of a weapon or unauthorized injurious object on district property or at a district related or school-sponsored activity. Employees shall exercise their best judgment as to the potential danger involved and do one of the following:
Confiscate the object and deliver it to the principal immediately

Immediately notify the principal or supervisor, who shall take appropriate action

Immediately call 911 and the principal or supervisor
When informing the principal about the possession or seizure of a weapon or dangerous device, an employee shall report the name(s) of persons involved, witnesses, location, and the circumstances of any seizure.

A/R

Original Adopted Date: 10/22/2018 | Last Revised Date: 09/11/2025 | Last Reviewed Date: 09/11/2025Status: ADOPTED

An employee may use reasonable and necessary force for self-defense or defense of another person, to quell a disturbance threatening physical injury to others or damage to property, or to obtain possession of weapons or other dangerous objects within the control of a student. (Education Code 44807, 49001)

An employee shall promptly report to the principal or other immediate supervisor any attack, assault, or physical threat made against the employee by a student or by any other individual in relation to the performance of the employee's duties, and any action the employee took in response.

Additionally, the employee and the principal or other immediate supervisor shall promptly report to local law enforcement authorities an attack, assault, or physical threat made against the employee by a student. Reports of an attack, assault, or physical threat shall be forwarded immediately to the Superintendent or designee. (Education Code 44014)

Notice Regarding Student Offenses

When a student commits certain offenses that may endanger staff or others, the following procedures shall be implemented to notify staff members as appropriate:
Acts That Are Grounds for Suspension or Expulsion

The Superintendent or designee shall inform the teacher(s) of each student who, during the previous three school years, has engaged in or is reasonably suspected to have engaged in any act, except the possession or use of tobacco products, that would constitute a ground for suspension or expulsion as specified in Administrative Regulation 5144.1 - Suspension and Expulsion/Due Process (Education Code 49079)

This information shall be based upon district records maintained in the ordinary course of business or records received from a law enforcement agency. (Education Code 49079)

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

Information received by teacher(s) shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher (Education Code 48201, 49079)

Offenses Reported to the District by a Court

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

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

Any court-initiated information that a teacher, counselor, or administrator receives shall be kept confidential and used only to rehabilitate the student and protect other students and staff (Welfare and Institutions Code 827)

The information shall be further disseminated only when communication with the student, parent/guardian, law enforcement staff, and probation officer is necessary to rehabilitate the student or to protect students and staff. (Welfare and Institutions Code 827)

When a student is removed from school as a result of an offense, the Superintendent shall hold the court's information in a separate confidential file until the student is returned to the district (Welfare and Institutions Code 827)

If the student is returned to a different district, the Superintendent shall transmit the information provided by the student's parole or probation officer to the superintendent of the new district of attendance. (Welfare and Institutions Code 827)

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

Accommodations for Victims of Domestic Violence, Sexual Assault, Stalking, or Other Qualifying Acts of Violence

When requested by an employee who is a victim of domestic violence, sexual assault, stalking, or other qualifying acts of violence, the district shall provide the employee reasonable accommodations which may include the implementation of safety measures, including, but not limited to: (Government Code 12945.8)
A transfer, reassignment, or modified schedule

A changed work telephone or work station, including the permission to carry a telephone at work

An installed lock

Assistance in documenting domestic violence, sexual assault, stalking, or other qualifying act of violence that occurs in the workplace

Referral to a victim assistance organization

Another safety procedure or adjustment to a job structure, workplace facility, or work requirement in response to domestic violence, sexual assault, stalking, or other qualifying act of violence
The Superintendent or designee shall engage in a timely, good faith, and interactive process with the employee to determine effective reasonable accommodations that do not pose an undue hardship on the district. In determining

whether an accommodation is reasonable, the Superintendent or designee shall consider any exigent circumstance or danger facing the employee or their family member. (Government Code 12945.8)

Upon the request of the Superintendent or designee, an employee requesting a reasonable accommodation shall provide a written statement, signed by the employee or an individual acting on the employee's behalf, certifying that the accommodation is for an authorized purpose. The Superintendent or designee may also request that the employee provide certification of the employee's status as a victim of domestic violence, sexual assault, stalking, or other qualifying act of violence. Such certification may include: (Government Code 12945.8)
A police report indicating that the employee, or a family member of the employee, was a victim

A court order protecting or separating the employee, or family member of the employee, from the perpetrator of the crime or abuse, or other evidence from the court or prosecuting attorney that the employee has appeared in court

Documentation from a licensed medical professional or health care provider, domestic violence or sexual assault counselor, victim advocate, or counselor that the employee, or family member of the employee, was undergoing treatment or receiving services for physical or mental injuries or abuse resulting in victimization from the crime or abuse

Any other form of documentation that reasonably verifies that the crime or abuse occurred, including, but not limited to, a written statement signed by the employee or by an individual acting on the employee's behalf
Any verbal or written statement, police or court record, or other documentation identifying an employee, or a family member of the employee, as a victim shall be confidential and shall not be disclosed by the district except as required by federal or state law or as necessary to protect the employee's safety in the workplace. The employee shall be notified before any authorized disclosure. (Government Code 12945.8)

Every six months after the date of the certification, the Superintendent or designee may request recertification of the employee's status as a victim of domestic violence, sexual assault, stalking, other specified offense, or ongoing circumstances related to the crime or abuse. The employee shall notify the Superintendent or designee if, due to changing circumstances, the employee needs a new accommodation or no longer needs an accommodation. If a new accommodation is needed, the Superintendent or designee shall follow the procedures described above when making the initial determination regarding effective reasonable accommodations. (Government Code 12945.8)

The district shall not discharge or retaliate against an employee because of the employee's status as a victim of crime or abuse or for requesting a reasonable accommodation, regardless of whether the request was granted. (Government Code 12945.8)

Opioid Overdose Protocol – Melanie's Law

Current law (Education Code section 49414.3) allows schools to provide emergency opioid antagonist administration for individuals who may be experiencing symptoms of opioid drug poisoning. Opioid drug poisoning is a life-threatening condition that can be reversed with the administration of an opioid antagonist medication such as naloxone. Without immediate administration of an opioid antagonist and summoning Emergency Medical Services (911), death could occur.

This law allows for a school nurse or a trained volunteer to administer an opioid antagonist medication to an individual who is exhibiting potentially life-threatening symptoms of opioid drug poisoning. Training is provided to the volunteer on topics including but not limited to:

- Signs and symptoms of opioid drug poisoning
- How to administer the naloxone nasal spray (or other opioid antagonist)
- Calling EMS (911) and any follow up documentation or actions required.

*CPR training is recommended but not required of persons trained to administer an opioid antagonist.

Staff members who volunteer to be trained are protected under the law and will be provided defense and indemnification by the District for any and all civil liability.

This notification is provided annually to all staff. If staff are willing to be identified as a volunteer and be trained, staff complete the volunteer form and submit it to their site administrator.

Employees who volunteer to be trained may rescind their offer to volunteer at any time. No benefit will be granted to or withheld from any individual based on his or her offer to volunteer. There will be no retaliation against any individual for rescinding his or her offer to volunteer, including after receiving training.

Narcan/Naloxone on School Sites:
Each school site is given Narcan/Naloxone packages for overdose or possible overdose events. These complete packages contain:

- Narcan Nasal Spay
- Narcan/Naloxone Quick Start Guide
- Gloves
- Face Mask
- Adult/Child CPR Rescue Mask Kit

o Alcohol Pads
o Rescue Mask Instructions

- Narcan/Naloxone Administration Report

(For additional supplies, please contact the District Office.)

NARCAN ADMINISTRATION

1. RECOGNIZE

Observe for signs of overdose:

- Pale, clammy skin
- Speech infrequent
- Not breathing or very shallow breathing
- Deep snorting or gurgling
- Unresponsive to stimuli (calling name, shaking, sternal rub)
- Slowed heart beat/pulse
- Blue lips or fingertips
- Pinpoint pupils

2. RESPOND

Immediately call for help:

- Call for help- Dial 911
  - Request Advanced Life Support
- Place the person on their back
- Tilt head
- Lift chin
- Check breathing for no more than 10 seconds
- Check to see if there is anything in their mouth blocking their airway, such as gum, toothpick, undissolved pills, syringe cap, cheeked Fentanyl patch
  - If present, remove it
- If using mask, place and hold mask over mouth and nose
- If not using mask, pinch their nose with one hand and place your mouth over their mouth
- Give 2 even, regular-sized breaths
- Blow enough air into their lungs to make their chest rise
  - If you are using a mask and don't see their chest rise, out of the corner of your eye, tilt the head back more and make sure the seal around the mouth and nose is secure
  - If you are not using a mask and don't see their chest rise, out of the corner of your eye, make sure you're pinching their nose
- Breathe again
- Give one breath every 5 seconds

3. REVERSE

Administer Intra-Nasal Narcan:

- Tilt head back and given spray (4 mg) into one nostril
- If additional doses are needed, given in the other nostril

Graphic credit: (ADAPT Pharma, 2015)

- Place person in recovery position (lying on their side)
- Stay with the person until help arrives
- Maintain airway, monitor circulation, start CPR as necessary
- Seize all illegal and/or non-prescribed opioid narcotics found on victim and process in accordance with school district protocols

4. REFER

- Have the individual transported to nearest medical facility, even if symptoms seem to get better
- Contact parent/guardians per school protocol
- Complete Naloxone Administration Report form
- Follow up with treatment referral recommendations

Response to Cardiac Arrest

Response to Cardiac Arrest*

The Cardiac Emergency Response Plan shall be as follows:
1. Developing a Cardiac Emergency Response Team
2. Activation of the Cardiac Emergency Response Team during an identified cardiac emergency
3. Automated external defibrillators (AEDs) – placement and maintenance
4. Communication of this Plan throughout the school campus
5. Training in Cardiopulmonary Resuscitation (CPR) and AED Use
6. Local Emergency Medical Services (EMS) integration with the school/school district's plan
7. Annual review and evaluation of the Plan
8. Protocol for School Cardiac Emergency Responders
(a) Recognize the following signs of sudden cardiac arrest and take action in the event of one or more of the following:
(b) Facilitate immediate access to professional medical help:
(c) Start CPR:
i. Use the nearest AED:
ii. Transition care to EMS:
iii. Action to be taken by Office / Administrative Staff:

Confirm the exact location and the condition of the patient.
Activate the Cardiac Emergency Response Team and give the exact location if not already done.
Confirm that the Cardiac Emergency Response Team has responded.
Confirm that 9-1-1 was called. If not, call 9-1-1 immediately.
Assign a staff member to direct EMS to the scene.
Perform "Crowd Control" – directing others away from the scene.
Notify other staff members, such as the school nurse, athletic trainer, and athletic director etc.
Ensure that medical coverage continues to be provided at the athletic event if on-site medical staff accompany the victim to the hospital.
Consider delaying class dismissal, recess, or other changes to facilitate CPR and EMS functions.
Designate people to cover the duties of the CPR responders.
Copy the patient's emergency information for EMS.
Notify the patient's emergency contact (parent/guardian, spouse, etc.).
Notify staff and students when to return to the normal schedule.
Contact the school district administration.

Instructional Continuity Plan

Eureka City Schools Instructional Continuity Plan (ICP)
Eureka City Schools
Date of Adoption: June 25, 2025

1. Communication

Objective: Ensure clear and timely communication with students, families, faculty, and staff regarding instructional continuity.

Communication Protocols:

- Primary Communication Channels:
  - School website: https://www.eurekacityschools.org/ for regular updates and links to important information for the district and each school site.
  - Email and text alerts via automated messaging system
  - Phone calls via automated messaging system
  - Social media updates on Facebook and Instagram
- Frequency of Updates:
  - Regular district and site updates during normal operations
  - Daily updates during an emergency or transition to remote learning
- Emergency Notifications:
  - Immediate alerts through automated systems
  - Emergency contacts established for staff and families
- Point of Contact:
  - Administrator responsible: Jennifer Johnson- Assistant Superintendent of Educational Services
  - Technology support lead: Marcel van Dissel- Director of Technology

2. Technology Readiness

Objective: Ensure all students and educators have access to technology and digital resources to support remote learning.

A. Technical Support Department

Responsible for maintaining the functionality, security, and availability of technology infrastructure and hardware that supports all digital resources in the District.

- Device & Internet Access:
  - Maintain and support inventory of student and staff devices.
  - Coordinate with library technicians for distribution and collection of Chromebooks and other loaner devices to staff and students.
  - Manage stock of spare devices for inventory and emergency distribution.
  - Oversee deployment and coordinate support of district-provided Wi-Fi hotspots with libraries and other designated stakeholders.
- Technical Help Desk:
  - Provide staff IT support during normal operating hours, with extended or on-call availability during remote learning periods or as needed.
  - Respond to hardware, software, and connectivity issues reported by staff and students.
  - Coordinate with libraries and school site designees for repairs.

B. Educational Services (Ed Tech and Curriculum Support)

Responsible for instructional integration of technology and development of digital learning resources.

- Training & Support:
  - Develop and deliver training for students, staff, and families on the use of instructional platforms (e.g., Google Classroom, Zoom, Canva).
  - Provide ongoing coaching and professional development via the Ed Tech Specialists, Instructional Coaches, and/or other designees
- Digital Backpacks:
  - Curate and maintain collections of approved digital learning tools, apps, e-books, and curriculum-aligned platforms.

- Ensure equitable access to digital resources for diverse student learning needs.

C. Library Technicians

Support Chromebooks, Hotspots, and other logistics to ensure student access at school sites.

- Assist with issuing, tracking, and basic troubleshooting Chromebooks and other learning devices.
  - Coordinates repairs and inventory with Technical Support staff
  - Support site-based communication with families regarding device checkouts and returns.

3. Instruction and Assessment

Objective: Ensure that learning remains flexible, accessible, and aligned with academic standards, whether in-person or remote.

- Instructional Strategies:
  - Prioritize essential learning and align objectives with state standards to ensure effective learning outcomes.
  - Implement California's Digital Learning Integration & Standards Guidance for effective technology use in instruction.
  - Ensure content is available in multiple formats (Google Classroom, videos, interactive lessons, PDFs).
  - Provide additional academic support through tutoring, virtual office hours, and small group instruction.
- Monitoring Student Progress:
  - Use state-approved screening tools for students in grades K–2 to assess early reading skills ([EC Section 53008]).
  - Utilize formative assessments (e.g., quizzes, reflection journals, virtual discussions) to check for understanding.
  - Define achievable learning goals that take into account students' unique circumstances and needs.

4. Equitable Access to Learning

Objective: Guarantee that all students, regardless of background or ability, have equal access to instructional resources.

Access Strategies:

- Provide all accommodations and support services for students with disabilities, English learners (ELs), homeless students, and foster youth.
- Follow CDE Special Education guidance to ensure accessibility in remote learning.
- Align the plan with Eureka City Schools EL Master Plan to support EL students' language development.
- Ensure individualized education plans (IEPs) are implemented in both in-person and remote settings.

5. Professional Learning for Educators

Objective: Equip educators with the skills and knowledge to effectively teach in remote and hybrid environments.

Training Plan:

- Professional development on virtual classroom management and student engagement led by site administrators and instructional coaches. Includes use of Google Workspace and Google Meet.
- Utilize Ed Tech TOSA for training and lesson planning resources.

6. Site-Based Collaboration

Objective: Foster a collaborative approach to instructional continuity planning and implementation.

Collaboration Strategies:

- Work with Executive and Leadership Teams to update the plan as needed.
- Review as part of site safety plans with each school Site Council on an annual basis.
- Seek input from staff, parents/guardians, and students to refine the plan after each instance of implementation.

7. Return to Site-Based Learning

Objective: Define the conditions necessary for a safe return to in-person instruction following a disruption.

Reopening Criteria:

- Evacuation orders lifted
- Power and utilities restored
- Air quality meets safety standards
- Safe and clean water access
- Campus free from debris and hazards
- Internet connectivity restored
- Adequate staffing levels
- Meal service operations reinstated

Plan Review and Approval

Approved by: _____

Jessica Rebholtz, Eureka City School Board President

_____

Gary Storts, Eureka City Schools Superintendent

Date: June 25, 2025

This plan will be reviewed annually and updated as needed based on feedback, emerging best practices, and changes in state and district policies.

Notification of Immigration Enforcement for Grant Elementary School

Protocol for Responding to ICE Agents on Campus
(Updated to reflect AB 49, SB 98, and CDE Guidance, September 2025)

This protocol is aligned with recommendations from the California School Board Association (CSBA), the California Department of Education (CDE), and recent legislation (AB 49 and SB 98). It is designed to uphold the law while protecting the rights and safety of students and staff.

Step 1: Remain Calm and Professional
Greet ICE agents respectfully.
Do not obstruct their actions physically or verbally.
Remember: Obstruction may result in legal consequences and loss of federal funding.

Step 2: Verify Access Requirements (AB 49)
Do not allow ICE agents into non-public areas of the school-site (classrooms, offices, buses, field trips, or other LEA-sponsored activities) without one of the following:

- A valid judicial warrant
- A judicial subpoena
- A court order
- A state or federal law requiring compliance

Politely ask:
1. “Do you have a judicial warrant, subpoena, or court order?”
2. “May I have your name and the names of the agents present?”
3. “May I call my principal to help assist in this process?”
4. “May I contact the superintendent/district office to ensure I follow Governing Board Policies correctly?”
5. “May I record this interaction?”

Step 3: Document the Interaction
Record:

- Names of agents
- Time and date of arrival
- Any documents presented
- Details of their requests or actions

Do not interpret legal documents yourself. Immediately forward warrants, subpoenas, or court orders to district-level personnel.

Step 4: Follow Standard Law Enforcement Procedures
Treat ICE agents as you would any other law enforcement officers (LEOs).
Verify credentials.
Ensure all interactions align with visitor management and safety protocols.

Step 5: Communication Protocol (SB 98)
Notify the following if ICE is present on a school site:

- Pupils
- Families
- Faculty and staff
- Other community members as appropriate

Use district-approved messaging channels to ensure clear, accurate, and timely communication.

Step 6: Prioritize Safety and Contact the District Office
Keep students and staff safe and calm.
If uncertain how to proceed, immediately contact the District Office for guidance.
Do not make independent legal determinations—defer to district leadership.
Key Reminders
Student and staff well-being comes first.
Never allow unauthorized access to non-public areas.
Always document interactions and escalate legal review.

Emergencies Disaster Preparedness Plan – BP/AR 3516

The Governing Board recognizes that all district staff and students must be prepared to respond quickly and responsibly to emergencies, disasters, and threats of disaster. The district shall take all reasonable steps to prevent and/or mitigate the impact of a disaster on district students, staff, and schools.

The Superintendent or designee shall develop and maintain a disaster preparedness plan which contains routine and emergency disaster procedures, including, but not limited to, earthquake emergency procedures, and adaptations for individuals with disabilities in accordance with the Americans with Disabilities Act, the federal Individuals with Disabilities Education Act, and Section 504 of the federal Rehabilitation Act of 1973. Such procedures shall be incorporated into the comprehensive school safety plan. (Education Code 32282)

In developing the disaster preparedness plan, the Superintendent or designee shall involve district staff at all levels, including administrators, district police or security officers, facilities managers, transportation managers, food services personnel, school psychologists, counselors, school nurses, teachers, classified employees, and public information officers. As appropriate, the Superintendent shall also collaborate with law enforcement, fire safety officials, emergency medical services, health and mental health professionals, parents/guardians, and students.

The plan shall comply with state-approved Standardized Emergency Management System (SEMS) guidelines established for multiple-jurisdiction or multiple-agency operations and with the National Incident Management System.

The Superintendent or designee shall provide training to employees regarding their responsibilities, including periodic drills and exercises to test and refine staff's responsiveness in the event of an emergency.

The Board shall grant the use of school buildings, grounds, and equipment to public agencies, including the American Red Cross, for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. The Board shall cooperate with such agencies in furnishing and maintaining whatever services the district may deem necessary to meet the community's needs. (Education Code 32282)

District employees are considered disaster service workers and are subject to disaster service activities assigned to them. (Government Code 3100)

The Superintendent or designee shall ensure that district and/or school site plans address, at a minimum, the following types of emergencies and disasters:
Fire on or off school grounds which endangers students and staff
Earthquake, flood, or other natural disasters
Environmental hazards, such as leakages or spills of hazardous materials
Attack or disturbance, or threat of attack or disturbance, by an individual or group
Bomb threat or actual detonation
Biological, radiological, chemical, and other activities, or heightened warning of such activities
Medical emergencies and quarantines, such as a pandemic influenza outbreak
Attack or threat of attack to the district's digital network and technology infrastructure

The Superintendent or designee shall ensure that the district's procedures include strategies and actions for prevention/mitigation, preparedness, response, and recovery, including, but not limited to, the following:
Regular inspection of school facilities and equipment, identification of risks, and implementation of strategies and measures to increase the safety and security of school facilities
Routine monitoring of the security of the district's digital network and technology infrastructure
Instruction for district staff and students regarding emergency plans, including:
Training of staff in first aid and cardiopulmonary resuscitation

Regular practice of emergency procedures by students and staff

Specific determination of roles and responsibilities of staff during a disaster or other emergency, including determination of:
The appropriate chain of command at the district and, if communication between the district and site is not possible, at each site
Individuals responsible for specific duties
Designation of the principal for the overall control and supervision of activities at each school during an emergency, including authorization to use discretion in situations which do not permit execution of prearranged plans
Identification of at least one person at each site who holds a valid certificate in first aid and cardiopulmonary resuscitation
Assignment of responsibility for identification of injured persons and administration of first aid

Personal safety and security, including:
Identification of areas of responsibility for the supervision of students
Procedures for the evacuation of students and staff, including posting of evacuation routes

Procedures for the release of students, including a procedure to release students when reference to the emergency card is not feasible
Identification of transportation needs, including a plan which allows bus seating capacity limits to be exceeded when a disaster or hazard requires students to be moved immediately to ensure their safety
Provision of a first aid kit to each classroom
Arrangements for students and staff with special needs
Upon notification that a pandemic situation exists, adjustment of attendance policies for students and sick leave policies for staff with known or suspected pandemic influenza or other infectious disease

Closure of schools, including an analysis of:
The impact on student learning and methods to ensure continuity of instruction
How to provide for continuity of operations for essential central office functions, such as payroll and ongoing communication with students and parents/guardians

Communication among staff, parents/guardians, the Governing Board, other governmental agencies, and the media during an emergency, including:
Identification of spokesperson(s)

Development and testing of communication platforms, such as hotlines, automatic dialing devices, telephone trees, websites, social media, and electronic notifications

Development of methods to ensure that communications are, to the extent practicable, in a language and format that is easy for parents/guardians to understand

Distribution of information about district and school site emergency procedures to staff, students, and parents/guardians

Cooperation with other state and local agencies, including:

Development of guidelines for law enforcement involvement and intervention

Collaboration with the local health department, including development of a tracking system to alert the local health department of a substantial increase of student or staff absenteeism as indicative of a potential outbreak of an infectious disease

Steps to be taken after the disaster or emergency, including:

Inspection of school facilities

Provision of mental health services for students and staff, as needed
The Superintendent or designee shall assemble critical information that would be needed in an emergency. Such information may include, but is not limited to, a list of individuals and organizations who should be contacted for assistance in an emergency, current layouts and blueprints of school buildings, aerial photos of the campus, maps of evacuation routes and alternate routes, a roster of employees with their work locations, student photographs and their emergency contact information, a clearly labeled set of keys, location of first aid supplies, procedures and locations for turning off fire alarms, sprinklers, utilities, and other systems, information to access the district's technology infrastructure, and insurance information. Such information shall be stored in a box in a secure, easily accessible location, with a duplicate kept at another location in case the primary location is inaccessible.

Use of SEMS/NIMS *

The District uses the Incident Command System as identified in the Authorities and References section of this plan.

In the event of a major disaster, there is no guarantee emergency medical, or fire personnel will be able to immediately respond to school sites. Therefore, the school staff must be prepared to ensure the care and safety of students during the first several hours after a major disaster without outside assistance. It is critical to determine who does what, where, and how before such a disaster occurs.

Use the Standardized Emergency Management System as detailed in the California Emergency Services Act (Gov. Code Section 8607) and the supporting California Code of Regulations

Disaster Service Worker Status

Government Code 3100
It is hereby declared that the protection of the health and safety and preservation of the lives and property of the people of the state from the effects of natural, manmade, or war-caused emergencies which result in conditions of disaster or in extreme peril to life, property, and resources is of paramount state importance requiring the responsible efforts of public and private agencies and individual citizens. In furtherance of the exercise of the police power of the state in protection of its citizens and resources, all public employees are hereby declared to be disaster service workers subject to such disaster service activities as may be assigned to them by their supervisors or by law.
(Amended by Stats. 1971, Ch. 38.)

These laws have two ramifications: 1) public school employees may be pressed into service as Disaster Service Workers by their superiors and may be asked to do jobs other than their usual duties for periods of time exceeding their normal working hours; and 2) in those cases, their Worker's Compensation Coverage becomes the responsibility of the state government (CalOES). The district, however, pays their overtime pay. These circumstances apply only when a local or State emergency has been proclaimed.

Individualized Safety Plans

The Education Code requires school disaster procedures to also include adaptations for pupils with disabilities in accordance with the federal Individuals with Disabilities Education Act and Section 504 of the federal Rehabilitation Act of 1973, and would require the annual evaluation of the comprehensive school safety plan and the annual review of a charter school's school safety plan to also include ensuring that the plan includes appropriate adaptations for pupils with disabilities and address any concerns to individual plans, as specified.

Grant Elementary School Individualized Plans

None Requested

CSSP and Emergency Operations Training

August 14, 2025 staff were trained on the emergency procedures on a professional development day.

Principal and CARE Specialist (Admin Designee) are Incident Command and will be trained within 2 days of the School Site Council approving the CSPP.

Staff trained as the Incident Command Support Team will be trained within 2 days of the School Site Council approving the CSPP.

New staff receive training within 30 days of starting.

Fire Drills and Fires – AR

Drills

The California Education Code requires the following drills per year.

Elementary

- Fire drills one per month
- Earthquake drills four times a year

Middle/Intermediate

- Fire Drills four times a year
- Earthquake four times per year.

High School

- Fire Drills two times per year
- Earthquake two times per year.

Drill Type	Dates
Fire Drills	Elementary and Intermediate Schools – not less than once every calendar month Secondary Schools – not less than twice yearly Legal Requirement: 19 CCR § 3.13 § 3.13. Fire Drills. (a) Group E Occupancies. (1) General. Every person and public officer managing, controlling, or in charge of any public, private, or parochial school shall cause the fire alarm signal to be sounded upon the discovery of fire. Every person and public officer managing, controlling, or in charge of any public, private, or parochial school, other than a two-year community college, shall cause the fire alarm signal to be sounded not less than once every calendar month at the elementary and intermediate levels, and not less than twice yearly at the secondary level, in the manner prescribed in California Code of Regulations, Title 24, Part 2, Section 907.
	9/12/2024
	10/9/2024
	11/5/2024
	12/4/2024
	1/10/2025
	2/12/2025
	3/4/2025
	4/2/2025
	5/6/2025
Duck-Cover-Hold Drills	Elementary Schools – one time per quarter

Drill Type	Dates
(Earthquake)	Secondary Schools – one time per semester Education Code Requirements (excerpted) (II) A drop procedure whereby each pupil and staff member take cover under a table or desk, dropping to his or her knees, with the head protected by the arms, and the back to the windows. A drop procedure practice shall be held at least once each school quarter in elementary schools and at least once a semester in secondary schools.
	10/17/2024
	2/24/2025
	4/23/2025
	5/28/2025
Lockdown Drills	This drill should be done one time per semester and can be combined with the Evacuation Drill
	11/13/2024
	3/19/2025
Shelter in Place Drills	
Evacuation Drills	This drill should be done one time per semester and can be combined with the Lock Down Drill (Fire Code 403.5.2 indicates the first emergency evacuation drill of each school year shall be conducted within 10 days of the beginning of class)
	9/12/2024
	12/5/2024
Multi-Option Drills, Including Tabletop Exercies (Describe Below)	

Provide this training for adult employees only, at least once per year, and it should be all-inclusive, addressing the Run, Hide, Fight protocols outlined by the FBI.

Outside Agency Use of Facilities

The Board shall grant the use of school buildings, grounds, and equipment to public agencies, including the American Red Cross, for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. The Board shall cooperate with such agencies in furnishing and maintaining whatever services the district may deem necessary to meet the community's needs. (Education Code 32282)

Emergency Procedures for People with Disabilities

The information contained in this document will assist school administrators, teachers, special education staff, parents, and students in planning for the support that may require for students with special needs in the event of an emergency. For the purposes of this section, students with special needs are those who cannot comfortably or safely access and use the standard resources offered in disaster preparedness, relief and recovery, whether their disability is chronic or temporary.

For individuals with special needs, physical environments may pose additional challenges. The ability to get to accessible exits and access personal items may be reduced. Communication may be impeded at a time when clear and rapid communication is crucial to safety and survival.
To comply with statutes involving students with special needs, individuals responsible for evacuation and emergency operation plans, notification protocols, shelter identification, emergency medical care and other emergency response and recovery programs must:

- Have sound working knowledge of the accessibility and nondiscrimination requirements applicable under Federal disability rights laws;
- Know the special needs demographics of the students attending classes on site;
- Involve students with different types of disabilities, staff, and teachers in identifying the communication and transportation needs, accommodations, support systems, equipment, services, and supplies that they will need during an emergency;
- Consider emergency accommodations for those with temporary disabilities.
- Identify existing resources within the school and local community that meet the special needs of these students;
- Develop new community partners and resources, as needed.
- Inform parents about the efforts to keep their child safe at school;
- Identify medical needs and make an appropriate plan;
- Determine transportation needs, special vans and buses for students;
- Identify any necessary tools such as personal response plans, evacuation equipment or visual aids;
- Include local responders and establish a relationship with individual students with disabilities and their teachers.

Mitigation Strategies (Before an Emergency Occurs)

- Learn about the types of hazards that may impact the school (e.g., earthquakes, floods, wildfires) and assure that emergency response procedures address each one.
- Identify a pre-evacuation site that is accessible to students with disabilities
- Plan a primary and secondary evacuation route from each location the student is in during the course of the day.
- Arrange sufficient transportation ahead of time to accommodate the entire special needs/staff population.
- Develop a schedule of daily activities and classes that identifies where a special needs student may be located each period of the day.
- Consider classroom location in placement of students with disabilities. Evaluate the handicap accessibility of nearby exits and proximity to the school nurse.
- Conduct a test of the family notification system to assure that contact information is up-to-date to help decrease parent anxiety during a disaster.

Tactical Response to Criminal Incidents

ACTIVE SHOOTER OR OTHER ACTIVE ASSAILANTS

All district sites adhere to the standardized procedures for Lockdown and Active Shooter and other Active Assailant listed in this plan if there is an active shooter, individual with a weapon on campus or other possible violent crime. For more details see Active Asailant, Threats , and Lock Down procedures.

Dangerous, Violent, Or Unlawful Activities

SB 671
SB 671 requires a Comprehensive School Safety Plan to include procedures to assess and respond to reports of any dangerous, violent, or unlawful activity that is being conducted or threatened to be conducted at the school, at an activity sponsored by the school, or on a school bus serving the school.

Multidisciplinary Threat Assessment Team
Eureka City Schools uses a multidisciplinary threat assessment team consisting of the specific site administrator, a local law enforcement representative, the student services Director, mental health or behavioral specialist representative as needed, and other outside services as needed.

Assessment and Response
Prohibited and concerning behaviors are defined in California Education Code 48900 and 48915. Additionally, all threats of self-harm are assessed and acted upon, as needed. In cases where dangerous, violent, or unlawful activities are being conducted, Law Enforcement is notified at once and a call to 911 is made.

The threshold of law enforcement intervention is decided by the relevant administration in cooperation with the District and mutual aid if requested. In practice, we find if a real or possible threat is present. We evaluate the threat or possible threat based upon prohibited and concerning behaviors, responding appropriately to the incident.

Risk Management
Risk Management is notified in incidents where there is physical, property or damage to others. Additionally, Risk Management is involved if a security assessment or report is needed. There may be times, following a potential or real incident, that an after-action debrief might be conducted, including a written summary.

School Culture and Training
Eureka City Schools utilizes PBIS as outlined in our PBIS Handbook. Eureka City Schools School Climate Team created our PBIS handbook in consultation with Dr. Jeff Sprague. The purpose of this handbook is to guide and support ECS staff as we implement PBIS in our school. Our goal is to provide all of our students with safe and effective school environments where they can experience academic and social-behavioral success.

Eureka City Schools conducts an annual update to their Comprehensive Safe School Plan at each school site as required by the California Education Code.

Training for all stakeholders is conducted during annual site meetings by administrators and/or district representatives.

Reunification

Student release is a crucial part of emergency planning. During an emergency or disaster, the traditional student release procedure is often unsafe and therefore not operable. Accordingly, a comprehensive emergency plan needs to include certain procedures to accomplish the main priority of safety planning which is to ensure the safety of the students to every extent possible.

There are a wide variety of emergency situations that might require student/family reunification. Student/family reunification may be needed if the site is evacuated or closed as a result of a hazardous materials transportation accident, fire, natural gas leak, flooding, earthquake, tsunami, school violence, bomb threat, terrorist attack or other local hazard.

Student/Family reunification is part of the Incident Command System and is assigned to the Operations Area.

Threats of Violence

THREATS

If a threat is made or if there is a weapon found on campus, the Threat Assessment team (consisting of multi-disciplinary personnel, including but not limited administration, counselors, mental health professionals, Information Technology professionals and law enforcement) will conduct the following steps:

- Evaluate the threat

THEN

- Decide if the threat is clearly transient and respond to the transient threat

o Contact student's parents if necessary.
o Notify intended victim's parents if necessary.
o See that threat is resolved through explanation, apology or making amends.
o Consult with Risk Management & Security Manager or law enforcement if necessary.
o Refer for conflict mediation, restorative justice or counseling to resolve problem as appropriate.
o Follow discipline procedures as per BP/AR.
o Develop Behavior Intervention Plan or Behavior Contract as appropriate.

OR

o Decide if the substantive threat is serious and respond to the serious substantive threat.
o Mobilize threat assessment team members as needed.
o Contact student's parents.
o Notify intended victim's parents.
o Protect and notify intended victim and parents of victim.
o Caution the student about the consequences of carrying out the threat.
o Provide direct supervision of student until parents assume control
o Consult with Risk Management and law enforcement.
o Refer for conflict mediation, restorative justice or counseling to resolve problem is appropriate
o Follow discipline procedures as per BP/AR
o Develop Behavior Intervention Plan

OR

- Decide if the substantive threat is very serious and respond to the very serious substantive threat

o Mobilize threat assessment team members as needed.
o Contact student's parents
o Notify intended victim's parents
o Protect and notify intended victim and parents of victim
o Caution the student about the consequences of carrying out the threat
o Provide direct supervision of student until parents assume control
o Consult with Risk Management & Security Manager and Law Enforcement
o Conduct mental health assessment
o Follow discipline procedures as per BP/AR
o Develop Behavior Intervention Plan

AND

- Implement a safety plan

OTHER CRIMES

If other crimes are committed on campus such as thefts and vandalism school administration, risk management and other needed resources along with law enforcement will conduct an investigation. Depending on the investigation outcomes, administration will follow district procedures for discipline and will assist in any necessary prosecution procedures through the District Attorney's office.

FUNCTIONAL ANNEX

Accounting for all Persons

Attendance Records



It is our daily practice to maintain manual attendance records in the Administrative Office of each site. This includes Daily Attendance Records, Site Employee Logs, Visitor Logs, and Itinerant Employee Logs (such as food services, maintenance and operations, etc.). If there are contractors or contracted service workers on-site in a controlled location (such as fenced areas under construction) the employer of record should be advised to consider keeping their own records of employee locations.

Crisis or Incident Accounting

In the event of a crisis or incident, each site administrator will ensure there are 2 – 3 key employees (only one needs to have control of records at a time – additional staff are only for backup) who will have responsibility as scribes to collect all site attendance records from the administrative office.

These records are to be provided to the on-site incident commander upon request. It is the scribe's responsibility to maintain and protect these records.

In cases where students, staff, or visitors cannot be located, the name and description of the person(s) will be provided to Search and Rescue teams for more specific search. All records of searches and tracking of people on-site will be recorded in appropriate ICS log. The incident commander will be kept informed of attendance status and updated with changes.

Assembly Areas

All staff will report as soon as is possible to their predesignated assembly areas. Premade signs may be used and maintained in assembly kits to assist in identifying specific assembly areas and will be held so as to be easily identified. Assembly area facilitators will distribute/record the attendance of all individuals in their assembly area.

For shelter-in-place or any evacuation, either on-site or off-site, attendance will be taken at any assembly areas and a comparison made to the attendance logs as follows:

Student Daily Attendance
Site Employee Log
Visitor Log
Itinerant Employee Log

Student Release

Student release will be conducted in an orderly fashion as outlined in the Reunification Annex of this plan. Attendance records will be checked and recorded as students leave the site.

Communications

Purpose



The Communications Annex ensures the availability and coordinated use of our communications systems for the dissemination of disaster information, for the exchange of information between decision-makers, and for the coordination of communications with local response agencies.

Scope

When activated, the Communications annex coordinates and supports emergency response/recovery telecommunications requirements. This includes the interface between our District and other agencies and outside organizations, such as local, state, and federal government, private nonprofit organizations, and business/industry. Immediately report communications degradation, interruption, or failure by alternate means (e.g. cell phone) to the Communications Officer and/or the District's Emergency Operations Center (EOC) if activated.

Activation

The senior executive (or designee) determines whether to activate this annex based upon information from initial staff reports and local authorities. The local emergency communications plan will include:
Channel designations
Contingency communications procedures
Training in back-up communications equipment

Key Tasks/Responsibilities

Develop a local communications plan
Establish and maintain liaison with local response agencies, state agencies, commercial communications companies, and amateur radio organizations
Support communications equipment (radio, computer, fax, etc.) as needed
Provide communications capability
Maintain equipment inventory
Designate a centrally-located area (usually main office) easily identified by staff, media, and the public
Predetermine an alternate location in case the primary location is inaccessible
Establish communication with staff
Maintain telephone and radio communication with emergency services
Post rumor control and information on the internet and in an area accessible to our students and the community
Record emergency related incidents
Maintain communication with staff by whatever means available (SMS text messaging, audio alarm warning system, intercom, bullhorn, canned air horn, two-way radio, e-mail, written notices)

Internal Communications

Staff will be notified when an incident occurs and kept informed as additional information becomes available and as plans for management of the situation evolve. The following practices will be utilized to disseminate information internally when appropriate:

Alert Notifications (SMS Texting)

Staff will be notified when an incident occurs and kept informed as additional information becomes available and as plans for management of the situation evolve. The following practices will be utilized to disseminate information internally when appropriate:

Telephone Tree

A telephone tree is a simple, widely used system for notifying staff of an incident when they are not at their primary work location. The tree originates with the senior site official, who contacts the members of the Incident Management Team. Team members then, in turn, will contact groups of staff identified on their call list.

Staff Meetings

As appropriate, updated information about an incident will be presented at regularly scheduled staff meetings. In some cases, special staff meetings may be called as incident evolution requires. Staff will also have the opportunity to address any misinformation or rumors. Any new procedures or temporary changes will also be reviewed at this time.

Communication With the District Administrative Office

The Incident Commander will use the designated countywide Emergency Radio Network to notify the site administrator of our District's status/needs. The site administrator will notify the District office. The District office will notify the County Office of the status of all of the District's sites. He/she will designate staff member(s) to monitor all communications.

Activation

Concept of Operations

The senior executive (or designee) determines whether to activate this annex based upon information from initial staff reports and local authorities. When activated, the Communications annex coordinates and supports emergency response/recovery telecommunications requirements

Immediately report communications degradation, interruption, or failure by alternate means (e.g. cell phone) to our District's Emergency Operations Center (EOC) if activated or the Communications Officer

The local emergency communications plan will include channel designations, contingency communications procedures, and training in back-up communications equipment.

Continuity of Operations (COOP)

General



Continuity of Operations planning is a program that ensures continued performance of essential functions across a full range of potential emergencies, be they natural or man-made, when a significant interruption of operations occurs following a severe disaster or tragedy.

A COOP provides guidance and establishes responsibilities and procedures to ensure that essential functions are maintained. COOP is not the same as an Emergency Operations Plan or a Recovery Plan, but rather supplements it, in the event normal facility or human resources are not available.

A COOP provides a continuity infrastructure that through careful planning ensures:
Emergency delegation of authority and an orderly line of succession, as necessary.
Safekeeping of essential personnel, resources, facilities, and vital records.
Emergency acquisition of resources necessary for business resumption.
The capability to perform critical functions remotely until resumption of normal operations.

A District's COOP plan should allow for its implementation anytime, with or without warning, during normal and after-hours operations; providing full operational capability for essential functions no later than 12 hours after activation; and sustain essential functions for up to 30 days.

The purpose of these Continuity of Operations (COOP) procedures is to ensure that there are procedures in place to maintain or rapidly resume essential operations within the District after an incident that results in disruption of normal activities or services to the District. Failure to maintain these critical services would significantly affect the operations and/or service mission of the District in an adverse way.

Scope

It is the responsibility of the District's officials to protect students and staff from incidents and restore critical operations as soon as it is safe to do so. This responsibility involves identifying and mitigating hazards, preparing for and responding to incidents, and managing the recovery process.

The COOP procedures outline actions needed to maintain and/or rapidly resume essential operations, business, and physical services, when interrupted for an extended period of time following an incident.

Responsibilities

Designated District Staff, in conjunction with the affected administrator(s) and staff, will perform the essential functions as follows:

Senior Executive/Site Administrator

Determine when to close District, and/or send students/staff to alternate locations
Disseminate information internally to students and staff
Communicate with family, media, and the larger community
Identify a line of succession, including who is responsible for restoring which business functions for the District
Ensure systems are in place for rapid contract execution after an incident
Identify relocation areas for site and administrative operations
Create a system for registering students (off site or into alternative locations)
Brief and train staff regarding their additional responsibilities

Secure and provide needed personnel, equipment and supplies, facilities, resources, and services required for continued operations
Identify strategies to continue operations (e.g., using the Internet, providing alternatives to operational contingencies)
Work with local and state government officials to determine when it is safe for students and staff to return to the District's buildings and grounds
Manage the restoration of the District's buildings and grounds (e.g. debris removal, repairing, repainting, and/or landscaping)
Collaborate with private and public-sector service providers and contractors

Administrative Services, District Staff

Maintain inventory
Maintain essential records (and copies of records) including the District's insurance policy
Ensure redundancy of records is kept at a different physical location.
Secure District's equipment and materials in advance.
Restore administrative and recordkeeping functions such as payroll, accounting, and personnel records.
Retrieve, collect, and maintain personnel data
Provide accounts payable and cash management services

Administrative Support Staff

Establish necessary support services for students and staff
Implement additional response and recovery activities according to established protocols
Collaborate with public and private providers

Food Services Worker

Determine how food services will resume
Support staff and volunteers as much as possible

Transportation

Provide emergency transportation services as needed
Assess and implement alternative transportation services that may be necessitated

Evacuation

General



Evacuation is one means of protecting the staff, students and visitors from the effects of a hazard through the orderly movement of person(s) away from the hazard. The type and magnitude of the emergency will dictate the scale of an evacuation (i.e., evacuation area).

Concept of Operations

Evacuation orders are generally given by the following:
Local Police
Environmental Health & Safety
Facilities Services
Administrator, director, or building supervisor
Fire Department with jurisdiction
Any person identifying a hazard and by activating the fire alarm system via a fire alarm pull station

Evacuation Procedures

Evacuation will be initiated by means of the fire alarm system. Whenever the alarm is sounded all occupants of all buildings are to initiate the evacuation procedure.
Take the Incident Action packet/binder which has a current class list and a red/green 8½ x 11 card (red on one side and green on the other side)
Close all doors and windows. (DO NOT LOCK DOORS)
Follow the safest evacuation route to the assembly or safe dispersal area.
Teachers are to take roll and make certain no one reenters the building for any reason.
If all students are present with staff member, staff will hold up the GREEN sheet to acknowledge to responsible incident management person that all students are present.
Support staff who have regular schedules with students need to have a green and red card also. If all students who are regularly scheduled are in their care and custody, they are to raise the green card, so staff member and responsible incident management person can see.
Staff members are to raise the red card even if they think a student is with support staff so responsible incident management person can account for those students.
If a student is not present, the staff member will hold up the RED card and wait for the administration to contact him/her to see who is absent. The responsible incident management person will coordinate the search for the missing student.
Students should remain 30 – 50 feet away from any building.
Students are to remain in groups, until the all clear signal is given.

On-Site Evacuation

The Incident Commander or designee activates fire alarm.
All staff follow the Evacuation Procedures identified above.
Once assembled, building occupants remain in their designated assembly or safe dispersal area until further instructions are given.
Reentry is only authorized after it is determined that conditions and buildings are deemed safe by appropriate incident management staff.

Off-Site Evacuation

If it is determined that the buildings and area are not safe for occupation and that the On-Site Evacuation locations are also at risk, the appropriate incident management staff will initiate an Off-Site Evacuation.
The Incident Commander or designee determines safest method for evacuating the site. This may include use of buses or simply walking to designated off-site location.
Staff members secure the student roster when leaving the building and take attendance once group is assembled in pre-designated safe location.
Once assembled off-site, staff members and students stay in place until further instructions are given.
In the event clearance is received from appropriate agencies, Incident Commander may authorize students and staff to return to buildings.

Evacuating Students with Disabilities

Procedures and actions regarding the special needs' population should cover the evacuation, transportation and medical needs of students who will require extreme special handling in an emergency. In most cases, additional safeguards must be established regarding roles, responsibilities and procedures for students with physical, sensory, emotional and health disabilities.

The following are steps that cover the evacuation procedure of student(s) with disabilities:
Review all paths of travel and potential obstacles
Know the facility, grounds, paths, exits and potential obstacles
Determine the primary and secondary paths of exit to be used during emergencies
Individuals with mobility impairments will need a smooth, solid, level walking surface, an exit that avoids barriers such as stairs, narrow doors and elevators and guardrails that protect open sides of the path
Compile and distribute evacuation route information to be used during emergency operations
Include alternative evacuation route information, should the primary route be inaccessible due to damage or danger
Install appropriate signage and visual alarms
Place evacuation information indicating primary and secondary exits in all offices, rooms, multipurpose rooms, hallways/corridors, lobbies, bathrooms and cafeterias. For passages and doorways that might be mistaken for an exit, place visible signs that proclaim, "NOT AN EXIT"
Place emergency notification devices appropriate for each student
Post signage with the name and location of each area so that the students will know exactly where they are, in order to comply with ADA (American's with Disabilities Act) Accessibility

Buildings and Facilities Signage Requirements

Approximately 60 inches above the floor
In a location that is not obscured in normal operation such as a swinging door
In all primary function areas

Preparation and Planning

Identify the students and staff with special needs and the type of assistance they will require in an emergency
Allow visitors to self-identify on a sign-in log if they have special evacuation needs
Discuss evacuation issues with the staff members and caretakers of students with special needs, including individuals, who may be temporarily disabled (i.e. a student with a broken leg)
Train staff in general evacuation procedures

Review the areas of rescue, primary exits, evacuation techniques, and the locations and operation of emergency equipment
Provide in-depth training to those designated to evacuate students with special needs
Train the staff for proper lifting techniques when lifting a person for evacuation
Anyone can assist a student with a visual impairment
Check on each special needs student to assure he/she is accounted for during an evacuation
Review the plan with emergency response personal, including local police, fire and emergency medical technicians
Identify “areas of rescue” in our site for students to wait for evacuation assistance from emergency personnel
Before operations begin in the Fall, walk around the site with first responders so that they are familiar with the primary exits and all areas of rescue; these areas must meet specifications for fire resistance and ventilation
Ask the responders to conduct a special drill explaining how they will support the students and staff with special needs during an emergency
Complete all contracts and Statements of Understanding with key emergency support providers
Ensure that sufficient transportation capacity exists with transportation providers, partner agencies, and suppliers to effectively meet the demand in an emergency
Identify transportation contracts through the District in case of an emergency; Emergency response for special needs requires special vans and special equipment
Specify who will do what to address these transportation needs
Develop a list of District-owned vehicles, staff vehicles that are available and make prior arrangements for their use in the event of an emergency
Review the evacuation plan with students and staff to be familiar with the process and identify any problems
Practice implementation of special duck and cover actions by students with able-bodied partners
Students should be aware that evacuation by themselves may be difficult or impossible because of obstacles in their path or because electric dependent machines may not function (i.e. elevator)
Special pre-planned assistance must be provided and reviewed regularly

Lockdown

General



A District or school site lock down is necessary when the threat of violence or gunfire is identified or directed by law enforcement and it is necessary to prevent the perpetrator(s) from entering occupied areas. During lock down, students are to remain in rooms or designated locations at all times.

Instructions

If a lock down situation is required, the Site Administrator will make an announcement on the Public Address (PA) system. If the PA system is not available, the Site Administrator will use other means of communication (e.g., sending messengers to deliver instructions). The Site Administrator should be calm, convey reassuring comments that the situation is under control, and provide clear and consistent directions. Below is an example of an announcement to be made by the Site Administrator:

“YOUR ATTENTION PLEASE. WE HAVE AN EMERGENCY SITUATION. STAFF ARE TO LOCK ROOM DOORS UNTIL NOTIFIED BY AN ADMINISTRATOR OR LAW ENFORCEMENT. STUDENTS AND STAFF ARE TO PROCEED TO THE NEAREST ROOM OR BUILDING. PLEASE REMAIN INDOORS UNTIL FURTHER INSTRUCTIONS ARE PROVIDED.”

If inside, staff should instruct students to lie on the floor, move away from doors and remain in the center of the room out of the line of fire, lock the doors (if possible), and close any shades or blinds if it appears safe to do so. Students and staff who are physically unable to lie on the ground should move away from doors and windows.
If outside, students should proceed to their rooms if it is safe to do so. If it is not safe, staff must direct students into nearby rooms or other District buildings (e.g., auditorium, library, cafeteria, and gymnasium).
District staff and students must remain in their room or secured area until further instructions are provided by the Site Administrator or law enforcement.
Landline phones should not be used. District staff should use cell phones and speak quietly.
All site entrances and exits must be locked, and no visitors other than appropriate law enforcement or emergency personnel are to be allowed on the site.

Public, Medical, and Mental Health

General



Establishment of public, medical, and mental health procedures, will assist the District in preparing for, responding to, and recovering from an incident that affects the health and safety of students, staff, and family. Furthermore, coordination with Public Health agencies, Emergency Medical Services (EMS), and Mental Health support services will broaden their capacity to deal with these incidents by providing the District with resources beyond their existing expertise and training.

Public Health

Procedures

Designate District Medical Manager and/or other key personnel as the individual(s) responsible for coordinating incidents such as disease outbreaks, bioterrorism, and natural disasters with local, State, and Federal Public Health agencies.
Coordinate with local, State, and Federal Public Health agencies on information sharing protocols.
Develop procedures for reporting information to local, State, and Federal Public Health agencies.
Contact local Public Health agency to determine notification procedures for students/family, staff, and public, if necessary.
Send out any required notification to students/family, staff and public as required.
Establish a dedicated contact phone number for questions and concerns.
Coordinate with local, State, and Federal Public Health agencies, for assistance with managing large scale incidents or incidents beyond the District's resources.

Medical Health

Procedures

Designate District Medical Manager and/or other key personnel as the individual(s) responsible for coordinating incidents involving students or staff injuries or illnesses
Provide CPR/First Aid/AED to all staff designated to work in medical capacity
Establish a triage area for injured students and staff
Separate walking wounded, critically injured and deceased individuals (Keep a log of names of these individuals)
Keep a record of students and staff that are transported off-site for treatment.
Coordinate with local Emergency Medical Services (EMS) agencies for assistance with large scale incidents or incidents beyond the District's resources.

Mental Health

Procedures

Designate crisis counselors and/or other key personnel as the individual(s) responsible for coordinating incidents with local, State, and Federal Mental Health agencies
Activate crisis counselors during the incident to begin identifying students and staff that require assistance
Keep a log of individuals counseled or that require counseling following the incident
Notify students, family, and staff of counseling services available
Coordinate with local, State, and Federal Mental Health agencies, for assistance with large scale incidents or incidents beyond the 's resources.

Psychological First Aid for Schools (PFA-S)

The field of school safety and emergency management has evolved significantly over the past decade. Tragically, acts of violence, natural disasters, and terrorist attacks have taught us many lessons. We also know that other types of emergencies can impact schools, including medical emergencies, transportation accidents, sports injuries, peer victimization, public health emergencies, and the sudden death of a member of the school community. We now recognize the need for school emergency management plans that are up-to-date and take an “all-hazards”approach with clear communication channels and procedures that effectively reunite parents and caregivers with students. We have also learned that preparing school administrators, teachers, and school partnering agencies before a critical event is crucial for effective response, the value of ongoing training and emergency exercises, and that having intervention models that address the public health, mental health, and psychosocial needs of students and staff is essential to a safe school environment and the resumption of learning. (excerpted from Psychological First Aid for Schools, Field Operations Guide, 2nd Edition)

Field Operations Guide (FOG)

We use the PFA-S FOG as-needed, to prepare and respond to critical incidents affecting the mental health of our students. https://www.nctsn.org/resources/psychological-first-aid-schools-pfa-s-field-operations-guide

Public Safety and Security

Purpose



The Public Safety and Security Annex integrates State public safety and security capabilities and resources to support the full range of incident management activities.

Scope

The Public Safety and Security Annex provides a mechanism for coordinating and providing support to local law enforcement authorities to include non-investigative/non-criminal law enforcement, public safety, and security capabilities and resources during incidents. The Public Safety and Security Annex capabilities support incident management requirements, including force and critical infrastructure protection, security planning and technical assistance, technology support, and public safety, in both pre-incident and post-incident situations. The Public Safety and Security Annex generally is activated in situations requiring extensive assistance to provide public safety and security.

Key Tasks/Responsibilities

Coordinate public safety and security support (including personnel and equipment) to any affected department/agency during preparation for, response to, and/or recovery from any real or potential incident.
County Sheriff's Office
Police Department
Other Law Enforcement Agencies
Private Security Companies

Coordinate critical information dissemination regarding public safety/security through mass warning/notification.

County Sheriff's Office
Police Department
Dispatch
County Emergency Management
Facilitate multi-function public safety activities such as evacuation, traffic, looting, and riot control
County Sheriff's Office
Police Department
Other Law Enforcement Agencies
Fire/EMS

Concept of Operations

Local law enforcement authorities have the primary responsibility for public safety and security and are the first line of response and support in these functional areas, utilizing the Incident Command System on-scene
In larger-scale incidents, additional resources should first be obtained through the activation of mutual aid agreements with neighboring jurisdictions and/or State authorities, which may require the management of incident operations through a Unified Command structure

Through the Public Safety and Security Annex, outside resources supplement local resources when requested or required, as appropriate, and are integrated into the incident command structure using National Incident Management System principles and protocols
The Public Safety and Security Annex activities should not be confused with the activities described in the Terrorism Incident Annex or other criminal investigative law enforcement activities

As the lead law enforcement official in the United States, the Attorney General, generally acting through the Federal Bureau of Investigation (FBI), maintains the lead for criminal investigations of terrorist acts or terrorist threats by individuals or groups inside the United States
The Public Safety and Security Annex is activated when public safety and security capabilities and resources are needed to support incident operations
This includes threat or pre-incident as well as post-incident situations
When activated, the primary agencies assess public safety and security needs, and respond to requests for resources and planning/technical assistance from county agencies
The Public Safety and Security Annex manages support by coordinating the implementation of authorities related to public safety and security and protection of property, including critical infrastructure, and security resources and technologies and other assistance to support incident management operations and security capabilities and resources are needed to support incident operations
This includes threat or pre-incident as well as post-incident situations
The Public Safety and Security Annex maintains close coordination with Federal, State, and local officials to determine public safety and security support requirements and to jointly determine resource priorities
The primary agencies maintain communications with supporting agencies to determine capabilities, assess the availability of resources, and track resources that have been deployed

Recovery

General



When a disaster occurs, it is all too easy to get consumed by the urgent activities and emotions surrounding the event. That is understandable but don't allow the intensity of the incident to distract you from some extremely important actions you should be taking. Keep in mind that no financial assistance will occur until there is a declared disaster by the State and the Federal governments.

Tracking time and material (supplies and equipment specifically used for the disaster) should happen always, regardless of disaster declarations. There is no guarantee that we will get our expenses reimbursed. We are at the mercy of the State and Federal governments. In most cases, however, labor and materials specific to the disaster response get reimbursed. Losses already covered by our insurance are typically NOT reimbursed. For example, if an employee is injured our Workers' Compensation would cover the injured employee. If a building was damaged and our insurance does not cover that specific cause of loss there may be a chance it is reimbursable.

Before – Action Items

Establish relationships and contact information from our county Operational Area and Coordinating Council (OACC)
Create and maintain a current contact list with this information and other contact information essential to the Finance/Administration Section of our ICS structure
Train and practice the Start-up, Operation of, and the Closure of this ICS Section.
Modify and update our Emergency Operations Plan as necessary

During – Action Items

Within the very first moments of an incident, begin tracking every employee's and volunteer's time spent on the incident. (Be alert to any announcements from local or State government regarding "Public Assistance" requests or meetings.) Use the form designed for that purpose, the Activity Log (ICS 214). If not readily available, make sure each person is tracking the following:
Incident name
Date
Worker's name
Log each major activity and track start and end times
Don't be concerned with tracking too much – that can be sorted out after the event
This information will need to be transferred onto the Activity Log (ICS 214) before we can apply for Public Assistance funding (this is what they call the State and Federal reimbursement program)
Keep track of ANY disaster-related expenditures for supplies or equipment. It is best to retain copies of priced-out receipts and invoices for possible State and Federal reimbursement. For example, if our facilities may be used as a shelter and we are required to provide custodial services specific to the shelter, toilet paper, paper towels, cleaning material and chemicals would all likely be reimbursable. If our facility were being used as a medical care facility and the HVAC system required filters different than what we would normally use, the cost of the filters (and the labor to change them) are likely reimbursable.
Establish the Recovery Unit in the Finance/Administration Section of our Emergency Operations Center (EOC).
Have all sites or units collect information on their ability to sustain operations.
Develop staffing pattern for the Recovery Unit.

Collect information on damages, duration and impact from the following:
Utility Providers

Social, medical and health services
Transportation routes and services
Debris issues
County Government Operations
Private sector retail and wholesale providers
Others
Develop initial short term and long-term recovery objectives.
Refer to hazard/threat-specific annexes for information.
Develop information for the PIO on the recovery process and progress.
Develop a plan to assign personnel to sustain the recovery effort
Coordinate with the OACC, other local jurisdictions and the State on their recovery efforts.
While it is best if we already have an established relationship with our county Operational Area Coordinating Council (OACC) contact, we need to identify that individual and the means of communicating with them. We will want them to know who at our District will serve as the contact for emergency incidents. This will serve a couple of purposes:
It will keep our District "in the loop" and better informed when an incident affecting our District occurs
It will alert us to any notice of "Public Assistance" informational meetings to learn about getting Federal and State reimbursement for disaster related District activity
If our county's OACC is overwhelmed with an incident we should reach out directly to our Emergency Services Coordinator at the Governor's Office of Emergency Services Region Operational Area.
Ask them to put the District on the list for notification of "Public Assistance" informational meetings
There are forms that will be exchanged between our District and the OACC or the California Governor's Office of Emergency Services (they act as our liaison with FEMA)
If our employees and volunteers remain under our direction and control we are responsible for any costs associated with their activities. Should they perform work that they would not normally do and it is attributable to the disaster we will likely be able to reimburse the labor. Management costs are typically NOT reimbursable.
If our employees and volunteers, or our facilities, are tasked outside of our District we must only do so under the terms of a mutual aid agreement or memorandum of understanding to which the District have agreed, in writing. Make sure we understand when and if risk transfer occurs as it should be clear in these documents. These documents should identify, specifically, what is "covered" and by "whom." Examples for other agency usage of our facility might include the Fire Department using our facility as a command center for the incident.
Or, local hospitals may be "at-capacity" and need our facility to provide some form of medical or health services. In these cases, (like the case of sheltering) a written request for use of our facilities should be on file or requested prior to allowing the agency to use them. These documents should specify what they will and will not cover in terms of costs related to using the facility. Typically, if an outside agency damages the property or they cause a liability exposure, they are responsible for coverage.

When in doubt, ask for help.

After – Action Items

Begin closing the Recovery Unit
Assign any open or pending tasks, such as Public Assistance funding or other outstanding receivables or payables, to appropriate staff with specific checkup or due dates
Make sure all Activity Logs and equipment/supply records have been assembled and recorded into the request for Public Assistance from Cal OES and FEMA
Conduct an After-Action debrief within the Finance/Administration Section and include that in the main incident After-Action debrief held by the District
Review our EOP and include any lessons learned or altered actions into the plan for update and redistribution to the emergency management team
Participate in and debriefings provided by our ICS team and close the Recovery Unit

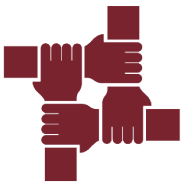
Resources

Activity Log (ICS 214)
Cal OES Regional Operations
Form Cal OES 126 – Project Application, California Disaster Assistance Act Program
Form Cal OES 130 – Designation Of Applicant's Agent Resolution For Non-State Agencies
Form Cal OES 89 – Project Assurances For Federal Assistance – Construction Programs
Form FEMA 009-0-49 9/16 – Request For Public Assistance

All links should be verified at least annually and updated. In some cases, expired forms will not be accepted.

Reunification

General



Student release is a crucial part of emergency planning. During an emergency or disaster, the traditional student release procedure is often unsafe and therefore not operable. Accordingly, a comprehensive emergency plan needs to include certain procedures to accomplish the main priority of safety planning which is to ensure the safety of the students to every extent possible.

There are a wide variety of emergency situations that might require student/family reunification. Student/family reunification may be needed if the site is evacuated or closed as a result of a hazardous materials transportation accident, fire, natural gas leak, flooding, earthquake, tsunami, school violence, bomb threat, terrorist attack or other local hazard.

Student/Family reunification is part of the Incident Command System and is assigned to the Operations Area.

Reunification Procedures

In an emergency, sites must establish a safe area for family members to meet with students. This area must be away from the both the damage and the student's assembly area. In a typical release the following steps will be followed:

Family member will report to the assigned area and give the name of the student
Picture ID will normally be required by the person in charge to insure the person requesting a minor is a match to the name on the emergency release card
A runner will go to the student assembly area and get the minor requested by the parent or adult and escort the student back to the pick-up area
Parents will be asked to sign a form indicating they picked up the minor (the date and time will also be indicated on the pick-up form)
If the minor is in the first aid area, the parent will be escorted to that area for reunification with their child/children
Counselors, when available, will be located close to the first aid area in the event they are needed

Traffic Control

Traffic may be controlled by trained and authorized employees who meet the requirements outlined in the Manual on Uniform Traffic Control Devices (MUTCD) Part 7, Traffic Control for School Areas. In the absence of this condition, we must wait until local law enforcement is available and on scene at the site.
To every extent possible, two-way traffic will be maintained to allow for entry and exit of emergency vehicles
As the situation develops there may be time for barricades and other traffic control devices to be delivered and set up
It should be understood this will not occur at the beginning of the incident
When law enforcement arrives on the scene they will take charge and do whatever is necessary, including the towing of vehicles to manage the emergency or disaster

Maintaining the Procedures

Student rosters should be updated at least twice a year
If enrollment dictates this may be updated more frequently
Updated rosters should be stored in every room in an area easily identified by the both staff and substitutes.
Additional copies of the rosters should be distributed to the site administrator and placed in the back of the emergency plan binder

Emergency cards should be filled out at the beginning of the year
This card should include contact information on family members, as well as other adults who can be contacted if the family member is not available
The card should also indicate who the minor is permitted to leave site with, if necessary
DO NOT release students to people not listed on the student emergency card.
A well- intentioned friend may offer to take a minor home; however, District staff must be certain that students are only released to the appropriate people, so their families will know where they are
The card should also include all pertinent medical information such as allergies, medications, and doctor contact information
These cards should be stored in the front office in both hard copy and electronically, if possible

Things to Remember

Some family members will refuse to cooperate with the student/family reunification process
This situation can be diminished, to some degree, if family members are informed about the District's release procedures before the disaster or emergency occurs
They should be reminded that the safety of their student is our utmost priority
Family members may be emotional when arriving at the site
Have counselors available to deal with issues if needed
Shortly after the incident, the media will have a presence on our site
The Public Information Officer, part of the command staff operating under the Incident Command System, will deal with the media, however, it is important that family be sheltered from media representatives

Shelter-in-Place

General



This action is taken to place and/or keep students indoors in order to provide a greater level of protection from airborne contaminants in outside air. Shelter-in-place is implemented when there is a need to isolate students and staff from the outside environment and includes the shutdown of room and/or building air systems. During shelter-in-place, no one should be exposed to the outside air.

Description of Action

If an emergency occurs that requires students and staff to Shelter-in-Place, the Site Administrator will make an announcement on the PA system. If the PA system is not available, the Site Administrator will use other means of communication (e.g., sending messengers to deliver instructions). The Site Administrator should be calm, convey reassuring comments that the situation is under control, and provide clear and consistent directions. Below is an example of an announcement to be made by the Site Administrator:

"YOUR ATTENTION PLEASE. WE HAVE RECEIVED INFORMATION REGARDING A HAZARD IN THE COMMUNITY. WE ARE INSTITUTING SHELTER-IN-PLACE PROCEDURES. PLEASE REMAIN INSIDE THE BUILDING AWAY FROM OUTSIDE AIR WITH WINDOWS AND DOORS SECURELY CLOSED AND AIR CONDITIONING UNITS TURNED OFF. ALL STUDENTS AND STAFF THAT ARE OUTSIDE ARE TO IMMEDIATELY MOVE TO THE PROTECTION OF AN INSIDE ROOM. PLEASE REMAIN INDOORS UNTIL FURTHER INSTRUCTIONS ARE PROVIDED."

If inside, staff should keep students in their rooms until further instructions are given
If outside, students must proceed to their rooms if it is safe to do so
If it is determined to be unsafe, staff should direct students into nearby rooms or buildings (e.g., auditorium, library, cafeteria, and gymnasium)
Staff and students who were exposed to outside air should congregate in indoor locations away from individuals who were not exposed to outside air
Anyone who is exhibiting symptoms must be treated
Staff is responsible for securing individual rooms and for completing the following procedures as needed:
Shut down the room/building HVAC (Heating Ventilation and Air Conditioning) system
Turn off local fans in the area
Close and lock doors and windows

If necessary, seal gaps under doors and windows with wet towels or duct tape, seal vents with aluminum foil or plastic wrap, and turn off sources of ignition, such as pilot lights

Situational Awareness

In the U.S., every public agency is expected to address situational awareness and personnel security. Situational Awareness is the ability to identify, process, and comprehend the critical information about an incident. More simply, it is knowing what is going on around us.

Overview

Situational Awareness requires continuous monitoring of relevant sources of information regarding actual incidents and developing hazards. A common core function of Emergency Operations Centers (EOC) is gaining, maintaining, and sharing Situational Awareness and developing a Situational Picture (SitPic) that is shared between the Incident ICS, EOC, JIS, and field staff participants in the incident.

In the early stages of activation, the EOC will obtain Situational Awareness. This is important because accurate, timely information will enable more informed, effective decision-making. An excellent tool for developing and maintaining this condition of the OODA loop.

OODA Loop

The OODA loop is the cycle: observe–orient–decide–act, developed by military strategist and United States Air Force Colonel John Boyd in the 1960s. Boyd applied the concept to the combat operations process, often at the operational level during military campaigns. It is now also often applied to understand commercial operations and learning processes.
The OODA loop has become an important concept in emergency management. According to Boyd, decision-making occurs in a recurring cycle of observe–orient–decide–act. An entity (whether an individual or an organization) that can process this cycle quickly, observing and reacting to unfolding events more rapidly than an “opponent,” can thereby "get inside" the opponent's decision cycle and gain the advantage.

Observe – Sensing yourself and the world around you
Orient – What you believe: a complex set of filters of genetic heritage, cultural predispositions, personal experience, and knowledge
Decide – A review of alternative courses of action and the selection of the preferred course as a hypothesis to be tested.
Act – Testing the decision chosen for implementation.

Every employee is a critical link to situational awareness. This annex address the expectations of this District in establishing and maintaining a vital communication and informational internal network. Whether you are in an office environment, inside a building, in the field, or at home, what you observe and absorb are invaluable to our District.

Prepare

The following list includes the minimum expectations for every employee:
Develop and maintain a personal family communication plan
Use the Family Emergency Communication Plan – Wallet Sized provided by our District
The plan should be completed at hire and updated when any of the information changes but at least annually
Share our plan with your family
Review and familiarize yourself with the District’s Emergency Operations Plan (EOP)
Prepare a “Go-Bag” for yourself with a 3-day supply of food and water
See the “Go-Bag” guide for help in assembling and stocking
Keep a copy of the District’s Critical Incident Field Operations Guide (FOG) with you at all times during work hours

Field Protocol

Before, during, and after critical incidents there are some basic steps you should take to improve your situation and help others in need:

f you are operating a vehicle or other equipment, stop your activity as soon as is safely possible (If driving, follow safe driving practices and get maneuver your vehicle without endangering your own or the safety of others)
Assess the situation using the OODA loop and take appropriate action
Follow our District's Communication protocols as outlined in the EOP
If you are unable to proceed to your primary location (starting and ending shift worksite) find out if you can return to an alternate site
If returning to any of these sites proves unreasonable, proceed to the nearest public facility (police or fire station, hospital, local government office) and notify our District of your exact location
Provide our District's Emergency Operations Center (EOC) with as much detailed information as possible:
Time, Date, and Location of Critical Incident
Your condition (unaffected, injured, etc.) and the condition of your equipment
Describe the type of incident such as fire, hazmat, earthquake, etc.
Provide details on estimate impact in your area (how much loss or damage)

Disaster Service Worker

As a California public employee, you may be called upon to work as a Disaster Service Worker (DSW) in the event of an emergency. The information contained in the Disaster Service Worker website will help you understand your role and obligations as a disaster service worker, and what to do in an emergency (California Government Code Section 3100-3109).

Special Needs Population

Planning Needs and Assumptions



For individuals with special needs, physical environments become a great deal more hostile and difficult to deal with during and after an emergency. The ability to get to accessible exits and personal items may be reduced. Communication may be impeded at a time when clear and rapid communication is crucial to safety and survival.

To comply with statutes involving students with special needs, individuals responsible for evacuation and emergency operation plans, notification protocols, shelter identification, emergency medical care and other emergency response and recovery programs must:

Have sound working knowledge of the accessibility and nondiscrimination requirements applicable under Federal disability rights laws
Know the special needs demographics of the attending students on site
Involve students with different types of disabilities and staff in identifying the communication and transportation needs, accommodations, support systems, equipment, services, and supplies that they will need during an emergency
Consider emergency accommodations for those with temporary disabilities
Identify existing resources within the site and local community that meet the special needs of these students
Develop new community partners and resources, as needed
Inform family members about the efforts to keep students safe
Identify medical needs and make an appropriate plan
Determine transportation needs, special vans, and buses for students
Identify any necessary tools such as personal response plans, evacuation equipment or visual aids
Include local responders and establish a relationship with individual students with disabilities and staff

HAZARD/THREAT ANNEX

Hazard-Threat Assessment

A representative number of participants were selected to participate in the Hazard-Threat Assessment Survey (HTAS). This survey follows best practices in emergency management and is a very important part of updating our Emergency Operations Plan.

This survey was designed to help us prioritize possible threats or hazards we may face. It covers many possible scenarios but is not exhaustive in nature. The survey information generated is invaluable in helping our Emergency Operations Plan Collaborative Planning Team identify the hazards and threats most likely to impact us.

The Collaborative Planning team has selected the following Hazards/Threats to be included in this annex:
Active Assailant
Cyber Threat or Attack
Earthquake
Extreme Heat and Unhealthy Air Quality
Fire-Structural
Fire-Forest, Wildfire, or Urban Interface
Infectious Disease
Power and Utility Failure
Severe Weather
Tsunami

Active Assailant

Purpose

Active assailant situations are often over within 10 to 15 minutes, before law enforcement arrives on the scene. Individuals must be prepared both mentally and physically to deal with an active assailant situation.



This Annex will address current best practices for dealing with Active Assailants, Before, During, and After an incident.

Situation and Assumptions

An Active Assailant is an individual actively engaged in the killing or attempting to kill people in a confined and populated area. In most cases, active assailants use firearms and there is no pattern or method to their selection of victims.

Active Assailant situations are unpredictable and evolve quickly. Typically, the immediate deployment of law enforcement is required to stop the attack and mitigate harm to victims.

Continuity of Operations (Annex Specific)

Continuity of Operations is defined as the internal effort of an organization to assure that the capability exists to continue essential functions and services in response to a comprehensive array of potential emergencies or disasters.

In the case of an active assailant actions can be taken in advance to mitigate some of the outcome of the attack.

Organization and Assignment of Responsibilities

Refer to the Organization and Assignment of Responsibilities section located in the Basic Plan.

Plan Development

This annex is part of the Hazard and Threat Annex and was developed using current best practices

Authorities and References

- CISA (Cybersecurity and Infrastructure Security Agency) Active Shooter Preparedness
  - https://www.cisa.gov/topics/physical-security/active-shooter-preparedness
- FBI (Federal Bureau of Investigation) Active Shooter Safety Resources
  - https://www.fbi.gov/how-we-can-help-you/safety-resources/active-shooter-safety-resources
- REMS (Readiness and Emergency Management for Schools) Technical Assistance Center
  - https://rems.ed.gov/IHEActiveShooterSituations.aspx

Incident Command Actions

Before

Threat and Physical Security Assessment of each site

Conducting periodic threat and physical security assessments will ensure that best practices are in place to control access to your campus.

- Appropriate perimeter fencing installation and maintenance
- Locks and closers on perimeter gates that prevent outsiders from opening the gate (mesh screen around gate area)
- Check for keyed exterior locksets of all classroom doors
- Make sure the lockset on the interior of the classroom door has a thumb lock or other quick-lock style lockset (see Figure 1- Interior Lock)
- Verify visitor access control is in place and works as intended
- Require classroom doors to be closed and locked when students are present

Student Education

- Educate students (age appropriate) through workshops, seminars, lectures, and any other opportunity to teach about the hazards of an active assailant/physical threat and ways each person can potentially react to such a situation
- Supplement in-person instructional elements with additional information to reinforce the training

Such material may be distributed in a variety of ways, including but not limited to web pages, social media, printed literature, radio/TV, etc.
Foster a respectful school community
Be aware of indications of violence and take remedial actions accordingly (i.e. If you see something, say something)





Behavioral Red Flags
Recognizing indicators for potential violence by an individual:
Increased use of alcohol and/or illegal drugs
Unexplained increase in absenteeism; vague physical complaints
Noticeable decrease in attention to appearance and hygiene
Depression/withdrawal
Resistance and overreaction to changes in policy and procedures
Repeated violations of District policies
Increased severe mood swings
Noticeably unstable, emotional responses
Explosive outbursts of anger or rage without provocation
Suicidal; comments about “putting things in order”
Behavior, which is suspect of paranoia, (“everybody is against me”)
Increasingly talks of personal problems
Talk of severe financial problems
Talk of previous incidents of violence
Empathy with individuals committing violence
Increase in unsolicited comments about firearms, other dangerous weapons, and violent crimes

Develop a positive behavioral intervention program that identifies at-risk behaviors early on and ensures administration is aware of these individuals
Decide upon communications and public information releases with your Public Information Officer prior to an incident
Develop model releases that provide well thought out and consistent messaging on behalf of the District
Discuss and decide upon Spontaneous Memorial practices including
Ease of public access
Minimize disruption of vehicular and pedestrian traffic
Monitored for appropriateness of items placed at the memorial
Prepared to announce the one location to the public and that it will be open from/to specific dates (typically no longer than 2-3 weeks)
Line-of-sight view by administration

During

Responding to an Active Assailant/Physical Threat

If you are in a situation where your safety is in question and you are at risk of harm from another person, you must quickly determine the most reasonable way to protect your own life.

Run (evacuate)

If there is an accessible escape path, attempt to evacuate the building/area. Be sure to:
Have an escape route and plan in mind
Evacuate regardless of whether others agree to follow
Leave your belongings behind
Help others escape, if possible
Prevent individuals from entering an area where the active assailant may be
Keep your hands visible, to prevent confusion to law enforcement
Follow the instructions of law enforcement personnel
Do not attempt to move wounded people
Notify Police when you are safe

Hide (lockdown)

If evacuation is not possible, find a place to hide where the active assailant is less likely to find you. Your hiding place should:
Be out of the active assailant's view
Provide protection if shots are fired in your direction (i.e. a room with a closed and locked door)
Not trap you or restrict your options for movement
Remember Cover vs. Concealment
Spread out to reduce target area
To prevent an active assailant from entering your hiding place:
Lock the door, if possible
Blockade the door with whatever is available – heavy furniture, door wedges, file cabinets, etc.
Cover any windows or openings that have a direct line of sight into a hallway
If the active assailant is nearby:
Lock the door, if possible
Close windows, shades and curtains.
Silence all cell phone and other electronic devices
Turn off any source of noise (i.e. radios, televisions, etc.)
Hide behind large items (i.e. cabinets, desks)
Remain silent

Do not sound the fire alarm
A fire alarm would signal the occupants to evacuate the building and thus place them in potential harm as they attempted to exit
Notify Police when it is safe to do so

Fight

If running and hiding are not possible:
Remain calm
Notify Police, if possible, to alert hem of the active assailant's location
If you cannot speak, leave the line open and allow the dispatcher to listen
As a last resort, and only when your life is in imminent danger, attempt to disrupt and/or incapacitate the active assailant by:
Acting as aggressively as possible against him/her
Throwing items and improvising weapons
Yelling
Committing to your actions



Law Enforcement

Law enforcement's purpose is to stop the active assailant as soon as possible. Officers will proceed directly to the area in which the last shots were heard.

While officers may prefer to team up, they are likely to deploy individually, upon arrival at the scene
Officers may wear regular patrol uniforms or external bulletproof vests, Kevlar helmets, and other tactical equipment
Officers may be armed with rifles, shotguns, handguns
Officers may use pepper spray or tear gas to control the situation
Officers may shout commands, and may push individuals to the ground for their safety
The first officers to arrive to the scene will not stop to help injured persons. Expect rescue teams comprised of additional officers and emergency medical personnel to follow the initial officers. These rescue teams will treat and remove any injured persons. They may also call upon able-bodied individuals to assist in removing the wounded from the premises.

While law enforcement personnel are still assessing the situation, uniformed security and/or police officers will move through the entire area to ensure the threat is over. For the safety of you and the officers, you may be handcuffed until the incident details are fully known.

How to react when law enforcement arrives:

Remain calm, and follow officers' instructions
Put down any items in your hands (i.e., cell phones, bags, jackets)
Immediately raise hands and spread fingers
Always keep hands visible
Avoid making quick movements toward officers such as holding on to them for safety
Avoid pointing, screaming and/or yelling
Do not stop to ask officers for help or direction when evacuating, just proceed in the direction from which officers are entering the premises

Once you have reached a safe location or an assembly point, you will likely be held in that area by law enforcement until the situation is under control, and all witnesses have been identified and questioned. Do not leave until law enforcement authorities have instructed you to do so.

Considerations
If a security threat is imminent or occurring, our personnel will take all reasonable and appropriate actions to minimize the hazard to the District's students and staff. If the perpetrator(s) is known, Incident Command will immediately deactivate the incident site's ID card(s) to prevent the individual(s) from entering a building/room equipped with card access.

For locations without electronic access control, incident personnel will make reasonable attempts to secure these doors as quickly as possible. The nature of the threat may make it unsafe for incident personnel to move from door-to-door, thus preventing these locations from being quickly secured.

If you become aware of an active assailant situation, immediately notify Police at 911. Information to provide to law enforcement or 911 operators:
Location of the active assailant
Number of assailants
Identity of the assailant(s), if known
Physical description of assailant(s)
Number and type of weapons held by the assailant(s)
Number of potential victims at the location

After

Good Practice for Coping
Good Practice for Coping
Be aware of your environment and any possible dangers
Take note of the two nearest exits in any facility you visit
If you are in an office, stay there and secure the door
If you are in a hallway, get into a room and secure the door
As a last resort, attempt to take the active assailant down. When the assailant is at close range and you cannot flee, your chance of survival is much greater if you try to incapacitate him/her.
Call 911 when it is safe to do so

Any time there is a significant security concern, we will make every reasonable attempt to immediately increase security on site. At the same time emergency personnel are responding to the emergency, public safety officials will communicate the hazard to the community via all available and appropriate means.

If you receive an official emergency communication notifying you of a hazardous situation where you must take immediate action to protect yourself, stay as calm as possible and follow these procedures. Only you will be able to determine the safest course of action that should be taken.

Bomb Threat Procedures and Checklist – DHS

BOMB THREAT PROCEDURES

This quick reference checklist is designed to help employees and decision makers of commercial facilities, schools, etc. respond to a bomb threat in an orderly and controlled manner with the first responders and other stakeholders.

Most bomb threats are received by phone. Bomb threats are serious until proven otherwise. Act quickly, but remain calm and obtain information with the checklist on the reverse of this card.

If a bomb threat is received by phone:

1. Remain calm. Keep the caller on the line for as long as possible. DO NOT HANG UP, even if the caller does.
2. Listen carefully. Be polite and show interest.
3. Try to keep the caller talking to learn more information.
4. If possible, write a note to a colleague to call the authorities or, as soon as the caller hangs up, immediately notify them yourself.
5. If your phone has a display, copy the number and/or letters on the window display.
6. Complete the Bomb Threat Checklist immediately. Write down as much detail as you can remember. Try to get exact words.
7. Immediately upon termination of call, DO NOT HANG UP, but from a different phone, contact authorities immediately with information and await instructions.

If a bomb threat is received by handwritten note:

- Call _____
- Handle note as minimally as possible.

If a bomb threat is received by e-mail:

- Call _____
- Do not delete the message.

Signs of a suspicious package:

- No return address
- Excessive postage
- Stains
- Strange odor
- Strange sounds
- Unexpected delivery
- Poorly handwritten
- Misspelled words
- Incorrect titles
- Foreign postage
- Restrictive notes

**** Refer to your local bomb threat emergency response plan for evacuation criteria***

DO NOT:

- Use two-way radios or cellular phone. Radio signals have the potential to detonate a bomb.
- Touch or move a suspicious package.

WHO TO CONTACT (Select One)

- **911**
- **Follow your local guidelines**

For more information about this form contact the DHS Office for Bombing Prevention at OBP@dhs.gov

Homeland Security

2014

BOMB THREAT CHECKLIST

DATE: **TIME:**

TIME CALLER HUNG UP: **PHONE NUMBER WHERE CALL RECEIVED:**

Ask Caller:

- Where is the bomb located? (building, floor, room, etc.)
- When will it go off?
- What does it look like?
- What kind of bomb is it?
- What will make it explode?
- Did you place the bomb? Yes No
- Why?
- What is your name?

Exact Words of Threat:

Information About Caller:

- Where is the caller located? (background/level of noise)
- Estimated age:
- Is voice familiar? If so, who does it sound like?
- Other points:

Caller's Voice

- ☐ **Female**
- ☐ **Male**
- ☐ Accent
- ☐ Angry
- ☐ Calm
- ☐ Clearing throat
- ☐ Coughing
- ☐ Cracking voice
- ☐ Crying
- ☐ Deep
- ☐ Deep breathing
- ☐ Disguised
- ☐ Distinct
- ☐ Excited
- ☐ Laughter
- ☐ Lisp
- ☐ Loud
- ☐ Nasal
- ☐ Normal
- ☐ Ragged
- ☐ Rapid
- ☐ Raspy
- ☐ Slow
- ☐ Slurred
- ☐ Soft
- ☐ Stutter

Background Sounds

- ☐ Animal noises
- ☐ House noises
- ☐ Kitchen noises
- ☐ Street noises
- ☐ Booth
- ☐ PA system
- ☐ Conversation
- ☐ Music
- ☐ Motor
- ☐ Clear
- ☐ Static
- ☐ Office machinery
- ☐ Factory machinery
- ☐ Local
- ☐ Long Distance

Other Information:

Threat Language

- ☐ Incoherent
- ☐ Message read
- ☐ Taped message
- ☐ Irrational
- ☐ Profane
- ☐ Well-spoken

Cyber Threat or Attack

Purpose



Understanding the risks and motivations behind cyber threats or attacks is crucial in establishing and implementing this Cyber Threat or Attack annex. Technology continues to improve and develop at an amazing pace and with that advancement comes the challenges of protecting what we collect and manage using that technology.

Common criminals as well as hostile foreign actors have a couple of primary motivations when it comes to attacking your organization's cyber space. Both money and operational disruption are at the top of that list. For some hackers, they thrive on finding ways to access your information and then sell it, or threaten to disclose it asking for a "ransom," while freezing up your means of storing, accessing, or distributing information.

This annex will focus on the incident management perspective and address what to do before, during, and after an incident, following current best practices. These practices fall under the general category of cyber security.

Situation and Assumptions

Think of the cyber world as you would your own facilities. You provide appropriate fencing to ensure the security of those within its boundaries. The more access points you provide the more difficult it becomes to keep that site secure and safe. The cyber world is really the same way. Years ago we may have had only a handful of access points to our local area network. As technology improved, we added access. As we added access we provided more entry points for those who would seek our harm.

We are making some basic assumptions about systems and practices we should have in place:

- Installed and using modern firewall and antivirus software
- Conducting regular antivirus scanning
- Configured firewalls to prevent ransomware
- Keeping operating systems patches up-to-date
- Completing critical patching as expeditiously as possible
- Conducting employee cyber security awareness training including current best practices
- Keeping individual sites segregated
- Keeping user groups segregated (staff and student users segregated)
- Keeping privilege access management limited
- Using multi-factor authentication
- Implemented and using strong password policy
- Using off-site back up
- Providing email filtering to prevent spam reaching employees

Organization and Assignment of Responsibilities

Our IT department will have leadership over all aspects of our technology equipment and network spaces. They are the core of our Cyber Security Incident Response Team.

It is the responsibility of our Information Technology (IT) professionals to maintain a safe and secure cyber space. However, it is every network user's responsibility to follow best practices introduced by our IT professionals.

Glossary of Terms

Cyber Security Incident Response Team (CSIRT)

A group of experts that assesses, documents and responds to a cyber incident so that a network can not only recover quickly, but also avoid future incidents.

Denial-of-service attack

A denial-of-service attack floods systems, servers, or networks with traffic to exhaust resources and bandwidth. As a result, the system is unable to fulfill legitimate requests. Attackers can also use multiple compromised devices to launch this attack. This is known as a distributed-denial-of-service (DDoS) attack.

DNS Tunneling

DNS tunneling utilizes the DNS protocol to communicate non-DNS traffic over port 53. It sends HTTP and other protocol traffic over DNS. There are various, legitimate reasons to utilize DNS tunneling. However, there are also malicious reasons to use DNS Tunneling VPN services. They can be used to disguise outbound traffic as DNS, concealing data that is typically shared through an internet connection. For malicious use, DNS requests are manipulated to exfiltrate data from a compromised system to the attacker's infrastructure. It can also be used for command and control callbacks from the attacker's infrastructure to a compromised system.

Malware

Malware is a term used to describe malicious software, including spyware, ransomware, viruses, and worms. Malware breaches a network through a vulnerability, typically when a user clicks a dangerous link or email attachment that then installs risky software. Once inside the system, malware can do the following:

- Blocks access to key components of the network (ransomware)
- Installs malware or additional harmful software
- Covertly obtains information by transmitting data from the hard drive (spyware)
- Disrupts certain components and renders the system inoperable

Man-in-the-middle attack

Man-in-the-middle (MitM) attacks, also known as eavesdropping attacks, occur when attackers insert themselves into a two-party transaction. Once the attackers interrupt the traffic, they can filter and steal data.

Two common points of entry for MitM attacks:

- On unsecure public Wi-Fi, attackers can insert themselves between a visitor's device and the network. Without knowing, the visitor passes all information through the attacker.
- Once malware has breached a device, an attacker can install software to process all of the victim's information.

Phishing

Phishing is the practice of sending fraudulent communications that appear to come from a reputable source, usually through email. The goal is to steal sensitive data like credit card and login information or to install malware on the victim's machine. Phishing is an increasingly common cyberthreat.

SQL injection

A Structured Query Language (SQL) injection occurs when an attacker inserts malicious code into a server that uses SQL and forces the server to reveal information it normally would not. An attacker could carry out a SQL injection simply by submitting malicious code into a vulnerable website search box. Learn how to defend against SQL injection attacks.

Zero-day exploit

A zero-day exploit hits after a network vulnerability is announced but before a patch or solution is implemented. Attackers target the disclosed vulnerability during this window of time. Zero-day vulnerability threat detection requires constant awareness.

Incident Command Actions

Maintaining a best-practices approach to cyber security requires us to keep up to date on current trends and threats in the cyber world. Most of what we know comes from internet service providers who share this information to help us be better prepared.

Our cybersecurity response process recommendations by the SANS Institute, as defined in its Incident Handler's Handbook.

Before

Preparation

- Define, develop, and implement an Information Security policy and procedures that addresses current and possible future risks to cyber information handing and protection
- Conduct regular and periodic training for our staff to ensure they have the tools they need to preserve our cyber security. This may include hands-on virtual or email tests and scenarios designed to reinforce safe cyber practices and protect our digital/cyber foot print.
- Perform regular security assessments and intrusion testing
- Provide a trained staff Cybersecurity Incident Response Team (CSIRT)

During

Identification

- Monitor IT systems and detect deviations from normal operations and see if they represent actual security incidents
- Establish type and severity
- Log actions and responses
- Collect evidence

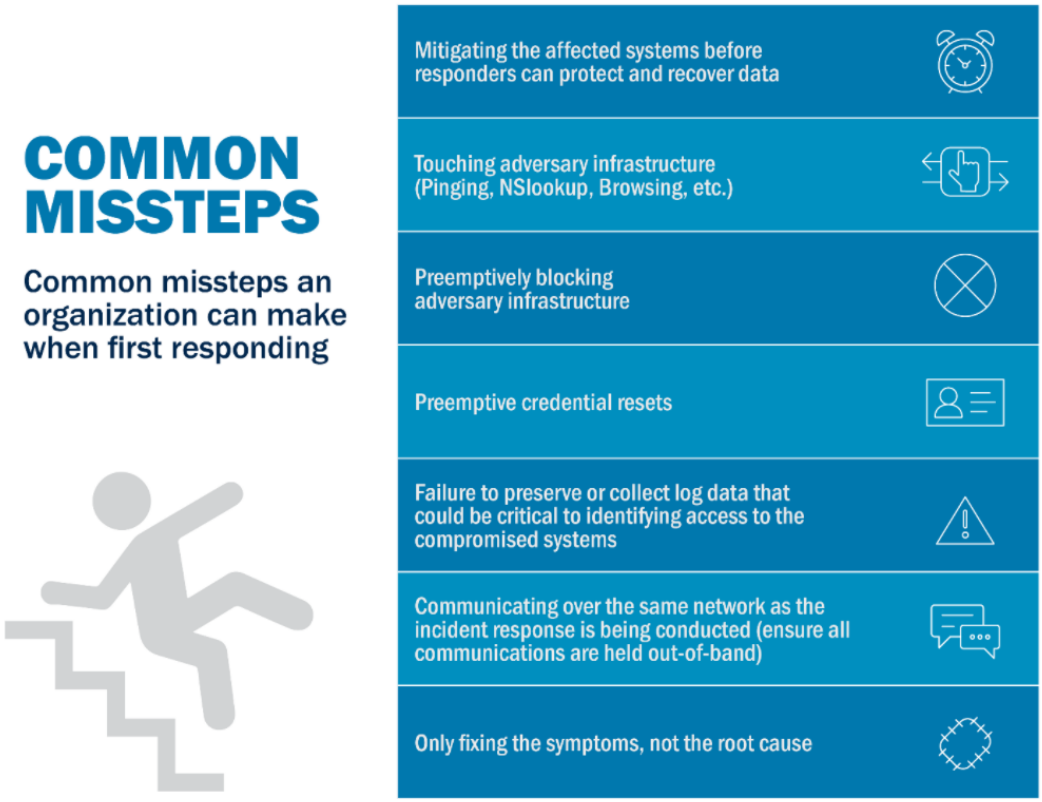
Containment

- Isolate impacted system(s)
- Implement temporary workarounds to maintain operations

Eradication

- Identify the root cause
- Remove malicious software from all affected systems
- Take action to prevent root cause from recurring

Caution



After

Recovery

- Bring affected systems back online
- Test, verify, and monitor affected systems to ensure they are operating normally

After-Action Report

- Finalized incident documentation
- Perform a retrospective of the incident to determine what was effective and what was not to identify lessons learned
- Modify and update this annex and any policy or procedure identified as insufficient or failed in the after-action debrief and report

Authorities and References

State

Cal OES - California Cybersecurity Integration Center

- https://www.caloes.ca.gov/cal-oes-divisions/law-enforcement/california-cybersecurity-integration-center

Federal

Department of Homeland Security - Cybersecurity and Infrastructure Security Agency (CISA)

- https://www.cisa.gov/

National Institute of Standards and Technology (NIST) – Cybersecurity

- https://www.nist.gov/cybersecurity

Earthquake

Duck, Cover, and Hold

This action is used to protect students and staff from flying or falling debris. Upon the first indication of an earthquake, staff should direct students to Duck, Cover, and Hold.



The Incident Commander will make the following announcement on the PA System:

"ATTENTION PLEASE. DUCK, COVER AND HOLD. DUCK, COVER, AND HOLD. ADDITIONAL INFORMATION TO FOLLOW."

Note: If the PA system is not available, use other means of communication, i.e. send messengers to deliver instructions, email, etc.

Description of Action

If inside

Drop to knees
Get under desk and remain facing away from windows
Clasp both hands behind neck
Bury face in arms
Make body as small as possible
Close eyes and cover ears with forearms.

If outside

Drop to knees
Clasp both hands behind neck
Bury face in arms
Make body as small as possible
Close eyes and cover ears with forearms.
Avoid glass and falling objects

Procedures

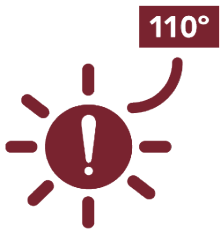
Avoid glass and falling objects. Move away from windows, heavy suspended light fixtures, and other overhead hazards.
When the shaking stops, the Incident Commander will issue the All Clear Response
Use prescribed routes and proceed directly to the Assembly Area. Teachers shall notify the Student Attendance/Release Team of missing students.
The Incident Commander to direct the Security Team to post guards a safe distance away from building entrances to prevent access.
Warn all personnel to avoid touching fallen electrical wires.
First Aid Team will check for injuries and provide appropriate first aid.
The Incident Commander will direct the Facility Team to turn off water, gas, and electrical and to alert appropriate utility company of damages, if appropriate.
If the area appears safe, the Search and Rescue team will be cleared by the Incident Commander to make an initial inspection of the District's buildings, if needed.
The Incident Commander will contact the Superintendent to determine if additional actions are deemed necessary.

During Non-Operating Hours

The Incident Commander and Identified Maintenance/Facilities Personnel will assess damages to determine needed corrective actions. For apparent damages, contact the Superintendent to determine if the District should be closed. If the District must be closed, notify staff and students as identified in District Closure Response Procedure.

Extreme Heat and Unhealthy Air Quality

Purpose



The purpose of this annex is to ensure that staff is advised of hazardous conditions caused by extreme heat conditions and/or unhealthy air quality and to minimize exposure to those conditions. Governmental agencies, such as the Air Quality Management District (AQMD), the National Weather Service (NWS-NOAA), the Center for Disease Control (CDC) and others provide guidance in how to respond to unhealthful air quality and extreme heat conditions.

Actions

The Incident Commander monitors air quality and heat conditions to provide recommended actions during an unhealthful air quality or extreme heat event. The Incident Commander will keep the Senior Executive or designee informed of these conditions and activate this annex. Upon activation, site administrators will perform the following:

Notify students and staff when unhealthful air quality or extreme heat conditions exist.
Modify District programs and work assignments for the protection of students and staff.
Adhere to the Unhealthful Air Quality and Extreme Heat Plan to correspond with current recommendations of both the AQMD and the NWS.
Cooperate with other governmental agencies and with the total community in matters of critical concern regarding unhealthful air quality and extreme heat.

District Activities and What To Do During Extreme Heat Conditions.

The National Weather Service (NOAA) provides information on responding to extreme heat conditions. The Incident Commander monitors temperature and humidity in the District and the National Weather Service website to ensure that our District sites are notified upon attainment of an extreme heat condition.
Always provide adequate amounts of water to students and staff to maintain appropriate hydration, use areas shaded from the direct sunlight, and:
When the Heat Index reaches the range of 90 to 105 degrees Fahrenheit, sunstroke, heat cramps, and heat exhaustion are possible. Everyone shall minimize prolonged, vigorous outdoor activity.
When the Heat Index reaches the range of 105 to 130 degrees Fahrenheit, sunstroke and heat exhaustion are likely and heat stroke is possible. Everyone shall discontinue prolonged, vigorous outdoor activity.
When the Heat Index reaches or exceeds 130 degrees Fahrenheit, heat stroke is highly likely with continued exposure. Everyone shall discontinue all vigorous outdoor activity.

Fire - Structural



The following procedure addresses the necessary actions that should be taken if a fire is discovered in or on the District's facilities. A timely response to this situation is critical to prevent injuries and further property damage.

Procedure

NOTE – There are cases during Active Assailant incidents where the assailant may trigger the fire alarm. This is done as a means to induce students and staff to evacuate which may provide the assailant with more "targets." Modified responses to a fire alarm should be discussed with your local fire and law enforcement jurisdictions to coordinate best practices for your district.
If a fire is discovered on site, the administrative staff will immediately signal the fire alarm and direct students out of the building.
The Incident Commander will call 911 and provide the location and nature of the incident
The Incident Commander will immediately initiate the Off-Site Evacuation Procedures
Staff and students will evacuate buildings using pre-designated routes or other safe routes and convene at the Assembly Area
Site staff members must bring their student rosters and take attendance at the Assembly Area to account for all students
Staff will notify the Incident Commander of any missing students
If safe to do so, staff will use fire extinguishers to suppress the fire until the local fire department arrives
All fires, regardless of size, which are extinguished by site personnel, require a call to the responding Fire Department to indicate "the fire is out"
The Incident Commander will secure the area to prevent unauthorized entry and keep access roads clear for emergency vehicles
The Incident Commander will notify the Senior Executive of the fire. The Senior Executive should work with the Public Information Officer
Outreach and Communication to disseminate information
In the event that students need to be released from the school site, refer to the Reunification Annex for reunification procedures
If necessary, the Incident Commander will notify appropriate Transportation official to request transportation for student and staff evacuation.

Any affected areas will not be reopened until the Fire Department or the appropriate agency provides clearance and the Incident Commander issues authorization to do so. For fires during non-school hours, the Incident Commander and the Senior Executive will determine if the school site will open the following day.

Fire - Forest, Wildfire, or Urban Interface

General



Fires can happen in almost any place, at any time, in almost any condition or circumstance as long as there is fuel, oxygen, and heat. While District's are required to have regularly scheduled fire drills by California law it is easy to overlook the risks associated with poor housekeeping, excessive and dried wildland shrubs and trees close to the District sites and many other factors. The damage caused by fire is real and serious, but the potential hazard of smoke can sometimes be even worse.

Fire in Surrounding Area

The following procedure addresses actions that should be taken in the event that a fire is discovered in an area nearby District grounds. The initiated response actions should take into consideration the location and size of the fire, its proximity to the District site, and the likelihood that the fire may affect the District.

Incident Command Actions

Before

Review and update the "Recovery" Annex located in your Functional Annex following current State and Federal "Best Practices" guidelines
Locate and participate in CSTI's course, "Recovery From Disasters: The Local Community Role (G-205)
Identify and include your "whole community" in strengthening your Pre-Disaster Recovery framework

During

Call 911 if you see a fire or flames.
Activate and follow your Emergency Operations Plan.
Use your internal Emergency Management Alert System to communicate with staff, students and parents.
Always follow instructions from your local emergency agencies (Fire and Law Enforcement).
If trapped, call 911 and give your location, but be aware that emergency response could be delayed or impossible. Turn of HVAC and natural gas. Turn on lights to help rescuers find you if you have power. Fill sinks and tubs with water and keep windows and doors unlocked.
Ensure you have a representative designated to be in contact with Cal OES (may be specific to your region) and your local EOC
You might consider predesignating a representative to be an active member of the Recovery task force.
If your site is a designated shelter or evacuation point, follow the instructions of the organization or agency that is managing the site (ie: American Red Cross).
Follow the Cal/OSHA Protection from Wildfire Smoke regulation, Title 8, Section 5141.1 for use of N95 respirators. https://www.dir.ca.gov/title8/5141_1.html. and you can find resources on wildfire smoke safety in this Cal/OSHA link. https://www.dir.ca.gov/dosh/Worker-Health-and-Safety-in-Wildfire-Regions.html
Monitor the Air Quality Index (AQI) at www.airnow.gov and enter the zip code of the location where you will be working. The current AQI is also available from the U.S. Forest Service at https://tools.airfire.org/ or a local air district, which can be located at www.arb.ca.gov/capcoa/dismap.htm
Listen to EAS, NOAA Weather Radio, or local alerting systems for current emergency information and instructions.

If you are not ordered to evacuate but smoky conditions exist, stay inside in a safe location or go to a location where smoke levels are lower, if possible.
Avoid vigorous activities outdoors and if travelling in a vehicle in the areas affected, close windows and make sure air is on "re-circulate" mode.

After

Continue to follow your EOP Recovery Annex
Listen to authorities to find out when it is safe to return and whether water is safe to drink.
Avoid hot ash, charred trees, smoldering debris, and live embers. The ground may contain heat pockets that can burn you or spark another fire. Consider the danger to pets and livestock.
Avoid downed power lines.
Send text messages or use social media to reach out to family and friends. Phone systems are often busy following a disaster. Make calls only in emergencies.
For those that are part of the damage assessment team, ensure training on personal protective equipment (PPE) use is conducted.
Continue to monitor the Air Quality Index (AQI) at www.airnow.gov and enter the zip code of the location where you will be working. The current AQI is also available from the U.S. Forest Service at https://tools.airfire.org/ or a local air district, which can be located at www.arb.ca.gov/capcoa/dismap.htm
Contact your insurance company/insurance pool/JPA for assistance.
Document everything you do related to the fire. For more details on this process, refer to the IMReady FEMA document.
Wildfires dramatically change landscape and ground conditions, which can lead to increased risk of flooding due to heavy rains, flash flooding and mudflows. Flood risk remains significantly higher until vegetation is restored — up to 5 years after a wildfire.
Be prepared to provide emotional and wellbeing services and resources for students and staff. Mental and physical fatigue are common in these situations .
https://www.cdc.gov/disasters/wildfires/afterfire.html and https://emergency.cdc.gov/coping/index.asp and www.NCTSN.org.

Any responsible person who observes a fire in the area outside of the District should immediately call 911 and notify the Incident Commander
The Incident Commander will initiate the appropriate Immediate Response Actions, which may include Shelter-in-Place, On-Site Evacuation, or Off-Site Evacuation
The Incident Commander will call 911 (to verify – good redundancy) and provide the location and nature of the incident
The Incident Commander will act to prevent students from approaching the fire and keep routes open for emergency vehicles
The Incident Commander will work with responding emergency personnel to determine if District grounds are threatened by the fire, smoke, or other hazardous conditions
If the Incident Commander issues the On-Site Evacuation procedure, staff and students will evacuate the affected building(s) using pre-designated routes or other safe routes and convene at the Assembly Area
All District staff members must bring their student rosters and take attendance at the Assembly Area to account for all students. Staff will notify the Incident Commander of any missing students
The Incident Commander should monitor local radio stations for emergency information.
The Incident Commander will notify the Senior Executive of the emergency situation
The office of the Senior Executive should work with the Office of Public Information and Communication to disseminate information
If necessary, the Incident Commander will notify the appropriate Transportation official to request transportation for staff and student evacuation
The Incident Commander will initiate Off-Site Evacuation procedures, as described in the Evacuation Annex, if warranted by changes in conditions
• In the event that students need to be released from the District site, refer to the Reunification Annex for reunification procedures

Infectious Disease

Purpose



The purpose of the Infectious Disease annex is to help equip our organization to be ready for the unexpected – before, during, and after an infectious disease outbreak. This annex does note replace the required Injury and Illness Prevention Program (IIPP) or other health and safety orders relevant to California Occupational Safety and Health Administration (Cal OSHA) or California Department of Public Health (CDPH)requirements.

Following are two current and specific requirements:

- COVID-19 Safety Plan (CSP) – The CSP is outlined in the CDPH Guidance and Framework for K-12 schools dated January 14, 2021
- The COVID-19 Prevention Plan (CPP) – The CPP is a requirement of the Cal/OSHA COVID -19 Prevention emergency temporary standard.

Infectious diseases occur, often with little or no warning. Essentials that need to be considered include the following:
EOPs may have to be activated with community partners if there is an infectious disease outbreak;
Rapid evolution and dissemination of information about an infectious disease incident will likely require activation of the Communication Annex;
Extensive absences may cause normal operations to close for days or weeks, calling for the activation of the Continuity of Operations (COOP) Annex;
Depending on the disease, there may potentially be some deaths in the community; and,
If handled poorly, community trust in our organization is likely to be shaken.

Disease Sources

Infectious diseases are illnesses that are transmitted from one person to another through various routes. These infectious diseases can be viral, bacterial, or fungal. Some of the more common infectious diseases that may affect us are:
Gastroenteritis; norovirus; influenza; chicken pox; and hand, foot, and mouth, which are all caused by a viral infection, Bacterial infections that can cause E. Coli, MRSA, and strep throat, and Fungal infections, like ringworm.

Influenza, one of the most common infectious diseases, is a highly contagious viral disease. Pandemic influenza differs from both seasonal influenza (flu) and avian influenza in the following aspects:
It is a rare global outbreak which can affect populations around the world.
It is caused by a new influenza virus to which people do not have immunity
Depending upon the specific virus, it can cause more severe illness than regular flu
Influenza can affect young healthy people more so than older, sick people. The Department of Health and Human Services will take the lead in mobilizing a local response to pandemic influenza. Public health alerts will be reported to our organization and the community. Individual rooms, hallways or, if necessary, entire sites may be closed temporarily to contain spread of the virus.

While influenza is the most common infectious disease there are others that can greatly affect our operations, including reduction in work force size to levels that make it difficult to fulfill organizational or operational mission objectives. The “Historical Information” section of this annex identifies some of the major infectious diseases that have affected us in the near past.

Rate of Spread

Infectious diseases may be categorized according to the rate at which they infect the population. The U.S. Centers for Disease Control and Prevention (CDC) categorizes the rate at which diseases are spread as a continuum from smallest to largest: case, outbreak, epidemic, and pandemic.

Case

A case is defined as an individual with the disease.

Outbreak

An outbreak is defined as a localized, as opposed to a generalized, epidemic. This term is also used synonymously with epidemic, and is sometimes the preferred word, as it may prevent sensationalism associated with the word epidemic.

Epidemic

An epidemic is defined as the occurrence of more cases of disease than expected in a given area or among a specific group of people over a period.

Pandemic

A pandemic is defined as an epidemic occurring over a very wide area (several countries or continents) and usually affecting a large proportion of the population.

Situation and Assumptions

The World Health Organization (WHO) provides an influenza pandemic alert system, with a scale ranging from Phase 1 (a low risk of a flu pandemic) to Phase 6 (a full-blown pandemic). See Figure 1, below.
Phase 1: A virus in animals has caused no known infections in humans.
Phase 2: An animal flu virus has caused infection in humans.
Phase 3: Sporadic cases or small clusters of disease occur in humans. Human-to-human transmission, if any, is insufficient to cause community-level outbreaks.
Phase 4: The risk for a pandemic is greatly increased but not certain.
Phase 5: Spread of disease between humans is occurring in more than one country of one WHO region.
Phase 6: Community-level outbreaks are in at least one additional country in a different WHO region from phase 5. A global pandemic is under way.

Figure 1: Infectious Disease Phases (WHO)



Concept of Operations

We monitor the following levels of activation for our EOP and Emergency Operations Center:

Level 3 (lowest level):

This level implies that, with modest augmentation, the lead agency or program can address the primary needs of the response. In the United States, many small natural disasters or environmental responses fall into this activation level.

Level 2 (intermediate level):

This level implies substantial augmentation is required for the lead agency or program to meet response requirements.

Level 1 (highest level):

This level requires an agency wide response and often includes domestic and international partners. As an example, there have been five Level 1 activations since 2005: Hurricane Katrina (2005), influenza A (H1N1) pandemic (2009–10), Ebola virus disease outbreak (2014–2016), Zika virus outbreak (2016–2017), and Coronavirus Disease 2019 (2019-202?).

Continuity of Operations (Annex Specific)

Important Notice

Occupational Health and Safety standards impose additional requirements on employers to protect employees from airborne infectious diseases like COVID-19 and pathogens transmitted by aerosols. Under section 3203 of California's general industry safety regulations, employers must establish, implement, and maintain an effective Injury and Illness Prevention Program (IIPP) to protect employees from workplace hazards. Employers are required to determine if the infectious disease is a hazard in their workplace. If it is a workplace hazard, then employers must implement infection control measures, including applicable and relevant recommendations from federal, state and local guidelines. It is the employer's responsibility to maintain a current and relevant IIPP.

All staff are to be informed regarding protective actions and/or modifications related to this plan. Messaging and risk communications during an emerging infectious disease or pandemic will be conducted by our Emergency Operations Center. Guidance and instructions on established infection control measures such as social distancing, personnel

protective equipment and telework polices are provided by our Emergency Operations Center to assist in limiting the spread of influenza at the primary and alternate worksites.

Within the workplace, social distancing measures could take the form of:

Modifying the frequency and type of face-to-face employee encounters (e.g., placing moratoriums on hand-shaking, substituting teleconferences for face-to-face meetings, staggering breaks, posting infection control guidelines);
Establishing flexible work hours or worksite, (e.g., telecommuting);
Promoting social distancing between employees and those with whom they interact to maintain six-feet spatial separation between individuals; and
Implementing strategies that request and enable employees with influenza to stay home at the first sign of symptoms.

Frequent, daily contact is important to keep our employees informed about developments in our response, impacts on the workforce, and to reassure employees that we are continuing to function as usual.
When necessary, our planners and pandemic response teams will include deliberate methods to measure, monitor, and adjust actions to changing conditions and improved protection strategies.

Implement a formal worker and workplace protection strategy with metrics for assessing worker conformance and workplace cleanliness.
Monitor and periodically test protection methods.
Track and implement changes in approved or recommended protection measures.
Pre-position material and equipment onsite.
Ensure essential personnel are at the primary worksite.
Reaffirm that essential suppliers have their material and personnel on-hand and can respond, and support as planned.
Coordinate with local public health and emergency response points of contact to ensure open, adequate communications.

Organization and Assignment of Responsibilities

We utilize the Standardized Emergency Management System (SEMS) which incorporates the Incident Command System (ICS) as the method of managing a crisis or event until operations return to “normal.” This includes activation, when necessary, of incident command posts and the activation of our EOC.

Plan Development

During the health crisis it is vital that we capture lessons learned and alternative practices to our operations as they occur
Maintain a central depository for this information to use it following the crisis to update this annex and our EOP in general
It is our intent to review our EOP and annexes at least annually and update as necessary to maintain a best-practices EOP
We will share this annex periodically with our Health partners to ensure it has captured the most current trends and practices

Authorities and References

In the United States, the responsibility for public health rests primarily with city or county and state public health agencies. All states and many large counties and cities have their own public health departments. Although many public health investigations are conducted with local resources, a city, county, or state health department can request field

epidemiologic or laboratory assistance from the next higher-level public health agency in response to a large or complex outbreak or problem that requires additional staff, expertise, or other resources.

In the United States, the Centers for Disease Control and Prevention (CDC) is the highest-level public health agency. Federal prisons, military bases, and tribal reservations have their own independent health systems but also can request assistance from CDC. Globally, countries can request assistance for field investigations from the World Health Organization, which coordinates with its members for needed resources. The Centers for Disease Control and Prevention (cdc.gov) contains the most current and relevant information on specific exposures and the appropriate practices and protocols.

Incident Command Actions

Before

One of the best things to do prior to an infectious disease incident is to identify, collect, and maintain current and relevant contact information of organizations and agencies that will be important to our ongoing operations. These should include local, state, and federal public health jurisdictions such as:
Your local health department contact
(Searchable database https://www.naccho.org/membership/lhd-directory)
California Department of Public Health – https://www.cdph.ca.gov/
Centers for Disease Control and Prevention (CDC) - https://www.cdc.gov/

Building and maintaining relationships with local health officials cannot be over emphasized. This effort before an infectious disease outbreak will prove invaluable as we seek support and guidance in maintaining, shutting down, and resuming operations.

In addition to this practice it is important to identify and document operational norms and standards that you maintain on an ongoing basis. These records will greatly help you resume operations following a major infectious disease event.

During

We activate our Emergency Operations Plan at a level sufficient to stay ahead of issues as much as possible including the activation of:
Communication annex
Continuity of Operations Plan (COOP) annex

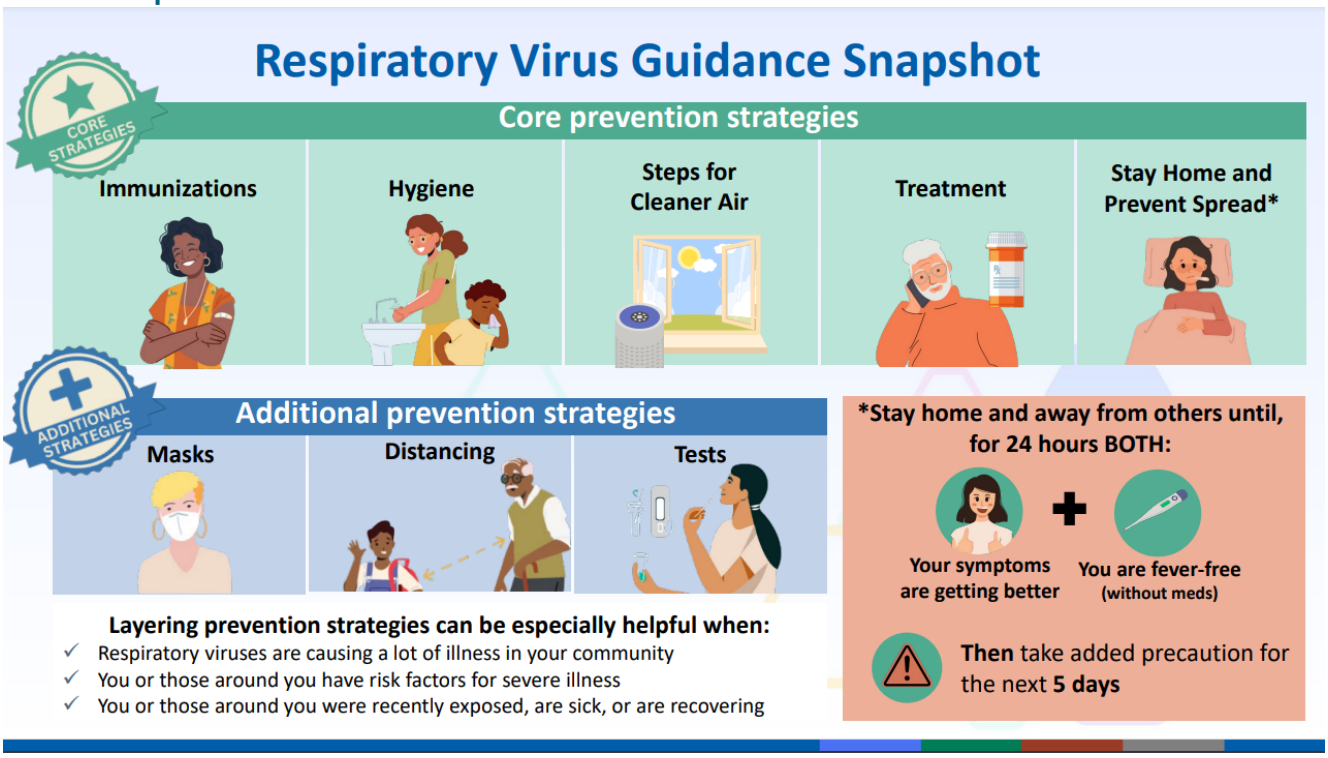
Additional actions include:
Maintain contact with our local Health Department and coordinate our actions based upon their recommendations
Collect preventive informational flyers and documents and disseminate to staff and/or students, as relevant
Activate heightened surveillance of illness within our sites. Gather data on symptoms of all students and/or staff who are sick at home.
Insure those who are ill stay home
Send the sick home immediately
Provide fact sheets and guidelines for families to make them aware of symptoms and remind them of respiratory hygiene etiquette
Monitor bulletins and alerts from the Department of Health and Human Services
Keep staff and students informed of developing issues
Assist the Department of Health and Human Services in monitoring outbreaks
Respond to media inquiries regarding organization attendance status
Implement telework procedures, if necessary, so that staff can stay home

Maintain surveillance after the initial epidemic in the event a second wave passes through the community

After

As with any major crisis or incident the major goal of our institution is to get things back to “normal.” This means restoration of our primary operations back to pre-incident or event levels. This is most effectively accomplished when there are accurate and well-maintained records and practices in place that help us on this recovery journey. Following are key concepts and actions that should be considered in getting back to “normal.”

COVID-19 Specific Guidance



Power and Utility Failure



Extended power outages may impact the whole community and the economy. A power outage is when the electrical power goes out unexpectedly. A power outage may:
Disrupt communications, water, and transportation
Close retail businesses, grocery stores, gas stations, ATMs, banks, and other services
Cause food spoilage and water contamination
Prevent use of medical devices

Protect Students And Staff During A Power Outage

Keep freezers and refrigerators closed
Only use generators outdoors and away from windows or air intakes
Do not use gas appliances for heating
Disconnect appliances and electronics to avoid damage from electrical surges
Have alternate plans for refrigerating medicines or using power-dependent medical devices
If safe, go to an alternate location for heat or cooling

Electrical Systems

The M&O Department should identify the location of all electrical main and subpanels throughout the site
Use a clean and clear site map of each site and label the map “Electrical Systems Field Operations Guide” (known as the Electrical Systems FOG)
Indicate the locations of the main electrical shut-off and each sub-panel main shut-off in the Electrical Systems FOG
Include a photo of each panel and label the photos corresponding to the panel numbers
If panels do not have a numeric identifier, consider adding that at all panel locations
Label the site main and subpanel main shut-off for each panel so as to minimize confusion
Laminate or plastic-protect the Electrical Systems FOG and provide to designated and trained employee(s) who will be responsible for emergency shutdown and restoration following an electrical failure

Backup Supplies and Other Resources

Identify all of the items needed that rely on electricity
Identify and have emergency plans for students or staff relying upon medical devices powered by electricity and refrigerated medicines
Find out how long medication can be stored at higher temperatures and get specific guidance for any medications that are critical for life
Plan for batteries and other alternatives to meet our needs when the power goes out
Sign up for local alerts and warning systems. Monitor weather reports
Ensure that any carbon monoxide detectors are in working order and that battery backups are available
Determine whether the phone system will work in a power outage and how long battery backup will last
Review the supplies that are available in case of a power outage
Have flashlights with extra batteries available for individual rooms or offices without exterior light sources
Maintain an inventory of nonperishable food and water
Regularly check the thermometer in the refrigerator and freezer so that we can know the temperature when the power is restored. Throw out food if the temperature is 40 degrees or higher
Keep mobile phones and other electric equipment charged and gas tanks full

Survive During

When power goes out, a trained and responsible employee should:
Keep freezers and refrigerators closed. The refrigerator will keep food cold for about four hours. A full freezer will keep the temperature for about 48 hours. Use coolers with ice if necessary. Monitor temperatures with a thermometer.
Maintain food supplies that do not require refrigeration
Avoid carbon monoxide poisoning. Generators and any fuel or gas-powered devices should always be used outdoors and at least 20 feet away from windows
Turn off or disconnect all appliances, equipment, or electronics. Power may return with momentary “surges” or “spikes” that can cause damage

Power Restoration

When in doubt, throw it out! Throw away any food that has been exposed to temperatures 40 degrees or higher for two hours or more, or that has an unusual odor, color, or texture
If the power is out for more than a day, discard any medication that should be refrigerated, unless the drug’s label says otherwise. If a life depends on the refrigerated drugs, consult a doctor or pharmacist and use medicine only until a new supply is available

Severe Weather

Purpose



The State of California is vulnerable to a variety of severe weather hazards. This incident annex addresses the hazards associated with severe weather. When severe weather occurs, the impacts can be devastating and may affect isolated locations or multiple jurisdictions simultaneously.

When the impacts exceed the capabilities of local jurisdictions, the State must respond in a prompt, organized, and efficient manner to save lives, mitigate property damage, and restore a sense of normalcy to the community. This response is coordinated through the Governor's Office of Emergency Services (OES) in concert with local, state, Federal, volunteer, and private sector partners.

Situation and Assumptions

El Niño

During El Niño, trade winds weaken. Warm water is pushed back east, toward the west coast of the Americas. El Niño means Little Boy in Spanish. South American fishermen first noticed periods of unusually warm water in the Pacific Ocean in the 1600s. The full name they used was El Niño de Navidad because El Niño typically peaks around December.

El Niño can affect our weather significantly. The warmer waters cause the Pacific jet stream to move south of its neutral position. With this shift, areas in the northern U.S. and Canada are dryer and warmer than usual. But in the U.S. Gulf Coast and Southeast, these periods are wetter than usual and have increased flooding.

Hail

Hail is considered severe when it reaches 1 inch in diameter. Hail can reach sizes much larger than the severe threshold size. Hail causes close to $1 billion in damage to property and crops each year in the U.S. While property is typically at greatest risk for hail damage, the National Oceanic and Atmospheric Administration (NOAA) estimate that 24 people are injured from hail each year.

Thunderstorms

The National Weather Service (NWS) defines a severe thunderstorm as any storm that produces one or more of the following: a tornado, damaging wind speeds of 58 mph (50 knots) or greater, and/or hail 1 inch in diameter or larger.

Continuity of Operations (Annex Specific)

The goal of emergency management is to restore operations of any organization back to its primary purpose, or "normal." In some cases, restoration of operations may have to be a new normal.

Organization and Assignment of Responsibilities

This organization follows SEMS/NIMS requirements, specifically incorporating the Incident Command System into emergency and incident operations.

Plan Development

This annex was selected for inclusion in this Emergency Operations Plan (EOP) following best practices Hazard/Threat Analysis and is reviewed annually for currency and applicability.
Severe weather-related hazards can occur at any time throughout the year

Local jurisdictions adversely affected by severe weather may declare local State of Emergency upon being affected
Local jurisdictions adversely affected by severe weather may use mutual aid agreements as part of their response to the disaster
Local jurisdictions affected by severe weather may request resources from the State as the situation evolves

Authorities and References

Center for Disease Control - Natural Disasters and Severe Weather
National Weather Service – Severe Weather Awareness
Ready.Gov – Severe Weather

Incident Command Actions

For predictable severe weather, such as excessive rain, wind, and/or snow, the following should be included in your procedures:

Lafayette Elementary School

2025 – 2026 Comprehensive School Safety Plan

Eureka City Unified School District

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Section 1 - Introduction

SB 187 & AB 1747 Compliant Document

Preface

This comprehensive school safety plan is evaluated, and amended as needed, no less than once per year per Education Code section 35294.2(e)). This plan is available for public inspection during normal business hours at the Eureka City School District office located at 2100 J Street, Eureka, CA 95501. For questions regarding this plan please call (707) 441-2400.

NOTE: Tactical responses to criminal incidents are excluded from this public inspection document. This document is not available for public inspection on the internet.

An “Inspection Log” is utilized to record the name, address, phone number and identification method of all individuals that perform a public inspection of this plan.

Development and Update of the Lafayette Elementary School CSSP

CSSP Planning Dates

Date of Meeting	Location	Time
1/26/26	Lafayette Elementary	5:30

CSSP Public Meeting

Date of Meeting	Location	Time
1/26/26	Lafayette Elementary	5:30 PM

Lafayette Elementary School's CSSP SSC/Safety Committee

School Site Council

School Stakeholders for Planning and Approval

Administrators:

Quincy Brownfield

Teachers:

Destinee Benavides

Harmony Pelren

Marissa Cardenas

Sarah Greenwood

Parents:

Sarah Rios

Zoe Semen

Yesica Espino

Amber Wentworth

Classified:

Shakira Reyes

Nancy Frey

Catrina Scheffler

School Site Council Representative (If Title 1 School):

Law Enforcement, Fire Department, Emergency Response

Anytime the CSSP is updated per California Education Code 32281 requires the updates be submitted to and reviewed by both a local law enforcement official and fire department official. The following officials were notified and given copies of the updated plan for review.

Sheriff, Police Agency/Name/Title: Mather Helms, Chris Baker, SRO/EPD
Notification to Date of Consultation: 1/22/26

Fire Department Agency/Name/Title: Bill Reynolds
Notification to Date of Consultation: 1/22/26

Probation Agency/Name/Title:
Notification to Date of Consultation:

Other:
Notification to Date of Consultation:

Communicating Plan to the Public

Prior to final SSC/Safety Committee approval of the CSSP the school must present the plan to the Public at a meeting at the School Site.

Required Invitees to Public Meeting

Title	Name	Date Invited	How Invited
Mayor	Kim Bergel	1/22/26	email
Rep From School Employee Org	Catrina Scheffler	1/22/26	email
Rep from PTA	Megan Tegarden	1/22/26	email
Rep from Teacher Org	Marissa Cardenas	1/22/26	email
Rep from Student Body Govt			
Any person requesting invite			

The School Community was notified of the meeting for review of the Comprehensive School Safety Plan through the following:

Public Notice:
Consistent with California Education Code 32288, the meeting agenda for the School Site Council review of the Comprehensive School Safety Plan was posted in the front office and on the school website at least 72 hours prior to the meeting to provide an opportunity for public input. It was also in our Staff Bulletin and emails similar to the one below were sent to various officials. Communication was shared on 1/22/26

Vision Statement

Heart of a Lion, Mind of a Scholar: Every student, Every Day, Giving 100%, the Lafayette Way.

Mission Statement

Lafayette Elementary empowers all students to achieve academic, social, and personal success by fostering a safe, supportive and inclusive environment. We inspire growth through meaningful, engaging programs and relationships that challenge minds, nurture individuality, and celebrate each child's unique strengths.

Final Approval Meeting Minutes

CSSP Committee Meeting Where Plan is Approved

Date of Meeting	Location	Time	Minutes
1/26/26	Lafayette Elementary and Google Meets	5:30	60

Please sign in for our meeting

9 responses

Nancy Frey

Harmony Pelren

Sarah Rios

Shakira Reyes

Amber Wentworth

Marissa Cardenas

Sarah Greenwood

Quincy Brownfield

Catrina Scheffler

xi.

5. 6:00 Motions
    a. Approval of Comprehensive School Safety Plan
        i. Discussion
            1. Sarah Rios asked about groundskeeping: is there a procedure or plan to meet environmental impact standards?
                a. Not a site procedure but rather a district decision
            2. Catrina: How do we light up campus for ASES when it is dark? Asphalt on the playground is in need of repair as it is a safety concern.
                a. This is a district decision, not a site decision
            3. Marissa: blind spots by bus access and spinners supported by new cameras?
                a. These are hotspots that are on the radar.
            4. Catrina: Afterschool gate mentioned in the PDF, unsure of what gate is being mentioned. ASES does not use the gates, only the front doors.
            5. Sarah Rios: How will emergency procedures be communicated to families?
                a. Notified the day before; all-call, text, and Parent Square for each notification
            6. Marissa: How do we notify families about a neighbor burning trash?
                a. Talk with the fire department about next steps.
            7. Catrina: Including more safety drills for ASES? Currently only 2 drills per year (general) required.
                a. Drills were more common in the past, reduced due to scheduling with the school day drills.
            8. Sarah Rios: Asked what is ROAR being used for? Bully prevention?
                a. School-wide rules for school for behavior expectations. We will also have Second Step as well as bullying reporting and RPSS to support anti-bullying.
            9. Sarah Rios: School Safety in regards to DHS for students who are impacted by the current political climate

---

                a. Harmony: there is a district-wide umbrella with some room to specialize for each site.
                b. Quincy: Quincy is well-informed of procedure to be aligned with the law and district procedures but is not typically included with site council
                c. Shakira offered Centro del Pueblo as a resource that has offered trainings to classified staff (optional)
        ii. Action
            1. Shakira motions to approve
                a. Amber Wentworth seconds
                    i. Motioned approved

Section 2 – Action Plan

(Policies and Procedures have been excerpted and reformatted for this document.
Code and Legal References have been removed. For access to documents in their original and approved form please contact the Risk Management Office.)

Action Plan

This action plan was developed and updated by our SSC/Safety Committee through a comprehensive review of date from multiple sources.

- Suspensions
- Expulsions
- Chronic Absences
- Law Enforcement Calls for Service at Site
- Community Crime Data

Areas of Pride/Accomplishments*

- Our staff is well-versed in the California State Standards and aligned instructional practices across grade levels.
- All students receive consistent instruction in English Language Arts, mathematics, science, and social science, as well as physical education and the arts.
- Students in grades 4–5 participate in specialized music programming (band, strings, and theater arts); TK–3 students receive regular PE and art instruction.
- Continued growth in academic achievement across multiple grade levels and content areas.
- Daily Behavior Huddles to proactively address student needs and trends.
- Weekly Attendance Huddles focused on early intervention, family outreach, and student belonging.
- Ongoing implementation of MTSS with a weekly multidisciplinary team analyzing academic and behavioral data to provide tiered supports.
- Bi-weekly Special Education team meetings to analyze progress monitoring data and adjust Tier 3 supports.
- Monthly Site Leadership Team meetings to review schoolwide data and strengthen Tier 1 systems.
- Continued employment of key student support positions, including:

CARE Specialist

Restorative Practices Support Specialist (RPSS)

Behavior Support Assistant (BSA)

Full-time School Psychologist

Full-time BCBA

Community Schools Liaison

- Continued implementation and refinement of the Therapeutic Support Classroom (TSC) to meet the needs of students with significant behavioral challenges.

- Expansion of restorative practices and alternatives to suspension, resulting in improved problem-solving skills among students.
- Explicit teaching and reinforcement of schoolwide behavioral expectations aligned to ROAR (Respect, Ownership, Act Kindly, Ready to Learn).
- Promotion of a safe, respectful, responsible, and inclusive learning environment where students feel connected and supported.
- Increased staff training in PBIS, trauma-informed practices, and de-escalation strategies.
- Regularly scheduled safety drills and campus safety procedures.
- Increased collaboration with families and community partners through Community Schools initiatives.
- Closed Campus
- Implementation of Second Step curriculum
- Exanded Learning Program serving many or our families until 6PM daily

These efforts have contributed to improved consistency in behavior expectations, stronger adult-student relationships, and more coordinated systems of academic and social-emotional support

Findings & Desired Improvements*

- Ongoing planning and targeted supports to further reduce student suspensions, particularly repeat incidents and disproportionality.
- Continued efforts to improve overall attendance and reduce chronic absenteeism through early intervention, family engagement, and student connection to school.
- Continued focus on increasing student academic achievement through strong Tier 1 instruction and timely Tier 2 and Tier 3 supports.

Priorities/Goals for Safe and Orderly Environment*

- Reduce overall student suspensions by at least 20% from the 2024–2025 baseline by June 2026 through expanded restorative practices, Tier 2/3 behavioral supports, and consistent implementation of PBIS expectations schoolwide.

- Decrease the percentage of students identified as chronically absent by at least 5% by the end of the 2025–2026 school year through early intervention systems, weekly attendance team meetings, family outreach, and Community Schools supports.

- Increase the percentage of students meeting or exceeding grade-level standards in ELA and Math by at least 5% as measured by CAASPP and local benchmark data by strengthening Tier 1 instruction and MTSS academic supports

Overall Strategies for the 2025-2026 School Year are:

Component 1 People and Programs (School Climate)

Goal Statement
All students will learn in a safe, supportive, and culturally responsive environment where students, families, and community members are valued, connected, and engaged.

Action
Lafayette Elementary School will provide all students with a safe and supportive learning environment by:

- Strengthening implementation of PBIS/ROAR expectations across all campus settings with consistent staff training and student instruction.

- Expanding restorative practices and alternatives to suspension, including continued use and refinement of the Paws & Reflect in-school support room.

- Maintaining and strengthening the Therapeutic Support Classroom (TSC) program to serve students with intensive behavioral needs.

- Continuing daily Behavior Huddles and daily Attendance Huddles to proactively address emerging concerns.

- Holding weekly MTSS meetings to monitor academic and behavioral data and adjust Tier 2 and Tier 3 supports.

- Conducting bi-weekly Special Education team meetings focused on progress monitoring and individualized interventions.

- Supporting student mental health through continued employment of:

CARE Specialist

Restorative Practices Support Specialist

Behavior Support Assistant

Full-time School Psychologist

BCBA

School Attendance Clerk

- Expanding Community Schools partnerships to increase access to counseling, family resources, and community-based supports.
- Increasing family engagement through workshops, school events, regular communication, and attendance support meetings.
- Providing ongoing professional development for staff in:
- PBIS implementation
- Trauma-informed practices
- De-escalation strategies
- Restorative conversations
- Conducting regularly scheduled safety drills and reviewing procedures with staff and students.
- Holding monthly monitor meetings to strengthen supervision, consistency, and student support during unstructured times.
- Maintaining a monthly leadership team structure to review schoolwide data, refine Tier 1 supports, and share priorities with staff

Component 2 Places (Physical Environment)

Goal Statement:
All students will demonstrate high academic achievement and college and career readiness in clean and modernized schools.

Action:
To establish and maintain a safe and attractive physical environment for student, staff, and family access and use, Lafayette Elementary School will:

- Increase active staff supervision during unstructured times, including recess, lunch, arrival, and dismissal.
- Conduct regularly scheduled safety drills (fire, earthquake, lockdown, shelter-in-place, and evacuation) and review procedures with staff and students.
- Maintain a closed campus during school hours with controlled access points.
- Complete daily campus safety checks by the custodian each morning and promptly address hazards or maintenance concerns.
- Continue monthly Walking Wednesdays / Street Safety practices to reinforce safe arrival and dismissal procedures.

- Maintain emergency supply buckets/backpacks and classroom emergency folders in all instructional spaces.
- Maintain a trained group of CPI-certified staff members to support student safety and crisis response.
- Utilize campus security cameras and expand coverage as needed to increase student and staff safety.
- Require visible staff identification badges for all employees and regular adult volunteers.
- Maintain clear campus signage to support wayfinding, visitor procedures, and emergency awareness.
- Maintain and monitor the Paws & Reflect room as part of the school's in-school support system.
- Clearly define and communicate student boundaries and the campus behavior matrix aligned to PBIS/ROAR expectations.
- Post and reinforce clear behavioral expectations for all areas of campus (classrooms, hallways, playground, cafeteria, arrival/dismissal).
- Provide additional supervision during high-traffic times, particularly morning arrival and afternoon dismissal.
- Utilize PBIS strategies to support and maintain a safe, caring learning environment where students, staff, and families experience a strong sense of belonging.
- Maintain a leadership team that meets monthly to review safety procedures, supervision plans, PBIS data, and campus needs, and communicates updates to staff.

Policies and Procedures for Positive School Climate

Section 3 – Data Analysis

School Performance Overview Dashboard

Student Population

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

This section provides information about the school's student population.

2024-25 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
324	**73.1%**	**23.8%**	**1.5%**
Total Number of Students enrolled in Lafayette Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	77	23.8%
Foster Youth	5	1.5%
Homeless	36	11.1%
Socioeconomically Disadvantaged	237	73.1%
Students with Disabilities	69	21.3%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	5	1.5%
American Indian	15	4.6%
Asian	36	11.1%
Filipino	1	0.3%
Hispanic	106	32.7%
Two or More Races	43	13.3%
Pacific Islander	5	1.5%
White	113	34.9%

School and Student Performance Data

Overall Performance

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”


Red

Lowest Performance


Orange


Yellow


Green


Blue

Highest Performance

2025 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Orange	**Graduation Rate**	**Suspension Rate**  Yellow
Mathematics  Orange	**Chronic Absenteeism**  Yellow	
English Learner Progress  Yellow		
College/Career		

School and Student Performance Data

Academic Performance
English Language Arts

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Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	2	2	0	0

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Orange	 No Performance Color	
52.6 points below standard	60.2 points below standard	
Maintained -1.3 points	Increased 26.4 points	
126 Students	35 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Yellow
Fewer than 11 students - No Data for Privacy	83.4 points below standard	50.6 points below standard
2 Students	13 Students	Increased 3.3 points
		110 Students

Students with Disabilities	African American	American Indian
 Orange	 No Performance Color	 No Performance Color
85.4 points below standard	Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy
Increased 26.8 points	3 Students	6 Students
30 Students		

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Yellow
74.4 points below standard	0 Students	50.8 points below standard
Declined 16.3 points		Increased 18 points
12 Students		38 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Orange
19.2 points below standard	Fewer than 11 students - No Data for Privacy	53.9 points below standard
Increased 19 points	4 Students	Declined 6 points
13 Students		50 Students

School and Student Performance Data

Academic Performance
Mathematics

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Mathematics Equity Report

Red	Orange	Yellow	Green	Blue
1	3	0	0	0

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2025 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Orange	 No Performance Color	
74.3 points below standard	69.7 points below standard	
Declined 20.7 points	Maintained 2.4 points	
126 Students	35 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Orange
Fewer than 11 students - No Data for Privacy	80.8 points below standard	70.1 points below standard
2 Students	13 Students	Declined 19.5 points
		110 Students

Students with Disabilities	African American	American Indian
 Red 127.6 points below standard Declined 4.1 points 30 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 6 Students
Asian	**Filipino**	**Hispanic**
 No Performance Color 79.8 points below standard Declined 38.4 points 12 Students	 No Performance Color 0 Students	 Orange 67.9 points below standard Declined 15 points 38 Students
Two or More Races	**Pacific Islander**	**White**
 No Performance Color 42.7 points below standard Increased 8.2 points 13 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	 Orange 84.8 points below standard Declined 19.4 points 50 Students

School and Student Performance Data

Academic Performance
Science

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Science Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	0

This section provides a view of how well students are meeting grade-level standards on the Science assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2025 Fall Dashboard Science Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
No Performance Color	No Performance Color	No Performance Color
50.8 science points	49.3 science points	0 Students
Increased 3.8 points	11 Students	
42 Students		

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	No Performance Color
0 Students	Fewer than 11 students - No Data for Privacy	50.7 science points
	2 Students	Increased 2.9 points
		34 Students

Students with Disabilities	African American	American Indian
 No Performance Color Fewer than 11 students - No Data for Privacy 10 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	 No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Asian	**Filipino**	**Hispanic**
 No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	 No Performance Color 0 Students	 No Performance Color 50.8 science points 13 Students
Two or More Races	**Pacific Islander**	**White**
 No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	 No Performance Color 54.3 science points Increased 15.9 points 17 Students

School and Student Performance Data

Academic Performance
English Learner Progress

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2025 Fall Dashboard English Learner Progress Indicator

English Learner Progress	Long-Term English Learner Progress
	
Yellow	No Performance Color
55.2 making progress.	making progress.
Number Students: 58 Students	Number Students: 0 Students

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2025 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
15.5%	29.3%	8.6%	46.6%

School and Student Performance Data

Academic Performance
College/Career Report

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

Explore information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2025 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue
2	3	3	0	0

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Yellow	 Yellow	
30.8% Chronically Absent	13.9% Chronically Absent	
Declined 6.2	Declined 11.7	
338 Students	79 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 Orange	 Yellow
Fewer than 11 students - No Data for Privacy	51.9% Chronically Absent	32% Chronically Absent
8 Students	Declined 13.4	Declined 7.2
	54 Students	297 Students

Students with Disabilities	African American	American Indian
 Orange	 No Performance Color	 No Performance Color
30.4% Chronically Absent	Fewer than 11 students - No Data for Privacy	6.3% Chronically Absent
Declined 4.2	5 Students	Declined 37.5
79 Students		16 Students

Asian	Filipino	Hispanic
 Yellow	 No Performance Color	 Red
13.9% Chronically Absent	Fewer than 11 students - No Data for Privacy	36.6% Chronically Absent
Declined 4.7	1 Student	Maintained 0.2
36 Students		112 Students

Two or More Races	Pacific Islander	White
 Orange	 No Performance Color	 Red
37% Chronically Absent	Fewer than 11 students - No Data for Privacy	32.5% Chronically Absent
Declined 22.6	5 Students	Increased 0.6
46 Students		117 Students

School and Student Performance Data

Academic Engagement
Graduation Rate

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2025 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

School and Student Performance Data

Conditions & Climate
Suspension Rate

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
2	3	3	0	0

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2025 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Yellow	 Yellow	
4.3% suspended at least one day	1.2% suspended at least one day	
Declined 1.3%	Maintained 0.1%	
351 Students	82 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 Red	 Yellow
Fewer than 11 students - No Data for Privacy	10.7% suspended at least one day	4.2% suspended at least one day
9 Students	Increased 2.7%	Declined 0.9%
	56 Students	309 Students

Students with Disabilities	African American	American Indian
 Red	 No Performance Color	 No Performance Color
11% suspended at least one day	Fewer than 11 students - No Data for Privacy	5.9% suspended at least one day
Increased 3.6%	5 Students	Declined 12.9%
82 Students		17 Students

Asian	Filipino	Hispanic
 Orange	 No Performance Color	 Orange
2.8% suspended at least one day	Fewer than 11 students - No Data for Privacy	3.3% suspended at least one day
Increased 0.5%	1 Student	Increased 1.4%
36 Students		122 Students

Two or More Races	Pacific Islander	White
 Yellow	 No Performance Color	 Orange
4.3% suspended at least one day	Fewer than 11 students - No Data for Privacy	5.1% suspended at least one day
Declined 8.2%	5 Students	Maintained 0%
47 Students		118 Students

Section 4 – Policies and Procedures

(Policies and Procedures have been excerpted and reformatted for this document.
Code and Legal References have been removed. For access to documents in their original and approved form please contact the Risk Management Office.)

Child Abuse Prevention and Reporting – BP/AR 5141.4

Original Adopted Date: 12/10/2015 | Last Revised Date: 12/11/2025 | Last Reviewed Date: 12/11/2025Status: ADOPTED

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

The Superintendent or designee may provide a student who is a victim of abuse with school-based mental health services or other support services and/or may refer the student to resources available within the community as needed.

Child Abuse Prevention

The district's instructional program may provide age-appropriate and culturally sensitive child abuse prevention curriculum which explains students' right to live free of abuse, includes instruction in the skills and techniques needed to identify unsafe situations and react appropriately and promptly, informs students of available support resources, and teaches students how to obtain help and disclose incidents of abuse.

The district's program also may include age-appropriate instruction in sexual abuse and sexual assault awareness and prevention. Upon written request of a student's parent/guardian, the student shall be excused from taking such instruction. (Education Code 51900.6)

The Superintendent or designee may display posters, in areas on campus where students frequently congregate, notifying students of the appropriate telephone number to call to report child abuse or neglect. (Education Code 33133.5)

In addition, student identification cards for students in grades 7-12 shall include the National Domestic Violence Hotline telephone number. (Education Code 215.5)

The Superintendent or designee shall, to the extent feasible, seek to incorporate community resources into the district's child abuse prevention programs and may use these resources to provide parents/guardians with instruction in parenting skills and child abuse prevention.

Child Abuse Reporting

The Superintendent or designee shall establish procedures for the identification and reporting of known and suspected child abuse and neglect in accordance with law.

Procedures for reporting child abuse, as specified in Penal Code 11164-11174.3, shall be included in the district and/or school comprehensive safety plan. (Education Code 32282)

District employees who are mandated reporters, as defined by law and administrative regulation, are obligated to report all known or suspected incidents of child abuse and neglect.

The Superintendent or designee shall provide training regarding the duties of mandated reporters as required by law and as specified in the accompanying administrative regulation. (Education Code 44691; Penal Code 11165.7)

A/R

Original Adopted Date: 09/08/2016 | Last Revised Date: 12/11/2025 | Last Reviewed Date: 12/11/2025Status: ADOPTED

Definitions

Child abuse or neglect includes the following: (Penal Code 11165.5, 11165.6)
A physical injury or death inflicted by other than accidental means on a child by another person

Sexual abuse of a child, including sexual assault or sexual exploitation, as defined in Penal Code 11165.1

Neglect of a child as defined in Penal Code 11165.2

Willful harming or injuring of a child or the endangering of the person or health of a child as defined in Penal Code 11165.3

Unlawful corporal punishment or injury as defined in Penal Code 11165.4
Child abuse or neglect does not include:
A mutual affray between minors (Penal Code 11165.6)

An injury caused by reasonable and necessary force used by a peace officer acting within the course and scope of employment (Penal Code 11165.5, 11165.6)

An injury resulting from the exercise by a teacher, vice principal, principal, or other certificated employee of the same degree of physical control over a student that a parent/guardian would be legally privileged to exercise, not exceeding the amount of physical control reasonably necessary to maintain order, protect property, protect the health and safety of students, or maintain proper and appropriate conditions conducive to learning (Education Code 44807)

An injury caused by a district employee's use of force that is reasonable and necessary to quell a disturbance threatening physical injury to persons or damage to property, for purposes of self-defense, or to obtain weapons or other dangerous objects within the control of a student (Education Code 49001)

Physical pain or discomfort caused by athletic competition or other such recreational activity voluntarily engaged in by a student (Education Code 49001)
Additionally, general neglect does not include: (Penal Code 11165.2)
A parent/guardian's economic disadvantage

A child receiving treatment by spiritual means pursuant to Welfare and Institutions Code 16509.1, or not receiving specified medical treatment for religious reasons
Mandated reporters include, but are not limited to, teachers; instructional aides; teacher's aides or assistants; classified employees; certificated pupil personnel employees; administrative officers or supervisors of child attendance; athletic coaches, administrators, and directors; licensees, administrators, and employees of a licensed child day care facility; Head Start program teachers; district police or security officers; licensed nurses or health care providers; and administrators, presenters, and counselors of a child abuse prevention program. (Penal Code 11165.7)

Reasonable suspicion means that it is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing when appropriate on the person's training and experience, to suspect child abuse or neglect. However, reasonable suspicion does not require certainty that child abuse or neglect has occurred nor does it require a specific medical indication of child abuse or neglect. (Penal Code 11166)

Reportable Offenses

Using the procedures provided below, a mandated reporter shall make a report whenever the mandated reporter, while acting in a professional capacity or within the scope of employment, has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect. (Penal Code 11166)

Any mandated reporter who has knowledge of or who reasonably suspects that a child is suffering serious emotional damage or is at a substantial risk of suffering serious emotional damage, based on evidence of severe anxiety, depression, withdrawal, or untoward aggressive behavior toward self or others, may make a report to the appropriate agency. (Penal Code 11165.9, 11166.05, 11167)

Any district employee who reasonably believes to have observed the commission of a murder, rape, or lewd or lascivious act by use of force, violence, duress, menace, or fear of immediate and unlawful bodily injury against a victim who is a child under 14 years of age shall notify a peace officer. (Penal Code 152.3)

The fact that a child is experiencing homelessness or is classified as an unaccompanied minor, as defined in the federal McKinney-Vento Homeless Assistance Act (42 USC 11434a), is not, in and of itself, a sufficient basis for reporting child abuse or neglect. (Penal Code 11165.15)

Responsibility for Reporting

The reporting duties of mandated reporters are individual and cannot be delegated to another person. (Penal Code 11166)

When two or more mandated reporters jointly have knowledge of a known or suspected instance of child abuse or neglect, the report may be made by a member of the team selected by mutual agreement and a single report may be made and signed by the selected member of the reporting team. Any member who has knowledge that the member designated to report has failed to do so shall thereafter make the report. (Penal Code 11166)

No supervisor or administrator shall impede or inhibit a mandated reporter from making a report. (Penal Code 11166)

Any person not identified as a mandated reporter who has knowledge of or observes a child whom the person knows or reasonably suspects has been a victim of child abuse or neglect may report the known or suspected instance of child abuse or neglect to the appropriate agency. (Penal Code 11166)

Reporting Procedures
Initial Telephone Report

Immediately or as soon as practicable after knowing or observing suspected child abuse or neglect, a mandated reporter shall make an initial report by telephone to any police department (excluding a district police/security department), sheriff's department, county probation department if designated by the county to receive such reports, or county welfare department. (Penal Code 11165.9, 11166)

Such reports shall be made to the following agency(ies):

Child Welfare Services - 2440 Sixth Street, Eureka, CA 95501 / Telepone: 707-445-6180

When the initial telephone report is made, the mandated reporter shall note the name of the official contacted, the date and time contacted, and any instructions or advice received.

Written Report

Within 36 hours of knowing or observing the information concerning the incident, the mandated reporter shall prepare and either send, fax, or electronically transmit to the appropriate agency a written follow-up report, which includes a completed California Department of Justice (DOJ) form (BCIA 8572). (Penal Code 11166, 11168)

The DOJ form may be obtained from the district office or other appropriate agencies, such as the police department, sheriff's department, or county probation or welfare department.

Reports of suspected child abuse or neglect shall include, if known: (Penal Code 11167)

The name, business address, and telephone number of the person making the report and the capacity that makes the person a mandated reporter

The child's name and address, present location, and, where applicable, school, grade, and class

The names, addresses, and telephone numbers of the child's parents/guardians

The name, address, telephone number, and other relevant personal information about the person(s) who might have abused or neglected the child

The information that gave rise to the reasonable suspicion of child abuse or neglect and the source(s) of that information
The mandated reporter shall make a report even if some of this information is not known or is uncertain to the mandated reporter. (Penal Code 11167)

The mandated reporter may give to an investigator from an agency investigating the case, including a licensing agency, any information relevant to an incident of child abuse or neglect or to a report made for serious emotional damage pursuant to Penal Code 11166.05. (Penal Code 11167)

3. Internal Reporting

The mandated reporter shall not be required to disclose the mandated reporter's identity to a supervisor, the principal, or the Superintendent or designee. (Penal Code 11166)

However, employees reporting child abuse or neglect to an appropriate agency are encouraged, but not required, to notify the principal as soon as possible after the initial telephone report to the appropriate agency. When so notified, the principal shall inform the Superintendent or designee.

The principal so notified shall provide the mandated reporter with any assistance necessary to ensure that reporting procedures are carried out in accordance with law, Board policy, and administrative regulation. At the mandated reporter's request, the principal may assist in completing and filing the necessary forms.

Reporting the information to an employer, supervisor, principal, school counselor, co-worker, or other person shall not be a substitute for making a mandated report to the appropriate agency. (Penal Code 11166)

Training

Within the first six weeks of each school year, or within the first six weeks of employment if hired during the school year, the Superintendent or designee shall provide training on mandated reporting requirements to district employees and persons working on their behalf who are mandated reporters. (Education Code 44691; Penal Code 11165.7)

The Superintendent or designee shall use the online training module provided by the California Department of Social Services (CDSS). (Education Code 44691)

The training shall include, but not necessarily be limited to, training in identification and reporting of child abuse and neglect. Additionally, the training shall include information that failure to report an incident of known or reasonably suspected child abuse or neglect as required by law is a misdemeanor punishable by imprisonment and/or a fine as specified. (Education Code 44691; Penal Code 11165.7)

In addition, the Superintendent or designee shall provide annual training on the prevention of abuse, including sexual abuse, of children on district property, by district staff, or in district-sponsored programs. (Education Code 44691)

The Superintendent or designee shall obtain and retain proof of each mandated reporter's completion of the training. (Education Code 44691)

Victim Interviews by Social Services

Whenever CDSS or another government agency is investigating suspected child abuse or neglect that occurred within the child's home or out-of-home care facility, the student may be interviewed by an agency representative during school hours, on school premises. The Superintendent or designee shall give the student the choice of being interviewed in private or in the presence of any adult school employee or volunteer aide selected by the student. (Penal Code 11174.3)

A staff member or volunteer aide selected by a child may decline to be present at the interview. If the selected person accepts, the principal or designee shall inform the person of the following requirements prior to the interview: (Penal Code 11174.3)
The purpose of the selected person's presence at the interview is to lend support to the child and enable the child to be as comfortable as possible

The selected person shall not participate in the interview

The selected person shall not discuss the facts or circumstances of the case with the child

The selected person is subject to the confidentiality requirements of the Child Abuse and Neglect Reporting Act, a violation of which is punishable as specified in Penal Code 11167.5
If a staff member agrees to be present, the interview shall be held at a time during school hours when it does not involve an expense to the school. (Penal Code 11174.3)

Release of Child to Peace Officer

When a child is released to a peace officer and taken into custody as a victim of suspected child abuse or neglect, the Superintendent or designee and/or principal shall not notify the parent/guardian, but rather shall provide the peace officer with the address and telephone number of the child's parent/guardian. (Education Code 48906)

Parent/Guardian Complaints

Upon request, the Superintendent or designee shall provide parents/guardians with procedures for reporting suspected child abuse occurring on district property to appropriate agencies. For parents/guardians whose primary language is not English, such procedures shall be in their primary language and, when communicating orally regarding those guidelines and/or procedures, an interpreter shall be provided.

To file a complaint against a district employee or other person suspected of child abuse or neglect on district property, parents/guardians may file a report by telephone, in person, or in writing with any appropriate agency identified above under "Reporting Procedures." If a parent/guardian makes a complaint about an employee to any other employee, the employee receiving the information shall notify the parent/guardian of procedures for filing a complaint with the appropriate agency. The employee shall also file a report when obligated to do so pursuant to Penal Code 11166 using the procedures described above for mandated reporters.

In addition, if the child is enrolled in special education, a separate complaint may be filed with the California Department of Education pursuant to 5 CCR 3200-3205.

Notifications

The Superintendent or designee shall provide to all new employees who are mandated reporters a statement that informs them of their status as mandated reporters, their reporting obligations under Penal Code 11166, and their confidentiality rights under Penal Code 11167. Additionally, the district shall provide these new employees with a copy of Penal Code 11165.7, 11166, and 11167. (Penal Code 11165.7, 11166.5)

Before beginning employment, any person who will be a mandated reporter by virtue of the person's position shall sign a statement indicating knowledge of the reporting obligations under Penal Code 11166 and compliance with such provisions. The signed statement shall be retained by the Superintendent or designee. (Penal Code 11166.5)

Employees who work with dependent adults shall be notified of legal responsibilities and reporting procedures pursuant to Welfare and Institutions Code 15630-15637.

The Superintendent or designee also shall notify all employees that:
A mandated reporter who reports a known or suspected instance of child abuse or neglect shall not be held civilly or criminally liable for making a report and this immunity shall apply even if the mandated reporter acquired the knowledge or reasonable suspicion of child abuse or neglect outside of the mandated reporter's professional capacity or outside the scope of employment (Penal Code 11172)

Any other person making a report shall not incur civil or criminal liability unless it can be proven that the person knowingly made a false report or made a report with reckless disregard of the truth or falsity of the report. (Penal Code 11172)

If a mandated reporter fails to timely report an incident of known or reasonably suspected child abuse or neglect, the mandated reporter may be guilty of a crime punishable by a fine and/or imprisonment (Penal Code 11166)
No employee shall be subject to any sanction by the district for making a report unless it can be shown that the employee knowingly made a false report or made a report with reckless disregard of the truth or falsity of the report. (Penal Code 11166, 11172)

Suspected Child Abuse Report Form (BCIA 8572)

STATE OF CALIFORNIA
BCIA 8572
(Rev. 04/2017)

DEPARTMENT OF JUSTICE

SUSPECTED CHILD ABUSE REPORT
(Pursuant to Penal Code section 11166)

Print Form | Clear Form

To Be Completed by Mandated Child Abuse Reporters
PLEASE PRINT OR TYPE

CASE NAME: _____
CASE NUMBER: _____

A. REPORTING PARTY

NAME OF MANDATED REPORTER	TITLE	MANDATED REPORTER CATEGORY
REPORTER'S BUSINESS/AGENCY NAME AND ADDRESS Street City Zip		DID MANDATED REPORTER WITNESS THE INCIDENT? ☐ YES ☐ NO
REPORTER'S TELEPHONE (DAYTIME)	SIGNATURE	TODAY'S DATE

B. REPORT NOTIFICATION

☐ LAW ENFORCEMENT ☐ COUNTY PROBATION ☐ COUNTY WELFARE / CPS (Child Protective Services) — AGENCY

ADDRESS Street City Zip	DATE/TIME OF PHONE CALL
OFFICIAL CONTACTED - NAME AND TITLE	TELEPHONE

C. VICTIM (One report per victim)

NAME (LAST, FIRST, MIDDLE)	BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY
ADDRESS Street City Zip			TELEPHONE
PRESENT LOCATION OF VICTIM	SCHOOL	CLASS	GRADE
PHYSICALLY DISABLED? ☐ YES ☐ NO	DEVELOPMENTALLY DISABLED? ☐ YES ☐ NO	OTHER DISABILITY (SPECIFY)	PRIMARY LANGUAGE SPOKEN IN HOME

IN FOSTER CARE? ☐ YES ☐ NO

IF VICTIM WAS IN OUT-OF-HOME CARE AT TIME OF INCIDENT, CHECK TYPE OF CARE: ☐ DAY CARE ☐ CHILD CARE CENTER ☐ FOSTER FAMILY HOME ☐ FAMILY FRIEND ☐ GROUP HOME OR INSTITUTION ☐ RELATIVE'S HOME

TYPE OF ABUSE *(CHECK ONE OR MORE)*: ☐ PHYSICAL ☐ MENTAL ☐ SEXUAL ☐ NEGLECT ☐ OTHER (SPECIFY) _____

RELATIONSHIP TO SUSPECT	PHOTOS TAKEN? ☐ YES ☐ NO	DID THE INCIDENT RESULT IN THIS VICTIM'S DEATH? ☐ YES ☐ NO ☐ UNK

D. INVOLVED PARTIES

VICTIM'S SIBLINGS

NAME	BIRTHDATE	SEX	ETHNICITY	NAME	BIRTHDATE	SEX	ETHNICITY
1.				3.			
2.				4.			

VICTIM'S PARENTS/GUARDIANS

NAME (LAST, FIRST, MIDDLE)	BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY
ADDRESS Street City Zip	HOME PHONE		BUSINESS PHONE
NAME (LAST, FIRST, MIDDLE)	BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY
ADDRESS Street City Zip	HOME PHONE		BUSINESS PHONE

SUSPECT

SUSPECT'S NAME (LAST, FIRST, MIDDLE)	BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY
ADDRESS Street City Zip			TELEPHONE
OTHER RELEVANT INFORMATION			

E. INCIDENT INFORMATION

IF NECESSARY, ATTACH EXTRA SHEET(S) OR OTHER FORM(S) AND CHECK THIS BOX ☐ IF MULTIPLE VICTIMS, INDICATE NUMBER: _____

DATE/TIME OF INCIDENT	PLACE OF INCIDENT

NARRATIVE DESCRIPTION (What victim(s) said/what the mandated reporter observed/what person accompanying the victim(s) said/similar or past incident's involving the victim(s) or suspect)

DO NOT submit a copy of this form to the Department of Justice (DOJ). The investigating agency is required under Penal Code section 11169 to submit to DOJ a Child Abuse or Severe Neglect Indexing Form BCIA 8583 if (1) an active investigation was conducted and (2) the incident was determined to be substantiated.

SUSPECTED CHILD ABUSE REPORT
(Pursuant to Penal Code section 11166)

DEFINITIONS AND GENERAL INSTRUCTIONS FOR COMPLETION OF FORM BCIA 8572

All Penal Code (PC) references are located in Article 2.5 of the California PC. This article is known as the Child Abuse and Neglect Reporting Act (CANRA). The provisions of CANRA may be viewed at: http://leginfo.legislature.ca.gov/faces/codes.xhtml (specify "Penal Code" and search for sections 11164-11174.3). A mandated reporter must complete and submit form BCIA 8572 even if some of the requested information is not known. (PC section 11167(a).)

I. MANDATED CHILD ABUSE REPORTERS

Mandated child abuse reporters include all those individuals and entities listed in PC section 11165.7.

II. TO WHOM REPORTS ARE TO BE MADE ("DESIGNATED AGENCIES")

Reports of suspected child abuse or neglect shall be made by mandated reporters to any police department or sheriff's department (not including a school district police or security department), the county probation department (if designated by the county to receive mandated reports), or the county welfare department. (PC section 11165.9.)

III. REPORTING RESPONSIBILITIES

Any mandated reporter who has knowledge of or observes a child, in his or her professional capacity or within the scope of his or her employment, whom he or she knows or reasonably suspects has been the victim of child abuse or neglect shall report such suspected incident of abuse or neglect to a designated agency immediately or as soon as practically possible by telephone and shall prepare and send a written report thereof ***within 36 hours*** of receiving the information concerning the incident. (PC section 11166(a).)

No mandated reporter who reports a suspected incident of child abuse or neglect shall be held civilly or criminally liable for any report required or authorized by CANRA. Any other person reporting a known or suspected incident of child abuse or neglect shall not incur civil or criminal liability as a result of any report authorized by CANRA unless it can be proven the report was false and the person knew it was false or made the report with reckless disregard of its truth or falsity. (PC section 11172(a).)

IV. INSTRUCTIONS

SECTION A – REPORTING PARTY: Enter the mandated reporter's name, title, category (from PC section 11165.7), business/agency name and address, daytime telephone number, and today's date. Check yes/no whether the mandated reporter witnessed the incident. The signature area is for either the mandated reporter or, if the report is telephoned in by the mandated reporter, the person taking the telephoned report.

IV. INSTRUCTIONS (*continued*)

SECTION B – REPORT NOTIFICATION: Complete the name and address of the designated agency notified, the date/time of the phone call, and the name, title, and telephone number of the official contacted.

SECTION C – VICTIM (One Report per Victim): Enter the victim's name, birthdate or approximate age, sex, ethnicity, address, telephone number, present location, and, where applicable, enter the school, class (indicate the teacher's name or room number), and grade. List the primary language spoken in the victim's home. Check the appropriate yes/no box to indicate whether the victim may have a developmental disability or physical disability and specify any other apparent disability. Check the appropriate yes/no box to indicate whether the victim is in foster care, and check the appropriate box to indicate the type of care if the victim was in out-of-home care. Check the appropriate box to indicate the type of abuse. List the victim's relationship to the suspect. Check the appropriate yes/no box to indicate whether photos of the injuries were taken. Check the appropriate box to indicate whether the incident resulted in the victim's death.

SECTION D – INVOLVED PARTIES: Enter the requested information for Victim's Siblings, Victim's Parents/Guardians, and Suspect. Attach extra sheet(s) if needed (provide the requested information for each individual on the attached sheet(s)).

SECTION E – INCIDENT INFORMATION: If multiple victims, indicate the number and submit a form for each victim. Enter date/time and place of the incident. Provide a narrative of the incident. Attach extra sheet(s) if needed.

V. DISTRIBUTION

Reporting Party: After completing form BCIA 8572, retain a copy for your records and submit copies to the designated agency.

Designated Agency: ***Within 36 hours*** of receipt of form BCIA 8572, the initial designated agency will send a copy of the completed form to the district attorney and any additional designated agencies in compliance with PC sections 11166(j) and 11166(k).

ETHNICITY CODES

1 Alaskan Native	6 Caribbean	11 Guamanian	16 Korean	22 Polynesian	27 White-Armenian
2 American Indian	7 Central American	12 Hawaiian	17 Laotian	23 Samoan	28 White-Central American
3 Asian Indian	8 Chinese	13 Hispanic	18 Mexican	24 South American	29 White-European
4 Black	9 Ethiopian	14 Hmong	19 Other Asian	25 Vietnamese	30 White-Middle Eastern
5 Cambodian	10 Filipino	15 Japanese	21 Other Pacific Islander	26 White	31 White-Romanian

Discipline – BP/AR 5144

Original Adopted Date: 05/21/2019 | Last Revised Date: 09/12/2024 | Last Reviewed Date: 09/12/2024Status: ADOPTED

The Governing Board is committed to providing a safe, supportive, and positive school environment which is conducive to student learning and achievement and desires to prepare students for responsible citizenship by fostering self-discipline and personal responsibility. The Board believes that high expectations for student behavior, use of effective school and classroom management strategies, provision of appropriate intervention and support, and parent/guardian involvement can minimize the need for disciplinary measures that exclude students from instruction as a means for correcting student misbehavior.

The Superintendent or designee shall develop effective, age-appropriate strategies for maintaining a positive school climate and responding appropriately to student misbehavior at district schools. The strategies shall focus on providing students with needed supports; communicating clear, appropriate, and consistent expectations and consequences for student conduct; and ensuring equity and continuous improvement in the implementation of district discipline policies and practices.

In addition, the Superintendent or designee's strategies for responding to student misconduct shall reflect the Board's preference for the use of positive interventions and alternative disciplinary measures over exclusionary discipline measures.

Disciplinary measures that may result in loss of instructional time or cause students to be disengaged from school, such as detention, suspension, and expulsion, shall be imposed only when required or permitted by law or when other means of correction have been documented to have failed. (Education Code 48900.5)

School personnel and volunteers shall not allow any disciplinary action taken against a student to result in the denial or delay of a school meal. (Education Code 49557.5)

A student shall not be denied recess unless the student's participation poses an immediate threat to the physical safety of the student or to the physical safety of one or more of the student's peers. If, due to such immediate threat, a student is denied recess, staff shall make all reasonable efforts to resolve the threat and minimize the student's exclusion from recess, to the greatest extent practicable. (Education Code 49056)

Seclusion and behavioral restraint are prohibited as a means of discipline and shall not be used to correct student behavior except as permitted pursuant to Education Code 49005.4 and in accordance with district regulations. (Education Code 49005.2)

The Superintendent or designee shall create a model discipline matrix that lists violations and the consequences for each as allowed by law.

The principal or designee at each school may develop disciplinary rules to meet the school's particular needs consistent with law, Board policy, and administrative regulations. The Board, at an open meeting, may review the approved school discipline rules for consistency with Board policy and state law. Site-level disciplinary rules shall be included in the district's comprehensive safety plan. (Education Code 32282, 35291.5)

At all times, the safety of students and staff, providing interventions and supports to students, as well as the maintenance of an orderly school environment, shall be priorities in determining appropriate discipline. When misconduct occurs, staff shall attempt to identify the causes of the student's behavior and implement appropriate support and/or discipline. When choosing between different disciplinary strategies, staff shall consider the effect of each option on the student's health, well-being, and opportunity to learn.

Staff shall enforce disciplinary rules fairly, consistently, and in accordance with the district's nondiscrimination policies.

The Superintendent or designee shall provide professional development as necessary to assist staff in developing the skills needed to effectively and equitably implement the disciplinary strategies adopted for district schools, including, but not limited to, knowledge of school and classroom management skills and their consistent application, effective accountability and positive intervention techniques, and the tools to form strong, cooperative relationships with parents/guardians.

District goals for improving school climate, based on suspension and expulsion rates, surveys of students, staff, and parents/guardians regarding their sense of school safety and connectedness to the school community, and other local measures, shall be included in the district's local control and accountability plan, as required by law.

At the beginning of each school year, the Superintendent or designee may report to the Board regarding disciplinary strategies used in district schools in the immediately preceding school year and their effect on student learning.

A/R

Original Adopted Date: 05/21/2019 | Last Revised Date: 09/12/2024 | Last Reviewed Date: 09/12/2024Status: ADOPTED

Site-Level Rules

Site-level rules shall be consistent with state law and Board policies and administrative regulations. In developing site-level disciplinary rules, the principal or designee shall solicit the participation, views, and advice of one representative selected by each of the following groups: (Education Code 35291.5)
Parents/guardians

Teachers

School administrators

School security personnel, if any

Students in grades seven through twelve
Annually, site-level discipline rules shall be reviewed and, if necessary, updated to align with any changes in state law, district discipline policies and regulations, and/or goals for school safety and climate as specified in the district's local control and accountability plan. A copy of the rules shall be filed with the Superintendent or designee for inclusion in the comprehensive safety plan.

School rules shall be communicated to students clearly and in an age-appropriate manner.

It shall be the duty of each employee of the school to enforce the school rules on student discipline. (Education Code 35291.5)

Disciplinary Strategies

To the extent possible, staff shall use disciplinary strategies that keep students in school and participating in the instructional program. Except when students' presence causes a danger to themselves or others or they commit a single act of a grave nature or an offense for which suspension or expulsion is required by law, suspension, supervised suspension, or expulsion shall be used only when other means of correction have failed to bring about proper conduct. Disciplinary strategies may include, but are not limited to:
Discussion or conference between school staff, the student, and the student's parents/guardians

Referral of the student to the school counselor or other school support service personnel for case management and counseling

Convening of a study team, guidance team, resource panel, or other intervention-related team to assess the behavior and develop and implement an individual plan to address the behavior in partnership with the student and the student's parents/guardians

When applicable, referral for a comprehensive psychosocial or psychoeducational assessment, including for purposes of creating an individualized education program (IEP) or a Section 504 plan

Enrollment in a program for teaching prosocial behavior or anger management

Participation in a restorative justice program

A positive behavior support approach with tiered interventions that occur during the school day on campus

Participation in a social and emotional learning program that teaches students the ability to understand and manage emotions, develop caring and concern for others, make responsible decisions, establish positive relationships, and handle challenging situations capably

Participation in a program that is sensitive to the traumas experienced by students, focuses on students' behavioral health needs, and addresses those needs in a proactive manner

After-school programs that address specific behavioral issues or expose students to positive activities and behaviors, including, but not limited to, those operated in collaboration with local parent and community groups

Detention after school hours as provided in the section below entitled "Detention After School"

Community service as provided in the section below entitled "Community Service"

In accordance with Board policy and administrative regulation, restriction or disqualification from participation in extracurricular activities

Reassignment to an alternative educational environment

Suspension and expulsion in accordance with law, Board policy, and administrative regulation
When, by law or district policy, other means of correction are required to be implemented before a student could be suspended or expelled, any other means of correction implemented shall be documented and retained in the student's records. (Education Code 48900.5)

When a student has been suspended, or other means of correction have been implemented against the student, for an incident of racist bullying, harassment, or intimidation, the principal or designee shall engage both the victim and perpetrator in a restorative justice practice suitable to the needs of the students. The principal or designee shall also require the perpetrator to engage in a culturally sensitive program that promotes racial justice and equity and combats racism and ignorance and shall regularly check on the victim to ensure that the victim is not in danger of suffering from any long-lasting mental health issues. (Education Code 48900.5)

Staff shall enforce disciplinary rules fairly, consistently, and in accordance with the district's nondiscrimination policies.

When disciplining a student who has been identified for special education and related services, the procedures specified in Administrative Regulation 5144.2 - Suspension And Expulsion/Due Process (Students With Disabilities) shall be

applied. If a student has not been identified as a student with a disability and the district suspects the behavior that resulted in discipline may be based in an unidentified disability, the district shall conduct an evaluation to determine if the student has a disability which requires an IEP or 504 plan. (U.S.C. 1412(a)(3))

Detention After School

Students may be detained for disciplinary reasons for up to one hour after the close of the maximum school day, or until the departure of the school bus to which they have been assigned if applicable. (5 CCR 307, 353)

The student shall not be detained unless the principal or designee notifies the parent/guardian.

Students shall remain under the supervision of a certificated employee during the period of detention.

Students may be offered the choice of serving their detention on Saturday rather than after school.

Community Service

As part of or instead of disciplinary action, the Board, Superintendent, principal, or principal's designee may require a student to perform community service during nonschool hours on school grounds or, with written permission of the student's parent/guardian, off school grounds. Such service may include, but is not limited to, community or school outdoor beautification, community or campus betterment, and teacher, peer, or youth assistance programs. (Education Code 48900.6)

This community service option is not available for a student who has been suspended, pending expulsion, pursuant to Education Code 48915. However, if the recommended expulsion is not implemented or the expulsion itself is suspended, then the student may be required to perform community service for the resulting suspension. (Education Code 48900.6)

Notice to Parents/Guardians and Students

At the beginning of the school year, the Superintendent or designee shall notify parents/guardians, in writing, about the availability of district rules related to discipline. (Education Code 35291, 48980)

The Superintendent or designee shall also provide written notice of disciplinary rules to parents/guardians of transfer students at the time of their enrollment in the district.

Dress Code – BP/AR 5132

Original Adopted Date: 09/13/2000 | Last Revised Date: 02/27/2020 | Last Reviewed Date: 02/27/2020

In cooperation with teachers, students, and parents/guardians, the principal or designee may establish school rules governing student dress and grooming which are consistent with law, Board policy, and administrative regulations. These school dress codes shall be regularly reviewed.

The following guidelines shall apply to all regular school activities:

Dress Code
Students must wear a shirt with pants or skirt, or the equivalent, and shoes.

Shirts and dresses must have fabric on the front and the sides.

The fabric covering the buttocks, genitals, and breasts must not be transparent (see-through).

Hats and other headwear must allow the face to be visible and not interfere with the line of sight of any student or staff. Hoodies must allow the student's face and ears to be visible to staff. No sunglasses may be worn indoors.

Clothing must be suitable for all scheduled classroom activities, including physical education, science labs, wood shop, and other activities where unique hazards exist. Specialized courses may require specialized attire, such as sports uniforms or safety gear.

Shoes must be worn at all times. Flip-flops, socks or sock-like footwear, slippers, backless shoes, or shoes with over a one-inch heel are not safe or appropriate for school. Toes must be covered.

Clothing may not depict, advertise or advocate the use of alcohol (excluding Humboldt County restaurants/family establishments), tobacco, or drugs.

Clothing may not reference genitals nor depict profanity, pornography, nudity, vulgarity, or sexual acts.

Clothing may not use or depict hate speech targeting any individual or group based on economics, ethnicity, gender, gender identity, intelligence, race, religious affiliation, sexual orientation, or any other protected group.

Clothing must not threaten the health or safety of any student or staff.

Clothing may not depict or advocate violence, criminal activity, race superiority, or hate speech.

Any attire identified as gang-related by local law enforcement is not allowed.

The dress code shall be modified as appropriate to accommodate a student's religious or cultural observance, health condition, or other circumstance deemed necessary by the principal or designee. In addition, the principal or designee may impose dress requirements to accommodate the needs of special school activities, physical education classes, athletic activities, and other extracurricular and cocurricular activities.

No grade of a student participating in a physical education class shall be adversely affected if the student does not wear standardized physical education apparel because of circumstances beyond the student's control. (Education Code 49066)

Students shall be allowed to wear sun-protective clothing, including but not limited to hats, for outdoor use during the school day. (Education Code 35183.5)

Gang-Related Apparel

At individual schools that have a dress code prohibiting gang-related apparel at school or school activities, the principal, staff, and parents/guardians participating in the development of the school safety plan shall define "gang-related apparel" and shall limit this definition to apparel that reasonably could be determined to threaten the health and safety of the school environment if it were worn or displayed on a school campus. (Education Code 32282)

Because gang-related symbols are constantly changing, definitions of gang-related apparel shall be reviewed annually and updated whenever related information is received. As necessary, the school shall collaborate with law enforcement agencies to update definitions of gang-related apparel.

A/R

Original Adopted Date: 09/13/2000 | Last Revised Date: 06/27/2023 | Last Reviewed Date: 06/27/2023

In cooperation with teachers, students, and parents/guardians, the principal or designee may establish school rules governing student dress and grooming which are consistent with law, Board policy, and administrative regulations. These school dress codes shall be regularly reviewed.

The following guidelines shall apply to all regular school activities:

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Hats and other headwear must allow the face to be visible and not interfere with the line of sight of any student or staff. Hoodies must allow the student's face and ears to be visible to staff. No sunglasses may be worn indoors.

Clothing must be suitable for all scheduled classroom activities, including physical education, science labs, wood shop, and other activities where unique hazards exist. Specialized courses may require specialized attire, such as sports uniforms or safety gear.

Shoes must be worn at all times. Flip-flops, socks or sock-like footwear, slippers, backless shoes, or shoes with over a one-inch heel are not safe or appropriate for school. Toes must be covered.

Clothing may not depict, advertise or advocate the use of alcohol (excluding Humboldt County restaurants/family establishments), tobacco, or drugs.

Clothing may not reference genitals nor depict profanity, pornography, nudity, vulgarity, or sexual acts.

Clothing may not use or depict hate speech targeting any individual or group based on economics, ethnicity, gender, gender identity, intelligence, race, religious affiliation, sexual orientation, or any other protected group.

Clothing must not threaten the health or safety of any student or staff.

Clothing may not depict or advocate violence, criminal activity, race superiority, or hate speech.

Any attire identified as gang-related by local law enforcement is not allowed.
The dress code shall be modified as appropriate to accommodate a student's religious or cultural observance, health condition, or other circumstance deemed necessary by the principal or designee. In addition, the principal or designee may impose dress requirements to accommodate the needs of special school activities, physical education classes, athletic activities, and other extracurricular and cocurricular activities.

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Gang-Related Apparel

At individual schools that have a dress code prohibiting gang-related apparel at school or school activities, the principal, staff, and parents/guardians participating in the development of the school safety plan shall define "gang-related apparel" and shall limit this definition to apparel that reasonably could be determined to threaten the health and safety of the school environment if it were worn or displayed on a school campus. (Education Code 32282)

Because gang-related symbols are constantly changing, definitions of gang-related apparel shall be reviewed annually and updated whenever related information is received. As necessary, the school shall collaborate with law enforcement agencies to update definitions of gang-related apparel.

Bullying – BP 5131.2

Original Adopted Date: 10/22/2018 | Last Revised Date: 06/27/2024 | Last Reviewed Date: 06/27/2024Status: ADOPTED

This policy shall apply to all acts constituting bullying related to school activity or to school attendance occurring within a district school, to acts which occur off campus or outside of school-related or school-sponsored activities but which may have an impact or create a hostile environment at school, and to all acts of the Governing Board and the Superintendent in enacting policies and procedures that govern the district.

The Board recognizes the harmful effects of bullying on student well-being, student learning, and school attendance and desires to provide a welcoming, safe, and supportive school environment that protects students from physical, mental, and emotional harm. No individual or group shall, through physical, written, verbal, visual, or other means, harass, sexually harass, threaten, intimidate, cyberbully, cause bodily injury to, or commit hate violence against any student or school personnel, or retaliate against them for filing a complaint or participating in the complaint resolution process.

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

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

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

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

District families are encouraged to model respectful behavior, contribute to a safe and supportive learning environment, and monitor potential causes of bullying.

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

A/R

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

Cyberbullying includes the electronic creation or transmission of harassing communications, direct threats, or other harmful texts, sounds, or images, which may be shared, sent, or posted publicly. Cyberbullying may include, but is not limited to, personal or private information that causes humiliation, false or negative information to discredit or disparage, or threats of physical harm. Cyberbullying may also include breaking into another person's electronic account or assuming that person's online identity in order to damage that person's reputation.

Examples of the types of conduct that may constitute bullying and are prohibited by the district include, but are not limited to:
Physical bullying: An act that inflicts harm upon a person's body or possessions, such as hitting, kicking, pinching, spitting, tripping, pushing, taking or breaking someone's possessions, or making cruel or rude hand gestures

Verbal bullying: An act that includes saying or writing hurtful things, such as teasing, name-calling, inappropriate sexual comments, taunting, or threats to cause harm

Social/relational bullying: An act that harms a person's reputation or relationships, such as leaving a person out of an activity on purpose, influencing others not to be friends with someone, spreading rumors, or embarrassing someone in public

Cyberbullying: An act that occurs on electronic devices such as computers, tablets, or cell phones, such as sending demeaning or hateful text messages, direct messages or public posts on social media apps, gaming forums, or emails, spreading rumors by email or by posting on social networking sites, shaming or humiliating by allowing others to view, participate in, or share disparaging or harmful content, or posting or sharing embarrassing photos, videos, website, or fake profiles
Measures to Prevent Bullying

The Superintendent or designee shall implement measures to prevent bullying in district schools, including, but not limited to, the following:
Developing a strategic plan for school connectedness and social skills with benchmark tracking, which may include providing regular opportunities and spaces for students to develop social skills and strengthen relationships and promoting adult support from family and school staff, peer-led programs, and partnerships with key community groups, implementing socially based educational techniques such as cooperative learning projects that can improve educational outcomes as well as peer relations, creating a supportive school environment that fosters belonging through equitable classroom management, mentoring, and peer support groups that allow students to lean on each other and learn from each other's experiences, and building social connection into health education courses including information on the consequences of social connection on physical and mental health, key risk and protective factors, and strategies for increasing social connection

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

Providing information to students, through student handbooks, district and school websites and social media, and other age-appropriate means, about district and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for engaging in bullying

Encouraging students to notify school staff when they are being bullied or when they suspect that another student is being bullied, and providing means by which students may report threats or incidents confidentially and anonymously

Conducting an assessment of bullying incidents at each school and, if necessary, increasing supervision and security in areas where bullying most often occurs, such as playgrounds, hallways, restrooms, and cafeterias

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

Staff Development

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

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

Discuss bullying prevention strategies with students, and teach students to recognize the behavior and characteristics of bullying perpetrators and victims

Identify the signs of bullying or harassing behavior

Take immediate corrective action when bullying is observed

Report incidents to the appropriate authorities, including law enforcement in instances of criminal behavior
Information and Resources

The Superintendent or designee shall post on the district's website, in a prominent location and in a manner that is easily accessible to students and parents/guardians, information on bullying and harassment prevention which includes the following: (Education Code 234.6)
The district's policy on student suicide prevention, including a reference to the policy's age appropriateness for students in grades K-6

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

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

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

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

A link to statewide resources, including community-based organizations, compiled by CDE pursuant to Education Code 234.5
Any additional information the Superintendent or designee deems important for preventing bullying and harassment
Student Instruction

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

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

Students should be taught the difference between appropriate and inappropriate behaviors, how to advocate for themselves, how to help another student who is being bullied, and when to seek assistance from a trusted adult. As role models for students, staff are responsible for teaching and modeling respectful behavior and building safe and supportive learning environments, and are expected to demonstrate effective problem-solving and anger management skills.

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

Reporting and Filing of Complaints

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

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

Within one business day of receiving such a report, a staff member shall notify the principal of the report, regardless of whether a uniform complaint is filed. In addition, any school employee who observes an incident of bullying involving a student shall, within one business day, report such observation to the principal or a district compliance officer, regardless of whether the alleged victim files a complaint.

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

Any individuals with information about cyberbullying activity shall save and print any electronic or digital messages that they feel constitute cyberbullying and shall notify a teacher, the principal, or other employee so that the matter may be investigated. When an investigation concludes that a student used a social networking site or service to bully or harass another student, the Superintendent or designee may report the cyberbullying to the social media platform and may request the material be removed.

Discipline/Corrective Actions

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

When a student has been suspended, or other means of correction have been implemented against the student, for an incident of racist bullying, harassment, or intimidation, the principal or designee shall engage both the victim and perpetrator in a restorative justice practice suitable to the needs of the students. The principal or designee shall also require the perpetrator to engage in a culturally sensitive program that promotes racial justice and equity and combats racism and ignorance and shall regularly check on the victim to ensure that the victim is not in danger of suffering from any long-lasting mental health issues. (Education Code 48900.5)

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

Support Services

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

If any student involved in bullying exhibits warning signs of suicidal thought or intention or of intent to harm another person, the Superintendent or designee shall, as appropriate, implement district intervention protocols which may include, but are not limited to, referral to district or community mental health services, other health professionals, and/or law enforcement, in accordance with Board Policy and Administrative Regulation 5141.52 - Suicide Prevention.

Suspension and Expulsion/Due Process – BP/AR 5144.1

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The Governing Board desires to provide district students access to educational opportunities in an orderly school environment that protects their safety and security, ensures their welfare and well-being, and promotes their learning and development. The Board shall develop rules and regulations setting the standards of behavior expected of district students and the disciplinary processes and procedures for addressing violations of those standards, including suspension and/or expulsion.

The grounds for suspension and expulsion and the procedures for considering, recommending, and/or implementing suspension and expulsion shall be only those specified in law, in this policy, and in the accompanying administrative regulation.

Except when otherwise permitted by law, a student may be suspended or expelled only when the behavior is related to a school activity or school attendance occurring within any district school or another school district, regardless of when it occurs, including, but not limited to, the following: (Education Code 48900(s))
While on school grounds

While going to or coming from school

During the lunch period, whether on or off the school campus

During, going to, or coming from a school-sponsored activity

District staff shall enforce the rules concerning suspension and expulsion of students fairly, consistently, equally, and in accordance with the district's nondiscrimination policies.

Appropriate Use of Suspension Authority

Except when a student's act violates Education Code 48900(a)-(e), as listed in Items #1-5 under "Grounds for Suspension and Expulsion: Grades K-12" of the accompanying administrative regulation, or when the student's presence causes a danger to others, suspension shall be used only when other means of correction have failed to bring about proper conduct. (Education Code 48900.5, 48900.6)

A student's parents/guardians shall be notified as soon as possible when there is an escalating pattern of misbehavior that could lead to on-campus or off-campus suspension.

No student may be suspended for disruption or willful defiance, except by a teacher pursuant to Education Code 48910. (Education Code 48900)

Students shall not be suspended or expelled based solely on a student's truancy, tardiness, or absenteeism from assigned school activities. (Education Code 48900)

On-Campus Suspension

To ensure the proper supervision and ongoing learning of students who are suspended for any of the reasons enumerated in Education Code 48900 and 48900.2, but who pose no imminent danger or threat to anyone at school and for whom expulsion proceedings have not been initiated, the Superintendent or designee shall establish a supervised suspension classroom program which meets the requirements of law.

Except where a supervised suspension is permitted by law for a student's first offense, supervised suspension shall be imposed only when other means of correction have failed to bring about proper conduct. (Education Code 48900.5)

Authority to Expel

A student may be expelled only by the Board. (Education Code 48918(j))

As required by law, the Superintendent or principal shall recommend expulsion and the Board shall expel any student found to have committed any of the following "mandatory recommendation and mandatory expulsion" acts at school or at a school activity off school grounds: (Education Code 48915)
Possessing a firearm which is not an imitation firearm, as verified by a certificated employee, unless the student had obtained prior written permission to possess the item from a certificated school employee, with the principal or designee's concurrence

Selling or otherwise furnishing a firearm

Brandishing a knife at another person

Unlawfully selling a controlled substance listed in Health and Safety Code 11053-11058

Committing or attempting to commit a sexual assault as defined in Penal Code 261, 266c, 286, 287, 288, or 289, or former 288a, or committing a sexual battery as defined in Penal Code 243.4

Possessing an explosive as defined in 18 USC 921
For all other violations listed in the accompanying administrative regulation, the Superintendent or principal shall have the discretion to recommend expulsion of a student. If expulsion is recommended, the Board shall order the student expelled only if it makes a finding of either or both of the following: (Education Code 48915(b) and (e))
That other means of correction are not feasible or have repeatedly failed to bring about proper conduct

That due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others
A vote to expel a student shall be taken in an open session of a Board meeting. (Education Code 48918(j))

The Board may vote to suspend the enforcement of the expulsion order pursuant to the requirements of law and the accompanying administrative regulation. (Education Code 48917)

No student shall be expelled for disruption or willful defiance. (Education Code 48900)

No child enrolled in a preschool program shall be expelled or unenrolled except under limited circumstances in accordance with Education Code 8489.1 and as specified in Administrative Regulation 5148.3 - Preschool/Early Childhood Education.

Due Process

The Board shall provide for the fair and equitable treatment of students facing suspension and/or expulsion by affording the students due process rights under the law. The Superintendent or designee shall comply with procedures for notices, hearings, and appeals as specified in law and administrative regulation. (Education Code 48911, 48915, 48915.5, 48918)

Maintenance and Monitoring of Outcome Data

The Superintendent or designee shall maintain outcome data related to student suspensions and expulsions in accordance with Education Code 48900.8 and 48916.1, including, but not limited to, the number of students recommended for expulsion, the grounds for each recommended expulsion, the actions taken by the Board, the types of referral made after each expulsion, and the disposition of the students after the expulsion period. For any expulsion that involves the possession of a firearm, such data shall include the name of the school and the type of firearm involved, as required pursuant to 20 USC 7961. Suspension and expulsion data shall be reported to the Board annually and to the California Department of Education when so required.

In presenting the report to the Board, the Superintendent or designee shall disaggregate data on suspensions and expulsions by school and by numerically significant student subgroups, including, but not limited to, ethnic subgroups, socioeconomically disadvantaged students, English learners, long-term English learners, students with disabilities, foster youth, and homeless students. Based on the data, the Board shall address any identified disparities in the imposition of student discipline and shall determine whether and how the district is meeting its goals for improving school climate as specified in its local control and accountability plan.

A/R

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Definitions

Suspension means removal of a student from ongoing instruction for adjustment purposes. However, suspension does not mean any of the following: (Education Code 48925)
Reassignment to another education program or class at the same school where the student will receive continuing instruction for the length of day prescribed by the Governing Board for students of the same grade level

Referral to a certificated employee designated by the principal to advise students

Removal from the class, but without reassignment to another class or program, for the remainder of the class period without sending the student to the principal or designee as provided in Education Code 48910, so long as removal from a particular class does not occur more than once every five school days
Expulsion means removal of a student from the immediate supervision and control or the general supervision of school personnel. (Education Code 48925)

Notice of Regulations

At the beginning of each school year, the principal of each school shall ensure that all students and parents/guardians are notified in writing of all school rules related to discipline, including suspension and expulsion. (Education Code 35291, 48900.1, 48980)

Grounds for Suspension and Expulsion: Grades K-12

Acts for which a student, including a student with disabilities, may be suspended or expelled shall be only those specified as follows and in "Additional Grounds for Suspension and Expulsion: Grades 4-12," below:
Caused, attempted to cause, or threatened to cause physical injury to another person; willfully used force or violence upon another person, except in self-defense; or committed as an aider or abettor, as adjudged by a juvenile court, a crime of physical violence in which the victim suffered great or serious bodily injury (Education Code 48900(a) and (t))

Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the principal or designee's concurrence (Education Code 48900(b))

Unlawfully possessed, used, sold, otherwise furnished, or was under the influence of any controlled substance as defined in Health and Safety Code 11053-11059, alcoholic beverage, or intoxicant of any kind (Education Code 48900(c))

Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11059, alcoholic beverage, or intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the same as a controlled substance, alcoholic beverage, or intoxicant (Education Code 48900(d))

Committed or attempted to commit robbery or extortion (Education Code 48900(e))

Caused or attempted to cause damage to school property or private property (Education Code 48900(f))

Stole or attempted to steal school property or private property (Education Code 48900(g))

Possessed or used tobacco or products containing tobacco or nicotine products, including, but not limited to, cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel, except that this restriction shall not prohibit a student from using or possessing prescription products (Education Code 48900(h))

Committed an obscene act or engaged in habitual profanity or vulgarity (Education Code 48900(i))

Unlawfully possessed, offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5 (Education Code 48900(j))

Knowingly received stolen school property or private property (Education Code 48900(l))

Possessed an imitation firearm (Education Code 48900(m))

Imitation firearm means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm. (Education Code 48900(m))

Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 287, 288, 289, or former 288a, or committed a sexual battery as defined in Penal Code 243.4 (Education Code 48900(n))

Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness (Education Code 48900(o))

Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma (Education Code 48900(p))

Engaged in, or attempted to engage in, hazing (Education Code 48900(q))

Hazing means a method of initiation or pre-initiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. Hazing does not include athletic events or school-sanctioned events. (Education Code 48900(q))

Engaged in an act of bullying (Education Code 48900(r))

Bullying means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, directed toward one or more students that has or can reasonably be predicted to have the effect of placing a reasonable student(s) in fear of harm to self or property; cause the student to experience a substantially detrimental effect on physical or mental health; or cause the student to experience substantial

interferences with academic performance or ability to participate in or benefit from the services, activities, or privileges provided by a school. (Education Code 48900(r))

Bullying includes any act of sexual harassment, hate violence, or harassment, threat, or intimidation, as defined in Education Code 48900.2, 48900.3, or 48900.4 and below in "Additional Grounds for Suspension and Expulsion: Grades 4-12," that has any of the effects described above on a reasonable student.

Bullying also includes an act of cyber sexual bullying by a student through the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording that depicts a nude, semi-nude, or sexually explicit photograph or other visual recording of an identifiable minor, when such dissemination is to another student or to school personnel by means of an electronic act and has or can be reasonably predicted to have one or more of the effects of bullying described above. Cyber sexual bullying does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

Electronic act means the creation or transmission originated on or off the school site by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication including, but not limited to: (Education Code 48900(r))
A message, text, sound, video, or image

A post on a social network Internet website, including, but not limited to, posting to or creating a burn page or creating a credible impersonation or false profile for the purpose of causing a reasonable student any of the effects of bullying described above

Reasonable student means a student, including, but not limited to, a student who has been identified as a student with a disability, who exercises average care, skill, and judgment in conduct for a person of the student's age, or for a person of the student's age and disability. (Education Code 48900(r))

Burn page means an internet website created for the purpose of causing a reasonable student any of the effects of bullying described above. (Education Code 48900(r))

Credible impersonation means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that the student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated. (Education Code 48900(r))

False profile means a profile of a fictitious student or profile using the likeness or attributes of an actual student other than the student who created the false profile. (Education Code 48900(r))

An electronic act is not considered pervasive conduct solely on the basis that it has been transmitted to the internet or is currently posted on the internet. (Education Code 48900(r))

When a student has been suspended, or other means of correction have been implemented against the student, for an incident of racist bullying, harassment, or intimidation, the principal or designee may, as appropriate, engage both the victim and perpetrator in a restorative justice practice suitable to the needs of the students. The principal or designee shall also require the perpetrator to engage in a culturally sensitive program that promotes racial justice and equity and combats racism and ignorance and shall regularly check on the victim to ensure that the victim is not in danger of suffering from any long-lasting mental health issues. (Education Code 48900.5)

Aided or abetted the infliction or attempted infliction of physical injury on another person, as defined in Penal Code 31 (Education Code 48900(t))

Made terrorist threats against school officials and/or school property (Education Code 48900.7)

A terrorist threat includes any written or oral statement by a person who willfully threatens to commit a crime which will result in death or great bodily injury to another person or property damage in excess of $1,000, with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying out the crime. (Education Code 48900.7)

A student may not be suspended or expelled for disruption or willful defiance. (Education Code 48900)

Additional Grounds for Suspension and Expulsion: Grades 4-12

A student in grades 4-12 shall be subject to suspension or recommendation for expulsion when it is determined that the student:
Committed sexual harassment as defined in Education Code 212.5 (Education Code 48900.2)

Sexual harassment means conduct which, when considered from the perspective of a reasonable person of the same gender as the victim, is sufficiently severe or pervasive as to have a negative impact upon the victim's academic performance or to create an intimidating, hostile, or offensive educational environment. (Education Code 212.5, 48900.2)

Caused, attempted to cause, threatened to cause, or participated in an act of hate violence as defined in Education Code 233 (Education Code 48900.3)

Hate violence means any act punishable under Penal Code 422.6, 422.7, or 422.75. Such acts include injuring or intimidating a victim, interfering with the exercise of a victim's civil rights, or damaging a victim's property because of the victim's race, ethnicity, religion, nationality, disability, gender, gender identity, gender expression, or sexual orientation; a perception of the presence of any of those characteristics in the victim; or the victim's association with a person or group with one or more of those actual or perceived characteristics. (Education Code 233; Penal Code 422.55)

Intentionally engaged in harassment, threats, or intimidation against district personnel or students that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of school personnel or students by creating an intimidating or hostile educational environment (Education Code 48900.4)
Suspension from Class by a Teacher

A teacher may suspend a student from class for the remainder of the day and the following day for any of the acts specified in Education Code 48900 and listed as Items #1-19 under "Grounds for Suspension and Expulsion: Grades K-12" above or for disruption or willful defiance at any grade level. (Education Code 48910)

When suspending a student from class, the teacher shall immediately report this action to the principal or designee and send the student to the principal or designee for appropriate action. If that action requires the continuing presence of the student at school, the student shall be appropriately supervised during the class periods from which the student has been suspended. (Education Code 48910)

As soon as possible after the teacher has suspended the student, the teacher shall ask the student's parent/guardian to attend a parent-teacher conference regarding the suspension. A counselor or psychologist may attend the conference if it is practicable, and a school administrator shall attend if requested by the parent/guardian or teacher. (Education Code 48910)

A student suspended from class shall not be returned to class during the period of the suspension without the approval of the teacher of the class and the principal or designee. (Education Code 48910)

A student suspended from class shall not be placed in another regular class during the period of suspension. However, a student assigned to more than one class per day may continue to attend other regular classes except those held at the same time as the class from which the student was suspended. (Education Code 48910)

A teacher may also refer a student, for any of the acts specified above in Education Code 48900, to the principal or designee for consideration of a suspension from school. (Education Code 48910)

The teacher of any class from which a student is suspended may require the student to complete any assignments and tests missed during the removal. (Education Code 48913)

Suspension by Superintendent, Principal or Principal's Designee

To implement disciplinary procedures at a school site, the principal may, in writing, designate as the principal's designee another administrator or, if the principal is the only administrator at the school site, a certificated employee. As necessary, the principal may, in writing, also designate another administrator or certificated employee as the secondary designee to assist with disciplinary procedures when the principal and the principal's primary designee are absent from the school site.

The Superintendent, principal, or designee shall immediately suspend any student found at school or at a school activity away from school to have committed any of the acts listed in the Board policy under "Authority to Expel" for which a recommendation of expulsion is required. (Education Code 48915(c))

The Superintendent, principal, or designee may impose a suspension for a first offense if it is determined that the student violated any of Items #1-5 listed under "Grounds for Suspension and Expulsion: Grades K-12" above or if the student's presence causes a danger to persons. (Education Code 48900.5)

For all other offenses, a student may be suspended only when the Superintendent or principal has determined that other means of correction have failed to bring about proper conduct. (Education Code 48900.5)

When other means of correction are implemented prior to imposing suspension upon a student, including supervised suspension, the Superintendent, principal, or designee shall document the other means of correction used and retain the documentation in the student's record. (Education Code 48900.5)

Length of Suspension

The Superintendent, principal, or designee may suspend a student from school for not more than five consecutive school days. (Education Code 48911)

A student may be suspended from school for not more than 20 school days in any school year. However, if a student enrolls in or is transferred to another regular school, an opportunity school or class, or continuation school or class for the purpose of adjustment, the student may be suspended for not more than 30 school days in a school year. The district may count suspensions that occur while a student is enrolled in another school district toward the maximum number of days for which the student may be suspended in any school year. (Education Code 48903, 48911, 48912)

These restrictions on the number of days of suspension shall not apply when the suspension is extended pending an expulsion. (Education Code 48911)

Due Process Procedures for Suspension

Suspensions shall be imposed in accordance with the following procedures:

Informal Conference: Suspension shall be preceded by an informal conference conducted by the Superintendent, principal, or designee with the student and, whenever practicable, the teacher, supervisor, or school employee who referred the student to the principal. At the conference, the student shall be informed of the reason for the disciplinary action, including the other means of correction that were attempted before the suspension as required pursuant to Education Code 48900.5, and the evidence against the student, and shall be given the opportunity to present the student's version and evidence in the student's defense. (Education Code 48911)

This conference may be omitted if the Superintendent, principal, or designee determines that an emergency situation exists involving a clear and present danger to the lives, safety, or health of students or school personnel. If a student is suspended without this conference, the student, the student's parent/guardian, or if the student is a foster youth, the foster youth's educational rights holder, attorney, and county social worker, or if the student is an Indian child, the Indian child's tribal social worker and, if applicable, county social worker, shall be notified of the student's right to a conference and the right to return to school for the purpose of the conference. The conference shall be held within two school days, unless the student waives the right to it or is physically unable to attend for any reason. In such a case, the conference shall be held as soon as the student is physically able to return to school for the conference. (Education Code 48911)

Administrative Actions: All requests for student suspension are to be processed by the principal or designee. A school employee shall report the suspension, including the name of the student and the cause for the suspension, to the Superintendent or designee. (Education Code 48911)

Notice to Parents/Guardians: At the time of the suspension, a school employee shall make a reasonable effort to contact the parent/guardian, or if the student is a foster youth, the foster youth's educational rights holder, attorney, and county social worker, or if the student is an Indian child, the Indian child's tribal social worker, and, if applicable, the county social worker, in person, by email, or by telephone. Whenever a student is suspended, the parent/guardian, or, if applicable, the foster youth's educational rights holder, attorney, and county social worker, or the Indian child's tribal social worker and, if applicable, the county social worker, shall also be notified in writing of the suspension. (Education Code 48911)

This notice shall state the specific offense committed by the student. (Education Code 48900.8)

In addition, the notice shall state the date and time when the student may return to school.

Parent/Guardian Conference: Whenever a student is suspended, school officials may conduct a meeting with the parent/guardian to discuss the cause(s) and duration of the suspension, the school policy involved, and any other pertinent matter. (Education Code 48914)

If school officials request to meet with the parent/guardian, a foster youth's educational rights holder, attorney, and county social worker, or an Indian child's tribal social worker, and, if applicable, the county social worker, the notice may state that the law requires such individuals to respond to the request without delay. However, the student shall not be penalized for the failure of the parent/guardian, a foster youth's educational rights holder, attorney, and county social worker, or an Indian child's tribal social worker, and, if applicable, the county social worker, to attend such a conference. The student may not be denied reinstatement solely because such individuals failed to attend the conference. (Education Code 48911)

Extension of Suspension: If the Board is considering the expulsion of a suspended student from any school or the suspension of a student for the balance of the semester from continuation school, the Superintendent or designee may, in writing, extend the suspension until such time as the Board has made a decision, provided the following requirements are followed: (Education Code 48911)

The extension of the original period of suspension is preceded by notice of such extension with an offer to hold a conference concerning the extension, giving the student an opportunity to be heard

This conference may be held in conjunction with a meeting requested by the student or parent/guardian to challenge the original suspension.

The Superintendent or designee determines, following a meeting in which the student and the student's parent/guardian were invited to participate, that the student's presence at the school or at an alternative school would endanger persons or property or threaten to disrupt the instructional process

If the student involved is a foster youth or Indian child, the Superintendent or designee shall notify the district's educational liaison of the need to invite the foster youth's educational rights holder, attorney and county social worker, or the Indian child's tribal social worker or, if applicable, the county social worker, to attend the meeting (Education Code 48853.5, 48911, 48918.1)

If the student involved is a child or youth experiencing homelessness, the Superintendent or designee shall notify the district liaison for homeless students (Education Code 48918.1)

In lieu of or in addition to suspending a student, the Superintendent, principal, or designee may provide services or require the student to participate in an alternative disciplinary program designed to correct the behavior and keep the student in school
Suspension by the Board

The Board may suspend a student for any of the acts listed under "Grounds for Suspension and Expulsion: Grades K-12," and "Additional Grounds for Suspension and Expulsion: Grades 4-12," above and within the limits specified under "Suspension by Superintendent, Principal, or Designee," above. (Education Code 48912)

The Board may suspend a student enrolled in a continuation school or class for a period not longer than the remainder of the semester. The suspension shall meet the requirements of Education Code 48915. (Education Code 48912.5)

When the Board is considering a suspension, disciplinary action, or any other action (except expulsion) against any student, it shall hold a closed session if a public hearing would lead to disclosure of information that would violate a student's right to privacy under Education Code 49073-49079. (Education Code 35146, 48912)

The Board shall provide the student and parent/guardian with written notice of the closed session by registered or certified mail or personal service. Upon receiving this notice, the student or parent/guardian may request a public meeting, and this request shall be granted if made in writing within 48 hours after receipt of the Board's notice. However, any discussion that conflicts with any other student's right to privacy still shall be held in closed session. (Education Code 35146, 48912)

On-Campus Suspension

A student for whom an expulsion action has not been initiated and who poses no imminent danger or threat to the school, students, or staff may be assigned to on-campus suspension in a separate classroom, building, or site for the entire period of suspension. The following conditions shall apply: (Education Code 48911.1)
The on-campus suspension classroom shall be staffed in accordance with law

The student shall have access to appropriate counseling services

The on-campus suspension classroom shall promote completion of schoolwork and tests missed by the student during the suspension

The student shall be responsible for contacting the student's teacher(s) to receive assignments to be completed in the supervised suspension classroom and the teacher(s) shall provide all assignments and tests that the student will miss while suspended

If no such work is assigned, the person supervising the suspension classroom shall assign schoolwork.
At the time a student is assigned to an on-campus suspension classroom, the principal or designee shall notify the student's parent/guardian, or if the student is a foster youth, the foster youth's educational rights holder, attorney, and county social worker, or, if the student if an Indian child, the Indian child's tribal social worker and, if applicable, county social worker, in person, by email, or by telephone. When the assignment is for longer than one class period, this notification shall be made in writing. (Education Code 48911.1)

Superintendent or Principal's Authority to Recommend Expulsion

Unless the Superintendent or principal determines that expulsion should not be recommended under the circumstances or that an alternative means of correction would address the conduct, the Superintendent or principal shall recommend a student's expulsion for any of the following acts: (Education Code 48915)
Causing serious physical injury to another person, except in self-defense

Possession of any knife or other dangerous object of no reasonable use to the student

Unlawful possession of any controlled substance as listed in Health and Safety Code 11053-11059, except for:

The first offense for the possession of not more than one ounce of marijuana, other than concentrated cannabis

The student's possession of over-the-counter medication for use by the student for medical purposes

Medication prescribed for the student by a physician

Robbery or extortion

Assault or battery, as defined in Penal Code 240 and 242, upon any school employee
In determining whether to recommend the expulsion of a student, the Superintendent, principal, or designee shall act as quickly as possible to ensure that the student does not lose instructional time. (Education Code 48915)

Student's Right to Expulsion Hearing

Any student recommended for expulsion shall be entitled to a hearing to determine whether the student should be expelled. The hearing shall be held within 30 school days after the Superintendent, principal, or designee determines that the student has committed the act(s) that form the basis for the expulsion recommendation. (Education Code 48918(a))

The student is entitled to at least one postponement of an expulsion hearing for a period of not more than 30 calendar days. The request for postponement shall be in writing. Any subsequent postponement may be granted at the Board's discretion. (Education Code 48918(a))

If the Board finds it impractical during the regular school year to comply with these time requirements for conducting an expulsion hearing, the Superintendent or designee may, for good cause, extend the time period by an additional five school days. Reasons for the extension shall be included as a part of the record when the expulsion hearing is held. (Education Code 48918(a))

If the Board finds it impractical to comply with the time requirements of the expulsion hearing due to a summer recess of Board meetings of more than two weeks, the days during the recess shall not be counted as school days. The days not

counted during the recess may not exceed 20 school days, as defined in Education Code 48925. Unless the student requests in writing that the expulsion hearing be postponed, the hearing shall be held not later than 20 calendar days prior to the first day of the next school year. (Education Code 48918(a))

Once the hearing starts, all matters shall be pursued with reasonable diligence and concluded without unnecessary delay. (Education Code 48918(a))

Stipulated Expulsion

After a determination that a student has committed an offense for which the student may be expelled, the Superintendent, principal, or designee shall offer the student, the student's parent/guardian, or, when applicable, other person holding the right to make educational decisions for the student, the option to waive a hearing and stipulate to the expulsion or to a suspension of the expulsion under certain conditions. The offer shall be made only after written notice of the expulsion hearing pursuant to Education Code 48918 has been given.

The stipulation agreement shall be in writing and shall be signed by the student, the student's parent/guardian, or, when applicable, the person holding the right to make educational decisions for the student. The stipulation agreement shall include notice of all the rights that the student is waiving, including the waiving of the right to have a full hearing, to appeal the expulsion to the County Board of Education, and to consult legal counsel.

A stipulated expulsion agreed to by the student, the student's parent/guardian, or, when applicable, the person holding the right to make educational decisions for the student, shall be effective upon approval by the Board.

Rights of Complaining Witness

An expulsion hearing involving allegations of sexual assault or sexual battery may be postponed for one school day in order to accommodate the special physical, mental, or emotional needs of a student who is the complaining witness. (Education Code 48918.5)

Whenever the Superintendent or designee recommends an expulsion hearing that addresses allegations of sexual assault or sexual battery, the Superintendent or designee shall give the complaining witness a copy of the district's suspension and expulsion policy and regulation and shall advise the witness of the right to: (Education Code 48918.5)
Receive five days' notice of the scheduled testimony at the hearing

Have up to two adult support persons present at the hearing at the time the witness testifies

Have a closed hearing during the time the witness testifies
Whenever any allegation of sexual assault or sexual battery is made, the Superintendent or designee shall immediately advise complaining witnesses and accused students to refrain from personal or telephone contact with each other during the time when an expulsion process is pending. (Education Code 48918.5)

Written Notice of the Expulsion Hearing

Written notice of the expulsion hearing shall be forwarded to the student and the student's parent/guardian at least 10 calendar days before the date of the hearing. The notice shall include: (Education Code 48900.8, 48918(b))
The date and place of the hearing

A statement of the specific facts, charges, and offense upon which the proposed expulsion is based

A copy of district disciplinary rules which relate to the alleged violation

Notification of the student's or parent/guardian's obligation, pursuant to Education Code 48915.1, to provide information about the student's status in the district to any other district in which the student seeks enrollment

This obligation applies when a student is expelled for acts other than those described in Education Code 48915(a) or (c).

The opportunity for the student or the student's parent/guardian to appear in person or be represented by legal counsel or by a nonattorney adviser

Legal counsel means an attorney or lawyer who is admitted to the practice of law in California and is an active member of the State Bar of California.

Nonattorney adviser means an individual who is not an attorney or lawyer, but who is familiar with the facts of the case and has been selected by the student or student's parent/guardian to provide assistance at the hearing.

The right to inspect and obtain copies of all documents to be used at the hearing

The opportunity to confront and question all witnesses who testify at the hearing

The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf, including witnesses

Additional Notice of Expulsion Hearing for Foster Youth, Homeless Students, and Indian Children

If the student facing expulsion is a foster student or Indian child, the Superintendent or designee shall also send notice of the hearing to the foster youth's educational rights holder, attorney, and county social worker, or the Indian child's tribal social worker and, if applicable, county social worker, at least 10 calendar days prior to the hearing. (Education Code 48918.1)

If the student facing expulsion is a student experiencing homelessness, the Superintendent or designee shall also send notice of the hearing to the district liaison for homeless students at least 10 calendar days prior to the hearing. (Education Code 48918.1)

Any notice for these purposes may be provided by the most cost-effective method possible, including by email or a telephone call. (Education Code 48918.1)

Conduct of Expulsion Hearing

Closed Session: Notwithstanding Education Code 35145, the Board shall conduct a hearing to consider the expulsion of the student in a session closed to the public unless the student requests in writing at least five days prior to the hearing that the hearing be a public meeting. If such a request is made, the meeting shall be public to the extent that privacy rights of other students are not violated. (Education Code 48918)

Whether the expulsion hearing is held in closed or public session, the Board may meet in closed session to deliberate and determine whether the student should be expelled. If the Board admits any other person to this closed session, the parent/guardian, the student, and the counsel of the student also shall be allowed to attend the closed session. (Education Code 48918(c))

If a hearing that involves a charge of sexual assault or sexual battery is to be conducted in public, a complaining witness shall have the right to testify in closed session when testifying in public would threaten serious psychological harm to the witness and when there are no alternative procedures to avoid the threatened harm, including, but not limited to, a videotaped deposition or contemporaneous examination in another place communicated to the hearing room by closed-circuit television. (Education Code 48918(c)

Record of Hearing: A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made. (Education Code 48918(g))

Subpoenas: Before commencing a student expulsion hearing, the Board may issue subpoenas, at the request of either the student or the Superintendent or designee, for the personal appearance at the hearing of any person who actually witnessed the action that gave rise to the recommendation for expulsion. After the hearing has commenced, the Board or the hearing officer or administrative panel may issue such subpoenas at the request of the student or the County Superintendent of Schools or designee. All subpoenas shall be issued in accordance with Code of Civil Procedure 1985-1985.2 and enforced in accordance with Government Code 11455.20. (Education Code 48918(i))

Any objection raised by the student or the Superintendent or designee to the issuance of subpoenas may be considered by the Board in closed session, or in open session if so requested by the student, before the meeting. The Board's decision in response to such an objection shall be final and binding. (Education Code 48918(i))

If the Board determines, or if the hearing officer or administrative panel finds and submits to the Board, that a witness would be subject to unreasonable risk of harm by testifying at the hearing, a subpoena shall not be issued to compel the personal attendance of that witness at the hearing. However, that witness may be compelled to testify by means of a sworn declaration as described in Item #6 below. (Education Code 48918(i))

Presentation of Evidence: Technical rules of evidence shall not apply to the expulsion hearing, but relevant evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. The decision of the Board to expel shall be supported by substantial evidence that the student committed any of the acts pursuant to Education Code 48900 and listed in "Grounds for Suspension and Expulsion: Grades K-12," and "Additional Grounds for Suspension and Expulsion: Grades 4-12," above. (Education Code 48918(h))

Findings of fact shall be based solely on the evidence at the hearing. Although no finding shall be based solely on hearsay, sworn declarations may be admitted as testimony from witnesses whose disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm. (Education Code 48918(f))

In cases where a search of a student's person or property has occurred, evidence describing the reasonableness of the search shall be included in the hearing record.

Testimony by Complaining Witnesses: The following procedures shall be observed when a hearing involves allegations of sexual assault or sexual battery by a student: (Education Code 48918, 48918.5)

Any complaining witness shall be given five days' notice before being called to testify

Any complaining witness shall be entitled to have up to two adult support persons, including, but not limited to, a parent/guardian or legal counsel, present during the testimony

Before a complaining witness testifies, support persons shall be admonished that the hearing is confidential

The person presiding over the hearing may remove a support person who is disrupting the hearing

If one or both support persons are also witnesses, the hearing shall be conducted in accordance with Penal Code 868.5

Evidence of specific instances of prior sexual conduct of a complaining witness shall be presumed inadmissible and shall not be heard unless the person conducting the hearing determines that extraordinary circumstances require the evidence to be heard

Before such a determination is made, the complaining witness shall be given notice and an opportunity to oppose the introduction of this evidence. In the hearing on the admissibility of this evidence, the complaining witness shall be entitled to be represented by a parent/guardian, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of a complaining witness shall not be admissible for any purpose.

In order to facilitate a free and accurate statement of the experiences of the complaining witness and to prevent discouragement of complaints, the district shall provide a nonthreatening environment

The district shall provide a room separate from the hearing room for the use of the complaining witness before and during breaks in testimony

At the discretion of the person conducting the hearing, the complaining witness shall be allowed reasonable periods of relief from examination and cross-examination during which the complaining witness may leave the hearing room

The person conducting the hearing may:

Arrange the seating within the hearing room so as to facilitate a less intimidating environment for the complaining witness

Limit the time for taking the testimony of a complaining witness to normal school hours, if there is no good cause to take the testimony during other hours

(Permit one of the support persons to accompany the complaining witness to the witness stand

Decision: The Board's decision as to whether to expel a student shall be made within 40 school days after the student is removed from school, unless the student requests in writing that the decision be postponed. (Education Code 48918(a))
Alternative Expulsion Hearing: Hearing Officer or Administrative Panel

Instead of conducting an expulsion hearing itself, the Board may contract with the county hearing officer or with the Office of Administrative Hearings of the State of California for a hearing officer. The Board may also appoint an impartial administrative panel composed of three or more certificated personnel, none of whom shall be members of the Board or on the staff of the school in which the student is enrolled. (Education Code 48918)

A hearing conducted by the hearing officer or administrative panel shall conform to the same procedures applicable to a hearing conducted by the Board as specified above in "Conduct of Expulsion Hearing," including the requirement to issue a decision within 40 school days of the student's removal from school, unless the student requests that the decision be postponed. (Education Code 48918(a) and (d))

The hearing officer or administrative panel shall, within three school days after the hearing, determine whether to recommend expulsion of the student to the Board. If expulsion is not recommended, the expulsion proceeding shall be terminated and the student shall be immediately reinstated and permitted to return to the classroom instructional program from which the referral was made, unless another placement is requested in writing by the student's parent/guardian. Before the student's placement decision is made by the student's parent/guardian, the Superintendent or designee shall consult with the parent/guardian and district staff, including the student's teachers, regarding other placement options for the student in addition to the option to return to the classroom instructional program from which the student's expulsion referral was made. The decision to not recommend expulsion shall be final. (Education Code 48918(e))

If expulsion is recommended, findings of fact in support of the recommendation shall be prepared and submitted to the Board. All findings of fact and recommendations shall be based solely on the evidence presented at the hearing. The

Board may accept the recommendation based either upon a review of the findings of fact and recommendations submitted or upon the results of any supplementary hearing the Board may order. (Education Code 48918(f))

In accordance with Board policy, the hearing officer or administrative panel may recommend that the Board suspend the enforcement of the expulsion. If the hearing officer or administrative panel recommends that the Board expel a student but suspend the enforcement of the expulsion, the student shall not be reinstated and permitted to return to the classroom instructional program from which the referral was made until the Board has ruled on the recommendation. (Education Code 48917, 48918)

Final Action by the Board

Whether the expulsion hearing is conducted in closed or open session by the Board, a hearing officer, or an administrative panel or is waived through the signing of a stipulated expulsion agreement, the final action to expel shall be taken by the Board in public. (Education Code 48918(j))

The Board's decision is final. If the decision is to not expel, the student shall be reinstated immediately. If the decision is to suspend the enforcement of the expulsion, the student shall be reinstated under the conditions of the suspended expulsion.

Upon ordering an expulsion, the Board shall set a date when the student shall be reviewed for readmission to a school within the district. For a student expelled for any "mandatory recommendation and mandatory expulsion" act listed in "Authority to Expel" in the accompanying Board policy, this date shall be one year from the date the expulsion occurred, except that the Board may set an earlier date on a case-by-case basis. For a student expelled for other acts, this date shall be no later than the last day of the semester following the semester in which the expulsion occurred. If an expulsion is ordered during summer session or the intersession period of a year-round program, the Board shall set a date when the student shall be reviewed for readmission not later than the last day of the semester following the summer session or intersession period in which the expulsion occurred. (Education Code 48916)

At the time of the expulsion order, the Board shall recommend a plan for the student's rehabilitation, which may include: (Education Code 48916)
Periodic review, as well as assessment at the time of review, for readmission

Recommendations for improved academic performance, tutoring, special education assessments, job training, counseling, employment, community service, or other rehabilitative programs
With parent/guardian consent, students who have been expelled for reasons relating to controlled substances or alcohol may be required to enroll in a county-sponsored drug rehabilitation program before returning to school. (Education Code 48916.5)

Written Notice to Expel

The Superintendent or designee shall send written notice of the decision to expel to the student or parent/guardian. This notice shall include the following:
The specific offense committed by the student for any of the causes for suspension or expulsion listed above under "Grounds for Suspension and Expulsion: Grades K-12" or "Additional Grounds for Suspension and Expulsion: Grades 4-12" (Education Code 48900.8)

The fact that a description of readmission procedures will be made available to the student and parent/guardian (Education Code 48916)

Notice of the right to appeal the expulsion to the County Board (Education Code 48918)

Notice of the alternative educational placement to be provided to the student during the time of expulsion (Education Code 48918)

Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the expelling district, pursuant to Education Code 48915.1 (Education Code 48918)
Decision to Suspend Expulsion Order

In accordance with Board policy, when deciding whether to suspend the enforcement of an expulsion order, the Board shall take into account the following criteria:
The student's pattern of behavior

The seriousness of the misconduct

The student's attitude toward the misconduct and willingness to follow a rehabilitation program
The suspension of the enforcement of an expulsion shall be governed by the following:
The Board may, as a condition of the suspension of enforcement, assign the student to a school, class, or program appropriate for the student's rehabilitation

This rehabilitation program may provide for the involvement of the student's parent/guardian in the student's education. However, a parent/guardian's refusal to participate in the rehabilitation program shall not be considered in the Board's determination as to whether the student has satisfactorily completed the rehabilitation program. (Education Code 48917)

During the period when enforcement of the expulsion order is suspended, the student shall be on probationary status (Education Code 48917)

The suspension of the enforcement of an expulsion order may be revoked by the Board if the student commits any of the acts listed under "Grounds for Suspension and Expulsion: Grades K-12" or "Additional Grounds for Suspension and Expulsion: Grades 4-12" above, or violates any of the district's rules and regulations governing student conduct (Education Code 48917)

When the suspension of enforcement of an expulsion order is revoked, a student may be expelled under the terms of the original expulsion order (Education Code 48917)

Upon satisfactory completion of the rehabilitation assignment, the Board shall reinstate the student in a district school

Upon reinstatement, the Board may order the expunging of any or all records of the expulsion proceedings. (Education Code 48917)

The Superintendent or designee shall send written notice of any decision to suspend the enforcement of an expulsion order during a period of probation to the student or parent/guardian

The notice shall inform the parent/guardian of the right to appeal the expulsion to the County Board, the alternative educational placement to be provided to the student during the period of expulsion, and the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the expelling district, pursuant to Education Code 48915.1(b). (Education Code 48918(j))

Suspension of the enforcement of an expulsion order shall not affect the time period and requirements for the filing of an appeal of the expulsion order with the County Board (Education Code 48917)
Appeal

If a student is expelled from school, the student or parent/guardian is entitled to file an appeal of the Board's decision with the County Board. The appeal must be filed within 30 days of the Board's decision to expel, even if the expulsion order is suspended and the student is placed on probation. (Education Code 48919)

If the student submits a written request for a copy of the written transcripts and supporting documents from the district simultaneously with the filing of the notice of appeal with the County Board, the district shall provide the student with these documents within 10 school days following the student's written request. (Education Code 48919)

Notification to Law Enforcement Authorities

Prior to the suspension or expulsion of any student, the principal or designee shall notify appropriate city or county law enforcement authorities of any student acts of assault which may have violated Penal Code 245. (Education Code 48902)

The principal or designee shall notify appropriate city or county law enforcement authorities of any student acts which may involve the possession or sale of narcotics or of a controlled substance, or of any student acts involving the possession, sale, or furnishing of firearms, explosives, or other dangerous weapons in violation of Education Code 48915(c)(1) or (5) or Penal Code 626.9 and 626.10. (Education Code 48902)

Within one school day after a student's suspension or expulsion, the principal or designee shall notify appropriate county or district law enforcement authorities, by telephone or other appropriate means, of any student acts which may violate Education Code 48900(c) or (d), relating to the possession, use, offering, or sale of controlled substances, alcohol, or intoxicants of any kind. (Education Code 48902)

Placement During Expulsion

The Board shall refer expelled students to a program of study that is: (Education Code 48915, 48915.01)
Appropriately prepared to accommodate students who exhibit discipline problems

Not provided at a comprehensive middle, junior, or senior high school or at any elementary school, unless the program is offered at a community day school established at any of these

Not housed at the school site attended by the student at the time of suspension
When the placement described above is not available and when the County Superintendent so certifies, students expelled for only acts described in Items #6-12 under "Grounds for Suspension and Expulsion: Grades K-12" and Items #1-3 under "Additional Grounds for Suspension and Expulsion: Grades 4-12" above may be referred to a program of study that is provided at another comprehensive middle, junior, or senior high school or at an elementary school. (Education Code 48915)

The program for a student expelled from any of grades K-6 shall not be combined or merged with programs offered to students in any of grades 7-12. (Education Code 48916.1)

Readmission After Expulsion

Prior to the date set by the Board for the student's readmission:
The Superintendent or designee shall hold a conference with the student's parent/guardian, or other person holding the right to make educational decisions for the student, and the student

At the conference, the student's rehabilitation plan shall be reviewed and the Superintendent or designee shall verify that the provisions of this plan have been met. School regulations shall be reviewed and the student and the student's parent/guardian or other person holding the right to make educational decisions for the student shall be asked to indicate in writing their willingness to comply with these regulations.

The Superintendent or designee shall transmit to the Board a recommendation regarding readmission

The Board shall consider this recommendation in closed session. If a written request for open session is received from the student's parent/guardian or other person holding the right to make educational decisions for the student, or adult student, it shall be honored to the extent that privacy rights of other students are not violated.

If the readmission is granted, the Superintendent or designee shall notify the student and the student's parent/guardian, or other person holding the right to make educational decisions for the student, by registered mail, of the Board's decision regarding readmission

The Board may deny readmission only if it finds that the student has not satisfied the conditions of the rehabilitation plan or that the student continues to pose a danger to campus safety or to other district students or employees (Education Code 48916)

If the Board denies the readmission of a student, the Board shall determine either to continue the student's placement in the alternative educational program initially selected or to place the student in another program that serves expelled students, including placement in a county community school

The Board shall provide written notice to the expelled student and the student's parent/guardian, or other person holding the right to make educational decisions for the student, describing the reasons for denying readmittance into the regular program

This notice shall indicate the Board's determination of the educational program which the Board has chosen. The student shall enroll in that program unless the parent/guardian chooses to enroll the student in another school district. No student shall be denied readmission into the district based solely on the student's arrest, adjudication by a juvenile court, formal or informal supervision by a probation officer, detention in a juvenile facility, enrollment in a juvenile court school, or other such contact with the juvenile justice system. (Education Code 48645.5)

Maintenance of Records

The district shall maintain a record of each suspension and expulsion, including its specific cause(s). (Education Code 48900.8)

Expulsion records of any student shall be maintained in the student's mandatory interim record and sent to any school in which the student subsequently enrolls upon written request by that school. (Education Code 48918(k))

The Superintendent or designee shall, within five working days, honor any other district's request for information about an expulsion from this district. (Education Code 48915.1)

Notify Teacher of Dangerous Students

BP 4158

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An employee may use reasonable and necessary force for self-defense or defense of another person, to quell a disturbance threatening physical injury to others or damage to property, or to obtain possession of weapons or other dangerous objects within the control of a student. (Education Code 44807, 49001)

An employee shall promptly report to the principal or other immediate supervisor any attack, assault, or physical threat made against the employee by a student or by any other individual in relation to the performance of the employee's duties, and any action the employee took in response.

Additionally, the employee and the principal or other immediate supervisor shall promptly report to local law enforcement authorities an attack, assault, or physical threat made against the employee by a student. Reports of an attack, assault, or physical threat shall be forwarded immediately to the Superintendent or designee. (Education Code 44014)

Notice Regarding Student Offenses

When a student commits certain offenses that may endanger staff or others, the following procedures shall be implemented to notify staff members as appropriate:
Acts That Are Grounds for Suspension or Expulsion

The Superintendent or designee shall inform the teacher(s) of each student who, during the previous three school years, has engaged in or is reasonably suspected to have engaged in any act, except the possession or use of tobacco products, that would constitute a ground for suspension or expulsion as specified in Administrative Regulation 5144.1 - Suspension and Expulsion/Due Process (Education Code 49079)

This information shall be based upon district records maintained in the ordinary course of business or records received from a law enforcement agency. (Education Code 49079)

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

Information received by teacher(s) shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher (Education Code 48201, 49079)

Offenses Reported to the District by a Court

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

The principal or designee shall expeditiously disseminate this information to any counselor who directly supervises or reports on the student's behavior or progress and to any teacher or administrator directly supervising or reporting on the student's behavior or progress whom the principal or designee thinks may need the information in order to work

with the student appropriately, to avoid being needlessly vulnerable, or to protect others from vulnerability (Welfare and Institutions Code 827)

Any court-initiated information that a teacher, counselor, or administrator receives shall be kept confidential and used only to rehabilitate the student and protect other students and staff (Welfare and Institutions Code 827)

The information shall be further disseminated only when communication with the student, parent/guardian, law enforcement staff, and probation officer is necessary to rehabilitate the student or to protect students and staff. (Welfare and Institutions Code 827)

When a student is removed from school as a result of an offense, the Superintendent shall hold the court's information in a separate confidential file until the student is returned to the district (Welfare and Institutions Code 827)

If the student is returned to a different district, the Superintendent shall transmit the information provided by the student's parole or probation officer to the superintendent of the new district of attendance. (Welfare and Institutions Code 827)

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

Accommodations for Victims of Domestic Violence, Sexual Assault, Stalking, or Other Qualifying Acts of Violence

When requested by an employee who is a victim of domestic violence, sexual assault, stalking, or other qualifying acts of violence, the district shall provide the employee reasonable accommodations which may include the implementation of safety measures, including, but not limited to: (Government Code 12945.8)
A transfer, reassignment, or modified schedule

A changed work telephone or work station, including the permission to carry a telephone at work

An installed lock

Assistance in documenting domestic violence, sexual assault, stalking, or other qualifying act of violence that occurs in the workplace

Referral to a victim assistance organization

Another safety procedure or adjustment to a job structure, workplace facility, or work requirement in response to domestic violence, sexual assault, stalking, or other qualifying act of violence
The Superintendent or designee shall engage in a timely, good faith, and interactive process with the employee to determine effective reasonable accommodations that do not pose an undue hardship on the district. In determining whether an accommodation is reasonable, the Superintendent or designee shall consider any exigent circumstance or danger facing the employee or their family member. (Government Code 12945.8)

Upon the request of the Superintendent or designee, an employee requesting a reasonable accommodation shall provide a written statement, signed by the employee or an individual acting on the employee's behalf, certifying that the accommodation is for an authorized purpose. The Superintendent or designee may also request that the employee provide certification of the employee's status as a victim of domestic violence, sexual assault, stalking, or other qualifying act of violence. Such certification may include: (Government Code 12945.8)
A police report indicating that the employee, or a family member of the employee, was a victim

A court order protecting or separating the employee, or family member of the employee, from the perpetrator of the crime or abuse, or other evidence from the court or prosecuting attorney that the employee has appeared in court

Documentation from a licensed medical professional or health care provider, domestic violence or sexual assault counselor, victim advocate, or counselor that the employee, or family member of the employee, was undergoing treatment or receiving services for physical or mental injuries or abuse resulting in victimization from the crime or abuse

Any other form of documentation that reasonably verifies that the crime or abuse occurred, including, but not limited to, a written statement signed by the employee or by an individual acting on the employee's behalf
Any verbal or written statement, police or court record, or other documentation identifying an employee, or a family member of the employee, as a victim shall be confidential and shall not be disclosed by the district except as required by federal or state law or as necessary to protect the employee's safety in the workplace. The employee shall be notified before any authorized disclosure. (Government Code 12945.8)

Every six months after the date of the certification, the Superintendent or designee may request recertification of the employee's status as a victim of domestic violence, sexual assault, stalking, other specified offense, or ongoing circumstances related to the crime or abuse. The employee shall notify the Superintendent or designee if, due to changing circumstances, the employee needs a new accommodation or no longer needs an accommodation. If a new accommodation is needed, the Superintendent or designee shall follow the procedures described above when making the initial determination regarding effective reasonable accommodations. (Government Code 12945.8)

The district shall not discharge or retaliate against an employee because of the employee's status as a victim of crime or abuse or for requesting a reasonable accommodation, regardless of whether the request was granted. (Government Code 12945.8)

Nondiscrimination/Harassment and Hate Crime Reporting– BP/AR BP 5145.3

Original Adopted Date: 10/22/2018 | Last Revised Date: 10/09/2025 | Last Reviewed Date: 10/09/2025Status: ADOPTED

The Governing Board desires to provide a welcoming, safe, and supportive school environment that allows all students equal access to and opportunities in the district's academic, extracurricular, and other educational support programs, services, and activities.

This policy shall apply to all acts constituting unlawful discrimination or harassment related to district activity or attendance, to acts which occur off campus or outside of district-related or district-sponsored activities but which may have an impact or create a hostile environment at school, and to all acts of the Board and the Superintendent in enacting policies and procedures that govern the district.

The Board prohibits, at any district school or activity, unlawful discrimination, including discriminatory harassment, intimidation, and bullying, against an individual or group based on one, or a combination of two or more, protected characteristics, which include, but may not be limited to, race or ethnicity; ancestry; color; ethnic group identification; nationality; national origin; immigration status; sex; sexual orientation; sex stereotypes; gender; gender identity; gender expression; religion; disability; medical condition; genetic information; pregnancy, false pregnancy, childbirth, termination of pregnancy, or related conditions or recovery; and parental, marital, and family status; a perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics. (Education Code 200, 210.1, 210.2, 212, 212.1, 220, 221.51, 230, 260; Government Code 11135, 12926; 20 USC 1681-1688, 42 USC 2000d-2000d-7)

Unlawful discrimination, including discriminatory harassment, intimidation, or bullying, may result from physical, verbal, nonverbal, or written conduct based on any of the categories listed above. Unlawful discrimination also occurs when prohibited conduct is so severe, persistent, or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; has the effect of substantially or unreasonably interfering with a student's academic performance; or otherwise adversely affects a student's educational opportunities.

Unlawful discrimination also includes disparate treatment of students based on one of the categories above with respect to the provision of opportunities to participate in district programs or activities or the provision or receipt of educational benefits or services.

Because unlawful discrimination could occur when disciplining students, including suspension and expulsion, the Superintendent or designee shall ensure that staff enforce discipline rules fairly, consistently and in a non-discriminatory manner, as specified in Board Policy and Administrative Regulation 5144 - Discipline, Board Policy and Administrative Regulation 5144.1 - Suspension and Expulsion/Due Process, and Administrative Regulation 5144.2 - Suspension and Expulsion/Due Process (Students With Disabilities).

The Board also prohibits any form of retaliation against any individual who reports or participates in the reporting of unlawful discrimination, files or participates in the filing of a complaint, or investigates, participates, or refuses to participate in the investigation of a complaint or report alleging unlawful discrimination. Retaliation complaints shall be investigated and resolved in the same manner as a discrimination complaint.

The Superintendent or designee shall facilitate students' access to the educational program by publicizing the district's nondiscrimination policy and related complaint procedures to students, parents/guardians, and employees. In addition,

the Superintendent or designee shall post the district's policies prohibiting discrimination, harassment, intimidation, and bullying and other required information on the district's website in a manner that is easily accessible to parents/guardians and students, in accordance with law and the accompanying administrative regulation. (Education Code 234.1, 234.6; 34 CFR 106.8)

The Superintendent or designee shall provide training and/or information on the scope and use of the policy and complaint procedures and take other measures designed to increase understanding of the requirements of law related to discrimination. The Superintendent or designee shall regularly review the implementation of the district's nondiscrimination policies and practices and, as necessary, shall take action to remove any identified barrier to student access to or participation in the district's educational program. The Superintendent or designee shall report the findings and recommendations to the Board after each review.

Regardless of whether a complainant complies with the writing, timeline, and/or other formal filing requirements, all complaints alleging unlawful discrimination, including discriminatory harassment, intimidation, or bullying, shall be investigated and prompt action taken to stop the discrimination, prevent recurrence, and address any continuing effect on students.

Students who engage in unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, in violation of law, Board policy, or administrative regulation shall be subject to appropriate consequence or discipline, which may include suspension or expulsion when the behavior is severe or pervasive as defined in Education Code 48900.4. Any employee who permits or engages in prohibited discrimination related to a district activity, attendance, or district-related or district-sponsored activity, including discriminatory harassment, intimidation, retaliation, or bullying, shall be subject to disciplinary action, up to and including dismissal.

When a student has been suspended, or other means of correction have been implemented against the student for an incident of racist bullying, harassment, or intimidation, the principal or designee may engage both the victim and perpetrator in a restorative justice practice suitable to the needs of the students. The principal or designee may also require the perpetrator to engage in a culturally sensitive program that promotes racial justice and equity and combats racism and ignorance and regularly check on the victim to ensure that the victim is not in danger of suffering from any long-lasting mental health issues. (Education Code 48900.5)

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

Complaints alleging unlawful discrimination in district programs and activities shall be investigated and resolved in accordance with Board Policy 1312.3 - Uniform Complaint Procedures, when required by law. However, complaints alleging sexual harassment under Title IX shall be investigated and resolved in accordance with the procedures specified in Administrative Regulation 5145.71 - Title IX Sexual Harassment Complaint Procedures.

Record-Keeping

The Superintendent or designee shall maintain a record of all reported cases of unlawful discrimination, including discriminatory harassment, intimidation, or bullying, to enable the district to monitor, address, and prevent repetitive prohibited behavior in district schools.

A/R

Original Adopted Date: 10/22/2018 | Last Revised Date: 10/09/2025 | Last Reviewed Date: 10/09/2025Status: ADOPTED

The district designates the individual(s) identified below as the Compliance Officer(s). The employee(s) is responsible for coordinating the district's efforts to comply with applicable state and federal civil rights laws and to answer inquiries regarding the district's nondiscrimination policies. The individual(s) shall also serve as the Compliance Officer(s) specified in Administrative Regulation 1312.3 - Uniform Complaint Procedures as the responsible employee to handle complaints alleging unlawful discrimination of a student, and the Title IX Coordinator specified in Administrative Regulation 5145.7 - Sexual Harassment as the responsible employee to handle complaints alleging unlawful sexual harassment, as permitted by law. The Compliance Officer(s) may be contacted at: (Education Code 234.1; 5 CCR 4621)

Assistant Superintendent of Educational Services
2100 J Street
Eureka, CA 95501
Tel: 707-441-3363

Measures to Prevent Discrimination

To prevent unlawful discrimination, including discriminatory harassment, intimidation, retaliation, and bullying, of students at district schools or activities and to ensure equal access of all students to the educational program, the Superintendent or designee shall implement the following measures:

Publicize the district's nondiscrimination policy and related complaint procedures, including the Compliance Officer's contact information, to students, parents/guardians, employees, volunteers, and the general public by posting them in prominent locations and providing easy access to them through district-supported communications

Post the district's policies and procedures prohibiting discrimination, harassment, student sexual harassment, intimidation, bullying, and cyberbullying, including a section on social media bullying that includes all of the references described in Education Code 234.6 as possible forums for social media, in a prominent location on the district's website in a manner that is easily accessible to parents/guardians and students (Education Code 234.1, 234.6)

Post the definition of sex discrimination and harassment as described in Education Code 230, including the rights set forth in Education Code 221.8, in a prominent location on the district's website in a manner that is easily accessible to parents/guardians and students (Education Code 234.6)

Post in a prominent location on the district website in a manner that is easily accessible to parents/guardians and students information regarding Title IX prohibitions against discrimination based on a student's sex, including the following: (Education Code 221.6, 221.61, 234.6)

The name and contact information of the district's Title IX Coordinator, including the phone number and email address

The rights of students and the public and the responsibilities of the district under Title IX, including a list of rights as specified in Education Code 221.8 and web links to information about those rights and responsibilities located on the websites of the Office for Equal Opportunity and the U.S. Department of Education's Office for Civil Rights (OCR)

A description of how to file a complaint of noncompliance under Title IX, which shall include:

An explanation of the statute of limitations within which a complaint must be filed after an alleged incident of discrimination has occurred and how a complaint may be filed beyond the statute of limitations

An explanation of how the complaint will be investigated and how the complainant may further pursue the complaint, including web links to this information on OCR's website

A web link to the OCR complaints form and the contact information for the office, including the phone number and email address for the office

A link to the Title IX information included on the California Department of Education's (CDE) website

Post CDE's standardized incident form to track racial discrimination, harassment, or hazing that occurs at high school sporting games or events, including information on how to submit a completed incident form to the district (Education Code 33353)

Post a link to statewide CDE-compiled resources, including community-based organizations, that provide support to youth who have been subjected to school-based discrimination, harassment, intimidation, or bullying and to their families (Education Code 234.5. 234.6)

Such resources shall be posted in a prominent location on the district's website in a manner that is easily accessible to parents/guardians and students. (Education Code 234.6)

Provide to students a handbook that contains age-appropriate information that clearly describes the district's nondiscrimination policy, procedures for filing a complaint, and resources available to students who feel that they have been the victim of any such behavior

Annually notify all students and parents/guardians of the district's nondiscrimination policy, including its responsibility to provide a safe, nondiscriminatory school environment for all students

The notice shall inform students and parents/guardians that they may request to meet with the Compliance Officer to determine how best to accommodate or resolve concerns that may arise from the district's implementation of its nondiscrimination policies. The notice shall also inform all students and parents/guardians that, to the extent possible, the district will address any individual student's interests and concerns in private.

Ensure that students and parents/guardians, including those with limited English proficiency, are notified of how to access the relevant information provided in the district's nondiscrimination policy and related complaint procedures, notices, and forms in a language they can understand

If 15 percent or more of students enrolled in a particular district school speak a single primary language other than English, the district's policy, regulation, forms, and notices concerning nondiscrimination shall be translated into that language in accordance with Education Code 234.1 and 48985. In all other instances, the district shall ensure meaningful access to all relevant information for parents/guardians with limited English proficiency.

Provide to students, employees, volunteers, and parents/guardians age-appropriate training and/or information regarding the district's nondiscrimination policy; what constitutes prohibited discrimination, including discriminatory harassment, intimidation, retaliation, or bullying; how and to whom a report of an incident should be made; and how to guard against segregating or stereotyping students when providing instruction, guidance, supervision, or other services to them

Such training and information shall include details of guidelines the district may use to provide a discrimination-free environment for all district students.

Provide to certificated employees serving students in grades 7-12 information on existing school and community resources related to the support of lesbian, gay, bisexual, transgender, queer, and questioning (LGBTQ+) students, or related to the support of students who may face bias or bullying on the basis of any of the actual or perceived characteristics in Penal Code 422.55, including immigration status; Education Code 220; and disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation; or association with a person or group with one or more of these actual or perceived characteristics (Education Code 234.1)

For the 2025-2026 school year through the 2029-2030 school year, provide annually to certificated employees serving students in grades 7-12 at least one hour of training to support LGBTQ+ cultural competency in accordance with Education Code 218.3

At the beginning of each school year, inform school employees that any employee who witnesses any act of unlawful discrimination, including discriminatory harassment, intimidation, or bullying, against a student is required to intervene if it is safe to do so (Education Code 234.1)

At the beginning of each school year, inform each principal or designee of the district's responsibility to provide appropriate assistance or resources to protect students from threatened or potentially discriminatory behavior and ensure their privacy rights

Process for Initiating and Responding to Complaints

Students who feel that they have been subjected to unlawful discrimination described above or in district policy are strongly encouraged to immediately contact the Compliance Officer, Title IX Coordinator, principal, or any other staff member. In addition, students who observe any such incident are strongly encouraged to report the incident to the Compliance Officer, Title IX Coordinator, or principal, regardless of whether the alleged victim files a complaint.

Any district employee who observes an incident of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, or to whom such an incident is reported, shall report the incident to the Compliance Officer, Title IX Coordinator, or principal within one workday, regardless of whether the alleged victim files a complaint.

Any school employee who witnesses an incident of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, shall immediately intervene to stop the incident when it is safe to do so. (Education Code 234.1)

When a report of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, is made to or received by the principal, Compliance Officer, or Title IX Coordinator, the principal, Compliance Officer, or Title IX Coordinator shall notify the student or parent/guardian of the right to file a formal complaint in accordance with Administrative Regulation 1312.3 - Uniform Complaint Procedures or, for complaints of sexual harassment that meet the federal Title IX definition, Administrative Regulation 5145.71 - Title IX Sexual Harassment Complaint Procedures. Once notified verbally or in writing, the Compliance Officer or Title IX Coordinator shall begin the investigation and shall implement immediate measures necessary to stop the discrimination and ensure that all students have access to the educational program and a safe school environment. Any interim measures adopted to address unlawful discrimination

shall, to the extent possible, not disadvantage the complainant or a student who is the victim of the alleged unlawful discrimination.

Any report or complaint alleging unlawful discrimination by the principal, Compliance Officer, Title IX Coordinator, or any other person to whom a report would ordinarily be made or complaint filed shall instead be made to or filed with the Superintendent or designee who shall determine how the complaint will be investigated.

Support for Intersex, Nonbinary, Transgender and Gender-Nonconforming Students

Gender refers to a student's sex, and includes a student's gender identity and gender expression. (Education Code 210.7)

Gender identity refers to a student's gender-related identity, appearance, or behavior as determined from the student's internal sense, regardless of whether that gender-related identity, appearance, or behavior is different from that traditionally associated with the student's physiology or assigned sex at birth.

Gender expression refers to a student's gender-related appearance and behavior, regardless of whether stereotypically associated with the student's assigned sex at birth. (Education Code 210.7)

Gender transition refers to the process in which a student changes from living and identifying as the sex assigned to the student at birth to living and identifying as the sex that corresponds to the student's gender identity.

Gender-nonconforming refers to when a student's gender expression differs from stereotypical expectations.

Intersex refers to when a student has natural bodily variations in anatomy, hormones, chromosomes, and other traits that differ from expectations generally associated with female and male bodies.

Nonbinary refers to when a student's gender identity falls outside of the traditional conception of strictly either female or male, regardless of whether the student identifies as transgender, was born with intersex traits, uses gender-neutral pronouns, or uses agender, genderqueer, pangender, gender nonconforming, gender variant, or such other more specific term to describe their gender.

Sex refers to the biological condition of being a female or male human being. (5 CCR 4910)

Transgender refers to when a student's gender identity is different from the sex assigned at birth.

The district shall ensure that all students, regardless of sex, gender, gender identity or gender expression, are afforded the same rights, benefits, and protections provided to students by law and Board policy. To do so, the Superintendent or designee shall address each situation that arises on a case-by-case basis and in accordance with the following guidelines:

Acceptance of a Student's Gender Identity: The district shall accept the student's assertion of the student's gender identity and treat the student consistent with that gender identity unless district personnel present a credible and supportable basis for believing that the student's assertion is for an improper purpose

Use of Names and Pronouns: Upon request by a student, district personnel shall address the student by the requested name and pronoun(s), without the necessity of a court order or a change to the student's mandatory permanent student record

Inadvertent slips or honest mistakes by district personnel in the use of the student's name and/or pronouns may not constitute a violation of this administrative regulation or the accompanying Board policy.

Accessibility to Sex-Segregated Facilities, Programs, and Activities: When the district maintains sex-segregated facilities, such as restrooms and locker rooms, or offers sex-segregated programs and activities, such as physical education classes, intermural sports, and interscholastic athletic programs, students shall be permitted to access facilities and participate in programs and activities consistent with their gender identity

Additionally, a student shall be permitted to participate in accordance with the student's gender identity in other circumstances where students are separated by sex, such as for class discussions, yearbook pictures, and field trips.

To address any student's privacy concerns in using sex-segregated facilities, the district shall consider offering a gender-neutral or single-use restroom or changing area, a bathroom stall with a door, an area in the locker room separated by a curtain or screen, or use of the locker room before or after the other students. However, in no case shall the district require a student to utilize these options because of the student's sex, gender, gender identify, or gender expression. A student's right to participate in a sex-segregated activity in accordance with the student's gender identity shall not render invalid or inapplicable any other eligibility rule established for participation in the activity.

Beginning July 1, 2026, each school shall provide and maintain at least one all-gender restroom for student use that meets the requirements of Education Code 35292.5.

Adherence to Uniforms/Dress Code: A student has the right to dress in a manner consistent with the student's gender identity, subject to any dress code adopted on a school site, which may not discriminate on the basis of sex, gender, gender identity or gender expression

Equal Access to Educational Programs and Activities: Upon request by a student based on the student's gender identity or gender expression, the Compliance Officer shall identify and develop strategies for ensuring that the student's access to educational programs and activities is maintained

The Compliance Officer shall consider the rights of all students and how those rights may affect and be affected by the rights of other students. Additionally, the Compliance Officer shall identify specific school site employee(s) to whom the student may report any problem related to the student's sex, gender, gender identity, or gender expression so that prompt action can be taken to address it. Alternatively, if appropriate and desired by the student, the school may form a support team for the student that will meet periodically to assess whether the arrangements for the student are providing equal access to programs and activities.

Right to privacy: A student's sex, gender, gender identity, and gender status is private information

The district may only disclose such information to others when the disclosure is permitted by law, with the student's prior written consent, or when the district has compelling evidence that disclosure is necessary to preserve the student's physical or mental well-being. (Education Code 220.3, 220.5; 34 CFR 99.31, 99.36)

Student Records: A student's sex and legal name shall be maintained as part of a student's mandatory permanent student record as specified in 5 CCR 432 and shall only be changed with proper documentation (Education Code 49061-49072)

When a request to change a student's gender or name is submitted without proper documentation, any change to the student's gender or name shall be applied only to documents not included in the mandatory permanent student record such as attendance sheets, report cards, and school identification.

The Superintendent or designee shall follow this guideline such that it does not change or alter the obligations of the district to maintain student records in accordance with Board Policy/Administrative Regulation 5125 - Student Records, and to ensure access to such records in accordance with Board Policy/Administrative Regulation 1340 - Access to District Records.
The district prohibits any act of verbal, nonverbal, or physical aggression, intimidation, or hostility, including any such act based on sex, gender, gender identity, or gender expression, or that have the purpose or effect of producing a negative impact on the student's academic performance or of creating an intimidating, hostile, or offensive educational environment, regardless of whether the acts are sexual in nature, including, but not limited to:
Refusing to address or refer to a student in a manner consistent with the student's gender identity

Disciplining a student or excluding the student from participating in activities, for behavior or appearance that is consistent with the student's gender identity or that does not conform to stereotypical notions of masculinity or femininity

Blocking, prohibiting, or restricting a student's entry to the restroom that corresponds to the student's gender identity

Disclosing student records that reveal a student's gender identity to individuals who do not have a legitimate need for the information except as permitted by law

Verbally or physically assaulting a student because of the student's sex, gender, gender identity, or gender expression, including, but not limited to, causing, attempting to cause, threatening to cause, or participating in an act of hate violence on the basis of sex, gender, gender identity, or gender expression

Sexual Harassment – BP/AR 5145.7

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The district does not discriminate on the basis of sex in any of its programs or activities and complies with Title IX of the Education Amendments of 1972 and its implementing regulations.

The Governing Board is committed to maintaining a welcoming, safe, and supportive school environment that is free from discrimination and harassment. The Board prohibits at district or at district-sponsored or district-related activities, sexual harassment, as defined in the accompanying administrative regulation, targeted at any student.

Additionally, the Board prohibits retaliatory behavior or action against any person who reports, files a complaint, testifies about, assists with, or otherwise supports a complainant in alleging sexual harassment, or otherwise participates or refuses to participate in the complaint process established for the purpose of this policy. (Education Code 220.1, 221.8; 34 CFR 106.71)

The district strongly encourages students who feel that they are being or have experienced sexual harassment on district grounds or at a district-sponsored or district-related activity, or off-campus when the conduct has a continuing effect on campus, to immediately contact their teacher, the principal, the district's Title IX Coordinator, or any other available school employee.

Any employee who receives a report or observes an incident of sexual harassment by or against a student in a district education program or activity shall report the incident to the Title IX Coordinator within one workday.

Once notified, the Title IX Coordinator shall ensure that the complaint alleging sexual harassment is addressed through Administrative Regulation 5145.71 - Title IX Sexual Harassment Complaint Procedures or Board Policy/Administrative Regulation 1312.3 - Uniform Complaint Procedures, as applicable. Additionally, the Title IX Coordinator shall ensure that any implementation of Administrative Regulation 5145.71 - Title IX Sexual Harassment Complaint Procedures concurrently meets the requirements of Board Policy/Administrative Regulation 1312.3 - Uniform Complaint Procedures.

The Title IX Coordinator shall offer and coordinate supportive measures to the complainant and respondent, as deemed appropriate under the circumstances.

The Superintendent or designee shall inform students and parents/guardians of this policy in the manner specified in the accompanying administrative regulation.

The Superintendent or designee shall ensure that all district staff are trained regarding this policy, and that employees required to receive training related to their duties under Title IX receive training as specified in Administrative Regulation 4119.11/4219.11/4319.11 - Sexual Harassment. (Government Code 12950.1; 2 CCR 11023, 11024; 34 CFR 106.45)

Instruction/Information

The Superintendent or designee shall ensure that all district students receive age-appropriate information on sexual harassment. Such instruction and information shall include:
What acts and behavior constitute sexual harassment, including the fact that sexual harassment could occur between people of the same sex and could involve sexual violence

A clear message that students do not have to endure sexual harassment under any circumstance

Encouragement to report observed incidents of sexual harassment even when the alleged victim of the harassment has not complained

A clear message that student safety is the district's primary concern, and that any separate rule violation involving an alleged victim or any other person reporting a sexual harassment incident will be addressed separately and will not affect the manner in which the sexual harassment complaint will be received, investigated, or resolved

A clear message that, regardless of a complainant's noncompliance with the writing, timeline, or other formal filing requirements, every sexual harassment allegation that involves a student, whether as the complainant, respondent, or victim of the harassment, shall be investigated and action shall be taken to respond to the harassment, prevent recurrence, and address any continuing effect on students

Information about the district's procedures for investigating complaints and the person(s) to whom a report of sexual harassment should be made

Information about the rights of students and parents/guardians to file a civil or criminal complaint, as applicable, including the right to file a civil or criminal complaint while the district investigation of a sexual harassment complaint continues

A clear message that, when needed, the district will implement supportive measures to ensure a safe school environment for a student who is the complainant or victim of sexual harassment and/or other students during an investigation

Disciplinary Actions

Upon completion of an investigation of sexual harassment, any student found to have engaged in sexual harassment or sexual violence in violation of this policy shall be subject to disciplinary action. For students in grades 4-12, disciplinary action may include suspension and/or expulsion, provided that, in imposing such discipline, the entire circumstances of the incident(s) shall be taken into account.

Upon completion of an investigation of sexual harassment, any employee found to have engaged in sexual harassment or sexual violence toward any student shall be subject to disciplinary action, up to and including dismissal, in accordance with law and the applicable collective bargaining agreement.

Record-Keeping

The Superintendent or designee shall maintain records in accordance with law, including in accordance with Administrative Regulation 5145.71 - Title IX Sexual Harassment Complaint Procedures, and district policies and regulations, of all reported cases of sexual harassment to enable the district to monitor, address, and prevent repetitive harassing behavior in district schools.

A/R

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Definitions

Sexual harassment is a form of sex discrimination and means sexual harassment and other harassment on the basis of one, or a combination of two or more protected characteristics, which include, but may not be limited to, sex; gender; gender identity; gender expression; sexual orientation; sex stereotypes; pregnancy, false pregnancy, childbirth, termination of pregnancy, or related conditions or recovery; and parental, marital, and family status. (Education Code 200, 210.2, 220, 221.51, 230, 260; Government Code 11135; 20 USC 1681-1688)

Sexual harassment includes, but is not limited to, unwelcome sexual advances, unwanted requests for sexual favors, or other unwanted verbal, visual, or physical conduct of a sexual nature made against another person of the same or opposite sex in the educational setting, under any of the following conditions: (Education Code 212.5; 5 CCR 4916)
Submission to the conduct is explicitly or implicitly made a term or condition of a student's academic status or progress

Submission to or rejection of the conduct by a student is used as the basis for academic decisions affecting the student

The conduct has the purpose or effect of having a negative impact on the student's academic performance or of creating an intimidating, hostile, or offensive educational environment

Submission to or rejection of the conduct by the student is used as the basis for any decision affecting the student regarding benefits and services, honors, programs, or activities available at or through any district program or activity
Any prohibited conduct that occurs off campus or outside of district-related or district-sponsored programs or activities will be regarded as sexual harassment in violation of district policy if it has a continuing effect on or creates a hostile school environment for the complainant or victim of the conduct.

For purposes of applying the complaint procedures specified in Title IX, sexual harassment is defined as any of the following forms of conduct that occurs in an education program or activity in which a district school exercises substantial control over the context and respondent: (34 CFR 106.30, 106.44)
A district employee conditioning the provision of a district aid, benefit, or service on the student's participation in unwelcome sexual conduct

Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a student equal access to the district's education program or activity

Sexual assault, dating violence, domestic violence, or stalking as defined in 20 USC 1092 or 34 USC 12291
Title IX Coordinator/Compliance Officer

The district designates the following individual as the responsible employee to coordinate its efforts to comply with Title IX. The individual shall also serve as the Compliance Officer specified in Administrative Regulation 1312.3 - Uniform Complaint Procedures and Administrative Regulation 5145.3 - Nondiscrimination/Harassment as the responsible employee to handle student complaints alleging unlawful discrimination, as permitted by law. The Title IX Coordinator may be contacted at:

Assistant Superintendent of Educational Services
2100 J Street
Eureka, CA 95501
Tel: 707-441-3363

Notifications

The Superintendent or designee shall notify students and parents/guardians that the district does not discriminate on the basis of sex as required by Title IX and that inquiries about the application of Title IX to the district may be referred to the district's Title IX Coordinator and/or to the Assistant Secretary for Civil Rights, U.S. Department of Education. (34 CFR 106.8)

The district shall notify students and parents/guardians of the name or title, office address, email address, and telephone number of the district's Title IX Coordinator. (34 CFR 106.8)

The Superintendent or designee shall ensure that a copy of the district's sexual harassment policy and regulation:
Is included in the notifications that are sent to parents/guardians at the beginning of each school year (Education Code 48980; 5 CCR 4917)

Is displayed in a prominent location in the main administrative building or other area where notices of district rules, regulations, procedures, and standards of conduct are posted (Education Code 231.5)

Is summarized on a poster, which shall be prominently and conspicuously displayed in each bathroom and locker room at each school

The poster may be displayed in public areas that are accessible to and frequented by students, including, but not limited to, classrooms, hallways, gymnasiums, auditoriums, and cafeterias. The poster shall display the rules and procedures for reporting a charge of sexual harassment; the name, phone number, and email address of an appropriate school employee to contact to report sexual harassment; the rights of the reporting student, the complainant, and the respondent; and the responsibilities of the school. (Education Code 231.6)

Is posted, along with the name or title and contact information of the Title IX Coordinator, in a prominent location on the district's website in a manner that is easily accessible to parents/guardians and students (Education Code 234.6; 34 CFR 106.8)

Is provided as part of any orientation program conducted for new and continuing students at the time the student is enrolled or at the beginning of each quarter, semester, or summer session (Education Code 231.5)

Appears in any school or district publication that sets forth the school's or district's comprehensive rules, regulations, procedures, and standards of conduct (Education Code 231.5)
Reports and Complaints

A student or a student's parent(s)/guardian(s) who believes that the student has been subjected to sexual harassment in a district program or activity or who has witnessed sexual harassment is strongly encouraged to report the incident to the district's Title IX Coordinator, a teacher, the principal, or any other available school employee. Within one workday of receiving such a report, the principal or other school employee shall forward the report to the district's Title IX Coordinator. Any school employee who observes an incident of sexual harassment shall, within one workday, report the observation to the Title IX Coordinator as specified in the accompanying Board policy. The report shall be made regardless of whether the alleged victim files a formal complaint or requests confidentiality.

When a report or complaint of sexual harassment involves off-campus conduct, the Title IX Coordinator shall assess whether the conduct may create or contribute to the creation of a hostile school environment. If the Title IX Coordinator determines that a hostile environment may be created, the complaint shall be investigated and resolved in the same manner as if the prohibited conduct occurred at school.

When a verbal or informal report of sexual harassment is submitted, the Title IX Coordinator shall inform the student or parent/guardian of the right to file a formal written complaint in accordance with applicable district complaint procedures.

All complaints alleging sexual harassment against students in the school setting shall be investigated and resolved in accordance with law and district procedures. The district's Title IX Coordinator shall review the allegations to determine the applicable procedure for responding to the complaint. All complaints that meet the definition of sexual harassment under Title IX shall be investigated and resolved in accordance with Administrative Regulation 5145.71 - Title IX Sexual Harassment Complaint Procedures. Other sexual harassment complaints shall be investigated and resolved pursuant to Board Policy and Administrative Regulation 1312.3 - Uniform Complaint Procedures.

If sexual harassment is found following an investigation, the Title IX Coordinator, or designee in consultation with the Title IX Coordinator, shall take prompt action to stop the sexual harassment, prevent recurrence, implement remedies, and address any continuing effects.

Safe Routes to School Program – BP 5142.2

The Governing Board recognizes that walking, bicycling, and other forms of active transport to school increase students' physical activity and reduce vehicle traffic and air pollution in the vicinity of schools. As part of the district's coordinated approach to supporting student wellness and safety and enhancing student learning and achievement, the Superintendent or designee shall develop and implement strategies to establish and encourage safe routes to school program activities.

All students shall have equitable access and opportunity to participate in the district's safe routes to school program.

The Superintendent or designee may appoint a program coordinator and identify or establish district and/or school site committees to oversee and coordinate related activities.

The Superintendent or designee may collaborate with local public works and public safety departments, transportation agencies, other city and county agencies, school staff, students, parents/guardians and parent organizations, health organizations, community organizations, and/or businesses in the development, implementation, and evaluation of strategies.

Strategies in support of the safe routes to school program shall be based on the grade levels of the students and an assessment of the conditions and needs of each school and the surrounding neighborhoods.

The Superintendent or designee shall explore the availability of grant funds and other sources of funding to support related projects and activities.

The Superintendent or designee shall periodically report to the Board on the implementation of program activities and progress toward program goals. Such reports may include, but are not limited to, levels of participation in promotional and educational activities, survey results of parent/guardian attitudes about allowing their child to walk or bicycle to school, tallies of the numbers of students using various modes of travel to and from school and how these numbers have changed over time, records of student attendance and on-time arrival, and injury data within the school and/or district attendance boundaries.
Original Adopted Date: 05/19/2010
Last Revised Date: 11/18/2021

Safe Routes To School Program – AR 5142.2
District strategies to improve student safety along routes to school and to promote walking, bicycling, and other forms of active transport to school by students may include:
1. Education activities that promote safety and awareness, such as:

a. Instructing students about pedestrian and personal safety related to the use of electric or motorized and nonmotorized bicycles or scooters, including by local law enforcement, organizations specified in Education Code 38134, and public agencies that provide safety instructions on such bicycles and scooters.

b. Instructing students about the health, academic, and environmental benefits of walking, bicycling, and other forms of active transport to school

c. Offering driver safety information to high school students, parents/guardians, and the community to promote safety around school campuses and routes

2. Encouragement strategies designed to generate interest in active transport to school, such as:

a. Organizing or facilitating "walking school buses" and/or "bicycle trains" whereby students walk or bike to school in groups escorted by parents/guardians or other volunteers as needed

b. Organizing special events and activities, such as Walk or Bike to School Day, International Walk to School Month, or year-round competitions

c. Publicizing the district's efforts in order to build support of parents/guardians and the community, including providing information about the district's safe routes to school program in parent/guardian communications and in any notifications about transportation options

3. Enforcement strategies to deter unsafe behaviors of drivers, pedestrians, and bicyclists, such as:

a. Initiating or expanding crossing guard, student safety patrol, and/or parent/guardian safety patrol programs

b. Partnering with local law enforcement to help ensure that traffic laws are obeyed in the vicinity of schools and to implement appropriate measures such as placement of speed feedback monitors, ticketing, and/or driver safety campaigns

c. Monitoring to ensure that students who bicycle to school or who use skateboards, skates, or nonmotorized scooters wear helmets in accordance with Vehicle Code 21212

4. Engineering strategies that address the design, implementation, operation, and maintenance of traffic control devices or physical measures, such as:

a. Working with local government agencies, parents/guardians, school staff, and others as appropriate to gather data about environmental conditions and hazards along routes to school b. Working with local government agencies to make operational and physical improvements that reduce or eliminate hazards, such as reducing motor vehicle traffic speeds in the area and establishing safer and fully accessible crosswalks, walkways, trails, and bikeways

b. Assessing the adequacy, accessibility, and safety of bicycle parking at schools and making modifications as needed, such as increasing the number of or relocating bicycle racks and/or equipment storage areas

c. Considering safe routes to school when making decisions about siting and designing of new schools

5. Evaluation to assess progress toward program goals, including:

a. Gathering and interpreting data based on indicators established by the Superintendent and the Governing Board

b. Presenting data to the Board, program partners, and the public

c. Recommending program modifications as needed

6. Emerging technologies that aid in the prevention and mitigation of accidents

7. Emergency response in managing injuries after an accident occurs, including, but not limited to, training staff, crossing guards, student and/or parent/guardian safety patrols, and other volunteers who assist with drop-off and pick-up in emergency procedures

8. Equity, such that resources are distributed in a manner that provides safe access and participation in an equitable manner across the community

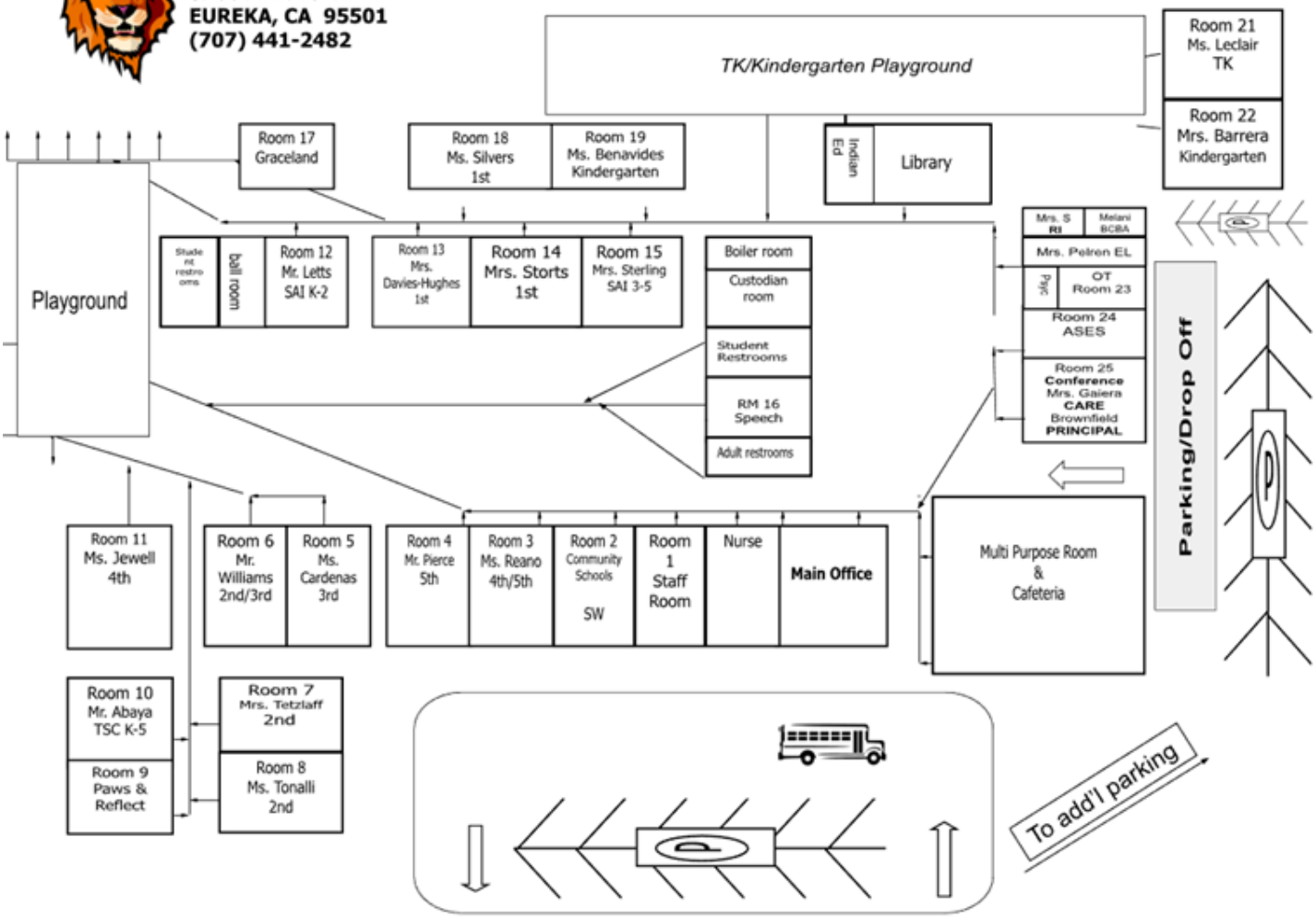
Original Adopted Date: 05/19/2010

-Campus is locked and secure until 7:45 AM at which time the custodian has completed a campus sweep before open the doors
-All gates remained locked during the school day with the only entrance being the one at the front of the school
-All volunteers must complete the District approved process
-All visitors must check in at the main office and wear a visitor badge at all times
-Bus gate is closed and locked at dismissal
-Morning drop off is monitored by school personnel

Grade	Before school	RECESS	LUNCH	Adult Support/Cafeteria	Adult Support Playground	Bus Duty
TK	Debbie 7:30-7:45 Danielle 7:40-8:10 Cafeteria Gillian 7:40-7:55 Cafeteria & 7:55-8:10 Playground Allison 8:00-8:10 TK/K playground Lora & Shakira 7:40-8:10 Cafeteria	9:30-9:50 Nancy & Mariela	**11:15-12:00** Lunch –11:15-11:35 Recess -- 11:35-12:00	Danielle & Nancy Lunch –11:15-11:35	Nancy and Mariela Recess -- 11:35-12:00	McCurdy to cover the front Grant to gather all tk/k bus riders Debbie to cover bus duty Nancy to support TK dismissal Luke to cover dismissal Shaika to cover dismissal
K		9:50-10:10 KINDERGARTEN Mariela & 2 Aides 2 adults at GUS Danielle & Gillian	**11:40-12:25** Lunch – 11:40-12:00 Recess --12:00-12:25	Danielle, Gillian & 2 aides Lunch – 11:40-12:00	Mariela and 1 Aide at K Recess --12:00-12:25 Gillian and 1 Aide at GUS Recess --12:00-12:25	
K						
1ST						
1ST						
1ST						
2ND		10:15-10:35 Danielle & Gillian	**12:05-12:50** Lunch -- 12:05- 12:25 Recess -- 12:25- 12:50	Danielle Lunch -- 12:05- 12:25	Gillian & Mariela Recess -- 12:25- 12:50	
2ND						
3RD						
3RD						
4TH		10:40-11:00 Danielle & Gillian	**12:30-1:15** Lunch – 12:30-12:50 Recess-- 12:50-1:15	Danielle, Richard & Carley Lunch – 12:30-12:50	Gillian & Danielle Recess-- 12:50-1:15	
4TH/5th						
5TH						

EVACUATION PLAN

LAFAYETTE ELEMENTARY SCHOOL
3100 PARK STREET
EUREKA, CA 95501
(707) 441-2482



Campus Security – BP/AR 4158

Original Adopted Date: 10/22/2018 | Last Revised Date: 09/11/2025 | Last Reviewed Date: 09/11/2025Status: ADOPTED

The Governing Board desires to provide a safe and orderly work environment for all employees. As part of the district's comprehensive safety plan, the Superintendent or designee shall develop strategies for protecting employees from potentially dangerous persons and situations and for providing necessary assistance and support when emergency situations occur.

Any person who threatens the safety of others at any district facility may be removed by the Superintendent or designee in accordance with Administrative Regulation 3515.2 - Disruptions.

Any employee against whom harassment, violence, or any threat of violence has been directed in the workplace shall notify the Superintendent or designee immediately. As appropriate, the Superintendent or designee shall initiate legal and security measures to protect the employee and others in the workplace. Such measures may include seeking a temporary restraining order (TRO) on behalf of the employee pursuant to Code of Civil Procedure 527.8 and/or a gun violence restraining order pursuant to Penal Code 18150 and 18170.

Additionally, a collective bargaining representative may seek a TRO on behalf of a district employee against whom harassment, violence, or credible threat of violence has been directed in the workplace, if the collective bargaining representative serves that employee in employment or labor matters at the employee's workplace. (Code of Civil Procedure 527.8)

Upon request by an employee who is a victim of domestic violence, sexual assault, or stalking, the Superintendent or designee shall provide reasonable accommodations in accordance with Government Code 12945.8 and the accompanying administrative regulation to protect the employee's safety while at work.

The Superintendent or designee may pursue legal action on behalf of an employee against a student or the student's parent/guardian to recover damages for injury to the employee's person or property caused by the student's willful misconduct that occurred on district property, at a school or district activity, or in retaliation for lawful acts of the employee in the performance of the employee's duties. (Education Code 48904, 48905)

The Superintendent or designee shall provide staff development in crisis prevention and intervention techniques, which may include training in classroom management, effective communication techniques, procedures for responding to an active shooter situation, and crisis resolution.

In accordance with law, the Superintendent or designee shall inform teachers, administrators, and/or counselors of crimes and offenses committed by students who may pose a danger in the classroom. (Education Code 48201, 49079; Welfare and Institutions Code 827)

The Superintendent or designee may make available at appropriate locations, including, but not limited to, district and school offices, gyms, and classrooms, communication devices that would enable two-way communication with law enforcement and others when emergencies occur.

Reporting of Injurious Objects

Employees shall take immediate action upon being made aware that any person is in possession of a weapon or unauthorized injurious object on district property or at a district related or school-sponsored activity. Employees shall exercise their best judgment as to the potential danger involved and do one of the following:
Confiscate the object and deliver it to the principal immediately

Immediately notify the principal or supervisor, who shall take appropriate action

Immediately call 911 and the principal or supervisor
When informing the principal about the possession or seizure of a weapon or dangerous device, an employee shall report the name(s) of persons involved, witnesses, location, and the circumstances of any seizure.

A/R

Original Adopted Date: 10/22/2018 | Last Revised Date: 09/11/2025 | Last Reviewed Date: 09/11/2025Status: ADOPTED

An employee may use reasonable and necessary force for self-defense or defense of another person, to quell a disturbance threatening physical injury to others or damage to property, or to obtain possession of weapons or other dangerous objects within the control of a student. (Education Code 44807, 49001)

An employee shall promptly report to the principal or other immediate supervisor any attack, assault, or physical threat made against the employee by a student or by any other individual in relation to the performance of the employee's duties, and any action the employee took in response.

Additionally, the employee and the principal or other immediate supervisor shall promptly report to local law enforcement authorities an attack, assault, or physical threat made against the employee by a student. Reports of an attack, assault, or physical threat shall be forwarded immediately to the Superintendent or designee. (Education Code 44014)

Notice Regarding Student Offenses

When a student commits certain offenses that may endanger staff or others, the following procedures shall be implemented to notify staff members as appropriate:
Acts That Are Grounds for Suspension or Expulsion

The Superintendent or designee shall inform the teacher(s) of each student who, during the previous three school years, has engaged in or is reasonably suspected to have engaged in any act, except the possession or use of tobacco products, that would constitute a ground for suspension or expulsion as specified in Administrative Regulation 5144.1 - Suspension and Expulsion/Due Process (Education Code 49079)

This information shall be based upon district records maintained in the ordinary course of business or records received from a law enforcement agency. (Education Code 49079)

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

Information received by teacher(s) shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher (Education Code 48201, 49079)

Offenses Reported to the District by a Court

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

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

Any court-initiated information that a teacher, counselor, or administrator receives shall be kept confidential and used only to rehabilitate the student and protect other students and staff (Welfare and Institutions Code 827)

The information shall be further disseminated only when communication with the student, parent/guardian, law enforcement staff, and probation officer is necessary to rehabilitate the student or to protect students and staff. (Welfare and Institutions Code 827)

When a student is removed from school as a result of an offense, the Superintendent shall hold the court's information in a separate confidential file until the student is returned to the district (Welfare and Institutions Code 827)

If the student is returned to a different district, the Superintendent shall transmit the information provided by the student's parole or probation officer to the superintendent of the new district of attendance. (Welfare and Institutions Code 827)

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

Accommodations for Victims of Domestic Violence, Sexual Assault, Stalking, or Other Qualifying Acts of Violence

When requested by an employee who is a victim of domestic violence, sexual assault, stalking, or other qualifying acts of violence, the district shall provide the employee reasonable accommodations which may include the implementation of safety measures, including, but not limited to: (Government Code 12945.8)
A transfer, reassignment, or modified schedule

A changed work telephone or work station, including the permission to carry a telephone at work

An installed lock

Assistance in documenting domestic violence, sexual assault, stalking, or other qualifying act of violence that occurs in the workplace

Referral to a victim assistance organization

Another safety procedure or adjustment to a job structure, workplace facility, or work requirement in response to domestic violence, sexual assault, stalking, or other qualifying act of violence
The Superintendent or designee shall engage in a timely, good faith, and interactive process with the employee to determine effective reasonable accommodations that do not pose an undue hardship on the district. In determining

whether an accommodation is reasonable, the Superintendent or designee shall consider any exigent circumstance or danger facing the employee or their family member. (Government Code 12945.8)

Upon the request of the Superintendent or designee, an employee requesting a reasonable accommodation shall provide a written statement, signed by the employee or an individual acting on the employee's behalf, certifying that the accommodation is for an authorized purpose. The Superintendent or designee may also request that the employee provide certification of the employee's status as a victim of domestic violence, sexual assault, stalking, or other qualifying act of violence. Such certification may include: (Government Code 12945.8)
A police report indicating that the employee, or a family member of the employee, was a victim

A court order protecting or separating the employee, or family member of the employee, from the perpetrator of the crime or abuse, or other evidence from the court or prosecuting attorney that the employee has appeared in court

Documentation from a licensed medical professional or health care provider, domestic violence or sexual assault counselor, victim advocate, or counselor that the employee, or family member of the employee, was undergoing treatment or receiving services for physical or mental injuries or abuse resulting in victimization from the crime or abuse

Any other form of documentation that reasonably verifies that the crime or abuse occurred, including, but not limited to, a written statement signed by the employee or by an individual acting on the employee's behalf
Any verbal or written statement, police or court record, or other documentation identifying an employee, or a family member of the employee, as a victim shall be confidential and shall not be disclosed by the district except as required by federal or state law or as necessary to protect the employee's safety in the workplace. The employee shall be notified before any authorized disclosure. (Government Code 12945.8)

Every six months after the date of the certification, the Superintendent or designee may request recertification of the employee's status as a victim of domestic violence, sexual assault, stalking, other specified offense, or ongoing circumstances related to the crime or abuse. The employee shall notify the Superintendent or designee if, due to changing circumstances, the employee needs a new accommodation or no longer needs an accommodation. If a new accommodation is needed, the Superintendent or designee shall follow the procedures described above when making the initial determination regarding effective reasonable accommodations. (Government Code 12945.8)

The district shall not discharge or retaliate against an employee because of the employee's status as a victim of crime or abuse or for requesting a reasonable accommodation, regardless of whether the request was granted. (Government Code 12945.8)

Opioid Overdose Protocol – Melanie's Law

Current law (Education Code section 49414.3) allows schools to provide emergency opioid antagonist administration for individuals who may be experiencing symptoms of opioid drug poisoning. Opioid drug poisoning is a life-threatening condition that can be reversed with the administration of an opioid antagonist medication such as naloxone. Without immediate administration of an opioid antagonist and summoning Emergency Medical Services (911), death could occur.

This law allows for a school nurse or a trained volunteer to administer an opioid antagonist medication to an individual who is exhibiting potentially life-threatening symptoms of opioid drug poisoning. Training is provided to the volunteer on topics including but not limited to:

- Signs and symptoms of opioid drug poisoning
- How to administer the naloxone nasal spray (or other opioid antagonist)
- Calling EMS (911) and any follow up documentation or actions required.

*CPR training is recommended but not required of persons trained to administer an opioid antagonist.

Staff members who volunteer to be trained are protected under the law and will be provided defense and indemnification by the District for any and all civil liability.

This notification is provided annually to all staff. If staff are willing to be identified as a volunteer and be trained, staff complete the volunteer form and submit it to their site administrator.

Employees who volunteer to be trained may rescind their offer to volunteer at any time. No benefit will be granted to or withheld from any individual based on his or her offer to volunteer. There will be no retaliation against any individual for rescinding his or her offer to volunteer, including after receiving training.

Narcan/Naloxone on School Sites:
Each school site is given Narcan/Naloxone packages for overdose or possible overdose events. These complete packages contain:

- Narcan Nasal Spay
- Narcan/Naloxone Quick Start Guide
- Gloves
- Face Mask
- Adult/Child CPR Rescue Mask Kit

o Alcohol Pads
o Rescue Mask Instructions

- Narcan/Naloxone Administration Report

(For additional supplies, please contact the District Office.)

NARCAN ADMINISTRATION

1. RECOGNIZE

Observe for signs of overdose:

- Pale, clammy skin
- Speech infrequent
- Not breathing or very shallow breathing
- Deep snorting or gurgling
- Unresponsive to stimuli (calling name, shaking, sternal rub)
- Slowed heart beat/pulse
- Blue lips or fingertips
- Pinpoint pupils

2. RESPOND

Immediately call for help:

- Call for help- Dial 911
  - Request Advanced Life Support
- Place the person on their back
- Tilt head
- Lift chin
- Check breathing for no more than 10 seconds
- Check to see if there is anything in their mouth blocking their airway, such as gum, toothpick, undissolved pills, syringe cap, cheeked Fentanyl patch
  - If present, remove it
- If using mask, place and hold mask over mouth and nose
- If not using mask, pinch their nose with one hand and place your mouth over their mouth
- Give 2 even, regular-sized breaths
- Blow enough air into their lungs to make their chest rise
  - If you are using a mask and don't see their chest rise, out of the corner of your eye, tilt the head back more and make sure the seal around the mouth and nose is secure
  - If you are not using a mask and don't see their chest rise, out of the corner of your eye, make sure you're pinching their nose
- Breathe again
- Give one breath every 5 seconds

3. REVERSE

Administer Intra-Nasal Narcan:

- Tilt head back and given spray (4 mg) into one nostril
- If additional doses are needed, given in the other nostril

Graphic credit: (ADAPT Pharma, 2015)

- Place person in recovery position (lying on their side)
- Stay with the person until help arrives
- Maintain airway, monitor circulation, start CPR as necessary
- Seize all illegal and/or non-prescribed opioid narcotics found on victim and process in accordance with school district protocols

4. REFER

- Have the individual transported to nearest medical facility, even if symptoms seem to get better
- Contact parent/guardians per school protocol
- Complete Naloxone Administration Report form
- Follow up with treatment referral recommendations

Response to Cardiac Arrest

Response to Cardiac Arrest*

The Cardiac Emergency Response Plan shall be as follows:
1. Developing a Cardiac Emergency Response Team
2. Activation of the Cardiac Emergency Response Team during an identified cardiac emergency
3. Automated external defibrillators (AEDs) – placement and maintenance
4. Communication of this Plan throughout the school campus
5. Training in Cardiopulmonary Resuscitation (CPR) and AED Use
6. Local Emergency Medical Services (EMS) integration with the school/school district's plan
7. Annual review and evaluation of the Plan
8. Protocol for School Cardiac Emergency Responders
(a) Recognize the following signs of sudden cardiac arrest and take action in the event of one or more of the following:
(b) Facilitate immediate access to professional medical help:
(c) Start CPR:
i. Use the nearest AED:
ii. Transition care to EMS:
iii. Action to be taken by Office / Administrative Staff:

Confirm the exact location and the condition of the patient.
Activate the Cardiac Emergency Response Team and give the exact location if not already done.
Confirm that the Cardiac Emergency Response Team has responded.
Confirm that 9-1-1 was called. If not, call 9-1-1 immediately.
Assign a staff member to direct EMS to the scene.
Perform "Crowd Control" – directing others away from the scene.
Notify other staff members, such as the school nurse, athletic trainer, and athletic director etc.
Ensure that medical coverage continues to be provided at the athletic event if on-site medical staff accompany the victim to the hospital.
Consider delaying class dismissal, recess, or other changes to facilitate CPR and EMS functions.
Designate people to cover the duties of the CPR responders.
Copy the patient's emergency information for EMS.
Notify the patient's emergency contact (parent/guardian, spouse, etc.).
Notify staff and students when to return to the normal schedule.
Contact the school district administration.

Instructional Continuity Plan

Eureka City Schools Instructional Continuity Plan (ICP)
Eureka City Schools
Date of Adoption: June 25, 2025

1. Communication

Objective: Ensure clear and timely communication with students, families, faculty, and staff regarding instructional continuity.

Communication Protocols:

- Primary Communication Channels:
  - School website: https://www.eurekacityschools.org/ for regular updates and links to important information for the district and each school site.
  - Email and text alerts via automated messaging system
  - Phone calls via automated messaging system
  - Social media updates on Facebook and Instagram
- Frequency of Updates:
  - Regular district and site updates during normal operations
  - Daily updates during an emergency or transition to remote learning
- Emergency Notifications:
  - Immediate alerts through automated systems
  - Emergency contacts established for staff and families
- Point of Contact:
  - Administrator responsible: Jennifer Johnson- Assistant Superintendent of Educational Services
  - Technology support lead: Marcel van Dissel- Director of Technology

2. Technology Readiness

Objective: Ensure all students and educators have access to technology and digital resources to support remote learning.

A. Technical Support Department

Responsible for maintaining the functionality, security, and availability of technology infrastructure and hardware that supports all digital resources in the District.

- Device & Internet Access:
  - Maintain and support inventory of student and staff devices.
  - Coordinate with library technicians for distribution and collection of Chromebooks and other loaner devices to staff and students.
  - Manage stock of spare devices for inventory and emergency distribution.
  - Oversee deployment and coordinate support of district-provided Wi-Fi hotspots with libraries and other designated stakeholders.
- Technical Help Desk:
  - Provide staff IT support during normal operating hours, with extended or on-call availability during remote learning periods or as needed.
  - Respond to hardware, software, and connectivity issues reported by staff and students.
  - Coordinate with libraries and school site designees for repairs.

B. Educational Services (Ed Tech and Curriculum Support)

Responsible for instructional integration of technology and development of digital learning resources.

- Training & Support:
  - Develop and deliver training for students, staff, and families on the use of instructional platforms (e.g., Google Classroom, Zoom, Canva).
  - Provide ongoing coaching and professional development via the Ed Tech Specialists, Instructional Coaches, and/or other designees
- Digital Backpacks:
  - Curate and maintain collections of approved digital learning tools, apps, e-books, and curriculum-aligned platforms.

- Ensure equitable access to digital resources for diverse student learning needs.

C. Library Technicians

Support Chromebooks, Hotspots, and other logistics to ensure student access at school sites.

- Assist with issuing, tracking, and basic troubleshooting Chromebooks and other learning devices.
  - Coordinates repairs and inventory with Technical Support staff
  - Support site-based communication with families regarding device checkouts and returns.

3. Instruction and Assessment

Objective: Ensure that learning remains flexible, accessible, and aligned with academic standards, whether in-person or remote.

- Instructional Strategies:
  - Prioritize essential learning and align objectives with state standards to ensure effective learning outcomes.
  - Implement California's Digital Learning Integration & Standards Guidance for effective technology use in instruction.
  - Ensure content is available in multiple formats (Google Classroom, videos, interactive lessons, PDFs).
  - Provide additional academic support through tutoring, virtual office hours, and small group instruction.
- Monitoring Student Progress:
  - Use state-approved screening tools for students in grades K–2 to assess early reading skills ([EC Section 53008]).
  - Utilize formative assessments (e.g., quizzes, reflection journals, virtual discussions) to check for understanding.
  - Define achievable learning goals that take into account students' unique circumstances and needs.

4. Equitable Access to Learning

Objective: Guarantee that all students, regardless of background or ability, have equal access to instructional resources.

Access Strategies:

- Provide all accommodations and support services for students with disabilities, English learners (ELs), homeless students, and foster youth.
- Follow CDE Special Education guidance to ensure accessibility in remote learning.
- Align the plan with Eureka City Schools EL Master Plan to support EL students' language development.
- Ensure individualized education plans (IEPs) are implemented in both in-person and remote settings.

5. Professional Learning for Educators

Objective: Equip educators with the skills and knowledge to effectively teach in remote and hybrid environments.

Training Plan:

- Professional development on virtual classroom management and student engagement led by site administrators and instructional coaches. Includes use of Google Workspace and Google Meet.
- Utilize Ed Tech TOSA for training and lesson planning resources.

6. Site-Based Collaboration

Objective: Foster a collaborative approach to instructional continuity planning and implementation.

Collaboration Strategies:

- Work with Executive and Leadership Teams to update the plan as needed.
- Review as part of site safety plans with each school Site Council on an annual basis.
- Seek input from staff, parents/guardians, and students to refine the plan after each instance of implementation.

7. Return to Site-Based Learning

Objective: Define the conditions necessary for a safe return to in-person instruction following a disruption.

Reopening Criteria:

- Evacuation orders lifted
- Power and utilities restored
- Air quality meets safety standards
- Safe and clean water access
- Campus free from debris and hazards
- Internet connectivity restored
- Adequate staffing levels
- Meal service operations reinstated

Plan Review and Approval

Approved by: _____

Jessica Rebholtz, Eureka City School Board President

_____

Gary Storts, Eureka City Schools Superintendent

Date: June 25, 2025

This plan will be reviewed annually and updated as needed based on feedback, emerging best practices, and changes in state and district policies.

Notification of Immigration Enforcement for Lafayette Elementary School

Protocol for Responding to ICE Agents on Campus
(Updated to reflect AB 49, SB 98, and CDE Guidance, September 2025)

This protocol is aligned with recommendations from the California School Board Association (CSBA), the California Department of Education (CDE), and recent legislation (AB 49 and SB 98). It is designed to uphold the law while protecting the rights and safety of students and staff.

Step 1: Remain Calm and Professional
Greet ICE agents respectfully.
Do not obstruct their actions physically or verbally.
Remember: Obstruction may result in legal consequences and loss of federal funding.

Step 2: Verify Access Requirements (AB 49)
Do not allow ICE agents into non-public areas of the school-site (classrooms, offices, buses, field trips, or other LEA-sponsored activities) without one of the following:

- A valid judicial warrant
- A judicial subpoena
- A court order
- A state or federal law requiring compliance

Politely ask:
1. “Do you have a judicial warrant, subpoena, or court order?”
2. “May I have your name and the names of the agents present?”
3. “May I call my principal to help assist in this process?”
4. “May I contact the superintendent/district office to ensure I follow Governing Board Policies correctly?”
5. “May I record this interaction?”

Step 3: Document the Interaction
Record:

- Names of agents
- Time and date of arrival
- Any documents presented
- Details of their requests or actions

Do not interpret legal documents yourself. Immediately forward warrants, subpoenas, or court orders to district-level personnel.

Step 4: Follow Standard Law Enforcement Procedures
Treat ICE agents as you would any other law enforcement officers (LEOs).
Verify credentials.
Ensure all interactions align with visitor management and safety protocols.

Step 5: Communication Protocol (SB 98)
Notify the following if ICE is present on a school site:

- Pupils
- Families
- Faculty and staff
- Other community members as appropriate

Use district-approved messaging channels to ensure clear, accurate, and timely communication.

Step 6: Prioritize Safety and Contact the District Office
Keep students and staff safe and calm.
If uncertain how to proceed, immediately contact the District Office for guidance.
Do not make independent legal determinations—defer to district leadership.
Key Reminders
Student and staff well-being comes first.
Never allow unauthorized access to non-public areas.
Always document interactions and escalate legal review.

Emergencies Disaster Preparedness Plan – BP/AR 3516

The Governing Board recognizes that all district staff and students must be prepared to respond quickly and responsibly to emergencies, disasters, and threats of disaster. The district shall take all reasonable steps to prevent and/or mitigate the impact of a disaster on district students, staff, and schools.

The Superintendent or designee shall develop and maintain a disaster preparedness plan which contains routine and emergency disaster procedures, including, but not limited to, earthquake emergency procedures, and adaptations for individuals with disabilities in accordance with the Americans with Disabilities Act, the federal Individuals with Disabilities Education Act, and Section 504 of the federal Rehabilitation Act of 1973. Such procedures shall be incorporated into the comprehensive school safety plan. (Education Code 32282)

In developing the disaster preparedness plan, the Superintendent or designee shall involve district staff at all levels, including administrators, district police or security officers, facilities managers, transportation managers, food services personnel, school psychologists, counselors, school nurses, teachers, classified employees, and public information officers. As appropriate, the Superintendent shall also collaborate with law enforcement, fire safety officials, emergency medical services, health and mental health professionals, parents/guardians, and students.

The plan shall comply with state-approved Standardized Emergency Management System (SEMS) guidelines established for multiple-jurisdiction or multiple-agency operations and with the National Incident Management System.

The Superintendent or designee shall provide training to employees regarding their responsibilities, including periodic drills and exercises to test and refine staff's responsiveness in the event of an emergency.

The Board shall grant the use of school buildings, grounds, and equipment to public agencies, including the American Red Cross, for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. The Board shall cooperate with such agencies in furnishing and maintaining whatever services the district may deem necessary to meet the community's needs. (Education Code 32282)

District employees are considered disaster service workers and are subject to disaster service activities assigned to them. (Government Code 3100)

The Superintendent or designee shall ensure that district and/or school site plans address, at a minimum, the following types of emergencies and disasters:
Fire on or off school grounds which endangers students and staff
Earthquake, flood, or other natural disasters
Environmental hazards, such as leakages or spills of hazardous materials
Attack or disturbance, or threat of attack or disturbance, by an individual or group
Bomb threat or actual detonation
Biological, radiological, chemical, and other activities, or heightened warning of such activities
Medical emergencies and quarantines, such as a pandemic influenza outbreak
Attack or threat of attack to the district's digital network and technology infrastructure

The Superintendent or designee shall ensure that the district's procedures include strategies and actions for prevention/mitigation, preparedness, response, and recovery, including, but not limited to, the following:
Regular inspection of school facilities and equipment, identification of risks, and implementation of strategies and measures to increase the safety and security of school facilities
Routine monitoring of the security of the district's digital network and technology infrastructure
Instruction for district staff and students regarding emergency plans, including:
Training of staff in first aid and cardiopulmonary resuscitation

Regular practice of emergency procedures by students and staff

Specific determination of roles and responsibilities of staff during a disaster or other emergency, including determination of:
The appropriate chain of command at the district and, if communication between the district and site is not possible, at each site
Individuals responsible for specific duties
Designation of the principal for the overall control and supervision of activities at each school during an emergency, including authorization to use discretion in situations which do not permit execution of prearranged plans
Identification of at least one person at each site who holds a valid certificate in first aid and cardiopulmonary resuscitation
Assignment of responsibility for identification of injured persons and administration of first aid

Personal safety and security, including:
Identification of areas of responsibility for the supervision of students
Procedures for the evacuation of students and staff, including posting of evacuation routes

Procedures for the release of students, including a procedure to release students when reference to the emergency card is not feasible
Identification of transportation needs, including a plan which allows bus seating capacity limits to be exceeded when a disaster or hazard requires students to be moved immediately to ensure their safety
Provision of a first aid kit to each classroom
Arrangements for students and staff with special needs
Upon notification that a pandemic situation exists, adjustment of attendance policies for students and sick leave policies for staff with known or suspected pandemic influenza or other infectious disease

Closure of schools, including an analysis of:
The impact on student learning and methods to ensure continuity of instruction
How to provide for continuity of operations for essential central office functions, such as payroll and ongoing communication with students and parents/guardians

Communication among staff, parents/guardians, the Governing Board, other governmental agencies, and the media during an emergency, including:
Identification of spokesperson(s)

Development and testing of communication platforms, such as hotlines, automatic dialing devices, telephone trees, websites, social media, and electronic notifications

Development of methods to ensure that communications are, to the extent practicable, in a language and format that is easy for parents/guardians to understand

Distribution of information about district and school site emergency procedures to staff, students, and parents/guardians

Cooperation with other state and local agencies, including:

Development of guidelines for law enforcement involvement and intervention

Collaboration with the local health department, including development of a tracking system to alert the local health department of a substantial increase of student or staff absenteeism as indicative of a potential outbreak of an infectious disease

Steps to be taken after the disaster or emergency, including:

Inspection of school facilities

Provision of mental health services for students and staff, as needed
The Superintendent or designee shall assemble critical information that would be needed in an emergency. Such information may include, but is not limited to, a list of individuals and organizations who should be contacted for assistance in an emergency, current layouts and blueprints of school buildings, aerial photos of the campus, maps of evacuation routes and alternate routes, a roster of employees with their work locations, student photographs and their emergency contact information, a clearly labeled set of keys, location of first aid supplies, procedures and locations for turning off fire alarms, sprinklers, utilities, and other systems, information to access the district's technology infrastructure, and insurance information. Such information shall be stored in a box in a secure, easily accessible location, with a duplicate kept at another location in case the primary location is inaccessible.

Use of SEMS/NIMS *

The District uses the Incident Command System as identified in the Authorities and References section of this plan.

In the event of a major disaster, there is no guarantee emergency medical, or fire personnel will be able to immediately respond to school sites. Therefore, the school staff must be prepared to ensure the care and safety of students during the first several hours after a major disaster without outside assistance. It is critical to determine who does what, where, and how before such a disaster occurs.

Use the Standardized Emergency Management System as detailed in the California Emergency Services Act (Gov. Code Section 8607) and the supporting California Code of Regulations

Disaster Service Worker Status

Government Code 3100
It is hereby declared that the protection of the health and safety and preservation of the lives and property of the people of the state from the effects of natural, manmade, or war-caused emergencies which result in conditions of disaster or in extreme peril to life, property, and resources is of paramount state importance requiring the responsible efforts of public and private agencies and individual citizens. In furtherance of the exercise of the police power of the state in protection of its citizens and resources, all public employees are hereby declared to be disaster service workers subject to such disaster service activities as may be assigned to them by their supervisors or by law.
(Amended by Stats. 1971, Ch. 38.)

These laws have two ramifications: 1) public school employees may be pressed into service as Disaster Service Workers by their superiors and may be asked to do jobs other than their usual duties for periods of time exceeding their normal working hours; and 2) in those cases, their Worker's Compensation Coverage becomes the responsibility of the state government (CalOES). The district, however, pays their overtime pay. These circumstances apply only when a local or State emergency has been proclaimed.

Individualized Safety Plans

The Education Code requires school disaster procedures to also include adaptations for pupils with disabilities in accordance with the federal Individuals with Disabilities Education Act and Section 504 of the federal Rehabilitation Act of 1973, and would require the annual evaluation of the comprehensive school safety plan and the annual review of a charter school's school safety plan to also include ensuring that the plan includes appropriate adaptations for pupils with disabilities and address any concerns to individual plans, as specified.

Lafayette Elementary School Individualized Plans

None Requested

CSSP and Emergency Operations Training

-Sexual Harassment Prevention for Non-Managers SB 1343 staff was trained through Keenan

-Students Experiencing Homelessness: Awareness and Understanding 42 U.S.C. 11432(g)(6)(A)(ix) staff was trained through Keenan

-Integrated Pest Management (IPM) Ed Code 17614; Food and Agricultural Code 13186.5 staff was trained through Keenan

-Cybersecurity Awareness for Employees at Educational Institutions: Security Awareness Essentials staff was trained through Keenan

-Workplace Violence: Awareness and Prevention Labor Code 6401.7(a)(7), 6401.9(c)and(e) staff was trained through Keenan

-Bloodborne Pathogens 8 C.C.R. 5193; 29 C.F.R. 1910.1030 staff was trained through Keenan
-
Non-Keenan Trainings Crisis Prevention Intervention Training classified was trained in this and a Crisis Intervention Team went through the full training

-First Aid/CPR classified was trained in this and additional members of the Lafayette team

-CATAPULT Training staff was trained through Keenan

Fire Drills and Fires – AR

Drills

The California Education Code requires the following drills per year.

Elementary

- Fire drills one per month
- Earthquake drills four times a year

Middle/Intermediate

- Fire Drills four times a year
- Earthquake four times per year.

High School

- Fire Drills two times per year
- Earthquake two times per year.

Drill Type	Dates
Fire Drills	Elementary and Intermediate Schools – not less than once every calendar month Secondary Schools – not less than twice yearly Legal Requirement: 19 CCR § 3.13 § 3.13. Fire Drills. (a) Group E Occupancies. (1) General. Every person and public officer managing, controlling, or in charge of any public, private, or parochial school shall cause the fire alarm signal to be sounded upon the discovery of fire. Every person and public officer managing, controlling, or in charge of any public, private, or parochial school, other than a two-year community college, shall cause the fire alarm signal to be sounded not less than once every calendar month at the elementary and intermediate levels, and not less than twice yearly at the secondary level, in the manner prescribed in California Code of Regulations, Title 24, Part 2, Section 907.
	9/12/24 at 11:00 AM
	10/10/24 at 1:20 PM
	11/4/24 at 9:00 AM
	12/9/24 at 9:10 AM
	1/16/25 at 11:00 AM
	2/6/25 at 9:00 AM
	3/7/25 at 1:20 PM
	4/25/25 at 9:00 AM
	5/2/7/25 at 11:00 AM
Duck-Cover-Hold Drills	Elementary Schools – one time per quarter

Drill Type	Dates
(Earthquake)	Secondary Schools – one time per semester Education Code Requirements (excerpted) (II) A drop procedure whereby each pupil and staff member take cover under a table or desk, dropping to his or her knees, with the head protected by the arms, and the back to the windows. A drop procedure practice shall be held at least once each school quarter in elementary schools and at least once a semester in secondary schools.
	9/11/24 at 9:00 AM
	11/17/25 at 11:00 AM
	1/17/25 at 9:00 AM
	4/3/25 at 1:20 PM
Lockdown Drills	This drill should be done one time per semester and can be combined with the Evacuation Drill
	10/4/24 at 9:00 AM
	3/18/25 at 1:20 PM
Shelter in Place Drills	
Evacuation Drills	This drill should be done one time per semester and can be combined with the Lock Down Drill (Fire Code 403.5.2 indicates the first emergency evacuation drill of each school year shall be conducted within 10 days of the beginning of class)
	10/4/24 at 9:00 AM
	3/18/25 at 1:20 PM
Multi-Option Drills, Including Tabletop Exercies (Describe Below)	

Provide this training for adult employees only, at least once per year, and it should be all-inclusive, addressing the Run, Hide, Fight protocols outlined by the FBI.

Outside Agency Use of Facilities

The Board shall grant the use of school buildings, grounds, and equipment to public agencies, including the American Red Cross, for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. The Board shall cooperate with such agencies in furnishing and maintaining whatever services the district may deem necessary to meet the community's needs. (Education Code 32282)

Emergency Procedures for People with Disabilities

The information contained in this document will assist school administrators, teachers, special education staff, parents, and students in planning for the support that may require for students with special needs in the event of an emergency. For the purposes of this section, students with special needs are those who cannot comfortably or safely access and use the standard resources offered in disaster preparedness, relief and recovery, whether their disability is chronic or temporary.

For individuals with special needs, physical environments may pose additional challenges. The ability to get to accessible exits and access personal items may be reduced. Communication may be impeded at a time when clear and rapid communication is crucial to safety and survival.
To comply with statutes involving students with special needs, individuals responsible for evacuation and emergency operation plans, notification protocols, shelter identification, emergency medical care and other emergency response and recovery programs must:

- Have sound working knowledge of the accessibility and nondiscrimination requirements applicable under Federal disability rights laws;
- Know the special needs demographics of the students attending classes on site;
- Involve students with different types of disabilities, staff, and teachers in identifying the communication and transportation needs, accommodations, support systems, equipment, services, and supplies that they will need during an emergency;
- Consider emergency accommodations for those with temporary disabilities.
- Identify existing resources within the school and local community that meet the special needs of these students;
- Develop new community partners and resources, as needed.
- Inform parents about the efforts to keep their child safe at school;
- Identify medical needs and make an appropriate plan;
- Determine transportation needs, special vans and buses for students;
- Identify any necessary tools such as personal response plans, evacuation equipment or visual aids;
- Include local responders and establish a relationship with individual students with disabilities and their teachers.

Mitigation Strategies (Before an Emergency Occurs)

- Learn about the types of hazards that may impact the school (e.g., earthquakes, floods, wildfires) and assure that emergency response procedures address each one.
- Identify a pre-evacuation site that is accessible to students with disabilities
- Plan a primary and secondary evacuation route from each location the student is in during the course of the day.
- Arrange sufficient transportation ahead of time to accommodate the entire special needs/staff population.
- Develop a schedule of daily activities and classes that identifies where a special needs student may be located each period of the day.
- Consider classroom location in placement of students with disabilities. Evaluate the handicap accessibility of nearby exits and proximity to the school nurse.
- Conduct a test of the family notification system to assure that contact information is up-to-date to help decrease parent anxiety during a disaster.

Tactical Response to Criminal Incidents

ACTIVE SHOOTER OR OTHER ACTIVE ASSAILANTS

All district sites adhere to the standardized procedures for Lockdown and Active Shooter and other Active Assailant listed in this plan if there is an active shooter, individual with a weapon on campus or other possible violent crime. For more details see Active Asailant, Threats , and Lock Down procedures.

Dangerous, Violent, Or Unlawful Activities

SB 671
SB 671 requires a Comprehensive School Safety Plan to include procedures to assess and respond to reports of any dangerous, violent, or unlawful activity that is being conducted or threatened to be conducted at the school, at an activity sponsored by the school, or on a school bus serving the school.

Multidisciplinary Threat Assessment Team
Eureka City Schools uses a multidisciplinary threat assessment team consisting of the specific site administrator, a local law enforcement representative, the student services Director, mental health or behavioral specialist representative as needed, and other outside services as needed.

Assessment and Response
Prohibited and concerning behaviors are defined in California Education Code 48900 and 48915. Additionally, all threats of self-harm are assessed and acted upon, as needed. In cases where dangerous, violent, or unlawful activities are being conducted, Law Enforcement is notified at once and a call to 911 is made.

The threshold of law enforcement intervention is decided by the relevant administration in cooperation with the District and mutual aid if requested. In practice, we find if a real or possible threat is present. We evaluate the threat or possible threat based upon prohibited and concerning behaviors, responding appropriately to the incident.

Risk Management
Risk Management is notified in incidents where there is physical, property or damage to others. Additionally, Risk Management is involved if a security assessment or report is needed. There may be times, following a potential or real incident, that an after-action debrief might be conducted, including a written summary.

School Culture and Training
Eureka City Schools utilizes PBIS as outlined in our PBIS Handbook. Eureka City Schools School Climate Team created our PBIS handbook in consultation with Dr. Jeff Sprague. The purpose of this handbook is to guide and support ECS staff as we implement PBIS in our school. Our goal is to provide all of our students with safe and effective school environments where they can experience academic and social-behavioral success.

Eureka City Schools conducts an annual update to their Comprehensive Safe School Plan at each school site as required by the California Education Code.

Training for all stakeholders is conducted during annual site meetings by administrators and/or district representatives.

Reunification

Student release is a crucial part of emergency planning. During an emergency or disaster, the traditional student release procedure is often unsafe and therefore not operable. Accordingly, a comprehensive emergency plan needs to include certain procedures to accomplish the main priority of safety planning which is to ensure the safety of the students to every extent possible.

There are a wide variety of emergency situations that might require student/family reunification. Student/family reunification may be needed if the site is evacuated or closed as a result of a hazardous materials transportation accident, fire, natural gas leak, flooding, earthquake, tsunami, school violence, bomb threat, terrorist attack or other local hazard.

Student/Family reunification is part of the Incident Command System and is assigned to the Operations Area.

Threats of Violence

THREATS

If a threat is made or if there is a weapon found on campus, the Threat Assessment team (consisting of multi-disciplinary personnel, including but not limited administration, counselors, mental health professionals, Information Technology professionals and law enforcement) will conduct the following steps:

- Evaluate the threat

THEN

- Decide if the threat is clearly transient and respond to the transient threat

o Contact student's parents if necessary.
o Notify intended victim's parents if necessary.
o See that threat is resolved through explanation, apology or making amends.
o Consult with Risk Management & Security Manager or law enforcement if necessary.
o Refer for conflict mediation, restorative justice or counseling to resolve problem as appropriate.
o Follow discipline procedures as per BP/AR.
o Develop Behavior Intervention Plan or Behavior Contract as appropriate.

OR

o Decide if the substantive threat is serious and respond to the serious substantive threat.
o Mobilize threat assessment team members as needed.
o Contact student's parents.
o Notify intended victim's parents.
o Protect and notify intended victim and parents of victim.
o Caution the student about the consequences of carrying out the threat.
o Provide direct supervision of student until parents assume control
o Consult with Risk Management and law enforcement.
o Refer for conflict mediation, restorative justice or counseling to resolve problem is appropriate
o Follow discipline procedures as per BP/AR
o Develop Behavior Intervention Plan

OR

- Decide if the substantive threat is very serious and respond to the very serious substantive threat

o Mobilize threat assessment team members as needed.
o Contact student's parents
o Notify intended victim's parents
o Protect and notify intended victim and parents of victim
o Caution the student about the consequences of carrying out the threat
o Provide direct supervision of student until parents assume control
o Consult with Risk Management & Security Manager and Law Enforcement
o Conduct mental health assessment
o Follow discipline procedures as per BP/AR
o Develop Behavior Intervention Plan

AND

- Implement a safety plan

OTHER CRIMES

If other crimes are committed on campus such as thefts and vandalism school administration, risk management and other needed resources along with law enforcement will conduct an investigation. Depending on the investigation outcomes, administration will follow district procedures for discipline and will assist in any necessary prosecution procedures through the District Attorney's office.

FUNCTIONAL ANNEX

Accounting for all Persons

Attendance Records



It is our daily practice to maintain manual attendance records in the Administrative Office of each site. This includes Daily Attendance Records, Site Employee Logs, Visitor Logs, and Itinerant Employee Logs (such as food services, maintenance and operations, etc.). If there are contractors or contracted service workers on-site in a controlled location (such as fenced areas under construction) the employer of record should be advised to consider keeping their own records of employee locations.

Crisis or Incident Accounting

In the event of a crisis or incident, each site administrator will ensure there are 2 – 3 key employees (only one needs to have control of records at a time – additional staff are only for backup) who will have responsibility as scribes to collect all site attendance records from the administrative office.

These records are to be provided to the on-site incident commander upon request. It is the scribe's responsibility to maintain and protect these records.

In cases where students, staff, or visitors cannot be located, the name and description of the person(s) will be provided to Search and Rescue teams for more specific search. All records of searches and tracking of people on-site will be recorded in appropriate ICS log. The incident commander will be kept informed of attendance status and updated with changes.

Assembly Areas

All staff will report as soon as is possible to their predesignated assembly areas. Premade signs may be used and maintained in assembly kits to assist in identifying specific assembly areas and will be held so as to be easily identified. Assembly area facilitators will distribute/record the attendance of all individuals in their assembly area.

For shelter-in-place or any evacuation, either on-site or off-site, attendance will be taken at any assembly areas and a comparison made to the attendance logs as follows:

Student Daily Attendance
Site Employee Log
Visitor Log
Itinerant Employee Log

Student Release

Student release will be conducted in an orderly fashion as outlined in the Reunification Annex of this plan. Attendance records will be checked and recorded as students leave the site.

Communications

Purpose



The Communications Annex ensures the availability and coordinated use of our communications systems for the dissemination of disaster information, for the exchange of information between decision-makers, and for the coordination of communications with local response agencies.

Scope

When activated, the Communications annex coordinates and supports emergency response/recovery telecommunications requirements. This includes the interface between our District and other agencies and outside organizations, such as local, state, and federal government, private nonprofit organizations, and business/industry. Immediately report communications degradation, interruption, or failure by alternate means (e.g. cell phone) to the Communications Officer and/or the District's Emergency Operations Center (EOC) if activated.

Activation

The senior executive (or designee) determines whether to activate this annex based upon information from initial staff reports and local authorities. The local emergency communications plan will include:
Channel designations
Contingency communications procedures
Training in back-up communications equipment

Key Tasks/Responsibilities

Develop a local communications plan
Establish and maintain liaison with local response agencies, state agencies, commercial communications companies, and amateur radio organizations
Support communications equipment (radio, computer, fax, etc.) as needed
Provide communications capability
Maintain equipment inventory
Designate a centrally-located area (usually main office) easily identified by staff, media, and the public
Predetermine an alternate location in case the primary location is inaccessible
Establish communication with staff
Maintain telephone and radio communication with emergency services
Post rumor control and information on the internet and in an area accessible to our students and the community
Record emergency related incidents
Maintain communication with staff by whatever means available (SMS text messaging, audio alarm warning system, intercom, bullhorn, canned air horn, two-way radio, e-mail, written notices)

Internal Communications

Staff will be notified when an incident occurs and kept informed as additional information becomes available and as plans for management of the situation evolve. The following practices will be utilized to disseminate information internally when appropriate:

Alert Notifications (SMS Texting)

Staff will be notified when an incident occurs and kept informed as additional information becomes available and as plans for management of the situation evolve. The following practices will be utilized to disseminate information internally when appropriate:

Telephone Tree

A telephone tree is a simple, widely used system for notifying staff of an incident when they are not at their primary work location. The tree originates with the senior site official, who contacts the members of the Incident Management Team. Team members then, in turn, will contact groups of staff identified on their call list.

Staff Meetings

As appropriate, updated information about an incident will be presented at regularly scheduled staff meetings. In some cases, special staff meetings may be called as incident evolution requires. Staff will also have the opportunity to address any misinformation or rumors. Any new procedures or temporary changes will also be reviewed at this time.

Communication With the District Administrative Office

The Incident Commander will use the designated countywide Emergency Radio Network to notify the site administrator of our District's status/needs. The site administrator will notify the District office. The District office will notify the County Office of the status of all of the District's sites. He/she will designate staff member(s) to monitor all communications.

Activation

Concept of Operations

The senior executive (or designee) determines whether to activate this annex based upon information from initial staff reports and local authorities. When activated, the Communications annex coordinates and supports emergency response/recovery telecommunications requirements

Immediately report communications degradation, interruption, or failure by alternate means (e.g. cell phone) to our District's Emergency Operations Center (EOC) if activated or the Communications Officer

The local emergency communications plan will include channel designations, contingency communications procedures, and training in back-up communications equipment.

Continuity of Operations (COOP)

General



Continuity of Operations planning is a program that ensures continued performance of essential functions across a full range of potential emergencies, be they natural or man-made, when a significant interruption of operations occurs following a severe disaster or tragedy.

A COOP provides guidance and establishes responsibilities and procedures to ensure that essential functions are maintained. COOP is not the same as an Emergency Operations Plan or a Recovery Plan, but rather supplements it, in the event normal facility or human resources are not available.

A COOP provides a continuity infrastructure that through careful planning ensures:
Emergency delegation of authority and an orderly line of succession, as necessary.
Safekeeping of essential personnel, resources, facilities, and vital records.
Emergency acquisition of resources necessary for business resumption.
The capability to perform critical functions remotely until resumption of normal operations.

A District's COOP plan should allow for its implementation anytime, with or without warning, during normal and after-hours operations; providing full operational capability for essential functions no later than 12 hours after activation; and sustain essential functions for up to 30 days.

The purpose of these Continuity of Operations (COOP) procedures is to ensure that there are procedures in place to maintain or rapidly resume essential operations within the District after an incident that results in disruption of normal activities or services to the District. Failure to maintain these critical services would significantly affect the operations and/or service mission of the District in an adverse way.

Scope

It is the responsibility of the District's officials to protect students and staff from incidents and restore critical operations as soon as it is safe to do so. This responsibility involves identifying and mitigating hazards, preparing for and responding to incidents, and managing the recovery process.

The COOP procedures outline actions needed to maintain and/or rapidly resume essential operations, business, and physical services, when interrupted for an extended period of time following an incident.

Responsibilities

Designated District Staff, in conjunction with the affected administrator(s) and staff, will perform the essential functions as follows:

Senior Executive/Site Administrator

Determine when to close District, and/or send students/staff to alternate locations
Disseminate information internally to students and staff
Communicate with family, media, and the larger community
Identify a line of succession, including who is responsible for restoring which business functions for the District
Ensure systems are in place for rapid contract execution after an incident
Identify relocation areas for site and administrative operations
Create a system for registering students (off site or into alternative locations)
Brief and train staff regarding their additional responsibilities

Secure and provide needed personnel, equipment and supplies, facilities, resources, and services required for continued operations
Identify strategies to continue operations (e.g., using the Internet, providing alternatives to operational contingencies)
Work with local and state government officials to determine when it is safe for students and staff to return to the District's buildings and grounds
Manage the restoration of the District's buildings and grounds (e.g. debris removal, repairing, repainting, and/or landscaping)
Collaborate with private and public-sector service providers and contractors

Administrative Services, District Staff

Maintain inventory
Maintain essential records (and copies of records) including the District's insurance policy
Ensure redundancy of records is kept at a different physical location.
Secure District's equipment and materials in advance.
Restore administrative and recordkeeping functions such as payroll, accounting, and personnel records.
Retrieve, collect, and maintain personnel data
Provide accounts payable and cash management services

Administrative Support Staff

Establish necessary support services for students and staff
Implement additional response and recovery activities according to established protocols
Collaborate with public and private providers

Food Services Worker

Determine how food services will resume
Support staff and volunteers as much as possible

Transportation

Provide emergency transportation services as needed
Assess and implement alternative transportation services that may be necessitated

Evacuation

General



Evacuation is one means of protecting the staff, students and visitors from the effects of a hazard through the orderly movement of person(s) away from the hazard. The type and magnitude of the emergency will dictate the scale of an evacuation (i.e., evacuation area).

Concept of Operations

Evacuation orders are generally given by the following:
Local Police
Environmental Health & Safety
Facilities Services
Administrator, director, or building supervisor
Fire Department with jurisdiction
Any person identifying a hazard and by activating the fire alarm system via a fire alarm pull station

Evacuation Procedures

Evacuation will be initiated by means of the fire alarm system. Whenever the alarm is sounded all occupants of all buildings are to initiate the evacuation procedure.
Take the Incident Action packet/binder which has a current class list and a red/green 8½ x 11 card (red on one side and green on the other side)
Close all doors and windows. (DO NOT LOCK DOORS)
Follow the safest evacuation route to the assembly or safe dispersal area.
Teachers are to take roll and make certain no one reenters the building for any reason.
If all students are present with staff member, staff will hold up the GREEN sheet to acknowledge to responsible incident management person that all students are present.
Support staff who have regular schedules with students need to have a green and red card also. If all students who are regularly scheduled are in their care and custody, they are to raise the green card, so staff member and responsible incident management person can see.
Staff members are to raise the red card even if they think a student is with support staff so responsible incident management person can account for those students.
If a student is not present, the staff member will hold up the RED card and wait for the administration to contact him/her to see who is absent. The responsible incident management person will coordinate the search for the missing student.
Students should remain 30 – 50 feet away from any building.
Students are to remain in groups, until the all clear signal is given.

On-Site Evacuation

The Incident Commander or designee activates fire alarm.
All staff follow the Evacuation Procedures identified above.
Once assembled, building occupants remain in their designated assembly or safe dispersal area until further instructions are given.
Reentry is only authorized after it is determined that conditions and buildings are deemed safe by appropriate incident management staff.

Off-Site Evacuation

If it is determined that the buildings and area are not safe for occupation and that the On-Site Evacuation locations are also at risk, the appropriate incident management staff will initiate an Off-Site Evacuation.
The Incident Commander or designee determines safest method for evacuating the site. This may include use of buses or simply walking to designated off-site location.
Staff members secure the student roster when leaving the building and take attendance once group is assembled in pre-designated safe location.
Once assembled off-site, staff members and students stay in place until further instructions are given.
In the event clearance is received from appropriate agencies, Incident Commander may authorize students and staff to return to buildings.

Evacuating Students with Disabilities

Procedures and actions regarding the special needs' population should cover the evacuation, transportation and medical needs of students who will require extreme special handling in an emergency. In most cases, additional safeguards must be established regarding roles, responsibilities and procedures for students with physical, sensory, emotional and health disabilities.

The following are steps that cover the evacuation procedure of student(s) with disabilities:
Review all paths of travel and potential obstacles
Know the facility, grounds, paths, exits and potential obstacles
Determine the primary and secondary paths of exit to be used during emergencies
Individuals with mobility impairments will need a smooth, solid, level walking surface, an exit that avoids barriers such as stairs, narrow doors and elevators and guardrails that protect open sides of the path
Compile and distribute evacuation route information to be used during emergency operations
Include alternative evacuation route information, should the primary route be inaccessible due to damage or danger
Install appropriate signage and visual alarms
Place evacuation information indicating primary and secondary exits in all offices, rooms, multipurpose rooms, hallways/corridors, lobbies, bathrooms and cafeterias. For passages and doorways that might be mistaken for an exit, place visible signs that proclaim, "NOT AN EXIT"
Place emergency notification devices appropriate for each student
Post signage with the name and location of each area so that the students will know exactly where they are, in order to comply with ADA (American's with Disabilities Act) Accessibility

Buildings and Facilities Signage Requirements

Approximately 60 inches above the floor
In a location that is not obscured in normal operation such as a swinging door
In all primary function areas

Preparation and Planning

Identify the students and staff with special needs and the type of assistance they will require in an emergency
Allow visitors to self-identify on a sign-in log if they have special evacuation needs
Discuss evacuation issues with the staff members and caretakers of students with special needs, including individuals, who may be temporarily disabled (i.e. a student with a broken leg)
Train staff in general evacuation procedures

Review the areas of rescue, primary exits, evacuation techniques, and the locations and operation of emergency equipment
Provide in-depth training to those designated to evacuate students with special needs
Train the staff for proper lifting techniques when lifting a person for evacuation
Anyone can assist a student with a visual impairment
Check on each special needs student to assure he/she is accounted for during an evacuation
Review the plan with emergency response personal, including local police, fire and emergency medical technicians
Identify “areas of rescue” in our site for students to wait for evacuation assistance from emergency personnel
Before operations begin in the Fall, walk around the site with first responders so that they are familiar with the primary exits and all areas of rescue; these areas must meet specifications for fire resistance and ventilation
Ask the responders to conduct a special drill explaining how they will support the students and staff with special needs during an emergency
Complete all contracts and Statements of Understanding with key emergency support providers
Ensure that sufficient transportation capacity exists with transportation providers, partner agencies, and suppliers to effectively meet the demand in an emergency
Identify transportation contracts through the District in case of an emergency; Emergency response for special needs requires special vans and special equipment
Specify who will do what to address these transportation needs
Develop a list of District-owned vehicles, staff vehicles that are available and make prior arrangements for their use in the event of an emergency
Review the evacuation plan with students and staff to be familiar with the process and identify any problems
Practice implementation of special duck and cover actions by students with able-bodied partners
Students should be aware that evacuation by themselves may be difficult or impossible because of obstacles in their path or because electric dependent machines may not function (i.e. elevator)
Special pre-planned assistance must be provided and reviewed regularly

Lockdown

General



A District or school site lock down is necessary when the threat of violence or gunfire is identified or directed by law enforcement and it is necessary to prevent the perpetrator(s) from entering occupied areas. During lock down, students are to remain in rooms or designated locations at all times.

Instructions

If a lock down situation is required, the Site Administrator will make an announcement on the Public Address (PA) system. If the PA system is not available, the Site Administrator will use other means of communication (e.g., sending messengers to deliver instructions). The Site Administrator should be calm, convey reassuring comments that the situation is under control, and provide clear and consistent directions. Below is an example of an announcement to be made by the Site Administrator:

"YOUR ATTENTION PLEASE. WE HAVE AN EMERGENCY SITUATION. STAFF ARE TO LOCK ROOM DOORS UNTIL NOTIFIED BY AN ADMINISTRATOR OR LAW ENFORCEMENT. STUDENTS AND STAFF ARE TO PROCEED TO THE NEAREST ROOM OR BUILDING. PLEASE REMAIN INDOORS UNTIL FURTHER INSTRUCTIONS ARE PROVIDED."

If inside, staff should instruct students to lie on the floor, move away from doors and remain in the center of the room out of the line of fire, lock the doors (if possible), and close any shades or blinds if it appears safe to do so. Students and staff who are physically unable to lie on the ground should move away from doors and windows.
If outside, students should proceed to their rooms if it is safe to do so. If it is not safe, staff must direct students into nearby rooms or other District buildings (e.g., auditorium, library, cafeteria, and gymnasium).
District staff and students must remain in their room or secured area until further instructions are provided by the Site Administrator or law enforcement.
Landline phones should not be used. District staff should use cell phones and speak quietly.
All site entrances and exits must be locked, and no visitors other than appropriate law enforcement or emergency personnel are to be allowed on the site.

Public, Medical, and Mental Health

General



Establishment of public, medical, and mental health procedures, will assist the District in preparing for, responding to, and recovering from an incident that affects the health and safety of students, staff, and family. Furthermore, coordination with Public Health agencies, Emergency Medical Services (EMS), and Mental Health support services will broaden their capacity to deal with these incidents by providing the District with resources beyond their existing expertise and training.

Public Health

Procedures

Designate District Medical Manager and/or other key personnel as the individual(s) responsible for coordinating incidents such as disease outbreaks, bioterrorism, and natural disasters with local, State, and Federal Public Health agencies.
Coordinate with local, State, and Federal Public Health agencies on information sharing protocols.
Develop procedures for reporting information to local, State, and Federal Public Health agencies.
Contact local Public Health agency to determine notification procedures for students/family, staff, and public, if necessary.
Send out any required notification to students/family, staff and public as required.
Establish a dedicated contact phone number for questions and concerns.
Coordinate with local, State, and Federal Public Health agencies, for assistance with managing large scale incidents or incidents beyond the District's resources.

Medical Health

Procedures

Designate District Medical Manager and/or other key personnel as the individual(s) responsible for coordinating incidents involving students or staff injuries or illnesses
Provide CPR/First Aid/AED to all staff designated to work in medical capacity
Establish a triage area for injured students and staff
Separate walking wounded, critically injured and deceased individuals (Keep a log of names of these individuals)
Keep a record of students and staff that are transported off-site for treatment.
Coordinate with local Emergency Medical Services (EMS) agencies for assistance with large scale incidents or incidents beyond the District's resources.

Mental Health

Procedures

Designate crisis counselors and/or other key personnel as the individual(s) responsible for coordinating incidents with local, State, and Federal Mental Health agencies
Activate crisis counselors during the incident to begin identifying students and staff that require assistance
Keep a log of individuals counseled or that require counseling following the incident
Notify students, family, and staff of counseling services available
Coordinate with local, State, and Federal Mental Health agencies, for assistance with large scale incidents or incidents beyond the 's resources.

Psychological First Aid for Schools (PFA-S)

The field of school safety and emergency management has evolved significantly over the past decade. Tragically, acts of violence, natural disasters, and terrorist attacks have taught us many lessons. We also know that other types of emergencies can impact schools, including medical emergencies, transportation accidents, sports injuries, peer victimization, public health emergencies, and the sudden death of a member of the school community. We now recognize the need for school emergency management plans that are up-to-date and take an “all-hazards”approach with clear communication channels and procedures that effectively reunite parents and caregivers with students. We have also learned that preparing school administrators, teachers, and school partnering agencies before a critical event is crucial for effective response, the value of ongoing training and emergency exercises, and that having intervention models that address the public health, mental health, and psychosocial needs of students and staff is essential to a safe school environment and the resumption of learning. (excerpted from Psychological First Aid for Schools, Field Operations Guide, 2nd Edition)

Field Operations Guide (FOG)

We use the PFA-S FOG as-needed, to prepare and respond to critical incidents affecting the mental health of our students. https://www.nctsn.org/resources/psychological-first-aid-schools-pfa-s-field-operations-guide

Public Safety and Security

Purpose



The Public Safety and Security Annex integrates State public safety and security capabilities and resources to support the full range of incident management activities.

Scope

The Public Safety and Security Annex provides a mechanism for coordinating and providing support to local law enforcement authorities to include non-investigative/non-criminal law enforcement, public safety, and security capabilities and resources during incidents. The Public Safety and Security Annex capabilities support incident management requirements, including force and critical infrastructure protection, security planning and technical assistance, technology support, and public safety, in both pre-incident and post-incident situations. The Public Safety and Security Annex generally is activated in situations requiring extensive assistance to provide public safety and security.

Key Tasks/Responsibilities

Coordinate public safety and security support (including personnel and equipment) to any affected department/agency during preparation for, response to, and/or recovery from any real or potential incident.
County Sheriff's Office
Police Department
Other Law Enforcement Agencies
Private Security Companies

Coordinate critical information dissemination regarding public safety/security through mass warning/notification.

County Sheriff's Office
Police Department
Dispatch
County Emergency Management
Facilitate multi-function public safety activities such as evacuation, traffic, looting, and riot control
County Sheriff's Office
Police Department
Other Law Enforcement Agencies
Fire/EMS

Concept of Operations

Local law enforcement authorities have the primary responsibility for public safety and security and are the first line of response and support in these functional areas, utilizing the Incident Command System on-scene
In larger-scale incidents, additional resources should first be obtained through the activation of mutual aid agreements with neighboring jurisdictions and/or State authorities, which may require the management of incident operations through a Unified Command structure

Through the Public Safety and Security Annex, outside resources supplement local resources when requested or required, as appropriate, and are integrated into the incident command structure using National Incident Management System principles and protocols
The Public Safety and Security Annex activities should not be confused with the activities described in the Terrorism Incident Annex or other criminal investigative law enforcement activities

As the lead law enforcement official in the United States, the Attorney General, generally acting through the Federal Bureau of Investigation (FBI), maintains the lead for criminal investigations of terrorist acts or terrorist threats by individuals or groups inside the United States
The Public Safety and Security Annex is activated when public safety and security capabilities and resources are needed to support incident operations
This includes threat or pre-incident as well as post-incident situations
When activated, the primary agencies assess public safety and security needs, and respond to requests for resources and planning/technical assistance from county agencies
The Public Safety and Security Annex manages support by coordinating the implementation of authorities related to public safety and security and protection of property, including critical infrastructure, and security resources and technologies and other assistance to support incident management operations and security capabilities and resources are needed to support incident operations
This includes threat or pre-incident as well as post-incident situations
The Public Safety and Security Annex maintains close coordination with Federal, State, and local officials to determine public safety and security support requirements and to jointly determine resource priorities
The primary agencies maintain communications with supporting agencies to determine capabilities, assess the availability of resources, and track resources that have been deployed

Recovery

General



When a disaster occurs, it is all too easy to get consumed by the urgent activities and emotions surrounding the event. That is understandable but don't allow the intensity of the incident to distract you from some extremely important actions you should be taking. Keep in mind that no financial assistance will occur until there is a declared disaster by the State and the Federal governments.

Tracking time and material (supplies and equipment specifically used for the disaster) should happen always, regardless of disaster declarations. There is no guarantee that we will get our expenses reimbursed. We are at the mercy of the State and Federal governments. In most cases, however, labor and materials specific to the disaster response get reimbursed. Losses already covered by our insurance are typically NOT reimbursed. For example, if an employee is injured our Workers' Compensation would cover the injured employee. If a building was damaged and our insurance does not cover that specific cause of loss there may be a chance it is reimbursable.

Before – Action Items

Establish relationships and contact information from our county Operational Area and Coordinating Council (OACC)
Create and maintain a current contact list with this information and other contact information essential to the Finance/Administration Section of our ICS structure
Train and practice the Start-up, Operation of, and the Closure of this ICS Section.
Modify and update our Emergency Operations Plan as necessary

During – Action Items

Within the very first moments of an incident, begin tracking every employee's and volunteer's time spent on the incident. (Be alert to any announcements from local or State government regarding "Public Assistance" requests or meetings.) Use the form designed for that purpose, the Activity Log (ICS 214). If not readily available, make sure each person is tracking the following:
Incident name
Date
Worker's name
Log each major activity and track start and end times
Don't be concerned with tracking too much – that can be sorted out after the event
This information will need to be transferred onto the Activity Log (ICS 214) before we can apply for Public Assistance funding (this is what they call the State and Federal reimbursement program)
Keep track of ANY disaster-related expenditures for supplies or equipment. It is best to retain copies of priced-out receipts and invoices for possible State and Federal reimbursement. For example, if our facilities may be used as a shelter and we are required to provide custodial services specific to the shelter, toilet paper, paper towels, cleaning material and chemicals would all likely be reimbursable. If our facility were being used as a medical care facility and the HVAC system required filters different than what we would normally use, the cost of the filters (and the labor to change them) are likely reimbursable.
Establish the Recovery Unit in the Finance/Administration Section of our Emergency Operations Center (EOC).
Have all sites or units collect information on their ability to sustain operations.
Develop staffing pattern for the Recovery Unit.

Collect information on damages, duration and impact from the following:
Utility Providers

Social, medical and health services
Transportation routes and services
Debris issues
County Government Operations
Private sector retail and wholesale providers
Others
Develop initial short term and long-term recovery objectives.
Refer to hazard/threat-specific annexes for information.
Develop information for the PIO on the recovery process and progress.
Develop a plan to assign personnel to sustain the recovery effort
Coordinate with the OACC, other local jurisdictions and the State on their recovery efforts.
While it is best if we already have an established relationship with our county Operational Area Coordinating Council (OACC) contact, we need to identify that individual and the means of communicating with them. We will want them to know who at our District will serve as the contact for emergency incidents. This will serve a couple of purposes:
It will keep our District "in the loop" and better informed when an incident affecting our District occurs
It will alert us to any notice of "Public Assistance" informational meetings to learn about getting Federal and State reimbursement for disaster related District activity
If our county's OACC is overwhelmed with an incident we should reach out directly to our Emergency Services Coordinator at the Governor's Office of Emergency Services Region Operational Area.
Ask them to put the District on the list for notification of "Public Assistance" informational meetings
There are forms that will be exchanged between our District and the OACC or the California Governor's Office of Emergency Services (they act as our liaison with FEMA)
If our employees and volunteers remain under our direction and control we are responsible for any costs associated with their activities. Should they perform work that they would not normally do and it is attributable to the disaster we will likely be able to reimburse the labor. Management costs are typically NOT reimbursable.
If our employees and volunteers, or our facilities, are tasked outside of our District we must only do so under the terms of a mutual aid agreement or memorandum of understanding to which the District have agreed, in writing. Make sure we understand when and if risk transfer occurs as it should be clear in these documents. These documents should identify, specifically, what is "covered" and by "whom." Examples for other agency usage of our facility might include the Fire Department using our facility as a command center for the incident.
Or, local hospitals may be "at-capacity" and need our facility to provide some form of medical or health services. In these cases, (like the case of sheltering) a written request for use of our facilities should be on file or requested prior to allowing the agency to use them. These documents should specify what they will and will not cover in terms of costs related to using the facility. Typically, if an outside agency damages the property or they cause a liability exposure, they are responsible for coverage.

When in doubt, ask for help.

After – Action Items

Begin closing the Recovery Unit
Assign any open or pending tasks, such as Public Assistance funding or other outstanding receivables or payables, to appropriate staff with specific checkup or due dates
Make sure all Activity Logs and equipment/supply records have been assembled and recorded into the request for Public Assistance from Cal OES and FEMA
Conduct an After-Action debrief within the Finance/Administration Section and include that in the main incident After-Action debrief held by the District
Review our EOP and include any lessons learned or altered actions into the plan for update and redistribution to the emergency management team
Participate in and debriefings provided by our ICS team and close the Recovery Unit

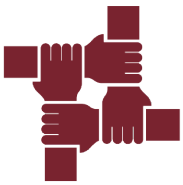
Resources

Activity Log (ICS 214)
Cal OES Regional Operations
Form Cal OES 126 – Project Application, California Disaster Assistance Act Program
Form Cal OES 130 – Designation Of Applicant's Agent Resolution For Non-State Agencies
Form Cal OES 89 – Project Assurances For Federal Assistance – Construction Programs
Form FEMA 009-0-49 9/16 – Request For Public Assistance

All links should be verified at least annually and updated. In some cases, expired forms will not be accepted.

Reunification

General



Student release is a crucial part of emergency planning. During an emergency or disaster, the traditional student release procedure is often unsafe and therefore not operable. Accordingly, a comprehensive emergency plan needs to include certain procedures to accomplish the main priority of safety planning which is to ensure the safety of the students to every extent possible.

There are a wide variety of emergency situations that might require student/family reunification. Student/family reunification may be needed if the site is evacuated or closed as a result of a hazardous materials transportation accident, fire, natural gas leak, flooding, earthquake, tsunami, school violence, bomb threat, terrorist attack or other local hazard.

Student/Family reunification is part of the Incident Command System and is assigned to the Operations Area.

Reunification Procedures

In an emergency, sites must establish a safe area for family members to meet with students. This area must be away from the both the damage and the student's assembly area. In a typical release the following steps will be followed:

Family member will report to the assigned area and give the name of the student
Picture ID will normally be required by the person in charge to insure the person requesting a minor is a match to the name on the emergency release card
A runner will go to the student assembly area and get the minor requested by the parent or adult and escort the student back to the pick-up area
Parents will be asked to sign a form indicating they picked up the minor (the date and time will also be indicated on the pick-up form)
If the minor is in the first aid area, the parent will be escorted to that area for reunification with their child/children
Counselors, when available, will be located close to the first aid area in the event they are needed

Traffic Control

Traffic may be controlled by trained and authorized employees who meet the requirements outlined in the Manual on Uniform Traffic Control Devices (MUTCD) Part 7, Traffic Control for School Areas. In the absence of this condition, we must wait until local law enforcement is available and on scene at the site.
To every extent possible, two-way traffic will be maintained to allow for entry and exit of emergency vehicles
As the situation develops there may be time for barricades and other traffic control devices to be delivered and set up
It should be understood this will not occur at the beginning of the incident
When law enforcement arrives on the scene they will take charge and do whatever is necessary, including the towing of vehicles to manage the emergency or disaster

Maintaining the Procedures

Student rosters should be updated at least twice a year
If enrollment dictates this may be updated more frequently
Updated rosters should be stored in every room in an area easily identified by the both staff and substitutes.
Additional copies of the rosters should be distributed to the site administrator and placed in the back of the emergency plan binder

Emergency cards should be filled out at the beginning of the year
This card should include contact information on family members, as well as other adults who can be contacted if the family member is not available
The card should also indicate who the minor is permitted to leave site with, if necessary
DO NOT release students to people not listed on the student emergency card.
A well- intentioned friend may offer to take a minor home; however, District staff must be certain that students are only released to the appropriate people, so their families will know where they are
The card should also include all pertinent medical information such as allergies, medications, and doctor contact information
These cards should be stored in the front office in both hard copy and electronically, if possible

Things to Remember

Some family members will refuse to cooperate with the student/family reunification process
This situation can be diminished, to some degree, if family members are informed about the District's release procedures before the disaster or emergency occurs
They should be reminded that the safety of their student is our utmost priority
Family members may be emotional when arriving at the site
Have counselors available to deal with issues if needed
Shortly after the incident, the media will have a presence on our site
The Public Information Officer, part of the command staff operating under the Incident Command System, will deal with the media, however, it is important that family be sheltered from media representatives

Shelter-in-Place

General



This action is taken to place and/or keep students indoors in order to provide a greater level of protection from airborne contaminants in outside air. Shelter-in-place is implemented when there is a need to isolate students and staff from the outside environment and includes the shutdown of room and/or building air systems. During shelter-in-place, no one should be exposed to the outside air.

Description of Action

If an emergency occurs that requires students and staff to Shelter-in-Place, the Site Administrator will make an announcement on the PA system. If the PA system is not available, the Site Administrator will use other means of communication (e.g., sending messengers to deliver instructions). The Site Administrator should be calm, convey reassuring comments that the situation is under control, and provide clear and consistent directions. Below is an example of an announcement to be made by the Site Administrator:

"YOUR ATTENTION PLEASE. WE HAVE RECEIVED INFORMATION REGARDING A HAZARD IN THE COMMUNITY. WE ARE INSTITUTING SHELTER-IN-PLACE PROCEDURES. PLEASE REMAIN INSIDE THE BUILDING AWAY FROM OUTSIDE AIR WITH WINDOWS AND DOORS SECURELY CLOSED AND AIR CONDITIONING UNITS TURNED OFF. ALL STUDENTS AND STAFF THAT ARE OUTSIDE ARE TO IMMEDIATELY MOVE TO THE PROTECTION OF AN INSIDE ROOM. PLEASE REMAIN INDOORS UNTIL FURTHER INSTRUCTIONS ARE PROVIDED."

If inside, staff should keep students in their rooms until further instructions are given
If outside, students must proceed to their rooms if it is safe to do so
If it is determined to be unsafe, staff should direct students into nearby rooms or buildings (e.g., auditorium, library, cafeteria, and gymnasium)
Staff and students who were exposed to outside air should congregate in indoor locations away from individuals who were not exposed to outside air
Anyone who is exhibiting symptoms must be treated
Staff is responsible for securing individual rooms and for completing the following procedures as needed:
Shut down the room/building HVAC (Heating Ventilation and Air Conditioning) system
Turn off local fans in the area
Close and lock doors and windows

If necessary, seal gaps under doors and windows with wet towels or duct tape, seal vents with aluminum foil or plastic wrap, and turn off sources of ignition, such as pilot lights

Situational Awareness

In the U.S., every public agency is expected to address situational awareness and personnel security. Situational Awareness is the ability to identify, process, and comprehend the critical information about an incident. More simply, it is knowing what is going on around us.

Overview

Situational Awareness requires continuous monitoring of relevant sources of information regarding actual incidents and developing hazards. A common core function of Emergency Operations Centers (EOC) is gaining, maintaining, and sharing Situational Awareness and developing a Situational Picture (SitPic) that is shared between the Incident ICS, EOC, JIS, and field staff participants in the incident.

In the early stages of activation, the EOC will obtain Situational Awareness. This is important because accurate, timely information will enable more informed, effective decision-making. An excellent tool for developing and maintaining this condition of the OODA loop.

OODA Loop

The OODA loop is the cycle: observe–orient–decide–act, developed by military strategist and United States Air Force Colonel John Boyd in the 1960s. Boyd applied the concept to the combat operations process, often at the operational level during military campaigns. It is now also often applied to understand commercial operations and learning processes.
The OODA loop has become an important concept in emergency management. According to Boyd, decision-making occurs in a recurring cycle of observe–orient–decide–act. An entity (whether an individual or an organization) that can process this cycle quickly, observing and reacting to unfolding events more rapidly than an “opponent,” can thereby "get inside" the opponent's decision cycle and gain the advantage.

Observe – Sensing yourself and the world around you
Orient – What you believe: a complex set of filters of genetic heritage, cultural predispositions, personal experience, and knowledge
Decide – A review of alternative courses of action and the selection of the preferred course as a hypothesis to be tested.
Act – Testing the decision chosen for implementation.

Every employee is a critical link to situational awareness. This annex address the expectations of this District in establishing and maintaining a vital communication and informational internal network. Whether you are in an office environment, inside a building, in the field, or at home, what you observe and absorb are invaluable to our District.

Prepare

The following list includes the minimum expectations for every employee:
Develop and maintain a personal family communication plan
Use the Family Emergency Communication Plan – Wallet Sized provided by our District
The plan should be completed at hire and updated when any of the information changes but at least annually
Share our plan with your family
Review and familiarize yourself with the District’s Emergency Operations Plan (EOP)
Prepare a “Go-Bag” for yourself with a 3-day supply of food and water
See the “Go-Bag” guide for help in assembling and stocking
Keep a copy of the District’s Critical Incident Field Operations Guide (FOG) with you at all times during work hours

Field Protocol

Before, during, and after critical incidents there are some basic steps you should take to improve your situation and help others in need:

f you are operating a vehicle or other equipment, stop your activity as soon as is safely possible (If driving, follow safe driving practices and get maneuver your vehicle without endangering your own or the safety of others)
Assess the situation using the OODA loop and take appropriate action
Follow our District's Communication protocols as outlined in the EOP
If you are unable to proceed to your primary location (starting and ending shift worksite) find out if you can return to an alternate site
If returning to any of these sites proves unreasonable, proceed to the nearest public facility (police or fire station, hospital, local government office) and notify our District of your exact location
Provide our District's Emergency Operations Center (EOC) with as much detailed information as possible:
Time, Date, and Location of Critical Incident
Your condition (unaffected, injured, etc.) and the condition of your equipment
Describe the type of incident such as fire, hazmat, earthquake, etc.
Provide details on estimate impact in your area (how much loss or damage)

Disaster Service Worker

As a California public employee, you may be called upon to work as a Disaster Service Worker (DSW) in the event of an emergency. The information contained in the Disaster Service Worker website will help you understand your role and obligations as a disaster service worker, and what to do in an emergency (California Government Code Section 3100-3109).

Special Needs Population

Planning Needs and Assumptions



For individuals with special needs, physical environments become a great deal more hostile and difficult to deal with during and after an emergency. The ability to get to accessible exits and personal items may be reduced. Communication may be impeded at a time when clear and rapid communication is crucial to safety and survival.

To comply with statutes involving students with special needs, individuals responsible for evacuation and emergency operation plans, notification protocols, shelter identification, emergency medical care and other emergency response and recovery programs must:

Have sound working knowledge of the accessibility and nondiscrimination requirements applicable under Federal disability rights laws
Know the special needs demographics of the attending students on site
Involve students with different types of disabilities and staff in identifying the communication and transportation needs, accommodations, support systems, equipment, services, and supplies that they will need during an emergency
Consider emergency accommodations for those with temporary disabilities
Identify existing resources within the site and local community that meet the special needs of these students
Develop new community partners and resources, as needed
Inform family members about the efforts to keep students safe
Identify medical needs and make an appropriate plan
Determine transportation needs, special vans, and buses for students
Identify any necessary tools such as personal response plans, evacuation equipment or visual aids
Include local responders and establish a relationship with individual students with disabilities and staff

HAZARD/THREAT ANNEX

Hazard-Threat Assessment

A representative number of participants were selected to participate in the Hazard-Threat Assessment Survey (HTAS). This survey follows best practices in emergency management and is a very important part of updating our Emergency Operations Plan.

This survey was designed to help us prioritize possible threats or hazards we may face. It covers many possible scenarios but is not exhaustive in nature. The survey information generated is invaluable in helping our Emergency Operations Plan Collaborative Planning Team identify the hazards and threats most likely to impact us.

The Collaborative Planning team has selected the following Hazards/Threats to be included in this annex:
Active Assailant
Cyber Threat or Attack
Earthquake
Extreme Heat and Unhealthy Air Quality
Fire-Structural
Fire-Forest, Wildfire, or Urban Interface
Infectious Disease
Power and Utility Failure
Severe Weather
Tsunami

Active Assailant

Purpose

Active assailant situations are often over within 10 to 15 minutes, before law enforcement arrives on the scene. Individuals must be prepared both mentally and physically to deal with an active assailant situation.



This Annex will address current best practices for dealing with Active Assailants, Before, During, and After an incident.

Situation and Assumptions

An Active Assailant is an individual actively engaged in the killing or attempting to kill people in a confined and populated area. In most cases, active assailants use firearms and there is no pattern or method to their selection of victims.

Active Assailant situations are unpredictable and evolve quickly. Typically, the immediate deployment of law enforcement is required to stop the attack and mitigate harm to victims.

Continuity of Operations (Annex Specific)

Continuity of Operations is defined as the internal effort of an organization to assure that the capability exists to continue essential functions and services in response to a comprehensive array of potential emergencies or disasters.

In the case of an active assailant actions can be taken in advance to mitigate some of the outcome of the attack.

Organization and Assignment of Responsibilities

Refer to the Organization and Assignment of Responsibilities section located in the Basic Plan.

Plan Development

This annex is part of the Hazard and Threat Annex and was developed using current best practices

Authorities and References

- CISA (Cybersecurity and Infrastructure Security Agency) Active Shooter Preparedness
  - https://www.cisa.gov/topics/physical-security/active-shooter-preparedness
- FBI (Federal Bureau of Investigation) Active Shooter Safety Resources
  - https://www.fbi.gov/how-we-can-help-you/safety-resources/active-shooter-safety-resources
- REMS (Readiness and Emergency Management for Schools) Technical Assistance Center
  - https://rems.ed.gov/IHEActiveShooterSituations.aspx

Incident Command Actions

Before

Threat and Physical Security Assessment of each site

Conducting periodic threat and physical security assessments will ensure that best practices are in place to control access to your campus.

- Appropriate perimeter fencing installation and maintenance
- Locks and closers on perimeter gates that prevent outsiders from opening the gate (mesh screen around gate area)
- Check for keyed exterior locksets of all classroom doors
- Make sure the lockset on the interior of the classroom door has a thumb lock or other quick-lock style lockset (see Figure 1- Interior Lock)
- Verify visitor access control is in place and works as intended
- Require classroom doors to be closed and locked when students are present

Student Education

- Educate students (age appropriate) through workshops, seminars, lectures, and any other opportunity to teach about the hazards of an active assailant/physical threat and ways each person can potentially react to such a situation
- Supplement in-person instructional elements with additional information to reinforce the training

Such material may be distributed in a variety of ways, including but not limited to web pages, social media, printed literature, radio/TV, etc.
Foster a respectful school community
Be aware of indications of violence and take remedial actions accordingly (i.e. If you see something, say something)



"If You See Something, Say Something" used with permission of the NY Metropolitan Transportation Authority.

Behavioral Red Flags
Recognizing indicators for potential violence by an individual:
Increased use of alcohol and/or illegal drugs
Unexplained increase in absenteeism; vague physical complaints
Noticeable decrease in attention to appearance and hygiene
Depression/withdrawal
Resistance and overreaction to changes in policy and procedures
Repeated violations of District policies
Increased severe mood swings
Noticeably unstable, emotional responses
Explosive outbursts of anger or rage without provocation
Suicidal; comments about "putting things in order"
Behavior, which is suspect of paranoia, ("everybody is against me")
Increasingly talks of personal problems
Talk of severe financial problems
Talk of previous incidents of violence
Empathy with individuals committing violence
Increase in unsolicited comments about firearms, other dangerous weapons, and violent crimes

Develop a positive behavioral intervention program that identifies at-risk behaviors early on and ensures administration is aware of these individuals
Decide upon communications and public information releases with your Public Information Officer prior to an incident
Develop model releases that provide well thought out and consistent messaging on behalf of the District
Discuss and decide upon Spontaneous Memorial practices including
Ease of public access
Minimize disruption of vehicular and pedestrian traffic
Monitored for appropriateness of items placed at the memorial
Prepared to announce the one location to the public and that it will be open from/to specific dates (typically no longer than 2-3 weeks)
Line-of-sight view by administration

During

Responding to an Active Assailant/Physical Threat

If you are in a situation where your safety is in question and you are at risk of harm from another person, you must quickly determine the most reasonable way to protect your own life.

Run (evacuate)

If there is an accessible escape path, attempt to evacuate the building/area. Be sure to:
Have an escape route and plan in mind
Evacuate regardless of whether others agree to follow
Leave your belongings behind
Help others escape, if possible
Prevent individuals from entering an area where the active assailant may be
Keep your hands visible, to prevent confusion to law enforcement
Follow the instructions of law enforcement personnel
Do not attempt to move wounded people
Notify Police when you are safe

Hide (lockdown)

If evacuation is not possible, find a place to hide where the active assailant is less likely to find you. Your hiding place should:
Be out of the active assailant's view
Provide protection if shots are fired in your direction (i.e. a room with a closed and locked door)
Not trap you or restrict your options for movement
Remember Cover vs. Concealment
Spread out to reduce target area
To prevent an active assailant from entering your hiding place:
Lock the door, if possible
Blockade the door with whatever is available – heavy furniture, door wedges, file cabinets, etc.
Cover any windows or openings that have a direct line of sight into a hallway
If the active assailant is nearby:
Lock the door, if possible
Close windows, shades and curtains.
Silence all cell phone and other electronic devices
Turn off any source of noise (i.e. radios, televisions, etc.)
Hide behind large items (i.e. cabinets, desks)
Remain silent

Do not sound the fire alarm
A fire alarm would signal the occupants to evacuate the building and thus place them in potential harm as they attempted to exit
Notify Police when it is safe to do so

Fight

If running and hiding are not possible:
Remain calm
Notify Police, if possible, to alert hem of the active assailant's location
If you cannot speak, leave the line open and allow the dispatcher to listen
As a last resort, and only when your life is in imminent danger, attempt to disrupt and/or incapacitate the active assailant by:
Acting as aggressively as possible against him/her
Throwing items and improvising weapons
Yelling
Committing to your actions



Law Enforcement

Law enforcement's purpose is to stop the active assailant as soon as possible. Officers will proceed directly to the area in which the last shots were heard.

While officers may prefer to team up, they are likely to deploy individually, upon arrival at the scene
Officers may wear regular patrol uniforms or external bulletproof vests, Kevlar helmets, and other tactical equipment
Officers may be armed with rifles, shotguns, handguns
Officers may use pepper spray or tear gas to control the situation
Officers may shout commands, and may push individuals to the ground for their safety
The first officers to arrive to the scene will not stop to help injured persons. Expect rescue teams comprised of additional officers and emergency medical personnel to follow the initial officers. These rescue teams will treat and remove any injured persons. They may also call upon able-bodied individuals to assist in removing the wounded from the premises.

While law enforcement personnel are still assessing the situation, uniformed security and/or police officers will move through the entire area to ensure the threat is over. For the safety of you and the officers, you may be handcuffed until the incident details are fully known.

How to react when law enforcement arrives:

Remain calm, and follow officers' instructions
Put down any items in your hands (i.e., cell phones, bags, jackets)
Immediately raise hands and spread fingers
Always keep hands visible
Avoid making quick movements toward officers such as holding on to them for safety
Avoid pointing, screaming and/or yelling
Do not stop to ask officers for help or direction when evacuating, just proceed in the direction from which officers are entering the premises

Once you have reached a safe location or an assembly point, you will likely be held in that area by law enforcement until the situation is under control, and all witnesses have been identified and questioned. Do not leave until law enforcement authorities have instructed you to do so.

Considerations
If a security threat is imminent or occurring, our personnel will take all reasonable and appropriate actions to minimize the hazard to the District's students and staff. If the perpetrator(s) is known, Incident Command will immediately deactivate the incident site's ID card(s) to prevent the individual(s) from entering a building/room equipped with card access.

For locations without electronic access control, incident personnel will make reasonable attempts to secure these doors as quickly as possible. The nature of the threat may make it unsafe for incident personnel to move from door-to-door, thus preventing these locations from being quickly secured.

If you become aware of an active assailant situation, immediately notify Police at 911. Information to provide to law enforcement or 911 operators:
Location of the active assailant
Number of assailants
Identity of the assailant(s), if known
Physical description of assailant(s)
Number and type of weapons held by the assailant(s)
Number of potential victims at the location

After

Good Practice for Coping
Good Practice for Coping
Be aware of your environment and any possible dangers
Take note of the two nearest exits in any facility you visit
If you are in an office, stay there and secure the door
If you are in a hallway, get into a room and secure the door
As a last resort, attempt to take the active assailant down. When the assailant is at close range and you cannot flee, your chance of survival is much greater if you try to incapacitate him/her.
Call 911 when it is safe to do so

Any time there is a significant security concern, we will make every reasonable attempt to immediately increase security on site. At the same time emergency personnel are responding to the emergency, public safety officials will communicate the hazard to the community via all available and appropriate means.

If you receive an official emergency communication notifying you of a hazardous situation where you must take immediate action to protect yourself, stay as calm as possible and follow these procedures. Only you will be able to determine the safest course of action that should be taken.

Bomb Threat Procedures and Checklist – DHS

BOMB THREAT PROCEDURES

This quick reference checklist is designed to help employees and decision makers of commercial facilities, schools, etc. respond to a bomb threat in an orderly and controlled manner with the first responders and other stakeholders.

Most bomb threats are received by phone. Bomb threats are serious until proven otherwise. Act quickly, but remain calm and obtain information with the checklist on the reverse of this card.

If a bomb threat is received by phone:

1. Remain calm. Keep the caller on the line for as long as possible. DO NOT HANG UP, even if the caller does.
2. Listen carefully. Be polite and show interest.
3. Try to keep the caller talking to learn more information.
4. If possible, write a note to a colleague to call the authorities or, as soon as the caller hangs up, immediately notify them yourself.
5. If your phone has a display, copy the number and/or letters on the window display.
6. Complete the Bomb Threat Checklist immediately. Write down as much detail as you can remember. Try to get exact words.
7. Immediately upon termination of call, DO NOT HANG UP, but from a different phone, contact authorities immediately with information and await instructions.

If a bomb threat is received by handwritten note:

- Call _____
- Handle note as minimally as possible.

If a bomb threat is received by e-mail:

- Call _____
- Do not delete the message.

Signs of a suspicious package:

- No return address
- Excessive postage
- Stains
- Strange odor
- Strange sounds
- Unexpected delivery
- Poorly handwritten
- Misspelled words
- Incorrect titles
- Foreign postage
- Restrictive notes

**** Refer to your local bomb threat emergency response plan for evacuation criteria***

DO NOT:

- Use two-way radios or cellular phone. Radio signals have the potential to detonate a bomb.
- Touch or move a suspicious package.

WHO TO CONTACT (Select One)

- **911**
- **Follow your local guidelines**

For more information about this form contact the DHS Office for Bombing Prevention at OBP@dhs.gov

Homeland Security

2014

BOMB THREAT CHECKLIST

DATE: **TIME:**

TIME CALLER HUNG UP: **PHONE NUMBER WHERE CALL RECEIVED:**

Ask Caller:

- Where is the bomb located? (building, floor, room, etc.)
- When will it go off?
- What does it look like?
- What kind of bomb is it?
- What will make it explode?
- Did you place the bomb? Yes No
- Why?
- What is your name?

Exact Words of Threat:

Information About Caller:

- Where is the caller located? (background/level of noise)
- Estimated age:
- Is voice familiar? If so, who does it sound like?
- Other points:

Caller's Voice

- ☐ **Female**
- ☐ **Male**
- ☐ Accent
- ☐ Angry
- ☐ Calm
- ☐ Clearing throat
- ☐ Coughing
- ☐ Cracking voice
- ☐ Crying
- ☐ Deep
- ☐ Deep breathing
- ☐ Disguised
- ☐ Distinct
- ☐ Excited
- ☐ Laughter
- ☐ Lisp
- ☐ Loud
- ☐ Nasal
- ☐ Normal
- ☐ Ragged
- ☐ Rapid
- ☐ Raspy
- ☐ Slow
- ☐ Slurred
- ☐ Soft
- ☐ Stutter

Background Sounds

- ☐ Animal noises
- ☐ House noises
- ☐ Kitchen noises
- ☐ Street noises
- ☐ Booth
- ☐ PA system
- ☐ Conversation
- ☐ Music
- ☐ Motor
- ☐ Clear
- ☐ Static
- ☐ Office machinery
- ☐ Factory machinery
- ☐ Local
- ☐ Long Distance

Other Information:

_____

_____

_____

_____

Threat Language

- ☐ Incoherent
- ☐ Message read
- ☐ Taped message
- ☐ Irrational
- ☐ Profane
- ☐ Well-spoken

Cyber Threat or Attack

Purpose



Understanding the risks and motivations behind cyber threats or attacks is crucial in establishing and implementing this Cyber Threat or Attack annex. Technology continues to improve and develop at an amazing pace and with that advancement comes the challenges of protecting what we collect and manage using that technology.

Common criminals as well as hostile foreign actors have a couple of primary motivations when it comes to attacking your organization's cyber space. Both money and operational disruption are at the top of that list. For some hackers, they thrive on finding ways to access your information and then sell it, or threaten to disclose it asking for a "ransom," while freezing up your means of storing, accessing, or distributing information.

This annex will focus on the incident management perspective and address what to do before, during, and after an incident, following current best practices. These practices fall under the general category of cyber security.

Situation and Assumptions

Think of the cyber world as you would your own facilities. You provide appropriate fencing to ensure the security of those within its boundaries. The more access points you provide the more difficult it becomes to keep that site secure and safe. The cyber world is really the same way. Years ago we may have had only a handful of access points to our local area network. As technology improved, we added access. As we added access we provided more entry points for those who would seek our harm.

We are making some basic assumptions about systems and practices we should have in place:

- Installed and using modern firewall and antivirus software
- Conducting regular antivirus scanning
- Configured firewalls to prevent ransomware
- Keeping operating systems patches up-to-date
- Completing critical patching as expeditiously as possible
- Conducting employee cyber security awareness training including current best practices
- Keeping individual sites segregated
- Keeping user groups segregated (staff and student users segregated)
- Keeping privilege access management limited
- Using multi-factor authentication
- Implemented and using strong password policy
- Using off-site back up
- Providing email filtering to prevent spam reaching employees

Organization and Assignment of Responsibilities

Our IT department will have leadership over all aspects of our technology equipment and network spaces. They are the core of our Cyber Security Incident Response Team.

It is the responsibility of our Information Technology (IT) professionals to maintain a safe and secure cyber space. However, it is every network user's responsibility to follow best practices introduced by our IT professionals.

Glossary of Terms

Cyber Security Incident Response Team (CSIRT)

A group of experts that assesses, documents and responds to a cyber incident so that a network can not only recover quickly, but also avoid future incidents.

Denial-of-service attack

A denial-of-service attack floods systems, servers, or networks with traffic to exhaust resources and bandwidth. As a result, the system is unable to fulfill legitimate requests. Attackers can also use multiple compromised devices to launch this attack. This is known as a distributed-denial-of-service (DDoS) attack.

DNS Tunneling

DNS tunneling utilizes the DNS protocol to communicate non-DNS traffic over port 53. It sends HTTP and other protocol traffic over DNS. There are various, legitimate reasons to utilize DNS tunneling. However, there are also malicious reasons to use DNS Tunneling VPN services. They can be used to disguise outbound traffic as DNS, concealing data that is typically shared through an internet connection. For malicious use, DNS requests are manipulated to exfiltrate data from a compromised system to the attacker's infrastructure. It can also be used for command and control callbacks from the attacker's infrastructure to a compromised system.

Malware

Malware is a term used to describe malicious software, including spyware, ransomware, viruses, and worms. Malware breaches a network through a vulnerability, typically when a user clicks a dangerous link or email attachment that then installs risky software. Once inside the system, malware can do the following:

- Blocks access to key components of the network (ransomware)
- Installs malware or additional harmful software
- Covertly obtains information by transmitting data from the hard drive (spyware)
- Disrupts certain components and renders the system inoperable

Man-in-the-middle attack

Man-in-the-middle (MitM) attacks, also known as eavesdropping attacks, occur when attackers insert themselves into a two-party transaction. Once the attackers interrupt the traffic, they can filter and steal data.

Two common points of entry for MitM attacks:

- On unsecure public Wi-Fi, attackers can insert themselves between a visitor's device and the network. Without knowing, the visitor passes all information through the attacker.
- Once malware has breached a device, an attacker can install software to process all of the victim's information.

Phishing

Phishing is the practice of sending fraudulent communications that appear to come from a reputable source, usually through email. The goal is to steal sensitive data like credit card and login information or to install malware on the victim's machine. Phishing is an increasingly common cyberthreat.

SQL injection

A Structured Query Language (SQL) injection occurs when an attacker inserts malicious code into a server that uses SQL and forces the server to reveal information it normally would not. An attacker could carry out a SQL injection simply by submitting malicious code into a vulnerable website search box. Learn how to defend against SQL injection attacks.

Zero-day exploit

A zero-day exploit hits after a network vulnerability is announced but before a patch or solution is implemented. Attackers target the disclosed vulnerability during this window of time. Zero-day vulnerability threat detection requires constant awareness.

Incident Command Actions

Maintaining a best-practices approach to cyber security requires us to keep up to date on current trends and threats in the cyber world. Most of what we know comes from internet service providers who share this information to help us be better prepared.

Our cybersecurity response process recommendations by the SANS Institute, as defined in its Incident Handler's Handbook.

Before

Preparation

- Define, develop, and implement an Information Security policy and procedures that addresses current and possible future risks to cyber information handing and protection
- Conduct regular and periodic training for our staff to ensure they have the tools they need to preserve our cyber security. This may include hands-on virtual or email tests and scenarios designed to reinforce safe cyber practices and protect our digital/cyber foot print.
- Perform regular security assessments and intrusion testing
- Provide a trained staff Cybersecurity Incident Response Team (CSIRT)

During

Identification

- Monitor IT systems and detect deviations from normal operations and see if they represent actual security incidents
- Establish type and severity
- Log actions and responses
- Collect evidence

Containment

- Isolate impacted system(s)
- Implement temporary workarounds to maintain operations

Eradication

- Identify the root cause
- Remove malicious software from all affected systems
- Take action to prevent root cause from recurring

Caution



After

Recovery

- Bring affected systems back online
- Test, verify, and monitor affected systems to ensure they are operating normally

After-Action Report

- Finalized incident documentation
- Perform a retrospective of the incident to determine what was effective and what was not to identify lessons learned
- Modify and update this annex and any policy or procedure identified as insufficient or failed in the after-action debrief and report

Authorities and References

State

Cal OES - California Cybersecurity Integration Center

- https://www.caloes.ca.gov/cal-oes-divisions/law-enforcement/california-cybersecurity-integration-center

Federal

Department of Homeland Security - Cybersecurity and Infrastructure Security Agency (CISA)

- https://www.cisa.gov/

National Institute of Standards and Technology (NIST) – Cybersecurity

- https://www.nist.gov/cybersecurity

Earthquake

Duck, Cover, and Hold

This action is used to protect students and staff from flying or falling debris. Upon the first indication of an earthquake, staff should direct students to Duck, Cover, and Hold.



The Incident Commander will make the following announcement on the PA System:

"ATTENTION PLEASE. DUCK, COVER AND HOLD. DUCK, COVER, AND HOLD. ADDITIONAL INFORMATION TO FOLLOW."

Note: If the PA system is not available, use other means of communication, i.e. send messengers to deliver instructions, email, etc.

Description of Action

If inside

Drop to knees
Get under desk and remain facing away from windows
Clasp both hands behind neck
Bury face in arms
Make body as small as possible
Close eyes and cover ears with forearms.

If outside

Drop to knees
Clasp both hands behind neck
Bury face in arms
Make body as small as possible
Close eyes and cover ears with forearms.
Avoid glass and falling objects

Procedures

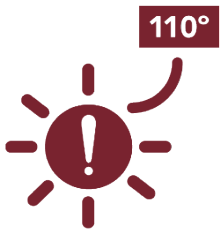
Avoid glass and falling objects. Move away from windows, heavy suspended light fixtures, and other overhead hazards.
When the shaking stops, the Incident Commander will issue the All Clear Response
Use prescribed routes and proceed directly to the Assembly Area. Teachers shall notify the Student Attendance/Release Team of missing students.
The Incident Commander to direct the Security Team to post guards a safe distance away from building entrances to prevent access.
Warn all personnel to avoid touching fallen electrical wires.
First Aid Team will check for injuries and provide appropriate first aid.
The Incident Commander will direct the Facility Team to turn off water, gas, and electrical and to alert appropriate utility company of damages, if appropriate.
If the area appears safe, the Search and Rescue team will be cleared by the Incident Commander to make an initial inspection of the District's buildings, if needed.
The Incident Commander will contact the Superintendent to determine if additional actions are deemed necessary.

During Non-Operating Hours

The Incident Commander and Identified Maintenance/Facilities Personnel will assess damages to determine needed corrective actions. For apparent damages, contact the Superintendent to determine if the District should be closed. If the District must be closed, notify staff and students as identified in District Closure Response Procedure.

Extreme Heat and Unhealthy Air Quality

Purpose



The purpose of this annex is to ensure that staff is advised of hazardous conditions caused by extreme heat conditions and/or unhealthy air quality and to minimize exposure to those conditions. Governmental agencies, such as the Air Quality Management District (AQMD), the National Weather Service (NWS-NOAA), the Center for Disease Control (CDC) and others provide guidance in how to respond to unhealthful air quality and extreme heat conditions.

Actions

The Incident Commander monitors air quality and heat conditions to provide recommended actions during an unhealthful air quality or extreme heat event. The Incident Commander will keep the Senior Executive or designee informed of these conditions and activate this annex. Upon activation, site administrators will perform the following:

Notify students and staff when unhealthful air quality or extreme heat conditions exist.
Modify District programs and work assignments for the protection of students and staff.
Adhere to the Unhealthful Air Quality and Extreme Heat Plan to correspond with current recommendations of both the AQMD and the NWS.
Cooperate with other governmental agencies and with the total community in matters of critical concern regarding unhealthful air quality and extreme heat.

District Activities and What To Do During Extreme Heat Conditions.

The National Weather Service (NOAA) provides information on responding to extreme heat conditions. The Incident Commander monitors temperature and humidity in the District and the National Weather Service website to ensure that our District sites are notified upon attainment of an extreme heat condition.
Always provide adequate amounts of water to students and staff to maintain appropriate hydration, use areas shaded from the direct sunlight, and:
When the Heat Index reaches the range of 90 to 105 degrees Fahrenheit, sunstroke, heat cramps, and heat exhaustion are possible. Everyone shall minimize prolonged, vigorous outdoor activity.
When the Heat Index reaches the range of 105 to 130 degrees Fahrenheit, sunstroke and heat exhaustion are likely and heat stroke is possible. Everyone shall discontinue prolonged, vigorous outdoor activity.
When the Heat Index reaches or exceeds 130 degrees Fahrenheit, heat stroke is highly likely with continued exposure. Everyone shall discontinue all vigorous outdoor activity.

Fire - Structural



The following procedure addresses the necessary actions that should be taken if a fire is discovered in or on the District's facilities. A timely response to this situation is critical to prevent injuries and further property damage.

Procedure

NOTE – There are cases during Active Assailant incidents where the assailant may trigger the fire alarm. This is done as a means to induce students and staff to evacuate which may provide the assailant with more "targets." Modified responses to a fire alarm should be discussed with your local fire and law enforcement jurisdictions to coordinate best practices for your district.
If a fire is discovered on site, the administrative staff will immediately signal the fire alarm and direct students out of the building.
The Incident Commander will call 911 and provide the location and nature of the incident
The Incident Commander will immediately initiate the Off-Site Evacuation Procedures
Staff and students will evacuate buildings using pre-designated routes or other safe routes and convene at the Assembly Area
Site staff members must bring their student rosters and take attendance at the Assembly Area to account for all students
Staff will notify the Incident Commander of any missing students
If safe to do so, staff will use fire extinguishers to suppress the fire until the local fire department arrives
All fires, regardless of size, which are extinguished by site personnel, require a call to the responding Fire Department to indicate "the fire is out"
The Incident Commander will secure the area to prevent unauthorized entry and keep access roads clear for emergency vehicles
The Incident Commander will notify the Senior Executive of the fire. The Senior Executive should work with the Public Information Officer
Outreach and Communication to disseminate information
In the event that students need to be released from the school site, refer to the Reunification Annex for reunification procedures
If necessary, the Incident Commander will notify appropriate Transportation official to request transportation for student and staff evacuation.

Any affected areas will not be reopened until the Fire Department or the appropriate agency provides clearance and the Incident Commander issues authorization to do so. For fires during non-school hours, the Incident Commander and the Senior Executive will determine if the school site will open the following day.

Fire - Forest, Wildfire, or Urban Interface

General



Fires can happen in almost any place, at any time, in almost any condition or circumstance as long as there is fuel, oxygen, and heat. While District's are required to have regularly scheduled fire drills by California law it is easy to overlook the risks associated with poor housekeeping, excessive and dried wildland shrubs and trees close to the District sites and many other factors. The damage caused by fire is real and serious, but the potential hazard of smoke can sometimes be even worse.

Fire in Surrounding Area

The following procedure addresses actions that should be taken in the event that a fire is discovered in an area nearby District grounds. The initiated response actions should take into consideration the location and size of the fire, its proximity to the District site, and the likelihood that the fire may affect the District.

Incident Command Actions

Before

Review and update the "Recovery" Annex located in your Functional Annex following current State and Federal "Best Practices" guidelines
Locate and participate in CSTI's course, "Recovery From Disasters: The Local Community Role (G-205)
Identify and include your "whole community" in strengthening your Pre-Disaster Recovery framework

During

Call 911 if you see a fire or flames.
Activate and follow your Emergency Operations Plan.
Use your internal Emergency Management Alert System to communicate with staff, students and parents.
Always follow instructions from your local emergency agencies (Fire and Law Enforcement).
If trapped, call 911 and give your location, but be aware that emergency response could be delayed or impossible. Turn of HVAC and natural gas. Turn on lights to help rescuers find you if you have power. Fill sinks and tubs with water and keep windows and doors unlocked.
Ensure you have a representative designated to be in contact with Cal OES (may be specific to your region) and your local EOC
You might consider predesignating a representative to be an active member of the Recovery task force.
If your site is a designated shelter or evacuation point, follow the instructions of the organization or agency that is managing the site (ie: American Red Cross).
Follow the Cal/OSHA Protection from Wildfire Smoke regulation, Title 8, Section 5141.1 for use of N95 respirators. https://www.dir.ca.gov/title8/5141_1.html. and you can find resources on wildfire smoke safety in this Cal/OSHA link. https://www.dir.ca.gov/dosh/Worker-Health-and-Safety-in-Wildfire-Regions.html
Monitor the Air Quality Index (AQI) at www.airnow.gov and enter the zip code of the location where you will be working. The current AQI is also available from the U.S. Forest Service at https://tools.airfire.org/ or a local air district, which can be located at www.arb.ca.gov/capcoa/dismap.htm
Listen to EAS, NOAA Weather Radio, or local alerting systems for current emergency information and instructions.

If you are not ordered to evacuate but smoky conditions exist, stay inside in a safe location or go to a location where smoke levels are lower, if possible.
Avoid vigorous activities outdoors and if travelling in a vehicle in the areas affected, close windows and make sure air is on "re-circulate" mode.

After

Continue to follow your EOP Recovery Annex
Listen to authorities to find out when it is safe to return and whether water is safe to drink.
Avoid hot ash, charred trees, smoldering debris, and live embers. The ground may contain heat pockets that can burn you or spark another fire. Consider the danger to pets and livestock.
Avoid downed power lines.
Send text messages or use social media to reach out to family and friends. Phone systems are often busy following a disaster. Make calls only in emergencies.
For those that are part of the damage assessment team, ensure training on personal protective equipment (PPE) use is conducted.
Continue to monitor the Air Quality Index (AQI) at www.airnow.gov and enter the zip code of the location where you will be working. The current AQI is also available from the U.S. Forest Service at https://tools.airfire.org/ or a local air district, which can be located at www.arb.ca.gov/capcoa/dismap.htm
Contact your insurance company/insurance pool/JPA for assistance.
Document everything you do related to the fire. For more details on this process, refer to the IMReady FEMA document.
Wildfires dramatically change landscape and ground conditions, which can lead to increased risk of flooding due to heavy rains, flash flooding and mudflows. Flood risk remains significantly higher until vegetation is restored — up to 5 years after a wildfire.
Be prepared to provide emotional and wellbeing services and resources for students and staff. Mental and physical fatigue are common in these situations .
https://www.cdc.gov/disasters/wildfires/afterfire.html and https://emergency.cdc.gov/coping/index.asp and www.NCTSN.org.

Any responsible person who observes a fire in the area outside of the District should immediately call 911 and notify the Incident Commander
The Incident Commander will initiate the appropriate Immediate Response Actions, which may include Shelter-in-Place, On-Site Evacuation, or Off-Site Evacuation
The Incident Commander will call 911 (to verify – good redundancy) and provide the location and nature of the incident
The Incident Commander will act to prevent students from approaching the fire and keep routes open for emergency vehicles
The Incident Commander will work with responding emergency personnel to determine if District grounds are threatened by the fire, smoke, or other hazardous conditions
If the Incident Commander issues the On-Site Evacuation procedure, staff and students will evacuate the affected building(s) using pre-designated routes or other safe routes and convene at the Assembly Area
All District staff members must bring their student rosters and take attendance at the Assembly Area to account for all students. Staff will notify the Incident Commander of any missing students
The Incident Commander should monitor local radio stations for emergency information.
The Incident Commander will notify the Senior Executive of the emergency situation
The office of the Senior Executive should work with the Office of Public Information and Communication to disseminate information
If necessary, the Incident Commander will notify the appropriate Transportation official to request transportation for staff and student evacuation
The Incident Commander will initiate Off-Site Evacuation procedures, as described in the Evacuation Annex, if warranted by changes in conditions
• In the event that students need to be released from the District site, refer to the Reunification Annex for reunification procedures

Infectious Disease

Purpose



The purpose of the Infectious Disease annex is to help equip our organization to be ready for the unexpected – before, during, and after an infectious disease outbreak. This annex does note replace the required Injury and Illness Prevention Program (IIPP) or other health and safety orders relevant to California Occupational Safety and Health Administration (Cal OSHA) or California Department of Public Health (CDPH)requirements.

Following are two current and specific requirements:

- COVID-19 Safety Plan (CSP) – The CSP is outlined in the CDPH Guidance and Framework for K-12 schools dated January 14, 2021
- The COVID-19 Prevention Plan (CPP) – The CPP is a requirement of the Cal/OSHA COVID -19 Prevention emergency temporary standard.

Infectious diseases occur, often with little or no warning. Essentials that need to be considered include the following:
EOPs may have to be activated with community partners if there is an infectious disease outbreak;
Rapid evolution and dissemination of information about an infectious disease incident will likely require activation of the Communication Annex;
Extensive absences may cause normal operations to close for days or weeks, calling for the activation of the Continuity of Operations (COOP) Annex;
Depending on the disease, there may potentially be some deaths in the community; and,
If handled poorly, community trust in our organization is likely to be shaken.

Disease Sources

Infectious diseases are illnesses that are transmitted from one person to another through various routes. These infectious diseases can be viral, bacterial, or fungal. Some of the more common infectious diseases that may affect us are:
Gastroenteritis; norovirus; influenza; chicken pox; and hand, foot, and mouth, which are all caused by a viral infection, Bacterial infections that can cause E. Coli, MRSA, and strep throat, and Fungal infections, like ringworm.

Influenza, one of the most common infectious diseases, is a highly contagious viral disease. Pandemic influenza differs from both seasonal influenza (flu) and avian influenza in the following aspects:
It is a rare global outbreak which can affect populations around the world.
It is caused by a new influenza virus to which people do not have immunity
Depending upon the specific virus, it can cause more severe illness than regular flu
Influenza can affect young healthy people more so than older, sick people. The Department of Health and Human Services will take the lead in mobilizing a local response to pandemic influenza. Public health alerts will be reported to our organization and the community. Individual rooms, hallways or, if necessary, entire sites may be closed temporarily to contain spread of the virus.

While influenza is the most common infectious disease there are others that can greatly affect our operations, including reduction in work force size to levels that make it difficult to fulfill organizational or operational mission objectives. The “Historical Information” section of this annex identifies some of the major infectious diseases that have affected us in the near past.

Rate of Spread

Infectious diseases may be categorized according to the rate at which they infect the population. The U.S. Centers for Disease Control and Prevention (CDC) categorizes the rate at which diseases are spread as a continuum from smallest to largest: case, outbreak, epidemic, and pandemic.

Case

A case is defined as an individual with the disease.

Outbreak

An outbreak is defined as a localized, as opposed to a generalized, epidemic. This term is also used synonymously with epidemic, and is sometimes the preferred word, as it may prevent sensationalism associated with the word epidemic.

Epidemic

An epidemic is defined as the occurrence of more cases of disease than expected in a given area or among a specific group of people over a period.

Pandemic

A pandemic is defined as an epidemic occurring over a very wide area (several countries or continents) and usually affecting a large proportion of the population.

Situation and Assumptions

The World Health Organization (WHO) provides an influenza pandemic alert system, with a scale ranging from Phase 1 (a low risk of a flu pandemic) to Phase 6 (a full-blown pandemic). See Figure 1, below.
Phase 1: A virus in animals has caused no known infections in humans.
Phase 2: An animal flu virus has caused infection in humans.
Phase 3: Sporadic cases or small clusters of disease occur in humans. Human-to-human transmission, if any, is insufficient to cause community-level outbreaks.
Phase 4: The risk for a pandemic is greatly increased but not certain.
Phase 5: Spread of disease between humans is occurring in more than one country of one WHO region.
Phase 6: Community-level outbreaks are in at least one additional country in a different WHO region from phase 5. A global pandemic is under way.

Figure 1: Infectious Disease Phases (WHO)



Concept of Operations

We monitor the following levels of activation for our EOP and Emergency Operations Center:

Level 3 (lowest level):

This level implies that, with modest augmentation, the lead agency or program can address the primary needs of the response. In the United States, many small natural disasters or environmental responses fall into this activation level.

Level 2 (intermediate level):

This level implies substantial augmentation is required for the lead agency or program to meet response requirements.

Level 1 (highest level):

This level requires an agency wide response and often includes domestic and international partners. As an example, there have been five Level 1 activations since 2005: Hurricane Katrina (2005), influenza A (H1N1) pandemic (2009–10), Ebola virus disease outbreak (2014–2016), Zika virus outbreak (2016–2017), and Coronavirus Disease 2019 (2019-202?).

Continuity of Operations (Annex Specific)

Important Notice

Occupational Health and Safety standards impose additional requirements on employers to protect employees from airborne infectious diseases like COVID-19 and pathogens transmitted by aerosols. Under section 3203 of California's general industry safety regulations, employers must establish, implement, and maintain an effective Injury and Illness Prevention Program (IIPP) to protect employees from workplace hazards. Employers are required to determine if the infectious disease is a hazard in their workplace. If it is a workplace hazard, then employers must implement infection control measures, including applicable and relevant recommendations from federal, state and local guidelines. It is the employer's responsibility to maintain a current and relevant IIPP.

All staff are to be informed regarding protective actions and/or modifications related to this plan. Messaging and risk communications during an emerging infectious disease or pandemic will be conducted by our Emergency Operations Center. Guidance and instructions on established infection control measures such as social distancing, personnel

protective equipment and telework polices are provided by our Emergency Operations Center to assist in limiting the spread of influenza at the primary and alternate worksites.

Within the workplace, social distancing measures could take the form of:

Modifying the frequency and type of face-to-face employee encounters (e.g., placing moratoriums on hand-shaking, substituting teleconferences for face-to-face meetings, staggering breaks, posting infection control guidelines);
Establishing flexible work hours or worksite, (e.g., telecommuting);
Promoting social distancing between employees and those with whom they interact to maintain six-feet spatial separation between individuals; and
Implementing strategies that request and enable employees with influenza to stay home at the first sign of symptoms.

Frequent, daily contact is important to keep our employees informed about developments in our response, impacts on the workforce, and to reassure employees that we are continuing to function as usual.
When necessary, our planners and pandemic response teams will include deliberate methods to measure, monitor, and adjust actions to changing conditions and improved protection strategies.

Implement a formal worker and workplace protection strategy with metrics for assessing worker conformance and workplace cleanliness.
Monitor and periodically test protection methods.
Track and implement changes in approved or recommended protection measures.
Pre-position material and equipment onsite.
Ensure essential personnel are at the primary worksite.
Reaffirm that essential suppliers have their material and personnel on-hand and can respond, and support as planned.
Coordinate with local public health and emergency response points of contact to ensure open, adequate communications.

Organization and Assignment of Responsibilities

We utilize the Standardized Emergency Management System (SEMS) which incorporates the Incident Command System (ICS) as the method of managing a crisis or event until operations return to “normal.” This includes activation, when necessary, of incident command posts and the activation of our EOC.

Plan Development

During the health crisis it is vital that we capture lessons learned and alternative practices to our operations as they occur
Maintain a central depository for this information to use it following the crisis to update this annex and our EOP in general
It is our intent to review our EOP and annexes at least annually and update as necessary to maintain a best-practices EOP
We will share this annex periodically with our Health partners to ensure it has captured the most current trends and practices

Authorities and References

In the United States, the responsibility for public health rests primarily with city or county and state public health agencies. All states and many large counties and cities have their own public health departments. Although many public health investigations are conducted with local resources, a city, county, or state health department can request field

epidemiologic or laboratory assistance from the next higher-level public health agency in response to a large or complex outbreak or problem that requires additional staff, expertise, or other resources.

In the United States, the Centers for Disease Control and Prevention (CDC) is the highest-level public health agency. Federal prisons, military bases, and tribal reservations have their own independent health systems but also can request assistance from CDC. Globally, countries can request assistance for field investigations from the World Health Organization, which coordinates with its members for needed resources. The Centers for Disease Control and Prevention (cdc.gov) contains the most current and relevant information on specific exposures and the appropriate practices and protocols.

Incident Command Actions

Before

One of the best things to do prior to an infectious disease incident is to identify, collect, and maintain current and relevant contact information of organizations and agencies that will be important to our ongoing operations. These should include local, state, and federal public health jurisdictions such as:
Your local health department contact
(Searchable database https://www.naccho.org/membership/lhd-directory)
California Department of Public Health – https://www.cdph.ca.gov/
Centers for Disease Control and Prevention (CDC) - https://www.cdc.gov/

Building and maintaining relationships with local health officials cannot be over emphasized. This effort before an infectious disease outbreak will prove invaluable as we seek support and guidance in maintaining, shutting down, and resuming operations.

In addition to this practice it is important to identify and document operational norms and standards that you maintain on an ongoing basis. These records will greatly help you resume operations following a major infectious disease event.

During

We activate our Emergency Operations Plan at a level sufficient to stay ahead of issues as much as possible including the activation of:
Communication annex
Continuity of Operations Plan (COOP) annex

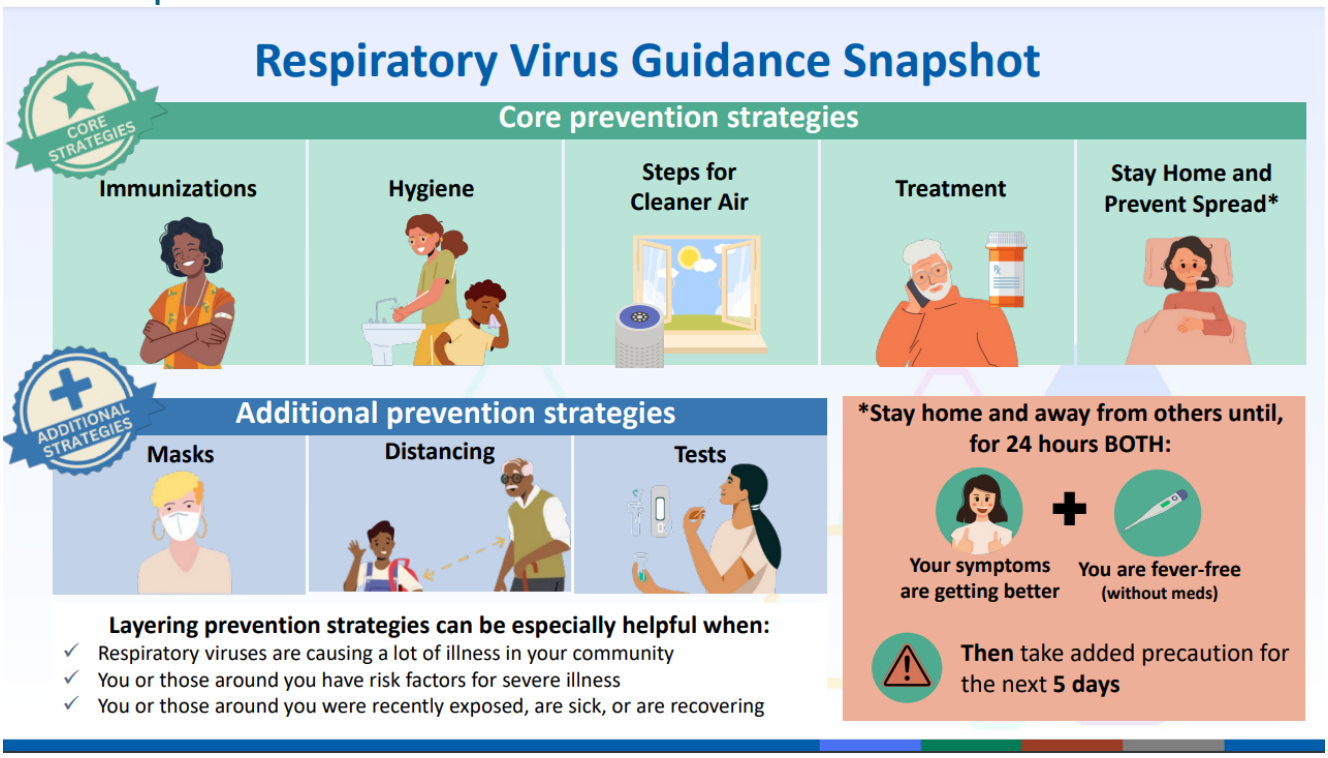
Additional actions include:
Maintain contact with our local Health Department and coordinate our actions based upon their recommendations
Collect preventive informational flyers and documents and disseminate to staff and/or students, as relevant
Activate heightened surveillance of illness within our sites. Gather data on symptoms of all students and/or staff who are sick at home.
Insure those who are ill stay home
Send the sick home immediately
Provide fact sheets and guidelines for families to make them aware of symptoms and remind them of respiratory hygiene etiquette
Monitor bulletins and alerts from the Department of Health and Human Services
Keep staff and students informed of developing issues
Assist the Department of Health and Human Services in monitoring outbreaks
Respond to media inquiries regarding organization attendance status
Implement telework procedures, if necessary, so that staff can stay home

Maintain surveillance after the initial epidemic in the event a second wave passes through the community

After

As with any major crisis or incident the major goal of our institution is to get things back to “normal.” This means restoration of our primary operations back to pre-incident or event levels. This is most effectively accomplished when there are accurate and well-maintained records and practices in place that help us on this recovery journey. Following are key concepts and actions that should be considered in getting back to “normal.”

COVID-19 Specific Guidance



Power and Utility Failure



Extended power outages may impact the whole community and the economy. A power outage is when the electrical power goes out unexpectedly. A power outage may:
Disrupt communications, water, and transportation
Close retail businesses, grocery stores, gas stations, ATMs, banks, and other services
Cause food spoilage and water contamination
Prevent use of medical devices

Protect Students And Staff During A Power Outage

Keep freezers and refrigerators closed
Only use generators outdoors and away from windows or air intakes
Do not use gas appliances for heating
Disconnect appliances and electronics to avoid damage from electrical surges
Have alternate plans for refrigerating medicines or using power-dependent medical devices
If safe, go to an alternate location for heat or cooling

Electrical Systems

The M&O Department should identify the location of all electrical main and subpanels throughout the site
Use a clean and clear site map of each site and label the map “Electrical Systems Field Operations Guide” (known as the Electrical Systems FOG)
Indicate the locations of the main electrical shut-off and each sub-panel main shut-off in the Electrical Systems FOG
Include a photo of each panel and label the photos corresponding to the panel numbers
If panels do not have a numeric identifier, consider adding that at all panel locations
Label the site main and subpanel main shut-off for each panel so as to minimize confusion
Laminate or plastic-protect the Electrical Systems FOG and provide to designated and trained employee(s) who will be responsible for emergency shutdown and restoration following an electrical failure

Backup Supplies and Other Resources

Identify all of the items needed that rely on electricity
Identify and have emergency plans for students or staff relying upon medical devices powered by electricity and refrigerated medicines
Find out how long medication can be stored at higher temperatures and get specific guidance for any medications that are critical for life
Plan for batteries and other alternatives to meet our needs when the power goes out
Sign up for local alerts and warning systems. Monitor weather reports
Ensure that any carbon monoxide detectors are in working order and that battery backups are available
Determine whether the phone system will work in a power outage and how long battery backup will last
Review the supplies that are available in case of a power outage
Have flashlights with extra batteries available for individual rooms or offices without exterior light sources
Maintain an inventory of nonperishable food and water
Regularly check the thermometer in the refrigerator and freezer so that we can know the temperature when the power is restored. Throw out food if the temperature is 40 degrees or higher
Keep mobile phones and other electric equipment charged and gas tanks full

Survive During

When power goes out, a trained and responsible employee should:
Keep freezers and refrigerators closed. The refrigerator will keep food cold for about four hours. A full freezer will keep the temperature for about 48 hours. Use coolers with ice if necessary. Monitor temperatures with a thermometer.
Maintain food supplies that do not require refrigeration
Avoid carbon monoxide poisoning. Generators and any fuel or gas-powered devices should always be used outdoors and at least 20 feet away from windows
Turn off or disconnect all appliances, equipment, or electronics. Power may return with momentary “surges” or “spikes” that can cause damage

Power Restoration

When in doubt, throw it out! Throw away any food that has been exposed to temperatures 40 degrees or higher for two hours or more, or that has an unusual odor, color, or texture
If the power is out for more than a day, discard any medication that should be refrigerated, unless the drug’s label says otherwise. If a life depends on the refrigerated drugs, consult a doctor or pharmacist and use medicine only until a new supply is available

Severe Weather

Purpose



The State of California is vulnerable to a variety of severe weather hazards. This incident annex addresses the hazards associated with severe weather. When severe weather occurs, the impacts can be devastating and may affect isolated locations or multiple jurisdictions simultaneously.

When the impacts exceed the capabilities of local jurisdictions, the State must respond in a prompt, organized, and efficient manner to save lives, mitigate property damage, and restore a sense of normalcy to the community. This response is coordinated through the Governor's Office of Emergency Services (OES) in concert with local, state, Federal, volunteer, and private sector partners.

Situation and Assumptions

El Niño

During El Niño, trade winds weaken. Warm water is pushed back east, toward the west coast of the Americas. El Niño means Little Boy in Spanish. South American fishermen first noticed periods of unusually warm water in the Pacific Ocean in the 1600s. The full name they used was El Niño de Navidad because El Niño typically peaks around December.

El Niño can affect our weather significantly. The warmer waters cause the Pacific jet stream to move south of its neutral position. With this shift, areas in the northern U.S. and Canada are dryer and warmer than usual. But in the U.S. Gulf Coast and Southeast, these periods are wetter than usual and have increased flooding.

Hail

Hail is considered severe when it reaches 1 inch in diameter. Hail can reach sizes much larger than the severe threshold size. Hail causes close to $1 billion in damage to property and crops each year in the U.S. While property is typically at greatest risk for hail damage, the National Oceanic and Atmospheric Administration (NOAA) estimate that 24 people are injured from hail each year.

Thunderstorms

The National Weather Service (NWS) defines a severe thunderstorm as any storm that produces one or more of the following: a tornado, damaging wind speeds of 58 mph (50 knots) or greater, and/or hail 1 inch in diameter or larger.

Continuity of Operations (Annex Specific)

The goal of emergency management is to restore operations of any organization back to its primary purpose, or "normal." In some cases, restoration of operations may have to be a new normal.

Organization and Assignment of Responsibilities

This organization follows SEMS/NIMS requirements, specifically incorporating the Incident Command System into emergency and incident operations.

Plan Development

This annex was selected for inclusion in this Emergency Operations Plan (EOP) following best practices Hazard/Threat Analysis and is reviewed annually for currency and applicability.
Severe weather-related hazards can occur at any time throughout the year

Local jurisdictions adversely affected by severe weather may declare local State of Emergency upon being affected
Local jurisdictions adversely affected by severe weather may use mutual aid agreements as part of their response to the disaster
Local jurisdictions affected by severe weather may request resources from the State as the situation evolves

Authorities and References

Center for Disease Control - Natural Disasters and Severe Weather
National Weather Service – Severe Weather Awareness
Ready.Gov – Severe Weather

Incident Command Actions

For predictable severe weather, such as excessive rain, wind, and/or snow, the following should be included in your procedures:

AGENDA ITEM

Agenda Title:	Approval of Behavioral Health Bridge Grant Memorandum of Understanding
Meeting Date:	February 12, 2026
Item:	Consent

WHAT *(the board is asked to discuss, receive, approve, or adopt)*
The Governing Board is requested to review and approve a Memorandum of Understanding (MOU) to accept funds issued by the State of California to support school districts with the implementation and onboarding of the CYBHI All-Payer Fee Schedule.

WHY *(briefly explain why the action or discussion is important; and if applicable, how it is connected to site, district, or strategic plans)*
Approval of the Memorandum of Understanding (MOU) is necessary to ensure continued school-linked behavioral health services during the 2025-2026 school year, including staffing costs for school employees who provide youth mental health services

Strategic Design - Vision
Community Partnerships: Partnerships align academic, emotional, and social supports.

HISTORY *(list previous staff or board action(s) with dates if possible)*
Pursuant to Section 96 of Assembly Bill 121 (Chapter 8, Statutes of 2025), Sacramento County Office of Education, in partnership with the Santa Clara County Office of Education, conducted a competitive grant process for Behavioral Health Bridge Grant funds for local educational agencies participating in the CYBHI All-Payer Fee Schedule. Funding was prioritized to prevent disruption of school-linked behavioral health services during the 2025–2026 school year, including staffing costs, and to support technical assistance for continued fee schedule implementation. The funding is one-time and covers the period from July 1, 2025 through June 30, 2026.

HOW MUCH *(list the revenue amount $ and/or the expense amount $)*
The total amount of the one-time funding is $42,320.

WHO *(list the name of the contact person(s), job title, and site location)*
Sarahdee Duncan, Wellness Center Coordinator and MH Grants Project Director

ATTACHMENTS:
Description
Eureka City Schools_MOU_Draft.pdf

Sacramento County Office of Education

P.O. Box 269003
Sacramento, CA 95826

MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding (MOU) is between the **Sacramento County Office of Education** (**SCOE**), and Eureka City Schools (LEA), regarding the allocation of a funding grant to LEA to provide services pursuant to the Children and Youth Behavioral Health Initiative ("CYBHI") during the 2025-2026 school year ("Bridge Grant").

A. Background:

Consistent with Section 96 of Assembly Bill (AB) 121 (Chapter 8, Statutes of 2025) ("AB 121"), SCOE, in partnership with the Santa Clara County Office of Education ("SCCOE"), conducted a competitive grant process to award funds to local educational agencies participating in the first, second, and third fee schedule cohorts of CYBHI. The allocation of funds were prioritized as follows:

1. To prevent the disruption of providing school-linked behavioral health services in the 2025–26 school year, including staffing costs for school employees who provide youth mental health services ("Priority Area (1)")
2. For technical assistance for the continued implementation of the school-linked statewide fee schedule established pursuant to Section 5961.4 of the Welfare and Institutions Code. ("Priority Area (2)")

LEA submitted a proposal, which SCOE and SCCOE determined complied with AB 121 and its priorities. Accordingly, LEA was selected for Bridge Grant based on the representations in its proposal, and this MOU sets forth the terms and conditions of the award of the funding to LEA.

B. Term and Dates of Use

The term of this MOU is July 1, 2025 - June 30, 2026, and it will become effective after it is signed by both parties. The parties hereby agree that upon execution of this agreement, the agreement shall be retroactively effective to July 1, 2025 with the same force and effect as if it had been executed on that date.

C. SCOE agrees to:

1. Distribute Bridge Grant to LEA, as set forth in the Fiscal section, to be used consistent with the terms of AB 121.
2. Provide a report to CDE, the State Board of Education, the Department of Finance, the State Department of Health Care Services, the California Health and Human Services Agency, and appropriate policy and fiscal committees of the Legislature on the information required by AB 121, including the following information specific to LEA:
   a. The amount of Bridge Grant requested by LEA disaggregated by the two priorities listed in section A above, and
   b. The amount of Bridge Grant awarded to LEA, and the purpose of the funding, disaggregated by the two priorities listed.

D. LEA agrees to:

1. Utilize Bridge Grant in alignment with LEA's submitted grant proposal and budget that was approved by SCOE and SCCOE and consistent with AB 121. LEA's grant proposal is attached, and its terms are incorporated into this MOU.
2. Ensure that any deviations from the purposes and spending plan set forth in the grant proposal are consistent with the overall goal of the priority areas identified in the proposal.
3. Maintain documentation regarding the purposes of the funding, expenditure of funding, and how the funding was utilized to support the priority areas.

E. Fiscal

SCOE will distribute $ $42,320.00 dollars to LEA to be used consistent with its proposal for the following priorities:

Priority Area (1): $42,320.00

Priority Area (2):$0

The funds will be distributed by SCOE to LEA in a single, lump-sum payment, within 30 days of receipt of a valid invoice from LEA. An invoice will be considered valid upon the execution of an MOU with SCOE. All funds must be expended by June 30, 2026.

F. General Terms

1. Indemnity. Each party agrees to defend, indemnify, and hold harmless the other party (including its directors, agents, officers and employees), from any claim, action, or proceeding arising from any actual or alleged act or omission of the indemnifying party, its director, agents, officers, or employees arising from the indemnifying party's duties and obligations described in this agreement or imposed by law.

   It is the intention of the parties that the provisions of this paragraph be interpreted to impose on each party responsibility to the other for the acts and omissions of their respective elected and appointed officials, employees, representatives, agents, and subcontractors. It is also the intention of the parties that where comparative fault is determined to have been contributory, principles of comparative fault will be followed. This provision will survive the termination of the MOU.

2. Independent Agents. This MOU is by and between independent agents and does not create the relationship of agent, servant, employee, partnership, joint venture and/or association between the independent agents.

3. Audit. SCOE, the State of California, or their agents shall have the right to review and to copy any records and supporting documents pertaining to the performance of this MOU for an audit or for any other purpose related to performance of this MOU. LEA agrees to maintain such records for possible audit for a minimum of five years after final payment, unless a longer period of records retention is stipulated. LEA also agrees to be financially responsible for any audit exceptions that arise related to its performance under this MOU.

4. Availability of Funds. This MOU is contingent on SCOE receiving full funding for services hereunder and may be immediately terminated if its funding for the contract is reduced or eliminated. In addition, both parties understand that if SCOE does not receive sufficient funds, this MOU shall be amended to reflect any reduction in funds.

5. Nondiscrimination. Any service provided by the parties pursuant to this MOU shall be without discrimination based on the actual or perceived race, religious creed, color,

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national origin, nationality, immigration status, ethnicity, ethnic group identification, ancestry, age, marital status, pregnancy, physical or mental disability, medical condition, genetic information, gender, gender identity, gender expression, sex, or sexual orientation, in accordance with all applicable Federal and State laws and regulations.

6. Insurance. All parties shall maintain in full force Commercial General Liability Insurance with limits of no less than $2,000,000 per occurrence and $4,000,000 aggregate. Such requirement may be satisfied by coverage through a joint powers authority. SCOE shall be named as an additional insured to LEA's policy. Evidence of insurance coverage, including an endorsement naming SCOE as an additional insured, shall be furnished upon request by a party to this agreement.
7. Force Majeure. No party shall be liable to the other for delays or failures in performance under this MOU for events beyond their reasonable control, including acts of God, war, government regulation, terrorism, disaster, strikes of a third-party, civil disorder, curtailment of transportation facilities, pandemics, infectious disease outbreaks, or similar occurrence beyond the party's control, making it impossible, illegal, or commercially impracticable for one or both parties to perform its obligations under this MOU, in whole or in part. Any funds not expended pursuant to this clause will be returned to SCOE.
8. Entire Agreement. This MOU constitutes the entire agreement and understanding of the parties. All prior understandings, terms or conditions are deemed merged into this MOU. Any changes to this MOU must be agreed to in writing by all parties.
9. Execution. The undersigned represent that they are authorized representatives of the parties. This MOU may be executed in counterparts each of which shall be deemed an original, but all of which together shall constitute one and the same document. Photographic copies of the signed counterparts may be used in lieu of the originals for any purpose.

Sacramento County Office of Education
Brent Malicote
Associate Superintendent, Integrated Systems Support

Eureka City Schools
Lisa Claussen
Director of Student Services

_____
Signature

_____
Date

_____
Signature

_____
Date

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AGENDA ITEM

Agenda Title:	Approval of Data Sharing Memorandum of Understanding (MOU) for the California Community Colleges K12 Strong Workforce Program
Meeting Date:	February 12, 2026
Item:	Consent

WHAT *(the board is asked to discuss, receive, approve, or adopt)*
Approval of the Data Sharing Memorandum of Understanding (MOU) with CalPASS Plus to support required reporting for the K12 Strong Workforce Program.

WHY *(briefly explain why the action or discussion is important; and if applicable, how it is connected to site, district, or strategic plans)*
Approval of this MOU is required for the district to share existing CALPADS data with CalPASS Plus and remain in compliance with the reporting requirements of the California Community Colleges K12 Strong Workforce Program. Execution of the MOU enables continued participation in the program, supports statewide CTE pathway analysis, and does not require the collection of new student data or changes to existing district reporting practices.

Strategic Design - Vision
Community Partnerships: Shared resources and data advance wellness, attendance, and academic success.

HISTORY *(list previous staff or board action(s) with dates if possible)*
The district previously executed a CalPASS Plus data sharing agreement in 2013 and has shared student data in the past. As part of participation in the California Community Colleges K12 Strong Workforce Program, annual data submission to CalPASS Plus is required for grant compliance. CalPASS Plus is now managed by California Community Colleges Chancellor's Office, requiring execution of an updated Memorandum of Understanding for the 2025-26 reporting cycle.

HOW MUCH *(list the revenue amount $ and/or the expense amount $)*
N/A

WHO *(list the name of the contact person(s), job title, and site location)*
Lisa Claussen, Director of Student Services

ATTACHMENTS:
Description
K12 LEA MOU 2025.pdf

K12 Strong Workforce Program

Data Sharing

Memorandum of Understanding

This data sharing Memorandum of Understanding ("MOU") is entered into by the California Community Colleges Chancellor's Office ("Chancellor's Office") and

(referred to below as the "Entity"). This MOU shall be referred to as the "K12 Strong Workforce Program Data Sharing MOU."

I. PURPOSE

The purpose of this MOU is to document the terms and conditions under which the ENTITY agrees to release confidential student data to the Chancellor's Office for the purposes of:

1. Carrying out the responsibilities and advancing the purposes set forth in the California Strong Workforce Program ("SWP"), Education Code section 88821 et. seq.;

2. Fulfilling data reporting obligations set forth in SWP legislation, including without limitation Education Code section 88828;

3. Complying with the terms of SWP grant award(s);

4. Collecting, maintaining, and reporting data to facilitate program coordination and alignment with other workforce training, education, and employment services and operate in compliance with the California Strategic Workforce Development Plan and the federal Workforce Innovation and Opportunity Act, including audits and evaluations of such state and federally funded education programs.

II. FERPA COMPLIANCE

Chancellor's Office is authorized to receive the data elements listed in this MOU under the following the Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR part 99) ("FERPA") exceptions:

A. Chancellor's Office is considered a Contractor by Entity in collecting, maintaining and reporting Entity's data pursuant to 34 CFR §§ 99.31(a)(1) and 99.7(a)(3)(iii).]

B. Chancellor's Office is designated as the "Authorized Representative" of Entity for purposes of collecting, maintaining and reporting Entity's data audit or evaluate a Federal or State supported education program or comply with federal requirements of such programs. 34 CFR §§ 99.31(a)(3) and 99.35

III. SCOPE OF WORK

A. The state allocates funds to the Chancellor's Office to administer the Request for Applications (RFA) and related awards to local education agencies for the K12 Strong Workforce Program (SWP) to create, support, and/or expand high-quality CTE at the K–12 level (Education Code, Section 88827). The Chancellor's Office collects data as a Contractor of the local education agencies relating to the SWP to advance the objectives of SWP, including without limitation, supporting collaboration across education systems and supporting the development and implementation of high-quality, equity driven K-14 career technical education course sequences, programs, and pathways.

B. The Scope of Data Sharing is detailed in the table below.

File Name	Description
SENR	Student Enrollment
SINF	Student Information (demographics, etc.)
STAS	Student Absence Summary
SPRG	Student Programs
CRSC	Course Completion
SCSC	Student Course Completion
SCTE	Student Career Technical Education
SELA	Student English Language Acquisition
SDIS	Student Discipline File
SINC	Student Incident
SIRS	Student Incident
SOFF	Student Offense
PSTS	Post-Secondary Status

IV. DEFINITIONS

The following definitions apply for the purposes of this MOU:

C. **"Project(s)"** means the collection of Data by the Chancellor's Office as a contractor of Entity to comply with the SWP legislation or related grant(s) and/or as the authorized representative of Entity to maintain datasets for an audit or evaluation of a federal or state supported education programs or to enforce or comply with federal legal requirements that relate to those programs as described in sections I through III.

D. **"Authorized Personnel"** means those persons employed by the Chancellor's Office and Chancellor's Office contractors who have a legitimate educational interest and must have access to the Entity's data in order to perform their official duties in connection with the use of data authorized by this MOU in sections I through III.

E. **"Confidential Data"** means information maintained by state agencies that is exempt from disclosure under the provisions of the California Public Records Act (Government Code Section 7920.100 et seq.) or other applicable state or federal laws, whether or not marked "confidential," "proprietary," "privileged" or with similar markings. Confidential Data includes Personally Identifiable Information as defined in subsection (E) and any derivation, aggregation, alteration, modification, or compilation thereof except for De-identified data.

F. **"Contractor"** For the purposes of this DPA and pursuant to FERPA 34 CFR § 99.31(b), a Contractor is authorized by the Entity to (1) Perform an institutional service or function for which the agency or institution would otherwise use employees, including without limitation maintaining and reporting Entity data; (2) Is under the direct control of Entity with respect to the use and maintenance of the SWP data elements as exercised through this MOU, the SWP legislation and the Entity's election to participate in the SWP grant; and (3) Is subject to FERPA 34 CFR § 99.33(a) governing the use and re-disclosure of personally identifiable information from educational records.

G. **"Data"** or "**data"** is a representation of information, facts, concepts, or instructions in a formalized manner suitable for communication, interpretation, or processing by humans or by automated means, whether confidential or publicly available.

H. **"Personally Identifiable Information (PII)"** is any information or data about an individual maintained by an agency that identifies or describes an individual, including but not limited to (1) any information that can be used to distinguish or trace an individual's identity, such as name, social security number, date and place of birth, mother's maiden name or biometric records; and (2) any other information that is linked or linkable to an individual, such as medical, educational, financial and employment information.

I. **"De-identified"** means information or data that is no longer personally identifiable; personal information has been removed.

J. **"Breach"** means the acquisition, access, use, or disclosure of Confidential Data, including PII, in a manner not permitted under this MOU, FERPA, California Education Code, California Information Practices Act, or other applicable federal or state law which compromises the security or privacy of PII.

K. **"Contact Person"** means the person(s) designated in section IV.

V. CHANCELLOR'S OFFICE RESPONSIBILITIES

A. *Data Security.* The Chancellor's Office shall use, disclose, manage and protect the Confidential Data, including PII, received in accordance with the MOU, the Chancellor's Office Data Security Policies, and all applicable federal and state laws. The Confidential Data shall not be used for personal or private gain or profit and may only be used for the Project(s) identified in sections I through III of this MOU.

B. *Indemnification.* Each Party shall defend, indemnify, and hold the other Party harmless from any and all claims arising out of or in connection with their respective actions or inactions under this MOU, including without limitation, acts or omission in the receipt, transfer, disclosure, re-disclosure, security, use or handling of Confidential Data, including PII.

C. *Redisclosure of Received Data.* Chancellor's Office may redisclose Data or Confidential Data, including PII, received under this MOU as long as the redisclosure is for the Project purpose and is subject to a written agreement with confidentiality terms applicable federal and state laws.

D. *Publications.* The Chancellor's Office shall not include in any final report data that may lead to the disclosure of Confidential Data, including PII, when combined with other available data sets. In cases where the Chancellor's Office believes the release of data may lead to the disclosure of Confidential Data, including PII, it shall merge the data into a larger data set.

E. The Chancellor's Office shall comply with this MOU and the Scope of Data Sharing for the use, transmission, destruction, and the security of any data received under this MOU.

F. The Chancellor's Office will not, under any circumstances, identify any person, household or family, nor contact any individuals reflected in the data, unless otherwise required by law.

G. The Chancellor's Office will designate a contact person to be responsible for oversight and supervision of the security and confidentiality of the data. The Chancellor's Office will immediately notify the Entity in writing of any change to this designation. The Chancellor's Office contact person is:

Tadeh Houspian
Information Security Officer
Digital Innovation and Infrastructure Division
1102 Q Street, 6th Floor
Sacramento, CA 95811
(916) 324-8902
Email: thouspian@cccco.edu with cc to: iso@cccco.edu

The Chancellor's Office liaison for this MOU is:

John Hetts
Executive Vice Chancellor
California Community Colleges Chancellor's Office
1102 Q Street, 6th Floor Sacramento, CA 95811
jhetts@cccco.edu

H. All Chancellor's Office staff, authorized personnel, or its designees handling or having access to the data must sign a non-disclosure agreement before having access to any Confidential Data.

VI. ENTITY RESPONSIBILITIES

A. The Entity will securely transfer a data set using a Chancellor's Office provided secure tool to the Chancellor's Office solely for the purposes identified, and as authorized, by the terms of this MOU.

B. The Entity will designate a contact person to be responsible to act in a liaison capacity throughout the term of this MOU.

The Entity will immediately notify all parties in writing of a change in designation. The contact person is:

NAME:

PHONE:

EMAIL:

C. Entity will designate a contact person to be responsible for oversight and supervision of the security and confidentiality of the data throughout the term of this MOU. The Entity will immediately notify all parties in writing of a change in designation. The contact person is:

NAME:

PHONE:

EMAIL:

D. Entity shall comply with this MOU and the Scope of Data Sharing for the transmission and the security of any data transmitted under this MOU.

E. Entity shall include the Chancellor's Office and/or this MOU as within Entity's criteria for determining who constitutes a School Official or Contractor and what constitutes a legitimate educational interest in its annual notification of rights.

VII. TERM

This MOU is effective when signed by all parties and remains in effect while the Entity remains a grantee under the K12 SWP, unless terminated by either party pursuant to Section VIII of this MOU.

VIII. OWNERSHIP

At all times, the Entity's data that has been provided to the Chancellor's Office pursuant to this MOU, is the property of the Entity. The Chancellor's Office has no property interest or ownership claim in the Entity data.

IX. GENERAL PROVISIONS

A. **Amendment and Assignment:** This MOU may be amended at any time by mutual agreement of the Chancellor's Office and the Entity in writing and signed by each party. The appointment of Entity as the Chancellor's Office authorized representative may not be assigned or otherwise transferred to another entity.

B. **Termination:** This MOU may be terminated by either party without cause by written notice. All data released as part of this MOU will be immediately destroyed once all statutory requirements of the K12 SWP have been met or are no longer in force. In the event of a written notice of termination of this MOU, both Parties shall abide by all legal obligations stated in this MOU or as required by federal and state law for the protection of confidentiality.

C. **Dispute Resolution Process:** If a genuine dispute arises between the parties, the resolution process outlined below must be followed.

1. If the dispute cannot be resolved informally, the dissatisfied party may request dispute resolution by directing the dispute, in writing, to the other party's supervisor. The grievance must state the disputed issues and the relative positions of the parties. The supervisor shall render a written decision within ten (10) working days after receipt of the written grievance from the dissatisfied party. Should the dissatisfied party disagree with the written response that party may appeal in writing to the appropriate superior of the supervisor making the initial determination. The decision on the appeal shall be in writing and shall be final.

2. For disputes regarding the disclosure by the Chancellor's Office of Confidential Data, including PII, provided by the Entity under this MOU, a written request by the Entity's Contact Person to halt or change the use of the data shall be sufficient to halt or change the use of the data as identified in the request.

3. During the dispute process, the Entity will comply with the written request of the Chancellor's Office regarding the use of the data.

X. ENTIRE AGREEMENT

This MOU, including its Attachments, constitutes the entire agreement between the Chancellor's Office and the Entity regarding this matter. Any prior agreements or any oral representations between the parties concerning the subject matter of this MOU shall be of no force or effect.

The invalidity in whole or in part of any provisions of this MOU shall not void or affect the validity of any other provisions of this MOU.

XI. GOVERNING LAW AND VENUE

This MOU is made and entered into in the County of Sacramento, State of California. The rights and obligations of the parties and the interpretation and performance of this MOU shall be governed by the laws of the State of California, excluding any statute that directs application of the laws of another jurisdiction. Each party hereby agrees that any action which, in whole or in part, in any way arises under this MOU shall be brought in the State of California, Sacramento County Superior Court, or the United States District Court, Eastern District of California.

XII. EXECUTION

Each of the persons signing this MOU represents that he or she has authority to sign on behalf of and to bind such party.

In witness whereof, the California Community Colleges Chancellor's Office and the Entity have executed this MOU as of the date of the signatures below.

ENTITY NAME

Signature: _____ Date: _____

NAME:

TITLE:

EMAIL:

California Community Colleges Chancellor's Office

Signature: _____ Date: _____

John Hetts
Executive Vice Chancellor
Email: jhetts@cccco.edu

AGENDA ITEM

Agenda Title:	Approval of Marshall Family Resource Center Application for Together We Thrive - Humboldt Area Foundation Grant
Meeting Date:	February 12, 2026
Item:	Consent

WHAT *(the board is asked to discuss, receive, approve, or adopt)*
The Governing Board is asked to approve the Marshall Family Resource Center's request to apply for the Together we Thrive - Humboldt Area Foundation grant, which may result in a substantial financial contribution if selected.

WHY *(briefly explain why the action or discussion is important; and if applicable, how it is connected to site, district, or strategic plans)*
The Marshall Family Resource Center (MFRC) supports students and families experiencing homelessness, foster care placement, and other significant hardships. During this current school 2025-2026, MFRC received a 5% decrease in funding from the Department of Health and Human Services (DHHS) and recently were made aware that they will be receiving another 5% decrease in funding. The Center is applying for this grant to help supplant their needs to support our community with items such as: eye glasses, exams, diapers, hygiene supplies, emergency clothes and shoes, emergency food bags, and general materials and supplies for the MFRC office.

Strategic Design - Vision
Community Partnerships: Partnerships align academic, emotional, and social supports.

HISTORY *(list previous staff or board action(s) with dates if possible)*
N/A

HOW MUCH *(list the revenue amount $ and/or the expense amount $)*
If awarded it ranges from $5,000 to $15,000

WHO *(list the name of the contact person(s), job title, and site location)*
Taevia Salazar, Marshall Family Resource Center Coordinator
Lisa Claussen, Student Services Director

ATTACHMENTS:
Description
Marshall Family Resource Center - Grant Intent To Apply for - Together We Thrive.pdf

Eureka City Schools

GRANT INTENT TO APPLY

Grant Name: Together We Thrive - Humboldt Area Foundation

Start/End Date: 1 time allotment.

Responsible School/Dept.: Marshall Family Resource Center

Grant Description: The 'together, we thrive' grant is for community partners who are working with vulnerable youth and families. priorities are youth at risk, childcare support, expecting mothers support, Marshall FRC plans to apply to be able to provide our youth with increased access to: hygiene supplies, Lice Kits, eye exams/glasses, emergency clothes/shoes, food, Diapers, and more.

FUNDING

Type	Source	Amount
❑ Federal		
❑ State		
☒ Local	Humboldt Area Foundation	$5,000 - $15,000
❑ Match		
Other		
TOTAL		

BUDGET SUMMARY

Staffing Information:

		FTE	Classification/Position Title	Amount
❑ Existing Staff	❑ New Staff	_____	_____	$_____
❑ Existing Staff	❑ New Staff	_____	_____	$_____
❑ Existing Staff	❑ New Staff	_____	_____	$_____

Grant Non-Salary Costs: Resources and Services for homeless & foster youth. Materials and supplies.

Reimbursements:

Indirect Cost: _____% $_____

Other: _____ $_____

APPROVED: _____
ECS Administration

AGENDA ITEM

Agenda Title:	Approval of Student Placement Agreement Between California State University, Chico and Eureka City Schools for Speech -Language Pathology Student Internship
Meeting Date:	February 12, 2026
Item:	Consent

WHAT *(the board is asked to discuss, receive, approve, or adopt)*
The Governing Board is asked to approve the Student Placement Agreement between Eureka City Schools and California State University Chico.

WHY *(briefly explain why the action or discussion is important; and if applicable, how it is connected to site, district, or strategic plans)*
Approval of this Student Placement Agreement allows Eureka City Schools to partner with California State University , Chico to support the professional preparation of a Speech-Language Pathology student while enhancing services for students. The internship provides supervised, hands-on experience for the intern and supports the district's ongoing commitment to high quality speech and language services during the Fall 2026 or Spring 2027 term.

Strategic Design - Vision
Personnel: All ECS staff are hired, empowered, and retained because of their passion for educating children and young adults. When in doubt, we do not hire - we keep looking until we find individuals who meet our high standards.

HISTORY *(list previous staff or board action(s) with dates if possible)*
Eureka City Schools has previously partnered with California State University, Chico to provide a Speech-Language Pathology internship opportunity in 2021.

HOW MUCH *(list the revenue amount $ and/or the expense amount $)*
N/A

WHO *(list the name of the contact person(s), job title, and site location)*
Kristi Puzz, Director of Personnel Services and Public Affairs

ATTACHMENTS:
Description
Student Placement Agreement with ECS and CSUC for SPL internship 2026-27.pdf

California State University Chico

Student Placement Agreement
between
California State University, Chico and

Eureka City Schools

This agreement ("Agreement") is between the Trustees of the California State University on behalf of California State University, Chico ("University") and **Eureka City Schools** ("Organization"). In consideration of the mutual promises set forth below, the University and Organization ("Parties") agree as follows:

I. Organization's Responsibilities

A. Identify the student's supervisor. The supervisor agrees to meet with the student regularly to facilitate the student's learning experience, provide support, review progress on assigned tasks, verify service hours, and give feedback.

B. Provide an orientation that includes a site tour; an introduction to staff; a description of the characteristics of and risks associated with the Organization's operations, services and/or clients; a discussion concerning safety policies and emergency procedures; patient confidentiality and HIPAA privacy and security (if applicable); and information detailing where students check in and how they log their time.

C. Provide the student with a written description of the student's tasks and responsibilities.

D. Provide appropriate training, personal protective equipment, materials, and work area for students prior to students performing assigned tasks or working with the Organization's clients. Appropriate training shall include, but not be limited to, pandemic training as it relates to the student's learning activities.

E. Inform the student of the need for a background check, fingerprinting and/or a tuberculosis test (if applicable); obtain the student's fingerprints, background check and/or tuberculosis test (if applicable); and maintain the confidentiality of any results as required by federal and state law.

F. Evaluate the student if requested by the University and contact the University if the student fails to perform assigned tasks or engages in misconduct.

G. Notify the University as soon as is reasonably possible of any injury to or illness of a student participating in a learning activity at the Organization.

II. University's Responsibilities

A. The University will advise the student(s) of their responsibility to:
   1. Participate in all training required by the Organization.
   2. Exhibit professional, ethical, and appropriate behavior when at the Organization.
   3. Complete all assigned tasks and responsibilities in a timely and efficient manner.
   4. Abide by the Organization's rules and standards of conduct.

5. Maintain the confidentiality of the Organization's proprietary information, records and information concerning its clients.

B. Create a Learning Plan guiding faculty, student and site supervisor expectations of activities, performance of duties including hours of work required, evaluation of the student and expected learning outcomes.

C. The University will advise the student that neither the University nor the Organization assumes any financial responsibility in the event they are injured or become ill as a result of their participation in a learning activity at the Organization.

D. Provide the student with general and professional liability insurance in the amount of $2,000,000 per occurrence, $4,000,000 general aggregate. This insurance only applies if both parties have signed this Agreement.

E. University shall direct Students and University Personnel to respect the confidential nature of the health or personnel information relating to the Organization. University shall ensure that all Students and University Personnel working within the Organization and having access to Protected Health Information will receive training on the Health Insurance Portability and Accountability Act of 1996, appropriate to their job function. University shall retain documentation of student training for at least six years. Organization shall adopt and enforce policies and procedures necessary to protect the confidentiality of Student records.

III. General Provisions

A. This Agreement will become effective as of the date last written below and continue for a period of 5 years unless terminated by either party after giving the other party 30 days written notice of the intent to terminate. If the Organization terminates this Agreement, it will permit any student working at the Organization at the time of termination to complete his/her work. At the 5-year termination date, the agreement can be renewed once it has been reviewed, updated as applicable and executed by the appropriate parties.

B. The Organization and the University agree to indemnify, defend, and hold harmless each other from any and all liability for any personal injury, damages, wrongful death or other losses and costs, including but not limited to reasonable attorney fees and defense costs, arising out of the negligence or willful misconduct of their respective officers, employees, agents, or volunteers in the performance of this Agreement. This paragraph will survive expiration or termination of this Agreement.

C. Each party agrees to maintain general liability coverage through an insurance policy or programs of self-insurance of at least $2,000,000 per occurrence, $4,000,000 aggregate. Insurance policies procured to meet the aforementioned coverage requirement must be placed with insurers with a current A.M. Best rating of at least A: VII. Evidence of coverage shall be provided upon request. The Organization becomes an additional insured to the University student general and professional liab lity insurance (SAFECLIP/SPLIP) policies upon full execution of this Agreement.

D. The University's insurance shall be primary, and the Organization's insurance shall be non-contributory. The University shall waive al subrogation rights against the Organization.

E. The Organization and the University will meet upon request or as necessary to resolve any potential conflicts and to facilitate a mutually beneficial experience for all involved.

F. The Organization may dismiss a student if the student violates its standards, mission, or goals. The Organization will document its rationale for terminating a student and provide the University with a copy of the rationale upon request.

G. Students participating in a learning activity at the Organization are not officers, employees, agents, or volunteers of the University. Students participating in a learning activity at the Organization are not officers, employees, agents, or volunteers of the Organization, unless they are paid by the Organization in which case the student(s) become employees of the Organization.

H. Nothing contained in this Agreement confers on either party the right to use the other party's name without prior written permission or constitutes an endorsement of any commercial product or service by the University.

I. This Agreement may not be altered unless both parties agree in writing. The parties agree to follow all applicable federal, state, and local laws and regulations, including but not limited to laws prohibiting discrimination and harassment.

J. Any notices required by this Agreement will be deemed to have been duly given if communicated to the following individuals:

UNIVERSITY:	**ORGANIZATION:**
	Name: Lisa Claussen
	Title: Director of Student Services
Procurement and Contract Services	
400 West First St.	Address: 2100 J. Street
Chico, CA 95929-0244	Eureka, CA 95501
(530) 898-5270	Phone: 707-441-2422
	Email: claussenl@eurekacityschools.org

IN WITNESS WHEREOF, this Agreement has been executed by the parties as of the date last written below.

CALIFORNIA STATE UNIVERSITY, CHICO

Amber Marquiss, Procurement Specialist
Procurement and Contract Services

Date:

Eureka City Schools

Authorized Signer:

Title: Director of Student Services

Date: 1/16/26

Reset form | Print form

California State University Chico
Risk Management

400 W. 1ST STREET
KENDALL HALL ROOM 205
CHICO, CA 95929-0130
530-898-6588
FAX: 530-898-4513

Site Assessment for Internship Placement

The **Site Assessment for Internship Placement** form assesses the academic appropriateness of an internship site for credit bearing student placements/internships and will identify any potential hazards or risks associated with the placement. The Site Assessment form is to be completed by a university representative and may be conducted over the phone or via email. Upon site approval, please submit the completed form to studentplacementagmt@csuchico.edu to initiate the contracting process. Student may begin their internship once an executed contract is on file.

Date of Site Assessment: 1/14/26

UNIVERSITY INFORMATION	
Employee Conducting Assessment	Amber Rodriguez
Faculty Overseeing Internship	Amber Rodriguez
Department	Communication Sciences and Disorders
Employee Phone Number	(530) 966-4174
Employee Email	ahiler@csuchico.edu
Internship Start Date	8/24/26

SITE INFORMATION	
Organization Name/Site	Eureka City Schools
Name of Signatory**	Lisa Claussen
Title of Signatory	Director of Student Services
Email Address Signatory	claussenl@eurekacityschools.org
Name of Contact Person	Edy Behrens
Email of Contact Person	behrense@eurekacityschools.org
Site Physical Address	~~TBD~~ 2100 J. Street, Eureka,
Phone Number	~~TBD~~ CA 95501 District office 707 444 2422 Student Services

**Signatory is the person authorized to sign on behalf of agency

To access the appropriateness of the internship site, please confirm the following:

Has an evaluation of the internship site been conducted to ensure the educational environment is appropriate and related to the student's field of study?	Yes ☑	No ☐ →	Conduct assessment and evaluate site for appropriateness.
Does the internship site have an appropriate individual to act as the student's site Supervisor?	Yes ☒	No ☐ →	Contact site to determine appropriate site supervisor.
Does the internship site agree to collaborate with Faculty/Internship Coordinator regarding student selection, necessary skills and pre-requisites (details to be included in the Student Learning Plan)?	Yes ☒	No ☐ →	Re-evaluate the appropriateness of the site.
Will the internship site provide appropriate training, including health, safety & emergency procedures?	Yes ☒	No ☐ →	Contact Risk Management to discuss further evaluation of site.
Does internship site provide training & personal protective equipment when students work with any hazardous materials or machinery? (If N/A select Yes)	Yes ☒	No ☐ →	Contact Risk Management to discuss further evaluation of site.
Does the internship site have General Liability insurance?	Yes ☒	No ☐ →	Contact Risk Management to discuss further evaluation of site.
Will the site provide direct supervison when students work with youth (under 18)? - select Yes if not applicable.	Yes ☒	No ☐ →	Contact Risk Management to discuss further evaluation of site.

Please contact Risk Management at Ext. 6588 or at risk@csuchico.edu with any potential safety concerns that have not been sufficiently addressed by the site assessment form. The site is approved when all the responses to the above questions are "Yes." Please submit completed site assessment to studentplacementagmt@csuchico.edu.

AGENDA ITEM

Agenda Title:	Approval of Agreement between Eureka City Schools and Colleen Slattery, Consultant for Coaching Services
Meeting Date:	February 12, 2026
Item:	Consent

WHAT *(the board is asked to discuss, receive, approve, or adopt)*
The Governing Board is asked to approve the agreement between Eureka City Schools and Colleen Slattery to provide professional and leadership coaching services for Personnel and Public Affairs Director, Kristi Puzz.

WHY *(briefly explain why the action or discussion is important; and if applicable, how it is connected to site, district, or strategic plans)*

Leadership coaching supports the ongoing development and effectiveness of district leadership. These services are designed to strengthen strategic decision-making, organizational leadership, communication, and alignment with Board goals. Leadership coaching provides confidential, research-based support to enhance executive performance, manage complex organizational challenges, and sustain effective leadership practices in a dynamic educational environment. Investing in leadership development contributes to organizational stability, improved staff engagement, and continuity of district initiatives, ultimately supporting learner achievement and district priorities.

Strategic Design - Vision
Personnel: Maintain high expectations, supported by coaching, mentorship, and accountability.

HISTORY *(list previous staff or board action(s) with dates if possible)*
N/A

HOW MUCH *(list the revenue amount $ and/or the expense amount $)*
This contract proposes an hourly rate of $180, to be billed monthly, and not to exceed $6000 for the 2025-26 fiscal year.

WHO *(list the name of the contact person(s), job title, and site location)*
Kristi Puzz, Director of Personnel and Public Affairs

ATTACHMENTS:
Description
redacted contract-slattery 2025-26.pdf

Personnel Resources
Colleen Slattery, Consultant
7016 Adelaide Drive
Roseville, CA 95747
Contract

THIS CONTRACT was made and entered into this **1st day of January 2026**, by and between, **Human Resources, Colleen Slattery, Consultant, hereinafter** called the **PROVIDER**, and Eureka City Schools, hereinafter called the **DISTRICT**.

The parties do hereby contract and agree as follows:

1. The **PROVIDER** shall furnish the **DISTRICT** with leadership consultation to the Superintendent and Human Resources Department, on an as needed basis, at a rate of $180 per hour, billed in one quarter hour increments. Consultations will depend on the needs of the **DISTRICT** and will be logged and invoiced monthly. Consultations will be conducted in person, via Zoom, telephonically, text or email. Total fees shall not exceed $ 6000.00.

2. The term of this contract shall begin on **January 1, 2026,** and will terminate on or before **June 30, 2026.** The **DISTRICT** has the option of renewing the agreement to extend beyond said termination date.

3. Payment Schedule – Payment for the work shall be made upon submission of monthly invoices including the **PROVIDER's** work log and approved by an agent of the DISTRICT who shall authorize payment approval (by signature) of the work. Said approval shall not be unreasonably withheld. All invoices for services must be submitted from the **PROVIDER** to the **DISTRICT** within thirty (30) calendar days after services are performed.

4. Either party has the option of terminating this agreement with a 30-Day Written Notice.

Service Provider: Human Resources	**Eureka City Schools**
Consultant: Colleen Slattery	**Authorizing Agent:**
Signature: Colleen Slattery	**Signature and Date:**
Date: January 1, 2026	
Address: [redacted]	**Address:** 2100 J St. Eureka, CA 95501
[redacted]	
Email: [redacted]	

01 7435-0-1110-2140-xxxx-900-0000

AGENDA ITEM

Agenda Title:	Public Hearing, Review of Staff Report, Findings of Facts, and Recommendations, and Consideration to Approve the Charter Petition for Alder Grove Charter School for July 1, 2026, through June 30, 2031, and Approval of the Memorandum of Understanding for Special Education Services
Meeting Date:	February 12, 2026
Item:	Discussion/Action

WHAT *(the board is asked to discuss, receive, approve, or adopt)*
Pursuant to Education Code 47605(b), the Board is required to hold a public hearing to either grant or deny the petition for Alder Grove Charter School. It is recommended that the Board approve the Charter Petition for Alder Grove Charter School for July 1, 2026, through June 30, 2031, and approve the Memorandum of Understanding for Special Education Services

WHY *(briefly explain why the action or discussion is important; and if applicable, how it is connected to site, district, or strategic plans)*
The attached Straff Report, Findings of Fact, and Recommendations, provides background on this item and supports the Board's approval of the petition for Alder Grove Charter School along with the Memorandum of Understanding for Special Education Services.

Strategic Design - Vision
Community Partnerships: Partnerships align academic, emotional, and social supports.

HISTORY *(list previous staff or board action(s) with dates if possible)*
Petition Submitted to ECS by Alder Grove - November 11, 2025
Public Hearing #1 - December 11, 2025
Staff Report Published - January 29, 2026
Regular Meeting/Public Hearing #2 - February 12, 2026

HOW MUCH *(list the revenue amount $ and/or the expense amount $)*
Not applicable.

WHO *(list the name of the contact person(s), job title, and site location)*
Gary Storts, Superintendent

ATTACHMENTS:
Description
Notice of Public Hearing - ALDER GROVE - Public Hearing #2 - Posted 01.29.26.pdf
11.10.25 - AGCS Charter Petition 2026-2031.pdf
ECS.AGCS Staff Report - FINAL - Published 01.29.26.pdf
SPED MOU - Ref in Exhibit A- FINAL ECS.AGCS Staff Report - Published 01.29.26.pdf

Eureka City Schools

Gary Storts, Superintendent
Office of the Superintendent
2100 J Street | Eureka, CA 95501

FOR IMMEDIATE POSTING

NOTICE OF PUBLIC HEARING
Public Hearing to Receive Public Comment on the Board's Decision to Grant or Deny the Charter Petition from Alder Grove Charter School

When: Thursday, February 12, 2026 – 5:30 p.m.

Where: Eureka City Schools Regular Board Meeting
Francis H. Taplin Board Room
2100 J Street
Eureka, CA 95501

NOTICE is hereby given that the Eureka City School District will hold a Public Hearing to receive public comment on the Board's decision to grant or deny the charter petition from Alder Grove Charter School.

Please take notice that on **Thursday, February 12, 2026**, at approximately 5:30 p.m., the Board of Trustees of the Eureka City School District will hold a public hearing in accordance with Education Code section 47605(b) to grant or deny the petition from Alder Grove Charter School. The district received the renewal petition on November 11, 2025 and the public hearing to consider the level of support by teachers employed by the school district, other employees of the school district, and parents, was held on December 11, 2025.

The district's staff report, including the recommended findings, was published on January 29, 2026, at least 15 days prior to the public hearing. A copy of the renewal petition and staff report is available for review on the Eureka City Schools website at www.eurekacityschools.org under "Recent News" and at the Eureka City School District Office, 2100 J Street, Eureka, CA 95501. Please contact the Eureka School District Office at 707-441-2414 if you would like a copy of the materials prior to the Public Hearing.

All interested staff, parents, and community members are invited to attend.

Post: 01/29/26
Remove: 02/13/26

Alder Grove Charter School
Continuing Charter School
Petition

Submitted to Eureka City Schools November 7, 2025

For the Charter Term July 1, 2026 to June 30, 2031

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Appendix C: Student and Staff Handbooks
Appendix D: Budget narrative, a projected budget including financial projections and cash flow for three years of operation
Appendix E: Signature Pages

AFFIRMATIONS AND DECLARATION

As the authorized lead petitioner, I, Tim Warner, hereby certify that the information submitted in this petition for renewal of a California public continuing charter school named Alder Grove Charter School [1]("AGCS" and the "Charter School"), to be operated by Alder Grove Charter School ("AGCS"), a California nonprofit public benefit corporation, and to be authorized by Eureka City Schools ("ECS" or the "District") is true to the best of my knowledge and belief; and further, I understand that if awarded a charter, the Charter School will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to:

- The Charter School shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605 and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(d)(1)]

- Alder Grove Charter School declares that it shall be deemed the exclusive public school employer of the employees of Alder Grove Charter School for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(c)(6)]

- The Charter School shall be non-sectarian in its programs, admission policies, employment practices, and all other operations. [Ref. Education Code Section 47605(e)(1)]

- The Charter School shall not charge tuition. [Ref. Education Code Section 47605(e)(1)]

- The Charter School shall admit all students who wish to attend the Charter School, unless the Charter School receives a greater number of applications than there are spaces for students, in which case it will hold a public random drawing to determine admission. Except as required by Education Code Section 47605(e)(2) and Education Code Section 51747.3, admission to the Charter School shall not be determined according to the place of residence of the student or of that student's parent or legal guardian within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(e)(2)(B)(i)-(iv). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(e)(2)(C). [Ref. Education Code Section 47605(e)(2)(A)-(C)]

- The Charter School shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any

[1] Through this petition, Alder Grove Charter School-2 or AGCS-2 is changing its name to Alder Grove Charter School. Upon approval of this charter petition, AGCS shall notify the California Department of Education, the Humboldt County Office of Education, and all other relevant entities of its name change. All references herein to Alder Grove Charter School are intended to include the Charter School's historical name, Alder Grove Charter School-2. The historical data shown for AGCS-2 can be found online under the previous name of Alder Grove Charter School-2.

of the aforementioned characteristics). [Ref. Education Code Section 47605(e)(1)]

- The Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973 ("Section 504"), Title II of the Americans with Disabilities Act of 1990 ("ADA") and the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA").

- The Charter School shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]

- The Charter School shall ensure that teachers in the Charter School hold the Commission on Teacher Credentialing ("CTC") certificate, permit, or other document required for the teacher's certificated assignment. The Charter School may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in the same manner as a governing board of a school district.[Ref. Education Code Section 47605(l)(1)]

- The Charter School shall at all times maintain all necessary and appropriate insurance coverage.

- The Charter School shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)- (D).

- If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including report cards or a transcript of grades, and health information. If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to the Charter School within 30 days if the Charter School demonstrates that the pupil had been enrolled in the Charter School. [Ref. Education Code Section 47605(e)(3)]

- The Charter School may encourage parental involvement, but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. [Ref. Education Code Section 47605(n)]

- The Charter School shall adhere to each of the conditions in Education Code Section 47605(e)(4)(A)-(D), including: (A) not discouraging a student from enrolling or seeking to enroll in the Charter School for any reason; (B) not requesting a student's records or requiring a parent, guardian, or student to submit the student's records before enrollment; (C) not encouraging a student currently attending the Charter School to disenroll or transfer

to another school for any reason; and (D) providing a copy of the California Department of Education ("CDE") notice regarding the requirements in Education Code Section 47605(e)(4)(A)-(D) to a parent/guardian or student if the student is 18 years of age or older: (i) when a parent/guardian or student inquires about enrollment, (ii) before conducting an enrollment lottery, or (iii) before disenrollment of a student. [Ref. Education Code Section 47605(e)(4)(A)-(D)]

- The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. Education Code Section 47612.5(a)(2)]

- The Charter School shall, on a regular basis, consult with its parents, legal guardians, and teachers regarding the Charter School's educational programs. [Ref. Education Code Section 47605(d)]

- The Charter School shall comply with any applicable jurisdictional limitations to the locations of its facilities. [Ref. Education Code Sections 47605 and 47605.1]

- The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Sections 47612(b) and 47610]

- The Charter School shall comply with all applicable portions of the Elementary and Secondary Education Act ("ESEA"), as reauthorized and amended by the Every Student Succeeds Act ("ESSA").

- The Charter School shall comply with the California Public Records Act, Government Code Section 7920.000, *et seq.* ("CPRA").

- The Charter School shall comply with the Family Educational Rights and Privacy Act, 20 U.S.C. Section 1232g, 34 CFR Part 99 ("FERPA").

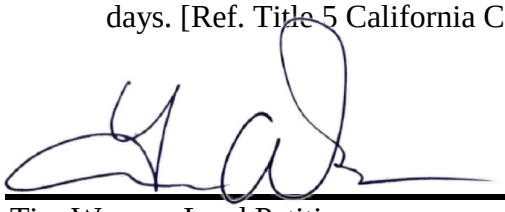
- The Charter School shall comply with the Ralph M. Brown Act, Government Code Section 54950, *et seq.* ("Brown Act").

- The Charter School shall comply with Government Code Section 1090, *et seq.*, as set forth in Education Code Section 47604.1 ("Section 1090")

- The Charter School shall comply with the Political Reform Act, Government Code Section 81000, *et seq.* ("PRA")

- The Charter School shall comply with Education Code Section 5174, *et seq.*, related to independent study, as applicable.

- The Charter School shall meet or exceed the legally required minimum number of school days. [Ref. Title 5 California Code of Regulations Section 11960]



11/10/2025

Tim Warner, Lead Petitioner Date

Introduction

Alder Grove Charter School was first authorized in 2006 by South Bay Union Elementary School District as an independent study charter school that provided a voluntary public educational choice for families of students who chose to educate their children in the home environment. AGCS supported and celebrated individual differences and the uniqueness of each child. The AGCS mission was to provide students with personalized learning and to support parental choice in education. Over the years, the Charter School has adjusted the mission statement to align better with how it serves its students. AGCS's commitment is to deliver personalized learning through strong family, educator, and community partnerships that empower students to achieve academic excellence and foster active citizenship.

Alder Grove Charter School admitted students in grades kindergarten through twelfth grade (K- 12) who resided in Humboldt County or adjacent counties. Independent study was offered to meet the unique personal and educational needs of those families who seek an established alternative instructional strategy. The student, parent/guardian, and a supervising credentialed teacher contracted as a team to facilitate this process.

In compliance with the Court of Appeal's decision in *Anderson Union High School District v. Shasta Secondary Home School* (2016) 4 Cal.App.5th 262, Alder Grove Charter School submitted a new charter petition in 2018 petition as AGCS – 2 to South Bay Union Elementary School District, to operate a new independent study charter school. The Charter School was authorized by and has been operating under the oversight of South Bay Union Elementary School District for the past 7 years. However, AGCS operates its resource center within the geographic boundaries of ECS. The purpose of this petition is to allow Alder Grove Charter School to continue operating its successful program, now as a continuing charter school, authorized by ECS.

Education Code Section 47612.7(a) prohibits the approval of a petition for the establishment of a new nonclassroom-based charter school. However, Education Code Section 47612.7(b) states that the prohibition shall not apply to a charter school granted approval of its petition and opened before October 1, 2019, under several circumstances. One circumstance, listed in Education Code Section 47612.7(b)(1), is if a charter school is required to submit a petition to the governing board of a school district in which its existing resource center is located in order to comply with Section 47605.1 as amended by Assembly Bill 1507, or to retain current program offerings or enrollment. (Indeed, such a school is not an establishment charter school at all, but a *continuing* charter school.)

Thus, this proposed charter is legally permissible and can be approved by Eureka City Schools, because it meets the exception listed in Education Code Section 47612(b)(1). The program offering and enrollment at Alder Grove Charter School can be one of the keys to success for the District. Approving the AGCS charter is legal and provides advantages for students within the District.

As the currently operating AGCS – 2 will become AGCS, operated by the same nonprofit and with the same leadership at the staff level, it is important to detail for ECS the history and accomplishments of this program, as a reliable indicator of future success for Eureka City Schools to consider. The Charter School has been showing significant progress across academic indicators, reflecting its commitment to student achievement. As documentation of past success, the Charter School has provided student performance data as measured by the California School Dashboard ("Dashboard") and through verifiable data.

AGCS Dashboard State and Local Indicators (2024)

The following chart reflects the Charter School's 2024 Dashboard performance indicators and distance from the standard ("DFS"), as compared to the District and the State.

	AGCS	District	State
Chronic Absenteeism	0.3%	28.8%	18.6%
Suspension Rate	0%	7.4%	3.2%
English Learner Progress	n/a*	53.4%	45.7%
Graduation Rate	91.1%	88.3%	86.7%
College/Career Indicator ("CCI")	48.9%	39.8%	45.3%
ELA	-17 below standard	-38.5 below standard	-13.2
Math	-60.7 below standard	-76.5 below standard	-47.6

*fewer than 11 students – data not displayed for privacy

The Charter School outperformed the District and the State in Chronic Absenteeism and Suspension Rate. While the Charter School was in a lower performance category than the District and State in CCI, a higher percentage of students are prepared for college and career at AGCS, than both the District and the State. Additionally, the Charter School outperformed the District and the State's graduation rates. The Charter School was in the same performance category as the District in ELA and Math but its DFS was better than the District's.

Chronic Absenteeism

	2022	2023	2024
AGCS	0% "Very Low"	0.6%	0.3%
District	34.3% "Very High"	34.1%	28.8%
State	30% "Very High"	24.3%	18.6%

AGCS's chronic absenteeism rate was significantly lower than both the State and the District over the past three years. While AGCS saw a slight increase in absenteeism in 2023, the Charter School saw a decline the following year.

Students at the Charter School receive personalized learning plans with numerous supports to accomplish learning objectives and meet State Standards. As an independent study school, attendance is based on daily engagement and the time value of work completed. Students who show signs of struggle in the independent study model participate in the Attendance and Academic Intervention Meeting ("AAIM") process, a collaborative set of meetings organized to design solutions for barriers of learning and growth. Additionally, AGCS provides tutoring, Learning Labs, Pathway Advisement and Career Exploration ("PACE") Coaches, weekly teacher meetings, and parent/guardian guidance that contribute to the success of students' learning and work completion which is reflected in their

attendance.

Suspension Rate

	2022	2023	2024
AGCS	0% "Very Low"	0%	0%
District	6.9% "High"	8.2%	7.4%
State	3.1% "Medium"	3.5%	3.2%

AGCS has maintained a suspension rate of 0% over the past three school years, outperforming both the State and the District.

Because AGCS is an independent study charter school, students have the option to access the resource center, but are not required to do so. The majority of AGCS students do not choose to access the resource center, so class sizes are small and any student behavior issues are more manageable. AGCS always strives to work to support positive behaviors and offer non-suspension options for behavior intervention.

Graduation Rate

	2022	2023	2024
AGCS	97.9% "Very High"	96.1%	91.1%
District	95.8% "Very High"	87.5%	88.3%
State	87.4% "Medium"	86.4%	86.7%

The Charter School has maintained a high graduation rate, outperforming the State and District over the past three years. While AGCS's graduation rate dipped slightly over the past two years, AGCS is proud of the continuous progress being made.

The Charter School graduation rate in 2024 dipped slightly due to four students who did not complete their graduation requirements during their cohort years. After exhausting all efforts to support the students in meeting their high school graduation requirements, the students left the Charter School and did not enroll in another school. This resulted in them being counted as drop-outs and negatively affecting the graduation rate. Since the Charter School's annual graduation classes are typically forty (40) students or fewer, every missing graduate makes a dramatic difference. To further support students and help mitigate these circumstances, the Charter School implemented a PACE Coach support program. Every high school student receives personalized support through tailored guidance for academic and future planning, effective goal setting and career strategies, exploration of interests and post-secondary options, connection to vital Charter School and community resources, and development of essential skills for academic and life success.

AGCS English Language Arts Performance

Demographic	2022	2023	2024
AGCS	-23.8 "Low"	-20.4	-17
Students with Disabilities	-66.1 "Low"	-62.4	-55.4
White	-19.6 "Low"	-18.9	-18.7
Socioeconomically Disadvantaged ("SED")	-34.2 "Low"	-21.7	-24.1
District	-42.6 "Low"	-45.1	-38.5
State	-12.2 "Low"	-13.6	-13.2

AGCS has demonstrated consistently strong English Language Arts ("ELA") California Assessment of Student Performance and Progress ("CAASPP") scores as evidenced by the DFS in the table above. The Charter School has continued to improve CAASPP scores across the board. While the SED DFS slightly increased in 2024, the Charter School has been working on increasing student performance in ELA by promoting standards-aligned curriculum that is also effective for independent study students. AGCS has also expanded support for struggling students by increasing quality 1:1 tutoring options, adding an early intervention reading program, adding online ELA intervention options, and offering CAASPP preparation courses. While the State's DFS scores are better than the Charter School's, AGCS is confident that the continuous improvement seen over the past three years will continue.

AGCS Math Performance

Demographic	2022	2023	2024
AGCS	-70.7 "Low"	-85.4	-60.7
Students with Disabilities	-129.3 "Low"	-136.5	-108.5
White	-68.8 "Low"	-77.2	-60.2
Socioeconomically Disadvantaged	-85.1 "Low"	-88.4	-64.7
District	-83 "Low"	-81.6	-76.5
State	-51.7 "Low"	-49.1	-47.6

While the Charter School saw a decrease in performance from 2022 to 2023, the Charter School showed a dramatic increase in 2024 when the DFS improved by more than 25 points from the year previously. The Charter School has seen an increase in student performance in Math by promoting

standards aligned curriculum for independent study students. AGCS has also expanded support for struggling students by increasing quality 1:1 tutoring options, adding more in-person math classes at our resource center, adding online math intervention options, and offering CAASPP preparation courses.

Local Indicators

The following chart reflects the Charter School's 2024 Dashboard Local Indicators as compared to the District.

Indicator	AGCS	District
Basics: Teachers, Instructional Materials, Facilities	Standard Met	Standard Met
Implementation of Academic Standards	Standard Met	Standard Met
Parent and Family Engagement	Standard Met	Standard Met
Local Climate Survey	Standard Met	Standard Met
Access to a Broad Course of Study	Standard Met	Standard Met

Verified Data

The law also gives middle-performing charter schools the opportunity to provide data showing measurable increases in academic achievement, via verified data:

In addition to state and local indicators, the chartering authority shall consider clear and convincing evidence showing either of the following:

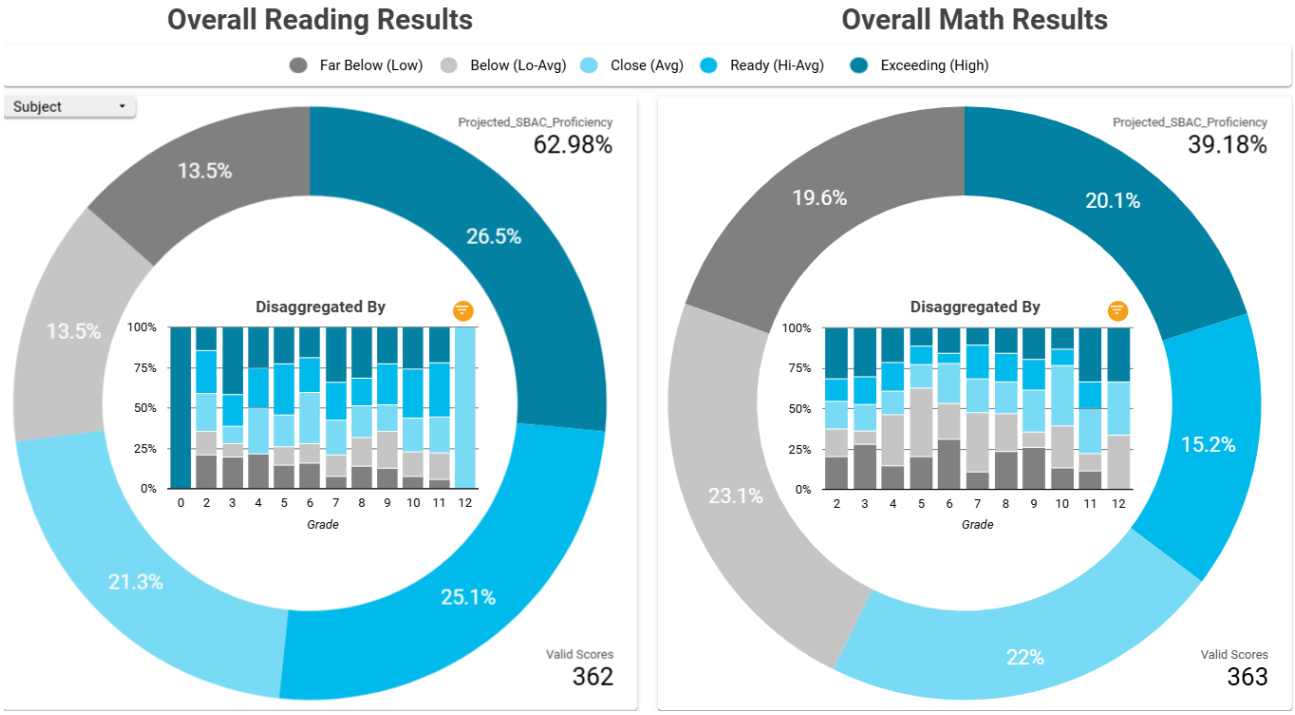
(A) The school achieved measurable increases in academic achievement, as defined by at least one year's progress for each year in school.

(B) Strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates, equal to similar peers.

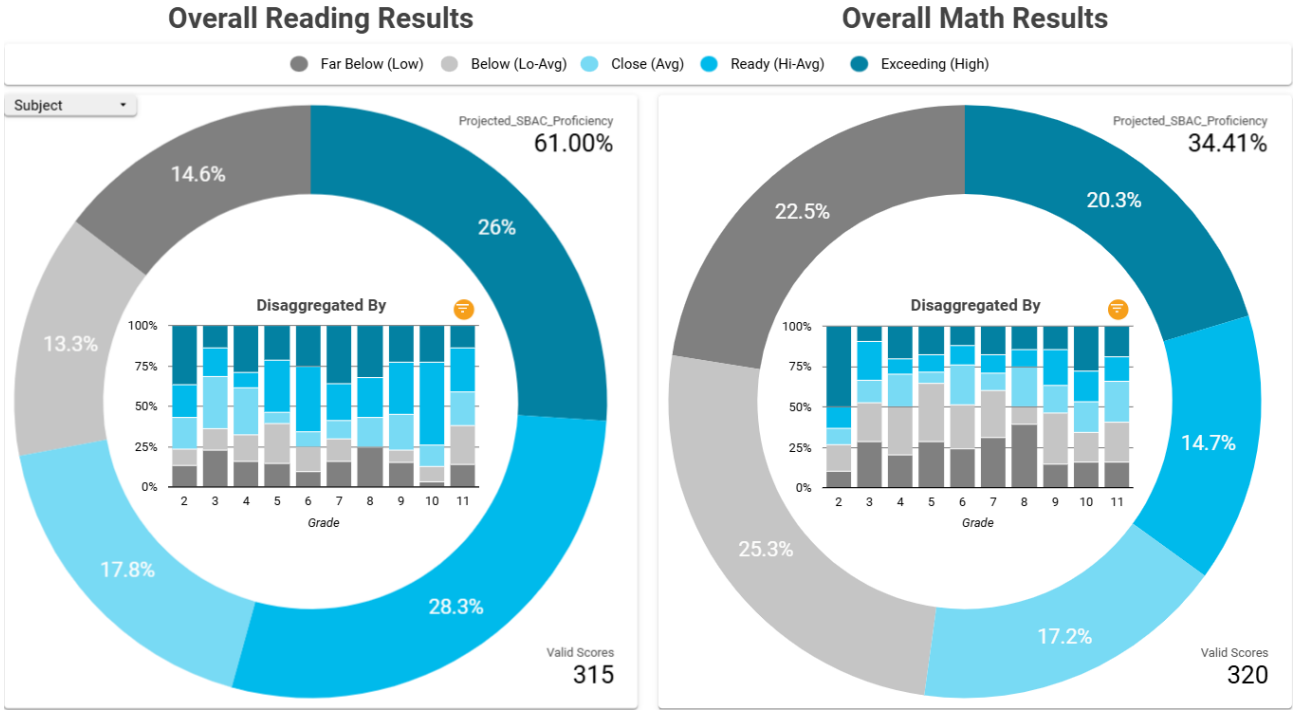
"Verified data" is defined in statute as "data derived from nationally recognized, valid, peer-reviewed, and reliable sources that are externally produces." (Education Code Section 47607.2(c)(1).) In November 2020, the California State Board of Education approved the criteria to define "verified data" and the list of valid and reliable assessments and measures of postsecondary outcomes as required by Education Code Section 47607.2, and supplemented the list in May 2023. While again, this is not a renewal charter, AGCS's verified data results are presented next, for ECS's consideration of past performance.

The Charter School uses the Northwest Evaluation Association Measures of Academic Progress ("NWEA MAP"). According to PARSEC, "NWEA's MAP Growth assessments are aligned to the Common Core State Standards. Results from these assessments provide teachers with accurate, and actionable evidence to help target instruction for each student or groups of students regardless of how far above or below they are from their grade level."

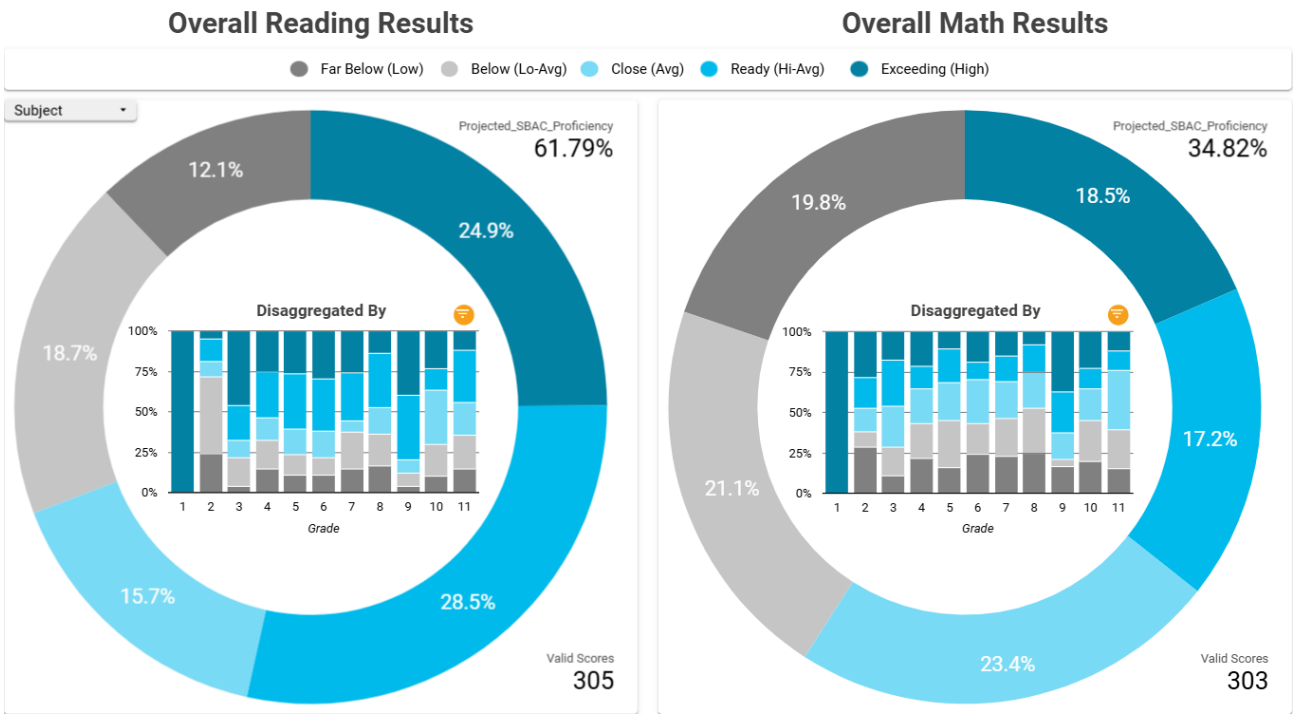
2024-25 Results



2023-24 Results



2022-23 Results



As evidenced above, schoolwide assessment data shows significant improvement in Reading and Math results in 2024-25 from the previous two years. We attribute this to expanded academic support programs such as tutoring, online programs, and test preparation, as well as focus on each student's personal academic growth.

The Charter School is working to increase tracking of postsecondary outcomes such as college enrollment, persistence, and completion rates. According to DataQuest, there has been improvement in college attendance up to 2022-23, the last year of available data:

2022-23:

Name	High School Completers	High School Completers Enrolled In College	College-Going Rate	Enrolled In College (In-State)	Enrolled In College (Out-of-State)	No Record of College Enrollment
Alder Grove Charter School 2	51	16	31.4%	29.4%	2.0%	68.6%
South Bay Union Elementary	51	16	31.4%	29.4%	2.0%	68.6%
Humboldt	1,306	727	55.7%	49.5%	6.1%	44.3%
State	442,474	290,577	65.7%	59.0%	6.6%	34.3%

2021-22:

Name	High School Completers	High School Completers Enrolled In College	College-Going Rate	Enrolled In College (In-State)	Enrolled In College (Out-of-State)	No Record of College Enrollment
Alder Grove Charter School 2	42	12	28.6%	28.6%	0.0%	71.4%
South Bay Union Elementary	42	12	28.6%	28.6%	0.0%	71.4%
Humboldt	1,303	652	50.0%	45.0%	5.1%	50.0%
State	456,167	282,972	62.0%	55.0%	7.0%	38.0%

2020-21:

Name	High School Completers	High School Completers Enrolled In College	College-Going Rate	Enrolled In College (In-State)	Enrolled In College (Out-of-State)	No Record of College Enrollment
Alder Grove Charter School 2	39	9	23.1%	23.1%	0.0%	76.9%
South Bay Union Elementary	39	9	23.1%	23.1%	0.0%	76.9%
Humboldt	1,238	626	50.6%	44.4%	6.1%	49.4%
State	435,202	270,876	62.2%	54.6%	7.6%	37.8%

What these charts do not show is recent effort to enroll and support students in dual and concurrent enrollment classes in college, volunteering/work experience opportunities, and CTE classes. Currently, out of 171 high school students, the Charter School has 42 students in dual enrollment classes, 50 students concurrently enrolled at College of the Redwoods or Cal Poly Humboldt, 10 enrolled in CR Work Experience, and 78 students enrolled in CTE courses. The Charter School has collaborated closely with Humboldt County Office of Education, The Jefferson Project, and the Ink People to bring expanded CTE programs to its students. Alder Grove continues to expand its CTE program and offers pathways in Plant and Soil Science, Design, Visual, and Media Arts, Game Design and Integration, Residential and Commercial Construction, Food Service and Hospitality, Patient Care, and Games and Simulations.

* * *

AGCS-2 met the legal requirement for renewal as a middle-performing charter school. We anticipate that that fact will give the District the assurance it needs to authorize AGCS as a continuing charter school.

Element 1. Educational Program

Governing Law: The educational program of the charter school, designed, among other things, to identify those whom the charter school is attempting to educate, what it means to be an "educated person" in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners. Education Code Section 47605(c)(5)(A)(i).

The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals. Education Code Section 47605(c)(5)(A)(ii).

If the proposed charter school will serve high school pupils, the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the "A" to "G" admissions criteria may be considered to meet college entrance requirements. Education Code Section 47605(c)(5)(A)(iii).

Vision and Mission

We believe individual differences and the uniqueness of each child are to be supported and celebrated. Our mission is to deliver personalized learning through strong family, educator, and community partnerships that empower students to achieve academic excellence and foster active citizenship.

Educational Program

Alder Grove Charter School will enable students to become competent, productive, literate, self-motivated, lifelong learners by providing students and the student's parents/guardians the opportunity to design a customized curriculum that is relevant, takes learning styles into consideration, embraces the students' interests and addresses the Common Core State Standards ("CCSS"), Next Generation Science Standards ("NGSS"), History-Social Science Framework, English Language Development ("ELD") Standards, and the remaining State Content Standards (collectively referred to herein as "State Standards.") This approach is known as Personalized or Flex-Based Learning. AGCS will support and encourage parents/guardians to be the best teachers for their children by offering trainings, resources, and teacher guidance. The Charter School will provide unique enrichment opportunities and diverse resources, including technology, to students so they may develop their academic potential and discover and pursue their unique interests, talents, and passions in life.

The personalized learning model is an educational approach that recognizes that every student is an individual, with a distinct learning style, learning pace, learning path, and learning aspiration. Research confirms that children look to their parent/guardians as their primary role models for learning. Parent/guardians, in turn, are ultimately responsible for guiding their child's learning and education. This model recognizes the value of parent/guardian involvement and participation in their children's education and learning process, and the value of ongoing teacher development training.

The Charter School's academic program supports a collaborative relationship between parent/guardian, student, teacher, and school in creating an optimal learning process. AGCS will support a variety of learning choices and opportunities, both within and beyond the classroom, to address each student's individual learning needs and to optimize each student's learning potential.

AGCS will also aid in credit retrieval and graduation for motivated high school students who have not been successful in traditional education settings. Those students will meet more frequently with their assigned credentialed teacher for additional support as they work towards graduation. It is our goal to facilitate the learning necessary for high school graduation for all of our students by offering a personalized, relevant curriculum that supports those goals.

AGCS's program will include encouraging the use of different and innovative teaching methods and educational philosophies, developing varied forms of assessment, providing ongoing professional development for teachers and offering parent/guardian trainings. Alder Grove Charter School will hire qualified credentialed teachers and support staff who possess a love for children and a passion for individualized learning. AGCS will forge partnerships with parents/guardians, community organizations, and other educational institutions, including the District. Alder Grove Charter School will annually adopt a school calendar meeting all state requirements for instructional days. The number of instructional minutes for students enrolled in Alder Grove Charter School will meet or exceed those set forth in Education Code Section 47612.5(a)(1).

Target Student Population

Alder Grove Charter School is a personalized learning public charter school serving students in grades transitional-kindergarten ("TK")-12 throughout Humboldt County and adjacent counties. Humboldt County is a densely forested, mountainous and rural county in the northwest corner of California. The county contains over forty percent of all remaining old growth Coast Redwood forests, the vast majority of which is protected or strictly conserved within dozens of national, state, and local forests and parks, totaling approximately 680,000 acres. The unemployment rate for the county in August 2024 was 4.8%[2] and the median income was $61,135 (2019-2023). 16.7% percent of the population lives below the poverty level.[3]

The county is comprised of 133,985 people (2023) and covers an area of 3,568 square miles.[4]

The school site is centrally located in the county seat of Eureka. Eureka is located on the coast about 100 miles south of the Oregon border and 270 miles north of San Francisco.

The original Alder Grove Charter School opened in the fall of 2006 with approximately 137 students and has had continuous growth since. Enrollment at the start of the 2014-15 school year was 312, the 2015-16 school year began with 350, and the school year 2016-17 began with 410. The table below shows the Charter School's enrollment since the last petition submission in 2018. The Charter School's enrollment is largely reflective of staffing and demand. During years like 2018-19, 2020-21,

[2]https://labormarketinfo.edd.ca.gov/cgi/databrowsing/localAreaProfileQSResults.asp?selectedarea=Humboldt+County&selectedindex=12&menuChoice=localareapro&state=true&geogArea=0604000023&countyName=&submit1=View+Local+Area+Profile

[3] https://www.census.gov/quickfacts/fact/table/humboldtcountycalifornia#

[4] https://data.census.gov/profile?q=Humboldt%20County,%20California%20Lumbee

and 2024-25, enrollment shows the success of having a full, well-trained teaching staff and the classified staffing to support higher enrollment numbers. AGCS has maintained an active waitlist since 2015.

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
Enrollment	477	449	472	457	429	438	476

As of the 2023-24 school year, about 71% of current Alder Grove Charter School-2's students qualified for free or reduced price meals. AGCS seeks to serve a similar student population.

AGCS seeks to educate students who are independent learners, and students who consider their future while receiving an education. Our focus is educating students for a career, or for college- readiness.

An Educated Person in the 21st Century

Alder Grove Charter School identifies an educated person in the 21st Century as a person who has achieved an optimum level of understanding of their own special talents and interests. This person has a level of literacy, communication skills and understanding that allows interaction with the world in a productive, positive manner. This person knows how to think and solve problems, understands and appreciates the diversity in our world and has a vision for life that includes the ability to be a lifelong learner. This person has mastered basic academic skills to the best of their ability.

This person is literate and has the following qualities:

- The ability to solve mathematical problems.
- The ability to think critically and determine the reliability of information.
- An overview of the history of humanity in all its diversity.
- An understanding of the United States political process.
- A scientific understanding of the world.
- An awareness of technology in the modern world.
- An appreciation for fine arts.

How Learning Best Occurs

We believe that learning best occurs when:

- Each student has their own personalized learning plan.
- Children feel safe, cared about, and respected.
- Children are encouraged to be themselves and to explore their individual talents to the fullest extent possible.
- Parents/guardians play an essential role in their children's education.
- Learning styles are taken into account.

- Students receive individualized instruction.
- Real life context based learning is emphasized.
- Students are offered relevant, challenging, and comprehensive curricula that allow them to pursue their interests.
- Enrichment is available through field trips, apprenticeships, community enrichment classes offered by local community partners (for example, martial arts, cooking, and art/music), community service and appropriate uses of technology.
- Academics are viewed as one aspect of education.
- The entire world serves as the Charter School's campus.

Independent Study Educational Program

Alder Grove Charter School will comply with all independent study laws as set forth in Education Code Sections 47612.5 and 51744, *et seq.* Students and parents/guardians will receive support from credentialed teachers, in addition to opportunities for tutoring, small classes, field trips, enrichment activities, such as music and drama, and technology. Educational materials will be checked out to parents/guardians and students and tracked through a library lending system.

Parents or guardians and their children will work with a California credentialed teacher to determine educational goals and objectives, and to create their personalized curriculum using the results of school-devised and other assessments, results of state mandated tests including the CAASPP, school records, and the students' interests as a guide. Parents or guardians will work with the credentialed teacher to determine the degree to which the credentialed teacher will be involved. This involvement may vary from advisory and assessment capacity to one of almost complete administration of the student learning process. The credentialed teacher will meet with the student(s) and parent/guardian(s) on a regular basis at least once every 10 school days. Additional meetings with the credentialed teacher may be required if the student is not making adequate academic progress. The written independent study agreement is a contract between the parent/guardian and the Charter School stipulating the distribution between the parent/guardian and the credentialed teacher of the following responsibilities:

- Giving assignments and instruction
- Selecting curriculum

The credentialed teacher is responsible for providing educational guidance and assistance requested by the parent/guardian. The credentialed teacher is the primary support person and the liaison between the parent/guardian and the Charter School.

The credentialed teacher will:

- Be responsible for the written agreement for independent study.
- Provide educational resources to each student.

- Assess the student's work, either orally or in written form.
- Assess the student's level of education, modify the curriculum as necessary and administer state mandated tests as required.
- Connect a student with academic support when needed.
- Document student learning and attendance.
- Maintain records of credits for each subject earned by all high school students, based on work successfully completed.
- Provide information to parents/guardians and students regarding the graduation requirements of Alder Grove Charter School.

Parents/guardians who enroll their children in the Charter School accept responsibility for their children's education. The parents/guardians become the primary facilitators in their children's learning program.

Parents/guardians will:

- Be committed to understand and use the independent study strategy appropriately.
- Transport student to all required statewide and schoolwide testing.
- Transport student to all specialized academic services as required by an IEP.
- Facilitate student's personalized learning program by checking for work completion and accuracy of work completed.
- Take steps to ensure the timely submission to the credentialed teacher of all student work, completed assignments, and accurate records necessary for the assessment of student progress and attendance accounting as specified in the written agreement.
- Attend regularly scheduled meetings with the credentialed teacher.
- Assume responsibility for supplied books, instructional materials and supplies and equipment.

Students will:

- Make regular, scheduled contact with the credentialed teacher with parent/guardian participation.
- Have all completed assignments available at meetings with student's credentialed teacher.

High School Program

The Charter School shall inform parents/guardians of the transferability of courses to other public high schools, and the eligibility of courses to meet college entrance requirements, in the student handbook, which is distributed or made available annually.

Serving Academically Low-Achieving Students

Students who have been identified as needing extra support using either CAASPP scores or our internal math, English language arts, and writing assessments are referred to the Charter School's mandatory academic support program. Students are supported through a variety of means, including math and writing labs, writing and reading support classes, one-on-one and small group help from a tutor, and online math and language arts programs.

Serving Academically High-Achieving Students

Because the Charter School offers a flexible, personalized learning program, high-achieving students can be challenged in many ways, including advanced curriculum, classes on campus and in the community, concurrent enrollment in college, and meetings with Director of Secondary Programs or designee, to plan for future educational needs of the student.

Serving English Learners

The Charter School will meet all applicable legal requirements for English Learners ("EL"), including long-term English Learners or English Learners at risk of becoming long-term English Learners, as they pertain to annual notification to parents/guardians, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. The Charter School will implement policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents/guardians.

Home Language Survey

The Charter School will administer the home language survey upon a student's initial enrollment in a California public school (on enrollment forms).

English Language Proficiency Assessment

All students who indicate that their home language is other than English will be tested with the ELPAC. The ELPAC has four proficiency levels (Level 4: well developed; Level 3: moderately developed; Level 2: somewhat developed; and Level 1: minimally developed) and is aligned with the 2012 California ELD Standards.

The ELPAC consists of two separate assessments:

- Initial Assessment ("IA")

The ELPAC IA is used to identify students as either an English Learner, or as fluent in English. The IA is administered only once during a student's time in the California public school system based upon the results of the home language survey. The locally scored IA will be the official score. The IA is given to students in grades K–12 whose primary language is not English to determine their English proficiency status.

- Summative Assessment ("SA")

ELs will take the SA every year until they are reclassified as fluent English proficient. The ELPAC SA is only given to students who have previously been identified as an EL based upon the IA results, in order to measure how well they are progressing with English development in each of the four domains. The results are used as one of four criteria to determine if the student is ready to be reclassified as fluent English proficient, to help inform proper educational placement, and to report progress for accountability.

Both the ELPAC SA and IA are assessments administered in seven grade spans— K, 1, 2, 3–5, 6–8, and 9–12. In kindergarten and grade 1, all domains are administered individually. In grades 2–12, the test is administered in groups, exclusive of speaking, which is administered individually. The ELPAC IA and SA will be administered via a computer-based platform, while the ELPAC Writing Domain for Kindergarten through 2nd grade will continue to be administered as a paper-pencil test.

Testing times will vary depending upon the grade level, domain, and individual student. Both the ELPAC IA and SA are given in two separate testing windows through the school year.

The IA testing window will be year-round (July 1–June 30). Any student whose primary language is other than English as determined by the home language survey and who has not previously been identified as an English Learner by a California public school or for whom there is no record of results from an administration of an English language proficiency test, shall be assessed for English language proficiency within 30 calendar days after the date of first enrollment in a California public school, or within 60 calendar days before the date of first enrollment, but not before July 1 of that school year.

The SA testing window will be a four-month window after January 1 (February 1–May 31). The English language proficiency of all currently enrolled English Learners shall be assessed by administering the test during the annual assessment window.

The Charter School will notify all parents of its responsibility for ELPAC testing and of ELPAC results within thirty days of receiving results from the publisher. The ELPAC shall be used to fulfill the requirements under the Every Student Succeeds Act for annual English proficiency testing.

Reclassification Procedures

Reclassification procedures utilize multiple criteria in determining whether to classify a pupil as proficient in English including, but not limited to, all of the following:

- Assessment of language proficiency using an objective assessment instrument including, but not limited to, the ELPAC.

- Participation of the pupil's teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate basic skills relative to English proficiency using the Observation Protocol for Teachers of English Learners ("OPTEL") form and the pupil's curriculum mastery. .

- Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parents' opportunity to participate, and encouragement of the participation of parents or guardians in the reclassification procedure including seeking their opinion and consultation using the OPTEL form during the reclassification process.

- Comparison of the pupil's performance in basic skills against an empirically established range of performance in basic skills based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.

Strategies for English Learner Instruction and Intervention

The Charter School will provide EL students with support including weekly meetings with a credentialed teacher, appropriate curriculum, reading support, math and writing labs and classes, online support, and tutoring as needed.

Monitoring and Evaluation of Program Effectiveness

The Charter School evaluates the effectiveness of its education program for ELs by:

- Adhering to Charter School-adopted academic benchmarks by language proficiency level and years in program to determine annual progress.
- Monitoring teacher qualifications and the use of appropriate instructional strategies based on program design.
- Monitoring student identification and placement.
- Monitoring parental program choice options.
- Monitoring availability of adequate resources.

Serving Students with Disabilities

Overview

The Charter School shall comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to, Section 504, the ADA and the IDEA.

The Charter School intends to be categorized as a public school of the District in accordance with Education Code Section 47641(b). In the event that the Charter School is not categorized as a public school of the District for purposes of special education, the Charter School shall seek to be its own local educational agency ("LEA") and shall apply directly for membership in a Special Education Local Plan Area ("SELPA") in conformity with Education Code Section 47641(a). The language that follows describes the special education program at the Charter School as a public school of the District, and alternatively, as an LEA.

The Charter School shall comply with all state and federal laws related to the provision of special education instruction and related services and all SELPA policies and procedures; and shall utilize appropriate SELPA forms.

The Charter School shall be solely responsible for its compliance with Section 504 and the ADA. The facilities to be utilized by the Charter School shall be accessible for all students with disabilities.

Section 504 of the Rehabilitation Act

The Charter School recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of the Charter School. A student who has a physical or mental impairment that substantially limits one or more major life activities, has a record of such an impairment, or is regarded as having such an impairment, is eligible for protections under Section 504.

A 504 team shall be assembled by the Director of Special Services or designee and shall include the parent/guardian, the student (where appropriate) and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team shall review the student's existing records; including academic, social and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEA but found ineligible for special education instruction or related services under the IDEA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team, which shall evaluate the nature of the student's disability and the impact upon the student's education. This evaluation shall include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.

- Tests and other evaluation materials including those tailored to assess specific areas of educational need, and not merely those which are designed to provide a single general intelligence quotient.

- Tests are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student's aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual or speaking skills.

The final determination of whether the student will or will not be identified as a person with a disability is made by the 504 team in writing and notice is given in writing to the parent or guardian of the student in their primary language along with the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student

for special education per the IDEA, a referral for assessment under the IDEA shall be made by the 504 team.

If the student is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives a free and appropriate public education ("FAPE"). In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the Charter School's professional staff.

The 504 Plan shall describe the Section 504 disability and any program accommodations, modifications or services that may be necessary.

All 504 team participants, parents, guardians, teachers and any other participants in the student's education, including substitutes and tutors, must have a copy of each student's 504 Plan. The site administrator shall ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that the teacher review the 504 Plan with a long-term substitute. A copy of the 504 Plan shall be maintained in the student's file. Each student's 504 Plan shall be reviewed at least once per year to determine the appropriateness of the Plan, needed modifications to the plan, and continued eligibility.

Services for Students under the "IDEA" as a Public School of the District Pursuant to Education Code Section 47641(b)

The following description regarding how special education and related services will be provided and funded is being proposed by the Charter School for the sole purpose of providing a reasonably comprehensive description of the special education program in the Charter Petition, and is not binding on the District. The specific manner in which special education and related services will be provided and funded shall be set forth in a Memorandum of Understanding ("MOU"), delineating the respective responsibilities of the Charter School and the District. ***The language that follows is not meant to unilaterally bind the District, or to preclude alternative arrangements between the District and the Charter School as agreed upon in a MOU:***

The Charter School shall provide special education instruction and related services in accordance with the IDEA, Education Code requirements, and applicable policies and practices of the SELPA. The Charter School shall remain, by default, a public school of the District for purposes of Special Education pursuant to Education Code Section 47641(b). However, the Charter School reserves the right to make written verifiable assurances that the Charter School shall become an independent LEA and join a SELPA pursuant to Education Code Section 47641(a) either on its own or with a grouping of charter school LEAs as a consortium.

As a public school of the District, solely for purposes of providing special education and related services under the IDEA pursuant to Education Code Section 47641(b), in accordance with Education Code Section 47646 and 20 U.S.C. Section 1413, the Charter School seeks services from the District for special education students enrolled in the Charter School in the same manner as is provided to students in other District schools. The Charter School will follow the District and SELPA policies and procedures, and shall utilize SELPA forms in seeking out and identifying and serving students who may qualify for special education programs and services and for responding to record requests and parent complaints, and maintaining the confidentiality of pupil records. The Charter School will comply with District protocol as to the delineation of duties between the District central office and the local school site in providing special education instruction and related services to identified pupils. An annual meeting between the Charter School and the District to review special education policies, procedures, protocols, and forms of the District and the SELPA and District protocol, will ensure that the Charter School and the District have an ongoing mutual understanding of District protocol and will facilitate ongoing compliance.

As long as the Charter School functions as a public school of the District solely for purposes of providing special education and related services under the IDEA pursuant to Education Code Section 47641(b), then we would anticipate that a Memorandum of Understanding ("MOU") would be developed between the District and the Charter School which spells out in detail the responsibilities for provision of special education services and the manner in which special education funding will flow to the students of the Charter School.

The District shall be designated the LEA serving Charter School students. Accordingly, the Charter School shall be deemed a public school of the District pursuant to Education Code Section 47641(b) and 47646(a). The Charter School agrees to adhere to the requirements of the Local Plan for Special Education and to District policies. As a public school of the District, solely for purposes of providing special education and related services under the IDEA pursuant to Education Code Section 47641(b),

in accordance with Education Code Section 47646 and 20 U.S.C. Section 1413, the Charter School seeks services from the District for special education students enrolled in the Charter School in the same manner as is provided to students in other District schools.

The Charter School acknowledges the importance of cooperating with the District so that the District can provide special education services to Charter School students. The Charter School agrees to promptly respond to all District inquiries, to comply with reasonable District directives, and to allow the District access to Charter School students, staff, facilities, equipment and records as required to fulfill all District obligations under this Agreement or imposed by law. The Charter School believes that the allocation of responsibility for the provision of services (including but not limited to referral, identification, assessment, case management, Individualized Education Program ("IEP") development, modification and implementation) shall be divided in a manner consistent with their allocation between the District and its school sites.

Staffing

All special education services at the Charter School shall be delivered by individuals or agencies qualified to provide special education services as required by the Education Code and the IDEA. Charter School staff shall participate in District or SELPA in-service training relating to special education.

It is the Charter School's understanding that the District will be responsible for the hiring, training, and employment of site staff necessary to provide special education services to its students, including, without limitation, special education teachers, paraprofessionals, and resource specialists unless the District directs the Charter School that current District practice is for the individual school sites to hire site special education staff or the District and the Charter School agree that the Charter School must hire on-site special education staff. In that instance, the Charter School shall ensure that all special education staff hired by the Charter School is qualified pursuant to District and SELPA policies, as well as meet all legal requirements. The District may review the qualifications of all special education staff hired by the Charter School (with the agreement of the District) and may require pre-approval by the District of all hires to ensure consistency with District and SELPA policies. The District shall be responsible for the hiring, training, and employment of itinerant staff necessary to provide special education services to Charter School students, including, without limitation, speech therapists, occupational therapists, behavioral therapists, and psychologists.

Notification and Coordination

The Charter School shall follow SELPA policies as they apply to all SELPA schools for responding to implementation of special education services. The Charter School shall adopt and implement policies relating to all special education issues and referrals.

Identification and Referral

The Charter School shall have the responsibility to identify, refer, and work cooperatively in locating Charter School students who have or may have exceptional needs that qualify them to receive special education services. The Charter School shall implement District and SELPA policies and procedures to ensure timely identification and referral of students who have, or may have, such exceptional needs.

A pupil shall be referred for special education only after the resources of the general education program have been considered, and where appropriate, utilized.

It is the Charter School's understanding that the District shall provide the Charter School with any assistance that it generally provides its schools in the identification and referral processes, and will ensure that the Charter School is provided with notification and relevant files of all students who have an existing IEP and who are transferring to the Charter School from a District school. The District shall have unfettered access to all Charter School student records and information in order to serve all of Charter School's students' special needs.

In the event that the Charter School receives a parent written request for assessment, it will work collaboratively with the District and the parent to address the request. Unless otherwise appropriate pursuant to applicable State and Federal law, the Charter School and the District will provide the parent with a written assessment plan within fifteen days of receipt of the written request and shall hold an IEP within sixty days of parent's consent to the assessment plan to consider the results of any assessment.

The Charter School will follow District child-find procedures to identify all students who may require assessment to consider special education eligibility and special education and related services in the case that general education interventions do not provide a free appropriate public education to the student in question.

Assessments

The term "assessments" shall have the same meaning as the term "evaluation" in the IDEA, as provided in Section 1414, Title 20 of the United States Code. The District shall determine what assessments, if any, are necessary and arrange for such assessments for referred or eligible students in accordance with the District's general practice and procedure and applicable law. The Charter School shall work in collaboration with the District to obtain parent/guardian consent to assess Charter School students. The Charter School shall not conduct special education assessments unless directed by the District.

IEP Meetings

It is the Charter School's understanding that the District shall arrange and notice the necessary IEP meetings. IEP team membership shall be in compliance with state and federal law. The Charter School shall be responsible for having the following individuals in attendance at the IEP meetings as otherwise agreed upon by the District and Charter School: the Director of Special Services and/or the Charter School designated representative with appropriate administrative authority as required by the IDEA; the student's special education teacher; the student's general education teacher if the student is or may be in a general education classroom; the student, if appropriate; and other Charter School representatives who are knowledgeable about the general education program at the Charter School and/or about the student. It is the Charter School's understanding that the District shall arrange for the attendance or participation of all other necessary staff that may include, but are not limited to, an appropriate administrator to comply with the requirements of the IDEA, a speech therapist, psychologist, resource specialist, and behavior specialist; and shall document the IEP meeting and provide notice of parental rights.

IEP Development

The Charter School understands that the decisions regarding eligibility, goals/objectives, program, services, placement, and exit from special education shall be the decision of the IEP team, pursuant to the District's IEP process. Programs, services and placements shall be provided to all eligible Charter School students in accordance with the policies, procedures and requirements of the District and of the SELPA and State and Federal law.

The Charter School shall promptly notify the District of all requests it receives for assessment, services, IEP meetings, reimbursement, compensatory education, mediation, and/or due process whether these requests are verbal or in writing.

IEP Implementation

Pursuant to District policy and how the District operates special education at all other public schools in the District, the District shall be responsible for all school site implementation of the IEP. The Charter School shall assist the District in implementing IEPs, pursuant to District and SELPA polices in the same manner as any other school of the District. The District and Charter School will need to be jointly involved in all aspects of the special education program, with the District holding ultimate authority over implementation and supervision of services. As part of this responsibility, the Charter School shall provide the District and the parents with timely reports on the student's progress as provided in the student's IEP at least as frequently as report cards are provided for the Charter School's non-special education students. The Charter School shall also provide all home-school coordination and information exchange. The Charter School shall also be responsible for providing all curriculum, classroom materials, classroom modifications, and assistive technology unless directed otherwise by the District. The Charter School shall comply with any directive of the District as relates to the coordination of the Charter School and District for IEP implementation including but not limited to adequate notification of student progress and immediate notification of any considered discipline of special education students in such matters, the petitioners would notify the District of relevant circumstances and communications immediately and act according to District administrative authority.

Interim and Initial Placements of New Charter School Students

The Charter School shall comply with Education Code Section 56325 with regard to students transferring into the Charter School within the academic school year. In accordance with Education Code Section 56325(a)(1), for students who enroll in the Charter School from another school district within the State, but outside of the SELPA with a current IEP within the same academic year, the District and the Charter School shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP, in consultation with the parent, for a period not to exceed thirty (30) days, by which time the District and the Charter School shall adopt the previously approved IEP or shall develop, adopt, and implement a new IEP that is consistent with federal and state law.

In accordance with Education Code Section 56325(a)(2), in the case of an individual with exceptional needs who has an IEP and transfers into the Charter School from a district operated program under the same special education local plan area of the District within the same academic year, the District and the Charter School shall continue, without delay, to provide services comparable to those

described in the existing approved IEP, unless the parent and the District agree to develop, adopt, and implement a new IEP that is consistent with federal and state law.

For students transferring to the Charter School with an IEP from outside of California during the same academic year, the District and the Charter School shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP in consultation with the parents, until the District conducts an assessment pursuant to paragraph (1) of subsection (a) of Section 1414 of Title 20 of the United States Code, if determined to be necessary by the District, and develops a new IEP, if appropriate that is consistent with federal and state law.

Non-Public Placements/Non-Public Agencies

The District shall be solely responsible for selecting, contracting with, and overseeing all non-public schools and non-public agencies used to serve special education students. The Charter School shall not hire, request services from, or pay any non-public school or agency to provide education or services to special education students without the prior written approval of the District. The Charter School shall immediately notify the District of all parental requests for services from non-public schools or agencies, unilateral placements, and/or requests for reimbursement.

Non-discrimination

It is understood and agreed that all children shall have access to the Charter School and no student shall be denied admission nor counseled out of the Charter School due to the nature, extent, or severity of their disability or due to the student's request for, or actual need for, special education services.

Parent/Guardian Concerns and Complaints

The Charter School shall follow District policies as they apply to all District schools for responding to parental concerns or complaints related to special education services. The Charter School shall instruct parents/guardians to raise concerns regarding special education services, related services and rights to the District unless otherwise directed by the District. The Charter School shall immediately notify the District of any concerns raised by parents. In addition, the Charter School and the District shall immediately bring to the other's attention any concern or complaint by a parent/guardian that is in writing and/or which involves a potential violation of state or federal law.

The District's designated representative, in consultation with the Charter School's designated representative, shall investigate as necessary, respond to, and address the parent/guardian concern or complaint. The Charter School shall allow the District access to all facilities, equipment, students, personnel, and records to conduct such an investigation.

The Charter School and the District shall timely notify the other of any meetings scheduled with parents/guardians or their representatives to address the parent/guardian concerns or complaints so that a representative of each entity may attend. The District, as the LEA, shall be ultimately responsible for determining how to respond to parent concerns or complaints, and the Charter School shall comply with the District's decision.

The Charter School and the District shall cooperate in responding to any complaint to or investigation by the California Department of Education, the United States Department of Education, or any other

agency, and shall provide timely notice to the other upon receipt of such a complaint or request for investigation.

Due Process Hearings

The District may initiate a due process hearing or request for mediation with respect to a student enrolled in the Charter School if the District determines such action is legally necessary or advisable. The Charter School agrees to cooperate fully with the District in such a proceeding. In the event that the parents/guardians file for a due process hearing, or request mediation, the District and the Charter School shall work together defend the case. In the event that the District determines that legal representation is needed, the Charter School agrees that it shall be jointly represented by legal counsel of the District's choosing.

The Charter School understands that the District shall have sole discretion to settle any matter in mediation or due process. The District shall also have sole discretion to file an appeal from a due process hearing or take other legal action involving any Charter School student necessary to protect its rights.

SELPA Representation

It is the Charter School's understanding that the District shall represent the Charter School at all SELPA meetings and report to the Charter School of SELPA activities in the same manner as is reported to all schools within the District.

Funding

The Charter School understands that it will enter into a MOU with the District regarding Special Education funding and cannot at this time unilaterally dictate the funding relationship between the District and the Charter School. The Charter School anticipates, based upon State and Federal law that the fiscal relationship could be summarized as follows:

Retention of Special Education Funds by the District

The District shall retain all state and federal special education funding allocated for Charter School students though the SELPA Annual Budget Plan, and shall be entitled to count Charter School students as its own for all such purposes.

Retention of ADA Funds by the District for Non-Public Placements

The Parties acknowledge that the District may be required to pay for or provide Charter School students with placements at locations other than at the Charter School's school site in order to provide them with a free appropriate public education. Such placements could include, without limitation, programs or services in other District schools, in other public school districts within the SELPA, in a County Office of Education program, in a non-public school, at home, at a hospital, or in a residential program. When such programs or services are provided at District expense, the District shall be entitled to receive from the Charter School the pro rata share of all funding received for such student, including, without limitation, all ADA funds, based on the number of instructional days or minutes per day that the student is not at the Charter School site.

Contribution to Encroachment

The Charter School shall contribute its fair share to offset special education's encroachment upon the District's general fund. Accordingly, the Charter School shall pay to the District a pro-rata share of the District's unfunded special education costs ("encroachment"). At the end of each fiscal year, the District shall invoice the Charter School for the Charter School's pro-rata share of the District-wide encroachment for that year as calculated by the total unfunded special education costs of the District (including those costs attributable to Charter School) divided by the total number of District ADA (including Charter School students), and multiplied by the total number of Charter School ADA. The Charter School ADA shall include all Charter School students, regardless of home district.

Services for Students under the "IDEA" as an LEA pursuant to Education Code Section 47641(a) or Through a "Pass Through" Agreement with ECS

The following description regarding how special education and related services will be provided and funded is being proposed by the Charter School for the sole purpose of providing a reasonably comprehensive description of the special education program in the Charter Petition, and is not binding on the District. The specific manner in which special education and related services will be provided and funded shall be set forth in an MOU, delineating the respective responsibilities of the Charter School and the SELPA. A copy of the MOU will be presented to the District upon execution.

Upon obtaining LEA membership in a SELPA in accordance with Education Code Section 47641(a), or upon reaching a pass through agreement with the District as a public school of the District for purposes of special education, the Charter School shall be solely responsible for providing services for special education students enrolled in the Charter School. The Charter School shall provide special education instruction and related services in accordance with the IDEA, Education Code requirements, and applicable policies and practices of the SELPA.

The Charter School will provide services for special education students enrolled in the Charter School. The Charter School shall follow SELPA policies and procedures, and shall utilize SELPA forms in seeking out and identifying and serving students who may qualify for special education programs and services and for responding to record requests and parent complaints, and maintaining the confidentiality of pupil records.

The Charter School agrees to promptly respond to all District or SELPA inquiries, to comply with reasonable District or SELPA directives, and to allow the District or SELPA access to Charter School students, staff, facilities, equipment and records as required or imposed by law.

<u>Staffing</u>

All special education services at the Charter School shall be delivered by individuals or agencies qualified to provide special education services as required by the Education Code and the IDEA. Charter School staff shall participate in District or SELPA in-service training relating to special education.

The Charter School shall be responsible for the hiring, training, and employment of site staff necessary to provide special education services to its students, including, without limitation, special education

teachers, paraprofessionals, and resource specialists. The Charter School shall ensure that all special education staff hired or contracted by the Charter School is qualified pursuant to SELPA policies, as well as meet all legal requirements. The Charter School shall be responsible for the hiring, training, and employment of itinerant staff necessary to provide special education services to Charter School students, including, without limitation, speech therapists, occupational therapists, behavioral therapists, and psychologists.

Notification and Coordination

The Charter School shall follow SELPA policies as they apply to all SELPA schools for responding to implementation of special education services. The Charter School shall adopt and implement policies relating to all special education issues and referrals.

Identification and Referral

The Charter School shall have the responsibility to identify, refer, and work cooperatively in locating Charter School students who have or may have exceptional needs that qualify them to receive special education services. The Charter School will implement SELPA policies and procedures to ensure timely identification and referral of students who have, or may have, such exceptional needs. A pupil shall be referred for special education only after the resources of the general education program have been considered, and where appropriate, utilized.

The Charter School will follow SELPA child-find procedures to identify all students who may require assessment to consider special education eligibility and special education and related services in the case that general education interventions do not provide a free appropriate public education to the student in question.

Assessments

The term "assessments" shall have the same meaning as the term "evaluation" in the IDEA, as provided in Section 1414, Title 20 of the United States Code. The Charter School shall determine what assessments, if any, are necessary and arrange for such assessments for referred or eligible students in accordance applicable law. The Charter School shall obtain parent/guardian consent to assess Charter School students.

IEP Meetings

The Charter School shall arrange and notice the necessary IEP meetings. IEP team membership shall be in compliance with state and federal law. The Charter School shall be responsible for having the following individuals in attendance at the IEP meetings: the Director of Special Services or designee and/or the Charter School designated representative with appropriate administrative authority as required by the IDEA; the student's special education teacher; the student's general education teacher if the student is or may be in a general education classroom; the student, if appropriate; and other Charter School representatives who are knowledgeable about the general education program at the Charter School and/or about the student. The Charter School shall arrange for the attendance or participation of all other necessary staff that may include, but are not limited to, an appropriate administrator to comply with the requirements of the IDEA, a speech therapist, psychologist, resource specialist, and behavior specialist; and shall document the IEP meeting and provide notice of parental

rights.

IEP Development

The Charter School understands that the decisions regarding eligibility, goals/objectives, program, services, placement, and exit from special education shall be the decision of the IEP team, pursuant to the IEP process. Programs, services and placements shall be provided to all eligible Charter School students in accordance with the policies, procedures and requirements of the SELPA and State and Federal law.

IEP Implementation

The Charter School shall be responsible for all school site implementation of the IEP. As part of this responsibility, the Charter School shall provide parents with timely reports on the student's progress as provided in the student's IEP at least as frequently as report cards are provided for the Charter School's non-special education students. The Charter School shall also provide all home-school coordination and information exchange. The Charter School shall also be responsible for providing all curriculum, classroom materials, classroom modifications, and assistive technology.

Interim and Initial Placements of New Charter School Students

The Charter School shall comply with Education Code Section 56325 with regard to students transferring into the Charter School within the academic school year. In accordance with Education Code Section 56325(a)(1), for students who enroll in the Charter School from another school district within the State, but outside of the SELPA with a current IEP within the same academic year, the Charter School shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP, in consultation with the parent, for a period not to exceed thirty (30) days, by which time the Charter School shall adopt the previously approved IEP or shall develop, adopt, and implement a new IEP that is consistent with federal and state law.

In accordance with Education Code Section 56325(a)(2), in the case of an individual with exceptional needs who has an IEP and transfers into the Charter School from a district operated program under the same special education local plan area of the Charter School within the same academic year, the Charter School shall continue, without delay, to provide services comparable to those described in the existing approved IEP, unless the parent and the District agree to develop, adopt, and implement a new IEP that is consistent with federal and state law.

For students transferring to the Charter School with an IEP from outside of California during the same academic year, the Charter School shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP in consultation with the parents, until the Charter School conducts an assessment pursuant to paragraph (1) of subsection (a) of Section 1414 of Title 20 of the United States Code, if determined to be necessary by the Charter School, and develops a new IEP, if appropriate that is consistent with federal and state law.

Non-Public Placements/Non-Public Agencies

The Charter School shall be solely responsible for selecting, contracting with, and overseeing all non-public schools and non-public agencies used to serve special education students.

Non-discrimination

It is understood and agreed that all children shall have access to the Charter School and no student shall be denied admission nor counseled out of the Charter School due to the nature, extent, or severity of their disability or due to the student's request for, or actual need for, special education services.

Parent/Guardian Concerns and Complaints

The Charter School shall adopt policies for responding to parental concerns or complaints related to special education services. The Charter School shall receive any concerns raised by parents/guardians regarding related services and rights.

The Charter School's designated representative shall investigate as necessary, respond to, and address the parent/guardian concern or complaint.

Due Process Hearings

The Charter School may initiate a due process hearing or request for mediation with respect to a student enrolled in the Charter School if it determines such action is legally necessary or advisable. In the event that the parents/guardians file for a due process hearing, or request mediation, the Charter School shall defend the case.

SELPA Representation

The Charter School's understands that it shall represent itself at all SELPA meetings.

Funding

The Charter School understands that it shall be subject to the allocation plan of the SELPA.

Goals, Actions and Measurable Outcomes Aligned with the Eight State Priorities

Pursuant to Education Code Sections 47605(c)(5)(A)(ii) and 47605(c)(5)(B), a reasonably comprehensive description of the Charter School's annual goals, actions and measurable outcomes, both schoolwide and for each subgroup of pupils, in and aligned with the Eight State Priorities as described in Education Code Section 52060(d), can be found in the Charter School's Local Control and Accountability Plan. Each of these goals addresses the unique needs of all students attending the Charter School, including our numerically significant student subgroups. The metrics associated with these goals help the Charter School to ensure that these specific subgroups are making satisfactory progress, and are provided with necessary additional supports made possible by additional funds from the Local Control Funding Formula.

The current LCAP is on file with the District and is attached as Appendix A, which will apply to the

Charter School in its first year of operation. The Charter School shall annually update and develop the LCAP in accordance with Education Code Section 47606.5 and shall use the LCAP template adopted by the State Board of Education. The Charter School reserves the right to establish additional and/or amend school-specific LCAP update. The Charter School shall submit the LCAP to the District annually on or before July 1, as required by Education Code Section 47604.33. The Charter School shall also present a report on the annual update to the LCAP and the local control funding formula budget overview for parents on or before February 28 of each year as part of a nonconsent item at a regularly scheduled Board meeting.

The LCAP and any revisions necessary to implement the LCAP shall not be considered a material revision to the charter, and shall be maintained by the Charter School at the school site.

Element 2. Measurable Pupil Outcomes

Governing Law: The measurable pupil outcomes identified for use by the charter school. "Pupil outcomes," for purposes of this part, means the extent to which all pupils of the charter school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the charter school's educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all pupil subgroups served by the charter school, as that term is defined in subdivision (a) of Section 52052 The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school. Education Code Section 47605(c)(5)(B).

and

Element 3. Methods of Assessment

Governing Law: The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card. Education Code Section 47605(c)(5)(C).

The Charter School affirms that to the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.

Goals, Actions and Measurable Outcomes Aligned with the Eight State Priorities

Pursuant to Education Code Sections 47605(c)(5)(A)(ii) and 47605(c)(5)(B), a reasonably comprehensive description of the Charter School's annual goals, actions and measurable outcomes, both schoolwide and for each subgroup of pupils, in and aligned with the Eight State Priorities as described in Education Code Section 52060(d), can be found in the Charter School's Local Control and Accountability Plan. Each of these goals addresses the unique needs of all students attending the Charter School, including our numerically significant student subgroups. The metrics associated with these goals help the Charter School to ensure that these specific subgroups are making satisfactory progress, and are provided with necessary additional supports made possible by additional funds from the Local Control Funding Formula.

The current LCAP is on file with the District and is attached as Appendix A, which will apply to the Charter School in its first year of operation. The Charter School shall annually update and develop the LCAP in accordance with Education Code Section 47606.5 and shall use the LCAP template adopted by the State Board of Education. The Charter School reserves the right to establish additional and/or amend school-specific LCAP update. The Charter School shall submit the LCAP to the District annually on or before July 1, as required by Education Code Section 47604.33. The Charter School shall also present a report on the annual update to the LCAP and the local control funding formula budget overview for parents on or before February 28 of each year as part of a nonconsent item at a regularly scheduled Board meeting.

The LCAP and any revisions necessary to implement the LCAP shall not be considered a material revision to the charter, and shall be maintained by the Charter School at the school site.

Individual Outcomes

As stated above, each student will have a custom developed education program. Progress will be monitored and documented as per the written student agreement.

School-Wide Outcomes

It is a goal of Alder Grove Charter School for pupils to demonstrate age appropriate or grade- level mastery, aligned with the state standards, in the following core areas:

- Mathematics: Students will develop abilities to reason logically and to understand and apply mathematical processes and concepts, including those within arithmetic, algebra, geometry, and other mathematical subjects aligned with the state standards.
- Language Arts: Students will demonstrate strong reading, writing, listening, speaking and presentation skills, with communication skills appropriate to the setting and audience. Students will demonstrate skills in multiple forms of expression, which may include including written, oral, or multi-media.
- Science: Students will successfully utilize scientific research and inquiry methods to understand and apply the major concepts underlying various branches of science, which may include physical, earth, environmental, and life sciences.
- Social Studies: Students will apply critical thinking skills to understanding historical and geographical knowledge in order to increase civic engagement, become active citizens, and have the opportunity to become a candidate for the State Seal of Civic Engagement.

In addition, students will have opportunities to pursue interests and develop skills in the following non-core areas:

- World Language: Students will be given the opportunity to gain proficiency in speaking, reading, writing, and listening comprehension in at least one foreign language. Students will have the opportunity to become a candidate for the State Seal of Biliteracy.
- Fine Arts: Students will explore their talents through the fine arts.
- Special Interests: Students will explore and develop additional talents and interests.

Expected Schoolwide Learning Outcomes

Alder Grove Charter School graduates are:

A ware and confident in their individual abilities, interests and talents and are able to use these individual interests, abilities and talents to successfully transition to the workforce or higher education.

L ifelong Learners who meet or exceed California graduation requirements, develop and utilize study and research skills, and demonstrate proficiency in state content standards.

D igital technology users who have the ability to critically evaluate information and use technological tools to enhance their personal and career life.

E ffective problem solvers/critical thinkers who are able to research, identify, access and organize data effectively to arrive at informed conclusions and understand and apply principles of consumer economics.

R eady to transition to career or college, with an idea of how to learn what they need to have a happy, fulfilling life.

Grade Level Outcomes

CCSS aligned report cards have been developed and student progress toward meeting those standards will be assessed for grades K-6. These will be completed by the credentialed teacher with parent input once each semester. Students in grades 7-12 will be assessed using letter grades on courses enrolled in with a report card each semester. Courses that meet the University of California's A-G requirements have been and continue to be developed for those students wishing to enroll in a university in California. Alder Grove Charter School will maintain accreditation by the Western Association of Schools and Colleges ("WASC").

All students receiving a diploma of graduation from Alder Grove Charter School must complete the California State High School requirements as required for traditional public schools in Education Code Section 51225.3 as well as AGCS approved graduation requirements. It is reasonable to expect that high school credits earned at AGCS will be transferable to other public high schools.

In order to best serve our students and community, Alder Grove Charter School will continue to examine and refine its list of student learning objectives over time to reflect the Charter School's mission and any changes to state standards that support such mission. At any time prior to the expiration of the charter, AGCS's Governance Council may amend the learning objectives of this charter.

Element 4. Governance Structure

Governing Law: The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement. Education Code Section 47605(c)(5)(D).

Non-Profit Public Benefit Corporation

The Charter School will be a directly funded independent charter school and will be operated by Alder Grove Charter School, a California non-profit public benefit corporation, pursuant to California law upon approval of this charter.

The Charter School will operate autonomously from the District, with the exception of the supervisory oversight as required by law and other contracted services as may be negotiated between the District and the Charter School. Pursuant to Education Code Section 47604(d), the District shall not be liable for the debts and obligations of the Charter School, operated by a California non-profit public benefit corporation, or for claims arising from the performance of acts, errors, or omissions by the Charter School, as long as the District has complied with all oversight responsibilities required by law.

Attached, as Appendix B, please find Alder Grove Charter School's Articles of Incorporation, Bylaws, and Conflict of Interest Code.

Governance Council

The Charter School will be governed by the Alder Grove Charter School corporate board of directors, known as the Governance Council (the "Council"), in accordance with its adopted bylaws, which shall be consistent with the terms of this charter.

The Governance Council shall consist of 5 to 9 Council members. In accordance with Education Code Section 47604(c), the District may appoint a representative to the Governance Council. If the District chooses to do so, the Charter School may appoint another member to ensure that the Council is maintained with an odd number of members.

Upon receipt of a petition for student representation that meets the requirements of Education Code Section 47604.2(b)(2), the Governance Council shall order the inclusion within its membership, in addition to the number of members otherwise prescribed, of at least one student member. A student member of the Governance Council shall have preferential voting rights as defined in Education Code Section 47604.2(b)(4).

Each council member shall hold office unless otherwise removed from office in accordance with these bylaws for three (3) years and until a successor council member has been elected and qualified. Council members shall be elected by sealed ballots no later than three (3) weeks before the Annual Meeting of the Governance Council of Alder Grove Charter School. The ballot shall contain the names of all qualified candidates submitted to the Charter School Superintendent/Executive Director. Each family unit with student(s) enrolled is entitled to one vote. Each Charter School staff member and each member of the Governance Council is entitled to one vote. In the event a staff member or council member is also a part of a family unit, that staff member or council member shall not be entitled to an additional vote for being a council member or staff member. In the event that students

from any family reside in different households, each household shall be considered a separate family unit for voting purposes.

The Governance Council of the Charter School will meet regularly, at least once a month (except during the summer) and in accordance with the Brown Act and Education Code Section 47604.1(c). The Governance Council shall be governed in its operations and its actions by the corporate bylaws of Alder Grove Charter School, which shall be consistent with the terms of the charter, the Charter Schools Act, and all other applicable laws. The Governance Council shall have final authority for all aspects of the Charter School's operation and educational program. The roles and responsibilities of the Governance Council include but are not limited to:

- Finance:
    - Monitor fiscal solvency and management.
    - Approve budgets/spending and fiscal policies.
- Educational Program:
    - Monitor student performance.
    - Ensure curriculum aligns with mission as outlined in charter.
- Personnel:
    - Hire/fire/evaluate the Superintendent/Executive Director.
    - Approve personnel policies.
    - Approve staffing recommendations and decisions.
- Facilities:
    - Enter into financing and building contracts.
    - Approve construction and remodeling of facilities.

The Charter School will comply with all federal, state, and local laws that are applicable to independent study public charter schools. The Charter School will maintain, general liability, errors and omissions, property and casualty, and workers compensation insurance.

The Governance Council may initiate and undertake any program or activity, and may otherwise act in any manner which is neither in conflict with, inconsistent with, nor preempted by any law, and which is not in conflict with the purposes for which charter schools are established.

Council members who attend training or are conducting authorized Council business may also receive reimbursement of expenses. All such costs shall be included in the Charter School's annual budget. Council members have the option to decline reimbursements in writing to the Superintendent/Executive Director at the annual meeting or the individual member's first meeting.

The Governance Council may execute any powers delegated by law to it and shall discharge any duty imposed upon it by law and may delegate to an officer or employee of Alder Grove Charter School or a third party any of those duties. The Governance Council, however, retains ultimate responsibility over the performance of those powers or duties so delegated. All meetings of the Governance Council will conform to the Brown Act. The Charter School has adopted a Conflict of Interest Code that complies with the Political Reform Act, Government Code Section 1090, *et seq.* as set forth in

Education Code Section 47604.1, and Corporations Code conflict of interest rules, and which shall be updated with any charter school-specific conflict of interest laws or regulations.

The Charter School Governance Council will attend an annual in-service for the purposes of training individual board members on their responsibilities with topics to include, at minimum, ethics, conflicts of interest and the Brown Act.

Advisory Committees

The Charter School may have one or more advisory committees comprised of faculty, parents, community members or other members of the public with varying areas of expertise. The purpose of an advisory committee is to provide advice, expertise and resources related to Charter Schools, fund-raising, community relations, and other areas relevant to the success of the Charter School. The Superintendent/Executive Director and/or the Governance Council may consult with an advisory committee or its members when appropriate.

Superintendent/Executive Director

The Charter School Superintendent/Executive Director is to the Charter School Governance Council what the Superintendent is to the District Board of Trustees. The Charter School Superintendent/Executive Director will work full- time for the Charter School and the Charter School Superintendent/Executive Director's salary shall be paid for by the Charter School.

The Charter School Superintendent/Executive Director will communicate directly with the Governance Council and to the District Board of Trustees through its Superintendent or designee as necessary. The Charter School Superintendent/Executive Director is fully responsible for the daily administration of the Charter School. The responsibilities of the Superintendent/Executive Director shall be clearly delineated in the Charter School's personnel policy handbook, and will include, but not limited to, the following:

- Liaise with the Charter School and the District, parents, and the community.
- Remain current with legislation and educational trends that will benefit the Charter School.
- Draft the annual Charter School budget.
- Hire Charter School faculty and staff.
- Secure facilities as necessary for the Charter School.

School Leadership Team

The Alder Grove Charter School shall have a 5-9 person Leadership Team. The Leadership Team will be responsible for crafting the means to achieve the outcomes delineated and/or approved by the Governance Council. The Leadership Team will be composed of an equal number of faculty representatives and parents, as well as the Charter School Superintendent/Executive Director. The roles and responsibilities of the Leadership Team include but are not limited to:

- Finance:
    - Develop and recommend annual budget and/or major budget changes.

    - Implement fiscal recommendations.
    - Review quarterly budget reports and audit report.
- Educational Program:
    - Review student performance data.
    - Research/develop student data collection system.
    - Develop/align standards, curriculum and assessment.
    - Develop school calendar.
    - Develop parent/student handbook.
- Personnel:
    - Conduct prospective employee interviews.
    - Develop and/or recommend personnel policies.
    - Develop/implement professional development plan.
- Facilities:
    - Conduct school site needs assessment.
    - Research school site, funding and facilities options.
    - Make recommendation on facility needs and policies.

The leadership team, consisting, in the first year of operation, of the leadership team from Alder Grove Charter School, shall be designated by the then-current leadership team.

District Oversight

The District shall have supervisory oversight of the Charter School. Such duties shall be performed in compliance with the Education Code.

Memorandum of Understanding

Alder Grove Charter School intends to enter into a memorandum of understanding with the District clearly delineating the supervisory oversight and administrative services provided by the District to AGCS and the fiscal and legal relationship between the two entities.

The MOU shall include, but not be limited to:

- Direct funding of the Charter School in accordance with Education Code Section 47651.
- Charter School authority to contract with third parties.
- Services to be purchased by the Charter School from the District if available, and the fee schedule of such services.
- Fiscal reporting requirements to the state.
- Oversight requirements of the District.

Parental Involvement in Governance

Parent/guardians are encouraged to become members of the LCAP Parent Advisory Committee (to give input on the LCAP), Community School Advisory Team (to give feedback and input on the Community Schools Grant), Community Engagement Initiative Team (to give input on the Community Engagement Initiative Grant's uses), School Leadership Team (to give input on policies, procedures, hiring, budgets, and other needs), and Governance Council (where input is gathered from students, families, and staff, and decisions for the Charter School are made).

Element 5. Employee Qualifications

Governing Law: The qualifications to be met by individuals to be employed by the charter school. Education Code Section 47605(c)(5)(E).

Superintendent/Executive Director Qualifications

The Superintendent/Executive Director and any other administrator at the Charter School shall possess leadership abilities and a comprehensive educational vision that is consistent with the Charter School's vision, philosophy and educational program. In addition, the Superintendent/Executive Director shall possess a valid California teaching credential and preferably a Master's degree, and have a minimum of three years teaching experience, preferably in an independent study charter school.

School Coordinator/Director Qualifications

The School Coordinators, including testing/academic support and college and career, shall possess a valid California teaching credential, and a minimum of three years teaching experience, preferably in an independent study/personalized learning charter school.

Teacher Qualifications

The Charter School teachers will hold the Commission on Teacher Credentialing certificates, permits, or other documents required for the teacher's certificated assignment pursuant to Education Code Section 47605(l)(1).

Instructional Support Staff Qualifications

The Charter School may also employ or retain non-certificated instructional support staff in any case where a prospective staff member has an appropriate mix of subject matter expertise, professional experience, and the demonstrated capacity to work successfully in an instructional support capacity. Instructional support staff will not serve as the teacher of record for individual pupils and may not assign grades or approve student work assignments.

Professional Development

Professional development will be required of the Charter School staff, both certificated and administrative. Included will be professional workshops, seminars, and programs. The Charter School staff will be diverse in thinking and encouraged to be creative with regards to alternative methods of teaching.

Professional development, which is viewed as a lifelong commitment to professional excellence, will be an integral part of the Charter School's structure. The staff at the Charter School will pursue professional development opportunities that will assist them in developing exemplary methods of teaching as well as developing new methods of student evaluation and assessment. Funds will be budgeted that will make it possible for the Charter School staff to participate in a meaningful professional development plan.

Element 6. Health and Safety Procedures

Governing Law: The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:

(i) That each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237.
(ii) The development of a school safety plan, and the annual review and update of the plan, pursuant to Section 47606.3.
. Education Code Section 47605(c)(5)(F).

In order to provide safety for all students and staff, the Charter School shall maintain full health and safety policies and procedures and risk management policies at its school site in consultation with its insurance carriers and risk management experts. These procedures will be incorporated into the Charter School's student and staff handbooks, attached as Appendix C, and will be reviewed on an ongoing basis by the Charter School's Superintendent/Executive Director and Governance Council. The Charter School shall ensure that staff are trained annually on the health and safety policies.

The following is a summary of the health and safety policies of the Charter School:

Procedures for Background Checks

Employees and contractors of the Charter School will be required to submit to a criminal background check and to furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. Applicants for employment must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Charter School shall not hire any person, in either a certificated or classified position, who has been convicted of a violent or serious felony except as otherwise provided by law, pursuant to Education Code Sections 44830.1 and 45122.1. The Superintendent/Executive Director of the Charter School shall monitor compliance with this policy and report to the Charter School Governance Council on a regular basis. The Council President shall monitor the fingerprinting and background clearance of the Superintendent/Executive Director. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

Role of Staff as Mandated Child Abuse Reporters

All employees will be mandated child abuse reporters and will follow all applicable reporting laws, the same policies and procedures used by the District. The Charter School shall provide mandated reporter training to all employees annually in accordance with Education Code Section 44691.

Tuberculosis Risk Assessment and Examination

Employees, and volunteers who have frequent or prolonged contact with students, will be assessed and examined (if necessary) for tuberculosis prior to commencing employment and working with students, and for employees at least once each four years thereafter, as required by Education Code Section 49406.

Immunizations

All enrolled students who receive classroom-based instruction will be required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075. All rising 7th grade students must be immunized with a pertussis (whooping cough) vaccine booster.
Upon a student's admission or advancement to 6th grade, the Charter School shall submit to the student and their parent or guardian a notification that advises students to adhere to current immunization guidelines regarding human papillomavirus ("HPV") before admission or advancement to 8th grade, consistent with the requirements of Education Code Section 48980.4 and Health and Safety Code Section 120336.

Medication in School

The Charter School will adhere to Education Code Section 49423 regarding administration of medication in school. The Charter School will adhere to Education Code Section 49414 regarding epinephrine auto-injectors and training for staff members; per AB 1651 (2023), the Charter School shall store emergency epinephrine auto-injectors in an accessible location upon need for emergency use and include that location in annual notices required by law. To the extent the Charter School maintains a stock of albuterol inhalers to respond to respiratory distress in students, the Charter School shall comply with the requirements of Education Code Section 49414.7, including with respect to training, notices, and the stocking of albuterol inhalers.

Vision, Hearing, and Scoliosis

Students will be screened for vision, hearing and scoliosis. The Charter School will adhere to Education Code Section 49450 *et seq.* as applicable to the grade levels served by the Charter School.

Diabetes

The Charter School shall make type 1 diabetes informational materials accessible to the parent or guardian of a pupil when the pupil is first enrolled in elementary school. The Charter School will provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but not be limited to, all of the following:

1. A description of type 2 diabetes.

2. A description of the risk factors and warning signs associated with type 2 diabetes.
3. A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes.
4. A description of treatments and prevention methods of type 2 diabetes.
5. A description of the different types of diabetes screening tests available.

Suicide Prevention Policy

The Charter School shall maintain a policy on student suicide prevention in accordance with Education Code Section 215. The Charter School shall review, at minimum every fifth year, its policy

on pupil suicide prevention and, if necessary, update its policy. Pursuant to AB 58 (2021-22), the Charter School will also review and update its suicide prevention policy to incorporate best practices identified by the California Department of Education's model policy, as revised.

Prevention of Human Trafficking

The Charter School shall identify and implement the most appropriate methods of informing parents and guardians of students in grades 6 through 12 of human trafficking prevention resources.

Menstrual Products

The Charter School shall stock the school's restrooms at all times with an adequate supply of menstrual products, available and accessible, free of cost, in all women's restrooms and all-gender restrooms, and in at least one men's restroom. The Charter School shall post a notice regarding the requirements of Education Code Section 35292.6 in a prominent and conspicuous location in every restroom required to stock menstrual products, as specified. This notice shall include the text of Education Code Section 35292.6 and contact information, including an email address and telephone number, for a designated individual responsible for maintaining the requisite supply of menstrual products.

All Gender Restrooms

On or before July 1, 2026, the Charter School shall provide and maintain at least one all-gender restroom for voluntary student use at each of its schoolsites that has more than one female restroom and more than one male restroom designated exclusively for student use. The restroom shall have signage identifying the bathroom as being open to all genders, it shall remain unlocked, unobstructed, and easily accessible by any student, and be available during school hours and school functions when students are present. The Charter School shall designated a staff member to serve as a point of contact and to post a notice regarding these requirements.

School Meals

The Charter School shall provide breakfast and lunch free of charge during each school day to any pupil who requests a meal without consideration of the pupil's eligibility for a federally funded free or reduced-price meal, with a maximum of one free meal for each meal service provided. The meals provided under this paragraph shall be nutritionally adequate meals that qualify for federal reimbursement.
The Charter School shall provide each student adequate time to eat as determined by the Charter School in consideration of available guidance.

Recess

Except where a field trip or other educational program is taking place, if the Charter School provides recess, to the extent required by Education Code Section 49056, the Charter School shall provide supervised and unstructured recess, distinct from physical education courses and mealtimes, of at least 30 minutes on regular instructional days and at least 15 minutes on early release days. The Charter School shall not restrict a student's recess unless there is a physical safety of the student or one or more of their peers.

California Healthy Youth Act

The Charter School shall teach sexual health education and human immunodeficiency virus ("HIV") prevention education to students in grades 7-12, at least once in middle school and at least once in high school, pursuant to the California Healthy Youth Act (Education Code Section 51930, *et seq.*).

Mental Health Education

If the Charter School offers one or more courses in health education to students in middle or high school the Charter School shall include in those courses instruction in mental health that meets the requirements of Education Code Section 51925, *et seq.*

Mental Health Information

The Charter School shall create and post a poster at the schoolsite identifying approaches and resources addressing student mental health in compliance with Education code Section 49428.5. The poster shall be displayed in English and the primary language(s) spoken by 15 percent or more of students enrolled at the schoolsite. The poster shall be prominently and conspicuously displayed in appropriate public areas that are accessible to, and commonly frequented by, students at the schoolsite. The poster shall also be digitized and distributed online to students through social media, internet websites, portals, and learning platforms at the beginning of each school year.

School Safety Plan

The Charter School shall adopt a School Safety Plan, to be reviewed and updated by March 1 of every year, which shall include identification of appropriate strategies and programs that will provide or maintain a high level of school safety and address the Charter School's procedures for complying with applicable laws related to school safety, including the development of all the following pursuant to Education Code Section 32282(a)(2)(A)-(O):

a. child abuse reporting procedures
b. routine and emergency disaster procedures
c. policies for students who committed an act under Education Code Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or other mandatory expulsion recommendations
d. procedures to notify teachers of dangerous students pursuant to Education Code Section 49079
e. a discrimination and harassment policy consistent with Education Code Section 200
f. provisions of any schoolwide dress code that prohibits students from wearing "gang-related apparel," if applicable
g. procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School
h. a safe and orderly environment conducive to learning
i. the rules and procedures on school discipline adopted pursuant to Education Code Sections 35291, 35291.5, 47605, and 47605.6
j. procedures for conducting tactical responses to criminal incidents
k. procedures for active shooter drills if included in the School Safety Plan

l. procedures to assess and respond to reports of any dangerous, violent, or unlawful activity that is being conducted or threatened to be conducted at the school, at a an activity sponsored by the school, or on a schoolbus serving the school
m. procedures to respond to incidents involving an individual experiencing a sudden cardiac arrest or a similar life-threatening medical emergency while on school grounds
n. procedures specifically designed to notify parents and guardians of pupils, teachers, administrators, and school personnel when the school confirms the presence of immigration enforcement on the schoolsite
o. a protocol in the event a pupil is suffering or is reasonably believed to be suffering from an opioid overdose

The School Safety Plan shall be drafted specifically to the needs of the facility in conjunction with law enforcement and the Fire Marshal. Staff shall receive training in emergency response, including appropriate "first responder" training or its equivalent.

Disaster procedures included in the School Safety Plan shall address and include adaptations for students with disabilities. To the extent an employee, parent/guardian, educational rights holder, or student brings concerns regarding the procedures to the principal and, if there is merit to the concern, the principal shall direct the School Safety Plan to be modified accordingly.

The Charter School shall develop an instructional continuity plan, consistent with Education Code Section 32282(a)(3), to establish communication with students and their families and provide instruction to students when in-person instruction is disrupted due to an emergency pursuant to Education Code Sections 41422 or 46392(a).

Workplace Violence Prevention Plan

The Charter School shall establish, implement, and maintain, at all times in all work areas, an effective workplace violence prevention plan consistent with the requirements of Labor Code Section 6401.9.

Blood borne Pathogens

The Charter School shall meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the work place. The Council shall adopt a written infectious control plan designed to protect employees and students from possible infection due to contact with blood borne viruses, including human immunodeficiency virus and hepatitis B virus ("HBV").

Whenever exposed to blood or other bodily fluids through injury or accident, staff and students shall follow the latest medical protocol for disinfecting procedures.

Drug-, Alcohol-, and Smoke-Free Environment

The Charter School shall function as a drug-, alcohol-, and smoke-free environment.

Facility Safety

The Charter School shall comply with Education Code Section 47610 by utilizing facilities that are either compliant with the Field Act or facilities that are compliant with the California Building

Standards Code. The Charter School agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. The Charter School shall conduct fire drills as required under Education Code Section 32001.

Comprehensive Anti-Discrimination and Harassment Policies and Procedures

The Charter School is committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation. The Charter School shall develop a comprehensive policy to prevent and immediately remediate any concerns about discrimination or harassment at the Charter School (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with the Charter School's anti- discrimination and harassment policies.

A copy of the policy shall be provided as part of any orientation program conducted for new and continuing pupils at the beginning of each quarter, semester, or summer session, as applicable, and to each faculty member, all members of the administrative staff, and all members of the support staff at the beginning of the first quarter or semester of the school year, or at the time there is a new employee hired. The Charter School shall create a poster that notifies students of the applicable policy on sexual harassment in accordance with Education code Section 231.6, and shall prominently and conspicuously display the poster in each bathroom and locker room at the schoolsite and in public areas at the schoolsite that are accessible to, and commonly frequented by, pupils.

Bullying Prevention

The Charter School shall adopt procedures for preventing acts of bullying, including cyberbullying. The Charter School shall annually make available the online training module developed by the CDE pursuant to Education Code Section 32283.5(a) to certificated schoolsite employees and all other schoolsite employees who have regular interaction with children.

Supporting LGBTQ Students

Through the completion of the 2029-30 school year, the Charter School shall use an online training delivery platform and curriculum to provide at least one hour of required LGBTQ cultural competency training annually to teachers and other certificated employees and maintain records of such training as required by Education Code Section 218.

SAFETY ACT

Pursuant to AB 1955 (2024), employees of the Charter School shall not be required to disclose any information related to a pupil's LGBTQ+ identity to any other person without the pupil's consent unless otherwise required by state or federal law. This provision shall not limit a parent's ability to

request school records on behalf of their child.

Homicide Threats

The Charter School shall comply with all requirements under Education Code Section 49390-49395 regarding mandatory reporting in response to homicidal threats. All employees and Board members who are alerted to or who observe any threat or perceived threat in writing or through an action of a student that creates a reasonable suspicion that the student is preparing to commit a homicidal act related to school or a school activity shall make a report to law enforcement.

Gun Safety Notice

At the beginning of the first semester, the Charter School shall distribute a notice to the parents/guardians of each student addressing California's child gun access prevention laws and laws related to firearm safety utilizing the most updated model language published by the California Department of Education.

Athletic Programs

The Charter School shall comply with all applicable laws related to health and safety policies and procedures surrounding athletic programs at charter schools, including but not limited to providing information to athletes regarding sudden cardiac arrest and annually providing each athlete an Opioid Factsheet for Patients.

Transportation Services

The Charter School shall comply with the requirements of Education Code Section 39875(c), if applicable, relating to background checks and testing for individuals providing transportation services for students.

Weather Policy

On or before July 1, 2026, the Charter School will develop, adopt, and implement a weather policy that includes protocols for extreme weather conditions, and incorporate the standardized guidelines developed by the CDE.

Element 7. Means to Achieve Student Population Balance

Governing Law: The means by which the charter school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted. Education Code Section 47605(c)(5)(G).

The flexibility of the Charter School's program and the alternative educational options that it provides to students and their families attracts a diverse student population. The Charter School recruits students from a diverse range of racial, ethnic, linguistic, ability, and socioeconomic backgrounds, to ensure its student population is reflective of the general population of the District, including diverse racial and ethnic communities, home languages, and special education needs.

The Charter School may engage in the following recruitment and outreach activities, in addition to the word-of-mouth recommendations from families and referrals from the District and County Office of Education, which we anticipate will continue for AGCS :

- Distribute informational materials at local markets, public libraries, coffee shops, churches, and business. Materials will be available in English and Spanish.
- Host informational events at the Charter School's main office to meet and speak with interested families.
- Advertise in the local newspapers, such as The North Coast Journal, The Times Standard, and The Mad River Union.
- Include informational materials on the Charter School website and/or social media accounts. .

Element 8. Admission Policies and Procedures

Governing Law: Admission policies and procedures, consistent with [Education Code Section 47605] subdivision (e). Education Code Section 47605(c)(5)(H).

The Charter School will be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition or discriminate against any student based upon any of the characteristics listed in Education Code Section 220.

The Charter School shall admit all pupils who wish to attend the Charter School. No test or assessment shall be administered to students prior to acceptance and enrollment into the Charter School. The Charter School will comply with all laws establishing minimum and maximum age for public school attendance in charter schools. Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil or their parent or legal guardian within the state, unless required by Education Code Section 51747.3. In accordance with Education Code Sections 49011 and 47605(e)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

In accordance with Education Code Section 47605(e)(4)(A), the Charter School shall not discourage a pupil from enrolling or seeking to enroll in the charter school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), including pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation. Similarly, in accordance with Section 47605(e)(4)(C), the Charter School shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to the academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), as listed above.

Pursuant to Education Code Section 47605(e)(4)(D), the Charter School shall post a notice developed by the CDE on the Charter School website, outlining the requirements of Section 47605(e)(4), and make this notice available to all parents.

Prior to admission, the legal guardian and the student must sign an independent study parent/student agreement. These signatures indicate an understanding of the Charter School outcomes, philosophy, program, and requirements. AGCS urges all applicants to attend a new family orientation, preferably prior to admission, but in no case later than the time of enrollment.

Public Random Drawing

Applications will be accepted during a publicly advertised open enrollment period each year for enrollment in the following school year. Following the open enrollment period each year, applications shall be counted to determine whether any grade span has received more applications than availability. In the event that this happens, the Charter School will hold a public random drawing (or "lottery") to determine admission for the impacted grade span, with the exception of existing students, who are guaranteed admission in the following school year. Admission preferences in the case of a public

random drawing shall be given to the following students in the following order:

1) Siblings of students admitted to or attending the Charter School;
2) Children and grandchildren of current Charter School teachers, staff, and Governance Council members;
3) Residents of the District; and
4) All other applicants.

The Charter School and the District agree to adhere to the requirements related to admission preferences as set forth in Education Code Section 47605(e)(2)(B)(i)-(iv).

The Governance Council will take all necessary efforts to ensure lottery procedures are fairly executed. Lottery spaces are pulled by the designated lottery official (appointed by the Superintendent/Executive Director). Separate lotteries shall be conducted for each grade span in which there are fewer vacancies than pupils interested in attending. There is no weighted priority assigned to the preference categories; rather, within each grade span, students will be drawn from pools beginning with all applicants who qualify for the first preference category, and shall continue with that preference category until all vacancies within that grade level have been filled. If there are more students in a preference category than there are spaces available, a random drawing will be held from within that preference category until all available spaces are filled. If all students from the preference category have been selected and there are remaining spaces available in that grade level, students from the second preference category will be drawn in the lottery, and the drawing shall continue until all spaces are filled and preference categories are exhausted in the order provided above.

At the conclusion of the public random drawing, all students who were not granted admission due to capacity shall be given the option to put their name on a wait list according to their draw in the lottery. This wait list will allow students the option of enrollment in the case of an opening
during the current school year. In no circumstance will a wait list carry over to the following school year.

Public random drawing rules, deadlines, dates and times will be communicated in the application form and on the Charter School's website. Public notice for the date and time of the public random drawing will also be posted once the application deadline has passed. The Charter School will also inform all applicants and interested parties of the rules to be followed during the public random drawing process via mail or email at least two weeks prior to the lottery date.

The Charter School will conduct the lottery in the spring for enrollment in fall of that year, and as needed to fill independent study teacher rosters.

Element 9. Annual Financial Audit

Governing Law: The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority. Education Code Section 47605(c)(5)(I).

An annual independent financial audit of the books and records of the Charter School will be conducted as required by Education Code Sections 47605(c)(5)(I) and 47605(m). The books and records of the Charter School will be kept in accordance with generally accepted accounting principles, and as required by applicable law, the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller's K-12 Audit Guide.

The Charter School will select an independent auditor through a request for proposal format. The auditor will have, at a minimum, a CPA and educational institution audit experience and will be approved by the State Controller on its published list as an educational audit provider. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

The annual audit will be completed and forwarded to the District, the County Superintendent of Schools, the State Controller, and the California Department of Education by December 15th of each year. Alder Grove Charter School's Governance Council will review any audit exceptions or deficiencies, and will submit a report to the District describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the District along with an anticipated timeline for the same. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel ("EAAP") in accordance with applicable law.

The independent financial audit of the Charter School is a public record to be provided to the public upon request.

Element 10. Suspension and Expulsion Policy and Procedures

Governing Law: The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that are consistent with all of the following:
(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil's side of the story.
(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:
(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.
(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.
(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five school days before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a homeless child or youth, or a foster child or youth, in the native language of the homeless or foster child's educational rights holder. In the case of a foster child or youth, the written notice shall also be provided to the foster child's attorney and county social worker. If the pupil is an Indian child, as defined in Section 224.1 of the Welfare and Institutions Code, the written notice shall also be provided to the Indian child's tribal social worker and, if applicable, county social worker. The written notice shall inform the pupil, the pupil's parent or guardian, the homeless child's educational rights holder, the foster child's educational rights holder, attorney, and county social worker, or the Indian child's tribal social worker and, if applicable, county social worker of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent or guardian, the homeless child's educational rights holder, the foster child's educational rights holder, attorney, or county social worker, of the Indian child's tribal social worker or, if appliable, county social worker initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).
(iv) A foster child's educational rights holder, attorney, and county social worker and an Indian child's tribal social worker and, if applicable, county social worker shall have the same rights a parent or guardian of a child has to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, and other documents and related information. Education Code Section 47605(c)(5)(J).

This Pupil Suspension and Expulsion Policy and Procedures have been established in order to promote learning and protect the safety and well being of all students at the Charter School. In creating this policy, the Charter School has reviewed Education Code Section 48900 *et seq.* which describe the offenses for which students at noncharter schools' may be suspended or expelled and the procedures governing those suspensions and expulsions in order to establish its list of offenses

and procedures for suspensions, expulsions, and involuntary removal. The language that follows closely mirrors the language of Education Code Section 48900 *et seq.* The Charter School is committed to annual review of policies and procedures surrounding suspensions, expulsions, and involuntary removals, and, as necessary, modification of the lists of offenses for which students are subject to suspension, expulsion, or involuntary removal.

Consistent with this Policy, it may be necessary to suspend or expel a student from regular classroom instruction. This shall serve as the Charter School's policy and procedures for student suspension, expulsion, and involuntary removal, and it may be amended from time to time without the need to seek a material revision of the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary policies and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed annually as part of the Student Handbook which will clearly describe discipline expectations.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of this Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

The Charter School administration shall ensure that students and their parents/guardians[5] are notified in writing upon enrollment of all discipline and involuntary removal policies and procedures. The notice shall state that this Policy and its Procedures are available upon request at the Superintendent/Executive Director's office.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the IDEA or who is qualified for services under Section 504 is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law requires additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the applicable provisions of the Education Code, when imposing any form of discipline on a student identified as an individual with disabilities, for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student's parent/guardian and shall inform the student, and the

[5] The Charter School shall ensure that a homeless child or youth's educational rights holder; a foster child or youth's educational rights holder, attorney, and county social worker; and an Indian child's tribal social worker and, if applicable, county social worker have the same rights as a parent or guardian to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, involuntary removal notice, and other documents and related information. For purposes of this Policy and its Procedures, the term "parent/guardian" shall include these parties.

student's parent/guardian of the basis for which the student is being involuntarily removed, and the student's parent/guardian's requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action before the effective date of the action to involuntarily remove the student.. If the student's parent/guardian requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated described below. Students may be involuntarily removed for reasons including, but not limited to, failure to comply with the terms of the student's independent study written agreement pursuant to Education Code Section 51747(c)(4).

Procedures

A. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; or d) during, going to, or coming from a school-sponsored activity.

B. Enumerated Offenses

1. Discretionary Suspension Offenses. Students may be suspended when it is determined the student:

    a) Caused, attempted to cause, or threatened to cause physical injury to another person.

    b) Willfully used force or violence upon the person of another, except self-defense.

    c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, including marijuana, and alcoholic beverage, or intoxicant of any kind. Students who voluntarily disclose their use of a controlled substance, alcohol, or an intoxicant of any kind in order to seek help through services or supports shall not be suspended solely for that disclosure.

    d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, including marijuana, and alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

    e) Committed or attempted to commit robbery or extortion.

    f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.

    g) Stole or attempted to steal school property or private property, which includes but is

not limited to, electronic files and databases.

h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, betel, and electronic cigarettes. This section does not prohibit the use of a student's own prescription products by a student. Students who voluntarily disclose their use of a tobacco product in order to seek help through services or supports shall not be suspended solely for that disclosure.

i) Committed an obscene act or engaged in habitual profanity or vulgarity.

j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.

l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

o) Engaged in, or attempted to engage in hazing. For the purposes of this policy, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, "hazing" does not include athletic events or school-sanctioned events.

p) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the

protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.

q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's

academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.

r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). This provision shall apply to students in any of grades 4 to 12, inclusive.

s) Intentionally harassed, threatened or intimidated school personnel or volunteers, and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.

t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
    i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
    ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
    iii. Causing a reasonable student to experience substantial interference with their academic performance.
    iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) "Electronic Act" means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a

telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

i. A message, text, sound, video, or image.

ii. A post on a social network Internet Web site including, but not limited to:

(a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.

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

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

iii. An act of cyber sexual bullying.

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

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

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

u) A student who aids or abets, as defined in Penal Code Section 31, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).

v) Possessed, sold, or otherwise furnished any knife or other dangerous object of no

reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Superintendent/Executive Director or designee's concurrence.

2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion when it is determined the student:

    a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Superintendent/Executive Director or designee's concurrence.
    b) Brandished a knife at another person.
    c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, *et seq.*
    d) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code, or committed a sexual battery as defined in Penal Code Section 243.4.

3. Discretionary Expellable Offenses: Students may be recommended for expulsion when it is determined the student:

    a) Caused, attempted to cause, or threatened to cause physical injury to another person.

    b) Willfully used force or violence upon the person of another, except self-defense.

    c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, including marijuana, and alcoholic beverage, or intoxicant of any kind. Students who voluntarily disclose their use of a controlled substance, alcohol, or an intoxicant of any kind in order to seek help through services or supports shall not be suspended solely for that disclosure.

    d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, including marijuana, and alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

    e) Committed or attempted to commit robbery or extortion.

    f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.

    g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.

    h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes,

smokeless tobacco, snuff, chew packets, betel, and electronic cigarettes. This section does not prohibit the use of a student's own prescription products by a student. Students who voluntarily disclose their use of a tobacco product in order to seek help through services or supports shall not be suspended solely for that disclosure.

i) Committed an obscene act or engaged in habitual profanity or vulgarity.

j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.

l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

o) Engaged in, or attempted to engage in hazing. For the purposes of this policy, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, "hazing" does not include athletic events or school-sanctioned events.

p) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.

q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.

r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). This provision shall apply to students in any of grades 4 to 12, inclusive.

s) Intentionally harassed, threatened or intimidated school personnel or volunteers, and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) rights by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.

t) Obtained, possessed, or distributed pornographic material, including photographs, books, magazines, and videos.

u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

   1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
      i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
      ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
      iii. Causing a reasonable student to experience substantial interference with their academic performance.
      iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
   2) "Electronic Act" means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

i. A message, text, sound, video, or image.
ii. A post on a social network Internet Web site including, but not limited to:
(a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
(b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
(c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
iii. An act of cyber sexual bullying.
(a) For purposes of this policy, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
(b) For purposes of this policy, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

v) A student who aids or abets, as defined in Penal Code Section 31, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).

w) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a

certificated school employee, with the Superintendent/Executive Director or designee's concurrence.

4. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion when it is determined pursuant to the procedures below that the student:

    a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Superintendent/Executive Director or designee's concurrence.
    b) Brandished a knife at another person.
    c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, *et seq.*
    d) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code, or committed a sexual battery as defined in Penal Code Section 243.4.

If it is determined by the Administrative Panel and/or Governance Council that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or destructive device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the student shall be provided due process rights of notice and a hearing as required in this policy.

The Charter School will use the following definitions:

The term "knife" means (A) any dirk, dagger, or other weapon with a fixed, sharpened bladed fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3 ½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.

The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term "destructive device" means any explosive, incendiary, or poison gas, including but not limited to: (A) bomb, (B) grenade, (C) rocket having a propellant charge of more than four ounces, (D) missile having an explosive or incendiary charge of more than one-quarter ounce, (E) mine, or (F) device similar to any of the devices described in the preceding clauses.

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

    Suspension shall be preceded, if possible, by a conference conducted by the Superintendent/Executive Director or the Superintendent/Executive Director's designee with the

student and the student's parent/guardian and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Superintendent/Executive Director or designee. The conference may be omitted if the Superintendent/Executive Director or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and the student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against the student and shall be given the opportunity to present their version and evidence in their defense, in accordance with Education Code Section 47605(c)(5)(J)(i). This conference shall be held within two (2) school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. Penalties shall not be imposed on a student for failure of the student's parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student's parent or guardian at the conference.

2. Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by email, by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense(s) committed by the student as well as the date when the student may return to school following the suspension. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the Superintendent/Executive Director or designee, the student and the student's parent/guardian shall be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the student or the student's parent/guardian, unless the student and the student's parent/guardian fail to attend the conference.

This determination will be made by the Superintendent/Executive Director or designee upon either of the following: 1) the student's presence will be disruptive to the education process; or 2) the student poses a threat or danger to others. Upon either determination, the student's suspension will be extended pending the results of an expulsion hearing.

4. Homework Assignments During Suspension

In accordance with Education Code Section 47606.2(a), upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the

affected student, a teacher shall provide to a student in any of grades 1 to 12, inclusive, who has been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned.

In accordance with Education Code Section 47606.2(b), if a homework assignment that is requested pursuant to Section 47606.2(a) and turned into the teacher by the student either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.

D. Authority to Expel

As required by Education Code Section 47605(c)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled either by the Charter School Governance Council following a hearing before it or by the Charter School Governance Council upon the recommendation of a neutral and impartial Administrative Panel, to be assigned by the Governance Council as needed. The Administrative Panel shall consist of at least three members who are certificated and neither a teacher of the student nor a member of the Charter School Governance Council. Each entity shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense, and the Governance Council shall make the final determination.

E. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Superintendent/Executive Director or designee determines that the pupil has committed an expellable offense.

In the event an Administrative Panel hears the case, it will make a recommendation to the Council for a final decision whether to expel. The hearing shall be held in closed session (complying with all student confidentiality rules under FERPA) unless the student makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the student. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of the Charter School's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the

student's status at the Charter School to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the student.

1) The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of their right to (a) receive five days notice of their scheduled testimony, (b) have up to two (2) adult support persons of their choosing present in the hearing at the time the complaining witness testifies, which may include a parent/guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.

2) The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.

3) At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which the complaining witness may leave the hearing room.

4) The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.

5) The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours the complaining witness is normally in school, if there is no good cause to take the testimony during other hours.

6) Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.

7) If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The entity presiding over the hearing shall permit the witness to stay unless

it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising their discretion to remove a person from the hearing whom they believes is prompting, swaying, or influencing the witness.

8) The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the hearing room during that testimony.
9) Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the student being expelled, the complaining witness shall have the right to have their testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

10) Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Council or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled student, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as

defined in Education Code Section 48900, a complaining witness shall have the right to have their testimony heard in a session closed to the public.

I. Expulsion Decision

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Governance Council, which will make a final determination regarding the expulsion. The final decision by the Governance Council shall be made within ten (10) school days following the conclusion of the hearing. The decision of the Governance Council is final.

If the Administrative Panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

J. Written Notice to Expel

The Superintendent/Executive Director or designee, following a decision of the Governance Council to expel, shall send written notice of the decision to expel, including the Governance Council's adopted findings of fact, to the student and student's parent/guardian. This notice shall also include the following: (a) Notice of the specific offense committed by the student; and (b) Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.

The Superintendent/Executive Director or designee shall send a copy of the written notice of the decision to expel to the charting authority. This notice shall include the following: (a) The student's name; and (b) The specific expellable offense committed by the student.

K. Disciplinary Records

The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the chartering authority upon request.

L. No Right to Appeal

The student shall have no right of appeal from expulsion from the Charter School as the Charter School Governance Council's decision to expel shall be final.

M. Expelled Students/Alternative Education

Parents/guardians of pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

N. Rehabilitation Plans

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Governance Council at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the student may reapply to the Charter School for readmission.

O. Readmission or Admission of Previously Expelled Student

The decision to readmit a student after the end of the student's expulsion term or to admit a previously expelled student from another school district or charter school who has not been readmitted/admitted to another school or school district after the end of the student's expulsion term, shall be in the sole discretion of the Governance Council following a meeting with the Superintendent/Executive Director or designee and the student and parent/guardian or representative to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the school environment. The Superintendent/Executive Director or designee shall make a recommendation to the Governance Council following the meeting regarding the Superintendent/Executive Director's or designee's determination. The Council shall then make a final decision regarding readmission or admission of the student during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The student's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission or admission to the Charter School.

P. Notice to Teachers

The Charter School shall notify teachers of each student who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Section 49079 and the corresponding enumerated offenses set forth above.

Q. Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities

1. Notification of SELPA

The Charter School shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student that the Charter School or the SELPA would be deemed to have knowledge that the student had a disability.

2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral

assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alterative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent/guardian, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parent/guardian to determine:

a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or

b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the Charter School, the parent/guardian and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the Charter School, the parent/guardian, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;

b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and

c. Return the child to the placement from which the child was removed, unless the parent/guardian and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent/guardian, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

The parent/guardian of a child with a disability who disagrees with any decision regarding

placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent/guardian or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent/guardian and the Charter School agree otherwise.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian, or Charter School may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

5. Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Superintendent/Executive Director or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

a. Carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function;

b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or

c. Has inflicted serious bodily injury, as defined by 20 U.S.C Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

7. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.

b. The parent/guardian has requested an evaluation of the child.

c. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge that the student had a disability if the parent/guardian has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

Element 11. Retirement Systems

Governing Law: The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security. Education Code Section 47605(c)(5)(K).

Faculty and staff at Alder Grove Charter School will participate in the federal Social Security system, State Teachers' Retirement System ("STRS") or the Public Employees' Retirement System ("PERS") and federal social security, depending upon each individual's eligibility. Additionally, certificated and classified staff members of Alder Grove Charter School shall retain all previously vested rights in their respective retirement systems. The Superintendent/Executive Director shall be responsible for ensuring that retirement coverage arrangements are made for all employees of the Alder Grove Charter School.

Element 12. Public School Attendance Alternatives

Governing Law: The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools. Education Code Section 47605(c)(5)(L).

No student may be required to attend the Charter School. Students who reside within the District who choose not to attend the Charter School may attend school within the District according to District policy or at another school district or school within the District through the District's intra- and inter-district transfer policies. Parents and guardians of each student enrolled in the Charter School will be informed on admission forms that students have no right to admission in a particular school of a local educational agency as a consequence of enrollment in the Charter School, except to the extent that such a right is extended by the local educational agency.

Element 13. Employee Return Rights

Governing Law: The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school. Education Code Section 47605(c)(5)(M).

No public school district employee shall be required to work at the Charter School. Employees of the District who choose to leave the employment of the District to work at the Charter School will have no automatic rights of return to the District after employment by the Charter School unless specifically granted by the District through a leave of absence or other agreement. Charter School employees shall have any right upon leaving the District to work in the Charter School that the District may specify, any rights of return to employment in a school district after employment in the Charter School that the District may specify, and any other rights upon leaving employment to work in the Charter School that the District determines to be reasonable and not in conflict with any law.

Sick or vacation leave or years of service credit at the District or any other school district will not be transferred to the Charter School. Employment by the Charter School provides no rights of employment at any other entity, including any rights in the case of closure of the Charter School.

Element 14. Dispute Resolution

Governing Law: The procedures to be followed by the charter school and the chartering authority to resolve disputes relating to provisions of the charter. Education Code Section 47605(c)(5)(N).

Disputes Between the Charter School and the District

The Charter School and the District will be encouraged to attempt to resolve any disputes amicably and reasonably without resorting to formal procedures.

In the event of a dispute between the Charter School and the District, the Charter School staff, employees and Council members of the Charter School and the District agree to first frame the issue in written format ("dispute statement") and refer the issue to the District Superintendent and the Charter School Superintendent/Executive Director, or their respective designees. In the event that the District believes that the dispute relates to an issue that could lead to revocation of the charter in accordance with Education Code Section 47607, the Charter School requests that this shall be specifically noted in the written dispute statement, although it recognizes it cannot legally bind the District to do so. However, participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede or act as a pre-requisite to the District's ability to proceed with revocation in accordance with Education Code Section 47607 and its implementing regulations.

The Superintendent/Executive Director and Superintendent, or their respective designees, shall informally meet and confer in a timely fashion to attempt to resolve the dispute, not later than five (5) business days from the receipt of the dispute statement. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two governing board members from their respective boards, who shall jointly meet with the Superintendent and the Director, or their respective designees, and attempt to resolve the dispute within fifteen (15) business days from receipt of the dispute statement.

If the joint meeting fails to resolve the dispute, the Superintendent/Executive District and Charter School shall submit the dispute to a mediator. The Superintendent and the Superintendent/Executive Director, or their respective designees, shall agree in writing to the selection of the mediator and the procedure for the mediation. Mediation shall be held within sixty (60) business days of receipt of the dispute statement. The recommendations of the mediator are non-binding and advisory only. If mediation does not resolve the dispute either party may pursue any other remedy available under the law. The cost of the mediator will be shared equally between the District and the Charter School.

Internal Disputes

The Charter School shall have an internal dispute resolution process to be used for all internal disputes related to the Charter School's operations. The Charter School shall also maintain a Uniform Complaint Policy and Procedures and Title IX policy and procedures, as required by state and federal law. Parents, students, Council members, volunteers, and staff at the Charter School shall be provided with a copy of the Charter School's policies and internal dispute resolution process. The District shall promptly refer all disputes not related to a possible violation of the charter or law to the Charter School.

Public Comments

The Charter School and the District agree to attempt to resolve all disputes regarding this charter pursuant to the terms of this section. Both shall refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process.

Element 15. Closure Procedures

Governing Law: The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records. Education Code Section 47605(c)(5)(O).

Closure of the Charter School will be documented by official action of the Governance Council. The action will identify the reason for closure. The official action will also identify an entity and person or persons responsible for closure-related activities.

The Charter School will promptly notify parents and students of the Charter School, the District, the Humboldt County Office of Education, the Charter School's SELPA, the retirement systems in which the Charter School's employees participate (e.g., Public Employees' Retirement System, State Teachers' Retirement System, and federal social security), and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils' school districts of residence; and the manner in which parents/guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

The Charter School will ensure that the notification to the parents and students of the Charter School of the closure provides information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Council's decision to close the Charter School.

The Charter School will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils' districts of residence, which it will provide to the entity responsible for closure-related activities.

As applicable, the Charter School will provide parents, students and the District with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the FERPA. The Charter School will ask the District to store original records of Charter School students. All student records of the Charter School shall be transferred to the District upon Charter School closure. If the District will not or cannot store the records, the Charter School shall work with the County Office of Education to determine a suitable alternative location for storage.

All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.

As soon as reasonably practical, the Charter School will prepare final financial records. The Charter School will also have an independent audit completed within six months after closure. The Charter School will pay for the final audit. The audit will be prepared by a qualified

Certified Public Accountant selected by the Charter School and will be provided to the District promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to the Charter School.

The Charter School will complete and file any annual reports required pursuant to Education Code section 47604.33.

On closure of the Charter School, all assets of the Charter School, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending the Charter School, remain the sole property of the nonprofit public benefit corporation. Upon the dissolution of the nonprofit public benefit corporation, all net assets shall be distributed to another public school that satisfies the requirements of paragraphs (a) through (e) of section III.A of Notice 2015-07 issued by the Internal Revenue Service and the Treasury Department entitled "Relief for Certain Participants in § 414(d) Plans" or any final regulations implementing 26 U.S.C. § 414(d) or to a State, political subdivision of a State, or agency or instrumentality thereof. Any assets acquired from the District or District property will be promptly returned upon Charter School closure to the District. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

On closure, the Charter School shall remain solely responsible for all liabilities arising from the operation of the Charter School.

As the Charter School is operated by a non-profit public benefit corporation, should the corporation dissolve with the closure of the Charter School, the Council will follow the procedures set forth in the California Corporations Code for the dissolution of a non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

As specified by the Budget in Appendix D, the Charter School will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

Miscellaneous Charter Provisions

Budgets and Financial Reporting

Governing Law: The petitioner or petitioners also shall be required to provide financial statements that include a proposed first-year operational budget, including startup costs, and cashflow and financial projections for the first three years of operation. Education Code Section 47605(h).

Attached, as Appendix D, please find the following documents:

- Budget narrative
- A projected budget
- Financial projections and cash flow for three years of operation

These documents are based upon the best data available to the petitioners at this time.

The Charter School shall provide reports to the District and County Superintendent of Schools as follows in accordance with Education Code Section 47604.33, and shall provide additional fiscal reports as requested by the District:

1. By July 1, a preliminary budget for the current fiscal year.

2. By July 1, a local control and accountability plan and an annual update to the local control and accountability plan required pursuant to Education Code Section 47606.5.

3. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of the Charter School's annual, independent financial audit report for the preceding fiscal year shall be delivered to the District, State Controller, California Department of Education and County Superintendent of Schools.

4. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.

5. By September 15, a final unaudited report for the full prior year. The report submitted to the District shall include an annual statement of all the Charter School's receipts and expenditures for the preceding fiscal year.

The Charter School shall provide reporting to the District as required by law and as requested by the District including, but not limited to, the following: California Basic Educational Data System ("CBEDS"), actual Average Daily Attendance reports, all financial reports required by Education Code Sections 47604.33 and 47605(m), the School Accountability Report Card ("SARC"), and the LCAP.

The Charter School agrees to and submits to the right of the District to make random visits and inspections in order to carry out its statutorily required oversight in accordance with Education Code Sections 47604.32 and 47607.

Pursuant to Education Code Section 47604.3, the Charter School shall promptly respond to all reasonable inquiries including, but not limited to, inquiries regarding its financial records from the District.

Administrative Services

Governing Law: The manner in which administrative services of the charter school are to be provided. Education Code Section 47605(h).

The Charter School will provide or procure its own administrative services including, but not limited to, financial management, accounts payable/receivable, payroll, human resources, and instructional program development either through its own staff or through an appropriately qualified third-party contractor. The Charter School will utilize Delta Managed Services ("DMS") as the qualified third-party contractor. DMS is an independent charter school administrative services firm located in Sacramento, California. Now in their 19th year, they provide a comprehensive set of back-office, administrative, and financing services to nearly 50 charter schools, assisting them in meeting the complex operational and compliance hurdles of successful charter school operation.

At any time, the Charter School may discuss the possibility of purchasing administrative services from the District. If the District is interested, the specific terms and cost for these services will be the subject of a memorandum of understanding between the Charter School and the District and subject to District availability and willingness to provide such services.

Term of Charter

The Charter for Alder Grove Charter School shall be for the term of five years, commencing on July 1, 2026. The charter may be renewed for subsequent terms by the District, in accordance with Education Code Sections 47607 and 47607.2. Alder Grove Charter School shall submit its charter renewal petition prior to the expiration date. The District will act on the request in accordance with the standards and criteria of Education Code Sections 47605, 47607, and 47607.2.

Material Revisions

Any material revisions to this charter shall be made by the mutual agreement of the governing boards of the Charter School and the District. Material revisions shall be made pursuant to the standards, criteria, and timelines in Education Code Section 47605.

Facilities

Governing Law: The facilities to be used by the charter school. The description of the facilities to be used by the charter school shall specify where the charter school intends to locate. Education Code Section 47605(h).

Pursuant to Education Code Section 47605(a)(5)(A), "[a] charter school that established one site outside the boundaries of the school district, but within the county in which that school district is located before January 1, 2020, may continue to operate that site until the charter school submits a request for the renewal of its charter petition. To continue operating the site, the charter school shall do either of the following:

(i) First, before submitting the request for the renewal of the charter petition, obtain approval in writing from the school district where the site is operating.
(ii) Submit a request for the renewal of the charter petition pursuant to Section 47607 to the school district in which the charter school is located."

AGCS currently operates a resource center at 714 F Street, Eureka, California, in accordance with Education Code Section 47605.1(c)(1). This resource center houses the school office, administration, meeting spaces, resource libraries for curriculum and materials, meal services, academic support programs, and classrooms.

AGCS intends to relocate the Charter School, or add an additional facility (for a maximum of two facilities in Eureka), once a site or facility is found that meets the needs of the Charter School, within ECS boundaries. The Charter School understands that the facility would be subject to inspection by ECS.

Potential Civil Liability Effects

Governing Law: Potential civil liability effects, if any, upon the charter school and upon the school district. Education Code Section 47605(h).

The Charter School shall be operated by a California non-profit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701(d).

Pursuant to Education Code Section 47604(d), an authority that grants a charter to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by the charter school if the authority has complied with all oversight responsibilities required by law. The Charter School shall work diligently to assist the District in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other District-requested protocol to ensure the District shall not be liable for the operation of the Charter School.

Further, the Charter School intends to enter into a memorandum of understanding with the District, wherein the Charter School shall indemnify the District for the actions of the Charter School under this charter.

The corporate bylaws of the Charter School shall provide for indemnification of the Charter School's Council, officers, agents, and employees, and the Charter School will purchase general liability insurance, Board Members and Officers insurance, and fidelity bonding to secure against financial risks.

As stated above, insurance amounts shall be determined by recommendation of the District and the Charter School's insurance company for schools of similar size, location, and student population. The District shall be named an additional insured on the general liability insurance of the Charter School.

The Charter School Governance Council shall institute appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

Conclusion

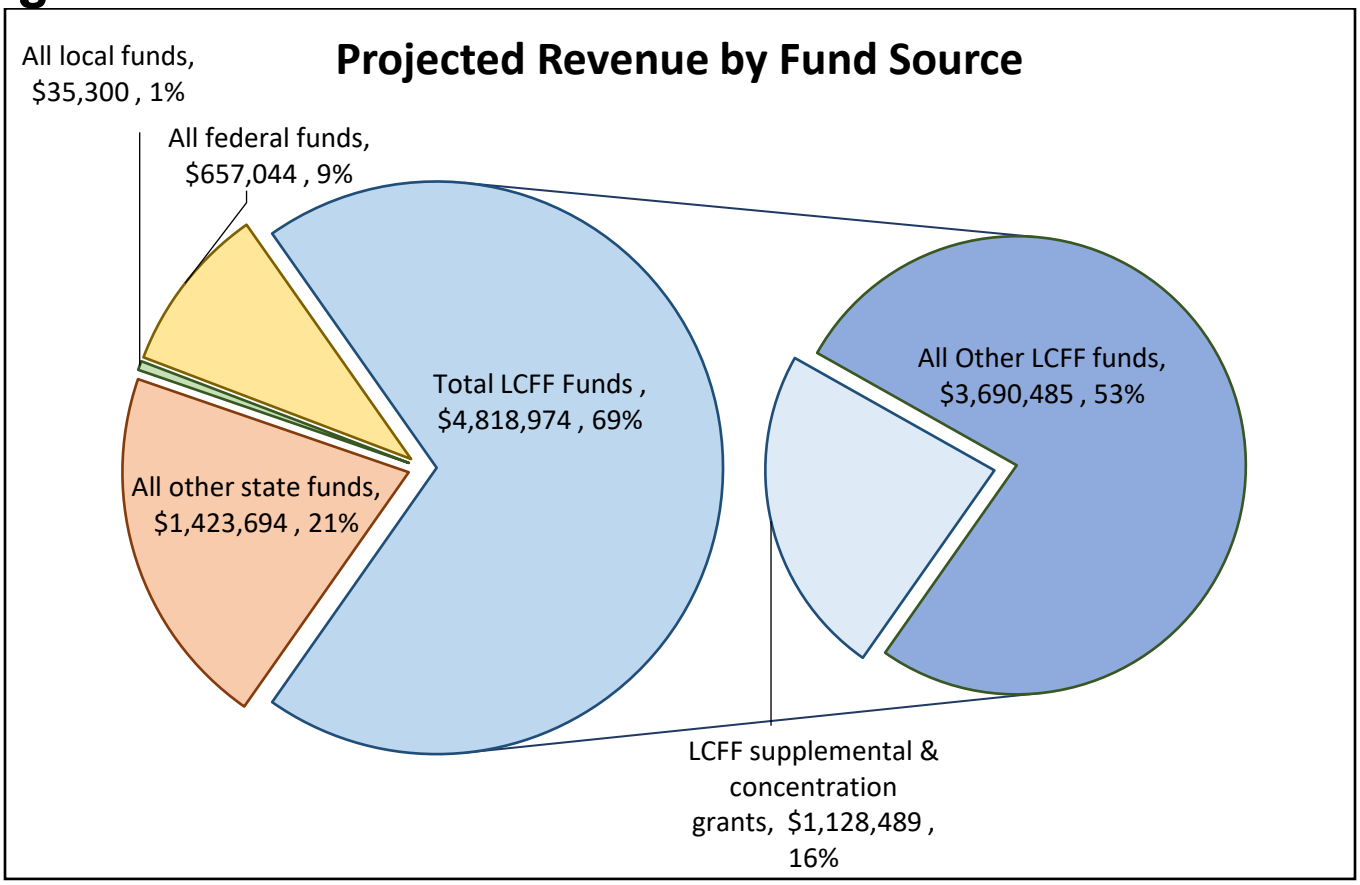
By approving this charter, the District will be fulfilling the intent of the Charter Schools Act of 1992 to improve pupil learning; create new professional opportunities for teachers; and provide parents and pupils with expanded choices in education and following the directive of law to encourage the creation of charter schools. The Petitioners are eager to work independently, yet cooperatively with the District to establish the highest bar for what a charter school can and should be. To this end, the Petitioners pledge to work cooperatively with the District to answer any concerns over this document and to present the District with the strongest possible proposal requesting a five year term from July 1, 2026 through June 30, 2031.

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Alder Grove Charter School
CDS Code: 12 63032 0111203
School Year: 2024-25
LEA contact information:
Tim Warner
Superintendent/Executive Director
tim.warner@aldergrovecharter.org
7072680854

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2024-25 School Year

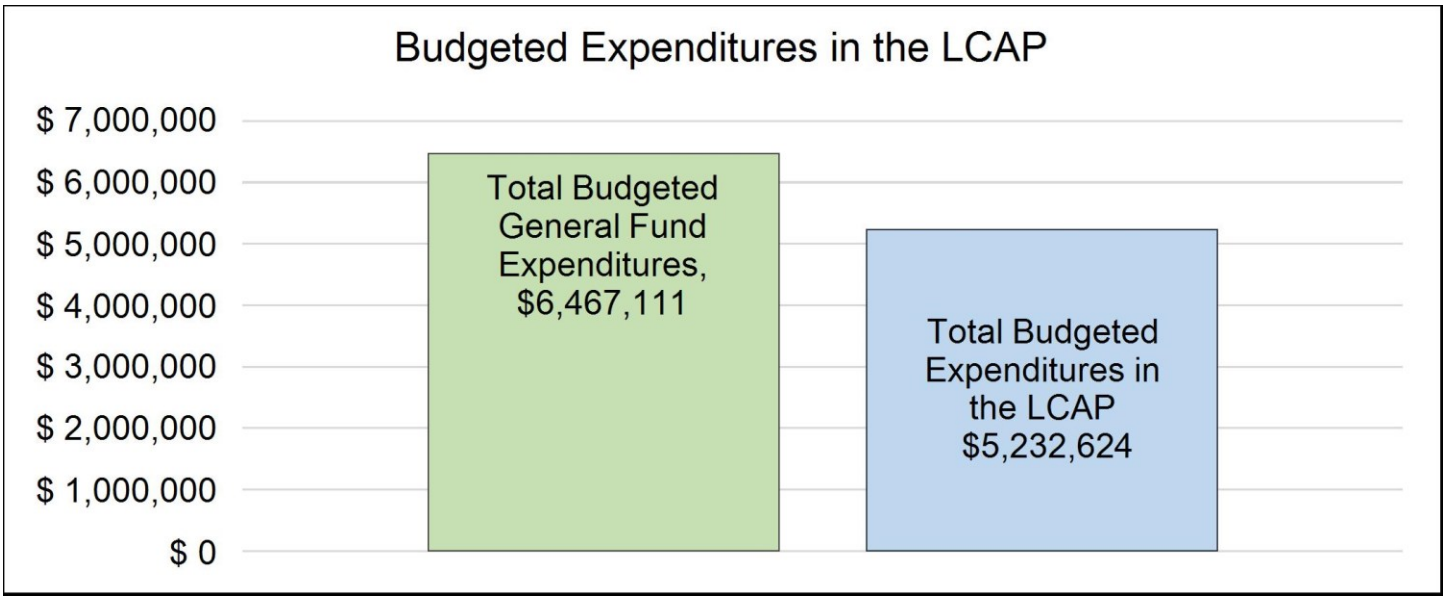


This chart shows the total general purpose revenue Alder Grove Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Alder Grove Charter School is $6,935,012, of which $4,818,974 is Local Control Funding Formula (LCFF), $1,423,694 is other state funds, $35,300 is local funds, and $657,044 is federal funds. Of the $4,818,974 in LCFF Funds, $1,128,489 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Alder Grove Charter School plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Alder Grove Charter School plans to spend $6,467,111 for the 2024-25 school year. Of that amount, $5,232,624 is tied to actions/services in the LCAP and $1,234,487 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP) include day to day operations, facilities and maintenance, liability insurance, professional development, and other operating costs.

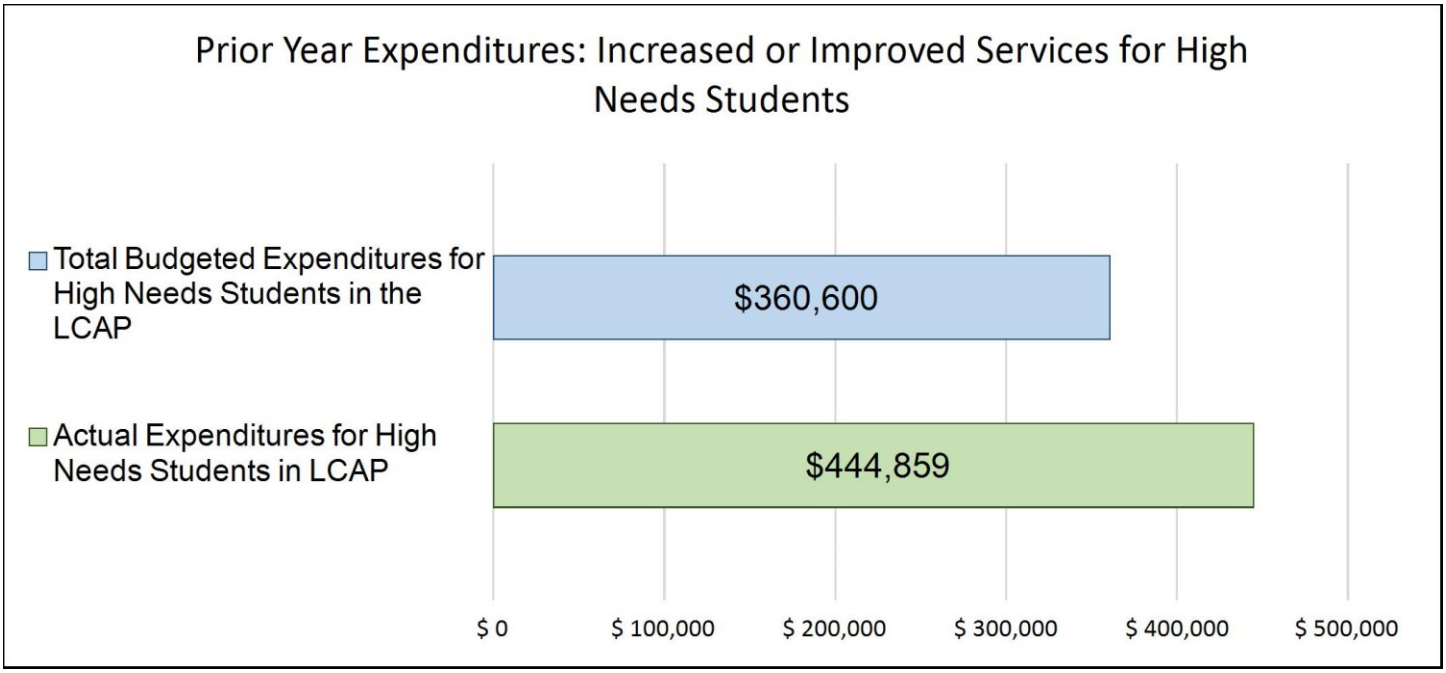
Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Alder Grove Charter School is projecting it will receive $1,128,489 based on the enrollment of foster youth, English learner, and low-income students. Alder Grove Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Alder Grove Charter School plans to spend $122,370 towards meeting this requirement, as described in the LCAP.

AGCS will continue to use increased supplemental and concentration grant funds for salaries and materials to offer academic support services for foster youth, English learners, and low-income students, as well as all students in need. The school will increase Reading and Writing Support, as well as Math.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2023-24



This chart compares what Alder Grove Charter School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Alder Grove Charter School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2023-24, Alder Grove Charter School's LCAP budgeted $360,600 for planned actions to increase or improve services for high needs students. Alder Grove Charter School actually spent $444,859 for actions to increase or improve services for high needs students in 2023-24.

2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Alder Grove Charter School	Tim Warner Superintendent/Executive Director	tim.warner@aldergrovecharter.org 7072680854

Goals and Actions

Goal

Goal #	Description
1	Support all students in reaching high standards in math, reading and writing.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP: English Language Arts	2018-19: 46% met or exceeded standard	2020-21: CAASPP was not taken by AGCS students due to complications resulting from the COVID-19 pandemic.	2021-22: 41% met or exceeded standard	2022-23: 38.2% met or exceeded standard	50% meet or exceed standard
CAASPP: Math	2018-19: 25% met or exceeded standard	2020-21: CAASPP was not taken by AGCS students due to complications resulting from the COVID-19 pandemic.	2021-22: 23% met or exceeded standard	2022-23: 16.1% met or exceeded standard	30% meet or exceed standard
Special education IEP goals	100% of students with disabilities will work toward mastery of IEP goals	100% of students with disabilities will work toward mastery of IEP goals	100% of students with disabilities will work toward mastery of IEP goals	100% of students with disabilities will work toward mastery of IEP goals	100% of students with disabilities working toward IEP goals
Special education CAASPP English Language Arts	2018-19: 30% nearly met, met, or exceeded standard	2020-21: CAASPP was not taken by AGCS students due to complications resulting from the COVID-19 pandemic.	2021-22: 53% nearly met, met, or exceeded standard	2022-23: 46% nearly met, met or exceeded standard	35% nearly meet, meet, or exceed standard
Special education CAASPP Math	2018-19: 15% nearly met, met, or exceeded standard	2020-21: CAASPP was not taken by AGCS students due to	2021-22: 20% nearly met, met, or exceeded standards	2022-23: 21% nearly met, met or exceeded standard	20% nearly meet, meet, or exceed standard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		complications resulting from the COVID-19 pandemic.			
Percentage of teachers teaching outside of credentialed area (misassigned)	2019-2020: 0% misassigned teachers	2021-2022: 0% misassigned teachers	2022-23: 0% misassigned teachers	2023-24: 0% misassigned teachers	Maintain 0% misassigned teachers

Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Data continues to show that students at AGCS are stronger in language arts than math. While year 3 English Language Arts scores only dropped less than 3% from year 2, math dropped nearly 7%. Math classes and interventions seem to be somewhat successful in addressing the issues most likely created by the pandemic's remote learning situation. Students with disabilities met 100% working towards IEP goals, with both ELA and Math scores meeting the desired outcome for 2023-24.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Action 1.4: Materials and Curriculum costs were overestimated. 1.6: Test prep courses were not as expensive as estimated.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

CAASPP test scores saw a decrease presumably evidence of the continuing effects from the pandemic.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

More focus on test preparation will be implemented, especially focused on math. Also, a new rewards system will be implemented for students who show growth in test scores.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
2	Increase parent skills and knowledge in order to facilitate student learning at home.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent workshops	2020-21: 89% of parents surveyed feel encouraged to participate in virtual parent workshops, events and groups.	2021-22: 77% of parents surveyed feel encouraged to participate in virtual parent workshops, events and groups. (12% neutral/not sure.)	2022-23: 66% of parents surveyed feel encouraged to participate in virtual parent workshops, events and groups. (26% neutral/not sure.)	2023-24: 67% of parents surveyed feel encouraged to participate in virtual parent workshops, events and groups. (26% neutral/not sure.)(From 22-23 survey data)	95% of parents surveyed will feel encouraged to participate in virtual parent workshops, events and groups.
Parent workshops	2019-20: 30 parents participating in live and virtual workshops	2021-22: 17 parents participating in live and virtual workshops, over 100 participating in back to school night.	2022-23: 11 parents participating in live and virtual workshops, over 100 participating in back to school night.	2023-24: 29 parents participated in in-person workshops so far this year and over 100 students and family members participating in Science Day.	40 parents participating in parent workshops

Goal Analysis

An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

As shown by the decrease from year 1 to year 2 in participation in family workshops, AGCS realized that events are what draws students and families. Year 3 saw the addition of Science Day, which was wildly successful and provided an opportunity for hands on experimentation and take-home lessons.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Future parent participation and engagement goals will include more events like Science Day.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Year 3 saw the addition of Science Day, which was wildly successful and provided an opportunity for hands on experimentation and take-home lessons. Moving forward, AGCS will plan less workshops and more engaging educational events.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
3	All High school students will be career and/or college ready at graduation.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
9-12 grade students who have successfully completed a-g requirements	2020-21: 21%	2021-22: 16%	2022-23: 19%	2023-24: 19%	25%
7-12 Students who participated in internships/apprenticeship program (including WIOA/DOR)	2020-21: 5%	2021-22: 8%	2022-23: 8%	2023-24: 6%	7.5%
7-12 Students who completed a job shadow	2020-21: 8%	2021-22: 8%	2022-23: 8%	2023-24: 27%	12%
7-12 Students volunteering 40+ hours	2020-21: 11%	2021-22: 9%	2022-23: 12%	2023-24 : 24%	15%
9-12 Students who completed at least one college course	2020-21: 32%	2021-22: 47%	2022-23: 47%	2023-24: 36%	Maintain 32% or more
9-12 Students successfully completed CTE pathway	2019-20: 0%	2021-22: 2 students	2022-23: 10 students	2023-24: 10 students	10%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
4-year cohort graduation rate	2019-20: 96%	2021-22: 100%	2022-23: 96%	2023-24: 100%	Maintain 96% or more
Students in the "Prepared" level by EAP (ELA/Math CAASPP Score of 3 or higher)	2019-20: 23%	2021-22: 28%	2022-23: 28%	2023-24: 50%	30%
Students who have passed AP exams with a score of 3 or higher	2019-20: 2%	2021-22: 1 student	2022-23: 1 student	2023-24: 0	5%

Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

AGCS continues to show growth in most elements of the College and Career Index (CCI). Some of the school's strengths in this area are job shadowing, volunteering, completing at least one college course, graduation rate, and students considered "prepared."

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Sufficient progress was made in most goals.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Actions were effective in making progress toward goals in this area.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Instructions

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

Timeline for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

A description of any substantive differences in planned actions and actual implementation of these actions.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
        - The reasons for the ineffectiveness, and
        - How changes to the action will result in a new or strengthened approach.

California Department of Education
November 2023

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Alder Grove Charter School	Tim Warner Superintendent/Executive Director	tim.warner@aldergrovecharter.org 7072680854

Plan Summary [2024-25]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Our commitment is to deliver personalized learning through strong family, educator, and community partnerships that empower students to achieve academic excellence and foster active citizenship. It is a partnership between the school, the community, students, and families. Students are provided with curricula materials, technology, parent support, and academic and enrichment opportunities as well as a credentialed teacher to facilitate student learning. Students blend independent study, home-schooling, online learning, community partners, career technical education, and concurrent/dual enrollment in college to meet their educational goals and prepare for post-secondary life.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Part 1:
Alder Grove's strengths continue in the areas of Chronic Absenteeism (.6%), Suspension Rate (0%), Graduation Rate (96%). Alder Grove is showing growth in it's College and Career department (52% prepared). The school increased 3.5 points in English Language Arts and declined 14.7 points in Mathematics.

Part 2:
2023 Dashboard (Data must remain in the plan for the full 3 year cycle)
Students with Disabilities are in the lowest performance level for Mathematics.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

NA

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

NA

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

NA

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

NA

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Surveys were created and completed by teachers, families, students, and staff. The plan was reviewed by the LCAP Parent Advisory Committee, consisting of parents/guardians with students from a variety of subgroups including special education. Special consideration was given to goals utilizing the Equity Multiplier funds for unduplicated students. The plan will also be sent to teachers, families, and high school students for feedback from a wide range of stakeholder subgroups. The SELPA reviewed the plan for input on goals for students with disabilities. A public hearing was conducted before board approval to gather input from educational partners.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Support all students in reaching high standards in math, reading and writing.	Focus Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

To meet the following state priorities:
Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	CAASPP: English Language Arts	2022-23: 38.2% met or exceeded standard			45% meet or exceed standard	
1.2	CAASPP: Mathematics	2022-23: 16.1% met or exceeded standard			21% meet or exceed standard	

1.3	Special education IEP meetings (Compliance only Cycle A Monitoring)	The number of students who did not have an annual IEP meeting within one year = 2			The number of students who did not have an annual IEP meeting within one year.= 0	
1.4	Special education CAASPP English Language Arts	2022-23: 46% nearly met, met or exceeded standard			50% nearly meet, meet, or exceed standard	
1.5	Special education CAASPP Math	2022-23: 21% nearly met, met or exceeded standard			25% nearly meet, meet, or exceed standard	

Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Schoolwide assessment	Assess all students in language arts and mathematics twice yearly.	$72,491.00	No
1.2	Academic Support program	Support students with one on one and small group tutoring, online programs, and small student group classes.	$299,774.00	No
1.3	Instruction	Provide instruction in all subjects	$3,377,550.00	No
1.4	Curriculum and Materials	Students require curriculum and materials for learning	$646,672.00	No
1.5	Technology and support	Chromebooks and other technology for students to access curriculum and instruction, and technology support	$73,726.00	No Yes
1.6	Test preparation	Targeted test preparation for students to increase academic skills and test-taking abilities	$59,093.00	No
1.7	Special education test preparation	Targeted test preparation for students to increase academic skills and test-taking abilities, including time with Education Specialists working on CAASPP practice tests and navigating the test, as well as implementing an incentive system to reward improvement in test scores.	$43,144.00	No Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Increase parent/guardian training to improve skills and knowledge in order to facilitate effective student learning at home.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

As a personalized learning public charter school, Alder Grove recognizes the importance of parent/guardian participation in every student's learning. Alder Grove would like to increase parent/guardian participation in training for effective daily instruction, especially in math and language arts, and supporting mental health.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Parent/Guardian education opportunities	67% of parents/guardians surveyed feel encouraged to participate in parent workshops, events and groups.			90% of parents surveyed will feel encouraged to participate in parent trainings, educational events, and groups.	
2.2	Parent/Guardian education opportunities	Over 100 students and family members participated in educational events.			Over 200 students and family members participating in	

					educational events.	
2.3	Creation of a parent/guardian portal for additional training and information	No portal is available			A parent/guardian portal for additional information has been created and is used regularly	
2.4	Provide more mental health supports at school and training for parent/guardians in supporting student mental health.	2023-2024: Mental health support staff 1.5 FTE 0 hours per month for parent/guardian mental health support classes			Increase mental health support staff to 3.0 2 hours per month for parent/guardian mental health support classes	

Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Parent trainings, educational events, and groups	The school will host parent trainings, educational events, and groups to increase parent knowledge and methods in home instruction	$33,614.00	No
2.2	Parent/guardian portal and maintain and improve	Create and maintain parent/guardian portal to support daily at home instruction, including ways to support students in Special Education	$30,000.00	No
2.3	Mental Health support and training	Mental health support for students and more training for mental health supports for parent/guardians	$216,680.00	No Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	All high school students will be career and/or college ready at graduation.	Maintenance of Progress Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

To meet the following state priorities:
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Increase percentage of high school graduates who are placed in the "Prepared" level on the	No data available, CCI calculation available in 2024 (25% prepared in 2019)			Percentage of students "Prepared" increased by 15% over baseline (5%	

	College/Career Indicator (CCI).				increase per year) set by 2024 CCI calculation	
3.2	4-year cohort graduation rate	96% graduation rate			Maintain 96% graduation rate	

Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Director of Secondary Programs	Manage and support secondary programs	$131,830.00	No
3.2	Manage, support, and expand CTE programs	Instruction and materials for CTE programs	$180,963.00	No

3.3	Dual enrollment	Provide and expand dual enrollment classes on campus	$67,087.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$1,128,489	$5,601

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
23.418%	0.000%	$$0.00	23.418%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.5	**Action:** Technology and support **Need:** Students in subgroups require technology to access curriculum and instruction **Scope:** Schoolwide	The school will prioritize providing technology for students with the greatest needs to access curriculum and instruction	All

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.3	**Action:** Mental Health support and training **Need:** **Scope:** Schoolwide	The school will provide additional mental health supports to students and training to parents/guardians in student mental health	2.4

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.7	**Action:** Special education test preparation **Need:** **Scope:** Limited to Unduplicated Student Group(s)	The action is designed to provide test preparation to students in special education so that a higher percentage of students will achieve Nearly Met, Met, or Exceeded on the CAASPP.	1.4, 1.5
2.3	**Action:** Mental Health support and training **Need:** Students are struggling with mental health needs **Scope:**	Provide mental health supports and training for parents at home should decrease students at "High Risk" using mental health screener	2.4

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

AGCS will continue to use increased supplemental and concentration grant funds for salaries and materials to offer academic support services for foster youth, English learners, and low-income students, as well as all students in need. The school will increase Reading and Writing Support teachers as needed. More time can be added if needed based on enrollment. All students in grades 3 and up who score low on schoolwide writing assessments are required to participate in one hour a week or more of structured Reading or Writing Support. Math support in the form of online programs, tutors, and small group classes are also mandated for students with low scores. The math support program combines 4 certificated math teachers and 4 non-credentialed tutors equaling approximately 6 FTE in total. Writing support is offered in small group instruction and writing labs for students who demonstrate need on schoolwide writing samples equaling .8 FTE. Salaries for teachers to offer daily math lab support for all students, especially benefiting students with less parental support at home, and one on one math and reading tutors for students who are best served by this method. Chromebooks and hotspots will be issued to increase access to education for foster youth and low income students, and all students as needed.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		1:28
Staff-to-student ratio of certificated staff providing direct services to students		1:12

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	4,818,974	1,128,489	23.418%	0.000%	23.418%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$4,606,317.00	$506,307.00		$120,000.00	$5,232,624.00	$4,490,336.00	$742,288.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Schoolwide assessment	All Students with Disabilities	No				Yearly	$62,491.00	$10,000.00	$72,491.00	$0.00	$0.00	$0.00	$72,491.00
1	1.2	Academic Support program	All Students with Disabilities	No					$292,774.00	$7,000.00	$179,774.00			$120,000.00	$299,774.00
1	1.3	Instruction	All Students with Disabilities	No					$3,377,550.00	$0.00	$3,377,550.00				$3,377,550.00
1	1.4	Curriculum and Materials	All Students with Disabilities	No					$0.00	$646,672.00	$646,672.00				$646,672.00
1	1.5	Technology and support	All Foster Youth Low Income	No Yes	Schoolwide	Foster Youth Low Income			$51,906.00	$21,820.00	$73,726.00				$73,726.00
1	1.6	Test preparation	All Students with Disabilities	No					$54,093.00	$5,000.00	$59,093.00				$59,093.00
1	1.7	Special education test preparation	Students with Disabilities	No Yes	Limited to Unduplicated Student Group(s)				$42,144.00	$1,000.00	$43,144.00				$43,144.00
2	2.1	Parent trainings, educational events, and groups	All Students with Disabilities	No					$23,614.00	$10,000.00	$33,614.00				$33,614.00
2	2.2	Parent/guardian portal and maintain and improve	All Students with	No					$20,000.00	$10,000.00	$10,000.00	$20,000.00			$30,000.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
			Disabilities												
2	2.3	Mental Health support and training	All Students with Disabilities Foster Youth Low Income	No Yes	Schoolwide	Foster Youth Low Income			$211,180.00	$5,500.00	$5,500.00	$211,180.00			$216,680.00
3	3.1	Director of Secondary Programs	All Students with Disabilities	No					$131,830.00	$0.00	$37,666.00	$94,164.00			$131,830.00
3	3.2	Manage, support, and expand CTE programs	All Students with Disabilities	No					$162,867.00	$18,096.00		$180,963.00			$180,963.00
3	3.3	Dual enrollment	All Students with Disabilities	No					$59,887.00	$7,200.00	$67,087.00				$67,087.00

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
4,818,974	1,128,489	23.418%	0.000%	23.418%	$122,370.00	23.500%	26.039 %	**Total:**	$122,370.00
								LEA-wide Total:	$0.00
								Limited Total:	$43,144.00
								Schoolwide Total:	$79,226.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.5**	Technology and support	Yes	Schoolwide	Foster Youth Low Income		$73,726.00	7.5%
1	**1.7**	Special education test preparation	Yes	Limited to Unduplicated Student Group(s)			$43,144.00	7.5%
2	**2.3**	Mental Health support and training	Yes	Schoolwide	Foster Youth Low Income		$5,500.00	8.5%

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$4,353,152.00	$3,728,598.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Schoolwide assessment	No	$67,331.00	65,415
1	**1.2**	Academic Support	Yes	$268,600.00	208,449
1	**1.3**	Instruction	No	$2,731,710.00	2,412,536
1	**1.4**	Curriculum and materials	No	$871,530.00	563,277
1	**1.5**	Technology	Yes	$76,000.00	68,247
1	**1.6**	Test preparation	No	$26,359.00	49,627
1	**1.7**	Special education test preparation	No	$24,429.00	38,664
2	**2.1**	Live and virtual parent workshops	Yes	$11,000.00	29,284
3	**3.1**	Continue College and Career Coordinator	No	$81,469.00	87,109
3	**3.2**	CTE Pathways	No	$144,724.00	166,021

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	**3.3**	College preparation and attendance	No	$20,000.00	15,728
3	**3.4**	Proctoring AP, SAT tests, and assisting students with FAFSA and college applications	Yes	$30,000.00	24,241

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
715,598	$360,600.00	$444,859.00	($84,259.00)	29.600%	39.000%	9.400%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	Academic Support	Yes	$243,600.00	$336,741	7.4%	28%
1	1.5	Technology	Yes	$76,000.00	$68,247	7.4%	
2	2.1	Live and virtual parent workshops	Yes	$11,000.00	$12,235	7.4%	11%
3	3.4	Proctoring AP, SAT tests, and assisting students with FAFSA and college applications	Yes	$30,000.00	$27,636	7.4%	0

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
5,252,345	715,598	0	13.624%	$444,859.00	39.000%	47.470%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at LCFF@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).

        - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC*

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

> Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.

- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or

- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as "Not Applicable."

Comprehensive Support and Improvement
An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

School districts and COEs: *EC* sections 52060(g) (California Legislative Information) and 52066(g) (California Legislative Information) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: *EC* Section 47606.5(d) (California Legislative Information) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the CDE's LCAP webpage.

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see Education Code Section 52062 (California Legislative Information);

- **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see Education Code Section 52068 (California Legislative Information); and
- For charter schools, see Education Code Section 47606.5 (California Legislative Information).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:

    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The LCFF State Priorities Summary provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
    - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
    - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
    - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) (California Legislative Information) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.

- Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
- Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
- Indicate the school year to which the baseline data applies.
- The baseline data must remain unchanged throughout the three-year LCAP.
    - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
    - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. "Effective" means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as "Not Applicable."

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
    - Include a discussion of relevant challenges and successes experienced with the implementation process.
    - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
        - The reasons for the ineffectiveness, and
        - How changes to the action will result in a new or strengthened approach.

Actions:
Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
    - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
    - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
    - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

***Actions for Foster Youth*:** School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and

- Professional development for teachers.
- If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
  - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
  - These required actions will be effective for the three-year LCAP cycle.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions
In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only
Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.
- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)

- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

- **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

      For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic

Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
    - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
    - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
    - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
    - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
    - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
    - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
    - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
    - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
    - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**
    - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
November 2023

2851854

2015

State of California
Secretary of State

I, BRUCE McPHERSON, Secretary of State of the State of California, hereby certify:

That the attached transcript of 2 page(s) has been compared with the record on file in this office, of which it purports to be a copy, and that it is full, true and correct.

IN WITNESS WHEREOF, I execute this certificate and affix the Great Seal of the State of California this day of

FEB 06 2006

BRUCE McPHERSON
Secretary of State

2851854

ENDORSED - FILED
In the office of the Secretary of State
of the State of California

FEB 06 2006

2016

Articles of Incorporation
Of
Alder Grove Charter School
A California Public Benefit Corporation

ONE: The name of this corporation is Alder Grove Charter School.

TWO: This Corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Public benefit Corporation Law for public and charitable purposes.

The specific purposes for which this corporation is organized are to manage, operate, guide, direct and promote the Alder Grove Charter School (a California Public School).

THREE: The name and address in the State of California of the corporation's initial agent for service of process is:

Jenni Allen-San Giovanni
2436 Meadow Lane
Eureka CA 95503

FOUR: (a) This Corporation is organized and operated exclusively for charitable and educational purposes within the meaning of Section 501 (c) (3) of the Internal Revenue code. Notwithstanding any other provision of these Articles, the corporation shall not carry on any other activities not permitted to be carried on (1) by a corporation exempt from federal income tax under Section 501(c) (3) of the Internal Revenue Code or (2) by a corporation contributions to which are deductible under Section 170(c) (2) of the Internal Revenue code.

(b) No substantial part of the activities of this corporation shall consist of carrying on propaganda, or other wise attempting to influence legislation and the corporation shall not participate or intervene in any political campaign (including the publishing or

distribution of statements) on behalf of, or in opposition to, any candidate for public office.

FIVE: The property of this corporation is irrevocable dedicated to educational purposes meeting the requirements of Section 214 of the California Revenue and Taxation Code and no part of the net income or assets of the organization shall ever inure to the benefit of any director, officer or member thereof or to the benefit of any private person except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered, and to make payments and distributions in furtherance of the purposes set forth in Article Two.

Subject to the provisions of the non-profit public benefit provisions of the Non-Profit Corporation Laws of the State of Californian, and any limitation in the articles or by laws relating to action to be approved by the members or by a majority of all members, if any, the activities and affairs of the corporation shall be conducted and all powers shall be exercised by or under the direction of the board of directors.

SIX: The number of directors shall be as provided for in the bylaws. The bylaws shall prescribe the qualifications, mode of election, and term of office of directors.

SEVEN: This Corporation shall have no members.

EIGHT: Upon the dissolution of winding up of the Corporation, its assets remaining after payment of all debts and liabilities, of the Corporation, shall be distributed to a non-profit fund, foundation, or association which is organized and operated exclusively for educational, public or charitable purposes and which has established its tax exempt status under section 501 ©(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government for a public purpose. Any such assets not so disposed of by a court of competent jurisdiction of the county in which the principle office of the corporation is then located exclusively for such purposes or to such organizations said in court shall determine which are organized and operated exclusively for such purposes.

Date: 2-5-06

Jenni Allen-San Giovanni, Incorporator



CERTIFICATE OF AMENDMENT
OF ARTICLES OF INCORPORATION

The undersigned certify that:

1. They are the President and Secretary, respectively, of Alder Grove Charter School, a California nonprofit public benefit corporation, with California Entity Number 2851854.

2. Article TWO of the Articles of Incorporation of this Corporation is amended to read as follows:

   "This Corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for public and charitable purposes. The specific purposes for which this Corporation is organized are to manage, operate, guide, direct and promote one or more California public charter schools, including, but not limited to, Alder Grove Charter School."

3. The foregoing amendment of the Articles of Incorporation has been duly approved by the Board of Directors.

4. The Corporation has no members.

We further declare under penalty of perjury under the laws of the State of California that the matters set forth in this certificate are true and correct of our own knowledge.

Date: 10/4/25

Tim Warner, President

Date: 11/4/25

David Turner, Secretary

4935-3449-7906, v. 1

Bylaws
of
Alder Grove Charter School

(A California non-profit public benefit corporation)

ARTICLE I
NAME

Section 1. NAME. The name of this non-profit public benefit corporation is: Alder Grove Charter School (the "Corporation").

ARTICLE II
PRINCIPAL OFFICE OF THE NON-PROFIT PUBLIC BENEFIT CORPORATION

Section 1. PRINCIPAL OFFICE OF THE NON-PROFIT PUBLIC BENEFIT CORPORATION. The principal office for the transaction of the activities and affairs of this Corporation is located in Humboldt County at 714 F St., Eureka, CA. The Governance Council may change the location of the principal office. Any such change of location must be noted by the Secretary on these Bylaws opposite this Section; alternatively, this Section may be amended to state the new location.

Section 2. OTHER OFFICES OF THE NON-PROFIT PUBLIC BENEFIT CORPORATION. The Governance Council may at any time establish branch or subordinate offices at any place or places where this Corporation is qualified to conduct its activities.

ARTICLE III
GENERAL AND SPECIFIC PURPOSES; LIMITATIONS

Section 1. GENERAL AND SPECIFIC PURPOSES. The purpose of this Corporation is to manage, operate, guide, direct and promote one or more California public charter schools, including Alder Grove Charter School (the "Charter School"), a California public charter school. Also in the context of these purposes, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation.

The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a non-profit public benefit corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) a non-profit public benefit corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code. No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office.

ARTICLE IV
CONSTRUCTION AND DEFINITIONS

Section 1. CONSTRUCTION AND DEFINITIONS. Unless the context indicates otherwise, the general provisions, rule of construction and definitions in the California Non-Profit Public Benefit Corporation Law shall govern the construction of these Bylaws. Without limiting the generality of the preceding sentence, the masculine gender includes the feminine and neuter, the singular includes the plural, and the plural includes the singular, and the term "person" includes both a legal entity and a natural person.

Section 2. The Board of Directors shall be known as the Governance Council ("Governance Council" or "Council"). The Directors shall be known as Council members. These terms as used in these Bylaws are parallel to the terms Board of Directors and directors in the California Corporations Code.

ARTICLE V
DEDICATION OF ASSETS

Section 1. DEDICATION OF ASSETS. The Corporation's assets are irrevocably dedicated to public benefit purposes as set forth in the Charter School's charter. No part of the net earnings, properties, or assets of the Corporation, on dissolution or otherwise, shall inure to the benefit of any private person or individual, or to any Council member or officer of the Corporation. On liquidation or dissolution, all properties and assets remaining after payment, or provision for payment, of all debts and liabilities of the Corporation shall be distributed to a non-profit fund, foundation, or association that is organized and operated exclusively for educational, public, or charitable purposes and that has established its exempt status under Internal Revenue Code section 501(c)(3), or the corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose.

ARTICLE VI
CORPORATION WITHOUT MEMBERS

Section 1. CORPORATION WITHOUT MEMBERS. The Corporation shall have no members within the meaning of the Non-Profit Corporation Law.

ARTICLE VII
GOVERNANCE COUNCIL

Section 1. GENERAL POWERS. Subject to the provisions and limitations of the California Non-Profit Public Benefit Corporation Law and any other applicable laws, and subject to any limitations of the Articles of Incorporation or Bylaws, the Corporation's activities and affairs shall be managed, and all corporate powers shall be exercised, by or under the direction of the Governance Council.

Section 2. SPECIFIC POWERS. Without prejudice to the general powers set forth in Section 1 of this article, but subject to the same limitations, the Governance Council shall have the roles and responsibilities of:

- Finance:
  Monitor fiscal solvency and management.
  Approve budgets/spending and fiscal policies.

- Educational Program:
  Monitor student performance.
  Ensure curriculum aligns with mission as outlined in the charter.

- Personnel:
  Hire/fire/evaluate the director.
  Approve personnel policies.
  Approve staffing recommendations and decisions.

- Facilities:
  Enter into financing and building contracts.
  Approve construction and remodeling of facilities.

To facilitate input from the Charter School teachers and parents/guardians, the Governance Council will delineate roles and responsibilities of the Charter School's Leadership Team.

Section 3. DESIGNATED COUNCIL MEMBERS. The number of Council members shall be no less than five (5) and no more than nine (9) unless changed by amendment to these Bylaws. In accordance with Education Code Section 47604(c), the chartering authority may appoint a representative to sit on the Governance Council. If the chartering authority chooses to do so, the Charter School may appoint another member to ensure that the Council is maintained with an odd number of Council members.

In addition to the number of Council members otherwise prescribed by these Bylaws, the Council may also include a pupil member pursuant to Education Code section 47604.2, with limited voting rights set by statute.

Section 4. RESTRICTION ON INTERESTED PERSONS AS COUNCIL MEMBERS. No persons serving on the Governance Council may be interested persons. An interested person is (a) any person currently being compensated by the non-profit public benefit corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor, or otherwise; and (b) any brother, sister, ancestor, descendant, spouse, brother-in- law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of such person. However, any violation of this paragraph shall not affect the validity or enforceability of transactions entered into by the non-profit public benefit corporation.

Section 5. COUNCIL MEMBER'S TERM. Each Council member shall hold office unless otherwise removed from office in accordance with these Bylaws for three (3) years and until a successor Council member has been designated and qualified.

Section 6. NOMINATIONS BY COMMITTEE. Interested qualified candidates shall submit their name and any other requested information to the Charter School Director at least thirty (30) days before the date of election. Qualified candidates must be over 18 years of age.

Section 7. USE OF CORPORATE FUNDS TO SUPPORT NOMINEE. No corporate funds may be expended to support a candidate .

Section 8 ELECTIONS OF COUNCIL MEMBERS. (a) Council members shall be elected by sealed ballots no later than three (3) weeks before the Annual Meeting of the Governance Council. The ballot shall contain the names of all qualified candidates submitted to the Superintendent/Executive Director. (b) Each family unit with student(s) enrolled is entitled to one (1) vote. Each Charter School staff member and each member of the Governance Council is entitled to one vote. In the event a staff member or Council member is also a part of a family unit, that staff member or Council member shall not be entitled to an additional vote for being a Council member or staff member. In the event that students from any family reside in different households, each household shall be considered a separate family unit for voting purposes.

Section 9. EVENTS CAUSING VACANCIES ON COUNCIL. A vacancy or vacancies on the Governance Council shall occur in the event of (a) the death, resignation, or removal of any Council member; (b) the declaration by resolution of the Governance Council of a vacancy in the office of a Council member who has been convicted of a felony, declared of unsound mind by a court order, or found by final order or judgment of any court to have breached a duty under California Non-Profit Public Benefit Corporation Law, Chapter 2, Article 3; (c) the increase of the authorized number of Council members; or (d) a Council member missing two (2) consecutive regular meetings without notice to the Council President within eight (8) hours of the scheduled meeting, or three (3) consecutive regular meetings with or without notice. Meetings missed while Council members are traveling on approved Charter School business are not counted for purposes of determining the number of meetings missed.

Section 10. RESIGNATION OF COUNCIL MEMBERS. Except as provided below, any Council member may resign by giving written notice to the President of the Governance Council. The resignation shall be effective when the notice is given unless the notice specifies a later time for the resignation to become effective. If a Council member's resignation is effective at a later time, the Governance Council may elect a successor to take office as of the date when the resignation becomes effective.

Section 11. COUNCIL MEMBER MAY NOT RESIGN IF NO COUNCIL MEMBER REMAINS. Except on notice to the California Attorney General, no Council member may resign if the Corporation would be left without a duly elected Council member or Council members.

Section 12. REMOVAL OF MEMBERS. Any Council member, except for the representative appointed by the chartering authority, may be removed without cause by or with the written consent of the electing constituency. The representative appointed by the chartering authority may be removed without cause by the chartering authority or with the written consent of the chartering authority.

Section 13. VACANCIES. Any vacancy caused by the removal of an elected Council member shall be filled as provided in Section 9. A vacancy in the seat of an elected Council member, except for a vacancy created by removal may be filled by approval of the Governance Council. A vacancy in the seat of the representative of the chartering authority shall be filled by the chartering authority. The term of a Council member filling a vacancy shall be the unexpired portion of the term

of the vacant seat.

Section 14. NO VACANCY ON REDUCTION OF NUMBER OF COUNCIL MEMBERS. Any reduction of the authorized number of Council members shall not result in any Council members being removed before his or her term of office expires.

Section 15. PLACE OF GOVERNANCE COUNCIL MEETINGS. Meetings shall be held within the physical boundaries of the county in which the greatest number of pupils who are enrolled in the charter school reside. A two-way teleconference location shall be established at each resource center.. All meetings of the Governance Council shall be called, held and conducted in accordance with the terms and provisions of the Ralph M. Brown Act (Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code) as said chapter may be modified by subsequent legislation ("Brown Act") and Education Code section 47604.1.

Section 16. TELECONFERENCE MEETINGS[1]. Members of the Governance Council may participate in teleconference meetings so long as all of the following requirements in the Brown Act are complied with:

a. At a minimum, a quorum of the members of the Governance Council shall participate in the teleconference meeting from locations within the physical boundaries of the county in which the greatest number of pupils who are enrolled in the charter school reside;

b. All votes taken during a teleconference meeting shall be by roll call;

c. If the Governance Council elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting;

d. All locations where a member of the Governance Council participates in a meeting via teleconference must be fully accessible to members of the public, and members of the public shall be provided with an opportunity to address the Governance Council directly at each teleconference location;[2]

e. Members of the public must be able to hear what is said during the meeting; and

f. Members of the public attending a meeting conducted via teleconference need not give their name as a condition to attendance at the meeting.[3]

[1] Pursuant to Government Code Section 54953, the Corporation may use teleconferencing without complying with the requirements of paragraphs (a), (c), and (d) if the Corporation complies with the requirements of Section 54953(e) or 54953(f). Effective January 1, 2026, the teleconferencing requirements of Paragraph 16 shall not apply as provided in Section 54953(b)(4). Pursuant to Government Code Section 54953.8, the Corporation may use teleconferencing without complying with the requirements of paragraphs (a), (c), and (d) if the Corporation complies with the requirements of Sections 54953.8.2., 54953.8.3, or 54953.8.6.

[2] This means that members of the Governance Council who choose to utilize their homes or offices as teleconference locations must open these locations to the public and accommodate any members of the public who wish to attend the meeting at that location.

[3] The Brown Act prohibits requiring members of the public to provide their names as a condition of attendance at the

Section 17. ANNUAL AND REGULAR MEETINGS. The Governance Council shall adopt a regular Council meeting schedule at the annual Governance Council meeting. The Governance Council shall have regularly scheduled meetings at least quarterly during the school year. At least 72 hours before a regular meeting, the Governance Council, or its designee shall post an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting. The Governance Council shall hold an annual meeting for purposes of organization, election of officers, adoption of the regular Council meeting schedule, and transaction of other business at the last regularly scheduled meeting each school year.

Section 18. AUTHORITY TO CALL SPECIAL OR EMERGENCY MEETINGS. Special or emergency meetings of the Governance Council for any purpose may be called at any time by the President of the Council or a majority of the Council members.

Section 19. NOTICE OF SPECIAL OR EMERGENCY MEETINGS. In accordance with the Brown Act, special meetings of the Governance Council may be held only after twenty-four (24) hours notice is given to the public through the posting of an agenda. Council members shall also receive at least twenty-four (24) hour notice of the special meeting, in the following manner: by (a) personal delivery of written notice; (b) first-class mail, postage prepaid; (c) telephone, including a voice messaging system or other system or technology designed to record and communicate messages, either directly to the Council member or to a person at the Council member's office who would reasonably be expected to communicate that notice promptly to the Council member; (d) facsimile; (e) electronic mail; or (f) other electronic means. All such notices shall be given or sent to the Council member's address, email address, or telephone number as shown on the Corporation's records.

In accordance with the Brown Act, emergency meetings of the Governance Council may be held without complying with the twenty-four (24) hour notice requirement for special meetings, for "emergency situations" as defined by Government Code Section 54956.5.

Notice of the time and place of special or emergency meetings shall be given to all media who have requested notice of special meetings in accordance with all relevant provisions of the Brown Act.

The notice shall state the time of the meeting, the place, and the business to be transacted at the meeting.

All notice requirements will comply with the terms and provisions of the Ralph M. Brown Act.

Section 20. QUORUM. A majority of the Council members then in office shall constitute a quorum for the transaction of any business except adjournment. Every action taken or decision made by a majority of the Council members present at a duly held meeting at which a quorum is present shall be an act of the Council, subject to the more stringent provisions of the California Nonprofit Public Benefit Corporation Law, including, without limitation, those provisions relating to (a) creation of and appointments to committees of the Council, and (b) indemnification of Council

meeting.

members. A meeting at which a quorum is initially present may continue to transact business, despite the withdrawal of some Council members, if any action taken or decision made is approved by at least a majority of the required quorum for that meeting.

Section 21. ADJOURNMENT. A majority of the Council members present, whether or not a quorum is present, may adjourn any Governance Council meeting to another time and place. Notice of such adjournment to another time or place shall be given, prior to the time scheduled for the continuation of the meeting, to the Council members who were not present at the time of the adjournment, and to the public in the manner prescribed by the Brown Act.

Section 22. COUNCIL MEMBER STIPENDS AND REIMBURSEMENT. Council members who attend training or are conducting authorized council business may also receive reimbursement of expenses. All such costs shall be included in the Charter School's annual budgets. Council members have the option to decline reimbursements in writing to the Superintendent/Executive Director at the annual meeting or the individual member's first meeting.

Section 23. CREATION OF POWERS OF COMMITTEES. The Council, by resolution adopted by a majority of the Council members then in office, may create one or more committees, each consisting of two or more Council members to serve at the pleasure of the Council. Only committees comprised solely of Council members may exercise delegated authority of the Council. Appointments to committees of the Governance Council shall be by majority vote of the Council members then in office. The purpose, duties and structure of committees will be clearly delineated by the Council upon creation. Any such committee shall have all the authority of the Council, to the extent provided in the Governance Council's resolution, except that no committee may:

(a) Fill vacancies on the Governance Council or any committee of the council;

(b) Fix compensation of the council members for serving on the Governance Council or on any committee;

(c) Amend or repeal bylaws or adopt new bylaws;

(d) Amend or repeal any resolution of the Governance Council that by its express terms is not so amendable or subject to repeal;

(e) Create any other committees of the Governance Council or appoint the members of committees of the Council;

Section 24. MEETINGS AND ACTION OF COMMITTEES. Meetings and actions of committees of the Governance Council shall be governed by, held, and taken under the provisions of these Bylaws concerning meetings, other Governance Council actions, and the Brown Act, if applicable, except that the time for general meetings of such committees and the calling of special meetings of such committees may be set either by Governance Council resolution or, if none, by resolution of the committee. Minutes of each meeting shall be kept and shall be filed with the corporate records. The Governance Council may adopt rules for the governance of any committee as long as the rules are consistent with these Bylaws. If the Governance Council has not adopted rules, the committee may do so as long as the rules are consistent with the Bylaws of the Governance Council.

Section 25. NON-LIABILITY OF COUNCIL MEMBERS. No Council member shall be personally liable for the debts, liabilities, or other obligations of the Corporation.

Section 26. COMPLIANCE WITH LAWS GOVERNING STUDENT RECORDS. The Charter School and the Governance Council shall comply with all applicable provisions of the Family Education Rights Privacy Act ("FERPA") as set forth in Title 20 of the United States Code Section 1232g and attendant regulations as they may be amended from time to time.

ARTICLE VIII
OFFICERS OF THE CORPORATION

Section 1. OFFICES HELD. The officers of the Corporation shall be comprised of a Chief Executive Officer, a President, a Vice President, a Secretary, and a Treasurer.

Section 2. DUPLICATION OF OFFICE HOLDERS. Any number of offices may be held by the same person, except that neither the Secretary nor the Treasurer may serve concurrently as the Chief Executive Officer or the President.

Section 3. ELECTION OF OFFICERS. The officers of the Corporation shall be elected by nomination and majority vote at the annual meeting of the Governance Council and shall serve at the pleasure of the Council, subject to the rights, if any, of an officer under any contract of employment. Each officer shall hold office unless otherwise removed from office in accordance with these Bylaws for three (3) years.

Section 4. REMOVAL OF OFFICERS. Without prejudice to the rights of any officer under an employment contract, the Governance Council may remove any officer with or without cause.

Section 5. RESIGNATION OF OFFICERS. Any officer may resign at any time by giving written notice to the Council. The resignation shall take effect on the date the notice is received or at any later time specified in the notice. Unless otherwise specified in the notice, the resignation need not be accepted to be effective. Any resignation shall be without prejudice to any rights, if any, of the Corporation under any contract to which the officer is a party.

Section 6. VACANCIES IN OFFICE. A vacancy in any office because of death, resignation, removal, disqualification, or any other cause shall be filled in the manner prescribed in these Bylaws for normal appointment to that office, provided, however, that vacancies need not be filled on an annual basis.

Section 7. CHIEF EXECUTIVE OFFICER. The Chief Executive Officer, also known as the Superintendent/Executive Director, shall be the general manager of the Corporation and shall supervise, direct, and control the Corporation's activities, affairs, and officers as fully described in any applicable employment contract, agreement, or job specification. The Chief Executive Officer shall have such other powers and duties as the Governance Council or the Bylaws may require.

Section 8. PRESIDENT OF THE COUNCIL. If a President of the Governance Council is elected, he or she shall preside at all Governance Council meetings and shall exercise and perform

such other powers and duties as the Governance Council may assign from time to time. If a President of the Governance Council is elected, there shall also be a Vice-President of the Governance Council. In the absence of the President, the Vice-President shall preside at Governance Council meetings and shall exercise and perform such other powers and duties as the Governance Council may assign from time to time.

Section 9. VICE-PRESIDENT. If the President is absent or disabled, the Vice-President, if any, shall perform all duties of the President. When so acting, a Vice-President shall have all powers of and be subject to all restrictions on the President. The Vice-President shall have such other powers and perform such other duties as the Governance Council or the Bylaws may require.

Section 10. SECRETARY. The Secretary shall keep or cause to be kept, at the Corporation's principal office or such other place as the Governance Council may direct, a book of minutes of all meetings, proceedings, and actions of the Council, and of committees of the Council. The minutes of meetings shall include the time and place that the meeting was held; whether the meeting was annual, regular, special, or emergency and, if special or emergency, how authorized; the notice given; the names of Council members present at Governance Council and committee meetings; and the vote or abstention of each Council member present for each action taken.

The Secretary shall keep or cause to be kept, at the principal California office, a copy of the Corporation's Articles of Incorporation and Bylaws, as amended to date.

The Secretary shall give, or cause to be given, notice of all meetings of the Council, and of committees of the Governance Council that these Bylaws or law require to be given. The Secretary shall keep the corporate seal, if any, in safe custody, and shall have such other powers and perform such other duties as the Governance Council or Bylaws may require.

Section 10. TREASURER. The Treasurer shall keep and maintain, or cause to be kept and maintained, adequate and correct books and accounts of the Corporation's properties and transactions. The treasurer shall send or cause to be given to the Council members such financial statements and reports as are required to be given by law, by these Bylaws, or by the Council. The books of account shall be open to inspection by any Council member at all reasonable times.

The Treasurer shall (i) deposit, or cause to be deposited, all monies and other valuables in the name and to the credit of the Corporation with such depositories as the Governance Council may designate; (ii) disburse the Corporation's funds as the Governance Council may order; (iii) render to the President, if any, and the Council, when requested, an account of all transactions as treasurer and of the financial condition of the Corporation; and (iv) have such other powers and perform such other duties as the Council, contract, job specification, or the Bylaws may require.

If required by the Council, the Treasurer shall give the Corporation a bond in the amount and with the surety or sureties specified by the Governance Council for faithful performance of the duties of the office and for restoration to the Corporation of all of its books, papers, vouchers, money, and other property of every kind in the possession or under the control of the Treasurer on his or her death, resignation, retirement, or removal from office.

ARTICLE IX
CONTRACTS WITH COUNCIL MEMBERS AND OFFICERS

Section 1. CONTRACTS WITH COUNCIL MEMBERS AND OFFICERS. The Corporation shall not enter into a contract or transaction in which a Council member directly or indirectly has a material financial interest (nor shall the Corporation enter into any contract or transaction with any other corporation, firm, association, or other entity in which one or more of the Corporation's Council members are directors and have a material financial interest).

ARTICLE X
LOANS TO COUNCIL MEMBERS AND OFFICERS

Section 1. LOANS TO COUNCIL MEMBERS AND OFFICERS. The Corporation shall not lend any money or property to or guarantee the obligation of any Council member or officer; provided, however, that the Corporation may advance money to a Council member or officer of the Corporation for expenses reasonably anticipated to be incurred in the performance of his or her duties if that Council member or officer would be entitled to reimbursement for such expenses of the Corporation.

ARTICLE XI
INDEMNIFICATION

Section 1. INDEMNIFICATION. To the fullest extent permitted by law, the Corporation shall indemnify its Council members, officers, employees, and other persons described in Corporations Code Section 5238(a), including persons formerly occupying any such positions, against all expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred by them in connection with any "proceeding," as that term is used in that section, and including an action by or in the right of the Corporation by reason of the fact that the person is or was a person described in that section. "Expenses," as used in this bylaw, shall have the same meaning as in that section of the Corporations Code.

On written request to the Governance Council by any person seeking indemnification under Corporations Code section 5238(b) or section 5238(c), the Governance Council shall promptly decide under Corporations Code Section 5238(e) whether the applicable standard of conduct set forth in Corporations Code Section 5238(b) or Section 5238(c) has been met and, if so, the Governance Council shall authorize indemnification.

ARTICLE XII
INSURANCE

Section 1. INSURANCE. The Corporation shall have the right to purchase and maintain insurance to the full extent permitted by law on behalf of its officers, Council members, employees, and other agents, to cover any liability asserted against or incurred by any officer, Council member, employee, or agent in such capacity or arising from the officer's, Council member's, employee's, or agent's status as such.

ARTICLE XIII
MAINTENANCE OF CORPORATE RECORDS

Section 1. MAINTENANCE OF CORPORATE RECORDS. The Corporation shall

keep:

(a) Adequate and correct books and records of account;

(b) Written minutes of the proceedings of the Council, and committees of the Council; and

(c) Such reports and records as required by law.

ARTICLE XIV
INSPECTION RIGHTS

Section 1. COUNCIL MEMBERS' RIGHT TO INSPECT. Every Council member shall have the right at any reasonable time to inspect the Corporation's books, records, documents of every kind, physical properties, and the records of each subsidiary as permitted by California and federal law. The inspection may be made in person or by the Council member's agent or attorney. The right of inspection includes the right to copy and make extracts of documents as permitted by California and federal law. This right to inspect may be circumscribed in instances where the right to inspect conflicts with California or federal law (e.g., restrictions on the release of educational records under FERPA) pertaining to access to books, records, and documents.

Section 2. MAINTENANCE AND INSPECTION OF ARTICLES AND BYLAWS. The Corporation shall keep at its principal California office the original, or a copy of, the Articles of Incorporation and Bylaws, as amended to the current date, which shall be open to inspection by the Council members at all reasonable times during office hours.

ARTICLE XV
AMENDMENTS TO BYLAWS

Section 1. AMENDMENTS TO BYLAWS. Subject to any provision of law applicable to the amendment of Bylaws of non-profit public benefit corporations, these Bylaws, or any one of them, may be altered, amended, or repealed and new Bylaws adopted by a majority vote of Council members present at a duly held meeting at which a quorum is present, unless the bylaw amendment would materially and adversely affect the Corporation or the Charter School, or would be inconsistent with the Charter School's charter, the Corporation's Articles of Incorporation, or any laws.

CERTIFICATE OF SECRETARY

I certify that I am the duly elected and acting secretary of the Alder Grove Charter School, a California non-profit public benefit corporation; that these Bylaws, consisting of twelve (12) pages, are the Bylaws of this non-profit public benefit corporation as adopted by the Governance Council on _____; and that these Bylaws have not been amended or modified since that date.

Executed on_____at_____, California.

_____

_____, Secretary

Amended: 12/04/07
05/06/08

4898-2434-1815, v. 4

Alder Grove Charter School Conflict of Interest Code

I. ADOPTION

In compliance with the Political Reform Act of 1974, California Government Code Section 87100, et seq., the Alder Grove Charter School ("Charter School") hereby adopts this Conflict of Interest Code ("Code"), which shall apply to all governing board members, candidates for member of the governing board, and all other designated employees of Charter School, as specifically required by California Government Code Section 87300.

II. DESIGNATED EMPLOYEES

Employees of this Charter School, including governing board members and candidates, who hold positions that involve the making or participation in the making, of decisions that may foreseeably have a material effect on any financial interest, shall be designated employees. The designated positions are listed in "Exhibit A" attached to this policy and incorporated by reference herein.

III. STATEMENT OF ECONOMIC INTERESTS: TIME OF FILING

Each designated employee, including governing board members and candidates, shall file a Statement of Economic Interest ("Statement") at the time and manner prescribed below, disclosing reportable investments, interests in real property, business positions, and income required to be reported under the category or categories to which the employee's position is assigned in "Exhibit A."

An investment, interest in real property or income shall be reportable, if the business entity in which the investment is held, the interest in real property, the business position, or source of income may foreseeably be affected materially by a decision made or participate in by the designated employee by virtue of his or her position. The specific disclosure responsibilities assigned to each position are set forth in "Exhibit B."

A. Initial Statements. All designated employees employed by the Charter School on the effective date of this Code, as originally adopted, promulgated and approved by the Charter School, shall file statements within 30 days after the effective date of this Code. Thereafter, each person in a position that becomes by an amendment to this Code a "designated employee" shall file an Initial Statement within 30 days after the effective date of the amendment.

B. Governing Board Candidates. Candidates for election to the governing board shall file statements within 5 days after the final date for filing nomination petitions.

C. Assuming Office Statements. All persons assuming designated positions after the effective date of this Code shall file statements within 30 days after assuming designated positions.

1. Annual Statements. All designated employees shall file statements no later than **April 1.**

2. Leaving Office Statements. All persons who leave designated positions shall file statements within 30 days after leaving office.

3. Statements for Persons Who Resign 30 Days After Appointment. Persons who resign within 30 days of initial appointment are not deemed to have assumed office or left office provided they did not make or participate in the making of, or use their position to influence any decision and did not receive or become

entitled to receive any form of payment as a result of their appointment. Such persons shall not file either an Assuming or Leaving Office Statement.

4. Statements Filed With the Charter School. All Statements shall be supplied by the Charter School. All Statements shall be filed with the Charter School. The Charter School's filing officer shall make and retain a copy and forward the original to the County Board of Supervisors.

IV. STATEMENTS OF ECONOMIC INTERESTS: CONTENTS OF AND TIME PERIOD COVERED BY THE STATEMENTS

A. Contents of Initial Statements. Initial Statements shall disclose any reportable investments, interests in real property and business positions held on the effective date of the Code and income received during the 12 months prior to the effective date of the Code.

B. Contents of Assuming Office Statements. Assuming Office Statements shall disclose any reportable investments, interests in real property and business positions held on the date of assuming office and income received during the 12 months prior to the date of assuming office.

C. Contents of Annual Statements. Annual Statements shall disclose any reportable investments, interest in real property, income and business positions held or received during the previous calendar year provided, however, that the period covered by an employee's first Annual Statement shall begin on the effective date of the Code or date of assuming office, whichever is later. The statement shall include any reportable investment or interest in real property, partially or wholly acquired or disposed of during the period covered by the statement, with the date of acquisition of disposal.

D. Contents of Leaving Office Statements. Leaving Office Statements shall disclose reportable investments, interest in real property, income and business positions held or received during the period between the closing date of the last statement filed and the date of leaving office. The statement shall include any reportable investment or interest in real property, partially or wholly acquired or disposed of during the period covered by the statement, with the date of acquisition or disposal.

V. STATEMENTS OF ECONOMIC INTERESTS: MANNER OF REPORTING

A. Investment and Real Property Disclosure

When an investment or interest in real property is required to be disclosed, the statement shall contain the following:

1. A statement of the nature of the investment or interest;

2. The name of the business entity in which each investment is held, and a general description of the business activity in which the business entity is engaged;

3. The address or other precise location of the real property; and

4. A statement whether the fair market value of the investment or interest in real property exceeds one thousand dollars ($1,000), exceeds ten thousand dollars ($10,000), or exceeds one hundred thousand dollars ($100,000). This information need not be provided with respect to an interest in real property which is used principally as the residence of the filer. Reportable investments or interest in real property do include those in excess of one thousand dollars ($1,000) held by the filer's spouse and dependent children as well as a pro rata share of any

investment or interest in real property of any business entity or trust in which the filer, spouse and dependent children together own a direct, indirect or beneficial interest of 10% or more.

B. Personal Income Disclosure

Personal income is required to be reported under this Code, the statement shall contain the following:

1. The name and address of each source of income aggregating $250 or more in value or $50 or more in value if the income was a gift, and a general description of the business activity, if any, of each source;

2. A statement whether the aggregate value of income from each source, or in the case of a loan, the highest amount owed to each source, was one thousand dollars ($1,000) or less, greater than one thousand dollars ($1,000), or greater than ten thousand dollars ($10,000);

3. A description of the consideration, if any, for which the income was received;

4. In the case of a gift, the name, address and business activity of the donor and any intermediary through which the gift was made; a description of the gift; the amount or value of the gift and the date on which the gift was received; and

5. In the case of a loan, the annual interest rate and the security, if any, given for the loan.

C. Business Entity Income Disclosure

When income of a business entity, including income of a sole proprietorship, is required to be reported, the statement shall contain:

1. The name, address, and a general description of the business activity; and

2. The name of every person from whom the business entity received payments if the filer's pro rata share of gross receipts from such a person was equal to or greater than ten thousand dollars ($10,000).

D. Business Positions Disclosure

When reporting business positions, a designated employee shall list the name of each business entity not specified above in which he/she is a director, officer, partner, trustee, employee, or in which he/she holds any position of management; a description of the business activity in which the entity is engaged; and designated employee's position with the business entity.

VI. DISQUALIFICATION

No designated employee shall make, participate in making, or try to use his/her official position to influence any Charter School decision which he/she knows or has reason to know will have a reasonably foreseeable material financial effect, distinguishable from its effect on the public generally, on the official or a member of his or her immediate family or on:

A. Any business entity or real property in which the designated employee has a direct or indirect investment or interest worth one thousand dollars ($1,000) or more.

B. Any source of income totaling two hundred fifty dollars ($250) or more provided or promised to the designated employee within twelve months prior to the decision. (This category does not include gifts or loans made at regular rates by commercial lending institutions.)

C. Any business entity in which the designated employee is the director, officer, partner, trustee, employee, or any kind of manager.

D. Any donor of gifts totaling $250 or more in value provided or promised to the designated within twelve months prior to the decision; any intermediary or agency for such a donor.

No designated employee shall be prevented from making or participating in any decision to the extent that his/her participation is legally required for the decision to be made. (The need to break a tie vote does not make the designated employee's participation legally required.)

VII. MANNER OF DISQUALIFICATION

A. Non-Governing Board Member Designated Employees

When a non-Governing Board member designated employee determines that he/she should not make a decision because of a disqualifying interest, he/she should submit a written disclosure of the disqualifying interest to his/her immediate supervisor. The supervisor shall immediately reassign the matter to another employee and shall forward the disclosure notice to the Charter School Director, who shall record the employee's disqualification. In the case of a designated employee who is head of an agency, this determination and disclosure shall be made in writing to his/her appointing authority.

B. Governing Board Member Designated Employees

Governing Board members shall disclose a disqualifying interest at the meeting during which consideration of the decision takes place. This disclosure shall be made part of the Board's official record. The Board member shall then refrain from participating in the decision in any way (i.e., the Board member with the disqualifying interest shall refrain from voting on the matter and shall leave the room during Board discussion and when the final vote is taken) **and** comply with any applicable provisions of the Charter School bylaws (see, Article X (Contracts With Directors).

VIII. DEFINITION OF TERMS

As applicable to a charter school, the definitions contained in the Political Reform Act of 1974, the regulations of the Fair Political Practices Commission, specifically California Code of Regulations Section 18730, and any amendments or modifications to the Act and regulations are incorporated by reference to this Code.

passed 12/12/06

EXHIBIT A

Designated Positions

I. Persons occupying the following positions are designated employees and must disclose financial interests in all categories defined in "Exhibit B" (i.e. categories 1, 2, and 3).

A. Members of the Governing Board
B. Candidates for Member of the Governing Board
C. Corporate Officers (e.g., CEO/President, CFO/Treasurer, Secretary)
D. Director of Charter School
E. Consultants[1]
F. Other Employees[2]

II. Persons occupying the following positions are designated employees and must disclose financial interests defined in Category 1 of "Exhibit B."

A. Business Manager
B. Other Employees[3]

III. Persons occupying the following positions are designated employees and must disclose financial interests defined in Categories 2 and 3 of "Exhibit B."

A. Director of Technology
B. Contractor
C. Other Employees[4]

[1] The Director may determine, in writing, that a particular consultant, although a "designated position," is hired to perform a range of duties that is limited in scope and thus not required to fully comply with the disclosure requirements in this section. Such written determination shall include a description of the consultant's duties and, based upon that description, a statement of the extent of disclosure requirements. The Director's determination is a public record and shall be retained for public inspection in the same manner and location of interest code.

[2] "Other Employees" include any employee occupying a position that requires the employee to make a governmental decision that foreseeably and materially affects a personal financial interest, source of income, or a business position in a business entity.

[3] "Other Employees" include any employee with authority to make purchases that may foreseeably and materially affect an investment and/or business position in business entities or who are in a position to influence a governmental decision that may foreseeably and materially affect an investment and/or business position in a business entity.

[4] "Other Employees" include employees with authority to make purchases that may foreseeably and materially effect investments and business positions in business entities which provide services, supplies, materials, or equipment in which the employee has authority to purchase.

EXHIBIT B

Disclosure Categories

Category 1 Reporting:

A. Interest in real property which is located in whole or in part either (1) within the boundaries of the District, or (2) within two miles of the boundaries of the District, including any leasehold, beneficial or ownership interests or option to acquire such interest in real property, if the fair market value of the interest is greater than $1,000.

(Interests in real property of an individual include a business entity's share of interest in real property of any business entity or trust in which the designated employee or his or her spouse owns, directly, indirectly, or beneficially, a ten percent interest or greater.)

B. Investments in or income from persons or business entities which are contractors or sub-contractors which are or have been within the previous two-year period engaged in the performance of building construction or design within the District.

C. Investments in or income from persons or business entities engaged in the acquisition or disposal of real property within the jurisdiction.

(Investment includes any financial interest in or security issued by a business entity, including but not limited to common stock, preferred stock, rights, warrants, options, debt instruments and any partnership interest or other ownership interests.)

(Investments of any individual include a pro rata share of investments of any business entity or trust in which the designated employee or his or her spouse owns, directly, indirectly or beneficially, a ten percent interest or greater.)

(Investment does not include a time or demand deposit in a financial institution, shares in a credit union, any insurance policy, or any bond or other debt instrument issued by any government or government agency.)

(No investment or interest in real property is reportable unless its fair market value exceeds $1,000. No source of income is reportable unless the income received by or promised to the public official aggregates $250 or more in value or $50 or more in value if the income was a gift during the preceding 12-month reporting period.

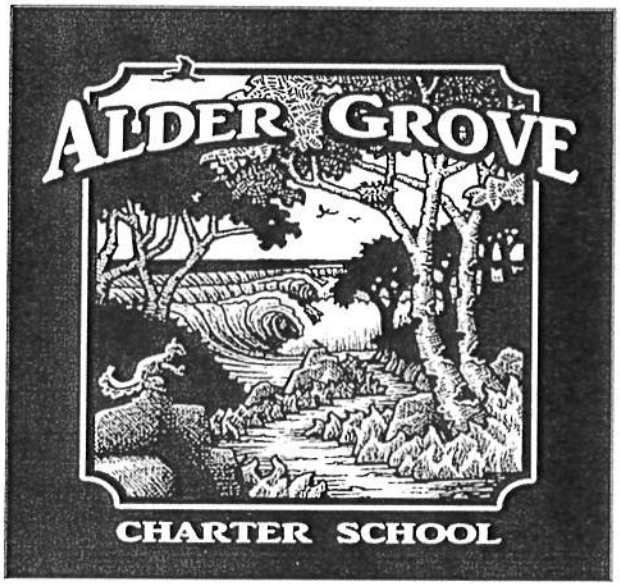
Category 2 Reporting:

A. Investments in or income from business entities which manufacture or sell supplies, books, machinery or equipment of the type utilized by the department for which the designated employee is Manager or Director. Investments include interests described in Category 1.

Category 3 Reporting:

A. Investments in or income from business entities which are contractors or sub-contractors engaged in the performance of work or services of the type utilized by the department for which the designated employee is Manager or Director. Investments include the interests described in Category 1.

Parent Handbook



Our Mission is to Provide Students with Personalized Learning and to Support Parental Choice in Education

OUR PURPOSE

Alder Grove Charter School is an independent study charter school that provides public education for parents of students who choose to educate their children in the home environment. We believe individual differences and the uniqueness of each child are to be supported and celebrated.



CONTACT INFORMATION

Alder Grove Charter School
714 F Street
Eureka, CA 95501

Phone: 707-268-0854
Fax: 707-268-0813

www.aldergrovecharter.org

ADMINISTRATION

Tim Warner
Administrator
tim.warner@aldergrovecharter.org



OUR COMMITMENT TO YOU

Our mission is to support you as you make choices regarding your child's education. In order to do this, we provide you with a Credentialed Teacher (CT), who is your primary connection to the school and your first source of information. A CT must meet face-to-face with the student and parent at least once every 10 school days.

Your CT should answer any questions that you have about the school. If s/he is unable to immediately answer your question, s/he will research the answer and get back to you. If at any time you feel that you are not getting adequate help from your CT, please let her/him know. If that does not resolve the issue, please contact the director at the school office.

Options for your student's education include a wide variety of instructional materials and services. Your CT can explain the options available in our resource center and on our approved vendor list.

We have a list of vendors from whom you may choose curriculum and supplies. Your CT will evaluate your student's needs and help you select the best curriculum. You are welcome to collect catalogs from our vendors and find items yourself, or you can ask your CT to select appropriate educational items for you. Your CT will place all orders and keep track of the amount of funding available for each of your students. If you would like to use a vendor not on our list, let your CT know.

We administer all California mandated tests. These tests are state and federally mandated and essential for the continued operation of our school.

Alder Grove students will also take school-wide standards based assessments twice each school year.

A monthly newsletter will be provided by mail or email to all Alder Grove families. It is also available on the school website. It is a valuable source of current information regarding the school.

A NOTE ABOUT OUR SCHOOL AND VOLUNTEERING

Alder Grove Charter School has experienced many successes. The driving force behind its success is the desire to create a public school in Humboldt County with solid educational standards that honors parent choice.

The requirements placed on public schools by local, state and federal governments are monumental. Without conscientious and reliable volunteers, a public school cannot exist. Without volunteers filling positions, Alder Grove cannot continue the excellent service it provides to students and families.

The best way to understand how Alder Grove is run and how public funds are used in education is by becoming involved. Experience is not required. Becoming a **Governance Council Member** or joining the **Leadership Team** is an excellent way to make a difference and help continue to have a successful charter school. Both groups meet regularly, meetings are open to the public, and public comment is welcome.

Please consider becoming involved. The future of our school depends on it.



ENROLLMENT INFORMATION

Parents are required to attend a mandatory school orientation prior to their student(s) being enrolled.

Enrolling students will be assigned a Credentialed Teacher (CT) who will be their main liaison with the school and will help the family complete all necessary paperwork for enrollment.

During the initial meeting, the CT and parent will discuss the role of the CT in the education of the students. Parents are able to take full responsibility for choosing curriculum, and giving assignments and instruction to their students. As long as the students are making adequate progress as determined by the CT, he or she will serve more as a facilitator. The parent may also choose to have the CT be responsible for choosing curriculum and giving assignments and instruction. These responsibilities may also be divided in any number of ways. For example, the CT chooses curriculum for some subjects and the parent chooses for others.

At the initial enrollment meeting, the parent and student will be advised of current on-campus classes offered by the school that may be helpful and fun. Curriculum options will also be discussed and the student's curriculum will be checked out from the resource center or ordered. If the student's curriculum needs to be ordered, the student will be given enough materials or assignments for the first 3-4 weeks of school.

All students will be assessed upon enrollment. Students that are performing below grade level on initial assessments or prior year state-mandated assessments will be required to develop an Academic Support Plan with their CT. Academic Support will be required for all low performing students. Once the plan is made and signed, the student, parent and CT will be expected to fulfill their obligations. Failure to do so by the parent, student or CT will result in an intervention (see Intervention Procedure below).

Students entering TK / Kindergarten, or students enrolling in a California public school for the first time are required by California law to provide the following:

- A copy of the student's Birth Certificate
- An up-to-date Immunization Record or signed medical waiver for students grades TK, K, 1st, 7th, and 8th.
- A Report of Health Examination for School Entry Form for students never before enrolled in a CA public school regardless of grade.
- An Oral Health Assessment Form by May 31st of the students 1st year in CA public school regardless of grade.

INTERVENTION PROCEDURE

If a student is not fulfilling the requirements as specified in the Master Agreement or Academic Support Plan, an intervention with the student, CT, parent(s) and director will be held. Attendance is generated by the amount of work a student completes. If, in the professional opinion of the CT, the student is not completing enough work, has missed meetings or academic support classes, the student could be considered truant and an intervention meeting will be held. The CT will contact the director to schedule an intervention and a letter will be sent to the parent. If the parent and student contact the CT and resolve the problem upon receipt of the letter, no intervention will be held.

ON-CAMPUS CLASS DISCIPLINE POLICY

On-campus classes at Alder Grove are optional. Students should come with an attitude of readiness and a willingness to participate. If a student refuses to cooperate or otherwise disturbs the learning environment for others, the parent may be called to pick up the child.

- Students should arrive no earlier than 10 minutes before class begins and should be picked up when class is over. Students who are picked up more than 10 minutes late will not be monitored.
- Parents should pick up their students inside the building where the students will be waiting.
- Parents and other visitors (including un-enrolled students) should not be in the building until classes are over, except to volunteer or observe classes with teacher permission.

In order to ensure a safe, friendly, and educational environment for all of our students, these guidelines should be followed:

- Students will treat each other and adults respectfully.
- There will be no bullying allowed.
- Students will use appropriate language for a classroom environment.
- Students will not engage in rough play that may endanger other students.
- Students will not engage in sexual harassment. Verbal, visual, or physical conduct that includes threats, pressure, or demands will not be allowed.
- Students will not engage in behavior that damages or has the potential to damage property.

Teachers and Administration will determine an appropriate consequence if a student disregards these expectations. Possible outcomes include:

- Meeting with student and/or parent.
- Developing a specific behavior plan.
- Suspending the privilege of attending on-campus classes.

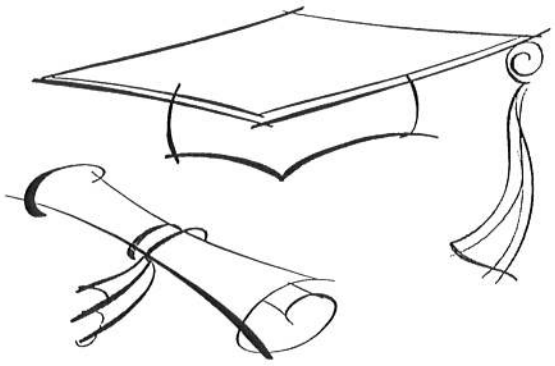
GRADUATION REQUIREMENTS

The goal of Alder Grove Charter School, in partnership with the community, is to provide an exceptional education that prepares students to be successful members of society. Therefore, the graduation requirements stated below have been established. The graduation requirements encompass the knowledge, abilities, and experience necessary to develop the essential aptitudes and skills of successful participants in today's society: development of character, communication, citizenship, intellect, self-direction, teamwork, well-being and productivity.

Students will be provided with assistance to tailor the requirements according to meet their individual needs and abilities. Students must demonstrate proficiency in reading comprehension, writing and mathematics. Those students not proficient will be required to attend Academic Support classes.

A College and Career Counselor is available on-campus to answer any questions parents and students have. Information regarding SATs, college searches, and scholarship information can be found at: www.collegeboard.org and www.aldergrovecharter.org/college.php

In addition to the Alder Grove graduation requirements, students must complete all other state and local mandated requirements.



GRADUATION REQUIREMENTS (continued)

Subject Area	Alder Grove Diploma Requirements	Credits
English	Four years	40
Math	Two years including Algebra 1	20
Social Science	Three years including: one year World History, one year US History, half year Economics and half year US Government/Civics	30
Science	Two years including Biological and Physical Sciences.	20
Foreign Language **OR**	One year of either Foreign Language or Visual and Performing Arts.	10 **OR**
Visual and Performing Arts	One year of either Foreign Language or Visual and Performing Arts.	10
Other requirements	Half year Health Half year Career/College Readiness Two Years Physical Education	5 5 20
Electives	70 credits	70
Total	220 credits	220 credits

CSU & UC ADMISSION REQUIREMENTS

Subject Area	Alder Grove Diploma/Community College Requirements	CSU Requirements for Freshman Admission	UC Requirements for Freshman Admission
English	Four years	Four years of approved courses	Four years of approved courses
Math	Two years including: Algebra 1	Three years including: Algebra 1, Geometry and Algebra 2	Three years including: Algebra 1, Geometry and Algebra 2 Four years recommended
Social Science	Three years including: one year World History, one year US History, half year Economics and half year US Government/Civics	Two years including: One year of US History or half year of US History and half year of Civics or Government and one year of other approved Social Science	Two years including: One year of US History or half year of US History and half year of Civics or Government and one year of World History, Cultures and Geography
Science	Two years including Biological and Physical Sciences	Two years including one year of Biological and one year of Physical Science with Lab	Two years with lab required chosen from Biology, Chemistry and Physics Three years recommended
Foreign Language	One year of either Foreign Language or Visual and Performing Arts	Two years in same language	Two years in same language Three years recommended
Visual and Performing Arts	One year of either Foreign Language or Visual and Performing Arts	One year of Visual and Performing Arts chosen from the following: Dance, Drama/Theater, Music or Visual Art	One year of Visual and Performing Arts chosen from the following: Dance, Drama/Theater, Music or Visual Art
Other requirements	Half year Health Half year Technology Two years Physical Education Half Year Career/College Readiness		
Electives	70 credits	One year chosen from approved academic courses.	

EXPECTED STUDENT LEARNING OUTCOMES

Alder Grove Charter School Graduates are:

Aware and confident in their individual abilities, interests and talents and are able to use these individual interests, abilities and talents to successfully transition to the work force or higher education.

Lifelong Learners who meet or exceed California graduation requirements, develop and utilize study and research skills, and demonstrate proficiency in state content standards.

Digital technology users who have the ability to critically evaluate information and use technological tools to enhance their personal and career life.

Effective problem solvers/critical thinkers who are able to research, identify, access and organize data effectively to arrive at informed conclusions and understand and apply principles of consumer economics

Ready to transition to career or college, with an idea of how to learn what they need in order to have a happy, fulfilling life.



INSTRUCTIONAL FUNDS POLICY

State funding is provided to each enrolled student in the charter school in order to provide for the education of the student in required academic and elective areas. Each family will work closely with their CT to determine the best use of student resources to achieve these goals. Students must have curriculum for all core subject courses (Language Arts, Mathematics, Science and Social Studies) before funds are spent on elective courses. Students must be making academic progress in core subject areas as shown on school assessments, student work samples and CT observations before funding for non-core classes will be approved. It is recognized that the amount provided for the education of each child may not adequately cover all costs of education; a student's parents may need to pay additional fees for music or sports participation or purchase necessary school supplies.

Average Daily Attendance (ADA) funding is received for the purpose of supporting new learning for a student and some minimal practice of those newly learned skills. Therefore, ADA funding may be spent for basic educational items that support new student learning.

All materials purchased by the school for student use must be on a Learning Record for that student during that school year or returned unused to the school.

Materials must be used to meet student standards for the student for whom the materials are being purchased.

Students have wide flexibility in the types of curriculum, supplies and materials they are allowed to purchase with their educational funding. Examples include magazine subscriptions, science kits, some on-line tutorials, basic school supplies (printer ink and paper, pens, pencils, etc.) and much more. Talk to your CT if you have any questions.

The following purchases are acceptable:

Basic school supplies adequate for learning basic course skills, e.g. textbooks, workbooks, paper, pencils, books, etc.

Enough basic raw materials (not top-of-the-line) for learning basic or new course skills in one learning record documented educational project, e.g. paint, beads, yarn: enough for one project. Exception: no food purchases allowed. Ink cartridges are limited to 1 per student per semester and reams of paper are limited to 2 reams per student per semester. Your CT is responsible for monitoring the quantities of items purchased.

Basic equipment (not top-of-the-line) for documented learning as needed by student, e.g. sewing machine (if available), microscope, math manipulatives, camera.

The following types of items are unacceptable:

- Furniture (book shelves, large white boards, etc.)
- Computer parts, equipment and software upgrades
- Ready-made clothes or jewelry
- Toys with no educational value
- Personal hygiene items
- Personal PE items: skis, bicycles, tricycles, balance beams, swings, scooters etc.
- Home and Office Equipment: faxes, copiers, phones, dictation equipment, TVs
- Kitchen Equipment: popcorn poppers, trays, plates, silverware
- Yard Equipment: grass watering kits, garden ponds, swimming pools, yard tools, etc.

Materials must not be sectarian or denominational. Here are some vendors to be particularly careful about when ordering:

- Yesterday's Classics Publisher
- Rainbow Resource Center
- Beautiful Feet Books
- Sonlight Curriculum
- Home Science Tools
- Love to Learn
- Winter Promise
- Timberdoodle
- Institute for Excellence in Writing
- Learning Things
- In the Hands of a Child
- Nature's Workshop Plus

The following types of items are unacceptable:

- Religious materials of any type, e.g. books, CD ROMs, CDs, DVDs, curriculum, posters, etc.

The following curriculum is religious based and unacceptable to order:

- Bob Jones University
- Abeka
- Alpha Omega
- Horizon math (grade 3+) and Health
- Switched on Schoolhouse CD-Roms
- Apologia
- D.I.V.E. CD's (Saxon math support)
- Rod and Staff
- Memoria Press
- My Father's World
- Homeschool in the Woods
- Christian Liberty Press
- Pathway Publishers
- Common Sense Press
- Bright Ideas Press
- Moody Publishers
- Logos School
- Veritas Press
- C.P.R Publishing
- LLATL= Learning Language Arts Through Literature
- Christian Logic (publisher)
- Reading to Learn Series (Christian Light Edu.)

Materials must not expose the CT or student to danger or serious injury. The following types of items are unacceptable:

- Poisons
- Knives/Razor Blades/ X-acto Knives
- Bows and Arrows
- Darts
- Trampolines
- Swimming Pools
- Rocket Engines
- Weapons
- Power Tools / Wood Burning Equipment/ Carving Tools
- Welding Equipment





Frequently Asked Questions

What is Alder Grove Charter School?

Alder Grove Charter School is a public school, funded through California state educational funds. There is no charge for our school program.

How is Alder Grove different from other public schools?

The primary goal of our school is to maximize parent choice in the education of your own child. We are a personalized learning school, which means we allow for a wide variety of instructional approaches, learning styles, abilities, and interests that are difficult to accommodate in a traditional setting. Our students are primarily taught by their parents in their own home. We also offer a range of individualized, independent study options for students needing more teacher support; for example, if a student is not performing at grade level, they can utilize our math lab and writing labs and participate in our reading intervention program.

How do I know what to teach my child?

We help parents tailor the learning environment to their child, creating a truly personalized program. We provide parents with a credentialed teacher (CT) to guide and assist them with curriculum choices and strategies, while allowing parents to choose instructional material that reflects their attitudes, values, and beliefs.

What if I have a problem?

Your CT is there to guide you and provide assistance every step of the way. Every CT is available through email or by phone. You will meet with him or her at minimum every 10 school days and at maximum one hour each week to discuss your child's progress and any difficulties you may be experiencing. If you think that your child would benefit from additional one-on-one tutoring talk to your CT.

Where do I get curriculum?

Students are allotted educational resource funds which are managed by your CT. Together, you and your CT will determine how to best use these funds for your child's education. Funds may be used for curriculum, books and school supplies, classes at the learning center, classes with community vendors, private tutoring and field trips. Your CT will explain all the different options available to you. All materials remain the property of Alder Grove and must be returned if you transfer to another school.

How do I enroll my child?

The new student orientation is the first step in enrolling. You can sign up for one of two sessions offered every week. After this session, you will be assigned a teacher who will contact you to set up an enrollment meeting.

I'm not ready to enroll, but I need more information.

Our website, www.aldergrovecharter.org, has lots of information to help you decide if our school is a good fit for you and your family. If you have further questions, or would just like to speak to one of our teachers to find out if our school is right for your child, please call us at 707-268-0854.

What are your school's philosophies and goals in educating my child?

The Alder Grove Charter School will enable students to become competent, productive, literate, self-motivated, lifelong learners by providing students and parents the opportunity to design a customized curriculum that is relevant, takes learning styles into consideration, embraces the students' interests and addresses the California State Standards. This approach is known as Personalized Learning. Parents will be assisted, guided, directed and encouraged to be the finest teachers for their children. The school will provide unique enrichment opportunities and diverse resources, including technology, to students so they may develop their academic potential and discover and pursue their unique interests, talents, and passions in life.

Am I, as a parent, solely responsible for my child's education?

No. When you agree to enroll your child in our charter school, you accept responsibility for your child's education, and you become the primary facilitator in your child's learning program. However, you are not solely responsible for facilitating your child's educational program. You and your CT work in partnership to establish the educational opportunities for your child along with having access to the supporting services, staff, and resources of your charter school.

Is there a particular type of curriculum we are required to use?

No. There is no required curriculum. Students are given great latitude in what they learn, as long as they demonstrate adequate and appropriate progress. You may choose from a wide variety of curricula to fit your child's needs. For high school students who are college bound, there will be some specific course work required by most colleges, with the exception being our California community colleges.

Do you offer any on-campus classes?

Yes, we offer the following voluntary on-campus courses: enrichment classes for our K-5 students, math and science classes for middle school students, and core subject courses are offered for high school students. In addition we offer courses in performing arts. On-campus courses are voluntary and not required.

Do you offer any online classes?

Yes. Students can take online classes through BYU, K12, CyberHish, and Scout (many a-g approved). There are also numerous free, online educational websites, including Khan Academy, of which many students take advantage.

Can my high school student take classes at College of the Redwoods?

Yes. We offer concurrent enrollment at CR. We pay for all textbooks and classroom materials. In many cases, based on family income, tuition is waived. However, if your student does not qualify for a tuition waiver, then Alder Grove will pay for CR classes out of your student's budget. Students are limited to 11 credits a semester at CR and must complete at least 20 high school credits with Alder Grove per semester as well.

Do you offer field trips?

Alder Grove offers frequent field trips based on grade levels. We tour local farms, businesses and factories. We attend theatrical and musical shows through HSU Center Arts. We have been kayaking, zip lining, river rafting, bowling, and rock climbing. In addition science, nature, and history excursions are planned throughout the year. Parents or legal guardians are responsible for transportation to and from field trip locations.

Are students required to take standardized tests? If so, at what grade levels?

Yes. According to California state law our public charter school must administer all state-mandated tests. All students in grades 3-8 and 11 will take the Smarter Balanced online assessment in Math and Language Arts. Students in grades 5, 8, and 10 will take a Science test (CAST). Students in grades 5, 7, and 9 participate in a PE test each spring.

When during the school year are the standardized tests given?

The tests are generally administered during the spring. However, the specific test dates will vary by exam and may not be established until sometime during the current school year. Please check with your CT or our website for the specific dates and times assigned for your region.

Are students required to be graded on their work and/or have report cards?

School policy requires grades for students grades 7-12 at the end of each semester. Traditional institutions such as other high schools, colleges, universities, service branches, etc. may require a transcript for admission. High School report cards are created by the CT. Be aware that there is a difference between transcripts and report cards. A report card is the CT's report of grades. A transcript is an official document, embossed with the school stamp, which is issued by the charter school office. It shows all attempted high school courses, grades and credits awarded, and is accepted as an official record by other institutions. Our charter school does not provide transcripts for kindergarten through eighth grade students. Report cards for K-6 are standards aligned and measure growth toward standards, as opposed to letter grades.

Who does the grading and upon what is it based?

The CTs are responsible for evaluating your child's progress toward the state standards. Their professional evaluation is based upon your child making adequate and appropriate progress. Your recommendations for grades will be considered by the CT.

Are there other ways besides grades that my child's work is evaluated and documented?

Yes. While all students will achieve the required standards by graduation, not all will progress at the same rate. Evaluation of that progress is based on individual abilities, interest, and talents. Methods by which student progress is assessed will be through a variety of the following: CT monthly review of all work; parent facilitator and CT observation; current state mandated assessment tool; norm and criterion referenced tests; and student demonstrations, grades, and work samples.

Is my child expected to perform as well academically as in a traditional public school?

Yes. One of the goals of establishing charter schools as an alternative to traditional public education is to demonstrate that students will perform at least as well, if not better, than students in traditional California public schools. For our charter school to continue operating we must demonstrate above average academic performance to the state of California.

Is my child expected to learn and progress academically at the same rate as other students in your school?

No. One of the wonderful advantages of a charter school is the flexibility to facilitate learning programs that are tailored to each individual student's needs and the recognition that students learn both by different styles and at different paces. While there is great latitude in what students learn, the expectation is for students to continually engage in the learning process.

I want my child to have a home-based education, but I'm not equipped to teach her all of the subjects she needs. How can your program help me?

We do not expect the parent to be the only teacher. Many of our educational alternatives provide for others to teach your child. It is the parent's decision how much of the teaching he/she will do. Our independent study option gives the CT most of the responsibility for facilitating and monitoring your child's learning program, although it is your responsibility to provide a quiet place to work and to monitor work each day. If you choose this option, the instructor will be responsible for giving assignments and correcting work, in addition to keeping a record of your child's learning. Our web site and curriculum guides have curriculum suggestions, and there are parent meetings scheduled featuring speakers with information to help you with your homeschooling. On-campus small group instruction, math labs, and tutors are also available. Your CT can answer any questions that you may have regarding additional assistance with instruction.

How do you keep track of my child's attendance?

Your CT will give you a monthly attendance record to keep in your home on which to record daily attendance. He/she will collect the attendance record each learning period.

Do I have to fill in my child's monthly attendance record every day or can I fill it in all at once?

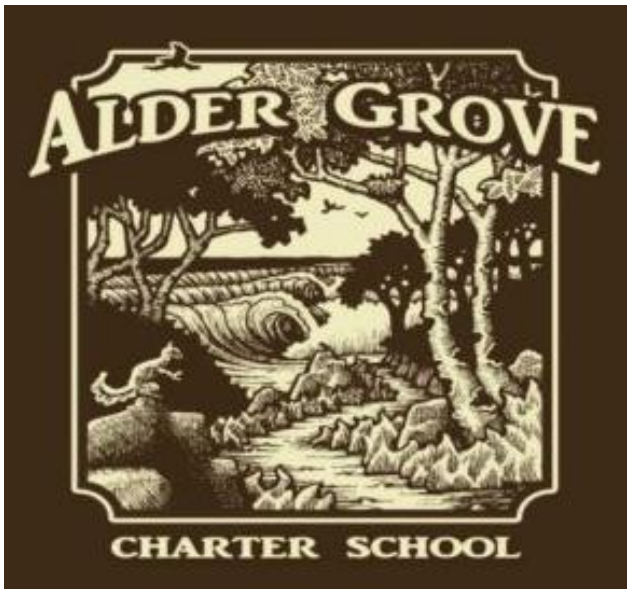
Yes, by California State law you must fill in your child's monthly attendance record every day. It should include one activity or assignment your child competed that day using a past tense verb. For example: Completed all written problems in lesson 3 of math text.

How long must my child be in school each day?

As a charter school we are held accountable for the performance or achievement of our students (performance-based) rather than traditional methods of attendance accounting based on "seat time." Therefore, there is no time requirement, just the expectation that the student continue to learn and progress daily. You are free to structure your child's learning in a way that best suits his/her learning style and individual needs. We have found that usually 3-6 hours per day of time is usually sufficient to meet all assignment requirements.

If I have specific questions about your educational expectations, who can I contact?

Your CT is most qualified to answer the majority of your questions regarding educational expectations and responsibilities.



Employee Handbook
2023-2024

714 F Street
Eureka, CA 95501

Phone: 707-268-0854

Website: https://aldergrovecharter.org/

ACKNOWLEDGMENT OF RECEIPT OF EMPLOYEE HANDBOOK

PLEASE READ THE EMPLOYEE HANDBOOK AND SUBMIT A SIGNED COPY OF THIS STATEMENT TO THE SUPERINTENDENT.

EMPLOYEE NAME: _____

I ACKNOWLEDGE that I have received a copy of the Employee Handbook. I have read and understood the contents of the Handbook, and I agree to abide by its directions and procedures. I have been given the opportunity to ask any questions I might have about the policies in the Handbook. I understand that it is my responsibility to read and familiarize myself with the policies and procedures contained in the Handbook. I also understand that if I am ever unclear on any language, or policies and procedures in this Handbook, it is my responsibility to seek clarification from the School.

I understand that the statements contained in the Handbook are guidelines for employees concerning some of the School's policies and benefits, and are not intended to create any contractual or other legal obligations or to alter the at-will nature of my employment with the School. In the event I do have an employment contract which expressly alters the at-will relationship, I agree to the foregoing except with reference to an at-will employment status.

I understand that except for employment at-will status, any and all policies or practices can be changed at any time by the School.

I understand that other than the Board of the School, no person has authority to enter into any agreement, express or implied, for employment for any specific period of time, or to make any agreement for employment other than at-will; only the Board has the authority to make any such agreement and then only in writing signed by the Board President.

Employee's Signature: _____ Date: _____

Please print or tear out, sign/date, and return to the School, and retain this Handbook for your reference.

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INTRODUCTION TO HANDBOOK

This Handbook is designed to help employees get acquainted with Alder Grove Charter School (hereinafter referred to as "AGCS" or the "School"). It explains some of our philosophies and beliefs, and describes some of our employment guidelines in general terms. Although this Handbook is not intended to be an exclusive or comprehensive policies and procedures manual, we hope that it will serve as a useful reference document for employees throughout their employment at the School. Employees should understand, however, that this Handbook is not intended to be a contract (express or implied), nor is it intended to otherwise create any legally enforceable obligations on the part of the School or its employees. In no way does the Handbook replace any official plan documents (e.g., health insurance, retirement plan, etc.) or insurance contracts, which will govern in all cases. This Handbook supersedes and replaces all previous personnel policies, practices, and guidelines.

Due to the fact that the School is a growing and changing organization, it reserves full discretion to add to, modify, or delete provisions of this Handbook, or the policies and procedures on which they may be based, at any time without advance notice. AGCS also reserves the right to interpret any of the provisions set forth in this Handbook in any manner it deems appropriate.

No individual other than the Board of Directors has the authority to enter into any employment or other agreement that modifies School policy. Any such modification *must* be in writing.

This Handbook is the property of the School, and it is intended for personal use and reference by employees of the School. Circulation of this Handbook outside of the School requires the prior written approval of the Superintendent/Executive Director (hereinafter referred to as "Superintendent").

Employees must sign the acknowledgment form at the beginning of this Handbook, tear it out, and return it to the Superintendent. This will provide the School with a record that each employee has received this Handbook.

CONDITIONS OF EMPLOYMENT

Equal Employment Opportunity Is Our Policy

AGCS is an equal opportunity employer. It is the policy of the School to afford equal employment and advancement opportunity to all qualified individuals without regard to:

- Race (including traits historically associated with race, such as hair texture and hairstyle, including but not limited to braids, locks, and twists);
- Color;
- Gender (including gender identity, gender expression, and transgender identity, whether or not the employee is transitioning or has transitioned);
- Sex (including reproductive health decision-making, pregnancy, childbirth, breastfeeding, and medical conditions related to such);
- Sex stereotype (including an assumption about a person's appearance or behavior, gender roles, gender expression, or gender identity, or about an individual's ability or inability to perform certain kinds of work based on a myth, social expectation, or generalization about the individual's sex);
- Religious creed (including religious dress and grooming practices);
- Marital/registered domestic partner status;
- Age (forty (40) and over);
- National origin or ancestry (including native language spoken and possession of a driver's license issued to persons unable to prove their presence in the U.S. is authorized by federal law);
- Physical (including HIV and AIDS) or mental disability;
- Medical condition (including cancer and genetic characteristics);
- Taking of a leave of absence pursuant to the Family Medical Leave Act ("FMLA"), Pregnancy Disability Leave ("PDL") law, Americans with Disabilities Act ("ADA"), California Family Rights Act ("CFRA"), the Fair Employment and Housing Act ("FEHA"), or laws related to domestic violence, sexual assault and stalking;
- Genetic information;
- Sexual orientation;
- Military and veteran status; or
- Any other consideration made unlawful by federal, state, or local laws.

This policy extends to all job applicants and employees and to all aspects of the employment relationship, including the hiring of new employees and the training, transfer, promotion, discipline, termination, compensation and benefits of existing employees.

To comply with applicable laws ensuring equal employment opportunities to qualified individuals with a disability, the School will make reasonable accommodations for the known physical or mental limitations of an otherwise qualified individual with a disability who is an applicant or an employee unless undue hardship would result.

Any applicant or employee who requires an accommodation in order to perform the essential functions of the job should contact a School representative with day-to-day personnel responsibilities and request such an accommodation. The individual with the disability should specify what accommodation he or she needs to perform the job, or if unknown, what job duties the disability impairs. AGCS will then conduct an investigation to identify the barriers that

interfere with the equal opportunity of the applicant or employee to perform the job. AGCS will identify possible accommodations, if any, that will help eliminate the limitation. If the accommodation is reasonable and will not impose an undue hardship, the School will make the accommodation.

Employment At-Will

Except if stated expressly otherwise by employment contract, it is the policy of the School that all employees are considered "at-will" employees of the School. Accordingly, either the School or the employee can terminate this relationship at any time, for any reason, with or without cause, and with or without advance notice.

Nothing contained in this Handbook, employment applications, School memoranda or other materials provided to employees in connection with their employment shall require the School to have "cause" to terminate an employee or otherwise restrict the School's right to release an employee from their at-will employment with the School. Statements of specific grounds for termination set forth in this Handbook or elsewhere are not all-inclusive and are not intended to restrict the School's right to terminate at-will. No School representative, other than the Board of Directors or its designee, is authorized to modify this policy for any employee or to make any representations to employees or applicants concerning the terms or conditions of employment with the School that are not consistent with the School's policy regarding "at-will" employment.

This policy shall not be modified by any statements contained in this Handbook or employee applications, School memoranda, or any other materials provided to employees in connection with their employment. Further, none of those documents whether singly or combined, or any employment practices, shall create an express or implied contract of employment for a definite period, nor an express or implied contract concerning any terms or conditions of employment.

Child Abuse and Neglect Reporting

California Penal Code section 11166 requires any child care custodian who has knowledge of, or observes, a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse to report the known or suspected instance of child abuse to a child protective agency immediately, or as soon as practically possible, by telephone and to prepare and send a written report thereof within thirty-six (36) hours of receiving the information concerning the incident.

AGCS will provide annual training on the mandated reporting requirements, using the online training module provided by the school, to employees who are mandated reporters. Mandated reporter training will also be provided to employees hired during the course of the school year. This training will include information that failure to report an incident of known or reasonably suspected child abuse or neglect, as required by Penal Code section 11166, is a misdemeanor punishable by up to six (6) months confinement in a county jail, or by a fine of one-thousand dollars ($1,000), or by both that imprisonment and fine.

All employees required to receive mandated reporter training must provide proof of completing the training within the first six (6) weeks of each school year or within the first six (6) weeks of that employee's employment.

By acknowledging receipt of this Handbook, employees acknowledge they are child care custodians and are certifying that they have knowledge of California Penal Code section 11166 and will comply with its provisions.

Criminal Background Checks

As required by law, all individuals working or volunteering at the School will be required to submit to a criminal background investigation. No condition or activity will be permitted that may compromise the School's commitment to the safety and the well-being of students taking precedence over all other considerations. Conditions that preclude working at the School include conviction of a controlled substance or sex offense, or a serious or violent felony. Similarly, convictions involving crimes of moral turpitude (e.g., fraud), child abuse or neglect, violence, or any offense which may make the employee unsuitable/undesirable to work around students may also serve as a bar to employment at the School. Additionally, should an employee be arrested for, charged with, or convicted of any offense during his/her employment with the School, the employee must immediately report as much to the Superintendent.

Tuberculosis Testing

All employees of the School must submit written proof from a health care provider of a risk assessment examination for tuberculosis (TB) within the last sixty (60) days. If TB risk factors are identified, a physician must conduct an examination to determine whether the employee is free of infectious TB. The examination for TB consists of an approved TB test, which, if positive, will be followed by an x-ray of the lungs, or in the absence of skin testing, an x-ray of the lungs. All employees will be required to undergo TB risk assessments and, if risk factors are found, the examination at least once every four (4) years. Volunteers may be required to undergo a TB examination as necessary. The TB risk assessment and, if indicated, the examination is a condition of initial employment with the School and the cost of the exam will be borne by the applicant.

Food handlers may be required to have annual TB exams. Documentation of employee and volunteer compliance with TB risk assessments and examinations will be kept on file in the office. This requirement also includes contract food handlers, substitute teachers, and student teachers serving under the supervision of an educator. Any entity providing student services to the School will be contractually required to ensure that all contract workers have had TB testing that shows them to be free of active TB prior to conducting work with School students.

Immigration Compliance

AGCS will comply with applicable immigration law, including the Immigration Reform and Control Act of 1986 and the Immigration Act of 1990. As a condition of employment, every individual must provide satisfactory evidence of his or her identity and legal authority to work in the United States. However, AGCS will not check the employment authorization status of current employees or applicants who were not offered positions with the School unless required to do so by law.

The School shall not discharge an employee or in any manner discriminate, retaliate, or take any adverse action (*e.g.*, threatening to report the suspected citizenship or immigration status of an employee or a member of the employee's family) against any employee or applicant for employment because the employee or applicant exercised a right protected under applicable law. Further, the School shall not discriminate against any individual because he or she holds or

presents a driver's license issued per Vehicle Code § 12801.9 to persons who have not established their federally-authorized presence in the United States. Finally, in compliance with the Immigrant Worker Protection Act, the School shall not allow a federal immigration enforcement agent to enter any nonpublic areas of the School without a judicial warrant, or voluntarily give consent to an agent to access, review or obtain employee records without a subpoena or judicial warrant. If a search of employee records is authorized by a valid subpoena or judicial warrant, the School will give employees notice of the inspection both before and after it has occurred as required by law.

Certification and Licensure of Instructional Staff

All teachers are required to hold and maintain a current California Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold. It is the responsibility of all instructional staff to provide such certificate, permit, or other documentation to the Superintendent no later than the close of business prior to the first day the employee reports for duty. If an instructional staff employee believes that he or she is assigned to teach in a subject in which he or she does not have subject matter competence, the employee should immediately report the same to the Superintendent. Failure to maintain a credential required of the position may result in the employee being placed on a temporary unpaid leave, and/or released from at-will employment.

Professional Boundaries: Staff/Student Interaction Policy

AGCS recognizes its responsibility to make and enforce all rules and regulations governing student and employee behavior to bring about the safest and most learning-conducive environment possible.

Corporal Punishment

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student.

For purposes of this policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to property.

For clarification purposes, the following examples are offered for direction and guidance of School personnel:

A. Examples of PERMITTED actions (NOT corporal punishment)

1. Stopping a student from fighting with another student;
2. Preventing a pupil from committing an act of vandalism;
3. Defending yourself from physical injury or assault by a student;
4. Forcing a pupil to give up a weapon or dangerous object;
5. Requiring an athletic team to participate in strenuous physical training activities designed to strengthen or condition team members or improve their coordination, agility, or physical skills;

6. Engaging in group calisthenics, team drills, or other physical education or voluntary recreational activities.

B. Examples of PROHIBITED actions (corporal punishment)

1. Hitting, shoving, pushing, or physically restraining a student as a means of control;
2. Making unruly students do push-ups, run laps, or perform other physical acts that cause pain or discomfort as a form of punishment;
3. Paddling, swatting slapping, grabbing, pinching, kicking, or otherwise causing physical pain.

Acceptable and Unacceptable Staff/Student Behavior

This policy is intended to guide all School faculty and staff in conducting themselves in a way that reflects the high standards of behavior and professionalism required of school employees and to specify the boundaries between students and staff.

Although this policy gives specific, clear direction, it is each staff member's obligation to avoid situations that could prompt suspicion by parents, students, colleagues, or school leaders. One viable standard that can be quickly applied, when you are unsure if certain conduct is acceptable, is to ask yourself, "Would I be engaged in this conduct if my family or colleagues were standing next to me?"

For the purposes of this policy, the term "boundaries" is defined as acceptable professional behavior by staff members while interacting with a student. Trespassing the boundaries of a student/teacher relationship is deemed an abuse of power and a betrayal of public trust.

Some activities may seem innocent from a staff member's perspective, but can be perceived as flirtation or sexual insinuation from a student or parent point of view. The objective of the following lists of acceptable and unacceptable behaviors is not to restrain innocent, positive relationships between staff and students, but to prevent relationships that could lead to, or may be perceived as, sexual misconduct.

Staff must understand their own responsibility for ensuring that they do not cross the boundaries as written in this policy. Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for disciplinary purposes. Thus, it is crucial that all employees learn this policy thoroughly and apply the lists of acceptable and unacceptable behaviors to their daily activities. Although sincere, competent interaction with students certainly fosters learning, student/staff interactions must have boundaries surrounding potential activities, locations and intentions.

Duty to Report Suspected Misconduct

When any employee reasonably suspects or believes that another staff member may have crossed the boundaries specified in this policy, he or she must immediately report the matter to a school administrator. All reports shall be as confidential as possible under the circumstances. It is the duty of the administrator to investigate and thoroughly report the situation. Employees must also report to the administration any awareness or concern of student behavior that crosses boundaries or where a student appears to be at risk for sexual abuse.

Examples of Specific Behaviors

The following examples are not an exhaustive list:

Unacceptable Staff/Student Behaviors (Violations of this Policy)

(a) Giving gifts to an individual student that are of a personal and intimate nature.
(b) Kissing of any kind.
(c) Any type of unnecessary physical contact with a student in a private situation.
(d) Intentionally being alone with a student away from the school.
(e) Making or participating in sexually inappropriate comments.
(f) Sexual jokes.
(g) Seeking emotional involvement with a student for your benefit.
(h) Listening to or telling stories that are sexually oriented.
(i) Discussing inappropriate personal troubles or intimate issues with a student in an attempt to gain their support and understanding.
(j) Becoming involved with a student so that a reasonable person may suspect inappropriate behavior.

Unacceptable Staff/Student Behaviors without Parent and Supervisor Permission

(These behaviors should only be exercised when a staff member has parent and supervisor permission.)

(a) Giving students a ride to/from school or school activities.
(b) Being alone in a room with a student at school with the door closed.
(c) Allowing students in your home.

Cautionary Staff/Student Behaviors

(These behaviors should only be exercised when a reasonable and prudent person, acting as an educator, is prevented from using a better practice or behavior. Staff members should inform their supervisor of the circumstance and occurrence prior to or immediately after the occurrence)

(a) Remarks about the physical attributes or development of anyone.
(b) Excessive attention toward a particular student.
(c) Sending emails, text messages or letters to students if the content is not about school activities.

Acceptable and Recommended Staff/Student Behaviors

(a) Getting parents' written consent for any after-school activity.
(b) Obtaining formal approval to take students off school property for activities such as field trips or competitions.
(c) Emails, text, phone and instant messages to students must be very professional and pertaining to school activities or classes (communication should be limited to school technology).
(d) Keeping the door open when alone with a student.
(e) Keeping reasonable space between you and your students.
(f) Stopping and correcting students if they cross your own personal boundaries.

(g) Keeping parents informed when a significant issue develops about a student.
(h) Keeping after-class discussions with a student professional and brief.
(i) Asking for advice from fellow staff or administrators if you find yourself in a difficult situation related to boundaries.
(j) Involving your supervisor if conflict arises with the student.
(k) Informing the Superintendent about situations that have the potential to become more severe.
(l) Making detailed notes about an incident that could evolve into a more serious situation later.
(m) Recognizing the responsibility to stop unacceptable behavior of students or coworkers.
(n) Asking another staff member to be present if you will be alone with any type of special needs student.
(o) Asking another staff member to be present when you must be alone with a student after regular school hours.
(p) Giving students praise and recognition without touching them.
(q) Pats on the back, high fives and handshakes are acceptable.
(r) Keeping your professional conduct a high priority.
(s) Asking yourself if your actions are worth your job and career.

Policy Prohibiting Unlawful Harassment, Discrimination, and Retaliation

AGCS is committed to providing a work and educational atmosphere that is free of unlawful harassment, discrimination, and retaliation. AGCS's policy prohibits unlawful harassment, discrimination, and retaliation based upon: race (including traits historically associated with race, such as hair texture and hairstyle, including but not limited to braids, locks, and twists); color; gender (including gender identity, gender expression, and transgender identity, whether or not the employee is transitioning or has transitioned); sex (including reproductive health decision-making, pregnancy, childbirth, breastfeeding, and related medical conditions); sex stereotype (including an assumption about a person's appearance or behavior, gender roles, gender expression, or gender identity, or about an individual's ability or inability to perform certain kinds of work based on a myth, social expectation, or generalization about the individual's sex); religious creed (including religious dress and grooming practices); marital/registered domestic partner status; age (forty (40) and over); national origin or ancestry (including native language spoken and possession of a driver's license issued to persons unable to prove their presence in the U.S. is authorized by federal law); physical (including HIV and AIDS) or mental disability; medical condition (including cancer and genetic characteristics); taking a leave of absence authorized by law; genetic information; sexual orientation; military and veteran status; or any other consideration made unlawful by federal, state, or local laws.

Employees, volunteers, unpaid interns, individuals in apprenticeship programs, and independent contractors shall not be harassed, or discriminated or retaliated against, based upon the characteristics noted above.

AGCS does not condone and will not tolerate unlawful harassment, discrimination, or retaliation on the part of any employee (including supervisors and administration) or third party (including independent contractors or other person with which the School does business). Supervisors and administrators are to report any complaints of unlawful harassment to the Superintendent or designee.

When AGCS receives allegations of unlawful harassment, discrimination, or retaliation, the

Superintendent or designee or the Board (if a complaint is about the Superintendent) will conduct a fair, timely and thorough investigation that provides all parties an appropriate process and reaches reasonable conclusions based on the evidence collected. The investigation will be handled in as confidential a manner as possible, although complete confidentiality cannot be guaranteed. Complainants and witnesses shall not be subject to retaliation for making complaints in good faith or participating in an investigation. AGCS is committed to remediating any instances where investigation findings demonstrate unlawful harassment, discrimination, or retaliation has occurred.

Prohibited Unlawful Harassment

- Verbal conduct such as epithets, derogatory jokes or comments or slurs;
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement, or interfering with work because of sex, race or any other protected basis;
- Retaliation for reporting or threatening to report harassment; or
- Disparate treatment based on any of the protected classes above.

Prohibited Unlawful Sexual Harassment

AGCS is committed to providing a workplace free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action, up to, and including dismissal, of the offending employee.

Sexual harassment consists of sexual advances, request for sexual favors and other verbal or physical conduct of a sexual nature, regardless of whether or not the conduct is motivated by sexual desire, when: (1) submission to the conduct is either made explicitly or implicitly a term or condition of an individual's employment; (2) an employment decision is based upon an individual's acceptance or rejection of that conduct; and/or (3) that conduct interferes with an individual's work performance or creates an intimidating, hostile or offensive working environment.

It is also unlawful to retaliate in any way against an employee who has articulated a good faith concern about sexual harassment against him or her or against another individual.

All supervisors of staff will receive two (2) hours of sexual harassment prevention training within six (6) months of hire or their assumption of a supervisory position and every two (2) years thereafter. All other employees will receive one (1) hour of sexual harassment prevention training within (6) months of hire and every two (2) years thereafter. Such training will address all legally required topics, including information about the negative effects that abusive conduct has on both the victim of the conduct and others in the workplace, as well as methods to prevent abusive conduct undertaken with malice a reasonable person would find hostile, offensive, and unrelated to an employer's legitimate business interests. Abusive conduct includes but is not limited to repeated infliction of verbal abuse, such as the use of derogatory remarks, insults, and epithets, verbal or physical conduct that a reasonable person would find threatening, intimidating, or humiliating, or the gratuitous sabotage or undermining of a person's work performance. Supervisors shall also be trained on how to appropriately respond when the supervisor becomes aware that an employee is the target of unlawful harassment. Other staff will receive sexual harassment prevention training as required by law.

Each employee has the responsibility to maintain a workplace free from any form of sexual

harassment. Consequently, should any individual, in particular those with supervisory responsibilities, become aware of any conduct that may constitute sexual harassment or other prohibited behavior, immediate action should be taken to address such conduct. Any employee who believes they have been sexually harassed or has witnessed sexual harassment is encouraged to immediately report such harassment to the Superintendent or designee. See **Appendix A** for the "Harassment/Discrimination/Retaliation Complaint Form." See **Appendix B** for the general "Internal Complaint Form."

Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature, such as:
    - Rape, sexual battery, molestation or attempts to commit these assaults and
    - Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body.
- Unwanted sexual advances, propositions or other sexual comments, such as:
    - Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience.
    - Preferential treatment or promises of preferential treatment to an employee for submitting to sexual conduct, including soliciting or attempting to solicit any employee to engage in sexual activity for compensation or reward or disparate treatment for rejecting sexual conduct.
    - Subjecting or threats of subjecting an employee to unwelcome sexual attention or conduct or intentionally making performance of the employee's job more difficult because of the employee's sex.
- Sexual or discriminatory displays or publications anywhere at the workplace by employees, such as:
    - Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing to work or possessing any such material to read, display or view at work;
    - Reading publicly or otherwise publicizing in the work environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic; and
    - Displaying signs or other materials purporting to segregate an employee by sex in an area of the workplace (other than restrooms or similar rooms).

The illustrations of harassment and sexual harassment above are not to be construed as an all-inclusive list of prohibited acts under this policy. Moreover, please note that while in most situations a personal relationship is a private matter, these relationships are not appropriate in a professional setting, particularly where one of the parties has management or supervisory responsibilities. As such, consensual relationships in the workplace may violate AGCS policy.

Whistleblower Policy

AGCS requires its directors, officers, employees, and volunteers to observe high standards of ethics in the conduct of their duties and responsibilities within the School. As representatives of the School, such individuals must practice honesty and integrity in fulfilling all responsibilities and must comply with all applicable laws and regulations. The purpose of this policy is to create an ethical and open work environment, to ensure that the School has a governance and accountability structure that supports its mission, and to encourage and enable directors, officers, employees, and volunteers of the School to raise serious concerns about the occurrence of illegal or unethical actions within the School before turning to outside parties for resolution.

All directors, officers, employees, and volunteers of the School have a responsibility to report any action or suspected action taken within the School that is illegal, unethical or violates any adopted policy of the School, or local rule or regulation. Anyone reporting a violation must act in good faith, without malice to the School or any individual at the School and have reasonable grounds for believing that the information shared in the report indicates that a violation has occurred. A person who makes a report does not have to prove that a violation has occurred. However, any report which the reporter has made maliciously or any report which the reporter has good reason to believe is false will be viewed as a serious disciplinary offense. No one who in good faith reports a violation, or who, in good faith, cooperates in the investigation of a violation shall suffer harassment, retaliation, or adverse employment action. Further, no one who in good faith discloses, who may disclose, or who the School believes disclosed or may disclose, information regarding alleged violations to a person with authority over the employee or another employee who had responsibility for investigating, discovering or correcting the purported violation shall suffer harassment, retaliation, or adverse employment action.

Drug and Alcohol Free Workplace

AGCS is committed to providing a drug and alcohol free workplace and to promoting safety in the workplace, employee health and well-being, stakeholder confidence and a work environment that is conducive to attaining high work standards. The use of drugs and alcohol by employees, whether on or off the job, jeopardizes these goals, since it adversely affects health and safety, security, productivity, and public confidence and trust. Drug or alcohol use in the workplace or during the performance of job duties is extremely harmful to employees and to other AGCS stakeholders.

The bringing to the workplace, possession or use of intoxicating beverages or drugs on any School premises or during the performance of work duties is prohibited and will result in disciplinary action up to and including termination.

Confidential Information

All information relating to students, personal information, schools attended, addresses, contact numbers and progress information is confidential in nature, and may not be shared with or distributed to unauthorized parties. All records concerning special education pupils shall be kept strictly confidential and maintained in separate files. Failure to maintain confidentiality may result in disciplinary action, up to and including release from at-will employment.

Conflict of Interest

All employees must avoid situations involving actual or potential conflict of interest. An employee involved in any relationships or situations which may constitute a conflict of interest should immediately and fully disclose the relevant circumstances to the Superintendent, or the Board of Directors, for a determination about whether a potential or actual conflict exists. If an actual or potential conflict is determined, the School may take whatever corrective action appears appropriate according to the circumstances. Failure to disclose facts shall constitute grounds for disciplinary action.

Smoking

The AGCS facility is a no smoking facility.

THE WORKPLACE

Work Schedule

Business hours are normally 8:00 a.m. – 4:30 p.m., Monday through Friday. The regular workday schedule for nonexempt employees is seven (7.5) hours; the regular workweek schedule is thirty-seven and one-half (37.5) hours. Office staff daily schedules will be set at the beginning of the new school year. Exempt employees are also generally expected to be present during business hours and to commit whatever additional time is necessary to satisfactorily complete all job requirements.

Meal and Rest Periods

Nonexempt employees working at least five (5) hours are provided with a thirty (30) minute meal period, to be taken approximately in the middle of the workday but by no later than the end of the 5th hour of work. An employee may waive this meal period if the day's work will be completed in no more than six (6) hours, provided the employee and AGCS mutually consent to the waiver in writing.

Nonexempt employees are also provided with a ten (10) minute rest period for every four (4) hours worked which should be scheduled towards the middle of the four (4) hour work period as practicable. Employees are prohibited from combining meal and rest period time.

An employee's supervisor must be aware of and approve scheduled meal and rest periods. Employees must immediately inform their supervisor if they are prevented from taking their meal and/or rest periods. Employees are expected to observe assigned working hours and the time allowed for meal and rest periods.

Make-Up Time

Employees may request in writing that they be able to make up work time that is or would be lost as a result of a personal obligation. The hours of that make-up work may only be performed in the same workweek in which the work time was lost and must not exceed eleven (11) hours of work in one (1) day or forty (40) hours of work in one (1) week. Employees shall provide a signed, written request for each occasion that they make a request to make up work time, and authorization is within the sole and unreviewable discretion of the School. Make-up time is not encouraged.

Employee Classification

The School's employees are classified in the following categories: exempt or nonexempt, and full-time, part-time, or temporary.

- Exempt: Exempt employees are those employees with job assignments that meet exemption tests under applicable law, making them exempt from overtime pay requirements. Exempt employees are compensated on a salary basis, not pursuant to overtime pay requirements.

- Nonexempt: Nonexempt employees are those employees with job assignments that do not meet exemption tests under applicable law. Thus, these employees are paid overtime wages for authorized overtime worked in accordance with the law.

- Full-Time: Full-time employees are those employees who are scheduled to work at least thirty-seven and one-half (37.5) hours in a week, or teachers who are assigned at least twenty-four (24) students.

- Part-Time: Part-time employees are those employees who are scheduled to work less than thirty-seven and one-half (37.5) hours in a week.

- Temporary: Temporary employees are those employees who are hired for a limited time period, or for a specific project, and usually are not employed more than three (3) months.

Part-time and temporary employees are not entitled to benefits provided by the School. Independent contractors, consultants, and leased employees (i.e., those working for an employment agency) are not employees of the School and are not eligible for benefits provided by the School.

Lactation Accommodation

AGCS accommodates lactating employees by providing a reasonable amount of break time to any employee who desires to express breast milk for an infant child. The break time shall, if possible, run concurrently with any break time already provided to the employee. Any break time provided to express breast milk that does not run concurrently with break time already provided to the nonexempt employee shall be unpaid.

AGCS will make reasonable efforts to provide employees who need a lactation accommodation with the use of a room or other private location that is located close to the employee's work area. Such room/location shall not be a bathroom, and shall have electricity. Employees shall also be given access to a sink with running water and a refrigerator. Employees with private offices will be required to use their offices to express breast milk. Employees who desire lactation accommodations should contact their supervisor to request accommodations.

Attendance and Tardiness

All employees, whether exempt or nonexempt, are expected to arrive at work consistently and on time. Absenteeism and tardiness negatively affects the School's ability to implement its educational program and disrupts consistency in students' learning.

If it is necessary to be absent or late, employees are expected to telephone or email the Superintendent or designee as soon as possible but no later than one-half (1/2) hour before the start of the workday. If an employee is absent from work longer than one (1) day, he or she is expected to keep the Superintendent sufficiently informed of the situation.

As noted in the section of this Handbook concerning prohibited conduct, excessive or unexcused absences or tardiness may result in disciplinary action up to and including release from at-will employment with the School. Absence for more than three (3) consecutive days

without notifying the Superintendent will be considered a voluntary resignation from employment.

Time Cards/Records

By law, AGCS is obligated to keep accurate records of the time worked by nonexempt employees. Such employees shall keep be required to utilize the School's time card system.

Non-exempt employees must accurately clock in and out of their shifts as this is the only way the payroll department knows how many hours each employee has worked and how much each employee is owed. The time card indicates when the employee arrived and when the employee departed. All nonexempt employees must clock in and out for arrival and departure, along with lunch and for absences like doctor or dentist appointments. All employees are required to keep the office advised of their departures from and returns to the school premises during the workday.

Nonexempt employees are solely responsible for ensuring accurate information on their time cards and remembering to record time worked. If an employee forgets to mark their time card or makes an error on the time card, the employee must contact the Superintendent or designee to make the correction and such correction must be initialed by both the employee and the Superintendent.

Nonexempt employees are prohibited from performing off-the-clock work, including but not limited to checking emails before/after work hours, performing work in the morning before logging in, and running School errands after logging out.

No one may record hours worked on another's worksheet. Any employee who violates any aspect of this policy may be subject to disciplinary action, up to and including release from at-will employment with the School.

Mandatory Training and Meetings

Nonexempt employees are not entitled to be paid for attending lectures, meetings, training programs and similar activities if all of the following four (4) criteria are met:

- Attendance is outside of the employee's regular working hours;
- Attendance is in fact voluntary;
- The course, lecture, or meeting is not directly related to the employee's job; and
- The employee does not perform any productive work during such attendance.

If any of the criteria are not met, nonexempt employees are entitled to compensation for time spent in training or attending meetings.

All mandatory trainings, lectures, and meetings will be identified as such. The School will not pay nonexempt employees for attendance at voluntary trainings. If an employe is unsure about the characterization of an offered training, lecture, or meeting, they must contact the DSuperintendent before attending.

Time records of all nonexempt employees must accurately reflect attendance at all mandatory trainings, lectures, and meetings outside of regular working hours. Any hours in excess of eight

(8) in a day or forty (40) in a week will be paid at the appropriate overtime rate, at the hourly rate in effect at the time the overtime work is being performed.

Use of Email, Voicemail and Internet Access

AGCS will permit employees to use its email, voicemail systems and Internet access subject to the following:

1. Minimal personal use as long as it does not interfere with timely job performance and is consistent with law and appropriate protocols.

2. The email system and Internet access is not to be used in any way that may be disruptive, offensive to others, or harmful to morale. For example, sexually explicit images, ethnic slurs, racial epithets, or anything else that may be construed as harassment or disparagement of others based on their race, national origin, sex, sexual orientation, age, religious beliefs or political beliefs may not be displayed or transmitted.

3. Employees should not attempt to gain access to another employee's personal file or email or voicemail messages without the latter's express permission.

4. School staff will not enter an employee's personal email files or voicemail unless there is a business need to do so. AGCS retains a copy of all passwords; passwords unknown to the School may not be used. System security features, including passwords and delete functions, do not neutralize the School's ability to access any message at any time. Employees must be aware that the possibility of such access always exists.

5. Employees should not use personal devices or email accounts for School-related communications. Such communications should only take place using School-issued devices and via the employee's email account.

Personal Business

AGCS's facilities for handling mail and telephone calls are designed to accommodate School business. Employees should have personal mail directed to their home address and limit personal telephone calls to an absolute minimum. Personal calls should not be made outside the immediate dialing area. Do not use School material, time or equipment for personal projects.

Social Media

If an employee decides to post information on the Internet (i.e., personal blog, Facebook, Instagram, Twitter, etc.) that discusses any aspect of his/her workplace activities, the following restrictions apply:

- School equipment, including School computers and electronics systems, may not be used for these purposes;
- Student and employee confidentiality policies must be strictly followed;
- Employees must make clear that the views expressed in their blogs are their own and not those of the School;
- Employees may not use the School's logos, trademarks and/or copyrighted material and are not authorized to speak on the School's behalf;

- Employees are not authorized to publish any confidential or proprietary information maintained by the School;
- Employees are prohibited from making discriminatory, defamatory, libelous or slanderous comments when discussing the School, the employee's supervisors, co-workers and competitors;
- Employees must comply with all School policies, including, but not limited to, rules against unlawful harassment and retaliation.

The School reserves the right to take disciplinary action against any employee whose social media postings violate this or other School policies.

Personal Appearance/Standards of Dress

AGCS employees serve as role models to the School's students. All employees should therefore maintain professional standards of dress and grooming. Just as overall attitude and instructional competency contribute to a productive learning environment, so do appropriate dress and grooming.

Employees are encouraged to wear clothing that will add dignity to the educational profession, will present an image consistent with their job responsibilities, and will not interfere with the learning process. Accordingly, all employees shall adhere to the following standards of dress:

1. Clothing and jewelry must be safe and appropriate to the educational environment. All clothing must be clean and in good repair. Slits or tears in pants or other articles of clothing are not permitted except for modest slits in dresses or skirts that are no higher than three (3) inches above the knee.

2. Pants and shorts are to be worn on the waist with no portion of an undergarment showing. Shorts should be modest in length and should be no higher than three (3) inches above the knee.

3. Skirts and dresses should be no higher than three (3) inches above the knee.

4. All tops must be appropriate to the work environment, and should be clean, neat, and provide proper coverage.

5. Clothing or jewelry with logos that depict and/or promote gangs, drugs, alcohol, tobacco, sex, violence, illegal activities, profanity, or obscenity are not permitted.

6. Appropriate shoes must be worn at all times.

Health and Safety Policy

AGCS is committed to providing and maintaining a healthy and safe work environment for all employees.

Employees are required to know and comply with the School's General Safety Rules and to follow safe and healthy work practices at all times. Employees are required to report immediately to the Superintendent or designee any potential health or safety hazards, and all injuries or accidents.

In compliance with Proposition 65, the School will inform employees of any known exposure to a chemical known to cause cancer or reproductive toxicity.

Security Protocols

AGCS has developed guidelines to help maintain a secure workplace. Be aware of unknown persons loitering in parking areas, walkways, entrances and exits and service areas. Report any suspicious persons or activities to the Superintendent or designee. Employee desks or offices should be secured at the end of the day. When an employee is called away from his or her work area for an extended length of time, valuable or personal articles should not be left around a work station that may be accessible. The security of facilities as well as the welfare of employees depends upon the alertness and sensitivity of every individual to potential security risks. Employees should immediately notify the Superintendent when keys are missing or if security access codes or passes have been breached.

School Property Inspections

The School is committed to providing a work environment that is safe and free of illegal drugs, alcohol, firearms, explosives, and other improper materials. Additionally, the School provides property and facilities to its employees to carry out business on behalf of the School. Accordingly, employees do not have a reasonable expectation of privacy when using any School property or facilities. In accordance with these policies, all School facilities and property, including all items contained therein, may be inspected by the School at any time, with or without prior notice to the employee. School property includes all desks, storage areas, workstations, lockers, file cabinets, computers, telephone systems, email systems, and other storage devices.

The School also reserves the right to inspect any vehicle, its trunk, glove compartment, or any container therein that is parked on the School property or premises. The School reserves the right to deny entry to any person who refuses to cooperate with any inspections by the School. Any employee who fails to cooperate with inspections may be subject to disciplinary action up to and including dismissal.

Occupational Safety

AGCS is committed to the safety of its employees, vendors, contractors and the public and to providing a clear safety goal for management.

The prevention of accidents is the responsibility of every School supervisor. It is also the duty of all employees to accept and promote the established safety regulations and procedures. Every effort will be made to provide adequate safety training. If an employee is ever in doubt how to perform a job or task safely, assistance should be requested. Unsafe conditions must be reported immediately.

It is the policy of the School that accident prevention shall be considered of primary importance in all phases of operation and administration. AGCS's management is required to provide safe and healthy working conditions for all employees and to establish and require the use of safe practices at all times.

Failure to comply with or enforce School safety and health rules, practices and procedures could result in disciplinary action up to and including possible termination.

Accident/Incident Reporting

It is the duty of every employee to immediately or as soon as is practical report any accident or injury occurring during work or on School premises so that arrangements can be made for medical or first aid treatment, as well as for investigation and follow-up purposes.

Reporting Fires and Emergencies

It is the duty of every employee to know how to report fires and other emergencies quickly and accurately. Employees should report any such emergency by calling management. In addition, all employees should know the local emergency numbers such as 911.

EMPLOYEE WAGES AND HEALTH BENEFITS

Payroll Withholdings

As required by law, the School shall withhold Federal Income Tax, State Income Tax, Social Security (FICA) and State Disability Insurance from each employee's pay as follows:

1. Federal Income Tax Withholding: The amount varies with the number of exemptions the employee claims and the gross pay amount.

2. State Income Tax Withholding: The same factors which apply to federal withholdings apply to state withholdings.

3. Social Security (FICA): The Federal Insurance Contribution Act requires that a certain percentage of employee earnings be deducted and forwarded to the federal government, together with an equal amount contributed by the School.

4. State Disability Insurance (SDI): This state fund is used to provide benefits to those out of work because of illness or disability.

Employees may also have deductions made to their paychecks when a wage overpayment occurs. The School may require the employee to reimburse an overpayment through a mutually agreeable method, including through cash repayment or a deduction of the employee's payroll check, among other options. An employee who is separated from employment before full repayment of the overpayment amount shall have any remaining amounts withheld from their final check. The School also reserves the right to exercise any and all other legal means to recover any additional amounts owed. The School shall provide employees with advance written notice of the deduction prior to the pay period when it will go into effect.

Every deduction from an employee's paycheck is explained on the check voucher. If an employee does not understand the deductions, he or she should ask the Superintendent or designee to explain them.

Employees may change the number of withholding allowances claimed for Federal Income Tax purposes at any time by filling out a new W-4 form and submitting it to the Superintendent or designee. The office maintains a supply of these forms.

All Federal, State, and Social Security taxes will be automatically deducted from paychecks. Federal Withholding Tax deduction is determined by the employee's W-4 form. The W-4 form should be completed upon hire and it is the employee's responsibility to report any changes in filing status to the Superintendent and to fill out a new W-4 form.

At the end of the calendar year, a "withholding statement" (W-2) will be prepared and forwarded to each employee for use in connection with preparation of income tax returns. The W-2 shows Social Security information, taxes withheld and total wages.

Overtime Pay

Whether an employee is exempt from or subject to overtime pay will be determined on a case-by-case basis and will be indicated in the employee's job description. Generally, teachers and

administrators are exempt. Nonexempt employees may be required to work beyond the regularly scheduled workday or workweek as necessary. Only actual hours worked in a given workday or workweek can apply in calculating overtime for nonexempt employees. AGCS will attempt to distribute overtime evenly and accommodate individual schedules. All overtime work must be previously authorized by the Superintendent. AGCS provides compensation for all overtime hours worked by nonexempt employees in accordance with state and federal law as follows:

> For employees subject to overtime, all hours worked in excess of eight (8) hours in one workday or forty (40) hours in one workweek shall be treated as overtime. Compensation for hours in excess of forty (40) for the workweek or in excess of eight (8) and not more than twelve (12) for the workday, and for the first eight (8) hours on the seventh consecutive day in one workweek, shall be paid at a rate of one and one-half times the employee's regular rate of pay. Compensation for hours in excess of twelve (12) in one workday and an excess of eight (8) on the seventh consecutive workday of the workweek shall be paid at double the regular rate of pay.

Exempt employees may have to work hours beyond their normal schedules as work demands require. No overtime compensation will be paid to these exempt employees.

Paydays

Paydays are scheduled twice per month for non-exempt employees and monthly for exempt. If an employee observes any error in his or her check, it should be reported immediately to the Superintendent.

Wage Attachments and Garnishments

Under normal circumstances, the School will not assist creditors in the collection of personal debts from its employees. However, creditors may resort to certain legal procedures such as garnishments, levies or judgments that require the School, by law, to withhold part of an employee's earnings in their favor.

Employees are strongly encouraged to avoid such wage attachments and garnishments. If the School is presented a second garnishment request concerning an employee, the Superintendent will discuss the situation with the employee.

Medical Benefits

Full-time certificated and classified employees are eligible for health insurance benefits in accordance with the School's health insurance plan as set forth in the Summary Plan Description ("SPD"). For credentialed teachers, full-time is considered to be twenty-four (24) students. Part-time credentialed teachers serving at least twelve (12) students will have the option of enrolling in the insurance plan on a pro-rated basis. The School's Board will determine the annual maximum employer healthcare contribution. The Employee will be provided this amount at time of enrollment, at Open Enrollment annually, and from the Main Office upon request.

Employees are responsible for paying any premium amounts in excess of the maximum employer healthcare contribution taking into account any pro-ration. If the health insurance

premium rates increase, employees may be required to contribute for the increased premiums to retain coverage. Unless otherwise mandated by law, employees on a leave of absence of one (1) month or more are responsible for selecting continuing health coverage and paying the premium for such coverage. Failure to timely request and pay for such coverage will result in the loss of coverage.

COBRA Benefits

When coverage under the School's medical and/or dental plans ends, employees or their dependents can continue coverage for eighteen (18) or thirty-six (36) months, depending upon the reason benefits ended. To continue coverage, an employee must pay the full cost of coverage – the employee contribution and the School's previous contribution plus a possible administrative charge.

Medical coverage for an employee, his/her spouse, and eligible dependent children can continue for up to eighteen (18) months if coverage ends because:

- Employment ends, voluntarily or involuntarily, for any reason other than gross misconduct; or

- Hours of employment are reduced below the amount required to be considered a full-time employee or part-time, making an employee ineligible for the plan.

This eighteen (18) month period may be extended an additional eleven (11) months in cases of disability subject to certain requirements. This eighteen (18) month period may also be extended an additional eighteen (18) months if other events (such as a divorce or death) occur subject to certain requirements.

An employee's spouse and eligible dependents can continue their health coverage for up to thirty-six (36) months if coverage ends because:

- The employee dies while covered by the plan;

- The employee and his/her spouse become divorced or legally separated;

- The employee becomes eligible for Medicare coverage, but his/her spouse has not yet reached age sixty-five (65); or

- The employee's dependent child reaches an age which makes him or her ineligible for coverage under the plan.

Rights similar to those described above may apply to retirees, spouses and dependents if the employer commences a bankruptcy proceeding and those individuals lose coverage.

AGCS will notify employees or their dependents if coverage ends due to termination or a reduction in work hours. If an employee becomes eligible for Medicare, divorced or legally separated, dies, or when a dependent child no longer meets the eligibility requirements, the employee or a family member are responsible for notifying the School within thirty (30) days of the event. AGCS will then notify the employee or his/her dependents of the employee's rights.

Health coverage continuation must be elected within sixty (60) days after receiving notice of the end of coverage, or within sixty (60) days after the event causing the loss, whichever is later.

There are certain circumstances under which coverage will end automatically. This happens if:

- Premiums for continued coverage are not paid within thirty (30) days of the due date;
- The employee (or his/her spouse or child) become covered under another group health plan which does not contain any exclusion or limitation with respect to any pre-existing condition the employee (or the employee's spouse or child, as applicable) may have;
- AGCS stops providing group health benefits;
- The employee (or the employee's spouse or child) become entitled to Medicare; or
- The employee extended coverage for up to twenty-nine (29) months due to disability and there has been a final determination that the employee is no longer disabled.

PERSONNEL EVALUATION AND RECORD KEEPING

Employee Reviews and Evaluations

Each employee will receive periodic performance reviews conducted by the Superintendent or direct supervisor. Most performance evaluations will be conducted annually. The frequency of performance evaluations may vary depending upon length of service, job position, past performance, changes in job duties, or recurring performance problems.

Performance evaluations may review factors such as the quality and quantity of the work performed, knowledge of the job, initiative, work attitude, and attitude toward others. The performance evaluations are intended to make employees aware of their progress, areas for improvement, and objectives or goals for future work performance. Favorable performance evaluations do not guarantee increases in salary or promotions. Salary increases and promotions are solely within the discretion of the School and depend upon many factors in addition to performance. After the review, an employee will be required to sign the evaluation report simply to acknowledge that it has been presented to them, that they have discussed it with the Superintendent or direct supervisor, and that they are aware of its contents.

Newly hired employees may have their performance goals reviewed by the Superintendent or direct supervisor within the first ninety (90) days of employment.

Salary and potential for advancement will be based largely upon job performance. On a periodic basis, the Superintendent or direct supervisor will review employee job performance with an employee in order to establish goals for future performance and to discuss current performance. AGCS's evaluation system will in no way alter the at-will employment relationship.

Personnel Files and Record Keeping Protocols

At the time of employment, a personnel file is established for each employee. It is each employee's responsibility to keep the Superintendent or designee advised of changes that should be reflected in their personnel file. Such changes include: change in address, telephone number, marital status, number of dependents and person(s) to notify in case of emergency. Prompt notification of these changes is essential and will enable the School to contact an employee should the change affect their other records.

Employees have the right to inspect documents in their personnel file, as provided by law, in the presence of a School representative, at a mutually convenient time. Employees also have the right to obtain a copy of their personnel file as provided by law. Employees may add comments to any disputed item in the file. AGCS will restrict disclosure of personnel files to authorized individuals within the School. A request for information contained in the personnel file must be directed to the Superintendent. Only the Superintendent or designee is authorized to release information about current or former employees. Disclosure of information to outside sources will be limited. However, the School will cooperate with requests from authorized law enforcement or local, state or federal agencies conducting official investigations or as otherwise legally required.

Credible complaints of substantiated investigations into or discipline for egregious misconduct will not be expunged from an employee's personnel file unless the complaint is heard by an

arbitrator, administrative law judge, or the Board and the complaint is deemed to be false, not credible, unsubstantiated or a determination was made that discipline was not warranted.

HOLIDAYS, VACATIONS AND LEAVES

Holidays

AGCS calendar reflects any and all holidays observed by the School. The following holidays are generally observed by public entities, including public schools:

- New Year's Day
- Martin Luther King Jr. Birthday
- President's Day
- International Women's Day
- Memorial Day
- Juneteenth
- Independence Day
- Labor Day
- Veteran's Day
- Thanksgiving
- Friday after Thanksgiving
- Day before Christmas
- Christmas Day

Other days during the school year, such as days during the School's calendared breaks, shall not be paid time for nonexempt employees in active status. Recognized religious holidays may be taken off by an employee whose religion requires observance of the particular day. Employees must request the day off in advance by written notice to the Superintendent or designee. The employee will be paid if the religious holiday is taken as an earned paid leave day (i.e. vacation, personal necessity day, etc., as applicable). The employee will not be paid if the religious holiday is taken as a personal leave of absence day. Employees on any leave of absence do not earn holiday pay.

Unpaid Leave of Absence

AGCS recognizes that special situations may arise where an employee must leave his or her job temporarily. At its discretion, the School may grant employees leaves of absence. Any unpaid leave of absence must be approved in advance by the School.

The granting of a leave of absence always presumes the employee will return to active work by a designated date or within a specific period.

During a Family and Medical Leave Act, California Family Rights Act leave, and/or Pregnancy Disability Leave, the employee's medical and dental benefits will remain in force, provided the employee pays the appropriate premiums. Otherwise, benefits are terminated the month any other type of leave begins. If an employee fails to return from a leave and is subsequently terminated, the employee is entitled to all earned but unused ~~vacation pay~~ personal leave, provided that the ~~vacation pay~~ personal leave was earned prior to the commencement of leave. No vacation time is accrued during any type of unpaid leave of absence.

Sick Leave

To help prevent loss of earnings that may be caused by accident or illness, or by other

emergencies, the School offers paid sick leave to its employees. Sick leave may be taken to receive preventive care (including annual physicals or flu shots) or to diagnose, treat, or care for an existing health condition. Employees may also use sick leave to assist a family member (i.e., children, parents, spouses/domestic partners, grandparents, grandchildren, or siblings) or a designated person (i.e., a person identified by the employee at the time the employee requests sick leave) who must receive preventative care or a diagnosis, treatment, or care for an existing health condition. Employees are limited to one (1) designated person per twelve (12) month period. Employees may also take paid sick leave to receive medical care or other assistance to address instances of domestic violence, sexual assault, or stalking.

Paid sick leave is available to all School employees who work at least thirty (30) days within the span of a single calendar year from the commencement of employment. All eligible employees shall be credited with twenty-four (24) hours of sick leave at the beginning of each work year. Furthermore, all full-time employees will accrue additional sick leave per month worked for a total of up to eleven (11) days per full work year.

Employees cannot use paid sick leave until the ninetieth (90th) calendar day following the employee's start date. Sick leave must be taken by eligible employees in increments of two (2) hours. Accrued sick leave does not carry over from year to year and the School does not pay employees in lieu of unused sick leave.

If an employee is absent longer than three (3) days due to illness, medical evidence of their illness and/or medical certification of their fitness to return to work satisfactory to the School may be required. The School will not tolerate abuse or misuse of the sick leave privilege. If the School suspects abuse of sick leave, the School may require a medical certification from an employee verifying the employee's absence.

Once an employee has exhausted sick leave, the employee may continue on an unpaid medical leave depending upon the facts and circumstances of the employee's basis for leave beyond accrued sick leave. Employee requests for unpaid medical leave must be approved in advance by the School.

Family Care and Medical Leave

This policy explains how the School complies with the federal Family and Medical Leave Act ("FMLA") and the California Family Rights Act ("CFRA"), both of which require the School to permit each eligible employee to take up to twelve (12) workweeks (or twenty-six (26) workweeks where indicated) of FMLA/CFRA leave in any twelve (12) month period for the purposes enumerated below.

- Employee Eligibility Criteria

  To be eligible for FMLA/CFRA leave, the employee must have been employed by the School for a total of at least twelve (12) months, worked at least 1,250 hours during the twelve (12) month period immediately preceding commencement of the leave, and work at a location where the School has at least fifty (50) employees within seventy-five (75) miles, (except for purposes of CFRA where the School must only have at least five (5) employees).

- Events That May Entitle an Employee To FMLA/CFRA Leave

The twelve (12) week (or twenty-six (26) workweeks where indicated) FMLA/CFRA allowance includes any time taken (with or without pay) for any of the following reasons:

1. To care for the employee's newborn child or a child placed with the employee for adoption or foster care. Leaves for this purpose must conclude twelve (12) months after the birth, adoption, or placement. If both parents are employed by the School, they each will be entitled to a separate twelve (12) weeks of leave for this purpose, which cannot be loaned or otherwise assigned from one employee to the other.

2. Because of the employee's own serious health condition (including a serious health condition resulting from an on-the-job illness or injury) that makes the employee unable to perform any one or more of the essential functions of his or her job (other than a disability caused by pregnancy, childbirth, or related medical conditions, which is covered by the School's separate pregnancy disability policy).

    a. A "serious health condition" is an illness, injury (including, but not limited to, on-the-job injuries), impairment, or physical or mental condition of the employee or a child, parent, or spouse of the employee that involves either inpatient care or continuing treatment, including, but not limited to, treatment for substance abuse.

    b. "Inpatient care" means a stay in a hospital, hospice, or residential health care facility, any subsequent treatment in connection with such inpatient care, or any period of incapacity. A person is considered an "inpatient" when a health care facility formally admits him/her to the facility with the expectation that he/she will remain at least overnight and occupy a bed, even if it later develops that such person can be discharged or transferred to another facility and does not actually remain overnight.

    c. "Incapacity" means the inability to work, attend school, or perform other regular daily activities due to a serious health condition, its treatment, or the recovery that it requires.

    d. "Continuing treatment" means ongoing medical treatment or supervision by a health care provider.

3. To care for a spouse, domestic partner, child, or parent with a serious health condition. A qualifying family member may also include a parent-in-law, grandparent, grandchild, sibling, or designated person for CFRA purposes. "Designated person" refers to any individual related by blood or whose association with the employee is the equivalent to a family relationship. Employees are limited to one (1) designated person per twelve (12) month period.

4. When an employee is providing care to a spouse, son, daughter, parent, or next of kin who is a covered Armed Forces service member with a serious injury or illness, the employee may take a maximum of twenty-six (26) weeks of

additional FMLA leave in a single twelve (12) month period to provide said care. CFRA does not provide leave specific to caring for a service member.

5. For any "qualifying exigency" because the employee is the spouse, son, daughter, or parent of an individual on active military duty, or an individual notified of an impending call or order to active duty, in the Armed Forces. For CFRA purposes, this may also include a domestic partner.

- Amount of FMLA/CFRA Leave Which May Be Taken

1. FMLA/CFRA leave can be taken in one (1) or more periods, but may not exceed twelve (12) workweeks total for any purpose in any twelve (12) month period, as described below, for any one, or combination of the above-described situations. "Twelve workweeks" means the equivalent of twelve (12) of the employee's normally scheduled workweeks. For a full-time employee who works five (5) eight-hour days per week, "twelve workweeks" means sixty (60) working and/or paid eight (8) hour days.

2. In addition to the twelve (12) workweeks of FMLA/CFRA leave that may be taken, an employee who is the spouse, son, daughter, parent, or next of kin of a covered Armed Forces service member may also be entitled to a total of twenty-six (26) workweeks of FMLA leave during a twelve (12) month period to care for the servicemember.

3. The "twelve month period" in which twelve (12) weeks of FMLA and CFRA leave may be taken is the twelve (12) month period immediately preceding the commencement of any FMLA/CFRA leave.

4. If a holiday falls within a week taken as FMLA/CFRA leave, the week is nevertheless counted as a week of FMLA/CFRA leave. If, however, the School's business activity has temporarily ceased for some reason and employees are generally not expected to report for work for one or more weeks, such as the Winter Break, Spring Break, or Summer Vacation, the days the School's activities have ceased do not count against the employee's FMLA or CFRA leave entitlement. Similarly, if an employee uses FMLA/CFRA leave in increments of less than one (1) week, the fact that a holiday may occur within a week in which an employee partially takes leave does not count against the employee's leave entitlement unless the employee was otherwise scheduled and expected to work during the holiday.

- Pay during FMLA/CFRA Leave

1. An employee on FMLA/CFRA leave because of his/her own serious health condition must use all accrued paid sick leave at the beginning of any otherwise unpaid FMLA/CFRA leave period. If an employee is receiving a partial wage replacement benefit during the FMLA/CFRA leave, the School and the employee may agree to have School-provided paid leave, such as ~~vacation or~~ sick time, supplement the partial wage replacement benefit unless otherwise prohibited by law.

2. An employee on FMLA/CFRA leave for baby-bonding or to care for a qualifying family member with a serious health condition may use any or all accrued sick leave at the beginning of any otherwise unpaid FMLA/CFRA leave.

3. If an employee has exhausted his/her sick leave, leave taken under FMLA/CFRA shall be unpaid leave.

4. The receipt of sick leave pay or State Disability Insurance benefits will not extend the length of the FMLA or CFRA leave. Sick pay accrues during any period of unpaid FMLA or CFRA leave only until the end of the month in which unpaid leave began.

- Health Benefits

The provisions of the School's various employee benefit plans govern continuing eligibility during FMLA/CFRA leave, and these provisions may change from time to time. The health benefits of employees on FMLA/CFRA leave will be paid by the School during the leave at the same level and under the same conditions as coverage would have been provided if the employee had been continuously employed during the leave period. When a request for FMLA/CFRA leave is granted, the School will give the employee written confirmation of the arrangements made for the payment of insurance premiums during the leave period.

If an employee is required to pay premiums for any part of his/her group health coverage, the School will provide the employee with advance written notice of the terms and conditions under which premium payments must be made.

AGCS may recover the health benefit costs paid on behalf of an employee during his/her FMLA/CFRA leave if:

1. The employee fails to return from leave after the period of leave to which the employee is entitled has expired. An employee is deemed to have "failed to return from leave" if he/she works less than thirty (30) days after returning from FMLA/CFRA leave; and

2. The employee's failure to return from leave is for a reason other than the continuation, recurrence, or onset of a serious health condition that entitles the employee to FMLA/CFRA leave, or other circumstances beyond the control of the employee.

- Seniority

An employee on FMLA/CFRA leave remains an employee and the leave will not constitute a break in service. An employee who returns from FMLA/CFRA leave will return with the same seniority he/she had when the leave commenced.

- Medical Certifications

1. An employee requesting FMLA/CFRA leave because of his/her own or a relative's serious health condition must provide medical certification from the appropriate health care provider on a form supplied by the School. Absent

extenuating circumstances, failure to provide the required certification in a timely manner (within fifteen (15) days of the School's request for certification) may result in denial of the leave request until such certification is provided.

2. The School will notify the employee in writing if the certification is incomplete or insufficient, and will advise the employee what additional information is necessary in order to make the certification complete and sufficient. The School may contact the employee's health care provider to authenticate a certification as needed.

3. If the School has reason to doubt the medical certification supporting a leave because of the employee's own serious health condition, the School may request a second opinion by a health care provider of its choice (paid for by the School). If the second opinion differs from the first one, the School will pay for a third, mutually agreeable, health care provider to provide a final and binding opinion.

4. Recertifications are required if leave is sought after expiration of the time estimated by the health care provider. Failure to submit required recertifications can result in termination of the leave.

- Procedures for Requesting and Scheduling FMLA/CFRA Leave

1. An employee should request FMLA/CFRA leave by completing a Request for Leave form and submitting it to the Superintendent. An employee asking for a Request for Leave form will be given a copy of the School's then-current FMLA/CFRA leave policy.

2. Employees should provide not less than thirty (30) days' notice for foreseeable childbirth, placement, or any planned medical treatment for the employee or his/her qualifying family member. Failure to provide such notice is grounds for denial of a leave request, except if the need for FMLA/CFRA leave was an emergency or was otherwise unforeseeable.

3. Where possible, employees must make a reasonable effort to schedule foreseeable planned medical treatments so as not to unduly disrupt the School's operations.

4. If FMLA/CFRA leave is taken because of the employee's own serious health condition or the serious health condition of the employee's qualifying family member, the leave may be taken intermittently or on a reduced leave schedule when medically necessary, as determined by the health care provider of the person with the serious health condition.

5. If FMLA/CFRA leave is taken because of the birth of the employee's child or the placement of a child with the employee for adoption or foster care, the minimum duration of leave is two (2) weeks, except that the School will grant a request for FMLA/CFRA leave for this purpose of at least one day but less than two (2) weeks' duration on any two (2) occasions.

6. If an employee needs intermittent leave or leave on a reduced leave schedule that is foreseeable based on planned medical treatment for the employee or a family

member, the employee may be transferred temporarily to an available alternative position for which he or she is qualified that has equivalent pay and benefits and that better accommodates recurring periods of leave than the employee's regular position.

7. The School will respond to an FMLA/CFRA leave request no later than five (5) business days of receiving the request. If an FMLA/CFRA leave request is granted, the School will notify the employee in writing that the leave will be counted against the employee's FMLA/CFRA leave entitlement. This notice will explain the employee's obligations and the consequences of failing to satisfy them.

- Return to Work

1. Upon timely return at the expiration of the FMLA/CFRA leave period, an employee is entitled to the same or a comparable position with the same or similar duties and virtually identical pay, benefits, and other terms and conditions of employment unless the same position and any comparable position(s) have ceased to exist because of legitimate business reasons unrelated to the employee's FMLA/CFRA leave.

2. When a request for FMLA/CFRA leave is granted to an employee, the School will give the employee a written guarantee of reinstatement at the termination of the leave (with the limitations explained above).

3. Before an employee will be permitted to return from FMLA/CFRA leave taken because of his/her own serious health condition, the employee must obtain a certification from his/her health care provider that he/she is able to resume work.

4. If an employee can return to work with limitations, the School will evaluate those limitations and, if possible, will accommodate the employee as required by law. If accommodation cannot be made, the employee will be medically separated from the School.

- Employment during Leave

No employee, including employees on FMLA/CFRA leave, may accept employment with any other employer without the School's written permission. An employee who accepts such employment without the School's written permission will be deemed to have resigned from employment at the School.

Pregnancy Disability Leave

This policy explains how the School complies with the California Pregnancy Disability Act, which requires the School to give each female employee an unpaid leave of absence of up to four (4) months per pregnancy, as needed, for the period(s) of time a woman is actually disabled by pregnancy, childbirth, or related medical conditions.

- Employee Eligibility Criteria

To be eligible for pregnancy disability leave, the employee must be disabled by pregnancy, childbirth, or a related medical condition and must provide appropriate medical certification concerning the disability.

- Events That May Entitle an Employee to Pregnancy Disability Leave

The four (4) -month pregnancy disability leave allowance includes any time taken (with or without pay) for any of the following reasons:

1. The employee is unable to work at all or is unable to perform any one or more of the essential functions of her job without undue risk to herself, the successful completion of her pregnancy, or to other persons because of pregnancy or childbirth, or because of any medically recognized physical or mental condition that is related to pregnancy or childbirth (including severe morning sickness); or

2. The employee needs to take time off for prenatal care.

- Duration of Pregnancy Disability Leave

Pregnancy disability leave may be taken in one or more periods, but not to exceed four months total. "Four months" means the number of days the employee would normally work within four months. For a full-time employee who works five (5) eight (8) hour days per week, four (4) months means 693 hours of leave (40 hours per week times 17 $^{1}/_{3}$ weeks).

For employees who work more or less than forty (40) hours per week, or who work on variable work schedules, the number of working days that constitutes four (4) months is calculated on a pro rata or proportional basis. For example, for an employee who works twenty (20) hours per week, "four months" means 346.5 hours of leave entitlement (20 hours per week times 17 $^{1}/_{3}$ weeks). For an employee who normally works forty-eight (48) hours per week, "four months" means 832 hours of leave entitlement (48 hours per week times 17 $^{1}/_{3}$ weeks).

At the end or depletion of an employee's pregnancy disability leave, an employee who has a physical or mental disability (which may or may not be due to pregnancy, childbirth, or related medical conditions) may be entitled to reasonable accommodation. Entitlement to additional leave must be determined on a case-by case basis, taking into account a number of considerations such as whether an extended leave is likely to be effective in allowing the employee to return to work at the end of the leave, with or without further reasonable accommodation, and whether or not additional leave would create an undue hardship for the School. The School is not required to provide an indefinite leave of absence as a reasonable accommodation.

- Pay during Pregnancy Disability Leave

1. An employee on pregnancy disability leave must use all accrued paid sick leave at the beginning of any otherwise unpaid leave period.

2. The receipt of sick leave pay, or state disability insurance benefits, will not extend the length of pregnancy disability leave.

3. Sick pay accrues during any period of unpaid pregnancy disability leave only until the end of the month in which the unpaid leave began.

- Health Benefits

AGCS shall provide continued health insurance coverage while an employee is on pregnancy disability leave consistent with applicable law. The continuation of health benefits is for a maximum of four (4) months in a twelve (12)-month period. AGCS can recover premiums that it already paid on behalf of an employee if both of the following conditions are met:

1. The employee fails to return from leave after the designated leave period expires.

2. The employee's failure to return from leave is for a reason other than the following:

   - The employee is taking leave under the California Family Rights Act.

   - There is a continuation, recurrence or onset of a health condition that entitles the employee to pregnancy disability leave.

   - There is a non-pregnancy related medical condition requiring further leave.

   - Any other circumstance beyond the control of the employee.

- Seniority

An employee on pregnancy disability leave remains an employee of the School and a leave will not constitute a break in service. When an employee returns from pregnancy disability leave, she will return with the same seniority she had when the leave commenced.

- Medical Certifications

1. An employee requesting a pregnancy disability leave must provide medical certification from her healthcare provider on a form supplied by the School. Failure to provide the required certification in a timely manner (within fifteen (15) days of the leave request) may result in a denial of the leave request until such certification is provided.

2. Recertifications are required if leave is sought after expiration of the time estimated by the healthcare provider. Failure to submit required recertifications can result in termination of the leave.

- Requesting and Scheduling Pregnancy Disability Leave

1. An employee should request pregnancy disability leave by completing a Request for Leave form and submitting it to the Superintendent. An employee asking for a Request for Leave form will be referred to the School's then current pregnancy disability leave policy.

2. Employee should provide not less than thirty (30) days' notice or as soon as is practicable, if the need for the leave is foreseeable. Failure to provide such notice is grounds for denial of the leave request, except if the need for pregnancy disability leave was an emergency and was otherwise unforeseeable.

3. Where possible, employees must make a reasonable effort to schedule foreseeable planned medical treatments so as not to unduly disrupt the School's operations.

4. Pregnancy disability leave may be taken intermittently or on a reduced leave schedule when medically advisable, as determined by the employee's healthcare provider.

5. If an employee needs intermittent leave or leave on a reduced leave schedule that is foreseeable based on planned medical treatment, the employee may be transferred temporarily to an available alternative position for which he or she is qualified that has equivalent pay and benefits that better accommodates recurring periods of leave than the employee's regular position.

6. The School will respond to a pregnancy disability leave request within ten (10) days of receiving the request. If a pregnancy disability leave request is granted, the School will notify the employee in writing and leave will be counted against the employee's pregnancy disability leave entitlement. This notice will explain the employee's obligations and the consequences of failing to satisfy them.

- Return to Work

1. Upon timely return at the expiration of the pregnancy disability leave period, an employee is entitled to the same position unless the employee would not otherwise have been employed in the same position at the time reinstatement is requested. If the employee is not reinstated to the same position, she must be reinstated to a comparable position unless one of the following is applicable:

   a. The employer would not have offered a comparable position to the employee if she would have been continuously at work during the pregnancy disability leave.

   b. There is no comparable position available, to which the employee is either qualified or entitled, on the employee's scheduled date of reinstatement or within sixty (60) calendar days thereafter. The School will take reasonable steps to provide notice to the employee if and when comparable positions become available during the sixty (60) day period.

      A "comparable" position is a position that involves the same or similar duties and responsibilities and is virtually identical to the employee's original position in terms of pay, benefits, and working conditions.

2. When a request for pregnancy disability leave is granted to an employee, the School will give the employee a written guarantee of reinstatement at the end of the leave (with the limitations explained above).

3. In accordance with AGCS policy, before an employee will be permitted to return from a pregnancy disability leave of three (3) days or more, the employee must obtain a certification from her healthcare provider that she is able to resume work.

4. If the employee can return to work with limitations, the School will evaluate those limitations and, if possible, will accommodate the employee as required by law. If accommodation cannot be made, the employee will be medically separated from the School.

- Employment during Leave

  No employee, including employees on pregnancy disability leave, may accept employment with any other employer without the School's written permission. An employee who accepts such employment without written permission will be deemed to have resigned from employment.

Industrial Injury Leave (Workers' Compensation)

AGCS, in accordance with State law, provides insurance coverage for employees in case of work-related injuries. The workers' compensation benefits provided to injured employees may include:

- Medical care;
- Cash benefits, tax-free to replace lost wages; and
- Vocational rehabilitation to help qualified injured employees return to suitable employment.

To ensure employees receive any worker's compensation benefits to which they may be entitled, employees will need to:

- Immediately report any work-related injury to the Superintendent or designee;
- Seek medical treatment and follow-up care if required;
- Complete a written Employee's Claim Form (DWC Form 1) and return it to the Superintendent; and
- Provide the School with a certification from a health care provider regarding the need for workers' compensation disability leave as well as the employee's eventual ability to return to work from the leave.

It is the School's policy that when there is a job-related injury, the first priority is to ensure that the injured employee receives appropriate medical attention. AGCS, with the help of its insurance carrier has selected medical centers to meet this need. Each medical center was selected for its ability to meet anticipated needs with high quality medical service and a location that is convenient to the School's operation.

- If an employee is injured on the job, he/she is to go or be taken to the approved medical center for treatment. If injuries are such that they require the use of emergency medical systems ("EMS") such as an ambulance, the choice by the EMS personnel for the most appropriate medical center or hospital for treatment will be recognized as an approved center.

- All accidents and injuries must be reported to the Superintendent or designee and to the individual responsible for reporting to the School's insurance carrier. Failure by an employee to report a work-related injury by the end of his/her shift could result in loss of insurance coverage for the employee. An employee may choose to be treated by his/her personal physician at his/her own expense, but he/she is still required to go to the School's approved medical center for evaluation. All job-related injuries must be reported to the appropriate State Workers' Compensation Bureau and the insurance carrier.

- When there is a job-related injury that results in lost time, the employee must have a medical release from the School's approved medical facility before returning to work.

- Any time there is a job-related injury, the School's policy requires drug/alcohol testing along with any medical treatment provided to the employee.

Military and Military Spousal Leave of Absence

AGCS shall grant a military leave of absence to any employee who must be absent from work due to service in the uniformed services in accordance with the Uniformed Services Employment and Re-Employment Rights Act of 1994 ("USERRA"). All employees requesting military leave must provide advance written notice of the need for such leave, unless prevented from doing so by military necessity or if providing notice would be impossible or unreasonable.

If military leave is for thirty (30) or fewer days, the School shall continue the employee's health benefits. For service of more than thirty (30) days, employee shall be permitted to continue their health benefits at their option through COBRA. Employees are entitled to use accrued vacation or paid time off as wage replacement during time served, provided such vacation/paid time off accrued prior to the leave.

Except for employees serving in the National Guard, AGCS will reinstate those employees returning from military leave to their same position or one of comparable seniority, status, and pay if they have a certificate of satisfactory completion of service and apply within ninety (90) days after release from active duty or within such extended period, if any, as required by law. For those employees serving in the National Guard, if he or she left a full-time position, the employee must apply for reemployment within forty (40) days of being released from active duty, and if he or she left part-time employment, the employee must apply for reemployment within five (5) days of being released from active duty.

An employee who was absent from work while fulfilling his or her covered service obligation under the USERRA or California law shall be credited, upon his or her return to the School, with the hours of service that would have been performed but for the period of absence from work due to or necessitated by USERRA-covered service. Exceptions to this policy will occur wherever necessary to comply with applicable laws.

AGCS shall grant up to ten (10) days of unpaid leave to employees who work more than twenty (20) hours per week and who are spouses of deployed military servicemen and servicewomen. The leave may be taken when the military spouse is on leave from deployment during a time of military conflict. To be eligible for leave, an employee must provide the School with (1) notice of intention to take military spousal leave within two (2) business days of receiving official notice that the employee's military spouse will be on leave from deployment, and (2) documentation certifying that the employee's military spouse will be on leave from deployment during the time that the employee requests leave.

Bereavement Leave

All employees who have worked for the School for at least thirty (30) days shall be eligible to take up to five (5) days of paid bereavement leave due to the death of a covered family member (spouse, child, parent, sibling, grandparent, grandchild, domestic partner, or parent-in-law). For all other employees, bereavement leave shall be unpaid unless an employee elects to use available accrued/unused paid leave. Bereavement pay will not be used in computing overtime pay. Any scheduled days off (including weekends, holidays and vacations) falling during the absence will be counted as both bereavement leave and scheduled days off. Upon request, an employee may be required to provide documentation of the death of a covered family member.

If any employee requires more than five (5) days off for bereavement leave, the employee may request additional unpaid leave or may request the opportunity to use any accrued ~~vacation~~ leave time, which may be granted at the discretion of the School.

Jury Duty or Witness Leave

For all exempt employees, the School will pay for time off if an employee is called to serve on a jury provided the employee continues to perform work duties as assigned. For all nonexempt employees, the School will pay for up to three (3) days if an employee is called to serve on a jury.

Voting Time Off

If an employee does not have sufficient time outside of working hours to vote in an official state-sanctioned election, the employee may take off enough working time to vote. Such time off shall be taken at the beginning or the end of the regular working shift, whichever allows for more free time and the time taken off shall be combined with the voting time available outside of working hours to a maximum of two (2) hours combined. Under these circumstances, an employee will be allowed a maximum of two (2) hours of time off during an election day without loss of pay. When possible, an employee requesting time off to vote shall give the Superintendent at least two (2) days notice.

School Appearance and Activities Leave

As required by law, AGCS will permit an employee who is a parent or guardian (including a stepparent, foster parent, or grandparent) of school children, from kindergarten through grade twelve (12), or a child enrolled with a licensed child care provider, up to forty (40) hours of unpaid time off per school year (up to eight (8) hours in any calendar month of the school year) to participate in activities of a child's school or child care. If more than one (1) parent or guardian is an employee of AGCS, the employee that first provides the leave request will be

given the requested time off. Where necessary, additional time off will also be permitted where the school requires the employee(s) appearance.

The employee requesting school leave must provide reasonable advanced notice of the planned absence. The employee must use accrued but unused paid leave (e.g., vacation or sick leave) to be paid during the absence.

When requesting time off for school activities, the employee must provide verification of participation in an activity as soon as practicable. When requesting time off for a required appearance, the employee(s) must provide a copy of the notice from the child's school requesting the presence of the employee.

Bone Marrow and Organ Donor Leave

As required by law, eligible employees who require time off to donate bone marrow to another person may receive up to five (5) workdays off in a twelve (12) month period. Eligible employees who require time off to donate an organ to another person may receive up to sixty (60) workdays off in a twelve (12) month period.

To be eligible for bone marrow or organ donation leave ("Donor Leave"), the employee must have been employed by the School for at least ninety (90) days immediately preceding the Donor Leave.

An employee requesting Donor Leave must provide written verification to the School that he or she is a donor and that there is a medical necessity for the donation of the organ or bone marrow.

Up to five (5) days of leave for bone marrow donation, and up to thirty (30) days of leave for organ donation, may be paid provided the employee uses five (5) days of accrued paid leave for bone marrow donation and two (2) weeks of accrued paid leave for organ donation. If the employee has an insufficient number of paid leave days available, the leave will otherwise be paid.

Employees returning from Donor Leave will be reinstated to the position held before the leave began, or to a position with equivalent status, benefits, pay and other terms and conditions of employment. The School may refuse to reinstate an employee if the reason is unrelated to taking a Donor Leave. A Donor Leave is not permitted to be taken concurrently with an FMLA/CFRA Leave.

Victims of Abuse Leave

AGCS provides reasonable and necessary unpaid leave and other reasonable accommodations to employees who are victims of domestic violence, sexual assault, stalking or other crimes. Such leave may be taken to attend legal proceedings or to obtain or attempt to obtain any relief necessary, including a restraining order, to ensure the employee's own health, safety or welfare, that of the employee's child or children or when a person whose immediate family member is deceased as the direct result of a crime. A crime includes a crime or public offense that would constitute a misdemeanor or felony if the crime had been committed in California by a competent adult, an act of terrorism against a resident of California (whether or not such act occurs within the state), and regardless of whether any person is arrested for, prosecuted for, or convicted of, committing the crime. Employees may also request unpaid leave for the following

purposes:

- Seek medical attention for injuries caused by domestic violence, sexual assault, or stalking.
- Obtain services from a domestic violence shelter, program, or rape crisis center.
- Obtain psychological counseling for the domestic violence, sexual assault, or stalking.
- Participate in safety planning, such as relocation, to protect against future domestic violence, sexual assault, or stalking.

To request leave under this policy, an employee should provide AGCS with as much advance notice as practicable under the circumstances. If advance notice is not possible, the employee requesting leave under this policy should provide AGCS one (1) of the following certifications upon returning back to work:

1. A police report indicating that the employee was a victim of domestic violence, sexual assault, or stalking.
2. A court order protecting the employee from the perpetrator or other evidence from the court or prosecuting attorney that the employee appeared in court.
3. Documentation from a licensed medical professional, domestic violence or sexual assault counselor, licensed health care provider, or counselor showing that the employee's absence was due to treatment for injuries or abuse from domestic violence, sexual assault, or stalking.
4. Any other form of documentation that reasonably verifies that the crime or abuse occurred, including but not limited to, a written statement signed by the employee, or an individual acting on the employee's behalf, certifying that the absence is for a purpose authorized under the law.

Employees requesting leave under this policy may choose to use accrued paid leave. In addition, AGCS will provide reasonable accommodations to employees who are victims of domestic violence, sexual assault or stalking for the employees' safety while at work. To request an accommodation under this policy, an employee should contact the Superintendent.

Returning From Leave of Absence

Employees cannot return from a medical leave of absence without first providing a sufficient doctor's return to work authorization.

When business considerations require, the job of an employee on leave may be filled by a temporary or regular replacement. An employee should give the Superintendent thirty (30) days' notice before returning from leave. Whenever the School is notified of an employee's intent to return from a leave, the School will attempt to place the employee in his former position or in a comparable position with regard to salary and other terms and conditions for which the employee is qualified. However, re-employment cannot always be guaranteed. If employees need further information regarding Leaves of Absence, they should be sure to consult the Superintendent.

DISCIPLINE AND TERMINATION OF EMPLOYMENT

Rules of Conduct

The following conduct is prohibited and will not be tolerated by the School. This list of prohibited conduct is illustrative only and applies to all employees of the School; other types of conduct that threaten security, personal safety, employee welfare and the School's operations also may be prohibited. Further, the specification of this list of conduct in no way alters the at-will employment relationship as to at-will employees of the School. If an employee is working under a contract with the School which grants procedural rights prior to termination, the procedural terms in the contract shall apply.

1. Insubordination - refusing to perform a task or duty assigned or act in accordance with instructions provided by an employee's manager or proper authority.
2. Unprofessional conduct.
3. Inefficiency - including deliberate restriction of output, carelessness or unnecessary wastes of time or material, neglect of job, duties or responsibilities.
4. Unauthorized soliciting, collecting of contributions, distribution of literature, written or printed matter is strictly prohibited on School property by non-employees and by employees. This rule does not cover periods of time when employees are off their jobs, such as lunch periods and break times. However, employees properly off their jobs are prohibited from such activity with other employees who are performing their work tasks.
5. Damaging, defacing, unauthorized removal, destruction or theft of another employee's property or of School property.
6. Fighting or instigating a fight on School premises.
7. Violations of the drug and alcohol policy.
8. Using or possessing firearms, weapons or explosives of any kind on School premises.
9. Gambling on School premises.
10. Tampering with or falsifying any report or record including, but not limited to, personnel, absentee, sickness or production reports or records, specifically including applications for employment and time cards.
11. Recording the clock card, when applicable, of another employee or permitting or arranging for another employee to record the clock card.
12. Use of profane, abusive or threatening language in conversations with other employees and/or intimidating or interfering with other employees.
13. Conducting personal business during business hours and/or unauthorized use of telephone lines for personal calls.
14. Excessive absenteeism or tardiness excused or unexcused.
15. Posting any notices on School premises without prior written approval of ~~management~~ administration, unless posting is on a School bulletin board designated for employee postings.
16. Immoral or indecent conduct.
17. Conviction of a criminal act.
18. Engaging in sabotage or espionage (industrial or otherwise)
19. Violations of the sexual harassment policy.
20. Failure to report a job-related accident to the employee's supervisor or failure to take or follow prescribed tests, procedures or treatment.
21. Sleeping during work hours.
22. Release of confidential information without authorization.
23. Any other conduct detrimental to other employees or the School's interests or its

efficient operations.
24. Refusal to speak to supervisors or other employees.
25. Dishonesty.
26. Failure to possess or maintain the credential/certificate required of the position.

For employees who possess an employment contract which provides for other than at-will employment, the procedures and process for termination during the contract shall be specified in the contract.

Off-Duty Conduct

While the School does not seek to interfere with the off-duty and personal conduct of its employees, certain types of off-duty conduct may interfere with the School's legitimate business interests. For this reason, employees are expected to conduct their personal affairs in a manner that does not adversely affect the School or its own integrity, reputation, or credibility. Illegal or immoral off-duty conduct by an employee that adversely affects the School's legitimate business interests or the employee's ability to perform his or her work will not be tolerated.

While employed by the School, employees are expected to devote their energies to their jobs with the School. For this reason, second jobs are strongly discouraged. The following types of additional employment elsewhere are strictly prohibited:

- Additional employment that conflicts with an employee's work schedule, duties, and responsibilities at our School.

- Additional employment that creates a conflict of interest or is incompatible with the employee's position with our School.

- Additional employment that impairs or has a detrimental effect on the employee's work performance with our School.

- Additional employment that requires the employee to conduct work or related activities on the School's property during the employer's working hours or using our School's facilities and/or equipment; and

- Additional employment that directly or indirectly competes with the business or the interests of our School.

Employees who wish to engage in additional employment that may create a real or apparent conflict of interest must submit a written request to the School explaining the details of the additional employment. If the additional employment is authorized, the School assumes no responsibility for it. AGCS shall not provide workers' compensation coverage or any other benefit for injuries occurring from or arising out of additional employment. Authorization to engage in additional employment can be revoked at any time.

Termination of Employment

Should it become necessary for an employee to terminate their at-will employment with the School, employees should notify the Superintendent regarding their intention as far in advance as possible. At least two (2) weeks' notice is expected whenever possible.

If an employee is participating in the medical and/or dental plan, they will be provided information on their rights under COBRA.

INTERNAL COMPLAINT REVIEW

The purpose of the "Internal Complaint Review Policy" is to afford all employees of the School the opportunity to seek internal resolution of their work-related concerns. All employees have free access to the Superintendent or Board of Directors to express their work-related concerns.

Specific complaints of unlawful harassment, discrimination, and retaliation are addressed under the School's "Policy Prohibiting Unlawful Harassment, Discrimination, and Retaliation."

Internal Complaints
(Complaints by Employees Against Employees)

This section of the policy is for use when a School employee raises a complaint or concern about a co-worker.

If reasonably possible, internal complaints should be resolved at the lowest possible level, including attempts to discuss/resolve concerns with the immediate supervisor. However, in the event an informal resolution may not be achieved or is not appropriate, the following steps will be followed by the Superintendent or designee:

1. The complainant will bring the matter to the attention of the Superintendent as soon as possible after attempts to resolve the complaint with the immediate supervisor have failed or if not appropriate; and

2. The complainant will reduce his or her complaint to writing, indicating all known and relevant facts. The Superintendent or designee will then investigate the facts and provide a solution or explanation;

3. If the complaint is about the Superintendent, the complainant may file his or her complaint in a signed writing to the President of the School's Board of Directors, who will then confer with the Board and may conduct a fact-finding or authorize a third party investigator on behalf of the Board. The Board President or investigator will report his or her findings to the Board for review and action, if necessary.

This policy cannot guarantee that every problem will be resolved to the employee's satisfaction. However, the School values each employee's ability to express concerns and the need for resolution without fear of adverse consequence to employment.

Policy for Complaints Against Employees
(Complaints by Third Parties Against Employees)

This section of the policy is for use when a non-employee raises a complaint or concern about a School employee.

If complaints cannot be resolved informally, complainants may file a written complaint with the office of the Superintendent or Board President (if the complaint concerns the Superintendent) as soon as possible after the events that give rise to the complainant's concerns. The written complaint should set forth in detail the factual basis for the complaint.

In processing the complaint, Superintendent (or designee) shall abide by the following process:

1. The Superintendent or designee shall use his or her best efforts to talk with the parties identified in the complaint and to ascertain the facts relating to the complaint.

2. In the event that the Superintendent (or designee) finds that a complaint against an employee is valid, the Superintendent (or designee) may take appropriate disciplinary action against the employee. As appropriate, the Superintendent (or designee) may also simply counsel/reprimand employees as to their conduct without initiating formal disciplinary measures.

3. The Superintendent's (or designee's) decision relating to the complaint shall be final unless it is appealed to the Board of Directors. The decision of the Board shall be final.

General Requirements

1. Confidentiality: All complainants will be notified that information obtained from the complainants and thereafter gathered will be maintained in a manner as confidential as possible, but in some circumstances absolute confidentiality cannot be assured.

2. Non-Retaliation: All complainants will be advised that they will be protected against retaliation as a result of the filing of any complaints or participation in any complaint process.

3. Resolution: The Superintendent or designee, or Board (if a complaint is about the Superintendent) will investigate complaints appropriately under the circumstances and pursuant to the applicable procedures, and if necessary, take appropriate remedial measures to ensure effective resolution of any complaint.

AMENDMENT TO EMPLOYEE HANDBOOK

This Employee Handbook contains the employment policies and practices of the School in effect at the time of publication.

AGCS reserves the right to amend, delete or otherwise modify this Handbook at any time provided that such modifications are in writing and duly approved by the employer.

Any written changes to the Handbook will be distributed to all employees. No oral statements can in any way alter the provisions of this Handbook.

APPENDIX A

HARASSMENT/DISCRIMINATION/RETALIATION COMPLAINT FORM

It is the policy of the School that all of its employees be free from harassment, discrimination, and retaliation. This form is provided for you to report what you believe to be harassment, discrimination, or retaliation so that the School may investigate and take appropriate disciplinary or other action when the facts show that there has been harassment, discrimination, or retaliation.

If you are an employee of the School, you may file this form with the Superintendent or Board President.

Please review the School's policies concerning harassment, discrimination, and retaliation for a definition of such unlawful conduct and a description of the types of conduct that are considered unlawful.

AGCS will undertake every effort to handle the investigation of your complaint in a confidential manner. In that regard, the School will disclose the contents of your complaint only to those persons having a need to know. For example, to conduct its investigation, the School will need to disclose portions of your factual allegations to potential witnesses, including anyone you have identified as having knowledge of the facts on which you are basing your complaint, as well as the alleged offender.

In signing this form below, you authorize the School to disclose to others the information you have provided herein, and information you may provide in the future. Please note that the more detailed information you provide, the more likely it is that the School will be able to address your complaint to your satisfaction.

Charges of harassment, discrimination, and retaliation are taken very seriously by the School both because of the harm caused by such unlawful conduct, and because of the potential sanctions that may be taken against the offender. It is therefore very important that you report the facts as accurately and completely as possible and that you cooperate fully with the person or persons designated to investigate your complaint.

Your Name:_____ Date: _____

Date of Alleged Incident(s): _____

Name of Person(s) you believe harassed, or discriminated or retaliated against, you or someone else: _____

_____

List any witnesses that were present: _____

_____

Where did the incident(s) occur? _____

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

_____

_____

_____

_____

_____

_____

_____

_____

I acknowledge that I have read and that I understand the above statements. I hereby authorize the School to disclose the information I have provided as it finds necessary in pursuing its investigation.

I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief.

_____ Date: _____

Signature of Complainant

_____

Print Name

Received by:_____ Date: _____

APPENDIX B

INTERNAL COMPLAINT FORM

Your Name: _____ Date: _____

Date of Alleged Incident(s):_____

Name of Person(s) you have a complaint against: _____

_____

List any witnesses that were present: _____

_____

Where did the incident(s) occur?

_____

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

_____

_____

_____

_____

_____

_____

I hereby authorize the School to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. I further understand providing false information in this regard could result in disciplinary action up to and including termination.

_____ Date: _____

Signature of Complainant

_____

Print Name

To be completed by School:

Received by: _____ Date: _____

DMS
DELTA MANAGED SOLUTIONS



Alder Grove Charter School

2025-26 Financial Forecast

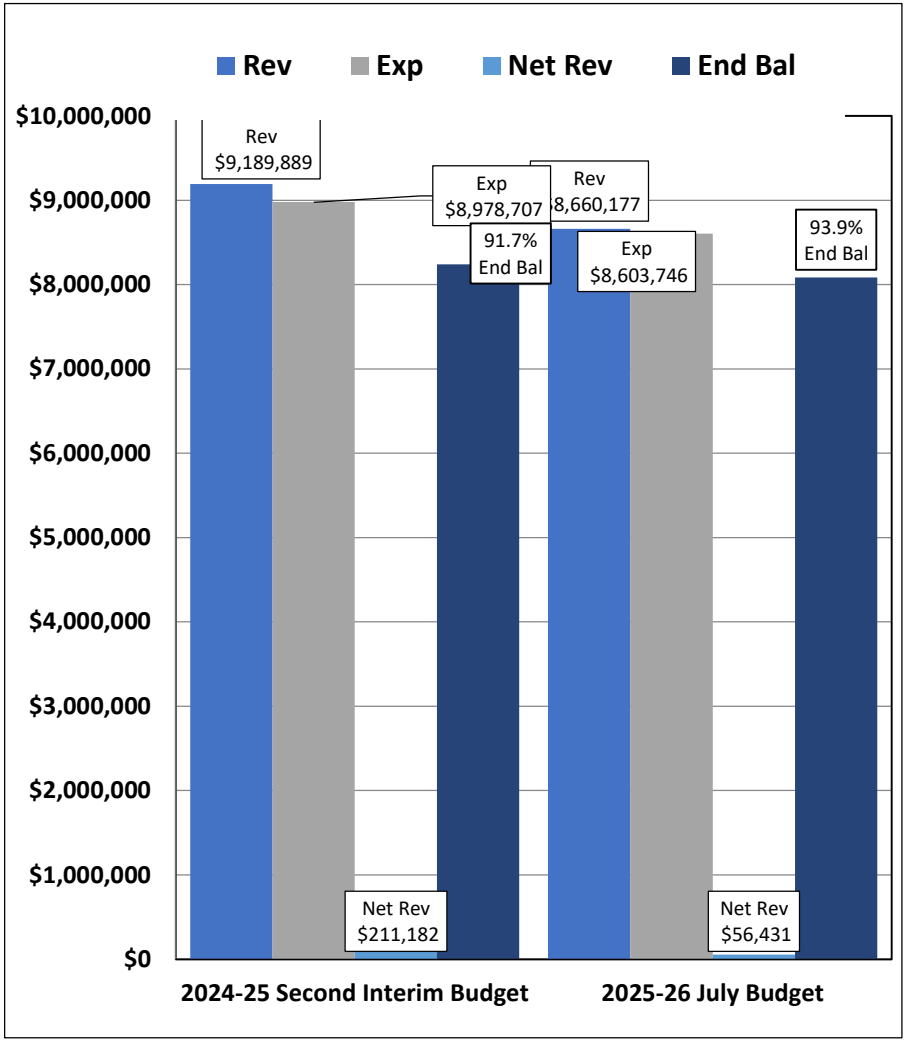
Alder Grove Charter School
2025-26 July Budget
ENROLLMENT AND A.D.A. ASSUMPTIONS

	2025-26	2026-27	2027-28
	ADA	ADA	ADA
Total K-3	**141.58**	**142.53**	**142.53**
Total 4-6	**93.60**	**106.84**	**106.84**
Total 7-8	**71.60**	**74.47**	**74.47**
Total 9-12	**167.99**	**187.64**	**187.64**
TTL Enrollment/ADA	**474.77**	**511.48**	**511.48**
ADA Ratio (average):	**96.30%**	**96.32%**	**96.32%**
TOTAL:	**493.00**	**531.00**	**531.00**

LCFF Unduplicated Calc:			
Unduplicated Count	324	341	341
Unduplicated % (1-Year):	67%	65%	65%

Alder Grove Charter School
2025-26 Financial Update
BUDGET SUMMARY

	2024-25 Second Interim Budget	2025-26 July Budget	Change
Revenues:			
General Purpose Entitlement	$ 6,488,271	$ 6,718,242	10%
Federal Revenue	1,113,194	279,344	0%
Other State Revenue	1,390,022	1,466,923	3%
Other Local Revenue	198,403	195,669	1%
TTL Revenues	**$ 9,189,889**	**$ 8,660,177**	**7%**
Expenditures:			
Certificated Salaries	$ 3,872,391	$ 3,830,895	9%
Non-Certificated Salaries	768,388	736,671	5%
Benefits	2,298,072	2,068,295	8%
Books/Supplies/Materials	867,209	845,209	8%
Services/Operations	1,167,817	1,117,846	16%
Capital Outlay	4,830	4,830	0%
Other Outgo	-	-	0%
TTL Expenditures	**$ 8,978,707**	**$ 8,603,746**	**9%**
Net Revenues	**$ 211,182**	**$ 56,431**	
Beginning Balance July 1	**$ 8,026,546**	**$ 8,026,546**	
Ending Balance June 30	**$ 8,237,728**	**$ 8,082,977**	
Ending Balance as % of Exp:	**91.7%**	**93.9%**	

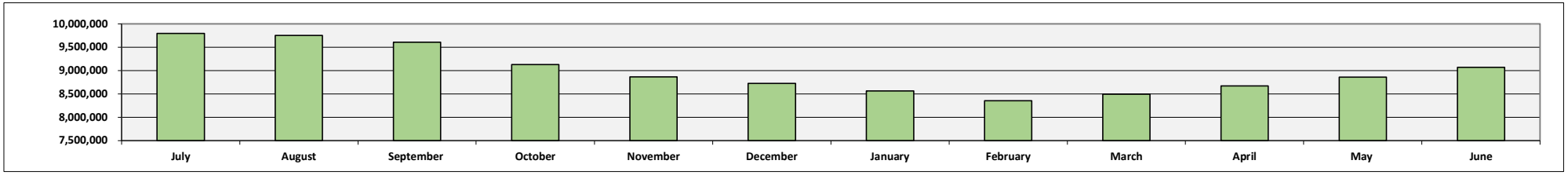


Alder Grove Charter School
2025-26 July Budget
MULTI-YEAR PROJECTION SUMMARY

	2025-26	2026-27	2027-28
Revenues:			
General Purpose Entitlement	$ 6,718,242	$ 7,338,800	$ 7,568,992
Federal Revenue	279,344	287,724	296,356
Other State Revenue	1,466,923	710,609	731,927
Other Local Revenue	195,669	201,539	207,585
TTL Revenues	**$ 8,660,177**	**$ 8,538,671**	**$ 8,804,860**
Expenditures:			
Certificated Salaries	$ 3,830,895	$ 3,946,588	$ 4,396,562
Non-Certificated Salaries	736,671	758,918	784,874
Benefits	2,068,295	2,131,744	2,265,521
Books/Supplies/Materials	845,209	479,410	233,696
Services/Operations	1,117,846	1,159,089	1,193,267
Capital Outlay	4,830	4,995	5,144
Other Outgo	-	-	-
TTL Expenditures	**$ 8,603,746**	**$ 8,480,745**	**$ 8,879,063**
Net Revenues	**$ 56,431**	**$ 57,926**	**$ (74,204)**
Beginning Balance July 1	**$ 8,026,546**	**$ 8,082,977**	**$ 8,140,903**
Ending Balance June 30	**$ 8,082,977**	**$ 8,140,903**	**$ 8,066,700**
Ending Balance as % of Exp.:	**93.9%**	**96.0%**	**90.9%**

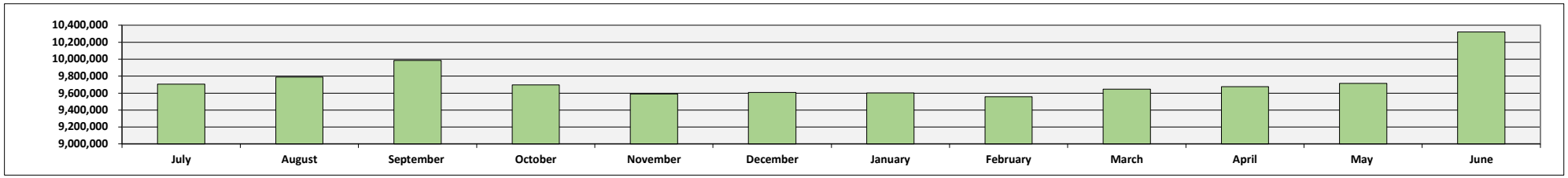
Alder Grove Charter School
2025-26 Projected Monthly Cash Flow Statement

Description	2025-26 July Budget	July	August	September	October	November	December	January	February	March	April	May	June	Accruals	Total For Year
BEGINNING CASH		9,619,711	9,797,530	9,752,891	9,605,881	9,132,756	8,865,799	8,725,543	8,561,548	8,353,442	8,491,370	8,671,310	8,860,850	9,070,773	9,619,711
CASH INFLOWS															
REVENUES															
LCFF State Aid	5,822,561	297,796	297,796	297,796	297,796	297,796	297,796	297,796	297,796	595,592	595,592	595,592	595,592	1,057,825	5,822,561
Education Protection Account	94,955			23,739			23,739			23,739	-		-	23,739	94,955
Prior Year Adjustments	-										-	-	-	-	-
In-Lieu-Of Property Taxes	800,726		47,948	72,793	72,793	72,793	72,793	72,793	72,793	72,793	72,793	72,793	72,793	24,845	800,726
Federal Revenues	279,344	-	-								-	-	-	279,344	279,344
Other State Revenues	1,466,923	18,542	18,542	122,244	122,244	122,244	122,244	122,244	122,244	122,244	150,052	150,052	150,052	123,978	1,466,923
Other Local Revenues	195,669	278	2,315	16,306	16,306	16,306	16,306	16,306	16,306	16,306	16,306	16,306	16,306	30,018	195,669
TTL CASH INFLOWS	8,660,177	316,616	366,601	532,877	509,139	509,139	532,877	509,139	509,139	830,673	834,743	834,743	834,743	1,539,749	8,660,177
EXPENDITURES															
All Certificated Salaries	3,830,895	12,950	326,421	312,337	555,317	337,627	331,120	331,120	344,108	324,065	324,065	326,421	326,421	(21,078)	3,830,895
All Classified Salaries	736,671	1,647	34,650	40,407	89,748	60,939	55,685	55,685	57,930	54,361	54,361	40,407	40,407	150,444	736,671
All Benefits	2,068,295	6,295	176,338	140,952	139,783	165,649	164,330	164,330	175,243	166,618	166,618	166,618	166,618	268,905	2,068,295
All Materials & Supplies	845,209	21,616	45,935	119,163	130,495	65,235	50,269	50,269	68,629	77,943	40,000	42,000	21,616	112,038	845,209
All Services and Operations	1,117,846	96,288	89,538	67,027	66,921	146,645	71,730	71,730	71,335	69,758	69,758	69,758	69,758	157,601	1,117,846
All Capital Outlay/Depreciation	4,830	-	-	-	-	-	-	-	-	-	-	-	-	4,830	4,830
All Other Outgo	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TTL CASH OUTFLOWS	8,603,746	138,796	672,882	679,886	982,264	776,096	673,133	673,133	717,245	692,745	654,802	645,204	624,820	672,739	8,603,746
NET REVENUES	56,431														56,431
Accounts Receivable (net change)															-
Accounts Payable (net change)															-
Fixed Asset Acquisitions		-	-												-
Other Cash Inflows/Outflows			261,641												261,641
NET INFLOWS/OUTFLOWS		-	261,641	-	-	-	-	-	-	-	-	-	-		261,641
ENDING CASH BALANCE		9,797,530	9,752,891	9,605,881	9,132,756	8,865,799	8,725,543	8,561,548	8,353,442	8,491,370	8,671,310	8,860,850	9,070,773		
Days Cash On Hand		416	414	408	388	376	370	363	355	360	368	376	385		



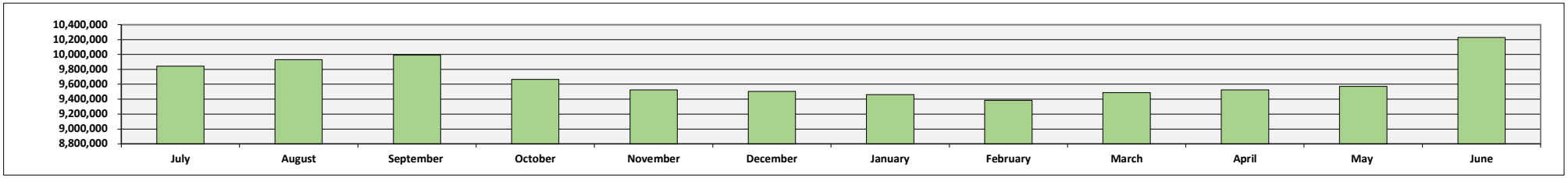
Alder Grove Charter School
2026-27 Projected Monthly Cash Flow Statement

Description	2026-27 Budget	July	August	September	October	November	December	January	February	March	April	May	June	Accruals	Total For Year
BEGINNING CASH		9,070,773	9,706,061	9,787,301	9,985,384	9,697,460	9,591,169	9,608,263	9,601,617	9,558,025	9,647,581	9,675,627	9,714,488	10,319,824	9,070,773
CASH INFLOWS															
REVENUES															
LCFF State Aid	6,360,386	291,128	291,128	524,030	524,030	524,030	524,030	524,030	524,030	526,789	526,789	526,789	1,053,579	-	6,360,386
Education Protection Account	103,726	-	-	23,739	-	-	23,739	-	-	28,124	-	-	28,124	-	103,726
Prior Year Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
In-Lieu-Of Property Taxes	874,688	-	48,044	96,087	64,058	64,058	64,058	64,058	64,058	136,756	68,378	68,378	68,378	68,378	874,688
Federal Revenues	287,724	-	-	-	-	-	-	-	-	-	-	-	-	287,724	287,724
Other State Revenues	710,609	8,982	8,982	59,217	59,217	59,217	59,217	59,217	59,217	59,217	72,688	72,688	72,688	60,057	710,609
Other Local Revenues	201,539	286	2,385	16,795	16,795	16,795	16,795	16,795	16,795	16,795	16,795	16,795	16,795	30,919	201,539
TTL CASH INFLOWS	8,538,671	300,396	350,539	719,869	664,101	664,101	687,840	664,101	664,101	767,682	684,651	684,651	1,239,564	447,078	8,538,671
EXPENDITURES															
All Certificated Salaries	3,946,588	13,341	336,279	321,769	572,087	347,823	341,120	341,120	354,500	333,852	333,852	336,279	336,279	(21,715)	3,946,588
All Classified Salaries	758,918	1,697	35,697	41,627	92,458	62,780	57,367	57,367	59,680	56,003	56,003	41,627	41,627	154,987	758,918
All Benefits	2,131,744	6,488	181,747	145,276	144,071	170,731	169,371	169,371	180,619	171,729	171,729	171,729	171,729	277,154	2,131,744
All Materials & Supplies	479,410	12,261	26,055	67,590	74,018	37,002	28,513	28,513	38,927	44,210	22,688	23,823	12,261	63,549	479,410
All Services and Operations	1,159,089	99,841	92,842	69,500	69,390	152,056	74,376	74,376	73,967	72,332	72,332	72,332	72,332	163,415	1,159,089
All Capital Outlay/Depreciation	4,995	-	-	-	-	-	-	-	-	-	-	-	-	4,995	4,995
All Other Outgo	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TTL CASH OUTFLOWS	8,480,745	133,627	672,620	645,764	952,025	770,391	670,746	670,746	707,693	678,126	656,604	645,790	634,228	642,386	8,480,745
	57,926														57,926
Accounts Receivable (net change)		1,136,427	403,321	123,978											1,663,726
Accounts Payable (net change)		(667,909)													(667,909)
Fixed Asset Acquisitions		-													-
Other Cash Inflows/Outflows															-
NET INFLOWS/OUTFLOWS		468,519	403,321	123,978	-	-	-	-	-	-	-	-	-		995,818
ENDING CASH BALANCE		9,706,061	9,787,301	9,985,384	9,697,460	9,591,169	9,608,263	9,601,617	9,558,025	9,647,581	9,675,627	9,714,488	10,319,824		
Days Cash On Hand		418	421	430	418	413	414	413	412	415	417	418	444		



Alder Grove Charter School
2027-28 Projected Monthly Cash Flow Statement

Description	2027-28 Budget	July	August	September	October	November	December	January	February	March	April	May	June	Accruals	Total For Year
BEGINNING CASH		10,319,824	9,845,839	9,930,835	9,992,586	9,665,403	9,523,356	9,503,666	9,460,238	9,382,903	9,488,510	9,524,707	9,572,514	10,228,892	10,319,824
CASH INFLOWS															
REVENUES															
LCFF State Aid	6,604,064	291,128	291,128	524,030	524,030	524,030	524,030	524,030	524,030	575,525	575,525	575,525	1,151,050	-	6,604,064
Education Protection Account	102,296	-	-	23,739	-	-	23,739	-	-	27,409	-	-	27,409	-	102,296
Prior Year Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
In-Lieu-Of Property Taxes	862,632	-	48,044	96,087	64,058	64,058	64,058	64,058	64,058	132,737	66,368	66,368	66,368	66,368	862,632
Federal Revenues	296,356	-	-	-	-	-	-	-	-	-	-	-	-	296,356	296,356
Other State Revenues	731,927	9,252	9,252	60,994	60,994	60,994	60,994	60,994	60,994	60,994	74,869	74,869	74,869	61,859	731,927
Other Local Revenues	207,585	294	2,456	17,299	17,299	17,299	17,299	17,299	17,299	17,299	17,299	17,299	17,299	31,847	207,585
TTL CASH INFLOWS	8,804,860	300,674	350,880	722,149	666,381	666,381	690,120	666,381	666,381	813,964	734,061	734,061	1,336,996	456,430	8,804,860
EXPENDITURES															
All Certificated Salaries	4,396,562	14,862	374,620	358,456	637,314	387,481	380,013	380,013	394,919	371,917	371,917	374,620	374,620	(24,190)	4,396,562
All Classified Salaries	784,874	1,755	36,917	43,051	95,621	64,927	59,328	59,328	61,721	57,918	57,918	43,051	43,051	160,288	784,874
All Benefits	2,265,521	6,895	193,153	154,393	153,112	181,445	180,000	180,000	191,954	182,506	182,506	182,506	182,506	294,547	2,265,521
All Materials & Supplies	233,696	5,977	12,701	32,948	36,081	18,037	13,899	13,899	18,976	21,551	11,060	11,613	5,977	30,978	233,696
All Services and Operations	1,193,267	102,785	95,580	71,550	71,436	156,540	76,569	76,569	76,148	74,464	74,464	74,464	74,464	168,234	1,193,267
All Capital Outlay/Depreciation	5,144	-	-	-	-	-	-	-	-	-	-	-	-	5,144	5,144
All Other Outgo	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TTL CASH OUTFLOWS	8,879,063	132,274	712,971	660,398	993,564	808,429	709,809	709,809	743,717	708,356	697,865	686,254	680,618	635,000	8,879,063
	(74,204)														(74,204)
Accounts Receivable (net change)		-	447,087	-											447,087
Accounts Payable (net change)		(642,386)													(642,386)
Fixed Asset Acquisitions		-													-
Other Cash Inflows/Outflows															-
NET INFLOWS/OUTFLOWS		(642,386)	447,087	-	-	-	-	-	-	-	-	-	-		(195,299)
ENDING CASH BALANCE		9,845,839	9,930,835	9,992,586	9,665,403	9,523,356	9,503,666	9,460,238	9,382,903	9,488,510	9,524,707	9,572,514	10,228,892		
Days Cash On Hand		405	408	411	398	392	391	389	386	390	392	394	421		



Signature Page for Teachers

We the undersigned believe that the attached charter for the continuation of Alder Grove Charter School (the "Charter School") merits consideration and hereby petition the governing board of the Eureka City Schools to grant approval of the charter pursuant to Education Code Section 47605 to enable the continuation of the Charter School. The Petitioners for the Charter School agree to operate the Charter School pursuant to the terms of the Charter Schools Act and the provisions of the Charter School's charter. The petitioners listed below certify that they are teachers who are meaningfully interested in teaching at the Charter School.

By the Lead Petitioner:

Tim Warner — Name
Signature
11/3/2025 — Date

The petitioners recognize Tim Warner as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by the Eureka City Schools governing board.

By the Petitioners:

Print Name	Signature	Date	Credentials Held	Phone Number
Aimee Nicholson		11/3/2025	Single subject Math + mult. Sub.	707-273-8344
Randi Mead		11/3/2025	MS-Teaching Credential	707-616-0539
Kathy Yeager	K Yeager	11/3/2025	single subject science & multiple subjects	707 834 1619
Aly Lescht		11/3/2025	Multiple subjects + English/Art Credential/Mast	707-834-5304
Jaime May		11/3/25	Single Subject D.E. Instructor	707-572-0374
Holly Matthews		11/3/25	Mild to Moderate Education Specialist	707-834-6300
Felicia Treece	F. Treece	11/3/25	~~Single Subj. Mast~~ Mult. Sub.	707.617.0773
Crystal Collins	Crystal Collins	11/3/25	P.P.S. School Psychology	707-572-6846

Print Name	Signature	Date	Credentials Held	Phone Number
Mary Meyer	Mary Meyer	11/3/2025	Speech & Hearing	707-499-7652
Erica Alston	Erica Alston	11/4/2025	Multiple Subject	707-832-3447
Tavia Huey		11/4/2025	Multiple subject/MA K-8 Single English / Math	(415) 813-0443
Stephane Duncan		11/4/2025	Clear MULTIPLE SUBJECT	(707)601-8368
Patty Marsh	Patty Marsh	11/4/25	multiple Subjects & H.S	707-599-5246
	Jenni Allen SanGiovanni	11/4/25	mult Subj	707 616 6971
Hilson Parker	H. Parker	11/4/25	mult. w music S.S	707 267-8876
Tanya Tur	Tanya Tur	11/4/25	multiple subject	7075993551
Deborah Lammers	Deborah Lammers	11/4/25	multiple subject	707-601-7465
Marian Baker	MB	11/4/25	Multiple Subject	717-498-1052
Jacey Spies		11/4/2025	single subject Eng + History	661-733-7816
Shana Large		11/4/2025	multiple subject / Biology supplement	707-834-3669
Sarah Bradshaw	Sarah Bradshaw	11/4/25	Education Specialist	707-508-9799
Laurie Richardson		11-4-25	Mult Subj / Sing Subj-art	(707845-9727
Courtney Otto	Courtney Otto	11-4-25	Education Specialist	707-599-6409
Jennifer Burtram	JBurtram	11/4/25	mult. subject + administrative	707 499 5776
Tara Kajtaniak		11/4/25	Secondary Admin	707 498 0719

2115

Print Name	Signature	Date	Credentials Held	Phone Number
Steve Childs		11/4/25	Ed. Specialist, mild-extensive	707-373-1695
Brooke Damonte		11/5/25	M.S.	707 834 7302
Wendy Bade		11/5/25	MS	707 4968247
Nichole Dellarude		11/5/25	PPS	707-572-0099
Suzanne Smith		11/5/25	PPS - Adm - Teaching	707-496-6908

Eureka City Schools

Gary Storts, Superintendent
Office of the Superintendent
2100 J Street | Eureka, CA 95501

STAFF REPORT, FINDINGS OF FACT, AND RECOMMENDATIONS REGARDING CHARTER PETITION RENEWAL

On November 7, 2025, the Alder Grove Charter School[1] ("AGCS" or "Charter") submitted a continuing charter school petition ("Petition"). AGCS currently operates its resource center within the geographic boundaries of Eureka City Schools District ("District") but is authorized by the South Bay Union School District. The purpose of this petition is to comply with the requirements of Education Code Section 47605.1 which was amended by Assembly Bill 1507 to require non-classroom-based charter schools to submit a petition to the governing board of the school district in which the charter school's existing resource center is located. AGCS's resource center is located within the boundaries of the District, and this petition was submitted in order to allow AGCS to operate as a charter school authorized by the District. The Petition is for the term from July 1, 2026 to June 30, 2031, and seeks approval to operate an existing independent study charter school that would serve approximately 500 students in grades TK through 12th grade.

In compliance with Education Code 47605(b), The District's Board of Education ("Board") held a public hearing on December 11, 2025, to gauge support for the Charter and hear from the Petitioners. District will conduct a second public hearing and render its decision on the request for renewal on February 12, 2026. This staff report was published 15 days before that hearing on January 29, 2026.

The findings of fact and recommendations below represent the District's recommendation to the Board to conditionally renew the charter the District under the conditions outlined below and in Exhibit A. The District also recommends that the Board require the District and Charter enter into a Memorandum of Understanding ("MOU") prior to June 1, 2026.

Background

Alder Grove Charter School was first authorized in 2006 by South Bay Union Elementary School District as an independent study charter school that provided a voluntary public educational choice for families of students who chose to educate their children in the home environment. AGCS supports and celebrates individual differences and the uniqueness of each child. The AGCS initial mission was to provide students with personalized learning and to support parental choice in education. Over the years, the Charter School has adjusted the mission statement to align better with how it serves its students. AGCS's commitment is to deliver personalized learning through strong family, educator, and community partnerships that empower students to achieve academic excellence and foster active citizenship. AGCS admits students in grades kindergarten through twelfth grade (K- 12) who resided in Humboldt County or adjacent counties. Independent study was offered to meet the unique personal and educational needs of those families who seek an established alternative instructional strategy. The student, parent/guardian, and a supervising credentialed teacher contracted as a team to facilitate this process.

AGCS operates as a non-classroom-based charter school serving students in kindergarten through 12th grade with a resource center in Eureka, CA.

[1] The Charter was formerly known as Alder Grove Charter School-2 or AGCS-2 is changing its name to Alder Grove Charter School. Upon approval of this charter petition, AGCS shall notify the California Department of Education, the Humboldt County Office of Education, and all other relevant entities of its name change. All references herein to Alder Grove Charter School are intended to include the Charter School's historical name, Alder Grove Charter School-2. The historical data shown for AGCS-2 can be found online under the previous name of Alder Grove Charter School-2.

LEGAL STANDARD

Pursuant to Education Code 47607, charter renewals are governed by the same standards and criteria that govern initial charter petitions as well as the standards and criteria that are unique to the renewal process where a track record of the charter school exists for review. Specifically, a charter authorizer must review the renewal petition for compliance with Education Code 47605, including whether the petition contains 15 required petition elements. In addition, the charter authorizer must review the school performance record of the charter school using the criteria set out in Education Code 47607 and Education Code 47607.2. We discuss each set of legal criteria in more detail below.

1. Legal Criteria for Renewal under Education Code 47605

Pursuant to Education Code 47607, a charter renewal petition must meet the requirements of Education Code 47605. Thus, a charter authorizer must review a renewal petition to determine the following:

- Whether the charter school presents a sound educational program;
- Whether the charter school is likely to successfully implement the program set forth in the petition;
- Whether the petition contains a "clear, unequivocal" affirmation of each of the conditions described in Education Code 47605(e);[2]
- Whether the petition contains "reasonably comprehensive descriptions" of all of the 15 elements required in a petition pursuant to Education Code 47605(c).

Charter renewal petitions must also contain a reasonably comprehensive description of any new requirement of charter schools enacted into law after the charter was originally granted or last renewed. *See* 5 CCR 11967.5.1 (providing the criteria to be used by the State Board of Education ("SBE") in reviewing charter petitions). Pursuant to Education 47605, 47607, and 47607.2, a board that denies a charter renewal petition must make written findings to support any of the grounds listed under Education Code 47605.

2. Legal Criteria for Renewal of AGCS as a "Middle-Performing" Charter School under Education Code 47607.2.

Pursuant to legislation passed in 2020 (Assembly Bill 1505), the California Department of Education ("CDE") began to classify all charter schools into three renewal "tiers" – high, middle, and low – based upon the charter school's results on the California School Dashboard. *See* Education Code 47607 and 47607.2[3]. The law creates a presumption that the renewal of a high-performing charter school will be *granted*; that the renewal of a low-performing charter school will be *denied*; and, as to a middle-performing charter school, a charter authorizer "may" grant renewal after considering certain renewal criteria.

The renewal criteria that traditionally applied to "middle tier" charter schools are outlined in Education Code § 47607.2 which is inoperative after Jan. 1, 2026. As to a "middle tier" charter school, a five-year renewal is possible, and following conditions apply: (1) The authorizer must consider all

[2] *See* 5 CCR 11967.5.1 (providing the criteria to be used by the State Board of Education ("SBE") in reviewing charter petitions).

[3] Education Code § 47607.2 is inoperative after Jan. 1, 2026.

dashboard indicators for all student subgroups, and (2) Charter school does not fit criteria for Bottom Tier or Top Tier

Findings of Fact

Our attention turns now to application of the legal criteria set out above to the specific renewal petition of Charter and its track record of serving students. As explained in more detail below, staff recommends that the Board grant the request to renew the charter for a term of five years from July 1, 2026 through June 30, 2031 conditioned upon AGCS signing and agreeing to the conditions attached as Exhibit A, and executing a Memorandum of Understanding by June 1, 2026.

Concerns Regarding School Performance

AGCS has been identified by CDE as a middle-performing charter school. Thus, the District may approve the Petition for a five-year term.

Turning to the school's performance on the schoolwide performance on the state and local indicators, AGCS students score below the state standards as reflected in the chart below. In 2024, the school's performance in both English Language Arts (ELA) and Mathematics fell into the "Yellow" category. However, 2025 data reflects that the overall student performance in English Language Arts and Mathematics declined, and feel into the "Orange" category.

Specifically, in 2025, students scored 17.3 points below standard on the English Language Arts Academic Indicator, which marked a decline of .3 points from the prior year. On the Math Academic Indicator in 2025, students scored 69.6 points below standard, which marked a decline of 8.9 points from the prior year.

2025 Dashboard	**AGCS**	
	ELA	**Math**
All Students	-17.3	-69.6
EL	n/a	n/a
African American	n/a	n/a
Hispanic/Latino	-5.1	-79.1
Two or More Races	-2.7	-48.9
White	-22.4	-66.6
SED	-18.8	-76.6
SWD	-45.4	-107.8
Homeless	-39.6	-93.6

While the District notes the school's low performance on the English Language Arts and Mathematics Academic Indicators, including a decline in the most recent year, the District finds that these concerns may be adequately addressed through the conditions related to measurable student outcomes set forth in Exhibit A. District staff recommend that the Board condition renewal on

agreement with the conditions regarding improving measurable student outcomes as outlined in Exhibit A.

Student Discipline

Pursuant to a legislation passed in 2024, Education Code 48901.1 prohibits charter schools from suspending or expelling for "having disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties." The petition makes no specific mention of this law. As such, the District recommends that the Board condition renewal on AGCS providing an assurance that it will comply with EC 48901.1, which prohibits suspension or expulsion on the basis of having disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties

Special Education

AGCS's petition proposes that AGCS will operate as a dependent of the District for special education purposes. The District recommends that the Board condition approval on agreement with the condition outlined in Exhibit A and the MOU regarding making an assurance of responsibility for special education services for all enrolled students.

School Safety Plan

Senate Bill 98 authorizes the denial of a charter school petition if it does not include a safety plan that includes procedures specifically designed to notify parents and guardians of students, as well as teachers, administrators, and school personnel of the presence of immigration enforcement on campus. The Comprehensive School Safety Plan submitted by AGCS along with the petition is from 2023-24 and requires updating in order to fully address this requirement.

Fiscal Reporting

Based on the fiscal information provided in the petition, the District recommends that AGCS continue to provide regular fiscal reporting to the District, including but not limited to, a 45-day budget update, as appropriate. The District recommends that the Board condition the renewal on AGCS's agreement with the condition outlined in Exhibit A regarding fiscal reporting.

Conclusion

As described above, the District desires that AGCS operate as an independent charter, including for special education purposes. However, until AGCS can join a SELPA (Special Education Local Plan Area), the District is agreeable to a short-term arrangement that allows AGCS to operate as a District-dependent charter school for the purposes of special education through an MOU executed between the District and the AGCS. Thus, as explained in more detail above, staff recommends that the Board grant the request to renew the charter of AGCS for a term of five years from July 1, 2026 through June 30, 2031 conditioned upon AGCS signing and agreeing to the conditions attached as Exhibit A, and executing a Memorandum of Understanding by June 1, 2026. District staff recommends that the Board adopt these Findings of Fact as its own.

EXHIBIT A

List of Conditions

Memorandum of Understanding

- District and AGCS shall negotiate a Memorandum of Understanding addressing the respective rights and obligations of the parties consistent with the authorizer-charter relationship, including but not limited to the conditions set forth below, which shall be executed no later than June 1, 2026, and approved by the respective governing boards of the parties prior to the commencement of AGCS's renewal term on July 1, 2026.

Student Discipline

- By July 1, 2026, AGCS will provide the District with an assurance that AGCS will comply with EC 48901.1, which prohibits suspension or expulsion for "having disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties."
- By July 1, 2026, AGCS will develop, adopt and make available to the District revised expulsion policies and procedures which align with the updates to EC 48916 and 48916.1 enacted through Assembly Bill 1230 which became effective January 1, 2026.

School Safety Plan

By July 1, 2026, AGCS shall provide the District with a copy of its current adopted comprehensive School Safety Plan which must includes procedures specifically designed to notify parents and guardians of students, as well as teachers, administrators, and school personnel of the presence of immigration enforcement on campus.

Response to Immigration Enforcement

- By July 1, 2026, AGCS will develop, adopt, and make available to the District policies and procedures that comply with the requirements of Assembly Bill 49 and Assembly Bill 419.

Special Education

- In conjunction with the approval of the charter petition, AGCS and the District shall sign consent to an MOU which provides an acknowledgement to the District that AGCS is responsible for providing special education, instruction, and related services to the students enrolled in the school, regardless of any student's district of residence and provide an assurance to the District that AGCS will assume full responsibility for appropriate accommodations to address the needs of any student.

Fiscal Reporting

- AGCS shall agree, through the parties' MOU, to annually prepare and submit the following reports to the District and County Superintendent of Schools:
    - On or before July 1, a preliminary budget;
    - A 45 Day Budget Update as appropriate;
    - On or before July 1, LCAP or annual update to LCAP;
    - On or before December 15, a first interim financial report, reflecting changes through October 31;

- On or before March 15, a second interim financial report, reflecting changes through January 31; and
- On or before September 15, a final unaudited report for the full prior fiscal year.

- For each of the aforementioned reports, AGCS will submit the following accompanying information to the District:
  - System- generated Financial Statement (by Resource and Total);
  - System- generated Budget Report with full account string;
  - Assumptions used in creating budget or interim reports;
  - The LCFF calculator used to determine LCFF revenue;
  - Cash flow reports (the District will also have the right to ask for interim cash flow reports when necessary);
  - Multi-year reports for budget and interim reports.

<u>Reporting</u>

- AGCS shall report their progress on the conditions outlined above as requested at the District regular board meetings and provide copies of all requested documents to the Board.

By signing this document, AGCS acknowledges and agrees to the requirements set forth herein.

_____ _____

Tim Warner, Director Date

MEMORANDUM OF UNDERSTANDING

BETWEEN

EUREKA CITY SCHOOLS AND

ALDER GROVE CHARTER SCHOOL

This Memorandum of Understanding ("MOU") is executed between the Eureka City Schools ("District") and Alder Grove Charter School ("AGCS"), a California nonprofit public benefit corporation operating Alder Grove Charter School 2 (the "Charter School"), a public charter school. The District, AGCS, and the Charter School are collectively referred to as "the Parties." The following provisions govern the provision of special education services to Charter School students.

RECITALS

WHEREAS, AGCS is a California nonprofit public benefit corporation that operates the Charter School, a public charter school existing under the laws of the State of California and under the authorization and supervisorial oversight of the District. AGCS shall be responsible for, and have all rights and benefits attributable to, the Charter School as further outlined herein, and where this Agreement obligates the Charter School to a particular course of action, AGCS is coextensively required to fulfill such obligation;

WHEREAS, this MOU is intended outline the Parties' agreements governing their respective fiscal, administrative, and legal responsibilities and their legal relationship and other matters of mutual interest related to special education and related services and compliance with the Individuals with Disabilities in Education Act ("IDEA") and Section 504 of the Rehabilitation Act ("Section 504).

WHEREAS, by signing below, the Parties intend and agree that this MOU governs the relationship between District, AGCS, and Charter School regarding all special education matters, and if the terms of this MOU conflict with the terms of the Charter document, this MOU will control the handling or resolution of the particular issue in question. In addition, if the Charter is silent on an issue addressed by this MOU, this MOU shall control.

NOW, THEREFORE, in consideration of the promises and the mutual covenants and agreements herein set forth, AGCS, the Charter School, and the District do hereby agree as follows:

A. Term.

This MOU shall commence on July 1, 2026, and continue for such period that the Charter School operates as a public school of District for purposes of special education in accordance with Education Code Section 47641, subdivision (b), or through June 30, 2029, whichever date is earliest.

B. Special Education Services.

1. **Local Education Agency Status.** Pursuant to Education Code section 47641, subdivision (b), the Charter School shall be considered a "public school" of the

District for purposes ofcompliance with federal and state special education laws. The District is a member of Humboldt-Del Norte Special Education Local Plan Area ("SELPA"). The Charter School may seek to become its own local education agency ("LEA") within the SELPA, or another approved SELPA, pursuant to Education Code section 47641(a) in the future. If the Charter School is accepted as an LEA-member of a SELPA, and the Charter School's Charter Petition is appropriately revised in accordance with state law and policy, the Charter School shall thereafter comply with the rules and procedures of the SELPA it joins, and the provisions of this MOU shall cease to be in effect pursuant to Paragraph A. The Parties may enter into a separate MOU refelcting the Charter School's operation as an LEA sepearate and independent from the District for special education purposes. During the Term of the MOU pursuant to Paragraph A the terms of this MOU shall govern the provision of special education services to Charter School students and funding thereof. If the Charter School is accepted as an LEA-member of a SELPA, the AGCS Board of Directors shall approve a non-material revision of the charter to reflect the change in status and submit the updated revision to the District for its records.

2. **Division and Coordination of Responsibility.** Charter School shall be solely responsible for ensuring that all students entitled to special education services will receive special education and related services appropriately and in accordance with SELPA and District policies and procedures through its own personnel or contractors or on a fee for service basis with the SELPA or the District. The Charter School assumes any and all responsibilities otherwise attributable to the District to ensure that eligible Charter School students receive special education and related services in the same manner as any other student of the District and in accordance with applicable law. Charter School and the District intend that Charter School will be fully and solely responsible for the provision of special education services (including, but not limited to, identification, evaluation, Individualized Education Program ("IEP") development, implementation, and modification) to Charter School students. The Parties may agree to contract with one another to share special education resources on a fee for service basis pursuant to a separate written agreement between the Parties.

3. **District and SELPA Policy.** As a school of the District for purposes of special education, the Charter School shall comply with all District and SELPA policies, procedures and other requirements regarding special education. The Charter School shall obtain all District and SELPA policies, procedures, and forms regarding special education from the District and the SELPA annually. At least annually, the Charter School shall be responsible for training its employees on District and SELPA policies, procedures, and forms.

4. **IDEA.** The Charter School will comply with the IDEA and State special education laws governing the identification, determination, provision, and financing of special education placement and services for all students enrolled at the Charter School. The Charter School will also ensure that no student is denied enrollment on the basis of special education status or disability. The District shall

have no responsibilities under the IDEA for students enrolled in the Charter School.

5. **FAPE.** The Charter School shall ensure that all students with disabilities enrolled in Charter School are provided with a free and appropriate public education ("FAPE") in compliance with all applicable laws and regulations including the IDEA, State special education laws and implementing regulations. The District shall have no responsibility to provide students enrolled in the Charter School with a FAPE.

6. **Pre-Referral Process and Interventions.** Charter School shall implement a process (e.g., a Student Study Team) to monitor and guide referrals of general education students for special education evaluation and services, such that general education interventions are utilized and exhausted when legally possible before Charter School refers the student for a special education evaluation. Charter School understands that this process, and any interventions employed prior to a referral for special education evaluation, are general education functions that are Charter School's sole responsibility. Charter School further understands that any failure to timely refer a student enrolled in the Charter School for evaluation under the IDEA that results in liability shall be the sole responsibility of the Charter School, and the District shall have no responsibility related to the same.

7. **Child Find ("Search and Serve" Notices).** Charter School shall include a notice to students and parents on its website and/or handbook notifying them of Charter School's responsibility to "search and serve" students who need or are believed to need special education services. The Charter School's notice shall make clear that the Charter School, not the District, is responsible for identification of and service to students enrolled the Charter School for special education. The Charter School's Director of Special Services shall be identified, including contact information, and shall be the contact person for parents of Charter School students inquiring about special education evaluation, eligibility, and/or services.

8. **Identification and Referral.** The Charter School shall comply with the IDEA, California law, and District and SELPA policies and procedures for identification and referral of students for special education. The Charter School has developed and will maintain and implement policies and procedures to ensure appropriate identification and referral of students who have, or may have, such exceptional needs such that identification and eligibility for special education may be appropriate under state and federal law. The Charter School shall be solely responsible for obtaining all relevant pupil records related to any enrolling student. The District shall respond to Charter School requests for records for former District students in the same manner as it would respond lawfully to any other request for student records from another LEA. The Charter School shall not rely on any special education or other pupil records indicating a disability or

eligibility for special education as a basis for declining admission to a prospective student.

9. **Assessments.** The Charter School, or its contracted service provider(s), if applicable, shall conduct all necessary special education assessments of Charter School students, including but not limited to initial assessments, annual assessments, and reassessments in accordance with State and Federal law. The Charter School may not conduct any assessment without first obtaining the written consent of the Parent/Guardian or of the Student (18 or over), subject to any consent override procedures under State and Federal law.

10. **Individualized Education Programs (IEPs).** Decisions regarding eligibility, areas of need, goals/objectives, services, program, placement and exit from special education shall be made by the IEP team, with final determination and offers of FAPE residing with the Charter School. The Charter School will ensure that all Charter School teachers and staff who provide services to a student with a disability are knowledgeable of the content of the student's IEP and implement the IEP appropriately, including all accommodations, modifications, supports for instruction, goals and objectives, data collection and progress reporting. The Charter School shall ensure it monitors and reports progress towards IEP goals in the same interval as progress is reported to general education students or as apporpriate to ensure all students are provided with a FAPE.

11. **IEP Meetings and IEP Implementation.** The Charter School shall arrange necessary IEP meetings in accordance with District and SELPA policies, procedures and applicable law. IEP team membership shall be in compliance with State and federal law and shall include a designated Charter School administrator; general education teacher(s); special education teacher(s); at least one special education provider of the student (if applicable), who may be a Charter School employee or a service provider contracted by Charter School; and an individual who can interpret instructional implications of assessment results, as needed. The Charter School is obligated to implement the student's IEP in accordance State and Federal law and in accordance with District and SELPA policy and procedures. The Charter School may seek to contract with the SELPA for services for a fee in the same manner as the District. The District shall have no responsibility for convening IEP team meetings, implementing IEPs, or otherwise facilitating compliance with state and federal law for students enrolled in the Charter School, except as appropriate within the District's oversight responsibilities as the Charter School authorizer.

12. **Nondiscrimination.** Charter School shall ensure that no student otherwise eligible to enroll in the Charter School will be denied admission or enrollment to the Charter School due to his or her disability, eligibility for special education and related services, or the Charter School's inability to provide necessary services. The Charter School shall ensure that no qualified student with a disability is excluded from participation, denied the benefits of, or otherwise subjected to

discrimination under any program of the Charter School, solely on the basis of his/her disability. The Charter School expressly acknowledges its obligation to ensure FAPE for any and all students who seek admission in or are enrolled in the Charter School, regardless of whether the students can access the Charter Schools standard educational programming due to their disability.

13. **Independent Study.** It is understood that in accordance with Education Code section 51745(c), a student who is eligible for special education and related services may participate in independent study if the student's IEP specifically provides for such participation and with the parent's consent. The determination of the appropriateness for a particular student shall be made by the student's IEP team. The Charter School acknowledges that it may not decline enrollment to a student eligible for special education on the basis that the student cannot receive FAPE in independent study. If a student cannot receive FAPE in independent study, the Charter School is legally obligated to develop and implement an appropriate program for student that provides a FAPE. The District shall have no responsibility for funding, developing, or implementing such a program for a student enrolled in the Charter School. If a student cannot receive FAPE in independent study, the Charter School shall find, fund and/or develop and implement an appropriate program for student that provides a FAPE.

14. **Alternative Placements.** The Charter School shall not place a student in a program of the District or SELPA, and the District shall not place a student in the Charter School, through the IEP process or otherwise, without the prior involvement and express written consent of the other party.

15. **Referral to Nonpublic Schools,** Nonpublic Agencies or Private Schools. The Charter School IEP team may offer placement in an alternative placement and shall assume sole responsibility for funding and implementation of placement. If a parent unilaterally places a Charter School student at a nonpublic school, nonpublic agency, private school, or in a residential placement and requests funding from the Charter School for such unilateral placement, the Charter School shall be solely responsible for responding to parents as required by law. The District shall have no responsibility related to the student's placement or funding thereof.

16. **Revocation of Consent.** If, at any time subsequent to the initial provision of special education and related services to the student, the parent or guardian of that student informs Charter School that they wish to exit the student from special education, Charter School shall ensure such revocation of consent for the continued provision of special education and related services is in writing. Should a parent or guardian revoke consent to special education and related services in writing, Charter School shall provide prior written notice to the parent in accordance with Section 300.503 of the Title 34 of the Code of Federal Regulations and thereafter may not continue to provide special education and related services to the child.

17. **Student Discipline.** Charter School shall ensure that its student discipline procedures for suspension and expulsion of students with disabilities are in full compliance with State and federal law and District and SELPA policies.

18. **Complaints and Correspondence Regarding Special Education. The** Charter School shall address/respond to/investigate all complaints received under the Charter School's Uniform Complaint Procedure ("UCP") or through the California Department of Education ("CDE"). Other than the District's oversight responsibilities as the Charter School Authorizer, the District shall have no responsibility related to complaints against the Charter School related to special education.

19. **Initiating Due Process Requests.** The Charter School may initiate a due process hearing related to the provision of FAPE to a Charter School student if the Charter School determines it is legally necessary to meet the Charter School's responsibilities under federal and State law and regulations. The Charter School will be fully responsible for payment of its attorney fees in preparing, filing and prosecuting the case. The District shall not have any responsibility related to a due process request initiated by the Charter School.

20. **Defending Due Process Requests.** Charter School shall indemnify and defend the District against any due process complaint, or other action, filed against Charter School and/or the District regarding special education, including, but not limited to, eligibility, placement and services, for a student who is or was enrolled in Charter School during any time period(s) at issue. The Charter School shall seek dismissal of the District at the earliest time possible after a due process complaint or any other action, is initiated against the District related to a student enrolled in the Charter School. In the event that District determines that representation of the District from legal counsel is needed, District and Charter School shall be jointly represented by Charter School's legal counsel with all legal costs covered by the Charter School, unless the District wishes to have separate legal counsel at its own cost. In such cases, District and Charter School shall be separately and solely responsible for all attorneys' fees and costs associated with the legal counsel selected by the respective party. Charter School and District staff and administrators shall cooperate in the defense, even if represented by separate legal counsel. The District shall be solely responsible for defending any due process claim filed against the District for any time period or periods in which the student is enrolled in the District.

21. **Special Education Trainings. Applicable** Charter School staff may attend all SELPA sponsored special education related professional development/training opportunities.

22. **Special Education Funding.** The Parties agree that, pursuant to the division of responsibilities set forth in this MOU, Charter School has elected to be solely responsible for the provision of all special education services to Charter School

students despite being a school of the District pursuant to its charter petition. Therefore, State and federal special education revenues generated for special education for the Charter School will be disbursed from the SELPA through the District to the Charter School within five business days of receipt. The Charter School is responsible for all excess costs beyond that which is funded by special education revenue. The District shall not be financially responsible for any special education or related services for students enrolled in the Charter School at any time or for any reason.

23. **Charter School Contribution to District Special Education Costs.** The Parties agree that the Charter School's agreement to assume all costs for special education and related services, including the Charter School's payment of all excess costs beyond the state and federal special education revenue fully satisfies any and all obligation under Education Code Section 47646(c) to contribute to District-wide special education costs.

24. **Section 504 and the Americans with Disabilities Act.** The Charter School shall comply with Section 504 of the Rehabilitation Act of 1973 ("Section 504"), the Americans with Disabilities Act ("ADA"), and all Office of Civil Rights mandates for students enrolled in the Charter School. The Charter School is solely responsible for its compliance with Section 504 and the ADA, and special education funds may not be used for any such services or compliance. The Charter School shall ensure that no qualified person with a disability is, solely on the basis of the disability, excluded from participation, denied the benefits of, or otherwise subjected to discrimination under any program of the Charter School. The Charter School shall adopt legally compliant Section 504 policies, procedures and forms.

    In the case of pending student discipline of an eligible student who receives Section 504 accommodations, the Charter School will ensure that it follows procedures to comply with the mandates of State and Federal laws for considering disciplinary action against disabled students.

    The Charter School acknowledges and understands that it shall be solely responsible for such compliance.

25. **Indemnification.** Charter School shall indemnify, defend upon request, and hold harmless, the District, its board members, employees, as agents, from and against any and all liability, costs, complaints, and claims arising from the acts or omissions of the Charter School, its governing board, officers, employees, or agents, related to the Charter School's responsibility for and provision of special education services to students enrolled in the Charter School. This indemnification shall include the legal defense of the District and its board members, employees and agents against special education due process hearing requests and/or complaints to State or federal agencies regarding Charter School students related to the time period enrolled in the Charter School. The Charter School shall indemnify the District, its Board members, employees, and agents against any remedies, including compensatory education, reimbursement, and/or

money damage, including attorneys' fees and costs, that may be awarded to a student and/or their parents, or agreed to by the Charter School, for failure to comply with procedures, or provide appropriate and/or compliant special education services. This indemnification agreement shall not include liability, costs, complaints, and claims arising from the actions or omissions of the District, its board members, employees, agents, or contractors.

C. Miscellaneous Provisions

1. **Amendments.** The Parties may mutually agree to modify this Agreement. Any modification of this Agreement must be in writing, executed by duly authorized representatives of both parties, and approved by the governing board of each party. Such modification must specifically indicate the parties' intent to modify or amend this Agreement.

2. **Notification.** Except as may otherwise be specified in this Agreement, all notices, requests and other communication under this Agreement shall be in writing and mailed to the proper address as follows:

To District:
Eureka City Schools
Attention: Superintendent
2100 J Street
Eureka, CA 95501
Phone: 707-441-2400
Fax: 707-476-1725

To the Charter School:
Alder Grove Charter School
Attention: Director of Special Services
714 F Street
Eureka, CA 95501
Phone:707-268-0854

3. **Non-Assignment.** Neither party shall assign its rights, duties or privileges under this Agreement, nor shall either party attempt to confer any of its rights, duties or privileges under this Agreement on any third party, without the written consent of the other party.

4. **Severability.** If any provision or any part of this Agreement is for any reason held to be invalid or unenforceable or contrary to public policy, law or statute and/or ordinance, the remainder of this Agreement shall not be affected thereby and shall remain valid and fully enforceable.

5. **Venue.** The validity of this Agreement and any of its terms or provisions as well as the rights and duties of the parties shall be governed by the laws of the state of California, and venue shall lie only in Humboldt County Superior Court.

6. **Interpretation.** The language of this Agreement shall be construed as jointly proposed and jointly accepted, and in the event of any subsequent determination of ambiguity, the Parties shall be treated as equally responsible for such ambiguity. If any term of this Agreement is in conflict with the Charter School's Charter, this Agreement controls.

7. **Entire Agreement.** This Agreement is intended by the Parties as the final expression of their agreement with respect to such terms as are included herein and as the complete and exclusive statement of its terms and may not be contradicted by evidence of any prior agreement or of a contemporaneous oral agreement, nor explained or supplemented by evidence of consistent additional terms. The Parties acknowledge that no one has made any promise, representation, or warranty whatsoever, express or implied, written or oral, not contained herein to induce them to execute this Agreement, and that this Agreement is not executed in reliance upon any such promise, representation, or warranty.

8. **Binding Effect.** This Agreement is binding upon the successors and assigns of the Parties, subject to the non-assignability restrictions set forth in this Agreement.

9. **Survival of Covenants.** Notwithstanding termination of the Agreement, the responsibilities of the Parties pursuant to California Education Code section 47646 shall survive and be fully enforceable notwithstanding the termination date of the Agreement.

10. **Authority.** By signing below, each person warrants and guarantees that she/he is the designated representative of, and legally authorized to execute this Agreement on behalf of, the designated entity and that such execution shall bind the designated entity to the terms of this Agreement subject to ratification by the Parties respective governing boards.

11. **Counterparts.** This Agreement may be signed in counterparts such that the signatures may appear on the separate signature pages. Facsimile or photocopy signatures shall have the same force and effect as original signatures.

12. **Subject to Ratification by Governing Boards.** This entire Agreement is subject to approval/ratification by the respective governing boards of the District and Charter School.

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IN WITNESS WHEREOF, each of the Parties hereto has duly executed this Agreement as of the dates shown below.

FOR DISTRICT:

_____
Gary Storts, Superintendent

Dated _____

Approved and ratified this ____ day of _____, 2026, by the Board of Trustees of the Eureka City Schools by the following vote:

AYES: _____

NOES: _____

Abstentions: _____

_____
Clerk of the Board

FOR CHARTER SCHOOL:

_____
Tim Warner, Superintendent/
Executive Director

Dated _____

Approved and ratified this ____ day of _____, 2026, by the Board of Directors of AGCS, by the following vote:

AYES: _____

NOES: _____

Abstentions: _____

_____
Secretary to the Board of Directors

AGENDA ITEM

Agenda Title:	Consideration of Approval of Policy Updates from CSBA - January 2026
Meeting Date:	February 12, 2026
Item:	Discussion/Action

WHAT *(the board is asked to discuss, receive, approve, or adopt)*
The Governing Board is being asked to approve revisions, updates, and deletions relating to policies outlined in the Special Policy Release - January 2026 - from CSBA.

WHY *(briefly explain why the action or discussion is important; and if applicable, how it is connected to site, district, or strategic plans)*
From time to time, relatively minor changes occur that affect the text of CSBA sample board policies, administrative regulations, and board bylaws but do not warrant reissuing the entire sample because the changes are limited. It is recommended that districts review the revisions and incorporate them in district materials as appropriate. Although the revisions are minor, the district should still use its normal adoption process to adopt the board policies, administrative regulations, and/or board bylaws affected by these revisions. The following Board Policies, Administrative Regulations and Board Bylaws have various changes due to changes in laws, new laws, court decisions, and clarification.

Strategic Design - Vision
Governance and Policy updating is not reflected in the Strategic Framework

HISTORY *(list previous staff or board action(s) with dates if possible)*
This is the first reading and final reading of these policies. These policies are being fast-tracked for adoption to keep Eureka City Schools in compliance with AB 495.

HOW MUCH *(list the revenue amount $ and/or the expense amount $)*
There is no revenue or expense related to this agenda item.

WHO *(list the name of the contact person(s), job title, and site location)*
Gary Storts, Superintendent

ATTACHMENTS:
Description
Guidesheet.pdf
Policies from January CSBA Set - WITHOUT NOTES (Final - for Board Approval)- 02.12.26 Bd Mtg.pdf
Policies from January CSBA Set - WITH NOTES (DRAFT)- 02.12.26 Bd Mtg.pdf
Early Deletion - Various Policies from January CSBA Set - BP.AR 5145.13 - 02.12.26 Bd Mtg.pdf

CSBA UPDATE CHECKLIST – January 2026

District Name: Eureka City Schools

Contact Name: Micalyn Harris Phone: 707-441-2414 Email: harrismicalyn@eurekacityschools.org

POLICY	TITLE	OPTIONS/BLANKS	ADOPTION DATE	MANDATED
BP 0450	Comprehensive Safety Plan	**OPTION 1:** ☑ **OPTION 2:** ☐	02/12/26	
AR 0450	Comprehensive Safety Plan		02/12/26	
BP 1340	Access to District Records		02/12/26	
AR 1340	Access to District Records		02/12/26	
BP 1445	Response To Immigration Enforcement	**NEW POLICY**	02/12/26	**M**
AR 1445	Response To Immigration Enforcement	**NEW REGULATION**	02/12/26	**M**
BP 5125	Student Records		02/12/26	**M and C**
AR 5125	Student Records		02/12/26	**M**
BP 5125.1	Release of Directory Information		02/12/26	**M**
AR 5125.1	Release of Directory Information			**M and C**
E(1) 5125.1	Release of Directory Information	**Fill in Blanks** _____0 _____	02/12/26	
BP 5145.13	Response to Immigration Enforcement	**Delete BP** ☑**Yes** ☐**No**	02/12/26	
AR 5145.13	Response to Immigration Enforcement	**Delete AR** ☑**Yes** ☐**No**	02/12/26	

Eureka City Schools

Board Policy Manual

Board Policy Manual

0000. Philosophy, Goals, Objectives and Comprehensive Plans
Regulation 0450: Comprehensive Safety Plan 3
Policy 0450: Comprehensive Safety Plan 14
1000. Community Relations
Policy 1340: Access To District Records 22
Regulation 1340: Access To District Records 28
Policy 1445: Response To Immigration Enforcement 39
Regulation 1445: Response To Immigration Enforcement 43
5000. Students
Policy 5125: Student Records 49
Regulation 5125: Student Records 58
Policy 5125.1: Release Of Directory Information 77
Regulation 5125.1: Release Of Directory Information 80
Exhibit 5125.1-E(1): Release Of Directory Information 84

Regulation 0450: Comprehensive Safety Plan **Status:** DRAFT

Original Adopted Date: 05/21/2019 **| Last Revised Date:** 10/09/2025

Development and Review of Comprehensive School Safety Plan

The school site council shall consult with local law enforcement, the local fire department, and other first responders in the writing and development of the comprehensive school safety plan (CSSP). When practical, the school site council shall also consult with other school site councils and safety planning committees. (Education Code 32281, 32282)

Additionally, the school site council may invite community leaders, local emergency medical services personnel, the district's public entity risk pool joint powers authority or insurance provider, and other persons who may be interested in the health and safety of students and the prevention of campus crime and violence to participate in the planning process. (Education Code 32280)

The school site council may delegate the responsibility for developing a CSSP to a school safety planning committee composed of the following members: (Education Code 32281)

1. The principal or designee
2. One teacher who is a representative of the recognized certificated employee organization
3. One parent/guardian whose child attends the school
4. One classified employee who is a representative of the recognized classified employee organization
5. Other members, if desired

Before adopting the CSSP, the school site council or school safety planning committee shall hold a public meeting at the school in order to allow members of the public the opportunity to express an opinion about the plan. (Education Code 32288)

The school site council or safety planning committee shall notify, in writing, the following persons and entities of the public meeting, if available: (Education Code 32288)

1. The local mayor
2. A representative of the local school employee organization
3. A representative of each parent/guardian organization at the school, including the parent teacher association and parent teacher clubs
4. A representative of each teacher organization at the school
5. A representative of the school's student body government
6. All persons who have indicated that they want to be notified

Additionally, the school site council or safety planning committee may notify, in writing, the following entities of the public meeting: (Education Code 32288)

1. Representatives of local religious organizations
2. Local civic leaders
3. Local business organizations

After the first evaluation or review is conducted, and after each annual evaluation or review, a school employee, a

student's parent/guardian or educational rights holder, or a student may bring concerns about an individual student's ability to access disaster safety procedures described in the CSSP to the principal. (Education Code 32282)

If the principal determines there is merit to a concern, the principal shall direct the school site council or school safety planning committee to make appropriate modifications to the CSSP during the evaluation of the CSSP. The principal may direct the school site council or the school safety planning committee to make such modifications before the evaluation, as appropriate. (Education Code 32282)

Content of the Comprehensive Safety Plan

Each CSSP shall include an assessment of the current status of any crime committed on campus and at school-related functions. (Education Code 32282)

The assessment may include, but not be limited to, law enforcement crime data, suspension and expulsion rates, and surveys of students, parents/guardians, and staff regarding their perceptions of school safety.

The plan shall identify appropriate strategies and programs that will provide or maintain a high level of school safety and address the school's procedures for complying with existing laws related to school safety, including all of the following: (Education Code 32282)

1. Child abuse or neglect reporting procedures consistent with Penal Code 11164-11174.3, including procedures specifically designed to address the supervision and protection of children from child abuse or neglect or sex offenses

2. Routine and emergency disaster procedures including, but not limited to:

    a. Adaptations for students with disabilities in accordance with the Americans with Disabilities Act, the federal Individuals with Disabilities Education Act, and Section 504 of the federal Rehabilitation Act of 1973

    b. An earthquake emergency procedure system as specified

    c. A procedure to allow public agencies, including the American Red Cross, to use school buildings, grounds, and equipment for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare

    d. Commencing with the 2026-27 school year, a procedure to identify appropriate refuge shelter for all students and staff to be used in the event of an evacuation order and, for any school in a high or very high fire hazard severity zone, a communication and evacuation plan to be used in the event of an early notice evacuation warning that allows enough time to evacuate all students and staff

3. Policies pursuant to Education Code 48915(d) for students who commit an act listed in Education Code 48915(c) and other school-designated serious acts that would lead to suspension, expulsion, or mandatory expulsion recommendations

4. Procedures to notify teachers of dangerous students pursuant to Education Code 49079

5. A policy consistent with the prohibition against discrimination, harassment, intimidation, and bullying pursuant to Education Code 200-262.4

6. If the school has adopted a dress code prohibiting students from wearing "gang-related apparel" pursuant to Education Code 35183, the provisions of that dress code and the definition of "gang-related apparel"

7. Procedures for safe ingress and egress of students, parents/guardians, and employees to and from school

8. A safe and orderly school environment conducive to learning

9. The rules and procedures on school discipline adopted pursuant to Education Code 35291 and 35291.5

10. Procedures for conducting tactical responses to criminal incidents, including procedures related to individuals with guns on campus and at school-related functions

11. If procedures to prepare for active shooters or other armed assailants by conducting a drill are included in the CSSP, the CSSP shall specify that:

    a. The school will not conduct a high-intensity drill, as defined in Education Code 32282

    b. Real weapons, gunfire blanks, or explosions will not be used in the conducting of the drill

    c. A trauma-informed approach as specified in Education Code 32282 will be used in the design and execution of any drill

12. Procedures to assess and respond to reports of any dangerous, violent, or unlawful activity that is being conducted or threatened to be conducted at the school, at an activity sponsored by the school, or on a school bus serving the school

13. Procedures to respond to incidents involving an individual experiencing a sudden cardiac arrest or a similar life-threatening medical emergency while on school grounds

14. Procedures specifically designed to notify parents/guardians and district staff when the school confirms that an officer or employee of an agency conducting immigration enforcement is on school grounds as specified in Education Code 32282

15. For schools that serve students in any of grades 7-12, a protocol in the event a student is suffering or is reasonably believed to be suffering from an opioid overdose

16. An instructional continuity plan to establish communication with students and their families and provide instruction to students when in-person instruction is disrupted due to an emergency, as specified in Education Code 32282

17. Explicit procedures to prohibit the use of smartphones in the case of an emergency or in response to a perceived threat of danger if such use is prohibited in Board Policy 5131.8 - Mobile Communication Devices (Education Code 48901.7)

Among the strategies for providing a safe environment, the CSSP may also include:

1. Development of a positive school climate that promotes respect for diversity, personal and social responsibility, effective interpersonal and communication skills, self-esteem, anger management, and conflict resolution

2. Disciplinary policies and procedures that contain prevention strategies, such as strategies to prevent bullying, hazing, and cyberbullying, as well as behavioral expectations and consequences for violations

3. Strategies aimed at preventing potential incidents involving crime and violence on school campuses, including vandalism, drug and alcohol abuse, gang membership and violence, hate crimes, bullying, including bullying committed personally or by means of an electronic act, teen relationship violence, and discrimination and harassment, including sexual harassment

4. Curriculum that emphasizes prevention and alternatives to violence, such as multicultural education and literacy, character/values education, social and emotional learning, media analysis skills, conflict resolution, community service learning, and education related to the prevention of dating violence

5. Parent/guardian and community involvement strategies, including strategies to help ensure parent/guardian support and reinforcement of the school's rules and increase the number of adults on campus

6. Provision of safety materials and emergency communications in language(s) understandable to parents/guardians

7. Annual notification to parents/guardians related to the safe storage of firearms

8. Prevention and intervention strategies related to the sale or use of drugs and alcohol which shall reflect expectations for drug-free schools and support for recovering students

9. Collaborative relationships among the city, county, community agencies, local law enforcement, the judicial system, and the schools that lead to the development of a set of common goals and community strategies for violence prevention instruction

10. District policy prohibiting the possession of firearms and ammunition on school grounds

11. Measures to prevent or minimize the influence of gangs on campus

12. Procedures for receiving verification from law enforcement when a violent crime or sex offense has occurred on school grounds and for promptly notifying parents/guardians and employees of that crime

13. Procedures for the early identification and threat assessment of, and appropriate response to, suspicious and/or threatening digital media content

14. Assessment of the school's physical environment, including a risk management analysis and development of ground security measures such as procedures for closing campuses to outsiders, installing surveillance systems, securing the campus perimeter, protecting buildings against vandalism, and providing for a law enforcement presence on campus

15. Independent security assessment of the school's network infrastructure and selected web applications to identify vulnerabilities and provide recommendations to improve cybersecurity

16. Guidelines for the roles and responsibilities of mental health professionals, athletic coaches, community intervention professionals, school counselors, school resource officers, and police officers on school campuses

    Guidelines may include, but are not limited to, the following:

    a. Strategies to create and maintain a positive school climate, promote school safety, and increase student achievement

    b. Strategies to prioritize mental health and intervention services, restorative and transformative justice programs, and positive behavior interventions and support

    c. Protocols to address the mental health care of students who have witnessed a violent act at any time, including, but not limited to, while on school grounds, while coming or going from school, during a lunch period whether on or off campus, or during or while going to or coming from a school-sponsored activity

17. Strategies for suicide prevention and intervention

18. District policy and/or plan related to pandemics

19. Procedures to implement when a person interferes with or disrupts a school activity, remains on campus after having been asked to leave, or creates a disruption with the intent to threaten the immediate physical safety of students or staff

20. Crisis prevention and intervention strategies, which may include the following:

    a. Identification of possible crises that may occur, determination of necessary tasks that need to be addressed, and development of procedures relative to each crisis, including the involvement of law enforcement and other public safety agencies as appropriate

    b. Threat assessment strategies to determine the credibility and seriousness of a threat and provide appropriate interventions for the potential offender(s)

    c. Assignment of staff members responsible for each identified task and procedure

    d. Development of an evacuation plan based on an assessment of buildings and grounds and opportunities

for students and staff to practice the evacuation plan

e. Coordination of communication to schools, Governing Board members, parents/guardians, and the media

f. Communication with parents/guardians of reunification plans and the necessity of cooperating with first responders

g. Development of a method for the reporting of violent incidents

h. Development of follow-up procedures that may be required after a crisis has occurred, such as counseling

21. Training on assessment and reporting of potential threats, violence prevention, and intervention techniques

    Such training shall include preparation to implement the elements of the CSSP

22. Environmental safety strategies, including, but not limited to, procedures for preventing and mitigating exposure to toxic pesticides, lead, asbestos, vehicle emissions, and other hazardous substances and contaminants

23. Continuity of operations procedures to ensure that the district's essential functions are not disrupted during an emergency, to the extent possible

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Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the Governing Board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
5 CCR 11987-11987.7	School Community Violence Prevention Program requirements
5 CCR 11992-11993	Persistently dangerous schools; definition
CA Constitution Article 1, Section 28	Right to Safe Schools
Ed. Code 200-262.4	Prohibition of discrimination
Ed. Code 32260-32262	Interagency School Safety Demonstration Act of 1985
Ed. Code 32270	School safety cadre
Ed. Code 32280-32289.5	School safety plans
Ed. Code 32290	Safety devices
Ed. Code 35147	School site councils and advisory committees
Ed. Code 35183	School dress code; uniforms
Ed. Code 35266	Reporting of cyberattacks
Ed. Code 35291	Rules
Ed. Code 35291.5	School-adopted discipline rules
Ed. Code 41020	Requirement for annual audit
Ed. Code 44010	Sex offense; definition
Ed. Code 48900-48927	Suspension and expulsion
Ed. Code 48901.7	Smartphone limitation or prohibition
Ed. Code 48950	Speech and other communication
Ed. Code 48980	Parent/Guardian notifications
Ed. Code 49079	Notification to teacher; student act constituting grounds for suspension or expulsion
Ed. Code 49390-49395	Homicide threats
Ed. Code 49414.35	Emergency treatment for opioid overdose

State	Description
Ed. Code 49414.6	Student possession of opioid antagonist
Ed. Code 67381	Availability of information regarding crimes
Gov. Code 11549.3	Independent security assessment
Gov. Code 54957	Closed session meetings for threats to security
Gov. Code 8586.5	California Cybersecurity Integration Center
Pen. Code 11164-11174.3	Child Abuse and Neglect Reporting Act
Pen. Code 1192.7	Criminal procedures
Pen. Code 422.55	Definition of hate crime
Pen. Code 626.8	Disruptions
Pen. Code 667.5	Violent felony; definition

Federal	Description
20 USC 1400-1482	Individuals with Disabilities Education Act
20 USC 7111-7122	Student support and academic enrichment grants
20 USC 7912	Transfers from persistently dangerous schools
29 USC 794	Rehabilitation Act of 1973; Section 504
42 USC 12101-12213	Americans with Disabilities Act
6 USC 665k	Federal Clearinghouse on School Safety Evidence-Based Practices

Management Resources	Description
CA Office of the Attorney General Publication	Promoting a Safe and Secure Learning Environment for All: Guidance and Model Policies to Assist California's TK-12 Schools in Responding to Requests for Access and Information for Immigration Enforcement Purposes, December 2025
California Department of Education	Instructional Continuity Plan Guidance
CSBA Publication	Comprehensive School Safety Plans, July 2024
CSBA Publication	School Safety: Firearm Safety and Storage, May 2023
CSBA Publication	Cyberbullying: Policy Considerations for Boards, Policy Brief, rev. July 2010
CSBA Publication	Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011
Federal Bureau of Investigation Publication	Uniform Crime Reporting Handbook, 2004
Nat'l Assoc. of Secondary School Principals Pub	The NASSP Principal Recovery Network Guide to Recovery
U.S. Department of Education Publication	Practical Information on Crisis Planning: A Guide for Schools and Communities, January 2007
U.S. Department of Homeland Security Publication	Behavioral Threat Assessment and Management in Practice 2024
Website	California Department of Education, Resources to Include Immigrant Families
Website	California Department of Education, LEA Immigration Enforcement Policy Submission
Website	California Department of Education, School Safety Elements and Resources
Website	California Department of Education, Language Services Policy and Process
Website	Schoolsafety.gov
Website	California Department of Education, Safe Schools Planning

Management Resources	Description
Website	California Military Department
Website	California Department of Technology, Independent Security Assessment
Website	U.S. Department of Homeland Security, Fusion Centers
Website	California State Threat Assessment System
Website	CSBA District and County Office of Education Legal Services
Website	U.S. Secret Service, National Threat Assessment Center
Website	Centers for Disease Control and Prevention
Website	Federal Bureau of Investigation
Website	National Center for Crisis Management
Website	National School Safety Center
Website	California Department of Education, Safe Schools
Website	California Governor's Office of Emergency Services
Website	California Healthy Kids Survey
Website	U.S. Department of Education
Website	CSBA

Cross References	Description
0400	Comprehensive Plans
0410	Nondiscrimination In District Programs And Activities
0420	School Plans/Site Councils
0420	School Plans/Site Councils
0460	Local Control And Accountability Plan
0460	Local Control And Accountability Plan
0500	Accountability
0510	School Accountability Report Card
0510	School Accountability Report Card
1100	Communication With The Public
1100-E PDF(1)	Communication With The Public
1112	Media Relations
1113	District And School Websites
1113	District And School Websites
1113-E(1)	District And School Websites
1113-E(2)	District And School Websites
1220	Citizen Advisory Committees
1220	Citizen Advisory Committees
1312.3	Uniform Complaint Procedures
1312.3	Uniform Complaint Procedures
1312.3-E PDF(3)	Uniform Complaint Procedures
1312.3-E PDF(4)	Uniform Complaint Procedures
1312.3-E(1)	Uniform Complaint Procedures

Cross References	Description
1312.3-E(2)	Uniform Complaint Procedures
1313	Civility
1330	Use Of School Facilities
1330	Use Of School Facilities
1330-E PDF(1)	Use Of School Facilities
1340	Access To District Records
1340	Access To District Records
1400	Relations Between Other Governmental Agencies And The Schools
2210	Administrative Discretion Regarding Board Policy
3510	Green School Operations
3510	Green School Operations
3511	Energy And Water Management
3511	Energy And Water Management
3513.3	Tobacco-Free Schools
3513.3	Tobacco-Free Schools
3514	Environmental Safety
3514	Environmental Safety
3514.1	Hazardous Substances
3514.1	Hazardous Substances
3514.2	Integrated Pest Management
3515	Campus Security
3515	Campus Security
3515.2	Disruptions
3515.2	Disruptions
3515.3	District Police/Security Department
3515.31	School Resource Officers
3515.4	Recovery For Property Loss Or Damage
3515.4	Recovery For Property Loss Or Damage
3515.5	Sex Offender Notification
3515.5	Sex Offender Notification
3515.7	Firearms On School Grounds
3516	Emergencies And Disaster Preparedness Plan
3516	Emergencies And Disaster Preparedness Plan
3516.1	Fire Drills And Fires
3516.2	Bomb Threats
3516.3	Earthquake Emergency Procedure System
3516.5	Emergency Schedules
3516.5	Emergency Schedules
3530	Risk Management/Insurance
3530	Risk Management/Insurance

Cross References	Description
3543	Transportation Safety And Emergencies
4119.11	Sexual Harassment
4119.11	Sexual Harassment
4119.23	Unauthorized Release Of Confidential/Privileged Information
4131	Staff Development
4140	Bargaining Units
4141.6	Concerted Action/Work Stoppage
4141.6	Concerted Action/Work Stoppage
4157	Employee Safety
4157	Employee Safety
4158	Employee Security
4158	Employee Security
4219.11	Sexual Harassment
4219.11	Sexual Harassment
4219.23	Unauthorized Release Of Confidential/Privileged Information
4231	Staff Development
4240	Bargaining Units
4241.6	Concerted Action/Work Stoppage
4241.6	Concerted Action/Work Stoppage
4257	Employee Safety
4257	Employee Safety
4258	Employee Security
4258	Employee Security
4319.11	Sexual Harassment
4319.11	Sexual Harassment
4319.21	Professional Standards
4319.21-E PDF(1)	Professional Standards
4319.23	Unauthorized Release Of Confidential/Privileged Information
4331	Staff Development
4340	Bargaining Units
4357	Employee Safety
4357	Employee Safety
4358	Employee Security
4358	Employee Security
5020	Parent Rights And Responsibilities
5020	Parent Rights And Responsibilities
5112.5	Open/Closed Campus
5113	Absences And Excuses
5113	Absences And Excuses
5113.1	Chronic Absence And Truancy

Cross References	Description
5113.1	Chronic Absence And Truancy
5116.1	Intradistrict Open Enrollment
5116.1	Intradistrict Open Enrollment
5131	Conduct
5131.2	Bullying
5131.2	Bullying
5131.4	Student Disturbances
5131.4	Student Disturbances
5131.41	Use Of Seclusion And Restraint
5131.5	Vandalism And Graffiti
5131.6	Alcohol And Other Drugs
5131.6	Alcohol And Other Drugs
5131.62	Tobacco
5131.62	Tobacco
5131.63	Steroids
5131.63	Steroids
5131.7	Weapons And Dangerous Instruments
5131.7	Weapons And Dangerous Instruments
5131.8	Mobile Communication Devices
5132	Dress And Grooming
5132	Dress And Grooming
5136	Gangs
5136	Gangs
5137	Positive School Climate
5138	Conflict Resolution/Peer Mediation
5141.22	Infectious Diseases
5141.22	Infectious Diseases
5141.4	Child Abuse Prevention And Reporting
5141.4	Child Abuse Prevention And Reporting
5141.52	Suicide Prevention
5141.52	Suicide Prevention
5142	Safety
5142	Safety
5142.2	Safe Routes To School Program
5142.2	Safe Routes To School Program
5144	Discipline
5144	Discipline
5144.1	Suspension And Expulsion/Due Process
5144.1	Suspension And Expulsion/Due Process
5144.2	Suspension And Expulsion/Due Process (Students With Disabilities)

Cross References	Description
5144.2-E PDF(1)	Suspension And Expulsion/Due Process (Students With Disabilities)
5145.12	Search And Seizure
5145.12	Search And Seizure
5145.3	Nondiscrimination/Harassment
5145.3	Nondiscrimination/Harassment
5145.6	Parent/Guardian Notifications
5145.6-E PDF(2)	Parent/Guardian Notifications
5145.6-E(1)	Parent/Guardian Notifications
5145.7	Sexual Harassment
5145.7	Sexual Harassment
5145.9	Hate-Motivated Behavior
5148.2	Before/After School Programs
5148.2	Before/After School Programs
6020	Parent Involvement
6020	Parent Involvement
6141.2	Recognition Of Religious Beliefs And Customs
6141.2	Recognition Of Religious Beliefs And Customs
6142.3	Civic Education
6142.4	Service Learning/Community Service Classes
6142.8	Comprehensive Health Education
6142.8	Comprehensive Health Education
6153	School-Sponsored Trips
6153	School-Sponsored Trips
6153-E PDF(1)	School-Sponsored Trips
6158	Independent Study
6158	Independent Study
6159	Individualized Education Program
6159	Individualized Education Program
6164.2	Guidance/Counseling Services
6173.1	Education For Foster Youth
6173.1	Education For Foster Youth
6184	Continuation Education
6184	Continuation Education
7214	General Obligation Bonds
7214	General Obligation Bonds
9010	Public Statements
9011	Disclosure Of Confidential/Privileged Information
9320	Meetings And Notices
9321	Closed Session

Policy 0450: Comprehensive Safety Plan

Status: DRAFT

Original Adopted Date: 05/21/2019 **| Last Revised Date:** 10/09/2025

The Governing Board recognizes that students and staff have the right to a safe and secure campus where they are free from physical and psychological harm. The Board is fully committed to maximizing school safety and to creating a positive learning environment that includes strategies for violence prevention and high expectations for staff and student conduct, responsible behavior, and respect for others.

The school site council at each district school shall develop a comprehensive school safety plan (CSSP) relevant to the needs and resources of that particular school. New school campuses shall develop a CSSP within one year of initiating operations. (Education Code 32281, 32286)

The CSSP shall take into account the school's staffing, available resources, and building design, as well as other factors unique to the school site.

The CSSP(s) shall be reviewed and updated by March 1 of each year and forwarded to the Board for approval. (Education Code 32286, 32288)

The Board shall review the comprehensive safety plan(s) in order to ensure compliance with state law, Board policy, and administrative regulation and shall approve the plan(s) at a regularly scheduled meeting.

As necessary, the Superintendent or designee shall provide training on the CSSP to all school staff.

By October 15 of each year, the Superintendent or designee shall notify the California Department of Education (CDE) of any schools that have not complied with the requirements of Education Code 32281. (Education Code 32288)

Tactical Response Plan

Notwithstanding the process described above, any portion of a CSSP that addresses tactical responses to criminal incidents that may result in death or serious bodily injury at the school site, including steps to safeguard students and staff, secure affected school premises, and apprehend criminal perpetrator(s), shall be developed by the Superintendent or designee in accordance with Education Code 32281. In developing such strategies, the Superintendent or designee shall consult with law enforcement officials and with representative(s) of employee bargaining unit(s), if they choose to participate.

When reviewing the tactical response plan, the Board may meet in closed session to confer with law enforcement officials and approve the tactical response plan, provided that any vote to approve the tactical response plan is announced in open session following the closed session. (Education Code 32281)

Safety Plan(s) Access and Reporting

The Superintendent or designee shall ensure that an updated file of all safety-related plans and materials is readily available for inspection by the public. (Education Code 32282)

However, those portions of the CSSP that include tactical responses to criminal incidents need not be publicly disclosed.

The Superintendent or designee shall share the CSSPs and any updates to the plans with local law enforcement, the local fire department, and other first responder entities. (Education Code 32281)

Additionally, the Superintendent or designee shall provide data to CDE pertaining to lockdown or multi-option response drills conducted at district schools in accordance with Education Code 32289.5. (Education Code 32289.5)

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Ed. Code 35291.5	School-adopted discipline rules
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Ed. Code 67381	Availability of information regarding crimes
Gov. Code 11549.3	Independent security assessment
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20 USC 7912	Transfers from persistently dangerous schools
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Website	CSBA District and County Office of Education Legal Services
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Website	Centers for Disease Control and Prevention
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Website	National Center for Crisis Management
Website	National School Safety Center
Website	California Department of Education, Safe Schools
Website	California Governor's Office of Emergency Services
Website	California Healthy Kids Survey
Website	U.S. Department of Education
Website	CSBA

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0410	Nondiscrimination In District Programs And Activities
0420	School Plans/Site Councils
0420	School Plans/Site Councils
0460	Local Control And Accountability Plan
0460	Local Control And Accountability Plan
0500	Accountability
0510	School Accountability Report Card
0510	School Accountability Report Card
1100	Communication With The Public
1100-E PDF(1)	Communication With The Public
1112	Media Relations
1113	District And School Websites
1113	District And School Websites
1113-E(1)	District And School Websites
1113-E(2)	District And School Websites
1220	Citizen Advisory Committees
1220	Citizen Advisory Committees
1312.3	Uniform Complaint Procedures
1312.3	Uniform Complaint Procedures
1312.3-E PDF(3)	Uniform Complaint Procedures
1312.3-E PDF(4)	Uniform Complaint Procedures
1312.3-E(1)	Uniform Complaint Procedures
1312.3-E(2)	Uniform Complaint Procedures
1313	Civility
1330	Use Of School Facilities
1330	Use Of School Facilities
1330-E PDF(1)	Use Of School Facilities
1340	Access To District Records
1340	Access To District Records
1400	Relations Between Other Governmental Agencies And The Schools
2210	Administrative Discretion Regarding Board Policy
3510	Green School Operations
3510	Green School Operations
3511	Energy And Water Management
3511	Energy And Water Management
3513.3	Tobacco-Free Schools
3513.3	Tobacco-Free Schools
3514	Environmental Safety
3514	Environmental Safety

Cross References	Description
3514.1	Hazardous Substances
3514.1	Hazardous Substances
3514.2	Integrated Pest Management
3515	Campus Security
3515	Campus Security
3515.2	Disruptions
3515.2	Disruptions
3515.3	District Police/Security Department
3515.31	School Resource Officers
3515.4	Recovery For Property Loss Or Damage
3515.4	Recovery For Property Loss Or Damage
3515.5	Sex Offender Notification
3515.5	Sex Offender Notification
3515.7	Firearms On School Grounds
3516	Emergencies And Disaster Preparedness Plan
3516	Emergencies And Disaster Preparedness Plan
3516.1	Fire Drills And Fires
3516.2	Bomb Threats
3516.3	Earthquake Emergency Procedure System
3516.5	Emergency Schedules
3516.5	Emergency Schedules
3530	Risk Management/Insurance
3530	Risk Management/Insurance
3543	Transportation Safety And Emergencies
4119.11	Sexual Harassment
4119.11	Sexual Harassment
4119.23	Unauthorized Release Of Confidential/Privileged Information
4131	Staff Development
4140	Bargaining Units
4141.6	Concerted Action/Work Stoppage
4141.6	Concerted Action/Work Stoppage
4157	Employee Safety
4157	Employee Safety
4158	Employee Security
4158	Employee Security
4219.11	Sexual Harassment
4219.11	Sexual Harassment
4219.23	Unauthorized Release Of Confidential/Privileged Information
4231	Staff Development
4240	Bargaining Units

Cross References	Description
4241.6	Concerted Action/Work Stoppage
4241.6	Concerted Action/Work Stoppage
4257	Employee Safety
4257	Employee Safety
4258	Employee Security
4258	Employee Security
4319.11	Sexual Harassment
4319.11	Sexual Harassment
4319.21	Professional Standards
4319.21-E PDF(1)	Professional Standards
4319.23	Unauthorized Release Of Confidential/Privileged Information
4331	Staff Development
4340	Bargaining Units
4357	Employee Safety
4357	Employee Safety
4358	Employee Security
4358	Employee Security
5020	Parent Rights And Responsibilities
5020	Parent Rights And Responsibilities
5112.5	Open/Closed Campus
5113	Absences And Excuses
5113	Absences And Excuses
5113.1	Chronic Absence And Truancy
5113.1	Chronic Absence And Truancy
5116.1	Intradistrict Open Enrollment
5116.1	Intradistrict Open Enrollment
5131	Conduct
5131.2	Bullying
5131.2	Bullying
5131.4	Student Disturbances
5131.4	Student Disturbances
5131.41	Use Of Seclusion And Restraint
5131.5	Vandalism And Graffiti
5131.6	Alcohol And Other Drugs
5131.6	Alcohol And Other Drugs
5131.62	Tobacco
5131.62	Tobacco
5131.63	Steroids
5131.63	Steroids
5131.7	Weapons And Dangerous Instruments

Cross References	Description
5131.7	Weapons And Dangerous Instruments
5131.8	Mobile Communication Devices
5132	Dress And Grooming
5132	Dress And Grooming
5136	Gangs
5136	Gangs
5137	Positive School Climate
5138	Conflict Resolution/Peer Mediation
5141.22	Infectious Diseases
5141.22	Infectious Diseases
5141.4	Child Abuse Prevention And Reporting
5141.4	Child Abuse Prevention And Reporting
5141.52	Suicide Prevention
5141.52	Suicide Prevention
5142	Safety
5142	Safety
5142.2	Safe Routes To School Program
5142.2	Safe Routes To School Program
5144	Discipline
5144	Discipline
5144.1	Suspension And Expulsion/Due Process
5144.1	Suspension And Expulsion/Due Process
5144.2	Suspension And Expulsion/Due Process (Students With Disabilities)
5144.2-E PDF(1)	Suspension And Expulsion/Due Process (Students With Disabilities)
5145.12	Search And Seizure
5145.12	Search And Seizure
5145.3	Nondiscrimination/Harassment
5145.3	Nondiscrimination/Harassment
5145.6	Parent/Guardian Notifications
5145.6-E PDF(2)	Parent/Guardian Notifications
5145.6-E(1)	Parent/Guardian Notifications
5145.7	Sexual Harassment
5145.7	Sexual Harassment
5145.9	Hate-Motivated Behavior
5148.2	Before/After School Programs
5148.2	Before/After School Programs
6020	Parent Involvement
6020	Parent Involvement
6141.2	Recognition Of Religious Beliefs And Customs
6141.2	Recognition Of Religious Beliefs And Customs

Cross References	Description
6142.3	Civic Education
6142.4	Service Learning/Community Service Classes
6142.8	Comprehensive Health Education
6142.8	Comprehensive Health Education
6153	School-Sponsored Trips
6153	School-Sponsored Trips
6153-E PDF(1)	School-Sponsored Trips
6158	Independent Study
6158	Independent Study
6159	Individualized Education Program
6159	Individualized Education Program
6164.2	Guidance/Counseling Services
6173.1	Education For Foster Youth
6173.1	Education For Foster Youth
6184	Continuation Education
6184	Continuation Education
7214	General Obligation Bonds
7214	General Obligation Bonds
9010	Public Statements
9011	Disclosure Of Confidential/Privileged Information
9320	Meetings And Notices
9321	Closed Session

Policy 1340: Access To District Records

Status: DRAFT

Original Adopted Date: 10/18/2017 | **Last Revised Date:** 09/11/2025

The Governing Board recognizes the right of members of the public to have access to public records of the district. The district shall provide any member of the public reasonable access to the public records of the district during normal business hours and within the requirements of law. Public access shall not be given to records that are exempt from public disclosure pursuant to the California Public Records Act or other state or federal law.

In response to a public records request, the Superintendent or designee shall make reasonable efforts to locate the requested records, including, but not limited to, any electronic communication substantively related to the records, such as email, text messages, instant messages, and other electronic communications, regardless of whether they are transmitted through a district-provided device or account or through an employee's or Board member's personal device or account.

The district may charge for copies of public records or other materials requested by individuals or groups, in accordance with law and as specified in the accompanying administrative regulation.

In order to help maintain the security of district records, members of the public granted access shall examine records in the presence of a district staff member.

Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the Governing Board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
5 CCR 430-438	Individual student records
CA Constitution Article 1, Section 3	Right of access to governmental information
Civil Code 1798.3	Personal information
Ed. Code 234.7	Student protections relating to immigration and citizenship status
Ed. Code 35145	Public meetings
Ed. Code 35170	Authority to secure copyrights
Ed. Code 35250	Duty to keep certain records and reports
Ed. Code 35266	Cybersecurity
Ed. Code 41020	Requirement for annual audit
Ed. Code 42103	Budget notification
Ed. Code 44031	Personnel file contents and inspection
Ed. Code 44839	Medical certificates; periodic medical examination
Ed. Code 49060-49079	Student records
Ed. Code 49091.10	Parental review of curriculum and instruction
Gov. Code 11549.3	Office of Information Security
Gov. Code 3547	Proposals relating to representation
Gov. Code 53262	Employment contracts
Gov. Code 54957.2	Minute book record of closed sessions
Gov. Code 54957.5	Agendas and other writings distributed for discussion or consideration
Gov. Code 6205-6210	Address confidentiality; victims of domestic violence, sexual assault, stalking, human trafficking, child abduction, and elder and dependent adult abuse

State	Description
Gov. Code 6215-6216	Address confidentiality; reproductive health care providers, employees, volunteers, patients, and other individuals who face threats or violence
Gov. Code 7920.000-7930.215	California Public Records Act
Gov. Code 81008	Political Reform Act, public records; inspection and reproduction
Gov. Code 8310.3	California Religious Freedom Act
Gov. Code 8450	Tribal financial information
Gov. Code 8550-8669.7	California Emergency Services Act
Gov. Code 8586.5	Office of Emergency Services; California Cybersecurity Information Center

Federal	Description
20 USC 1232g	Family Educational Rights and Privacy Act (FERPA) of 1974
34 CFR 99.1-99.8	Family Educational Rights and Privacy Act

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Attorney General Opinion	64 Ops.Cal.Atty.Gen. 186 (1981)
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CA Office of the Attorney General Publication	Promoting a Safe and Secure Learning Environment for All: Guidance and Model Policies to Assist California's TK-12 Schools in Responding to Requests for Access and Information for Immigration Enforcement Purposes, December 2025
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Website	California Department of Education, Resources to Include Immigrant Families
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1113	District And School Websites
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3100	Budget
3230	Federal Grant Funds
3230	Federal Grant Funds

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3460	Financial Reports And Accountability
3514.2	Integrated Pest Management
3516	Emergencies And Disaster Preparedness Plan
3516	Emergencies And Disaster Preparedness Plan
3543	Transportation Safety And Emergencies
3550	Food Service/Child Nutrition Program
3550	Food Service/Child Nutrition Program
3551	Food Service Operations/Cafeteria Fund
3551	Food Service Operations/Cafeteria Fund
3553	Free And Reduced Price Meals
3553	Free And Reduced Price Meals
3580	District Records
3580	District Records
4040	Employee Use Of Technology
4040-E PDF(1)	Employee Use Of Technology
4040-E(1)	Employee Use Of Technology
4112.5	Criminal Record Check
4112.5-E PDF(1)	Criminal Record Check
4112.5-E(1)	Criminal Record Check
4112.6	Personnel Files
4112.6	Personnel Files
4113.5	Working Remotely
4117.5	Termination Agreements
4119.23	Unauthorized Release Of Confidential/Privileged Information
4119.42	Exposure Control Plan For Bloodborne Pathogens
4119.42	Exposure Control Plan For Bloodborne Pathogens
4119.42-E PDF(1)	Exposure Control Plan For Bloodborne Pathogens
4140	Bargaining Units
4141	Collective Bargaining Agreement
4143.1	Public Notice - Personnel Negotiations
4143.1	Public Notice - Personnel Negotiations
4154	Health And Welfare Benefits
4154	Health And Welfare Benefits
4212.5	Criminal Record Check

Cross References	Description
4212.5-E PDF(1)	Criminal Record Check
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4241	Collective Bargaining Agreement
4243.1	Public Notice - Personnel Negotiations
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4254	Health And Welfare Benefits
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4312.1	Contracts
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4340	Bargaining Units
4354	Health And Welfare Benefits
4354	Health And Welfare Benefits
5020	Parent Rights And Responsibilities
5020	Parent Rights And Responsibilities
5125	Student Records
5125	Student Records
5125.1	Release Of Directory Information
5125.1	Release Of Directory Information
5125.1-E PDF(1)	Release Of Directory Information
5125.1-E(1)	Release Of Directory Information
5125.3	Challenging Student Records

Cross References	Description
5141.6	School Health Services
5141.6	School Health Services
5145.3	Nondiscrimination/Harassment
5145.3	Nondiscrimination/Harassment
5148.3	Preschool/Early Childhood Education
5148.3	Preschool/Early Childhood Education
6143	Courses Of Study
6143	Courses Of Study
6161.1	Selection And Evaluation Of Instructional Materials
6161.1	Selection And Evaluation Of Instructional Materials
6161.1-E PDF(1)	Selection And Evaluation Of Instructional Materials
6161.1-E PDF(2)	Selection And Evaluation Of Instructional Materials
6161.1-E(1)	Selection And Evaluation Of Instructional Materials
6162.5	Student Assessment
6162.51	State Academic Achievement Tests
6162.51	State Academic Achievement Tests
6163.1	Library Media Centers
7110	Facilities Master Plan
7110	Facilities Master Plan
7110-E PDF(1)	Facilities Master Plan
7214	General Obligation Bonds
7214	General Obligation Bonds
9010	Public Statements
9011	Disclosure Of Confidential/Privileged Information
9012	Board Member Electronic Communications
9124	Attorney
9200	Limits Of Board Member Authority
9223	Filling Vacancies
9223-E PDF(1)	Filling Vacancies
9270	Conflict Of Interest
9270-E PDF(1)	Conflict Of Interest
9270-E(1)	Conflict Of Interest
9310	Board Policies
9320	Meetings And Notices
9321	Closed Session
9322	Agenda/Meeting Materials
9324	Minutes And Recordings

Regulation 1340: Access To District Records

Status: DRAFT

Original Adopted Date: 08/19/2019 **| Last Revised Date:** 09/11/2025

This administrative regulation is a non-exhaustive list of records that may be defined as either public or exempt and/or confidential. Other records which fall into these definitions may exist and may be identified in the future.

Definitions

Public records include any writing containing information relating to the conduct of the district's business prepared, owned, used, or retained by the district regardless of physical form or characteristics. (Government Code 7920.530)

Writing means any handwriting, typewriting, printing, photostating, photographing, photocopying, transmitting by electronic mail or facsimile, and every other means of recording upon any tangible thing any form of communication or representation, including letters, words, pictures, sounds, or symbols or combinations thereof, and any record thereby created, regardless of the manner in which the record has been stored. (Government Code 7920.545)

Member of the public means any person, except a member, agent, officer, or employee of the district or a federal, state, or other local agency acting within the scope of such membership, agency, office, or employment. (Government Code 7920.515)

Public Records

Unless otherwise exempt from disclosure, public records to which members of the public shall have access include, but are not limited to:

1. Proposed and approved district budgets and annual audits (Education Code 41020, 42103)
2. Statistical compilations
3. Reports and memoranda
4. Notices and bulletins
5. Minutes of public meetings (Education Code 35145)
6. Meeting agendas (Government Code 54957.5)
7. Official communications between the district and other government agencies
8. District and school plans, and the information and data relevant to the development and evaluation of such plans, unless otherwise prohibited by law
9. Initial proposals of exclusive employee representatives and of the district, once presented at a district Governing Board meeting (Government Code 3547)
10. Records pertaining to claims and litigation against the district which have been adjudicated or settled (Government Code 7927.200, 7927.205)
11. Statements of economic interests required by the Conflict of Interest Code (Government Code 81008)
12. Documents containing names, salaries, and pension benefits of district employees
13. Employment contracts and settlement agreements (Government Code 53262)
14. Instructional materials including, but not limited to, textbooks (Education Code 49091.10)
15. Executed contracts for the purchase of goods or services, even if the contract contains provisions specifying

that the contract is confidential or a proprietary record of the vendor (Government Code 7928.801)

Access to public records of the district shall be granted to Board members on the same basis as any other member of the public. When Board members are authorized to access public records in the administration of their duties, the Superintendent or designee shall not discriminate among any of the Board members as to which record, or portion of the record, will be made available, or when it will be made available. (Government Code 7921.305, 7921.310)

Exempt and Confidential Public Records

Records exempt from disclosure under the California Public Records Act (CPRA) include, but are not limited to:

1. Preliminary drafts, notes, and interagency or intradistrict memoranda that are not retained by the district in the ordinary course of business, provided that the public interest in withholding these records clearly outweighs the public interest in disclosure (Government Code 7927.500)

2. Records specifically generated in connection with or prepared for use in litigation to which the district is a party or to respond to claims made against the district pursuant to the Tort Claims Act, until the litigation or claim has been finally adjudicated or otherwise settled, or beyond, if the records are protected by some other provision of law (Government Code 7927.200, 7927.205)

3. Personnel records, medical records, or similar materials, the disclosure of which would constitute an unwarranted invasion of personal privacy (Government Code 7927.700)

   The home addresses, home telephone numbers, personal cell phone numbers, or birth date of employees shall only be disclosed as follows: (Government Code 7928.300)

   a. To an agent or a family member of the employee

   b. To an officer or employee of a state agency or another school district or county office of education when necessary for the performance of official duties

   c. To an employee organization pursuant to regulations and decisions of the Public Employment Relations Board, except that the home address and any telephone number for an employee who performs law enforcement-related functions, or the birth date of any employee, shall not be disclosed

   d. Upon written request of any employee, the district shall not disclose the employee's home address, home telephone number, personal cell phone number, personal email address, or birth date, and the district shall remove the home address, home telephone number, and personal cell phone number from any mailing list of the district except a list used exclusively to contact the employee

   e. To an agent or employee of a health benefit plan providing health services or administering claims for health services to district employees and their enrolled dependents, for the purpose of providing the health services or administering claims for employees and their enrolled dependents

4. The home address, telephone number, or both the name and assessor parcel number associated with the home address of any elected or appointed official posted by the district online without first obtaining the written permission of that individual (Government Code 7928.205)

5. Student records, except directory information and other records to the extent permitted by law and district policy (Education Code 49073, 49076; 20 USC 1232g; 34 CFR 99.1-99.8)

6. Test questions, scoring keys, and other examination data except as provided by law (Government Code 7929.605)

7. Without affecting the law of eminent domain, the contents of real estate appraisals or engineering or feasibility estimates and evaluations made for or by the district relative to the acquisition of property, or to prospective public supply and construction contracts, until all of the property has been acquired or all of the contract agreement obtained (Government Code 7928.705)

8. Information required from any taxpayer in connection with the collection of local taxes that is received in confidence and the disclosure of the information to other persons would result in an unfair competitive disadvantage to the person supplying the information (Government Code 7925.000)

9. Library circulation and patron use records of a borrower or patron including, but not limited to, name, address, telephone number, email address, borrowing information, or use of library information resources, except when disclosure is to persons acting within the scope of their duties in the administration of the library; to persons authorized in writing, by the individual to whom the records pertain, to inspect the records; or by court order (Government Code 7927.100, 7927.105)

10. Records for which the disclosure is exempted or prohibited pursuant to state or federal law, including, but not limited to, provisions of the Evidence Code relating to privilege (Government Code 7927.705)

11. Documents prepared by or for the district to assess its vulnerability to terrorist attack or other criminal acts intended to disrupt district operations and that are for distribution or consideration in closed session (Government Code 7929.200)

12. Information security record if disclosure of that record would reveal vulnerabilities to, or otherwise increase the potential for an attack on, an information technology system of the district (Government Code 7929.210)

13. Recall petitions, petitions for special elections to fill Board vacancies, or petitions for the reorganization of the school district (Government Code 7924.110)

14. Minutes of Board meetings held in closed session (Government Code 54957.2)

15. Computer software developed by the district (Government Code 7922.585)

16. 16.Records that contain individually identifiable health information, including records that may be exempt pursuant to physician-patient privilege, the Confidentiality of Medical Information Act, and the Health Insurance Portability and Accountability Act (Government Code 7926.400, 7930.000-7930.215)

17. 17.Tribal financial information as a condition of or requirement for receiving financial assistance (Government Code 7930.205, 8450)

18. Any other records listed as exempt from public disclosure in the CPRA or other statutes

19. Any other records for which the district can demonstrate that, based on the particular facts of the case, the public interest served by not disclosing the record clearly outweighs the public interest served by disclosure of the record (Government Code 7922.000)

When disclosing to a member of the public any record that contains personal information, including, but not limited to, an employee's home address, home telephone number, social security number, personal cell phone number, or birth date, the Superintendent or designee shall ensure that such personal information is redacted from that record. (Government Code 7922.200, 7928.300)

Unless otherwise authorized or required by law, information regarding an individual's religious beliefs, practices, or affiliation shall not be disclosed. (Government Code 8310.3)

Additionally, an individual's immigration status shall only be disclosed in accordance with Board Policy/Administrative Regulation 1445 - Response to Immigration Enforcement.

Inspection of Records, Requests for Copies, and Recovery of Costs

Any person may request a copy or inspection of any district record that is not exempt from disclosure. (Government Code 7922.530)

Within 10 days of receiving any request to inspect or copy a district record, the Superintendent or designee shall determine whether the request seeks release of a disclosable public record in the district's possession. The Superintendent or designee shall promptly inform the person making the request of the determination and the reasons for the decision. (Government Code 7922.535)

In unusual circumstances, the Superintendent or designee may extend the 10-day limit for up to 14 days by providing

written notice to the requester setting forth the reasons for the extension and the date on which a determination is expected to be made. Unusual circumstances include the following, but only to the extent reasonably necessary to properly process the request: (Government Code 7922.535)

1. The need to search for and collect the requested records from field facilities or other establishments that are separate from the office processing the request

2. The need to search for, collect, and appropriately examine a voluminous amount of separate and distinct records which are demanded in a single request

3. The need for consultation, which shall be conducted with all practicable speed, with another agency, such as a state agency or city, having a substantial interest in the determination of the request or among two or more components of the district, such as two different school sites, with substantial interest in the request

4. In the case of electronic records, the need to compile data, write programming language or a computer program, or construct a computer report to extract data

5. In the case of electronic records, the inability to access its electronic servers or systems due to a cyberattack in order to search for and obtain a record that the district believes is responsive to a request and is maintained on the servers or systems in an electronic format, and only until the district regains its ability to access its electronic servers or systems and search for and obtain electronic records that may be responsive to a request

6. The need to search for, collect, and appropriately examine records during a state of emergency proclaimed by the Governor pursuant to the California Emergency Services Act in the jurisdiction where the district is located when the state of emergency currently and directly affects, due to the state of emergency, the district's ability to timely respond to staffing shortages or closure of facilities where the requested records are located (Government Code 8567)

If the Superintendent or designee determines that the request seeks disclosable public records, the determination shall state the estimated date and time when the records will be made available. (Government Code 7922.535)

Public records shall be open to inspection at all times during district office hours. If a portion of the requested record(s) is exempt from disclosure, any non-exempt, reasonably segregable portion of the record shall be made available for inspection after deletion of the portions exempted by law. (Government Code 7922.525)

Upon request for a copy that reasonably describes an identifiable, non-exempt record, an exact copy shall be promptly provided unless it is impracticable to do so. (Government Code 7922.530)

If only a portion of the identified record is exempt from disclosure, the record's exempt material shall be redacted prior to disclosure.

The Superintendent or designee shall charge an amount for copies that reflects the direct costs of duplication in accordance with law. Written requests to waive the fee shall be submitted to the Superintendent or designee.

Without charging any fees or costs, the Superintendent or designee shall allow members of the public to use their own equipment on district premises to photograph or otherwise copy or reproduce a disclosable record as long as the means of copy or reproduction: (Government Code 7922.530)

1. Do not require the equipment to make physical contact with the record

2. Will not result in damage to the record

3. Will not result in unauthorized access to the district's computer systems or secured networks by using software, equipment, or any other technology capable of accessing, altering, or compromising the district's electronic records

The Superintendent or designee may impose any reasonable limit on the use of personal equipment to photograph, copy, or reproduce a disclosable record that is necessary to protect the safety of the records, or to prevent the copying of records from being an unreasonable burden to the orderly function of the district and its employees. Additionally, the Superintendent or designee may impose any limit that is necessary to maintain the integrity of, or

ensure the long-term preservation of, historic or high-value records. (Government Code 7922.530)

In addition to maintaining public records for public inspection during district office hours, the district may comply with public records requests by posting any public record on the district's website and, in response to a public records request, directing the member of the public to the location on the website where the record can be found. However, if the member of the public is unable to access or reproduce the record from the website, the district shall promptly provide an exact copy of the public record upon payment of duplication fees, if applicable, unless it is impracticable to provide an exact copy. (Government Code 7922.545)

If any person requests that a public record be provided in an electronic format, the district shall make that record available in any electronic format in which it holds the information. The district shall provide a copy of the electronic record in the format requested as long as the requested format is one that has been used by the district to create copies for its own use or for use by other agencies. (Government Code 7922.570)

The cost of duplicating an electronic record shall be limited to the direct cost of producing a copy of the record in electronic format. However, the requester shall bear the cost of producing the copy of the electronic record, including the cost to construct the record and the cost of programming and computer services necessary to produce the copy, under the following circumstances: (Government Code 7922.575)

1. The electronic record is one that is produced only at otherwise regularly scheduled intervals

2. The request would require data compilation, extraction, or programming to produce the record

Assistance in Identifying Requested Records

If the Superintendent or designee denies a request for disclosable records, the requester shall be assisted in making a focused and effective request that reasonably describes an identifiable record. To the extent reasonable under the circumstances, the Superintendent or designee shall do all of the following: (Government Code 7922.600)

1. Assist in identifying records and information responsive to the request or the purpose of the request, if specified

   If, after making a reasonable effort to elicit additional clarifying information from the requester to help identify the record, the Superintendent or designee is still unable to identify the information, this requirement shall be deemed satisfied.

2. Describe the information technology and physical location in which the records exist

3. Provide suggestions for overcoming any practical basis for denying access to the records or information sought

Provisions of the CPRA shall not be construed so as to delay or obstruct the inspection or copying of public records. Any notification denying a request for public records shall state the name and title of each person responsible for the denial. (Government Code 7922.500, 7922.540)

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3543	Transportation Safety And Emergencies
3550	Food Service/Child Nutrition Program
3550	Food Service/Child Nutrition Program
3551	Food Service Operations/Cafeteria Fund
3551	Food Service Operations/Cafeteria Fund
3553	Free And Reduced Price Meals
3553	Free And Reduced Price Meals
3580	District Records
3580	District Records
4040	Employee Use Of Technology
4040-E PDF(1)	Employee Use Of Technology
4040-E(1)	Employee Use Of Technology
4112.5	Criminal Record Check
4112.5-E PDF(1)	Criminal Record Check
4112.5-E(1)	Criminal Record Check
4112.6	Personnel Files
4112.6	Personnel Files
4113.5	Working Remotely

Cross References	Description
4117.5	Termination Agreements
4119.23	Unauthorized Release Of Confidential/Privileged Information
4119.42	Exposure Control Plan For Bloodborne Pathogens
4119.42	Exposure Control Plan For Bloodborne Pathogens
4119.42-E PDF(1)	Exposure Control Plan For Bloodborne Pathogens
4140	Bargaining Units
4141	Collective Bargaining Agreement
4143.1	Public Notice - Personnel Negotiations
4143.1	Public Notice - Personnel Negotiations
4154	Health And Welfare Benefits
4154	Health And Welfare Benefits
4212.5	Criminal Record Check
4212.5-E PDF(1)	Criminal Record Check
4212.5-E(1)	Criminal Record Check
4212.6	Personnel Files
4212.6	Personnel Files
4213.5	Working Remotely
4217.5	Termination Agreements
4219.23	Unauthorized Release Of Confidential/Privileged Information
4219.42	Exposure Control Plan For Bloodborne Pathogens
4219.42	Exposure Control Plan For Bloodborne Pathogens
4219.42-E PDF(1)	Exposure Control Plan For Bloodborne Pathogens
4240	Bargaining Units
4241	Collective Bargaining Agreement
4243.1	Public Notice - Personnel Negotiations
4243.1	Public Notice - Personnel Negotiations
4254	Health And Welfare Benefits
4254	Health And Welfare Benefits
4312.1	Contracts
4312.5	Criminal Record Check
4312.5-E PDF(1)	Criminal Record Check
4312.5-E(1)	Criminal Record Check
4312.6	Personnel Files
4312.6	Personnel Files
4313.5	Working Remotely
4317.5	Termination Agreements
4319.23	Unauthorized Release Of Confidential/Privileged Information
4319.42	Exposure Control Plan For Bloodborne Pathogens
4319.42	Exposure Control Plan For Bloodborne Pathogens
4319.42-E PDF(1)	Exposure Control Plan For Bloodborne Pathogens

Cross References	Description
4340	Bargaining Units
4354	Health And Welfare Benefits
4354	Health And Welfare Benefits
5020	Parent Rights And Responsibilities
5020	Parent Rights And Responsibilities
5125	Student Records
5125	Student Records
5125.1	Release Of Directory Information
5125.1	Release Of Directory Information
5125.1-E PDF(1)	Release Of Directory Information
5125.1-E(1)	Release Of Directory Information
5125.3	Challenging Student Records
5141.6	School Health Services
5141.6	School Health Services
5145.3	Nondiscrimination/Harassment
5145.3	Nondiscrimination/Harassment
5148.3	Preschool/Early Childhood Education
5148.3	Preschool/Early Childhood Education
6143	Courses Of Study
6143	Courses Of Study
6161.1	Selection And Evaluation Of Instructional Materials
6161.1	Selection And Evaluation Of Instructional Materials
6161.1-E PDF(1)	Selection And Evaluation Of Instructional Materials
6161.1-E PDF(2)	Selection And Evaluation Of Instructional Materials
6161.1-E(1)	Selection And Evaluation Of Instructional Materials
6162.5	Student Assessment
6162.51	State Academic Achievement Tests
6162.51	State Academic Achievement Tests
6163.1	Library Media Centers
7110	Facilities Master Plan
7110	Facilities Master Plan
7110-E PDF(1)	Facilities Master Plan
7214	General Obligation Bonds
7214	General Obligation Bonds
9010	Public Statements
9011	Disclosure Of Confidential/Privileged Information
9012	Board Member Electronic Communications
9124	Attorney
9200	Limits Of Board Member Authority
9223	Filling Vacancies

Cross References	Description
9223-E PDF(1)	Filling Vacancies
9270	Conflict Of Interest
9270-E PDF(1)	Conflict Of Interest
9270-E(1)	Conflict Of Interest
9310	Board Policies
9320	Meetings And Notices
9321	Closed Session
9322	Agenda/Meeting Materials
9324	Minutes And Recordings

Policy 1445: Response To Immigration Enforcement

Status: DRAFT

Original Adopted Date: Pending

The Governing Board is committed to the success of all students and to providing a safe and welcoming place for students, their families, and staff irrespective of their citizenship or immigration status.

Unless required by state or federal law, required to administer a state or federally supported educational program, or presented with a valid judicial subpoena, judicial warrant, or court order, district staff shall not do any of the following:

1. Solicit or collect information or documents regarding the citizenship or immigration status of a student or the student's family members (Education Code 234.7)

2. Seek or require information or documents, to the exclusion of other permissible information or documents, regarding the citizenship or immigration status of a student or the student's family members (Education Code 234.7)

3. To the extent practicable, disclose or provide in writing, verbally, or in any other manner to an officer or employee of an agency conducting immigration enforcement:

    a. The education records of or any information about a student or a student's family or household such as personal information as defined in Civil Code 1798.3, information about a student's home, or information about a student's travel schedule without parent/guardian written consent (Education Code 234.7)

    b. The personnel records of any district employee, personal information of any district employee as defined in Civil Code 1798.3, or any other confidential employee information (Education Code 234.7; Government Code 7285.2)

4. Grant permission to an officer or employee of an agency conducting immigration enforcement to enter a school bus, any other transportation provided by the district, a nonpublic area of any district property or facility, or a nonpublic area where any district-sponsored program or activity is occurring (Education Code 234.7; Government Code 7285.1)

However, district staff shall not obstruct, interfere with, or otherwise impede an officer or employee of an agency conducting immigration enforcement who nonetheless enters district-provided transportation, a nonpublic area of any district property or facility, or a nonpublic area where any district-sponsored program or activity is occurring.

The Superintendent or designee shall report to the Board in a timely manner any requests by an officer or employee of an agency conducting immigration enforcement for any of the following: (Education Code 234.7)

1. Education records of or any information about a student or a student's family or household

2. Personnel records of any district employee, personal information of any district employee as defined in Civil Code 1798.3, or any other confidential employee information

3. Permission to enter a school bus, any other transportation provided by the district, a nonpublic area of any district property or facility, or a nonpublic area where any district-sponsored program or activity is occurring

Such reports shall be provided in a manner that ensures the confidentiality and privacy of any potentially identifying information. (Education Code 234.7)

In accordance with law, Board Policy 0410 - Nondiscrimination in District Programs and Activities, and Board Policy 5145.3 - Nondiscrimination/Harassment, no student shall be denied equal rights and opportunities, nor be subjected to unlawful discrimination, harassment, intimidation, or bullying in the district's programs and activities on the basis of the student's or family's immigration status or for the refusal to provide information related to the student's or family's immigration status. (Education Code 200, 220, 234.1)

Resources and data collected by the district shall not be used, directly or by others, to compile a list, registry, or database of individuals based on national origin, immigration status, religion, or other category of individual characteristics protected against unlawful discrimination. (Government Code 8310.3)

The Superintendent or designee shall provide parents/guardians with information and notifications as specified in Education Code 234.7, including information regarding their children's right to a free public education regardless of immigration status or religious beliefs and their rights related to immigration enforcement.

The Superintendent or designee shall develop procedures for, and may provide training to staff on, interactions with an officer or employee of an agency conducting immigration enforcement, including a request for any of the following:

1. Education records of or any information about a student or a student's family or household
2. Personnel records of any district employee, personal information of any district employee as defined in Civil Code 1798.3, or any other confidential employee information
3. Permission to enter a school bus, any other transportation provided by the district, a nonpublic area of any district property or facility, or a nonpublic area where any district-sponsored program or activity is occurring

Complaints alleging discrimination, harassment, intimidation, and bullying based on actual or perceived immigration status shall be filed in accordance with Board Policy/Administrative Regulation 1312.3 - Uniform Complaint Procedures.

The Superintendent or designee shall provide to the California Department of Education, upon request and in the manner requested, copies of this policy, any associated administrative regulation, and any other Board policies and administrative regulations required by Education Code 234.7.

Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the Governing Board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
Civ. Code 1798.3	Information Practices Act of 1977; definitions
Ed. Code 200	Prohibition of discrimination
Ed. Code 200	Equal rights and opportunities in state educational institutions
Ed. Code 234.1	Student protections relating to discrimination, harassment, intimidation, and bullying
Ed. Code 234.7	Student protections relating to immigration and citizenship status
Ed. Code 32282	Comprehensive School Safety Plan
Ed. Code 48204.4	Evidence of residency for school enrollment
Ed. Code 48906	Exception to parent/guardian notifications
Ed. Code 48980	Parent/Guardian notifications
Ed. Code 48985	Notices to parents/guardians in language other than English
Fam. Code 6552	Caregiver's authorization affidavit
Gov. Code 7285-7285.3	Prohibitions on Employer Cooperation with Immigration Enforcement Agents
Gov. Code 8310.3	California Religious Freedom Act
Pen. Code 422.55	Definition of hate crime
Pen. Code 627-627.10	Access to school premises

Federal	Description
20 USC 1232g	Family Educational Rights and Privacy Act (FERPA) of 1974
34 CFR 99.30-99.31	FERPA Regulations
U.S. Constitution, Fourth Amendment	Unreasonable search and seizure

Management Resources	Description
CA Office of the Attorney General Publication	Promoting a Safe and Secure Learning Environment for All: Guidance and Model Policies to Assist California's TK-12 Schools in Responding to Requests for Access and Information for Immigration Enforcement Purposes, December 2025
Court Decision	Plyler v. Doe (1982) 457 U.S. 202
Website	California Department of Education, Resources to Include Immigrant Families
Website	California Department of Education, LEA Immigration Enforcement Policy Submission
Website	CSBA District and County Office of Education Legal Services
Website	U.S. Immigration and Customs Enforcement, Online Detainee Locator System
Website	California Office of the Attorney General
Website	CSBA
Website	U.S. Department of Education
Website	U.S. Department of Education, Office for Civil Rights
Website	U.S. Immigration and Customs Enforcement
Website	California Civil Rights Department

Cross References	Description
0410	Nondiscrimination In District Programs And Activities
0450	Comprehensive Safety Plan
0450	Comprehensive Safety Plan
1250	Visitors/Outsiders
1250	Visitors/Outsiders
1312.3	Uniform Complaint Procedures
1312.3	Uniform Complaint Procedures
1312.3-E PDF(3)	Uniform Complaint Procedures
1312.3-E PDF(4)	Uniform Complaint Procedures
1312.3-E(1)	Uniform Complaint Procedures
1312.3-E(2)	Uniform Complaint Procedures
1340	Access To District Records
1340	Access To District Records
3515.3	District Police/Security Department
3515.31	School Resource Officers
3555	Nutrition Program Compliance
3555-E(1)	Nutrition Program Compliance
5111	Admission

Cross References	Description
5111	Admission
5111.1	District Residency
5111.1	District Residency
5125	Student Records
5125	Student Records
5125.1	Release Of Directory Information
5125.1	Release Of Directory Information
5125.1-E PDF(1)	Release Of Directory Information
5125.1-E(1)	Release Of Directory Information
5131.2	Bullying
5131.2	Bullying
5141	Health Care And Emergencies
5141	Health Care And Emergencies
5141.4	Child Abuse Prevention And Reporting
5141.4	Child Abuse Prevention And Reporting
5142	Safety
5142	Safety
5145.12	Search And Seizure
5145.12	Search And Seizure
5145.3	Nondiscrimination/Harassment
5145.3	Nondiscrimination/Harassment
6142.3	Civic Education
6143	Courses Of Study
6143	Courses Of Study
6175	Migrant Education Program
6175	Migrant Education Program

Regulation 1445: Response To Immigration Enforcement **Status:** DRAFT

Original Adopted Date: Pending

Responding to Requests for Information or Documents

Upon receiving any request by an officer or employee of an agency conducting immigration enforcement for information about a student, a student's family or household, or a district employee as described in the accompanying Board policy, district staff shall deny the request, to the extent practicable, unless any of the following apply: (Education Code 234.7; 34 CFR 99.30, 34 CFR 99.31)

1. The request is for student directory information

   District staff shall respond to the request in accordance with Board Policy/Administrative Regulation 5125.1 - Release of Directory Information.

2. The district is required to release the records or information by state or federal law, in order to administer a state or federally supported educational program, or due to a valid judicial subpoena, judicial warrant, or court order

3. For records or information about a student or a student's family or household, the parent/guardian has provided written consent unless prohibited by a valid judicial subpoena, judicial warrant, or court order, or in cases involving investigation of child abuse, neglect, or dependency or, if the student is at least 18 years age, the student has provided written consent

   Such written consent shall include all of the following: (34 CFR 99.30)

   a. The signature and signature date of the parent/guardian, or student if the student is at least 18 years of age

   b. A description of the records to be disclosed

   c. The reason for the release of information

   d. The parties or class of parties receiving the information

   e. A copy of the records to be released, if requested by the parent/guardian or student

4. For records or information about a district employee, the employee has provided written consent and the district's human resource department or equivalent has been consulted

   Such written consent shall include all of the following:

   a. The signature and signature date of the employee

   b. A description of the records to be disclosed

   c. The reason for the release of information

   d. The parties or class of parties receiving the information

   e. A copy of the records to be released, if requested by the employee

Regardless of whether the district discloses the requested records or information, district staff shall do all of the following when such a request has been received:

1. Make a copy of the request and notify the Superintendent or designee

2. For requests regarding student information, provide the student's parent/guardian, or the student, if the

student is at least 18 years of age, with notice, a description of the request, and any documentation provided to the district describing the request, unless prohibited by a valid judicial subpoena, judicial warrant, or court order, or in cases involving investigation of child abuse, neglect, or dependency

3. For requests regarding district employee information, provide the employee with notice, a description of the request, and any documentation provided to the district describing the request, unless prohibited by a valid judicial subpoena, judicial warrant, or court order

In accordance with law and Board Policy 5125 - Student Records, the Superintendent or designee shall annually notify parents/guardians that the district will not release student information to third parties for immigration enforcement purposes, unless the parent/guardian consents or as required to do so by a valid judicial subpoena, judicial warrant or court order.

Responding to Requests for Access to Students or for Access to District-Provided Transportation, Nonpublic Area of District Property or Facility, or Nonpublic Area in which District-Sponsored Activity is Occurring

If an officer or employee of an agency conducting immigration enforcement requests access to a student, such as for purposes of interviewing, searching, or detaining the student, or permission to enter a school bus, any other transportation provided by the district, a nonpublic area of any district property or facility, or a nonpublic area where any district-sponsored program or activity is occurring, district staff shall take the following actions:

1. Advise the officer or employee that before district staff can respond to the request, they must first receive notification and direction from the Superintendent, principal, or designee

2. Request to see and record or otherwise document the officer's or employee's valid identification, including the officer's or employee's name and, if applicable, badge number, the phone number of the officer's or employee's supervisor

3. Request that the officer or employee produce any documentation that authorizes the officer's or employee's request, make copies of all such documentation, and retain at least one copy for district records

4. Contact and consult with the district's legal counsel or Superintendent or designee

5. Follow the direction from the district's legal counsel or Superintendent or designee

For a request to access a student, the district shall deny the request unless any of the following apply: (Education Code 234.7)

1. The officer or employee provides a valid judicial warrant or court order

2. District staff receives parent/guardian consent or, if the student is at least 18 years of age, the student's consent, unless the officer or employee presents a valid judicial warrant or court order that authorizes and directs the district to give such permission without parent/guardian consent or, if the student is at least 18 years of age, the student's consent

Regardless of whether the officer or employee is given access to the student, the student's parent/guardian shall be immediately notified, unless prohibited by a valid judicial warrant or court order, or in cases involving investigations of child abuse, neglect, or dependency. (Education Code 48906)

Additionally, district staff shall notify the Superintendent or designee as early as possible of any request by an officer or employee of an agency conducting immigration enforcement for access to a student. (Education Code 234.7)

For a request for permission to enter a school bus, any other transportation provided by the district, a nonpublic area of any district property or facility, or a nonpublic area where any district-sponsored program or activity is occurring, the district shall deny the request unless any of the following apply: (Education 234.7)

1. The officer or employee provides a valid judicial warrant or court order

2. Permission is required to be granted by state or federal law or in order to administer a state or federally supported educational program

3. The officer or employee is a sworn law enforcement officer, declares that exigent circumstances exist, and demands immediate access

In this situation, district staff shall comply with the officer's or employee's orders and immediately contact the Superintendent or designee and then the district's legal counsel.

An officer or employee of an agency conducting immigration enforcement who, pursuant to this administrative regulation, is granted permission to enter district property or facilities which are not open to all visitors shall first register in accordance with Board Policy 1250 - Visitors/Outsiders, except in cases where the officer or employee is a sworn law enforcement officer and states that exigent circumstances exist. (Penal Code 627.2, 627.3)

The Superintendent or designee shall email the Bureau of Children's Justice in the California Department of Justice (BCJ@doj.ca.gov) regarding any attempt by a law enforcement officer to access a student or a school site for immigration enforcement purposes.

Responding to Immigration Enforcement Activity on District Property

When any officer or employee of an agency conducting immigration enforcement is actually or imminently present on district property, district staff shall notify staff working at the property and, if the district property is a school, the parents/guardians of students at the school in accordance with Board Policy/Administrative Regulation 0450 - Comprehensive Safety Plan.

District staff shall report the presence of any officer or employee of an agency conducting immigration enforcement on district property to district police and other appropriate administrators.

District staff shall not obstruct, interfere with, or otherwise impede, or attempt to obstruct, interfere with, or otherwise impede, any officer or employee of an agency conducting immigration enforcement, even if the officer or employee appears to be acting outside the law or in excess of the stated or documented authorization. If such an officer or employee enters the premises without consent, district staff shall document their actions but only to the extent that documentation does not impede their actions and shall, at all times, obey any direction from such officers or employees.

After all officers and employees of an agency conducting immigration enforcement leave, each district staff member who observed or interacted with them shall promptly provide the following to the district's legal counsel or other district official designated by the Superintendent:

1. Copies of any information and documents collected from the officers or employees such as valid identification, name, badge number, phone number of the officer's or employee's supervisor, and documentation that authorizes the officer's or employee's request
2. The identity of all other district staff known to have communicated with the officers or employee
3. A description of all requests and activities by the officers and employees
4. The type of documentation, such as a warrant or subpoena, that authorized the officer's or employee's request or actions
5. District staff's response to the officer's or employee's request
6. Written notes of any other actions taken by and any other interactions with any officer or employee

Responding to the Detention or Deportation of Student's Parent/Guardian

The Superintendent or designee shall encourage parents/guardians to update their emergency contact information as needed at any time. The Superintendent or designee shall notify parents/guardians that the district will only use

information provided on the emergency cards in response to specific emergency situations and not for any other purpose. (Education Code 234.7)

Additionally, the Superintendent or designee may encourage all students and families to learn their emergency phone numbers and be aware of the location of important documentation, including birth certificates, passports, social security cards, physicians' contact information, medication lists, lists of allergies, and other such information that would allow the students and families to be prepared in the event that a student's parent/guardian is detained or deported.

In the event that a student's parent/guardian is detained or deported, the Superintendent or designee shall release the student to the person(s) designated in the student's emergency contact information or to any individual who presents a caregiver's authorization affidavit on behalf of the student. The Superintendent or designee shall only contact child protective services if district personnel are unable to arrange for the timely care of the student by the person(s) designated in the emergency contact information maintained by the school or identified on a caregiver's authorization affidavit. (Education Code 234.7)

In an instance where a student's parent/guardian was detained or deported, the Superintendent or designee shall notify the student, as well as the individuals designated in the student's emergency contact information and any individual who presented a caregiver's authorization affidavit on behalf of the student, that the student continues to meet the residency requirements for attendance in the district if the student and the student's parent/guardian who was detained or deported satisfy the conditions as specified in Education Code 48204.4.

The Superintendent or designee may refer a student or the student's family members to other resources for assistance, including, but not limited to, an U.S. Immigrant and Customs Enforcement detainee locator, legal assistance, or the consulate or embassy of the parent/guardian's country of origin.

Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the Governing Board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
Civ. Code 1798.3	Information Practices Act of 1977; definitions
Ed. Code 200	Prohibition of discrimination
Ed. Code 200	Equal rights and opportunities in state educational institutions
Ed. Code 234.1	Student protections relating to discrimination, harassment, intimidation, and bullying
Ed. Code 234.7	Student protections relating to immigration and citizenship status
Ed. Code 32282	Comprehensive School Safety Plan
Ed. Code 48204.4	Evidence of residency for school enrollment
Ed. Code 48906	Exception to parent/guardian notifications
Ed. Code 48980	Parent/Guardian notifications
Ed. Code 48985	Notices to parents/guardians in language other than English
Fam. Code 6552	Caregiver's authorization affidavit
Gov. Code 7285-7285.3	Prohibitions on Employer Cooperation with Immigration Enforcement Agents
Gov. Code 8310.3	California Religious Freedom Act
Pen. Code 422.55	Definition of hate crime
Pen. Code 627-627.10	Access to school premises

Federal	Description
20 USC 1232g	Family Educational Rights and Privacy Act (FERPA) of 1974
34 CFR 99.30-99.31	FERPA Regulations
U.S. Constitution, Fourth Amendment	Unreasonable search and seizure

Management Resources	Description
CA Office of the Attorney General Publication	Promoting a Safe and Secure Learning Environment for All: Guidance and Model Policies to Assist California's TK-12 Schools in Responding to Requests for Access and Information for Immigration Enforcement Purposes, December 2025
Court Decision	Plyler v. Doe (1982) 457 U.S. 202
Website	California Department of Education, Resources to Include Immigrant Families
Website	California Department of Education, LEA Immigration Enforcement Policy Submission
Website	CSBA District and County Office of Education Legal Services
Website	U.S. Immigration and Customs Enforcement, Online Detainee Locator System
Website	California Office of the Attorney General
Website	CSBA
Website	U.S. Department of Education
Website	U.S. Department of Education, Office for Civil Rights
Website	U.S. Immigration and Customs Enforcement
Website	California Civil Rights Department

Cross References	Description
0410	Nondiscrimination In District Programs And Activities
0450	Comprehensive Safety Plan
0450	Comprehensive Safety Plan
1250	Visitors/Outsiders
1250	Visitors/Outsiders
1312.3	Uniform Complaint Procedures
1312.3	Uniform Complaint Procedures
1312.3-E PDF(3)	Uniform Complaint Procedures
1312.3-E PDF(4)	Uniform Complaint Procedures
1312.3-E(1)	Uniform Complaint Procedures
1312.3-E(2)	Uniform Complaint Procedures
1340	Access To District Records
1340	Access To District Records
3515.3	District Police/Security Department
3515.31	School Resource Officers
3555	Nutrition Program Compliance
3555-E(1)	Nutrition Program Compliance
5111	Admission

Cross References	Description
5111	Admission
5111.1	District Residency
5111.1	District Residency
5125	Student Records
5125	Student Records
5125.1	Release Of Directory Information
5125.1	Release Of Directory Information
5125.1-E PDF(1)	Release Of Directory Information
5125.1-E(1)	Release Of Directory Information
5131.2	Bullying
5131.2	Bullying
5141	Health Care And Emergencies
5141	Health Care And Emergencies
5141.4	Child Abuse Prevention And Reporting
5141.4	Child Abuse Prevention And Reporting
5142	Safety
5142	Safety
5145.12	Search And Seizure
5145.12	Search And Seizure
5145.3	Nondiscrimination/Harassment
5145.3	Nondiscrimination/Harassment
6142.3	Civic Education
6143	Courses Of Study
6143	Courses Of Study
6175	Migrant Education Program
6175	Migrant Education Program

Policy 5125: Student Records

Status: DRAFT

Original Adopted Date: 10/22/2018 **| Last Revised Date:** 09/11/2025

The Governing Board recognizes the importance of keeping accurate, comprehensive student records as required by law. The Superintendent or designee shall establish administrative regulations governing the identification, collection, retention, disclosure, and security of student records. These regulations shall ensure the rights of authorized persons to have timely access to student records while maintaining the confidentiality of student records in accordance with state and federal law.

The Superintendent or designee shall designate a certificated employee to serve as custodian of records with responsibility for student records at the district level. At each school, the principal or a certificated employee shall be designated as custodian of records for students enrolled at that school. The custodian of records shall be responsible for implementing Board policy and administrative regulation regarding student records. (5 CCR 431)

If student records containing covered information which is not subject to the California Consumer Privacy Act are under the control of the operator of a website, online service or application, or mobile application, and the student's parent/guardian or the student, if 18 years of age or older, requests deletion of such records, the Superintendent or designee shall provide documentation to the operator that the student has not been enrolled in the district for at least 60 days. (Business and Professions Code 22584)

All appropriate personnel shall receive training regarding district policies and procedures for gathering and handling sensitive student information, including which information should not be solicited.

The district shall not collect or solicit social security numbers or the last four digits of social security numbers of students or their parents/guardians, unless otherwise required to do so by state or federal law. (Education Code 49076.7)

The immigration or citizenship status of a student or a student's family member may only be collected and disclosed in accordance with Board Policy/Administrative Regulation 1445 - Response to Immigration Enforcement.

The district or any district employee shall not compile a list, registry, or database based on students' national origin, ethnicity, or religious belief, practice, or affiliation, or disclose student information to federal government authorities for the purpose of compiling such a list, registry, or database for purposes of immigration enforcement. This prohibition does not apply to information that is aggregated and is not personally identifiable. (Government Code 8310.3)

The Superintendent or designee shall develop protocols to comply with a court's restraining order that prohibits a party from accessing specified records and information pertaining to a student. (Family Code 6323.5)

Student Records from Social Media

The Superintendent or designee may gather and maintain information from the social media of any district student, provided that the district first notifies students and parents/guardians about the proposed program, offers an opportunity for public comment at a regularly scheduled Board meeting, and gathers only information that directly pertains to school safety or student safety. (Education Code 49073.6)

Retention, Disclosure, and Security of Student Records

The Superintendent or designee shall ensure the confidentiality of student records as required by law and shall establish processes and procedures to safeguard data against damage, loss, or theft, including damage, loss, or theft which may be caused by the use of technology, including artificial intelligence and breaches to the district's digital infrastructure, in the retention or disclosure of student records.

The Superintendent or designee shall ensure that employees receive information and training about cybersecurity,

including ways to protect student records from breaches to the district's digital infrastructure.

If the district experiences a cyberattack that impacts more than 500 students or personnel, the Superintendent or designee shall report the cyberattack to the California Cybersecurity Integration Center. (Education Code 35266)

The Superintendent or designee may enter into a contract with a third party for the digital storage, management, and retrieval of student records and/or to authorize a third party provider of digital software to access, store, and use student records, provided that the contract meets the requirements of Education Code 49073.1 and other applicable state and federal laws

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Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the Governing Board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
5 CCR 16020-16027	Destruction of records of school districts
5 CCR 430-438	Individual student records
Bus. and Prof. Code 22580-22582	Privacy rights for California minors in the digital world
Bus. and Prof. Code 22584-22585	Student Online Personal Information Protection Act
Bus. and Prof. Code 22586-22587	Early Learning Personal Information Protection Act
Code of Civil Procedure 1985.3	Subpoena duces tecum
Ed. Code 17604	Delegation of powers to agents
Ed. Code 220.3	Prohibition of requiring employee or contractor to disclose information related to student's sexual orientation, gender identity, or gender expression
Ed. Code 234.7	Student protections relating to immigration and citizenship status
Ed. Code 33328.5	Statewide AI Task Force
Ed. Code 35266	Reporting of cyberattacks
Ed. Code 48201	Transfer student's record for acts that resulted in suspension or expulsion
Ed. Code 48853.5	Foster youth; placement, immunizations
Ed. Code 48902	Notification of law enforcement of specified violations
Ed. Code 48904-48904.3	Withholding grades, diplomas, or transcripts
Ed. Code 48918	Rules governing expulsion procedures
Ed. Code 48980	Parent/Guardian notifications
Ed. Code 48985	Notices to parents/guardians in language other than English
Ed. Code 49060-49079	Student records
Ed. Code 49091.14	Parent/guardian review of curriculum
Ed. Code 51745	Independent study
Ed. Code 56041.5	Rights of students with disabilities
Ed. Code 56050	Surrogate parents
Ed. Code 56055	Foster parents
Ed. Code 60900-60901	California Longitudinal Pupil Achievement Data System
Ed. Code 69432.9	Cal Grant program; notification of grade point average
Ed. Code 69475	Conditional repeal of Cal Grant program
Fam. Code 3025	Access to records by noncustodial parents
Fam. Code 6323.5	Ex parte orders
Fam. Code 6552	Caregiver's authorization affidavit

State	Description
Gov. Code 7920.000-7930.215	California Public Records Act
H&S Code 120440	Immunizations; disclosure of information
Pen. Code 245	Assault with deadly weapon
W&I Code 16010	Health and education records of a minor
W&I Code 681	Truancy petitions
W&I Code 701	Juvenile court law

Federal	Description
15 USC 6501-6506	Children's Online Privacy Protection Act
16 CFR Part 312	Children's Online Privacy Protection Rule
20 USC 1232g	Family Educational Rights and Privacy Act (FERPA) of 1974
20 USC 1232h	Protection of Pupil Rights Amendment
26 USC 152	Definition of dependent child
34 CFR 300.501	Opportunity to examine records for parents/guardians of student with disability
34 CFR 99.1-99.8	Family Educational Rights and Privacy Act
42 USC 11434a	McKinney-Vento Homeless Assistance Act; definitions

Management Resources	Description
CA Office of the Attorney General Publication	Promoting a Safe and Secure Learning Environment for All: Guidance and Model Policies to Assist California's TK-12 Schools in Responding to Requests for Access and Information for Immigration Enforcement Purposes, December 2025
CSBA Publication	Understanding Artificial Intelligence in K-12 Education: What Governance Teams Should Know, September 2023
CSBA Publication	Legal Guidance on Providing All Children Equal Access to Education, Regardless of Immigration Status, February 2017
Federal Register	Final Rule and Analysis of Comments and Changes, Family Educational Rights and Privacy, December 9, 2008, Vol. 73, No. 237, pages 74806-74855
U.S. Department of Education Publication	IDEA and FERPA Crosswalk: A side-by-side comparison of the privacy provisions under Parts B and C of the IDEA and FERPA, August 2022
U.S. Department of Education Publication	School Resource Officers, School Law Enforcement Units, and the Family Educational Rights and Privacy Act (FERPA), February 2019
U.S. Department of Education Publication	An Eligible Student Guide to the Family Educational Rights and Privacy Act (FERPA), March 2023
U.S. Department of Education Publication	A Parent Guide to the Family Educational Rights and Privacy Act (FERPA), July 2021
U.S. Department of Education Publication	Balancing Student Privacy and School Safety: A Guide to the Family Educational Rights and Privacy Act for Elementary and Secondary Schools, Oct 2007
U.S. Department of Education Publication	Joint Guidance on the Application of FERPA and HIPAA to Student Health Records, November 2008
Website	California Department of Education, Resources to Include Immigrant Families
Website	California Department of Education, LEA Immigration Enforcement Policy Submission

Management Resources	Description
Website	California IT in Education, Student Data Privacy
Website	CSBA District and County Office of Education Legal Services
Website	U.S. Department of Education, Protecting Student Privacy
Website	California Office of the Attorney General
Website	California Department of Education
Website	CSBA

Cross References	Description
0410	Nondiscrimination In District Programs And Activities
0440	District Technology Plan
0441	Artificial Intelligence
1100	Communication With The Public
1100-E PDF(1)	Communication With The Public
1113	District And School Websites
1113	District And School Websites
1113-E(1)	District And School Websites
1113-E(2)	District And School Websites
1114	District-Sponsored Social Media
1114	District-Sponsored Social Media
1312.3	Uniform Complaint Procedures
1312.3	Uniform Complaint Procedures
1312.3-E PDF(3)	Uniform Complaint Procedures
1312.3-E PDF(4)	Uniform Complaint Procedures
1312.3-E(1)	Uniform Complaint Procedures
1312.3-E(2)	Uniform Complaint Procedures
1340	Access To District Records
1340	Access To District Records
1400	Relations Between Other Governmental Agencies And The Schools
3250	Transportation Fees
3250	Transportation Fees
3260	Fees And Charges
3260	Fees And Charges
3290	Gifts, Grants And Bequests
3290	Gifts, Grants And Bequests
3290-E PDF(1)	Gifts, Grants And Bequests
3312	Contracts
3515	Campus Security
3515	Campus Security
3515.3	District Police/Security Department
3553	Free And Reduced Price Meals

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3555	Nutrition Program Compliance
3555-E(1)	Nutrition Program Compliance
3580	District Records
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4040	Employee Use Of Technology
4040-E PDF(1)	Employee Use Of Technology
4040-E(1)	Employee Use Of Technology
4112.6	Personnel Files
4112.6	Personnel Files
4113.5	Working Remotely
4117.7	Employment Status Reports
4119.23	Unauthorized Release Of Confidential/Privileged Information
4158	Employee Security
4158	Employee Security
4212.6	Personnel Files
4212.6	Personnel Files
4213.5	Working Remotely
4219.21	Professional Standards
4219.21-E PDF(1)	Professional Standards - Layoff/Rehire
4219.23	Unauthorized Release Of Confidential/Privileged Information
4258	Employee Security
4258	Employee Security
4312.6	Personnel Files
4312.6	Personnel Files
4313.5	Working Remotely
4317.7	Employment Status Reports
4319.21	Professional Standards
4319.21-E PDF(1)	Professional Standards
4319.23	Unauthorized Release Of Confidential/Privileged Information
4358	Employee Security
4358	Employee Security
5000	Concepts And Roles
5020	Parent Rights And Responsibilities
5020	Parent Rights And Responsibilities
5021	Noncustodial Parents
5022	Student And Family Privacy Rights
5022	Student And Family Privacy Rights
5111	Admission
5111	Admission

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5112.2	Exclusions From Attendance
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5113.1	Chronic Absence And Truancy
5113.12	District School Attendance Review Board
5113.12	District School Attendance Review Board
5113.2	Work Permits
5113.2	Work Permits
5119	Students Expelled From Other Districts
5121	Grades/Evaluation Of Student Achievement
5121	Grades/Evaluation Of Student Achievement
5123	Promotion/Acceleration/Retention
5123	Promotion/Acceleration/Retention
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5125.1-E(1)	Release Of Directory Information
5125.2	Withholding Grades, Diploma Or Transcripts
5125.3	Challenging Student Records
5126	Awards For Achievement
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5131.1	Bus Conduct
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5131.9	Academic Honesty
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5141.21	Administering Medication And Monitoring Health Conditions
5141.21-E PDF(1)	Administering Medication And Monitoring Health Conditions
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5141.24	Specialized Health Care Services

Cross References	Description
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5141.3	Health Examinations
5141.3	Health Examinations
5141.31	Immunizations
5141.31	Immunizations
5141.32	Health Screening For School Entry
5141.33	Head Lice
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5141.6	School Health Services
5144	Discipline
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5144.1	Suspension And Expulsion/Due Process
5144.2	Suspension And Expulsion/Due Process (Students With Disabilities)
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5144.4	Required Parental Attendance
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6158	Independent Study
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6159.1	Procedural Safeguards And Complaints For Special Education
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6159.3	Appointment Of Surrogate Parent For Special Education Students
6159.3	Appointment Of Surrogate Parent For Special Education Students
6162.5	Student Assessment
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6173	Education For Homeless Children
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6173.2	Education Of Children Of Military Families
6175	Migrant Education Program
6175	Migrant Education Program

Cross References	Description
6178.1	Work-Based Learning
6178.1	Work-Based Learning
9011	Disclosure Of Confidential/Privileged Information
9012	Board Member Electronic Communications
9321	Closed Session

Regulation 5125: Student Records

Status: DRAFT

Original Adopted Date: 10/22/2018 **| Last Revised Date:** 09/11/2025

Definitions

Access means a personal inspection and review of a record or an accurate copy of a record, or receipt of an accurate copy of a record or an oral description or communication of a record, and a request to release a copy of any record. (Education Code 49061)

Adult student is a person who is or was enrolled in the district and who is at least 18 years of age. (5 CCR 430)

Attendance includes, but is not limited to, attendance in person or by paper correspondence, videoconference, satellite, Internet, or other electronic information and telecommunication technologies for students who are not physically present in the classroom, and the period during which a person is working under a work-study program. (34 CFR 99.3)

Contractor or consultant is anyone with a formal written agreement or contract with the district regarding the provision of services or functions outsourced by the district. Contractor or consultant shall not include a volunteer or other party. (Education Code 49076)

County placing agency means the county social service department or county probation department. (Education Code 49061)

Custodian of records is the employee responsible for the security of student records maintained by the district and for devising procedures for assuring that access to such records is limited to authorized persons. (5 CCR 433)

Disclosure means to permit access to, or the release, transfer, or other communication of, personally identifiable information contained in student records to any party, except the party that provided or created the record, by any means including oral, written, or electronic. (34 CFR 99.3)

District officials and employees are officials or employees, including teachers, whose duties and responsibilities to the district, whether routine or as a result of special circumstances, require access to student records. (34 CFR 99.31)

Legitimate educational interest is an interest held by any district official, employee, contractor, or consultant whose official duties, responsibilities, or contractual obligations to the district, whether routine or as a result of special circumstances, require access to information contained in student records.

Mandatory interim student records are those records which the district is directed to compile and maintain for specified periods of time and are then destroyed in accordance with state law, regulation, or administrative directive. (5 CCR 430)

Mandatory permanent student records are those records which are maintained in perpetuity and which the district has been directed to compile by state law, regulation, or administrative directive. (5 CCR 430)

Parent/guardian means a natural parent, an adopted parent, legal guardian, surrogate parent, or foster parent. (Education Code 49061, 56050, 56055)

Permitted student records are those records having clear importance only to the current educational process of the student. (5 CCR 430)

Personally identifiable information includes, but is not limited to: (34 CFR 99.3)

1. The student's name
2. The name of the student's parent/guardian or other family members
3. The address of the student or student's family

4. A personal identifier, such as the student's social security number, student number, or biometric record (e.g., fingerprints, retina and iris patterns, voiceprints, DNA sequence, facial characteristics, and handwriting)

5. Other indirect identifiers, such as the student's date of birth, place of birth, and mother's maiden name

6. Other information that, alone or in combination, is linked or linkable to a specific student that would allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty

7. Information requested by a person who the district reasonably believes knows the identity of the student to whom the student record relates

Student means any individual who is or has been in attendance at the district and regarding whom the district maintains student records. (34 CFR 99.3)

Student records are any items of information (in handwriting, print, tape, film, computer, or other medium) gathered within or outside the district that are directly related to an identifiable student and maintained by the district, required to be maintained by an employee in the performance of the employee's duties, or maintained by a party acting for the district. Any information maintained for the purpose of second-party review is considered a student record. Student records include the student's health record. (Education Code 49061, 49062; 5 CCR 430; 34 CFR 99.3)

Student records do not include: (Education Code 49061, 49062; 34 CFR 99.3)

1. Directory information

2. Informal notes compiled by a district official or employee which remain in the sole possession of the maker, are used only as a personal memory aid, and are not accessible or revealed to any other person except a substitute employee

3. Records of the law enforcement unit of the district, as specified in 34 CFR 99.8

4. Records created or received by the district after an individual is no longer a student and that are not directly related to the individual's attendance as a student

5. Grades on peer-graded papers before they are collected and recorded by a teacher

Persons Granted Absolute Access

In accordance with law, absolute access to any student records shall be granted to:

1. Parents/guardians of students younger than 18 years of age, including the parent who is not the student's custodial parent (Education Code 49069.7; Family Code 3025)

   However, the district shall not disclose student records to a party, including a parent/guardian, who is legally prohibited from accessing records and information of a student pursuant to a restraining order. (Family Code 6323.5)

2. An adult student, or a student under 18 years of age, who attends a postsecondary institution, in which case the student alone shall exercise rights related to the student's records and grant consent for the release of records (34 CFR 99.3, 99.5)

3. Parents/guardians of an adult student with exceptional needs who is 18 years of age or older and has been declared incompetent under state law (Education Code 56041.5)

Access for Limited Purpose/Legitimate Educational Interest

The following persons or agencies shall have access to those particular records that are relevant to their legitimate

educational interest or other legally authorized purpose:

1. Parents/guardians of a student 18 years of age or older who is a dependent child as defined in 26 USC 152 (Education Code 49076; 34 CFR 99.31)

2. Students who are 16 years of age or older or who have completed the 10th grade (Education Code 49076)

3. District officials and employees, consistent with the definition provided in "Definitions," above (Education Code 49076; 34 CFR 99.31)

4. Members of a school attendance review board (SARB) appointed pursuant to Education Code 48321 who are authorized representatives of the district and any volunteer aide 18 years of age or older who has been investigated, selected, and trained by the SARB to provide follow-up services to a referred student (Education Code 49076)

5. Officials and employees of other districts, school systems, or postsecondary institutions where the student intends or is directed to enroll, including local, county, or state correctional facilities where educational programs leading to high school graduation are provided, or where the student is already enrolled, as long as the disclosure is for purposes related to the student's enrollment or transfer (Education Code 49076; 34 CFR 99.31)

   Unless the annual parent/guardian notification issued pursuant to Education Code 48980 includes a statement that the district may disclose students' personally identifiable information to officials of another district, school system, or postsecondary institution where the student seeks or intends to enroll, the Superintendent or designee shall, when such a disclosure is made, make a reasonable attempt to notify the parent/guardian or adult student at the last known address, provide a copy of the record that is disclosed, and give the parent/guardian or adult student an opportunity for a hearing to challenge the record. (34 CFR 99.34)

6. The Student Aid Commission, to provide the grade point average (GPA) of all district students in grade 12 and, when required, verification of high school graduation or its equivalent of all students who graduated in the prior academic year, for use in the Cal Grant postsecondary financial aid program

   However, such information shall not be submitted when students opt out or are permitted by the rules of the Student Aid Commission to provide test scores in lieu of the GPA. (Education Code 69432.9, 69432.92)

   No later than January 1 each year, the Superintendent or designee shall notify each student in grade 11, and the student's parents/guardians if the student is under 18 years of age, that the student's GPA will be forwarded to the Student Aid Commission by October 1, unless the student opts out within a period of time specified in the notice, which shall not be less than 30 days. (Education Code 69432.9)

   Students' social security numbers shall not be included in the submitted information unless the Student Aid Commission deems it necessary to complete the financial aid application and the Superintendent or designee obtains permission from the student's parent/guardian, or from the adult student, to submit the social security number. (Education Code 69432.9)

7. The California College Guidance Initiative (CCGI) in accordance with a data sharing agreement pursuant to Education Code 60900, to provide data for use when planning for and applying to California public colleges and universities (Education Code 60900, 60900.5)

8. Federal, state, and local officials, as needed for an audit or evaluation of, or compliance with, a state or federally funded education program and in accordance with a written agreement developed pursuant to 34 CFR 99.35 (Education Code 49076; 34 CFR 99.3, 99.31, 99.35)

9. Any county placing agency acting as an authorized representative of a state or local educational agency which is required to audit or evaluate a state or federally supported education program pursuant to Item #8 above (Education Code 49076)

10. Any person, agency, or organization authorized in compliance with a court order or lawfully issued subpoena (Education Code 49077; 5 CCR 435; 34 CFR 99.31)

Unless otherwise instructed by the court, the Superintendent or designee shall, prior to disclosing a record pursuant to a court order or subpoena, give the parent/guardian or adult student at least three days' notice of the name of the requesting agency and the specific record requested, if lawfully possible within the requirements of the judicial order. (Education Code 49077; 5 CCR 435; 34 CFR 99.31)

11. Any district attorney who is participating in or conducting a truancy mediation program or participating in the presentation of evidence in a truancy petition (Education Code 49076)

12. A district attorney's office for consideration against a parent/guardian for failure to comply with compulsory education laws (Education Code 49076)

13. Any probation officer, district attorney, or counsel of record for a student who is a minor for the purposes of conducting a criminal investigation or an investigation in regards to declaring the minor a ward of the court or involving a violation of a condition of probation, subject to evidentiary rules specified in Welfare and Institutions Code 701 (Education Code 49076)

    When disclosing records for these purposes, the Superintendent or designee shall obtain written certification from the recipient of the records that the information will not be disclosed to another party without prior written consent of the student's parent/guardian or the holder of the student's educational rights, unless specifically authorized by state or federal law. (Education Code 49076)

14. Any judge or probation officer for the purpose of conducting a truancy mediation program for a student or for the purpose of presenting evidence in a truancy petition pursuant to Welfare and Institutions Code 681 (Education Code 49076)

    In such cases, the judge or probation officer shall certify in writing to the Superintendent or designee that the information will be used only for truancy purposes. Upon releasing student information to a judge or probation officer, the Superintendent or designee shall inform, or provide written notification to, the student's parent/guardian within 24 hours. (Education Code 49076)

15. A foster family agency with jurisdiction over a currently enrolled or former student; short-term residential treatment program staff responsible for the education or case management of a student; or a caregiver who has direct responsibility for the care of a student, including a certified or licensed foster parent, an approved relative or nonrelated extended family member, or a resource family, as defined (Education Code 49076)

    Such individuals shall have access to the student's current or most recent records of grades, transcripts, attendance, discipline, online communication on platforms established by the district for students and parents/guardians, and any individualized education program or Section 504 plan developed and maintained by the district. (Education Code 49069.3)

16. A student 14 years of age or older who is an unaccompanied minor experiencing homelessness as defined in 42 USC 11434a (Education Code 49076)

17. An individual who completes items #1-4 of the Caregiver's Authorization Affidavit pursuant to Family Code 6552 and signs the affidavit for the purpose of enrolling a minor in school (Education Code 49076)

18. A caseworker or other representative of a state or local child welfare agency or tribal organization that has legal responsibility in accordance with state or tribal law for the care and protection of a student, provided that the individual is authorized by the agency or organization to receive the records and the information requested is directly related to providing assistance to address the student's educational needs (Education Code 49076; 20 USC 1232g)

19. Appropriate law enforcement authorities, in circumstances where Education Code 48902 requires that the district provide special education and disciplinary records of a student with exceptional needs who is suspended or expelled for committing an act violating Penal Code 245 (Education Code 48902, 49076)

    When disclosing such records, the Superintendent or designee shall obtain written certification by the recipient of the records as described in Item #13 above. (Education Code 49076)

20. Designated peace officers or law enforcement agencies in cases where the district is authorized by law to assist law enforcement in investigations of suspected criminal conduct or kidnapping and a written consent by

a parent/guardian, lawfully issued subpoena, or court order is submitted to the district, or information is provided to it indicating that an emergency exists in which the student's information is necessary to protect the health or safety of the student or other individuals (Education Code 49076.5)

In such cases, the Superintendent or designee shall provide information about the identity and location of the student as it relates to the transfer of that student's records to another district in California or any other state or to a California private school. (Education Code 49076.5)

When disclosing records for the above purposes, the Superintendent or designee shall obtain the necessary documentation to verify that the person, agency, or organization is a person, agency, or organization that is permitted to receive such records.

Any person, agency, or organization granted access is prohibited from releasing information to another person, agency, or organization without written permission from the parent/guardian or adult student unless specifically allowed by state law or the federal Family Educational Rights and Privacy Act (FERPA). (Education Code 49076; 20 USC 1232g; 34 CFR 99.1-99.8)

Additionally, the parent/guardian or adult student may provide written consent for access to be granted to persons, agencies, or organizations not afforded access rights by law. The written consent shall specify the records to be released and the party or parties to whom they may be released. (Education Code 49061, 49075)

Only a parent/guardian having legal custody of the student may consent to the release of records to others. Either parent/guardian may grant consent if both parents/guardians notify the district, in writing, that such an agreement has been made. (Education Code 49061)

Discretionary Access

At the discretion of the Superintendent or designee, information may be released from a student's records to the following:

1. Appropriate persons, including parents/guardians of a student, in connection with an emergency if the knowledge of the information is necessary to protect the health or safety of the student or other persons (Education Code 49076; 34 CFR 99.31, 99.32, 99.36)

   When releasing information to any such appropriate person, the Superintendent or designee shall record information about the threat to the health or safety of the student or any other person that formed the basis for the disclosure and the person(s) to whom the disclosure was made. (Education Code 49076; 34 CFR 99.32)

   Unless it would further endanger the health or safety of the student or other persons, the Superintendent or designee shall inform the parent/guardian or adult student within one week of the disclosure that the disclosure was made, of the articulable and significant threat to the health or safety of the student or other individuals that formed the basis for the disclosure, and of the parties to whom the disclosure was made.

2. Accrediting associations in order to carry out their accrediting functions (Education Code 49076; 34 CFR 99.31)

3. Organizations conducting studies on behalf of educational institutions or agencies for the purpose of developing, validating, or administering predictive tests, administering student aid programs, or improving instruction, provided that: (Education Code 49076; 34 CFR 99.31)

   a. The study is conducted in a manner that does not permit personal identification of students or parents/guardians by individuals other than representatives of the organization who have legitimate interests in the information

   b. The information is destroyed when no longer needed for the purposes for which the study is conducted

   c. c.The district enters into a written agreement with the organization that complies with 34 CFR 99.31

4. Officials and employees of other districts, private schools, or school systems where the student is enrolled or intends to enroll, subject to the rights of parents/guardians as provided in Education Code 49068 and in compliance with 34 CFR 99.34 (Education Code 49076; 34 CFR 99.31, 99.34)

5. Local health departments operating countywide or regional immunization information and reminder systems and the California Department of Public Health, unless the parent/guardian has requested that no disclosures of this type be made (Health and Safety Code 120440)

6. Contractors and consultants having a legitimate educational interest based on services or functions which have been outsourced to them through a formal written agreement or contract with the district, excluding volunteers or other parties (Education Code 49076)

7. Agencies or organizations in connection with the student's application for or receipt of financial aid, provided that information permitting the personal identification of a student or the student's parents/guardians for these purposes is disclosed only as may be necessary to determine the eligibility of the student for financial aid, determine the amount of financial aid, determine the conditions which will be imposed regarding the financial aid, or enforce the terms or conditions of the financial aid (Education Code 49076; 34 CFR 99.31)

8. County elections officials for the purpose of identifying students eligible to register to vote or offering such students an opportunity to register, subject to the limits set by 34 CFR 99.37 and under the condition that any information provided on this basis shall not be used for any other purpose or transferred to any other person or agency (Education Code 49076; 34 CFR 99.37)

When disclosing records for the above purposes, the Superintendent or designee shall obtain the necessary documentation to verify that the person, agency, or organization is a person, agency, or organization that is permitted to receive such records.

Any person, agency, or organization granted access is prohibited from releasing information to another person, agency, or organization without written permission from the parent/guardian or adult student unless specifically allowed by state law or FERPA. (Education Code 49076; 20 USC 1232g; 34 CFR 99.1-99.8)

Persons Generally Denied Access

A request for student records by an officer or employee of an agency conducting immigration enforcement shall be denied except in accordance with Board Policy/Administrative Regulation 1445 - Response to Immigration Enforcement.

De-identification of Records

When authorized by law for any program audit, educational research, or other purpose, the Superintendent or designee may release information from a student record without prior consent of the parent/guardian or adult student after the removal of all personally identifiable information. Prior to releasing such information, the Superintendent or designee shall make a reasonable determination that the student's identity is not personally identifiable, whether through single or multiple releases and taking into account other reasonably available information. (Education Code 49074, 49076; 20 USC 1232g; 34 CFR 99.31)

Process for Providing Access to Records

Student records shall be maintained in a central file at the school attended by the student or, when records are maintained at different locations, a notation shall be placed in the central file indicating where other records may be found. Parents/guardians and adult students shall be notified of the location of student records if not centrally located. (Education Code 49069.7; 5 CCR 433)

The custodian of records shall be responsible for the security of student records and shall ensure that access is limited to authorized persons. (5 CCR 433)

The custodian of records shall develop reasonable methods, including physical, technological, and administrative policy controls, to ensure that district officials and employees obtain access to only those student records in which they have legitimate educational interests. (Education Code 49076; 5 CCR 431; 34 CFR 99.31)

To inspect, review, or obtain copies of student records, authorized persons shall submit a request to the custodian of

records. Prior to granting the request, the custodian of records shall authenticate the individual's identity. For any individual granted access based on a legitimate educational interest, the request shall specify the interest involved.

Within five business days following the date of request, the authorized person shall be granted access to inspect, review, and obtain copies of student records during regular school hours. (Education Code 49069.7; 5 CCR 431)

When required by law, a student's parent/guardian or an adult student shall provide written, signed, and dated consent before the district discloses the student record. Such consent may be given through electronic means in those cases where it can be authenticated. The district's consent form shall specify the records that may be disclosed, state the purpose of the disclosure, and identify the party or class of parties to whom the disclosure may be made. Upon request by the parent/guardian or adult student, the district shall provide a copy of the records disclosed. (34 CFR 99.30)

If the parent/guardian or adult student refuses to provide written consent for the release of student information, the Superintendent or designee shall not release the information, unless it is otherwise subject to release based on a court order or a lawful subpoena.

Qualified certificated personnel shall be available to interpret records when requested. (Education Code 49069.7)

The custodian of records or the Superintendent or designee shall prevent the alteration, damage, or loss of records during inspection. (5 CCR 435)

Access Log

A log shall be maintained for each student's record which lists all persons, agencies, or organizations requesting or receiving information from the record and the legitimate educational interest of the requester. (Education Code 49064)

In every instance of inspection by persons who do not have assigned educational responsibility, the custodian of records shall make an entry in the log indicating the record inspected, the name of the person granted access, the reason access was granted, and the time and circumstances of inspection. (5 CCR 435)

Additionally, the custodian of records shall make an entry in the log regarding any request for record(s) that was denied and the reason for the denial.

The log need not include requests for access to records by: (Education Code 49064)

1. Parents/guardians or adult students
2. Students who are 16 years of age or older or who have completed the 10th grade
3. Parties obtaining district-approved directory information
4. Parties who have received written consent by a parent/guardian and have provided it to the district, in which case the consent notice shall be filed with the record pursuant to Education Code 49075
5. District officials and employees who have a legitimate educational interest

The log shall be open to inspection only by the parent/guardian, adult student, dependent adult student, custodian of records, and certain state or federal officials specified in Education Code 49064. (Education Code 49064; 5 CCR 432)

Duplication of Student Records

To provide copies of any student record, the district may charge a reasonable fee not to exceed the actual cost of providing the copies. No charge shall be made for providing up to two transcripts or up to two verifications of

various records for any former student. No charge shall be made to locate or retrieve any student record. (Education Code 49065)

Changes to Student Records

Only a parent/guardian having legal custody of a student or a student who is 18 years of age or is attending an institution of postsecondary education may challenge the content of a record or offer a written response to a record. (Education Code 49061)

No addition or change shall be made to a student's record after high school graduation or permanent departure, other than routine updating, unless required by law or with prior consent of the parent/guardian or adult student. (Education Code 49070; 5 CCR 437)

Any request to change a student's legal name in the student's mandatory permanent student record shall be accompanied with appropriate documentation.

Any challenge to the content of a student's record shall be filed in accordance with Education Code 49070 and the process specified in Administrative Regulation 5125.3 - Challenging Student Records.

Retention and Destruction of Student Records

All anecdotal information and assessment reports maintained as student records shall be dated and signed by the individual who originated the data. (5 CCR 431)

The following mandatory permanent student records shall be kept indefinitely: (5 CCR 432, 437)

1. Legal name of student
2. Date and place of birth and method of verifying birth date
3. Sex of student
4. Name and address of parent/guardian of minor student
    a. Address of minor student if different from the above
    b. Annual verification of parent/guardian's name and address and student's residence
5. Entrance and departure dates of each school year and for any summer session or other extra session
6. Subjects taken during each year, half-year, summer session, or quarter, and marks or credits given towards graduation
7. Verification of or exemption from required immunizations
8. Date of high school graduation or equivalent

Mandatory interim student records, unless forwarded to another district, shall be maintained subject to destruction during the third school year after the school year in which they originated, following a determination that their usefulness has ceased or the student has left the district. These records include: (Education Code 48918, 51747; 5 CCR 432, 437, 16027)

1. Expulsion orders and the causes therefor
2. A log identifying persons or organizations who request or receive information from the student record
3. Health information, including verification or waiver of the health screening for school entry
4. Information on participation in special education programs, including required tests, case studies, authorizations, and actions necessary to establish eligibility for admission or discharge

5. Language training records
6. Progress slips/notices required by Education Code 49066 and 49067
7. Parent/guardian restrictions/stipulations regarding access to directory information
8. Parent/guardian or adult student rejoinders to challenged records and to disciplinary action
9. Parent/guardian authorization or prohibition of student participation in specific programs
10. Results of standardized tests administered within the past three years
11. Written findings resulting from an evaluation conducted after a specified number of missed assignments to determine whether it is in a student's best interest to remain in independent study

Permitted student records may be destroyed six months after the student completes or withdraws from the educational program and their usefulness ceases, including: (5 CCR 432, 437)

1. Objective counselor and/or teacher ratings
2. Standardized test results older than three years
3. Routine discipline data
4. Verified reports of relevant behavioral patterns
5. All disciplinary notices
6. Supplementary attendance records

Records shall be destroyed in a way that assures they will not be available to possible public inspection in the process of destruction. (5 CCR 437)

Transfer of Student Records

When a student transfers into the district from any other district, a private school, or school system, the Superintendent or designee shall inform the student's parent/guardian of rights regarding student records, including a parent/guardian's right to review, challenge, and receive a copy of student records. (Education Code 49068; 5 CCR 438)

When a student transfers into this district from another district, the Superintendent or designee shall request that the student's previous district provide any records, either maintained by that district in the ordinary course of business or received from a law enforcement agency, regarding acts committed by the transferring student that resulted in the student's suspension or expulsion. (Education Code 48201)

When a student transfers from this district to another school district or to a private school, the Superintendent or designee shall forward a copy of the student's mandatory permanent record within 10 school days of the district's receipt of the request for the student's records. The original record or a copy shall be retained permanently by this district. If the transfer is to another California public school, the student's entire mandatory interim record shall also be forwarded. If the transfer is out of state or to a private school, the mandatory interim record may be forwarded. Permitted student records may be forwarded to any other district or private school. (Education Code 48918, 49068; 5 CCR 438)

Upon receiving a request from a county placing agency to transfer a student in foster care out of a district school, the Superintendent or designee shall transfer the student's records to the next educational placement within two business days. (Education Code 49069.5)

Additionally, when a student in foster care is enrolling in a district school, the district's liaison for foster youth shall contact, within two business days of the student's request for enrollment, the school last attended by the student to obtain all academic and other records. (Education Code 48853.5)

All student records shall be updated before they are transferred. (5 CCR 438)

Student records shall not be withheld from the requesting district because of any charges or fees owed by the student or parent/guardian. (5 CCR 438)

If the district is withholding grades, diploma, or transcripts from the student because of damage or loss of district property, this information shall be sent to the requesting district along with the student's records.

Notification of Parents/Guardians

Upon any student's initial enrollment, and at the beginning of each school year thereafter, the Superintendent or designee shall notify parents/guardians and eligible students, in writing, of their rights related to student records. If 15 percent or more of the students enrolled in the district speak a single primary language other than English, then the district shall provide these notices in that language. Otherwise, the district shall provide these notices in the student's home language insofar as practicable. The district shall effectively notify parents/guardians or eligible students with exceptional needs. (Education Code 48985, 49063; 5 CCR 431; 34 CFR 99.7)

The notice shall include: (Education Code 49063, 60900.5; 34 CFR 99.7, 99.34)

1. The types of student records kept by the district and the information contained therein
2. The title(s) of the official(s) responsible for maintaining each type of record
3. The location of the log identifying those who request information from the records
4. District criteria for defining district officials and employees and for determining legitimate educational interest
5. District policies for reviewing and expunging student records
6. The right to inspect and review student records and the procedures for doing so
7. The right to challenge and the procedures for challenging the content of a student record that the parent/guardian or student believes to be inaccurate, misleading, or otherwise in violation of the student's privacy rights
8. The cost, if any, charged for duplicating copies of records
9. The categories of information defined as directory information pursuant to Education Code 49073
10. The right to consent to disclosures of personally identifiable information contained in the student's records except when disclosure without consent is authorized by law
11. Availability of the curriculum prospectus developed pursuant to Education Code 49091.14 containing the titles, descriptions, and instructional aims of every course offered by the school
12. 12.The sharing with CCGI of specified district data and data collected by the California Department of Education for the purposes of college admissions, academic placement, and eligibility for student financial aid (Education Code 60900)
13. Any other rights and requirements set forth in Education Code 49060-49085, and the right of parents/guardians to file a complaint with the U.S. Department of Education concerning an alleged failure by the district to comply with 20 USC 1232g
14. A statement that the district forwards education records to other agencies or institutions that request the records and in which the student seeks or intends to enroll or is already enrolled as long as the disclosure is for purposes related to the student's enrollment

Additionally, the annual parent/guardian notification shall include a statement that a student's citizenship status, immigration status, place of birth, or any other information indicating national origin will only be released in

accordance with Board Policy/Administrative Regulation 1445 - Response to Immigration Enforcement.

Student Records from Social Media

For the purpose of gathering and maintaining records of students' social media activity, the Superintendent or designee shall: (Education Code 49073.6)

1. Gather or maintain only information that pertains directly to school safety or student safety

2. Provide a student with access to any information that the district obtained from the student's social media activity and an opportunity to correct or delete such information

3. Destroy information gathered from social media and maintained in student records within one year after a student turns 18 years of age or within one year after the student is no longer enrolled in the district, whichever occurs first

4. Notify each parent/guardian that the student's information is being gathered from social media and that any information maintained in the student's records shall be destroyed as provided in Item #3 above

   Additionally, the notification shall include, but is not limited to, an explanation of the process by which a student or the student's parent/guardian may access the student's records for examination of the information gathered or maintained and the process by which removal of the information may be requested or corrections to the information may be made. The notification may be provided as part of the annual parent/guardian notification required pursuant to Education Code 48980.

5. If the district contracts with a third party to gather information on a student from social media, ensure that the contract:

   a. Prohibits the third party from using the information for purposes other than those specified in the contract or from selling or sharing the information with any person or entity other than the district, the student, or the student's parent/guardian

   b. Requires the third party to destroy the information immediately upon satisfying the terms of the contract, or when the district notifies the third party that the student has turned 18 years of age or is no longer enrolled in the district, whichever occurs first

Updating Name and/or Gender of Former Students

When a former student submits a state-issued driver's license, birth certificate, passport, social security card, court order, or other government-issued documentation demonstrating that the former student's legal name and/or gender has changed, the district shall update the former student's records to include the updated legal name and/or gender. Upon request by the former student, the district shall reissue any documents conferred upon the former student, including, but not limited to, a transcript, a high school diploma, a high school equivalency certificate, or other similar documents. (Education Code 49062.5)

If the former student's name or gender is changed and the requested records are reissued, a new document shall be added to the former student's file that includes all of the following information: (Education Code 49062.5)

1. The date of the request

2. The date the requested records were reissued to the former student

3. A list of the records that were requested by and reissued to the former student

4. The type of documentation, if any, provided by the former student to demonstrate a legal change to the student's name and/or gender

5. The name of the employee who completed the request

6. The current and former names and/or genders of the student

Any former student who submits a request to change the legal name and/or gender on the student's records but is unable to provide any government-issued documentation demonstrating the legal name or gender change, may request a name or gender change through the process described in Education Code 49070 and Administrative Regulation 5125.3 - Challenging Student Records. (Education Code 49062.5)

Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the Governing Board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
5 CCR 16020-16027	Destruction of records of school districts
5 CCR 430-438	Individual student records
Bus. and Prof. Code 22580-22582	Privacy rights for California minors in the digital world
Bus. and Prof. Code 22584-22585	Student Online Personal Information Protection Act
Bus. and Prof. Code 22586-22587	Early Learning Personal Information Protection Act
Code of Civil Procedure 1985.3	Subpoena duces tecum
Ed. Code 17604	Delegation of powers to agents
Ed. Code 220.3	Prohibition of requiring employee or contractor to disclose information related to student's sexual orientation, gender identity, or gender expression
Ed. Code 234.7	Student protections relating to immigration and citizenship status
Ed. Code 33328.5	Statewide AI Task Force
Ed. Code 35266	Reporting of cyberattacks
Ed. Code 48201	Transfer student's record for acts that resulted in suspension or expulsion
Ed. Code 48853.5	Foster youth; placement, immunizations
Ed. Code 48902	Notification of law enforcement of specified violations
Ed. Code 48904-48904.3	Withholding grades, diplomas, or transcripts
Ed. Code 48918	Rules governing expulsion procedures
Ed. Code 48980	Parent/Guardian notifications
Ed. Code 48985	Notices to parents/guardians in language other than English
Ed. Code 49060-49079	Student records
Ed. Code 49091.14	Parent/guardian review of curriculum
Ed. Code 51745	Independent study
Ed. Code 56041.5	Rights of students with disabilities
Ed. Code 56050	Surrogate parents
Ed. Code 56055	Foster parents
Ed. Code 60900-60901	California Longitudinal Pupil Achievement Data System
Ed. Code 69432.9	Cal Grant program; notification of grade point average
Ed. Code 69475	Conditional repeal of Cal Grant program
Fam. Code 3025	Access to records by noncustodial parents
Fam. Code 6323.5	Ex parte orders
Fam. Code 6552	Caregiver's authorization affidavit
Gov. Code 7920.000-7930.215	California Public Records Act
H&S Code 120440	Immunizations; disclosure of information
Pen. Code 245	Assault with deadly weapon
W&I Code 16010	Health and education records of a minor

State	Description
W&I Code 681	Truancy petitions
W&I Code 701	Juvenile court law

Federal	Description
15 USC 6501-6506	Children's Online Privacy Protection Act
16 CFR Part 312	Children's Online Privacy Protection Rule
20 USC 1232g	Family Educational Rights and Privacy Act (FERPA) of 1974
20 USC 1232h	Protection of Pupil Rights Amendment
26 USC 152	Definition of dependent child
34 CFR 300.501	Opportunity to examine records for parents/guardians of student with disability
34 CFR 99.1-99.8	Family Educational Rights and Privacy Act
42 USC 11434a	McKinney-Vento Homeless Assistance Act; definitions

Management Resources	Description
CA Office of the Attorney General Publication	Promoting a Safe and Secure Learning Environment for All: Guidance and Model Policies to Assist California's TK-12 Schools in Responding to Requests for Access and Information for Immigration Enforcement Purposes, December 2025
CSBA Publication	Understanding Artificial Intelligence in K-12 Education: What Governance Teams Should Know, September 2023
CSBA Publication	Legal Guidance on Providing All Children Equal Access to Education, Regardless of Immigration Status, February 2017
Federal Register	Final Rule and Analysis of Comments and Changes, Family Educational Rights and Privacy, December 9, 2008, Vol. 73, No. 237, pages 74806-74855
U.S. Department of Education Publication	IDEA and FERPA Crosswalk: A side-by-side comparison of the privacy provisions under Parts B and C of the IDEA and FERPA, August 2022
U.S. Department of Education Publication	School Resource Officers, School Law Enforcement Units, and the Family Educational Rights and Privacy Act (FERPA), February 2019
U.S. Department of Education Publication	An Eligible Student Guide to the Family Educational Rights and Privacy Act (FERPA), March 2023
U.S. Department of Education Publication	A Parent Guide to the Family Educational Rights and Privacy Act (FERPA), July 2021
U.S. Department of Education Publication	Balancing Student Privacy and School Safety: A Guide to the Family Educational Rights and Privacy Act for Elementary and Secondary Schools, Oct 2007
U.S. Department of Education Publication	Joint Guidance on the Application of FERPA and HIPAA to Student Health Records, November 2008
Website	California Department of Education, Resources to Include Immigrant Families
Website	California Department of Education, LEA Immigration Enforcement Policy Submission
Website	California IT in Education, Student Data Privacy
Website	CSBA District and County Office of Education Legal Services
Website	U.S. Department of Education, Protecting Student Privacy
Website	California Office of the Attorney General

Management Resources	Description
Website	California Department of Education
Website	CSBA

Cross References	Description
0410	Nondiscrimination In District Programs And Activities
0440	District Technology Plan
0441	Artificial Intelligence
1100	Communication With The Public
1100-E PDF(1)	Communication With The Public
1113	District And School Websites
1113	District And School Websites
1113-E(1)	District And School Websites
1113-E(2)	District And School Websites
1114	District-Sponsored Social Media
1114	District-Sponsored Social Media
1312.3	Uniform Complaint Procedures
1312.3	Uniform Complaint Procedures
1312.3-E PDF(3)	Uniform Complaint Procedures
1312.3-E PDF(4)	Uniform Complaint Procedures
1312.3-E(1)	Uniform Complaint Procedures
1312.3-E(2)	Uniform Complaint Procedures
1340	Access To District Records
1340	Access To District Records
1400	Relations Between Other Governmental Agencies And The Schools
3250	Transportation Fees
3250	Transportation Fees
3260	Fees And Charges
3260	Fees And Charges
3290	Gifts, Grants And Bequests
3290	Gifts, Grants And Bequests
3290-E PDF(1)	Gifts, Grants And Bequests
3312	Contracts
3515	Campus Security
3515	Campus Security
3515.3	District Police/Security Department
3553	Free And Reduced Price Meals
3553	Free And Reduced Price Meals
3555	Nutrition Program Compliance
3555-E(1)	Nutrition Program Compliance
3580	District Records

Cross References	Description
3580	District Records
4040	Employee Use Of Technology
4040-E PDF(1)	Employee Use Of Technology
4040-E(1)	Employee Use Of Technology
4112.6	Personnel Files
4112.6	Personnel Files
4113.5	Working Remotely
4117.7	Employment Status Reports
4119.23	Unauthorized Release Of Confidential/Privileged Information
4158	Employee Security
4158	Employee Security
4212.6	Personnel Files
4212.6	Personnel Files
4213.5	Working Remotely
4219.21	Professional Standards
4219.21-E PDF(1)	Professional Standards - Layoff/Rehire
4219.23	Unauthorized Release Of Confidential/Privileged Information
4258	Employee Security
4258	Employee Security
4312.6	Personnel Files
4312.6	Personnel Files
4313.5	Working Remotely
4317.7	Employment Status Reports
4319.21	Professional Standards
4319.21-E PDF(1)	Professional Standards
4319.23	Unauthorized Release Of Confidential/Privileged Information
4358	Employee Security
4358	Employee Security
5000	Concepts And Roles
5020	Parent Rights And Responsibilities
5020	Parent Rights And Responsibilities
5021	Noncustodial Parents
5022	Student And Family Privacy Rights
5022	Student And Family Privacy Rights
5111	Admission
5111	Admission
5111.1	District Residency
5111.1	District Residency
5111.2	Nonresident Foreign Students
5112.1	Exemptions From Attendance

Cross References	Description
5112.1	Exemptions From Attendance
5112.2	Exclusions From Attendance
5113.1	Chronic Absence And Truancy
5113.1	Chronic Absence And Truancy
5113.12	District School Attendance Review Board
5113.12	District School Attendance Review Board
5113.2	Work Permits
5113.2	Work Permits
5119	Students Expelled From Other Districts
5121	Grades/Evaluation Of Student Achievement
5121	Grades/Evaluation Of Student Achievement
5123	Promotion/Acceleration/Retention
5123	Promotion/Acceleration/Retention
5125.1	Release Of Directory Information
5125.1	Release Of Directory Information
5125.1-E PDF(1)	Release Of Directory Information
5125.1-E(1)	Release Of Directory Information
5125.2	Withholding Grades, Diploma Or Transcripts
5125.3	Challenging Student Records
5126	Awards For Achievement
5126	Awards For Achievement
5131.1	Bus Conduct
5131.1	Bus Conduct
5131.2	Bullying
5131.2	Bullying
5131.7	Weapons And Dangerous Instruments
5131.7	Weapons And Dangerous Instruments
5131.9	Academic Honesty
5138	Conflict Resolution/Peer Mediation
5141.21	Administering Medication And Monitoring Health Conditions
5141.21	Administering Medication And Monitoring Health Conditions
5141.21-E PDF(1)	Administering Medication And Monitoring Health Conditions
5141.22	Infectious Diseases
5141.22	Infectious Diseases
5141.24	Specialized Health Care Services
5141.24	Specialized Health Care Services
5141.26	Tuberculosis Testing
5141.3	Health Examinations
5141.3	Health Examinations
5141.31	Immunizations

Cross References	Description
5141.31	Immunizations
5141.32	Health Screening For School Entry
5141.33	Head Lice
5141.33	Head Lice
5141.52	Suicide Prevention
5141.52	Suicide Prevention
5141.6	School Health Services
5141.6	School Health Services
5144	Discipline
5144	Discipline
5144.1	Suspension And Expulsion/Due Process
5144.1	Suspension And Expulsion/Due Process
5144.2	Suspension And Expulsion/Due Process (Students With Disabilities)
5144.2-E PDF(1)	Suspension And Expulsion/Due Process (Students With Disabilities)
5144.4	Required Parental Attendance
5144.4	Required Parental Attendance
5145.12	Search And Seizure
5145.12	Search And Seizure
5145.3	Nondiscrimination/Harassment
5145.3	Nondiscrimination/Harassment
5145.6	Parent/Guardian Notifications
5145.6-E PDF(2)	Parent/Guardian Notifications
5145.6-E(1)	Parent/Guardian Notifications
5145.7	Sexual Harassment
5145.7	Sexual Harassment
5146	Married/Pregnant/Parenting Students
5148	Child Care And Development
5148	Child Care And Development
5148.3	Preschool/Early Childhood Education
5148.3	Preschool/Early Childhood Education
6142.7	Physical Education And Activity
6142.7	Physical Education And Activity
6142.7-E PDF(1)	Physical Education And Activity
6143	Courses Of Study
6143	Courses Of Study
6145.2	Athletic Competition
6145.2	Athletic Competition
6146.11	Alternative Credits Toward Graduation
6146.11	Alternative Credits Toward Graduation
6146.2	Certificate Of Proficiency/High School Equivalency

Cross References	Description
6146.2	Certificate Of Proficiency/High School Equivalency
6146.2-E PDF(1)	Certificate Of Proficiency/High School Equivalency
6146.2-E PDF(2)	Certificate Of Proficiency/High School Equivalency
6158	Independent Study
6158	Independent Study
6159	Individualized Education Program
6159	Individualized Education Program
6159.1	Procedural Safeguards And Complaints For Special Education
6159.1	Procedural Safeguards And Complaints For Special Education
6159.2	Nonpublic, Nonsectarian School And Agency Services For Special Education
6159.2	Nonpublic, Nonsectarian School And Agency Services For Special Education
6159.3	Appointment Of Surrogate Parent For Special Education Students
6159.3	Appointment Of Surrogate Parent For Special Education Students
6162.5	Student Assessment
6162.51	State Academic Achievement Tests
6162.51	State Academic Achievement Tests
6162.8	Research
6162.8	Research
6163.4	Student Use Of Technology
6163.4-E PDF(1)	Student Use Of Technology
6163.4-E(1)	Student Use Of Technology
6164.2	Guidance/Counseling Services
6164.5	Student Success Teams
6164.5	Student Success Teams
6164.6	Identification And Education Under Section 504
6164.6	Identification And Education Under Section 504
6172.1	Concurrent Enrollment In College Classes
6172.1	Concurrent Enrollment In College Classes
6173	Education For Homeless Children
6173	Education For Homeless Children
6173.1	Education For Foster Youth
6173.1	Education For Foster Youth
6173.2	Education Of Children Of Military Families
6173.2	Education Of Children Of Military Families
6175	Migrant Education Program
6175	Migrant Education Program
6178.1	Work-Based Learning
6178.1	Work-Based Learning
9011	Disclosure Of Confidential/Privileged Information
9012	Board Member Electronic Communications

Cross References	Description
9321	Closed Session

Policy 5125.1: Release Of Directory Information

Status: DRAFT

Original Adopted Date: 12/07/2005 | **Last Revised Date:** 10/09/2025

The Governing Board recognizes the importance of maintaining the confidentiality of directory information and therefore authorizes the release of such information, including to news media or nonprofit organizations, in accordance with law, Board policy, and administrative regulation.

The Superintendent or designee may limit or deny the release of specific categories of directory information to any public or private nonprofit organization based on a determination of the best interests of district students. (Education Code 49073)

A student's directory information shall only be included in the minutes of the Board's meeting in accordance with Board Bylaw 9324 - Minutes and Recordings.

Colleges and prospective employers, including military recruiters, shall have access to a student's name, address, email address, and telephone number, unless the student's parent/guardian, or the student, if the student is 18 years of age or older, has requested that such information not be released. (10 USC 503, 20 USC 7908)

Under no circumstances shall directory information be disclosed to a private profit-making entity, except for representatives of the news media and employers, including prospective employers, in accordance with law, Board policy, and administrative regulation. Private schools and colleges may be given the names and addresses of 12th-grade students and students who are no longer enrolled, provided that they use this information only for purposes directly related to the institution's academic or professional goals. (Education Code 49073

Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the Governing Board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
Ed. Code 234.7	Student protections relating to immigration and citizenship status
Ed. Code 48985	Notices to parents/guardians in language other than English
Ed. Code 49061	Definitions; directory information
Ed. Code 49063	Notification of parents/guardians of their rights
Ed. Code 49073	Release of directory information
Ed. Code 49073.2	Privacy of student and parent/guardian personal information; minutes of board meeting
Ed. Code 49073.5	Directory information; military representatives; telephone numbers
Ed. Code 49603	On campus access to employers and military services

Federal	Description
10 USC 503	Military recruiter access to directory information
20 USC 1232g	Family Educational Rights and Privacy Act (FERPA) of 1974
20 USC 7908	Armed forces recruiter access to students and student recruiting information
34 CFR 99.1-99.67	Family Educational Rights and Privacy
42 USC 11434a	McKinney-Vento Homeless Assistance Act; definitions

Management Resources	Description

Management Resources	Description
CA Office of the Attorney General Publication	Promoting a Safe and Secure Learning Environment for All: Guidance and Model Policies to Assist California's TK-12 Schools in Responding to Requests for Access and Information for Immigration Enforcement Purposes, December 2025
U.S. Department of Education Publication	Model Notice for Directory Information, March 2011
U.S. Department of Education Publication	Dear Colleague Letter Regarding Military Recruiter Provisions of ESEA, November 2016
Website	California Department of Education, Resources to Include Immigrant Families
Website	California Department of Education, LEA Immigration Enforcement Policy Submission
Website	CSBA District and County Office of Education Legal Services
Website	California Attorney General's Office
Website	U.S. Department of Education, Office of the Chief Privacy Officer

Cross References	Description
1100	Communication With The Public
1100-E PDF(1)	Communication With The Public
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4135	Soliciting And Selling
4219.21	Professional Standards
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4219.23	Unauthorized Release Of Confidential/Privileged Information
4235	Soliciting And Selling
4319.21	Professional Standards
4319.21-E PDF(1)	Professional Standards
4319.23	Unauthorized Release Of Confidential/Privileged Information

Cross References	Description
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5020	Parent Rights And Responsibilities
5022	Student And Family Privacy Rights
5022	Student And Family Privacy Rights
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5145.12	Search And Seizure
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Regulation 5125.1: Release Of Directory Information

Status: DRAFT

Original Adopted Date: 10/22/2018 **| Last Revised Date:** 10/09/2025

Definition

Directory information means information contained in a student record that would not generally be considered harmful or an invasion of privacy if disclosed. Such student information includes: (Education Code 49061; 20 USC 1232g; 34 CFR 99.3)

1. Name
2. Address
3. Telephone number
4. Email address
5. Date of birth
6. Major field of study
7. Participation record in officially recognized activities and sports
8. Weight and height of athletic team members
9. Dates of attendance
10. Degrees and awards received
11. Most recent previous school attended

Directory information does not include a student's social security number or student identification number. However, for purposes of accessing or communicating in electronic systems, directory information may include a student identification number, user identification, or other personal identifier used by the student provided that the identifier cannot be used to gain access to education records except when used in conjunction with a personal identification number, password, or other factor known or possessed only by the authorized user. (34 CFR 99.3)

Directory information does not include the citizenship status, immigration status, place of birth, or any other information indicating national origin of a student or the student's family member.

Notification to Parents/Guardians

At the beginning of each school year, all parents/guardians shall be notified as to the categories of directory information the district plans to release and the recipients of the information. Additionally, the notification shall inform parents/guardians of their right to refuse to let the district designate any or all types of information about their student as directory information, how to refuse release of directory information about their student, and the period of time within which a parent/guardian must notify the district in writing that the parent/guardian does not want a certain category of information about their student designated as directory information. (Education Code 49063, 49073; 20 USC 1232g; 34 CFR 99.37)

In addition, the annual parent/guardian notification shall include a statement that directory information does not include citizenship status, immigration status, place of birth, or any other information indicating national origin and that the district will not release such information without parent/guardian consent or a court order.

The Superintendent or designee shall notify parents/guardians that they may request that the district not release the

name, address, email address, and telephone number of their child to military recruiters, employers, or institutions of higher education without prior written consent. (10 USC 503, 20 USC 7908)

Parent/Guardian Consent

A student's directory information shall not be released if the student's parent/guardian has notified the district in writing that such information shall not be disclosed. (Education Code 49073; 20 USC 1232g, 7908)

The directory information of a student identified as a student experiencing homelessness shall not be released, unless the student's parent/guardian, or the student if 18 years of age or older, has provided written consent that directory information may be released. However, the directory information of a student experiencing homelessness may be disclosed for the purpose of facilitating an eye examination by a nonprofit eye examination provider or a free oral health assessment hosted by a district school, unless the student's parent/guardian, or student accorded parental rights, has provided written notice to the school that consent to such exam(s) is not given. (Education Code 49073; 20 USC 1232g, 7908; 42 USC 11434a)

For a former student, the district shall continue to honor any valid request to opt out of the disclosure of directory information made while the student was in attendance at the district, unless the opt-out request has been rescinded. (34 CFR 99.37)

Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the Governing Board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
Ed. Code 234.7	Student protections relating to immigration and citizenship status
Ed. Code 48985	Notices to parents/guardians in language other than English
Ed. Code 49061	Definitions; directory information
Ed. Code 49063	Notification of parents/guardians of their rights
Ed. Code 49073	Release of directory information
Ed. Code 49073.2	Privacy of student and parent/guardian personal information; minutes of board meeting
Ed. Code 49073.5	Directory information; military representatives; telephone numbers
Ed. Code 49603	On campus access to employers and military services

Federal	Description
10 USC 503	Military recruiter access to directory information
20 USC 1232g	Family Educational Rights and Privacy Act (FERPA) of 1974
20 USC 7908	Armed forces recruiter access to students and student recruiting information
34 CFR 99.1-99.67	Family Educational Rights and Privacy
42 USC 11434a	McKinney-Vento Homeless Assistance Act; definitions

Management Resources	Description
CA Office of the Attorney General Publication	Promoting a Safe and Secure Learning Environment for All: Guidance and Model Policies to Assist California's TK-12 Schools in Responding to Requests for Access and Information for Immigration Enforcement Purposes, December 2025
U.S. Department of Education Publication	Model Notice for Directory Information, March 2011
U.S. Department of Education Publication	Dear Colleague Letter Regarding Military Recruiter Provisions of ESEA, November 2016

Management Resources	Description
Website	California Department of Education, Resources to Include Immigrant Families
Website	California Department of Education, LEA Immigration Enforcement Policy Submission
Website	CSBA District and County Office of Education Legal Services
Website	California Attorney General's Office
Website	U.S. Department of Education, Office of the Chief Privacy Officer

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Exhibit 5125.1-E(1): Release Of Directory Information **Status:** DRAFT

Original Adopted Date: 10/09/2025

PARENT/GUARDIAN NOTICE
RELEASE OF DIRECTORY INFORMATION

The Family Educational Rights and Privacy Act (FERPA), a federal law, requires that _____(district name), with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child's education records. However, the district may disclose appropriately designated "directory information" without written consent, unless you have advised the district to the contrary in accordance with district procedures. The primary purpose of directory information is to allow the district to include information from your child's education records in certain school and/or district publications. Examples include:

- a playbill, showing your child's role in a drama production
- the annual yearbook
- honor roll or other recognition lists
- graduation programs
- sports activity sheets, such as for wrestling, showing weight and height of team members

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent/guardian's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. Additionally, two federal laws require districts receiving assistance under the Elementary and Secondary Education Act of 1965 (ESEA), as amended, to provide military recruiters, upon request, with students' names, addresses, and telephone listings, unless parents/guardians have advised the district that they do not want their child's information disclosed without their prior written consent.

If you do not want the district to disclose any or all of the information designated below as directory information from your child's education records without your prior written consent, you must notify the district in writing by _____(insert date). Notifying the district by this date is the only way to prevent the release of directory information. The district has designated the following information as directory information:

1. Student's name
2. Address
3. Telephone number
4. Email address
5. Date of birth
6. Major field of study
7. Participation in officially recognized activities and sports
8. Weight and height of athletic team members
9. Dates of attendance
10. Degrees and awards received
11. Most recent previous school attended

Additionally, the district may disclose your child's student identification number, user identification, or other unique personal identifier used to communicate in electronic systems, but only if the identifier cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user's identity, such as a personal identification number (PIN), password, or other factor known or possessed only by the authorized user.

In addition, the district may disclose a student identification number or other unique personal identifier that is displayed on a student identification badge, but only if the identifier cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user's identity, such as a PIN, password, or other factor known or possessed only by the authorized user.

The district may not disclose a student's Social Security number. Directory information does not include your child's citizenship status, immigration status, place of birth, or any other information indicating national origin.

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5145.6	Parent/Guardian Notifications

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5145.6-E(1)	Parent/Guardian Notifications
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Eureka City Schools

Board Policy Manual

Draft

Board Policy Manual

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Draft

Regulation 0450: Comprehensive Safety Plan **Status:** DRAFT

Original Adopted Date: 05/21/2019 **| Last Revised Date:** 10/09/2025

CSBA NOTE: The following optional administrative regulation should be revised to reflect district practice.

Pursuant to Education Code 234.5, the California Department of Education (CDE) has posted on its website a list of statewide resources for youth who have been subjected to school-based discrimination, harassment, intimidation, or bullying, and youth affected by gangs, gun violence, and psychological trauma caused by violence at home, at school, and in the community.

Additionally, schoolsafety.gov, a website developed by the federal government, provides schools with actionable recommendations to create safe and supportive learning environments and includes the Federal Clearinghouse on School Safety Evidence-Based Practices, required by 6 USC 665k, to serve as a resource to identify and publish online evidence-based practices and recommendations to improve school safety.

Development and Review of Comprehensive School Safety Plan

CSBA NOTE: The following section reflects requirements for the development of site-level comprehensive school safety plans (CSSP) pursuant to Education Code 32280-32289 and is for use by districts that selected Option 1 in the accompanying Board policy. Districts with an average daily attendance of 2,500 or less that selected Option 2 in the accompanying Board policy (i.e., that have developed a districtwide comprehensive safety plan applicable to all school sites in lieu of individual site plans, as authorized by Education Code 32281) should omit this section.

The school site council shall consult with local law enforcement, the local fire department, and other first responders in the writing and development of the comprehensive school safety plan (CSSP). When practical, the school site council shall also consult with other school site councils and safety planning committees. (Education Code 32281, 32282)

CSBA NOTE: The following paragraph is optional. Education Code 32280 encourages districts to develop the CSSP in cooperation with persons involved in protecting the health and safety of students and the prevention of campus crime and violence, including, as amended by SB 848 (Ch. 460, Statutes of 2025), the district's public entity risk pool joint powers authority or insurance provider.

Additionally, the school site council may invite community leaders, local emergency medical services personnel, the district's public entity risk pool joint powers authority or insurance provider, and other persons who may be interested in the health and safety of students and the prevention of campus crime and violence to participate in the planning process. (Education Code 32280)

The school site council may delegate the responsibility for developing a CSSP to a school safety planning committee composed of the following members: (Education Code 32281)

1. The principal or designee
2. One teacher who is a representative of the recognized certificated employee organization
3. One parent/guardian whose child attends the school
4. One classified employee who is a representative of the recognized classified employee organization

   CSBA NOTE: Item #5 below may be modified to specify other groups or individuals who will be represented on the committee. For example, the committee might include representatives of social service agencies, other city or county agencies, health care and emergency service providers, community-based organizations, and/or students.
5. Other members, if desired

Before adopting the CSSP, the school site council or school safety planning committee shall hold a public meeting at the school in order to allow members of the public the opportunity to express an opinion about the plan. (Education Code 32288)

The school site council or safety planning committee shall notify, in writing, the following persons and entities of the public meeting, if available: (Education Code 32288)

1. The local mayor
2. A representative of the local school employee organization
3. A representative of each parent/guardian organization at the school, including the parent teacher association and parent teacher clubs
4. A representative of each teacher organization at the school
5. A representative of the school's student body government
6. All persons who have indicated that they want to be notified

Additionally, the school site council or safety planning committee may notify, in writing, the following entities of the public meeting: (Education Code 32288)

1. Representatives of local religious organizations
2. Local civic leaders
3. Local business organizations

After the first evaluation or review is conducted, and after each annual evaluation or review, a school employee, a student's parent/guardian or educational rights holder, or a student may bring concerns about an individual student's ability to access disaster safety procedures described in the CSSP to the principal. (Education Code 32282)

If the principal determines there is merit to a concern, the principal shall direct the school site council or school safety planning committee to make appropriate modifications to the CSSP during the evaluation of the CSSP. The principal may direct the school site council or the school safety planning committee to make such modifications before the evaluation, as appropriate. (Education Code 32282)

Content of the Comprehensive Safety Plan

CSBA NOTE: Education Code 32282, as amended by SB 848, requires districts to assess the current status of crime committed on school campuses and at school related functions in the CSSP.

Each CSSP shall include an assessment of the current status of any crime committed on campus and at school-related functions. (Education Code 32282)

CSBA NOTE: The following optional paragraph may be revised to reflect district practice. In assessing the current status of crime as required by Education Code 32282, districts may contract with a consultant, work with local law enforcement, develop their own local assessment, and/or use available instruments such as the, "California Healthy Kids Survey," or the Centers for Disease Control and Prevention's, "Youth Risk Behavior Survey."

The assessment may include, but not be limited to, law enforcement crime data, suspension and expulsion rates, and surveys of students, parents/guardians, and staff regarding their perceptions of school safety.

CSBA NOTE: Education Code 32282 requires that the following components be included in the districtwide and/or school site comprehensive safety plan. The district may expand this list to require other components at its discretion.

The plan shall identify appropriate strategies and programs that will provide or maintain a high level of school safety and address the school's procedures for complying with existing laws related to school safety, including all of the following: (Education Code 32282)

CSBA NOTE: Education Code 32282, as amended by SB 848, adds child neglect to the child abuse reporting procedures required to be included in the CSSP and requires that, by July 1, 2026, the CSSP be updated to include procedures for the supervision and protection of children from child abuse or neglect or sex offenses, as specified below.

1. Child abuse or neglect reporting procedures consistent with Penal Code 11164-11174.3, including procedures specifically designed to address the supervision and protection of children from child abuse or neglect or sex offenses

2. Routine and emergency disaster procedures including, but not limited to:

    a. Adaptations for students with disabilities in accordance with the Americans with Disabilities Act, the federal Individuals with Disabilities Education Act, and Section 504 of the federal Rehabilitation Act of 1973

    CSBA NOTE: Education Code 32282 requires districts to incorporate earthquake emergency procedures into the CSSP, as specified in Items #2b and #2c below. For further details about required components of these procedures, see BP/AR 3516 - Emergencies and Disaster Preparedness Plan and AR 3516.3 - Earthquake Emergency Procedure System.

    b. An earthquake emergency procedure system as specified

    c. A procedure to allow public agencies, including the American Red Cross, to use school buildings, grounds, and equipment for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare

    CSBA NOTE: Beginning with the 2026-27 fiscal year, Education Code 32282 requires the district to develop a procedure to identify appropriate refuge shelters for all students and staff to be used in the event of an evacuation order by local authorities and notify the local authorities of the identified refuge. Additionally, Education Code 32282 requires each school serving more than 50 students in a high or very high fire hazard severity zone to coordinate the procedure to identify appropriate refuge shelters with local authorities, and, as part of the CSSP, to develop a communication and evacuation plan which can be used in the event of an early notice evacuation warning, allowing enough time to evacuate all students and staff.

    d. Commencing with the 2026-27 school year, a procedure to identify appropriate refuge shelter for all students and staff to be used in the event of an evacuation order and, for any school in a high or very high fire hazard severity zone, a communication and evacuation plan to be used in the event of an early notice evacuation warning that allows enough time to evacuate all students and staff

3. Policies pursuant to Education Code 48915(d) for students who commit an act listed in Education Code 48915(c) and other school-designated serious acts that would lead to suspension, expulsion, or mandatory expulsion recommendations

4. Procedures to notify teachers of dangerous students pursuant to Education Code 49079

    CSBA NOTE: Education Code 234.1 requires the Governing Board to adopt policy prohibiting discrimination, harassment, intimidation, and bullying based on specified characteristics and requires school personnel who witness such acts to take immediate steps to intervene when safe to do so. For more information regarding the prohibition of discrimination, harassment, intimidation, and bullying, see BP 0410 - Nondiscrimination in District Programs and Activities and BP 5145.3 - Nondiscrimination/Harassment. Additionally, the district's complaint process is required to include a timeline for investigating and resolving complaints and an appeals process; see BP/AR 1312.3 - Uniform Complaint Procedures.

5. A policy consistent with the prohibition against discrimination, harassment, intimidation, and bullying pursuant to Education Code 200-262.4

6. If the school has adopted a dress code prohibiting students from wearing "gang-related apparel" pursuant to Education Code 35183, the provisions of that dress code and the definition of "gang-related apparel"

7. Procedures for safe ingress and egress of students, parents/guardians, and employees to and from school

8. A safe and orderly school environment conducive to learning

9. The rules and procedures on school discipline adopted pursuant to Education Code 35291 and 35291.5

    CSBA NOTE: Pursuant to Education Code 32282, schools are required to include in their CSSPs procedures for conducting tactical responses to criminal incidents, as specified in Item #10. Such procedures are required to be based on the specific needs and context of each school and community.

    Pursuant to Education Code 32281, the Board may elect to have district administrators, rather than the school site council, develop those portions of the CSSP that include tactical responses to criminal incidents

that may result in death or serious bodily injury. For more information regarding tactical response plans, see the accompanying Board policy.

10. Procedures for conducting tactical responses to criminal incidents, including procedures related to individuals with guns on campus and at school-related functions

CSBA NOTE: Pursuant to Education Code 32282, if the district's CSSP includes procedures to prepare for active shooters or other armed assailants by conducting a drill, the district is required to comply with the requirements specified in Item #11, below.

11. If procedures to prepare for active shooters or other armed assailants by conducting a drill are included in the CSSP, the CSSP shall specify that:

    a. The school will not conduct a high-intensity drill, as defined in Education Code 32282

    b. Real weapons, gunfire blanks, or explosions will not be used in the conducting of the drill

    c. A trauma-informed approach as specified in Education Code 32282 will be used in the design and execution of any drill

12. Procedures to assess and respond to reports of any dangerous, violent, or unlawful activity that is being conducted or threatened to be conducted at the school, at an activity sponsored by the school, or on a school bus serving the school

CSBA NOTE: Pursuant to Education Code 32282, the CSSP is required to include procedures to respond to incidents involving an individual experiencing a sudden cardiac arrest or a similar life-threatening medical emergency while on school grounds.

13. Procedures to respond to incidents involving an individual experiencing a sudden cardiac arrest or a similar life-threatening medical emergency while on school grounds

CSBA NOTE: Pursuant to Education Code 32282, as amended by SB 98 (Ch. 124, Statutes of 2025), the CSSP is, by March 1, 2026, required to include procedures specifically designed to notify parents/guardians and district staff when the school confirms the presence of immigration enforcement on the school site. Districts may consult with CSBA's District and County Office of Education Legal Services or district legal counsel when developing notification procedures. For more information regarding response to immigration enforcement, see BP/AR 1445 -Response to Immigration Enforcement.

14. Procedures specifically designed to notify parents/guardians and district staff when the school confirms that an officer or employee of an agency conducting immigration enforcement is on school grounds as specified in Education Code 32282

CSBA NOTE: Item #15 is for districts that serve students in middle school, junior high school, high school, or adult school and should be modified to reflect the students served by the district.

15. For schools that serve students in any of grades 7-12, a protocol in the event a student is suffering or is reasonably believed to be suffering from an opioid overdose

CSBA NOTE: Pursuant to Education Code 32282, the CSSP is required to include an instructional continuity plan to establish communication and provide instruction to students when in-person instruction is disrupted due to an emergency. For more information regarding instructional continuity plans, see CDE's, "Instructional Continuity Plan Guidance," available on its website.

16. An instructional continuity plan to establish communication with students and their families and provide instruction to students when in-person instruction is disrupted due to an emergency, as specified in Education Code 32282

CSBA NOTE: Pursuant to Education Code 48901.7, as amended by AB 962 (Ch. 284, Statutes of 2025), a student may not be prohibited from possessing or using a smartphone in the case of an emergency or in response to a perceived threat of danger, unless explicitly addressed in the CSSP. Item #17 is for use by districts that that have prohibited student use of smartphones during emergencies or in response to a perceived threat of danger in BP 5131.8 - Mobile Communication Devices.

17. Explicit procedures to prohibit the use of smartphones in the case of an emergency or in response to a perceived threat of danger if such use is prohibited in Board Policy 5131.8 - Mobile Communication Devices (Education Code 48901.7)

CSBA NOTE: The following list reflects material previously listed on CDE's website related to Safe Schools Planning. The components are optional and should be revised to reflect district practice.

Among the strategies for providing a safe environment, the CSSP may also include:

1. Development of a positive school climate that promotes respect for diversity, personal and social responsibility, effective interpersonal and communication skills, self-esteem, anger management, and conflict resolution

   CSBA NOTE: Education Code 32261 and 32282 encourage, but do not require, all CSSPs to include policies and procedures aimed at the prevention of bullying, as defined in Education Code 48900(r).

2. Disciplinary policies and procedures that contain prevention strategies, such as strategies to prevent bullying, hazing, and cyberbullying, as well as behavioral expectations and consequences for violations

   CSBA NOTE: Education Code 32261 encourages, but does not require, CSSPs to include Item #3, below.

3. Strategies aimed at preventing potential incidents involving crime and violence on school campuses, including vandalism, drug and alcohol abuse, gang membership and violence, hate crimes, bullying, including bullying committed personally or by means of an electronic act, teen relationship violence, and discrimination and harassment, including sexual harassment

4. Curriculum that emphasizes prevention and alternatives to violence, such as multicultural education and literacy, character/values education, social and emotional learning, media analysis skills, conflict resolution, community service learning, and education related to the prevention of dating violence

5. Parent/guardian and community involvement strategies, including strategies to help ensure parent/guardian support and reinforcement of the school's rules and increase the number of adults on campus

   CSBA NOTE: When providing parents/guardians with school safety materials and emergency communications, CDE encourages districts to do so in language(s) understandable to parents/guardians, as appropriate for the school site.

6. Provision of safety materials and emergency communications in language(s) understandable to parents/guardians

   CSBA NOTE: CSBA's Research and Policy Fact Sheet, "School Safety: Firearm Safety and Storage," provides guidance and best practices related to the safe storage of firearms.

7. Annual notification to parents/guardians related to the safe storage of firearms

8. Prevention and intervention strategies related to the sale or use of drugs and alcohol which shall reflect expectations for drug-free schools and support for recovering students

9. Collaborative relationships among the city, county, community agencies, local law enforcement, the judicial system, and the schools that lead to the development of a set of common goals and community strategies for violence prevention instruction

10. District policy prohibiting the possession of firearms and ammunition on school grounds

11. Measures to prevent or minimize the influence of gangs on campus

    CSBA NOTE: Education Code 32281, as amended by SB 848, authorizes the principal, upon receiving verification from law enforcement, to notify parents/guardians and employees in writing that a violent crime or sex offense has occurred on the school site. Pursuant to Education Code 32281, as amended by SB 848, a "violent crime" is (1) any act for which a student could be expelled and which meets the definition listed in Education Code 67381, including willful homicide, forcible rape, robbery, and aggravated assault, as defined in the, "Federal Bureau of Investigation's Uniform Crime Reporting Handbook," (2) a violent felony listed in Penal Code 667.5, and (3) a serious felony listed in Penal Code 1192.7. "Sex offense" means any offense listed in Education Code 44010. Education Code 32281 encourages that the notice be sent no later than the second workday after receiving verification from law enforcement.

    20 USC 7912 requires that all students attending a "persistently dangerous" school be provided notice of the designation and an option to transfer to a different school within the district. See BP/AR 5116.1 - Intradistrict Open Enrollment.

12. Procedures for receiving verification from law enforcement when a violent crime or sex offense has occurred on school grounds and for promptly notifying parents/guardians and employees of that crime

13. Procedures for the early identification and threat assessment of, and appropriate response to, suspicious and/or threatening digital media content

14. Assessment of the school's physical environment, including a risk management analysis and development of ground security measures such as procedures for closing campuses to outsiders, installing surveillance systems, securing the campus perimeter, protecting buildings against vandalism, and providing for a law enforcement presence on campus

CSBA NOTE: Pursuant to Government Code 8586.5, the California Cybersecurity Integration Center (CSIC) serves as the central organizing hub of the state government's cybersecurity preparedness and response activities and coordinates cyber intelligence and information sharing, and is required to coordinate information sharing, including cyber threat information, with school districts. Government Code 11549.3 authorizes districts, at district expense, to request the Military Department, in consultation with CSIC, to perform an independent security assessment of the district or individual district school. Districts are encouraged to consult with the California Office of Emergency Services (OES) and utilize resources such as the State Threat Assessment System and Regional Fusion Centers to help assess potential threats. For more information see OES' website.

Pursuant to Education Code 35266 districts that experience a cyberattack, as defined, which impacts more than 500 students or personnel, are required to report such cyberattack to CSIC.

15. Independent security assessment of the school's network infrastructure and selected web applications to identify vulnerabilities and provide recommendations to improve cybersecurity

CSBA NOTE: Education Code 32282.1 does not require, but encourages, that CSSPs include the strategies described in Item #16 below, to the extent the district uses the listed professionals. CDE's, "The Comprehensive School Safety Plan: Recommended Components," available on its website, includes athletic coaches in the list of professionals and specifies that community intervention professionals include those who speak languages other than English.

16. Guidelines for the roles and responsibilities of mental health professionals, athletic coaches, community intervention professionals, school counselors, school resource officers, and police officers on school campuses

Guidelines may include, but are not limited to, the following:

a. Strategies to create and maintain a positive school climate, promote school safety, and increase student achievement

b. Strategies to prioritize mental health and intervention services, restorative and transformative justice programs, and positive behavior interventions and support

c. Protocols to address the mental health care of students who have witnessed a violent act at any time, including, but not limited to, while on school grounds, while coming or going from school, during a lunch period whether on or off campus, or during or while going to or coming from a school-sponsored activity

17. Strategies for suicide prevention and intervention

CSBA NOTE: Policies and/or plans for maintaining a safe school environment during a pandemic, as described in Item #18 below, may be included in the district's comprehensive safety plan. Such policies may include BP 3516.5 - Emergency Schedules, BP 4113.5 - Working Remotely, BP 4119.41 - Employees with Infectious Disease, BP/AR 5141.22 - Infectious Diseases, and BP/AR 6158 - Independent Study.

18. District policy and/or plan related to pandemics

CSBA NOTE: Penal Code 626.8 provides that a person may be guilty of a misdemeanor for infringing with or disrupting a school activity, remaining on campus after having been asked to leave, reentering within seven days of being asked to leave, establishing a continued pattern of unauthorized entry, or willfully or knowingly creating a disruption with the intent to threaten the immediate physical safety of a student in preschool or grades K-8 who is arriving at, attending, or leaving school; see BP/AR 3515.2 - Disruptions.

19. Procedures to implement when a person interferes with or disrupts a school activity, remains on campus after

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having been asked to leave, or creates a disruption with the intent to threaten the immediate physical safety of students or staff

20. Crisis prevention and intervention strategies, which may include the following:

    a. Identification of possible crises that may occur, determination of necessary tasks that need to be addressed, and development of procedures relative to each crisis, including the involvement of law enforcement and other public safety agencies as appropriate

    b. Threat assessment strategies to determine the credibility and seriousness of a threat and provide appropriate interventions for the potential offender(s)

    c. Assignment of staff members responsible for each identified task and procedure

    d. Development of an evacuation plan based on an assessment of buildings and grounds and opportunities for students and staff to practice the evacuation plan

    e. Coordination of communication to schools, Governing Board members, parents/guardians, and the media

    f. Communication with parents/guardians of reunification plans and the necessity of cooperating with first responders

    g. Development of a method for the reporting of violent incidents

    h. Development of follow-up procedures that may be required after a crisis has occurred, such as counseling

    CSBA NOTE: Education Code 49390 and 49393 require certificated and classified employees of the district, or other school officials such as Board members, whose duties bring the employee or other school official in contact on a regular basis with students in any of grades 6-12, as part of a middle school or high school, who are alerted to or observe any threat or perceived threat of a homicidal act, as defined, to immediately report the threat or perceived threat to law enforcement in accordance with Education Code 49393. "Threat or perceived threat" means any writing or action of a student that creates a reasonable suspicion that the student is preparing to commit a homicidal act related to school or a school activity. This may include possession, use, or depictions of firearms, ammunition, shootings, or targets in association with infliction of physical harm, destruction, or death in a social media post, journal, class note, or other media associated with the student. It may also include a warning by a parent/guardian, student, or other individual.

21. Training on assessment and reporting of potential threats, violence prevention, and intervention techniques

    Such training shall include preparation to implement the elements of the CSSP

    CSBA NOTE: Pursuant to Education Code 32284, the CSSP may, at the discretion of the Board, include procedures for responding to the release of a pesticide or other toxic substance from properties located within one-quarter mile of a school. No state funds may be used for this purpose.

22. Environmental safety strategies, including, but not limited to, procedures for preventing and mitigating exposure to toxic pesticides, lead, asbestos, vehicle emissions, and other hazardous substances and contaminants

23. Continuity of operations procedures to ensure that the district's essential functions are not disrupted during an emergency, to the extent possible

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Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the Governing Board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
5 CCR 11987-11987.7	School Community Violence Prevention Program requirements
5 CCR 11992-11993	Persistently dangerous schools; definition

State	Description
CA Constitution Article 1, Section 28	Right to Safe Schools
Ed. Code 200-262.4	Prohibition of discrimination
Ed. Code 32260-32262	Interagency School Safety Demonstration Act of 1985
Ed. Code 32270	School safety cadre
Ed. Code 32280-32289.5	School safety plans
Ed. Code 32290	Safety devices
Ed. Code 35147	School site councils and advisory committees
Ed. Code 35183	School dress code; uniforms
Ed. Code 35266	Reporting of cyberattacks
Ed. Code 35291	Rules
Ed. Code 35291.5	School-adopted discipline rules
Ed. Code 41020	Requirement for annual audit
Ed. Code 44010	Sex offense; definition
Ed. Code 48900-48927	Suspension and expulsion
Ed. Code 48901.7	Smartphone limitation or prohibition
Ed. Code 48950	Speech and other communication
Ed. Code 48980	Parent/Guardian notifications
Ed. Code 49079	Notification to teacher; student act constituting grounds for suspension or expulsion
Ed. Code 49390-49395	Homicide threats
Ed. Code 49414.35	Emergency treatment for opioid overdose
Ed. Code 49414.6	Student possession of opioid antagonist
Ed. Code 67381	Availability of information regarding crimes
Gov. Code 11549.3	Independent security assessment
Gov. Code 54957	Closed session meetings for threats to security
Gov. Code 8586.5	California Cybersecurity Integration Center
Pen. Code 11164-11174.3	Child Abuse and Neglect Reporting Act
Pen. Code 1192.7	Criminal procedures
Pen. Code 422.55	Definition of hate crime
Pen. Code 626.8	Disruptions
Pen. Code 667.5	Violent felony; definition

Federal	Description
20 USC 1400-1482	Individuals with Disabilities Education Act
20 USC 7111-7122	Student support and academic enrichment grants
20 USC 7912	Transfers from persistently dangerous schools
29 USC 794	Rehabilitation Act of 1973; Section 504
42 USC 12101-12213	Americans with Disabilities Act
6 USC 665k	Federal Clearinghouse on School Safety Evidence-Based Practices

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Management Resources	Description
CA Office of the Attorney General Publication	Promoting a Safe and Secure Learning Environment for All: Guidance and Model Policies to Assist California's TK-12 Schools in Responding to Requests for Access and Information for Immigration Enforcement Purposes, December 2025
California Department of Education	Instructional Continuity Plan Guidance
CSBA Publication	Comprehensive School Safety Plans, July 2024
CSBA Publication	School Safety: Firearm Safety and Storage, May 2023
CSBA Publication	Cyberbullying: Policy Considerations for Boards, Policy Brief, rev. July 2010
CSBA Publication	Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011
Federal Bureau of Investigation Publication	Uniform Crime Reporting Handbook, 2004
Nat'l Assoc. of Secondary School Principals Pub	The NASSP Principal Recovery Network Guide to Recovery
U.S. Department of Education Publication	Practical Information on Crisis Planning: A Guide for Schools and Communities, January 2007
U.S. Department of Homeland Security Publication	Behavioral Threat Assessment and Management in Practice 2024
Website	California Department of Education, Resources to Include Immigrant Families
Website	California Department of Education, LEA Immigration Enforcement Policy Submission
Website	California Department of Education, School Safety Elements and Resources
Website	California Department of Education, Language Services Policy and Process
Website	Schoolsafety.gov
Website	California Department of Education, Safe Schools Planning
Website	California Military Department
Website	California Department of Technology, Independent Security Assessment
Website	U.S. Department of Homeland Security, Fusion Centers
Website	California State Threat Assessment System
Website	CSBA District and County Office of Education Legal Services
Website	U.S. Secret Service, National Threat Assessment Center
Website	Centers for Disease Control and Prevention
Website	Federal Bureau of Investigation
Website	National Center for Crisis Management
Website	National School Safety Center
Website	California Department of Education, Safe Schools
Website	California Governor's Office of Emergency Services
Website	California Healthy Kids Survey
Website	U.S. Department of Education
Website	CSBA

Cross References	Description
0400	Comprehensive Plans
0410	Nondiscrimination In District Programs And Activities
0420	School Plans/Site Councils

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Cross References	Description
0420	School Plans/Site Councils
0460	Local Control And Accountability Plan
0460	Local Control And Accountability Plan
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0510	School Accountability Report Card
0510	School Accountability Report Card
1100	Communication With The Public
1100-E PDF(1)	Communication With The Public
1112	Media Relations
1113	District And School Websites
1113	District And School Websites
1113-E(1)	District And School Websites
1113-E(2)	District And School Websites
1220	Citizen Advisory Committees
1220	Citizen Advisory Committees
1312.3	Uniform Complaint Procedures
1312.3	Uniform Complaint Procedures
1312.3-E PDF(3)	Uniform Complaint Procedures
1312.3-E PDF(4)	Uniform Complaint Procedures
1312.3-E(1)	Uniform Complaint Procedures
1312.3-E(2)	Uniform Complaint Procedures
1313	Civility
1330	Use Of School Facilities
1330	Use Of School Facilities
1330-E PDF(1)	Use Of School Facilities
1340	Access To District Records
1340	Access To District Records
1400	Relations Between Other Governmental Agencies And The Schools
2210	Administrative Discretion Regarding Board Policy
3510	Green School Operations
3510	Green School Operations
3511	Energy And Water Management
3511	Energy And Water Management
3513.3	Tobacco-Free Schools
3513.3	Tobacco-Free Schools
3514	Environmental Safety
3514	Environmental Safety
3514.1	Hazardous Substances
3514.1	Hazardous Substances
3514.2	Integrated Pest Management

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Cross References	Description
3515	Campus Security
3515	Campus Security
3515.2	Disruptions
3515.2	Disruptions
3515.3	District Police/Security Department
3515.31	School Resource Officers
3515.4	Recovery For Property Loss Or Damage
3515.4	Recovery For Property Loss Or Damage
3515.5	Sex Offender Notification
3515.5	Sex Offender Notification
3515.7	Firearms On School Grounds
3516	Emergencies And Disaster Preparedness Plan
3516	Emergencies And Disaster Preparedness Plan
3516.1	Fire Drills And Fires
3516.2	Bomb Threats
3516.3	Earthquake Emergency Procedure System
3516.5	Emergency Schedules
3516.5	Emergency Schedules
3530	Risk Management/Insurance
3530	Risk Management/Insurance
3543	Transportation Safety And Emergencies
4119.11	Sexual Harassment
4119.11	Sexual Harassment
4119.23	Unauthorized Release Of Confidential/Privileged Information
4131	Staff Development
4140	Bargaining Units
4141.6	Concerted Action/Work Stoppage
4141.6	Concerted Action/Work Stoppage
4157	Employee Safety
4157	Employee Safety
4158	Employee Security
4158	Employee Security
4219.11	Sexual Harassment
4219.11	Sexual Harassment
4219.23	Unauthorized Release Of Confidential/Privileged Information
4231	Staff Development
4240	Bargaining Units
4241.6	Concerted Action/Work Stoppage
4241.6	Concerted Action/Work Stoppage
4257	Employee Safety

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Cross References	Description
4257	Employee Safety
4258	Employee Security
4258	Employee Security
4319.11	Sexual Harassment
4319.11	Sexual Harassment
4319.21	Professional Standards
4319.21-E PDF(1)	Professional Standards
4319.23	Unauthorized Release Of Confidential/Privileged Information
4331	Staff Development
4340	Bargaining Units
4357	Employee Safety
4357	Employee Safety
4358	Employee Security
4358	Employee Security
5020	Parent Rights And Responsibilities
5020	Parent Rights And Responsibilities
5112.5	Open/Closed Campus
5113	Absences And Excuses
5113	Absences And Excuses
5113.1	Chronic Absence And Truancy
5113.1	Chronic Absence And Truancy
5116.1	Intradistrict Open Enrollment
5116.1	Intradistrict Open Enrollment
5131	Conduct
5131.2	Bullying
5131.2	Bullying
5131.4	Student Disturbances
5131.4	Student Disturbances
5131.41	Use Of Seclusion And Restraint
5131.5	Vandalism And Graffiti
5131.6	Alcohol And Other Drugs
5131.6	Alcohol And Other Drugs
5131.62	Tobacco
5131.62	Tobacco
5131.63	Steroids
5131.63	Steroids
5131.7	Weapons And Dangerous Instruments
5131.7	Weapons And Dangerous Instruments
5131.8	Mobile Communication Devices
5132	Dress And Grooming

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Cross References	Description
5132	Dress And Grooming
5136	Gangs
5136	Gangs
5137	Positive School Climate
5138	Conflict Resolution/Peer Mediation
5141.22	Infectious Diseases
5141.22	Infectious Diseases
5141.4	Child Abuse Prevention And Reporting
5141.4	Child Abuse Prevention And Reporting
5141.52	Suicide Prevention
5141.52	Suicide Prevention
5142	Safety
5142	Safety
5142.2	Safe Routes To School Program
5142.2	Safe Routes To School Program
5144	Discipline
5144	Discipline
5144.1	Suspension And Expulsion/Due Process
5144.1	Suspension And Expulsion/Due Process
5144.2	Suspension And Expulsion/Due Process (Students With Disabilities)
5144.2-E PDF(1)	Suspension And Expulsion/Due Process (Students With Disabilities)
5145.12	Search And Seizure
5145.12	Search And Seizure
5145.3	Nondiscrimination/Harassment
5145.3	Nondiscrimination/Harassment
5145.6	Parent/Guardian Notifications
5145.6-E PDF(2)	Parent/Guardian Notifications
5145.6-E(1)	Parent/Guardian Notifications
5145.7	Sexual Harassment
5145.7	Sexual Harassment
5145.9	Hate-Motivated Behavior
5148.2	Before/After School Programs
5148.2	Before/After School Programs
6020	Parent Involvement
6020	Parent Involvement
6141.2	Recognition Of Religious Beliefs And Customs
6141.2	Recognition Of Religious Beliefs And Customs
6142.3	Civic Education
6142.4	Service Learning/Community Service Classes
6142.8	Comprehensive Health Education

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Cross References	Description
6142.8	Comprehensive Health Education
6153	School-Sponsored Trips
6153	School-Sponsored Trips
6153-E PDF(1)	School-Sponsored Trips
6158	Independent Study
6158	Independent Study
6159	Individualized Education Program
6159	Individualized Education Program
6164.2	Guidance/Counseling Services
6173.1	Education For Foster Youth
6173.1	Education For Foster Youth
6184	Continuation Education
6184	Continuation Education
7214	General Obligation Bonds
7214	General Obligation Bonds
9010	Public Statements
9011	Disclosure Of Confidential/Privileged Information
9320	Meetings And Notices
9321	Closed Session

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Policy 0450: Comprehensive Safety Plan **Status:** DRAFT

Original Adopted Date: 05/21/2019 **| Last Revised Date:** 10/09/2025

CSBA NOTE: The following policy is optional and may be revised to reflect district practice. Pursuant to Education Code 32280-32289.5, districts are responsible for ensuring that a comprehensive school safety plan (CSSP) with specified components is in place for each district school. As required by Education Code 32282 and 32288, the California Department of Education (CDE) has posted on its website a compliance checklist for developing CSSPs and best practices for reviewing and approving the plans. CSSPs are reviewed through the annual audits required by Education Code 41020 to ensure that they are updated and approved by March 1 of each year.

Additionally, Education Code 32280.5 encourages each school with an enrollment of 100 students or more to, on or before, July 1, 2030, implement a web-based or app-based school safety program that includes specified components.

The Governing Board recognizes that students and staff have the right to a safe and secure campus where they are free from physical and psychological harm. The Board is fully committed to maximizing school safety and to creating a positive learning environment that includes strategies for violence prevention and high expectations for staff and student conduct, responsible behavior, and respect for others.

CSBA NOTE: Pursuant to Education Code 32281 and 32286, each school is required to adopt a CSSP (Option 1 below). However, districts with an average daily attendance (ADA) of 2,500 or less are authorized by Education Code 32281 to develop a districtwide comprehensive safety plan in lieu of developing school plans; thus, those districts may select either Option 1 or 2 to reflect district practice. Any district may choose to develop both district and school plans.

~~OPTION 1: (Districts with more than 2,500 ADA, and districts with 2,500 or less ADA that choose to develop school site plans)~~

The school site council at each district school shall develop a comprehensive school safety plan (CSSP) relevant to the needs and resources of that particular school. New school campuses shall develop a CSSP within one year of initiating operations. (Education Code 32281, 32286)

The CSSP shall take into account the school's staffing, available resources, and building design, as well as other factors unique to the school site.

~~OPTION 1 ENDS HERE~~

~~OPTION 2: (Districts with 2,500 or less ADA that choose to develop a districtwide plan)~~

~~The Superintendent or designee shall be responsible for the development of a districtwide comprehensive safety plan that is applicable to each school site. (Education Code 32281)~~

~~OPTION 2 ENDS HERE~~

CSBA NOTE: The following two paragraphs apply to all districts. Education Code 32286 requires that the school site council review and update the CSSP by March 1 of each year. In districts with ADA of 2,500 or less that choose to develop a districtwide plan in accordance with Option 2 above, the Superintendent or designee may conduct the annual review.

Education Code 32288 requires the updated plan(s) to be submitted to the Governing Board for approval. The Board may choose to delegate to the Superintendent or designee the responsibility to review and approve the updated plans, but the Board remains responsible for ensuring compliance with the law.

The CSSP(s) shall be reviewed and updated by March 1 of each year and forwarded to the Board for approval. (Education Code 32286, 32288)

CSBA NOTE: Pursuant to Education Code 32282, the annual evaluation of the CSSP is required to include ensuring that the plan provides appropriate adaptations for students with disabilities.

The Board shall review the comprehensive safety plan(s) in order to ensure compliance with state law, Board policy, and administrative regulation and shall approve the plan(s) at a regularly scheduled meeting.

CSBA NOTE: The following paragraph is optional and may be revised to reflect district practice. Education Code

32280 states the legislative intent that all school staff be trained on the CSSP.

As necessary, the Superintendent or designee shall provide training on the CSSP to all school staff.

CSBA NOTE: Education Code 32288 requires that districts notify CDE if a school has not complied with the CSSP requirements. In the event that the Superintendent of Public Instruction determines that there has been a willful failure by a district to make any report required by Education Code 32280-32289, Education Code 32287 provides that the district may be fined up to $2,000.

By October 15 of each year, the Superintendent or designee shall notify the California Department of Education (CDE) of any schools that have not complied with the requirements of Education Code 32281. (Education Code 32288)

Tactical Response Plan

CSBA NOTE: The following section is optional. Pursuant to Education Code 32281, the Board may, after consulting with law enforcement officials, elect to have the district, rather than the school site council, develop those portions of the CSSP that include tactical responses to criminal incidents that may result in death or serious bodily injury.

Notwithstanding the process described above, any portion of a CSSP that addresses tactical responses to criminal incidents that may result in death or serious bodily injury at the school site, including steps to safeguard students and staff, secure affected school premises, and apprehend criminal perpetrator(s), shall be developed by the Superintendent or designee in accordance with Education Code 32281. In developing such strategies, the Superintendent or designee shall consult with law enforcement officials and with representative(s) of employee bargaining unit(s), if they choose to participate.

When reviewing the tactical response plan, the Board may meet in closed session to confer with law enforcement officials and approve the tactical response plan, provided that any vote to approve the tactical response plan is announced in open session following the closed session. (Education Code 32281)

Safety Plan(s) Access and Reporting

The Superintendent or designee shall ensure that an updated file of all safety-related plans and materials is readily available for inspection by the public. (Education Code 32282)

However, those portions of the CSSP that include tactical responses to criminal incidents need not be publicly disclosed.

The Superintendent or designee shall share the CSSPs and any updates to the plans with local law enforcement, the local fire department, and other first responder entities. (Education Code 32281)

CSBA NOTE: Pursuant to Education Code 32289.5, the district is required to provide data to CDE pertaining to lockdown or multi-option response drills conducted at district schools, as specified.

Additionally, the Superintendent or designee shall provide data to CDE pertaining to lockdown or multi-option response drills conducted at district schools in accordance with Education Code 32289.5. (Education Code 32289.5)

Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the Governing Board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
5 CCR 11987-11987.7	School Community Violence Prevention Program requirements
5 CCR 11992-11993	Persistently dangerous schools; definition
CA Constitution Article 1, Section 28	Right to Safe Schools
Ed. Code 200-262.4	Prohibition of discrimination
Ed. Code 32260-32262	Interagency School Safety Demonstration Act of 1985
Ed. Code 32270	School safety cadre
Ed. Code 32280-32289.5	School safety plans
Ed. Code 32290	Safety devices

State	Description
Ed. Code 35147	School site councils and advisory committees
Ed. Code 35183	School dress code; uniforms
Ed. Code 35266	Reporting of cyberattacks
Ed. Code 35291	Rules
Ed. Code 35291.5	School-adopted discipline rules
Ed. Code 41020	Requirement for annual audit
Ed. Code 44010	Sex offense; definition
Ed. Code 48900-48927	Suspension and expulsion
Ed. Code 48901.7	Smartphone limitation or prohibition
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Ed. Code 49079	Notification to teacher; student act constituting grounds for suspension or expulsion
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Pen. Code 422.55	Definition of hate crime
Pen. Code 626.8	Disruptions
Pen. Code 667.5	Violent felony; definition

Federal	Description
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20 USC 7912	Transfers from persistently dangerous schools
29 USC 794	Rehabilitation Act of 1973; Section 504
42 USC 12101-12213	Americans with Disabilities Act
6 USC 665k	Federal Clearinghouse on School Safety Evidence-Based Practices

Management Resources	Description
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California Department of Education	Instructional Continuity Plan Guidance
CSBA Publication	Comprehensive School Safety Plans, July 2024
CSBA Publication	School Safety: Firearm Safety and Storage, May 2023

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Management Resources	Description
CSBA Publication	Cyberbullying: Policy Considerations for Boards, Policy Brief, rev. July 2010
CSBA Publication	Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011
Federal Bureau of Investigation Publication	Uniform Crime Reporting Handbook, 2004
Nat'l Assoc. of Secondary School Principals Pub	The NASSP Principal Recovery Network Guide to Recovery
U.S. Department of Education Publication	Practical Information on Crisis Planning: A Guide for Schools and Communities, January 2007
U.S. Department of Homeland Security Publication	Behavioral Threat Assessment and Management in Practice 2024
Website	California Department of Education, Resources to Include Immigrant Families
Website	California Department of Education, LEA Immigration Enforcement Policy Submission
Website	California Department of Education, School Safety Elements and Resources
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Website	Schoolsafety.gov
Website	California Department of Education, Safe Schools Planning
Website	California Military Department
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Website	U.S. Department of Homeland Security, Fusion Centers
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Website	Federal Bureau of Investigation
Website	National Center for Crisis Management
Website	National School Safety Center
Website	California Department of Education, Safe Schools
Website	California Governor's Office of Emergency Services
Website	California Healthy Kids Survey
Website	U.S. Department of Education
Website	CSBA

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0410	Nondiscrimination In District Programs And Activities
0420	School Plans/Site Councils
0420	School Plans/Site Councils
0460	Local Control And Accountability Plan
0460	Local Control And Accountability Plan
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0510	School Accountability Report Card
0510	School Accountability Report Card

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Cross References	Description
1100	Communication With The Public
1100-E PDF(1)	Communication With The Public
1112	Media Relations
1113	District And School Websites
1113	District And School Websites
1113-E(1)	District And School Websites
1113-E(2)	District And School Websites
1220	Citizen Advisory Committees
1220	Citizen Advisory Committees
1312.3	Uniform Complaint Procedures
1312.3	Uniform Complaint Procedures
1312.3-E PDF(3)	Uniform Complaint Procedures
1312.3-E PDF(4)	Uniform Complaint Procedures
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1312.3-E(2)	Uniform Complaint Procedures
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1330	Use Of School Facilities
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3511	Energy And Water Management
3513.3	Tobacco-Free Schools
3513.3	Tobacco-Free Schools
3514	Environmental Safety
3514	Environmental Safety
3514.1	Hazardous Substances
3514.1	Hazardous Substances
3514.2	Integrated Pest Management
3515	Campus Security
3515	Campus Security
3515.2	Disruptions
3515.2	Disruptions
3515.3	District Police/Security Department
3515.31	School Resource Officers

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Cross References	Description
3515.4	Recovery For Property Loss Or Damage
3515.4	Recovery For Property Loss Or Damage
3515.5	Sex Offender Notification
3515.5	Sex Offender Notification
3515.7	Firearms On School Grounds
3516	Emergencies And Disaster Preparedness Plan
3516	Emergencies And Disaster Preparedness Plan
3516.1	Fire Drills And Fires
3516.2	Bomb Threats
3516.3	Earthquake Emergency Procedure System
3516.5	Emergency Schedules
3516.5	Emergency Schedules
3530	Risk Management/Insurance
3530	Risk Management/Insurance
3543	Transportation Safety And Emergencies
4119.11	Sexual Harassment
4119.11	Sexual Harassment
4119.23	Unauthorized Release Of Confidential/Privileged Information
4131	Staff Development
4140	Bargaining Units
4141.6	Concerted Action/Work Stoppage
4141.6	Concerted Action/Work Stoppage
4157	Employee Safety
4157	Employee Safety
4158	Employee Security
4158	Employee Security
4219.11	Sexual Harassment
4219.11	Sexual Harassment
4219.23	Unauthorized Release Of Confidential/Privileged Information
4231	Staff Development
4240	Bargaining Units
4241.6	Concerted Action/Work Stoppage
4241.6	Concerted Action/Work Stoppage
4257	Employee Safety
4257	Employee Safety
4258	Employee Security
4258	Employee Security
4319.11	Sexual Harassment
4319.11	Sexual Harassment
4319.21	Professional Standards

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Cross References	Description
4319.21-E PDF(1)	Professional Standards
4319.23	Unauthorized Release Of Confidential/Privileged Information
4331	Staff Development
4340	Bargaining Units
4357	Employee Safety
4357	Employee Safety
4358	Employee Security
4358	Employee Security
5020	Parent Rights And Responsibilities
5020	Parent Rights And Responsibilities
5112.5	Open/Closed Campus
5113	Absences And Excuses
5113	Absences And Excuses
5113.1	Chronic Absence And Truancy
5113.1	Chronic Absence And Truancy
5116.1	Intradistrict Open Enrollment
5116.1	Intradistrict Open Enrollment
5131	Conduct
5131.2	Bullying
5131.2	Bullying
5131.4	Student Disturbances
5131.4	Student Disturbances
5131.41	Use Of Seclusion And Restraint
5131.5	Vandalism And Graffiti
5131.6	Alcohol And Other Drugs
5131.6	Alcohol And Other Drugs
5131.62	Tobacco
5131.62	Tobacco
5131.63	Steroids
5131.63	Steroids
5131.7	Weapons And Dangerous Instruments
5131.7	Weapons And Dangerous Instruments
5131.8	Mobile Communication Devices
5132	Dress And Grooming
5132	Dress And Grooming
5136	Gangs
5136	Gangs
5137	Positive School Climate
5138	Conflict Resolution/Peer Mediation
5141.22	Infectious Diseases

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Cross References	Description
5141.22	Infectious Diseases
5141.4	Child Abuse Prevention And Reporting
5141.4	Child Abuse Prevention And Reporting
5141.52	Suicide Prevention
5141.52	Suicide Prevention
5142	Safety
5142	Safety
5142.2	Safe Routes To School Program
5142.2	Safe Routes To School Program
5144	Discipline
5144	Discipline
5144.1	Suspension And Expulsion/Due Process
5144.1	Suspension And Expulsion/Due Process
5144.2	Suspension And Expulsion/Due Process (Students With Disabilities)
5144.2-E PDF(1)	Suspension And Expulsion/Due Process (Students With Disabilities)
5145.12	Search And Seizure
5145.12	Search And Seizure
5145.3	Nondiscrimination/Harassment
5145.3	Nondiscrimination/Harassment
5145.6	Parent/Guardian Notifications
5145.6-E PDF(2)	Parent/Guardian Notifications
5145.6-E(1)	Parent/Guardian Notifications
5145.7	Sexual Harassment
5145.7	Sexual Harassment
5145.9	Hate-Motivated Behavior
5148.2	Before/After School Programs
5148.2	Before/After School Programs
6020	Parent Involvement
6020	Parent Involvement
6141.2	Recognition Of Religious Beliefs And Customs
6141.2	Recognition Of Religious Beliefs And Customs
6142.3	Civic Education
6142.4	Service Learning/Community Service Classes
6142.8	Comprehensive Health Education
6142.8	Comprehensive Health Education
6153	School-Sponsored Trips
6153	School-Sponsored Trips
6153-E PDF(1)	School-Sponsored Trips
6158	Independent Study
6158	Independent Study

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Cross References	Description
6159	Individualized Education Program
6159	Individualized Education Program
6164.2	Guidance/Counseling Services
6173.1	Education For Foster Youth
6173.1	Education For Foster Youth
6184	Continuation Education
6184	Continuation Education
7214	General Obligation Bonds
7214	General Obligation Bonds
9010	Public Statements
9011	Disclosure Of Confidential/Privileged Information
9320	Meetings And Notices
9321	Closed Session

Draft

Policy 1340: Access To District Records

Status: DRAFT

Original Adopted Date: 10/18/2017 | **Last Revised Date:** 09/11/2025

CSBA NOTE: The following optional policy and accompanying administrative regulation reflect requirements of the California Public Records Act (CPRA) (Government Code 7920.000 - 7930.215) pertaining to public access to public records of the district. "Public records," as defined by Government Code 7920.530, include any writing containing information relating to the conduct of the district's business prepared, owned, used, or retained by the district regardless of physical form or characteristics; see "Definitions" in the accompanying administrative regulation. For information regarding retention of records, see BP/AR 3580 - District Records, AR 4112.6/4212.6/4312.6 - Personnel Files, and BP/AR 5125 - Student Records.

Because the rules and regulations surrounding CPRA disclosures are complex, it is recommended that districts with questions about an appropriate response to a CPRA request consult CSBA's District and County Office of Education Legal Services or district legal counsel.

The Governing Board recognizes the right of members of the public to have access to public records of the district. The district shall provide any member of the public reasonable access to the public records of the district during normal business hours and within the requirements of law. Public access shall not be given to records that are exempt from public disclosure pursuant to the California Public Records Act or other state or federal law.

CSBA NOTE: In City of San Jose v. Superior Court, the California Supreme Court held that communications regarding public business that have been sent, received, or stored by public officials on a personal account or device are not categorically exempt from disclosure under the CPRA. The court noted that public agencies are required to disclose all applicable records that can be located "with reasonable effort," including those records contained on a public official's or employee's personal device, regardless of whether they were transmitted through district servers. Such searches need not be extraordinarily extensive or intrusive. For further information, see CSBA's, "Legal Alert: Tips for Governing Boards in Response to Public Records Act Ruling on Electronic Communications." Also see AR 3580 - District Records, BP 4040 - Employee Use of Technology, and BB 9012 - Board Member Electronic Communications.

In response to a public records request, the Superintendent or designee shall make reasonable efforts to locate the requested records, including, but not limited to, any electronic communication substantively related to the records, such as email, text messages, instant messages, and other electronic communications, regardless of whether they are transmitted through a district-provided device or account or through an employee's or Board member's personal device or account.

The district may charge for copies of public records or other materials requested by individuals or groups, in accordance with law and as specified in the accompanying administrative regulation.

CSBA NOTE: The following paragraph is optional.

In order to help maintain the security of district records, members of the public granted access shall examine records in the presence of a district staff member.

Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the Governing Board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
5 CCR 430-438	Individual student records
CA Constitution Article 1, Section 3	Right of access to governmental information
Civil Code 1798.3	Personal information
Ed. Code 234.7	Student protections relating to immigration and citizenship status
Ed. Code 35145	Public meetings
Ed. Code 35170	Authority to secure copyrights
Ed. Code 35250	Duty to keep certain records and reports
Ed. Code 35266	Cybersecurity
Ed. Code 41020	Requirement for annual audit

State	Description
Ed. Code 42103	Budget notification
Ed. Code 44031	Personnel file contents and inspection
Ed. Code 44839	Medical certificates; periodic medical examination
Ed. Code 49060-49079	Student records
Ed. Code 49091.10	Parental review of curriculum and instruction
Gov. Code 11549.3	Office of Information Security
Gov. Code 3547	Proposals relating to representation
Gov. Code 53262	Employment contracts
Gov. Code 54957.2	Minute book record of closed sessions
Gov. Code 54957.5	Agendas and other writings distributed for discussion or consideration
Gov. Code 6205-6210	Address confidentiality; victims of domestic violence, sexual assault, stalking, human trafficking, child abduction, and elder and dependent adult abuse
Gov. Code 6215-6216	Address confidentiality; reproductive health care providers, employees, volunteers, patients, and other individuals who face threats or violence
Gov. Code 7920.000-7930.215	California Public Records Act
Gov. Code 81008	Political Reform Act, public records; inspection and reproduction
Gov. Code 8310.3	California Religious Freedom Act
Gov. Code 8450	Tribal financial information
Gov. Code 8550-8669.7	California Emergency Services Act
Gov. Code 8586.5	Office of Emergency Services; California Cybersecurity Information Center

Federal	Description
20 USC 1232g	Family Educational Rights and Privacy Act (FERPA) of 1974
34 CFR 99.1-99.8	Family Educational Rights and Privacy Act

Management Resources	Description
Attorney General Opinion	64 Ops.Cal.Atty.Gen. 186 (1981)
Attorney General Opinion	71 Ops.Cal.Atty.Gen. 235 (1988)
CA Office of the Attorney General Publication	Promoting a Safe and Secure Learning Environment for All: Guidance and Model Policies to Assist California's TK-12 Schools in Responding to Requests for Access and Information for Immigration Enforcement Purposes, December 2025
CA Office of the Attorney General Publication	Summary of the California Public Records Act, August 2004
CA Office of the Attorney General Publication	California Department of Justice Guidelines for Access to Public Records, October 2017
Court Decision	National Lawyers Guild, San Francisco Bay Area Chapter v. City of Hayward (2020) 9 Cal.5th 488
Court Decision	Sacramento County Employees' Retirement System v. Superior Court (2011) 195 Cal. App. 4th 440
Court Decision	Fairley v. Superior Court (1998) 66 Cal.App. 4th 1414
Court Decision	International Federation of Professional and Technical Engineers v. The Superior Court of Alameda County (2007) 42 Cal.4th 319
Court Decision	Kleitman v. Superior Court (1999) 74 Cal.App. 4th 324

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Management Resources	Description
Court Decision	Los Angeles County Board of Supervisors v. Superior Court (2016) 2 Cal.5th 282
Court Decision	Los Angeles Times v. Alameda Corridor Transportation Authority (2001) 88 Cal.App.4th 1381
Court Decision	North County Parents Organization for Children with Special Needs v. Department of Education (1994) 23 Cal.App. 4th 144
Court Decision	City of San Jose v. Superior Court (2017) 2 Cal.5th 608
CSBA Publication	Legal Alert: Tips for Governing Boards in Response to Public Records Act Ruling on Electronic Communications, March 2017
League of California Cities Publication	The People's Business: A Guide to the California Public Records Act, rev. April 2017
Website	California Department of Education, Resources to Include Immigrant Families
Website	California Department of Education, LEA Immigration Enforcement Policy Submission
Website	California Office of Emergency Services
Website	CSBA District and County Office of Education Legal Services
Website	League of California Cities
Website	State Bar of California
Website	California Office of the Attorney General
Website	CSBA

Cross References	Description
0400	Comprehensive Plans
0420	School Plans/Site Councils
0420	School Plans/Site Councils
0440	District Technology Plan
0441	Artificial Intelligence
0450	Comprehensive Safety Plan
0450	Comprehensive Safety Plan
0460	Local Control And Accountability Plan
0460	Local Control And Accountability Plan
1100	Communication With The Public
1100-E PDF(1)	Communication With The Public
1112	Media Relations
1113	District And School Websites
1113	District And School Websites
1113-E(1)	District And School Websites
1113-E(2)	District And School Websites
1220	Citizen Advisory Committees
1220	Citizen Advisory Committees
1312.3	Uniform Complaint Procedures
1312.3	Uniform Complaint Procedures

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Cross References	Description
1312.3-E PDF(3)	Uniform Complaint Procedures
1312.3-E PDF(4)	Uniform Complaint Procedures
1312.3-E(1)	Uniform Complaint Procedures
1312.3-E(2)	Uniform Complaint Procedures
1312.4	Williams Uniform Complaint Procedures
1312.4-E(1)	Williams Uniform Complaint Procedures
1312.4-E(2)	Williams Uniform Complaint Procedures
2121	Superintendent's Contract
3100	Budget
3100	Budget
3230	Federal Grant Funds
3230	Federal Grant Funds
3311	Bids
3311	Bids
3312	Contracts
3320	Claims And Actions Against The District
3320	Claims And Actions Against The District
3460	Financial Reports And Accountability
3460	Financial Reports And Accountability
3514.2	Integrated Pest Management
3516	Emergencies And Disaster Preparedness Plan
3516	Emergencies And Disaster Preparedness Plan
3543	Transportation Safety And Emergencies
3550	Food Service/Child Nutrition Program
3550	Food Service/Child Nutrition Program
3551	Food Service Operations/Cafeteria Fund
3551	Food Service Operations/Cafeteria Fund
3553	Free And Reduced Price Meals
3553	Free And Reduced Price Meals
3580	District Records
3580	District Records
4040	Employee Use Of Technology
4040-E PDF(1)	Employee Use Of Technology
4040-E(1)	Employee Use Of Technology
4112.5	Criminal Record Check
4112.5-E PDF(1)	Criminal Record Check
4112.5-E(1)	Criminal Record Check
4112.6	Personnel Files
4112.6	Personnel Files
4113.5	Working Remotely

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Cross References	Description
4117.5	Termination Agreements
4119.23	Unauthorized Release Of Confidential/Privileged Information
4119.42	Exposure Control Plan For Bloodborne Pathogens
4119.42	Exposure Control Plan For Bloodborne Pathogens
4119.42-E PDF(1)	Exposure Control Plan For Bloodborne Pathogens
4140	Bargaining Units
4141	Collective Bargaining Agreement
4143.1	Public Notice - Personnel Negotiations
4143.1	Public Notice - Personnel Negotiations
4154	Health And Welfare Benefits
4154	Health And Welfare Benefits
4212.5	Criminal Record Check
4212.5-E PDF(1)	Criminal Record Check
4212.5-E(1)	Criminal Record Check
4212.6	Personnel Files
4212.6	Personnel Files
4213.5	Working Remotely
4217.5	Termination Agreements
4219.23	Unauthorized Release Of Confidential/Privileged Information
4219.42	Exposure Control Plan For Bloodborne Pathogens
4219.42	Exposure Control Plan For Bloodborne Pathogens
4219.42-E PDF(1)	Exposure Control Plan For Bloodborne Pathogens
4240	Bargaining Units
4241	Collective Bargaining Agreement
4243.1	Public Notice - Personnel Negotiations
4243.1	Public Notice - Personnel Negotiations
4254	Health And Welfare Benefits
4254	Health And Welfare Benefits
4312.1	Contracts
4312.5	Criminal Record Check
4312.5-E PDF(1)	Criminal Record Check
4312.5-E(1)	Criminal Record Check
4312.6	Personnel Files
4312.6	Personnel Files
4313.5	Working Remotely
4317.5	Termination Agreements
4319.23	Unauthorized Release Of Confidential/Privileged Information
4319.42	Exposure Control Plan For Bloodborne Pathogens
4319.42	Exposure Control Plan For Bloodborne Pathogens
4319.42-E PDF(1)	Exposure Control Plan For Bloodborne Pathogens

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Cross References	Description
4340	Bargaining Units
4354	Health And Welfare Benefits
4354	Health And Welfare Benefits
5020	Parent Rights And Responsibilities
5020	Parent Rights And Responsibilities
5125	Student Records
5125	Student Records
5125.1	Release Of Directory Information
5125.1	Release Of Directory Information
5125.1-E PDF(1)	Release Of Directory Information
5125.1-E(1)	Release Of Directory Information
5125.3	Challenging Student Records
5141.6	School Health Services
5141.6	School Health Services
5145.3	Nondiscrimination/Harassment
5145.3	Nondiscrimination/Harassment
5148.3	Preschool/Early Childhood Education
5148.3	Preschool/Early Childhood Education
6143	Courses Of Study
6143	Courses Of Study
6161.1	Selection And Evaluation Of Instructional Materials
6161.1	Selection And Evaluation Of Instructional Materials
6161.1-E PDF(1)	Selection And Evaluation Of Instructional Materials
6161.1-E PDF(2)	Selection And Evaluation Of Instructional Materials
6161.1-E(1)	Selection And Evaluation Of Instructional Materials
6162.5	Student Assessment
6162.51	State Academic Achievement Tests
6162.51	State Academic Achievement Tests
6163.1	Library Media Centers
7110	Facilities Master Plan
7110	Facilities Master Plan
7110-E PDF(1)	Facilities Master Plan
7214	General Obligation Bonds
7214	General Obligation Bonds
9010	Public Statements
9011	Disclosure Of Confidential/Privileged Information
9012	Board Member Electronic Communications
9124	Attorney
9200	Limits Of Board Member Authority
9223	Filling Vacancies

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Cross References	Description
9223-E PDF(1)	Filling Vacancies
9270	Conflict Of Interest
9270-E PDF(1)	Conflict Of Interest
9270-E(1)	Conflict Of Interest
9310	Board Policies
9320	Meetings And Notices
9321	Closed Session
9322	Agenda/Meeting Materials
9324	Minutes And Recordings

Draft

Regulation 1340: Access To District Records

Status: DRAFT

Original Adopted Date: 08/19/2019 **| Last Revised Date:** 09/11/2025

CSBA NOTE: Article 1, Section 3 of the California Constitution grants any person the right to access information concerning meetings and writings of state and local government bodies, officials, and agencies as long as the constitutional rights of privacy and due process are protected. Courts broadly interpret rules or laws granting access and narrowly interpret those denying access; thus, the burden is on the district to demonstrate the need for restricting access to public records.

The following optional administrative regulation lists those records defined as public and, in contrast, those defined as exempt and/or confidential, to which there is no public access.

This administrative regulation is a non-exhaustive list of records that may be defined as either public or exempt and/or confidential. Other records which fall into these definitions may exist and may be identified in the future.

Definitions

CSBA NOTE: Pursuant to Government Code 7920.530, a "public record" includes any writing that relates to district business as defined below.

Emails and other electronic communications related in a substantive manner to district business are considered public records. Furthermore, in City of San Jose v. Superior Court, the California Supreme Court held that using a personal account or personal device to send, receive, or store communications regarding public business does not categorically exclude those records from disclosure upon request under the California Public Records Act (CPRA) (Government Code 7920.000 - 7930.215). The court noted that public agencies are required to disclose all applicable records that can be located "with reasonable effort," including those records contained on a public employee's or official's personal device or account. Such searches need not be extraordinarily extensive or intrusive. For further information, see CSBA's, "Legal Alert: Tips for Governing Boards in Response to Public Records Act Ruling on Electronic Communications." Also see the accompanying Board policy, AR 3580 - District Records, BP 4040 - Employee Use of Technology, and BB 9012 - Board Member Electronic Communications.

Public records include any writing containing information relating to the conduct of the district's business prepared, owned, used, or retained by the district regardless of physical form or characteristics. (Government Code 7920.530)

Writing means any handwriting, typewriting, printing, photostating, photographing, photocopying, transmitting by electronic mail or facsimile, and every other means of recording upon any tangible thing any form of communication or representation, including letters, words, pictures, sounds, or symbols or combinations thereof, and any record thereby created, regardless of the manner in which the record has been stored. (Government Code 7920.545)

Member of the public means any person, except a member, agent, officer, or employee of the district or a federal, state, or other local agency acting within the scope of such membership, agency, office, or employment. (Government Code 7920.515)

Public Records

CSBA NOTE: While not specifically enumerated in Government Code 7920.530, Items #1-15 below are items which fall within the definition of "public records."

Unless otherwise exempt from disclosure, public records to which members of the public shall have access include, but are not limited to:

1. Proposed and approved district budgets and annual audits (Education Code 41020, 42103)
2. Statistical compilations
3. Reports and memoranda
4. Notices and bulletins
5. Minutes of public meetings (Education Code 35145)
6. Meeting agendas (Government Code 54957.5)

7. Official communications between the district and other government agencies

CSBA NOTE: District and school plans, such as the district's local control and accountability plan, school plans for student achievement, and comprehensive school safety plan, are required to generally be accessible to the public. However, pursuant to Education Code 32281, the Governing Board may choose to prohibit disclosure of those portions of the comprehensive safety plan that include tactical responses to criminal incidents that may result in death or serious bodily injury at the school site. See BP 0450 - Comprehensive Safety Plan.

8. District and school plans, and the information and data relevant to the development and evaluation of such plans, unless otherwise prohibited by law

9. Initial proposals of exclusive employee representatives and of the district, once presented at a district Governing Board meeting (Government Code 3547)

CSBA NOTE: Government Code 7927.200 exempts from disclosure those records pertaining to pending litigation until the pending litigation or claim has been finally adjudicated or otherwise settled. However, the Attorney General opined in 71 Ops.Cal.Atty.Gen. 235 (1988) that certain records predating the filing of a lawsuit are subject to disclosure. In Fairley v. Superior Court, a California Court of Appeal concurred and held that documents were exempted only if they were prepared for use in litigation. See Item #2 in "Exempt and Confidential Public Records," below. It is recommended that districts consult CSBA's District and County Office of Education Legal Services or district legal counsel with questions regarding disclosure of documents related to litigation.

10. Records pertaining to claims and litigation against the district which have been adjudicated or settled (Government Code 7927.200, 7927.205)

11. Statements of economic interests required by the Conflict of Interest Code (Government Code 81008)

CSBA NOTE: Generally, the names and salaries of public employees are subject to disclosure under the CPRA. In Sacramento County Employees Retirement System v. Superior Court, a California Court of Appeal held that the names and corresponding pension benefits of members of a county retirement system are subject to disclosure and are not considered "individual records of members" protected by Government Code 31532. However, in International Federation of Professional and Technical Engineers v. The Superior Court of Alameda County, the California Supreme Court recognized that, in some instances, the salaries of certain employees might be exempt from disclosure, depending on the facts and circumstances. It is recommended that districts with questions about the disclosure of employee information consult CSBA's District and County Office of Education Legal Services or district legal counsel.

12. Documents containing names, salaries, and pension benefits of district employees

13. Employment contracts and settlement agreements (Government Code 53262)

14. Instructional materials including, but not limited to, textbooks (Education Code 49091.10)

CSBA NOTE: Pursuant to Government Code 7928.801, any executed contract for the purchase of goods or services by the district, including the price and terms of payment, is a public record subject to disclosure under the CPRA. It is recommended that districts with questions about contracting with entities for goods or services outside of California, or pursuant to federal law, consult CSBA's District and County Office of Education Legal Services or district legal counsel.

15. Executed contracts for the purchase of goods or services, even if the contract contains provisions specifying that the contract is confidential or a proprietary record of the vendor (Government Code 7928.801)

Access to public records of the district shall be granted to Board members on the same basis as any other member of the public. When Board members are authorized to access public records in the administration of their duties, the Superintendent or designee shall not discriminate among any of the Board members as to which record, or portion of the record, will be made available, or when it will be made available. (Government Code 7921.305, 7921.310)

Exempt and Confidential Public Records

Records exempt from disclosure under the California Public Records Act (CPRA) include, but are not limited to:

1. Preliminary drafts, notes, and interagency or intradistrict memoranda that are not retained by the district in the

ordinary course of business, provided that the public interest in withholding these records clearly outweighs the public interest in disclosure (Government Code 7927.500)

2. Records specifically generated in connection with or prepared for use in litigation to which the district is a party or to respond to claims made against the district pursuant to the Tort Claims Act, until the litigation or claim has been finally adjudicated or otherwise settled, or beyond, if the records are protected by some other provision of law (Government Code 7927.200, 7927.205)

CSBA NOTE: The Safe at Home address confidentiality program has been in existence pursuant to Government Code 6205-6210 and 6215-6216 to protect victims of domestic violence, sexual assault, stalking, human trafficking, and elder or dependent adult abuse, and members of their households, as well as district employees who face threats of violence, or violence or harassment from the public because of the employee's work for the district. This type of protection has been extended to district employees and Board members who face threats of violence, or violence or harassment from the public because of the employee's work for the district, and, pursuant to Government Code 6205-6210, to victims of child abduction and members of their households. Government Code 6207 provides that, when creating a public record, the district may not include actual residences of students, parents/guardians, or employees when a substitute address is designated through the Safe at Home program. Districts are required to accept the program participation card issued by the Secretary of State and to substitute a post office box as the participant's address.

3. Personnel records, medical records, or similar materials, the disclosure of which would constitute an unwarranted invasion of personal privacy (Government Code 7927.700)

The home addresses, home telephone numbers, personal cell phone numbers, or birth date of employees shall only be disclosed as follows: (Government Code 7928.300)

a. To an agent or a family member of the employee

b. To an officer or employee of a state agency or another school district or county office of education when necessary for the performance of official duties

c. To an employee organization pursuant to regulations and decisions of the Public Employment Relations Board, except that the home address and any telephone number for an employee who performs law enforcement-related functions, or the birth date of any employee, shall not be disclosed

d. Upon written request of any employee, the district shall not disclose the employee's home address, home telephone number, personal cell phone number, personal email address, or birth date, and the district shall remove the home address, home telephone number, and personal cell phone number from any mailing list of the district except a list used exclusively to contact the employee

e. To an agent or employee of a health benefit plan providing health services or administering claims for health services to district employees and their enrolled dependents, for the purpose of providing the health services or administering claims for employees and their enrolled dependents

CSBA NOTE: Pursuant to Government Code 7928.205, the district is prohibited from publicly posting online the information specified below of any elected or appointed official, such as a Board member, without first obtaining the written permission of that individual.

4. The home address, telephone number, or both the name and assessor parcel number associated with the home address of any elected or appointed official posted by the district online without first obtaining the written permission of that individual (Government Code 7928.205)

5. Student records, except directory information and other records to the extent permitted by law and district policy (Education Code 49073, 49076; 20 USC 1232g; 34 CFR 99.1-99.8)

6. Test questions, scoring keys, and other examination data except as provided by law (Government Code 7929.605)

7. Without affecting the law of eminent domain, the contents of real estate appraisals or engineering or feasibility estimates and evaluations made for or by the district relative to the acquisition of property, or to prospective public supply and construction contracts, until all of the property has been acquired or all of the contract agreement obtained (Government Code 7928.705)

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8. Information required from any taxpayer in connection with the collection of local taxes that is received in confidence and the disclosure of the information to other persons would result in an unfair competitive disadvantage to the person supplying the information (Government Code 7925.000)

9. Library circulation and patron use records of a borrower or patron including, but not limited to, name, address, telephone number, email address, borrowing information, or use of library information resources, except when disclosure is to persons acting within the scope of their duties in the administration of the library; to persons authorized in writing, by the individual to whom the records pertain, to inspect the records; or by court order (Government Code 7927.100, 7927.105)

CSBA NOTE: The following exemption protects attorney-client privileged communications and attorney work product, as well as other work product prepared for use in pending litigation or claims. Pursuant to the Rules of Professional Conduct of the State Bar of California, when an attorney has been hired to represent the district as a whole, this privilege may only be waived by the Board.

In Los Angeles County Board of Supervisors v. Superior Court, the California Supreme Court held that invoices for the services of district counsel, or portions of those invoices, may be privileged and therefore exempt from disclosure. It is recommended that districts with questions about disclosable records in response to a CPRA request for legal invoices consult CSBA's District and County Office of Education Legal Services or district legal counsel.

10. Records for which the disclosure is exempted or prohibited pursuant to state or federal law, including, but not limited to, provisions of the Evidence Code relating to privilege (Government Code 7927.705)

11. Documents prepared by or for the district to assess its vulnerability to terrorist attack or other criminal acts intended to disrupt district operations and that are for distribution or consideration in closed session (Government Code 7929.200)

CSBA NOTE: Item #12 is related to the information technology security of the district. Government Code 11549.3, authorizes districts, at district expense, to request the Military Department, in consultation with the California Cybersecurity Integration Center, to perform an independent security assessment of the district or individual district school. During the process of conducting an independent security assessment pursuant to Government Code 11549.3, information and records concerning the independent security assessment are confidential and are not disclosable.

12. Information security record if disclosure of that record would reveal vulnerabilities to, or otherwise increase the potential for an attack on, an information technology system of the district (Government Code 7929.210)

13. Recall petitions, petitions for special elections to fill Board vacancies, or petitions for the reorganization of the school district (Government Code 7924.110)

14. Minutes of Board meetings held in closed session (Government Code 54957.2)

15. Computer software developed by the district (Government Code 7922.585)

16. 16.Records that contain individually identifiable health information, including records that may be exempt pursuant to physician-patient privilege, the Confidentiality of Medical Information Act, and the Health Insurance Portability and Accountability Act (Government Code 7926.400, 7930.000-7930.215)

CSBA NOTE: Pursuant to Government Code 7930.205, as amended by AB 1004 (Ch. 132, Statutes of 2025), tribal financial information is exempt from disclosure. Government Code 8450, as added by AB 1004, provides that any record that contains financial information provided by an Indian tribe to a public agency as a condition of or requirement for receiving financial assistance is confidential, not considered to be a public record, and not be open to public inspection.

17. 17.Tribal financial information as a condition of or requirement for receiving financial assistance (Government Code 7930.205, 8450)

18. Any other records listed as exempt from public disclosure in the CPRA or other statutes

CSBA NOTE: Item #19 below reflects an exemption often referred to as the "catch-all" or "public interest" exemption pursuant to Government Code 7922.000. This exemption allows a district to withhold a record

based on analysis of the specific facts of the situation and in light of the competing public interests. Additionally, this exemption includes the "deliberative process privilege" which is designed to protect a district's decision-making process in order to encourage candid discussions within the district. It is recommended that districts consult CSBA's District and County Office of Education Legal Services or district legal counsel when determining whether a request for a record falls under this exemption.

19. Any other records for which the district can demonstrate that, based on the particular facts of the case, the public interest served by not disclosing the record clearly outweighs the public interest served by disclosure of the record (Government Code 7922.000)

When disclosing to a member of the public any record that contains personal information, including, but not limited to, an employee's home address, home telephone number, social security number, personal cell phone number, or birth date, the Superintendent or designee shall ensure that such personal information is redacted from that record. (Government Code 7922.200, 7928.300)

CSBA NOTE: Pursuant to Government Code 8310.3, districts are prohibited from collecting or disclosing to federal government authorities any personal information regarding an individual's religious beliefs, practices, or affiliation for the purpose of compiling a list, registry, or database of individuals based on religious affiliation, national origin, or ethnicity.

Unless otherwise authorized or required by law, information regarding an individual's religious beliefs, practices, or affiliation shall not be disclosed. (Government Code 8310.3)

CSBA NOTE: Unless an exception applies, Education Code 234.7, as amended by AB 495 (Ch. 664, Statutes of 2025), prohibits district staff, to the extent practicable, from disclosing or providing in writing, verbally, or in any other manner to an officer or employee of an agency conducting immigration enforcement most student records and personnel records. For more information regarding the prohibition against disclosing student and personnel records as it relates to immigration enforcement, and limited exceptions, see BP/AR 1445 - Response to Immigration Enforcement and BP/AR 5125 - Student Records.

Additionally, an individual's immigration status shall only be disclosed in accordance with Board Policy/Administrative Regulation 1445 - Response to Immigration Enforcement.

Inspection of Records, Requests for Copies, and Recovery of Costs

CSBA NOTE: In Los Angeles Times v. Alameda Corridor Transportation Authority, a California Court of Appeal held that the CPRA does not require written requests and therefore a public record request may be made orally, by phone, or in writing, including by email, fax, or hand delivery. The district may ask, but not require, that the person put an oral request in writing.

Any person may request a copy or inspection of any district record that is not exempt from disclosure. (Government Code 7922.530)

Within 10 days of receiving any request to inspect or copy a district record, the Superintendent or designee shall determine whether the request seeks release of a disclosable public record in the district's possession. The Superintendent or designee shall promptly inform the person making the request of the determination and the reasons for the decision. (Government Code 7922.535)

In unusual circumstances, the Superintendent or designee may extend the 10-day limit for up to 14 days by providing written notice to the requester setting forth the reasons for the extension and the date on which a determination is expected to be made. Unusual circumstances include the following, but only to the extent reasonably necessary to properly process the request: (Government Code 7922.535)

1. The need to search for and collect the requested records from field facilities or other establishments that are separate from the office processing the request

2. The need to search for, collect, and appropriately examine a voluminous amount of separate and distinct records which are demanded in a single request

3. The need for consultation, which shall be conducted with all practicable speed, with another agency, such as a state agency or city, having a substantial interest in the determination of the request or among two or more components of the district, such as two different school sites, with substantial interest in the request

4. In the case of electronic records, the need to compile data, write programming language or a computer program, or construct a computer report to extract data

CSBA NOTE: Government Code 7922.535, as amended by AB 370 (Ch. 34, Statutes of 2025), includes in the definition of "unusual circumstances" the need to search for, collect, and examine records during a cyberattack, as specified. However, a district is not relieved of its obligation to comply with a CPRA request when the requested record is maintained in a location other than on the electronic server or system affected by the cyberattack, or maintained in a nonelectronic format.

5. In the case of electronic records, the inability to access its electronic servers or systems due to a cyberattack in order to search for and obtain a record that the district believes is responsive to a request and is maintained on the servers or systems in an electronic format, and only until the district regains its ability to access its electronic servers or systems and search for and obtain electronic records that may be responsive to a request

CSBA NOTE: Government Code 7922.535 includes in the definition of "unusual circumstances" the need to search for, collect, and examine records when the state of emergency currently, and, as amended by AB 370, directly affects, the district's ability to timely respond to a CPRA request.

6. The need to search for, collect, and appropriately examine records during a state of emergency proclaimed by the Governor pursuant to the California Emergency Services Act in the jurisdiction where the district is located when the state of emergency currently and directly affects, due to the state of emergency, the district's ability to timely respond to staffing shortages or closure of facilities where the requested records are located (Government Code 8567)

If the Superintendent or designee determines that the request seeks disclosable public records, the determination shall state the estimated date and time when the records will be made available. (Government Code 7922.535)

Public records shall be open to inspection at all times during district office hours. If a portion of the requested record(s) is exempt from disclosure, any non-exempt, reasonably segregable portion of the record shall be made available for inspection after deletion of the portions exempted by law. (Government Code 7922.525)

CSBA NOTE: Government Code 7922.530 states that copies of records must be provided "promptly." The term "promptly" is not defined in law, but Government Code 7922.500 also states that a district may not delay or obstruct the inspection or copying of records. Thus, if the records are held in a manner that allows for prompt disclosure, the records generally should not be withheld because of the 10-day response period or the 14-day extension detailed above.

Upon request for a copy that reasonably describes an identifiable, non-exempt record, an exact copy shall be promptly provided unless it is impracticable to do so. (Government Code 7922.530)

If only a portion of the identified record is exempt from disclosure, the record's exempt material shall be redacted prior to disclosure.

CSBA NOTE: The following optional paragraph is for use by districts that charge for copies. See the accompanying Board policy which authorizes the district to charge for copies of public records or other materials requested by individuals or groups, so long as in accordance with law and as specified in this administrative regulation.

Government Code 7922.530 permits, but does not require, the district to charge a person requesting a physical copy of a record a fee covering the direct costs of duplication; however, no fee may be charged to a person who wishes to inspect but not copy a record. In North County Parents Organization for Children with Special Needs v. Department of Education, the court determined that direct costs include only the cost of running the copy machine and possibly the expense of the person operating it. Examples of costs that do not fit this definition include costs associated with searching, reviewing, or redacting the record; assisting the requester in formulating the request; responding to the request; or employee time to sit with the requester during inspection of the record.

Pursuant to Government Code 7922.530, members of the public who request to inspect a disclosable record of the district have the right to use their own equipment on district premises, without being charged any fees or costs, to photograph, copy, or reproduce the record in a manner that does not require the equipment to make physical contact with the record.

Additionally, Government Code 7922.575 allows recovery of direct costs when the district would be required to produce a copy of an electronic record and the record is one that is produced only at otherwise regularly scheduled intervals or requires data compilation, extraction, or programming to produce the record. In National Lawyers Guild, San Francisco Bay Area Chapter v. City of Hayward, the California Supreme Court clarified that the term "data extraction" does not include the process of redacting exempt material from otherwise disclosable electronic records

and that a public agency may not recover costs for the compilation or redaction of video footage.

Due to the complex nature of cost recovery standards under the CPRA it is recommended that districts with questions regarding the permissibility of fees consult CSBA's District and County Office of Education Legal Services or district legal counsel.

The Superintendent or designee shall charge an amount for copies that reflects the direct costs of duplication in accordance with law. Written requests to waive the fee shall be submitted to the Superintendent or designee.

Without charging any fees or costs, the Superintendent or designee shall allow members of the public to use their own equipment on district premises to photograph or otherwise copy or reproduce a disclosable record as long as the means of copy or reproduction: (Government Code 7922.530)

1. Do not require the equipment to make physical contact with the record

2. Will not result in damage to the record

3. Will not result in unauthorized access to the district's computer systems or secured networks by using software, equipment, or any other technology capable of accessing, altering, or compromising the district's electronic records

The Superintendent or designee may impose any reasonable limit on the use of personal equipment to photograph, copy, or reproduce a disclosable record that is necessary to protect the safety of the records, or to prevent the copying of records from being an unreasonable burden to the orderly function of the district and its employees. Additionally, the Superintendent or designee may impose any limit that is necessary to maintain the integrity of, or ensure the long-term preservation of, historic or high-value records. (Government Code 7922.530)

In addition to maintaining public records for public inspection during district office hours, the district may comply with public records requests by posting any public record on the district's website and, in response to a public records request, directing the member of the public to the location on the website where the record can be found. However, if the member of the public is unable to access or reproduce the record from the website, the district shall promptly provide an exact copy of the public record upon payment of duplication fees, if applicable, unless it is impracticable to provide an exact copy. (Government Code 7922.545)

If any person requests that a public record be provided in an electronic format, the district shall make that record available in any electronic format in which it holds the information. The district shall provide a copy of the electronic record in the format requested as long as the requested format is one that has been used by the district to create copies for its own use or for use by other agencies. (Government Code 7922.570)

The cost of duplicating an electronic record shall be limited to the direct cost of producing a copy of the record in electronic format. However, the requester shall bear the cost of producing the copy of the electronic record, including the cost to construct the record and the cost of programming and computer services necessary to produce the copy, under the following circumstances: (Government Code 7922.575)

1. The electronic record is one that is produced only at otherwise regularly scheduled intervals

2. The request would require data compilation, extraction, or programming to produce the record

Assistance in Identifying Requested Records

CSBA NOTE: Government Code 7922.600 requires the district to assist a person requesting to inspect or obtain a copy of a public record as specified below. Pursuant to Government Code 7922.605, this assistance is not required if the district grants the request and the records are made available or if the request is denied on the grounds that the records are confidential as specified in Government Code 7920.505.

If the Superintendent or designee denies a request for disclosable records, the requester shall be assisted in making a focused and effective request that reasonably describes an identifiable record. To the extent reasonable under the circumstances, the Superintendent or designee shall do all of the following: (Government Code 7922.600)

1. Assist in identifying records and information responsive to the request or the purpose of the request, if specified

   If, after making a reasonable effort to elicit additional clarifying information from the requester to help identify the record, the Superintendent or designee is still unable to identify the information, this requirement shall be

deemed satisfied.

2. Describe the information technology and physical location in which the records exist

3. Provide suggestions for overcoming any practical basis for denying access to the records or information sought

Provisions of the CPRA shall not be construed so as to delay or obstruct the inspection or copying of public records. Any notification denying a request for public records shall state the name and title of each person responsible for the denial. (Government Code 7922.500, 7922.540)

Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the Governing Board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
5 CCR 430-438	Individual student records
CA Constitution Article 1, Section 3	Right of access to governmental information
Civil Code 1798.3	Personal information
Ed. Code 234.7	Student protections relating to immigration and citizenship status
Ed. Code 35145	Public meetings
Ed. Code 35170	Authority to secure copyrights
Ed. Code 35250	Duty to keep certain records and reports
Ed. Code 35266	Cybersecurity
Ed. Code 41020	Requirement for annual audit
Ed. Code 42103	Budget notification
Ed. Code 44031	Personnel file contents and inspection
Ed. Code 44839	Medical certificates; periodic medical examination
Ed. Code 49060-49079	Student records
Ed. Code 49091.10	Parental review of curriculum and instruction
Gov. Code 11549.3	Office of Information Security
Gov. Code 3547	Proposals relating to representation
Gov. Code 53262	Employment contracts
Gov. Code 54957.2	Minute book record of closed sessions
Gov. Code 54957.5	Agendas and other writings distributed for discussion or consideration
Gov. Code 6205-6210	Address confidentiality; victims of domestic violence, sexual assault, stalking, human trafficking, child abduction, and elder and dependent adult abuse
Gov. Code 6215-6216	Address confidentiality; reproductive health care providers, employees, volunteers, patients, and other individuals who face threats or violence
Gov. Code 7920.000-7930.215	California Public Records Act
Gov. Code 81008	Political Reform Act, public records; inspection and reproduction
Gov. Code 8310.3	California Religious Freedom Act
Gov. Code 8450	Tribal financial information
Gov. Code 8550-8669.7	California Emergency Services Act
Gov. Code 8586.5	Office of Emergency Services; California Cybersecurity Information Center

Federal	Description
20 USC 1232g	Family Educational Rights and Privacy Act (FERPA) of 1974

Draft

Federal	Description
34 CFR 99.1-99.8	Family Educational Rights and Privacy Act

Management Resources	Description
Attorney General Opinion	64 Ops.Cal.Atty.Gen. 186 (1981)
Attorney General Opinion	71 Ops.Cal.Atty.Gen. 235 (1988)
CA Office of the Attorney General Publication	Promoting a Safe and Secure Learning Environment for All: Guidance and Model Policies to Assist California's TK-12 Schools in Responding to Requests for Access and Information for Immigration Enforcement Purposes, December 2025
CA Office of the Attorney General Publication	Summary of the California Public Records Act, August 2004
CA Office of the Attorney General Publication	California Department of Justice Guidelines for Access to Public Records, October 2017
Court Decision	National Lawyers Guild, San Francisco Bay Area Chapter v. City of Hayward (2020) 9 Cal.5th 488
Court Decision	Sacramento County Employees' Retirement System v. Superior Court (2011) 195 Cal. App. 4th 440
Court Decision	Fairley v. Superior Court (1998) 66 Cal.App. 4th 1414
Court Decision	International Federation of Professional and Technical Engineers v. The Superior Court of Alameda County (2007) 42 Cal.4th 319
Court Decision	Kleitman v. Superior Court (1999) 74 Cal.App. 4th 324
Court Decision	Los Angeles County Board of Supervisors v. Superior Court (2016) 2 Cal.5th 282
Court Decision	Los Angeles Times v. Alameda Corridor Transportation Authority (2001) 88 Cal.App.4th 1381
Court Decision	North County Parents Organization for Children with Special Needs v. Department of Education (1994) 23 Cal.App. 4th 144
Court Decision	City of San Jose v. Superior Court (2017) 2 Cal.5th 608
CSBA Publication	Legal Alert: Tips for Governing Boards in Response to Public Records Act Ruling on Electronic Communications, March 2017
League of California Cities Publication	The People's Business: A Guide to the California Public Records Act, rev. April 2017
Website	California Department of Education, Resources to Include Immigrant Families
Website	California Department of Education, LEA Immigration Enforcement Policy Submission
Website	California Office of Emergency Services
Website	CSBA District and County Office of Education Legal Services
Website	League of California Cities
Website	State Bar of California
Website	California Office of the Attorney General
Website	CSBA

Cross References	Description
0400	Comprehensive Plans
0420	School Plans/Site Councils
0420	School Plans/Site Councils

Draft

Cross References	Description
0440	District Technology Plan
0441	Artificial Intelligence
0450	Comprehensive Safety Plan
0450	Comprehensive Safety Plan
0460	Local Control And Accountability Plan
0460	Local Control And Accountability Plan
1100	Communication With The Public
1100-E PDF(1)	Communication With The Public
1112	Media Relations
1113	District And School Websites
1113	District And School Websites
1113-E(1)	District And School Websites
1113-E(2)	District And School Websites
1220	Citizen Advisory Committees
1220	Citizen Advisory Committees
1312.3	Uniform Complaint Procedures
1312.3	Uniform Complaint Procedures
1312.3-E PDF(3)	Uniform Complaint Procedures
1312.3-E PDF(4)	Uniform Complaint Procedures
1312.3-E(1)	Uniform Complaint Procedures
1312.3-E(2)	Uniform Complaint Procedures
1312.4	Williams Uniform Complaint Procedures
1312.4-E(1)	Williams Uniform Complaint Procedures
1312.4-E(2)	Williams Uniform Complaint Procedures
2121	Superintendent's Contract
3100	Budget
3100	Budget
3230	Federal Grant Funds
3230	Federal Grant Funds
3311	Bids
3311	Bids
3312	Contracts
3320	Claims And Actions Against The District
3320	Claims And Actions Against The District
3460	Financial Reports And Accountability
3460	Financial Reports And Accountability
3514.2	Integrated Pest Management
3516	Emergencies And Disaster Preparedness Plan
3516	Emergencies And Disaster Preparedness Plan
3543	Transportation Safety And Emergencies

Draft

Cross References	Description
3550	Food Service/Child Nutrition Program
3550	Food Service/Child Nutrition Program
3551	Food Service Operations/Cafeteria Fund
3551	Food Service Operations/Cafeteria Fund
3553	Free And Reduced Price Meals
3553	Free And Reduced Price Meals
3580	District Records
3580	District Records
4040	Employee Use Of Technology
4040-E PDF(1)	Employee Use Of Technology
4040-E(1)	Employee Use Of Technology
4112.5	Criminal Record Check
4112.5-E PDF(1)	Criminal Record Check
4112.5-E(1)	Criminal Record Check
4112.6	Personnel Files
4112.6	Personnel Files
4113.5	Working Remotely
4117.5	Termination Agreements
4119.23	Unauthorized Release Of Confidential/Privileged Information
4119.42	Exposure Control Plan For Bloodborne Pathogens
4119.42	Exposure Control Plan For Bloodborne Pathogens
4119.42-E PDF(1)	Exposure Control Plan For Bloodborne Pathogens
4140	Bargaining Units
4141	Collective Bargaining Agreement
4143.1	Public Notice - Personnel Negotiations
4143.1	Public Notice - Personnel Negotiations
4154	Health And Welfare Benefits
4154	Health And Welfare Benefits
4212.5	Criminal Record Check
4212.5-E PDF(1)	Criminal Record Check
4212.5-E(1)	Criminal Record Check
4212.6	Personnel Files
4212.6	Personnel Files
4213.5	Working Remotely
4217.5	Termination Agreements
4219.23	Unauthorized Release Of Confidential/Privileged Information
4219.42	Exposure Control Plan For Bloodborne Pathogens
4219.42	Exposure Control Plan For Bloodborne Pathogens
4219.42-E PDF(1)	Exposure Control Plan For Bloodborne Pathogens
4240	Bargaining Units

Draft

Cross References	Description
4241	Collective Bargaining Agreement
4243.1	Public Notice - Personnel Negotiations
4243.1	Public Notice - Personnel Negotiations
4254	Health And Welfare Benefits
4254	Health And Welfare Benefits
4312.1	Contracts
4312.5	Criminal Record Check
4312.5-E PDF(1)	Criminal Record Check
4312.5-E(1)	Criminal Record Check
4312.6	Personnel Files
4312.6	Personnel Files
4313.5	Working Remotely
4317.5	Termination Agreements
4319.23	Unauthorized Release Of Confidential/Privileged Information
4319.42	Exposure Control Plan For Bloodborne Pathogens
4319.42	Exposure Control Plan For Bloodborne Pathogens
4319.42-E PDF(1)	Exposure Control Plan For Bloodborne Pathogens
4340	Bargaining Units
4354	Health And Welfare Benefits
4354	Health And Welfare Benefits
5020	Parent Rights And Responsibilities
5020	Parent Rights And Responsibilities
5125	Student Records
5125	Student Records
5125.1	Release Of Directory Information
5125.1	Release Of Directory Information
5125.1-E PDF(1)	Release Of Directory Information
5125.1-E(1)	Release Of Directory Information
5125.3	Challenging Student Records
5141.6	School Health Services
5141.6	School Health Services
5145.3	Nondiscrimination/Harassment
5145.3	Nondiscrimination/Harassment
5148.3	Preschool/Early Childhood Education
5148.3	Preschool/Early Childhood Education
6143	Courses Of Study
6143	Courses Of Study
6161.1	Selection And Evaluation Of Instructional Materials
6161.1	Selection And Evaluation Of Instructional Materials
6161.1-E PDF(1)	Selection And Evaluation Of Instructional Materials

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Cross References	Description
6161.1-E PDF(2)	Selection And Evaluation Of Instructional Materials
6161.1-E(1)	Selection And Evaluation Of Instructional Materials
6162.5	Student Assessment
6162.51	State Academic Achievement Tests
6162.51	State Academic Achievement Tests
6163.1	Library Media Centers
7110	Facilities Master Plan
7110	Facilities Master Plan
7110-E PDF(1)	Facilities Master Plan
7214	General Obligation Bonds
7214	General Obligation Bonds
9010	Public Statements
9011	Disclosure Of Confidential/Privileged Information
9012	Board Member Electronic Communications
9124	Attorney
9200	Limits Of Board Member Authority
9223	Filling Vacancies
9223-E PDF(1)	Filling Vacancies
9270	Conflict Of Interest
9270-E PDF(1)	Conflict Of Interest
9270-E(1)	Conflict Of Interest
9310	Board Policies
9320	Meetings And Notices
9321	Closed Session
9322	Agenda/Meeting Materials
9324	Minutes And Recordings

Draft

Policy 1445: Response To Immigration Enforcement

Status: DRAFT

Original Adopted Date: Pending

CSBA NOTE: Pursuant to Education Code 234.7, as amended by AB 495 (Ch. 664, Statutes of 2025), districts are mandated to update their policies by March 1, 2026, with language that is equivalent to the model policy language (2025 MPL) developed by the California Attorney General in "Promoting a Safe and Secure Learning Environment for All: Guidance and Model Policies to Assist California's TK-12 Schools in Responding to Requests for Access and Information for Immigration Enforcement Purposes," (2025 Guidance) published on December 1, 2025. The 2025 Guidance is available on the Office of the Attorney General's website.

This Board policy and the accompanying administrative regulation alone do not necessarily contain all of the 2025 MPL or its equivalent. For more information regarding response to immigration enforcement, additional language that may be equivalent to the 2025 MPL, and related issues, see the accompanying administrative regulation, BP 0410 - Nondiscrimination in District Programs and Activities, BP/AR 0450 - Comprehensive Safety Plan, BP/AR 1340 - Access to District Records, BP/AR 5111 - Admission, AR 5111.1 - District Residency, BP/AR 5125 - Student Records, AR/E 5125.1 - Release of Directory Information, and BP 5131.2 - Bullying. However, each district will need to determine on its own the collection of policy documents that contain the remainder of the 2025 MPL or its equivalent. Therefore, it is recommended that districts consult CSBA's District and County Office of Education Legal Services or district legal counsel when determining whether other policies should be updated to comply with the March 1, 2026 deadline.

CDE monitors compliance with the requirement to adopt policies in accordance with Education Code 234.7 during its Federal Program Monitoring (FPM) review process. Additionally, pursuant to Education Code 234.7, as amended by AB 495, districts are required to make their policies that include the 2025 MPL or its equivalent available to the California Department of Education (CDE), which has created a webpage to upload them by March 1, 2026.

The Governing Board is committed to the success of all students and to providing a safe and welcoming place for students, their families, and staff irrespective of their citizenship or immigration status.

Unless required by state or federal law, required to administer a state or federally supported educational program, or presented with a valid judicial subpoena, judicial warrant, or court order, district staff shall not do any of the following:

1. Solicit or collect information or documents regarding the citizenship or immigration status of a student or the student's family members (Education Code 234.7)

2. Seek or require information or documents, to the exclusion of other permissible information or documents, regarding the citizenship or immigration status of a student or the student's family members (Education Code 234.7)

   CSBA NOTE: Unless an exception applies, Education Code 234.7, as amended by AB 495, prohibits district staff, to the extent practicable, from disclosing or providing in writing, verbally, or in any other manner to an officer or employee of an agency conducting immigration enforcement certain information about students or staff. Similarly, unless an exception applies, Government Code 7285.2 prohibits district staff from providing voluntary consent to an immigration enforcement agent to access, review, or obtain employee records.

3. To the extent practicable, disclose or provide in writing, verbally, or in any other manner to an officer or employee of an agency conducting immigration enforcement:

   a. The education records of or any information about a student or a student's family or household such as personal information as defined in Civil Code 1798.3, information about a student's home, or information about a student's travel schedule without parent/guardian written consent (Education Code 234.7)

   b. The personnel records of any district employee, personal information of any district employee as defined in Civil Code 1798.3, or any other confidential employee information (Education Code 234.7; Government Code 7285.2)

   CSBA NOTE: Under the Fourth Amendment to the U.S. Constitution, an officer or employee of an agency conducting immigration enforcement may enter district-provided transportation, a nonpublic area of any district property or facility, or a nonpublic area where any district-sponsored program or activity is occurring without a valid judicial warrant or court order if an authorized district employee grants permission. Education Code 234.7, as amended by AB 495, removes the authority of any district

employee to grant such permission. Specifically, unless an exception applies, district staff are prohibited from granting permission to an officer or employee of an agency conducting immigration enforcement to enter a school bus or other transportation provided by the district, a nonpublic area of a school, or a nonpublic area where any school-sponsored program or activity is occurring.

Education Code 234.7 does not address granting permission to enter district property or facilities that are not district schools, such as a district's administrative offices, or district-sponsored activities that are not school-sponsored activities, such as district-wide professional development. However, Government Code 7285.1 prohibits district staff from providing voluntary consent to an immigration enforcement agent to enter any nonpublic area of a place of labor. Item #4 applies the prohibition to all nonpublic areas of any district property or facility and to all district-sponsored activities and should be modified, along with the applicable portion of the accompanying administrative regulation, to reflect district practice.

4. Grant permission to an officer or employee of an agency conducting immigration enforcement to enter a school bus, any other transportation provided by the district, a nonpublic area of any district property or facility, or a nonpublic area where any district-sponsored program or activity is occurring (Education Code 234.7; Government Code 7285.1)

CSBA NOTE: Due to federal preemption, state law may not require or permit district staff to obstruct, interfere with, or otherwise impede an officer or employee of an agency conducting immigration enforcement who nonetheless enters a school bus, any other transportation provided by the district, a nonpublic area of any district property or facility, or a nonpublic area where any district-sponsored program or activity is occurring. The following paragraph reiterates this caution.

However, district staff shall not obstruct, interfere with, or otherwise impede an officer or employee of an agency conducting immigration enforcement who nonetheless enters district-provided transportation, a nonpublic area of any district property or facility, or a nonpublic area where any district-sponsored program or activity is occurring.

CSBA NOTE: Education Code 234.7, as amended by AB 495, requires the Superintendent to report to the Governing Board in a timely manner, and in a manner that ensures the confidentiality and privacy of any potentially identifying information, any requests for information or access to any district-provided transportation, a nonpublic area of any school, or a nonpublic area where any school-sponsored program or activity is occurring by an officer or employee of a law enforcement agency for the purpose of enforcing the immigration laws. In light of the scope of Item #4 above, the following paragraph also encompasses requests for access to a nonpublic area of any district property or facilities, or a nonpublic area where any district-sponsored program or activity is occurring.

The Superintendent or designee shall report to the Board in a timely manner any requests by an officer or employee of an agency conducting immigration enforcement for any of the following: (Education Code 234.7)

1. Education records of or any information about a student or a student's family or household

2. Personnel records of any district employee, personal information of any district employee as defined in Civil Code 1798.3, or any other confidential employee information

3. Permission to enter a school bus, any other transportation provided by the district, a nonpublic area of any district property or facility, or a nonpublic area where any district-sponsored program or activity is occurring

Such reports shall be provided in a manner that ensures the confidentiality and privacy of any potentially identifying information. (Education Code 234.7)

CSBA NOTE: Education Code 234.1 mandates that districts adopt policy prohibiting discrimination, harassment, intimidation, and bullying based on the actual or perceived characteristics set forth in Education Code 220 and Penal Code 422.55. Education Code 234.1 expressly includes immigration status among the protected categories. For language fulfilling this mandate, see BP 0410 - Nondiscrimination in District Programs and Activities and BP 5145.3 - Nondiscrimination/Harassment.

In accordance with law, Board Policy 0410 - Nondiscrimination in District Programs and Activities, and Board Policy 5145.3 - Nondiscrimination/Harassment, no student shall be denied equal rights and opportunities, nor be subjected to unlawful discrimination, harassment, intimidation, or bullying in the district's programs and activities on the basis of the student's or family's immigration status or for the refusal to provide information related to the student's or family's immigration status. (Education Code 200, 220, 234.1)

CSBA NOTE: Government Code 8310.3 prohibits districts from disclosing information about immigration status or religion for use in the compilation of a registry for immigration enforcement or otherwise assisting in the creation of

such a registry. The 2025 MPL contains a similar prohibition. For more information regarding the prohibition of disclosing information for use in the compilation of a registry for immigration enforcement purposes, see BP 0410 - Nondiscrimination in District Programs and Activities and BP 5125 - Student Records.

Resources and data collected by the district shall not be used, directly or by others, to compile a list, registry, or database of individuals based on national origin, immigration status, religion, or other category of individual characteristics protected against unlawful discrimination. (Government Code 8310.3)

CSBA NOTE: Pursuant to Education Code 234.7, as amended by AB 495, a district is required to provide parents/guardians with specified information regarding their children's right to a free public education regardless of immigration status, and other related information. For more information, see the accompanying administrative regulation.

The Superintendent or designee shall provide parents/guardians with information and notifications as specified in Education Code 234.7, including information regarding their children's right to a free public education regardless of immigration status or religious beliefs and their rights related to immigration enforcement.

The Superintendent or designee shall develop procedures for, and may provide training to staff on, interactions with an officer or employee of an agency conducting immigration enforcement, including a request for any of the following:

1. Education records of or any information about a student or a student's family or household
2. Personnel records of any district employee, personal information of any district employee as defined in Civil Code 1798.3, or any other confidential employee information
3. Permission to enter a school bus, any other transportation provided by the district, a nonpublic area of any district property or facility, or a nonpublic area where any district-sponsored program or activity is occurring

Complaints alleging discrimination, harassment, intimidation, and bullying based on actual or perceived immigration status shall be filed in accordance with Board Policy/Administrative Regulation 1312.3 - Uniform Complaint Procedures.

The Superintendent or designee shall provide to the California Department of Education, upon request and in the manner requested, copies of this policy, any associated administrative regulation, and any other Board policies and administrative regulations required by Education Code 234.7.

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Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the Governing Board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
Civ. Code 1798.3	Information Practices Act of 1977; definitions
Ed. Code 200	Prohibition of discrimination
Ed. Code 200	Equal rights and opportunities in state educational institutions
Ed. Code 234.1	Student protections relating to discrimination, harassment, intimidation, and bullying
Ed. Code 234.7	Student protections relating to immigration and citizenship status
Ed. Code 32282	Comprehensive School Safety Plan
Ed. Code 48204.4	Evidence of residency for school enrollment
Ed. Code 48906	Exception to parent/guardian notifications
Ed. Code 48980	Parent/Guardian notifications
Ed. Code 48985	Notices to parents/guardians in language other than English
Fam. Code 6552	Caregiver's authorization affidavit
Gov. Code 7285-7285.3	Prohibitions on Employer Cooperation with Immigration Enforcement Agents
Gov. Code 8310.3	California Religious Freedom Act

State	Description
Pen. Code 422.55	Definition of hate crime
Pen. Code 627-627.10	Access to school premises

Federal	Description
20 USC 1232g	Family Educational Rights and Privacy Act (FERPA) of 1974
34 CFR 99.30-99.31	FERPA Regulations
U.S. Constitution, Fourth Amendment	Unreasonable search and seizure

Management Resources	Description
CA Office of the Attorney General Publication	Promoting a Safe and Secure Learning Environment for All: Guidance and Model Policies to Assist California's TK-12 Schools in Responding to Requests for Access and Information for Immigration Enforcement Purposes, December 2025
Court Decision	Plyler v. Doe (1982) 457 U.S. 202
Website	California Department of Education, Resources to Include Immigrant Families
Website	California Department of Education, LEA Immigration Enforcement Policy Submission
Website	CSBA District and County Office of Education Legal Services
Website	U.S. Immigration and Customs Enforcement, Online Detainee Locator System
Website	California Office of the Attorney General
Website	CSBA
Website	U.S. Department of Education
Website	U.S. Department of Education, Office for Civil Rights
Website	U.S. Immigration and Customs Enforcement
Website	California Civil Rights Department

Cross References	Description
0410	Nondiscrimination In District Programs And Activities
0450	Comprehensive Safety Plan
0450	Comprehensive Safety Plan
1250	Visitors/Outsiders
1250	Visitors/Outsiders
1312.3	Uniform Complaint Procedures
1312.3	Uniform Complaint Procedures
1312.3-E PDF(3)	Uniform Complaint Procedures
1312.3-E PDF(4)	Uniform Complaint Procedures
1312.3-E(1)	Uniform Complaint Procedures
1312.3-E(2)	Uniform Complaint Procedures
1340	Access To District Records
1340	Access To District Records
3515.3	District Police/Security Department
3515.31	School Resource Officers

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Cross References	Description
3555	Nutrition Program Compliance
3555-E(1)	Nutrition Program Compliance
5111	Admission
5111	Admission
5111.1	District Residency
5111.1	District Residency
5125	Student Records
5125	Student Records
5125.1	Release Of Directory Information
5125.1	Release Of Directory Information
5125.1-E PDF(1)	Release Of Directory Information
5125.1-E(1)	Release Of Directory Information
5131.2	Bullying
5131.2	Bullying
5141	Health Care And Emergencies
5141	Health Care And Emergencies
5141.4	Child Abuse Prevention And Reporting
5141.4	Child Abuse Prevention And Reporting
5142	Safety
5142	Safety
5145.12	Search And Seizure
5145.12	Search And Seizure
5145.3	Nondiscrimination/Harassment
5145.3	Nondiscrimination/Harassment
6142.3	Civic Education
6143	Courses Of Study
6143	Courses Of Study
6175	Migrant Education Program
6175	Migrant Education Program

Draft

Regulation 1445: Response To Immigration Enforcement

Status: DRAFT

Original Adopted Date: Pending

CSBA NOTE: Pursuant to Education Code 234.7, as amended by AB 495 (Ch. 664, Statutes of 2025), districts are mandated to update their policies by March 1, 2026, with language that is equivalent to the model policy language (2025 MPL) developed by the California Attorney General in "Promoting a Safe and Secure Learning Environment for All: Guidance and Model Policies to Assist California's TK-12 Schools in Responding to Requests for Access and Information for Immigration Enforcement Purposes," (2025 Guidance) published on December 1, 2025. The 2025 Guidance is available on the Office of the Attorney General's website.

This administrative regulation and the accompanying Board policy alone do not contain all of the 2025 MPL or its equivalent. For more information regarding response to immigration enforcement, additional language that may be equivalent to the 2025 MPL, and related issues, see the accompanying Board policy, BP 0410 - Nondiscrimination in District Programs and Activities, BP/AR 0450 - Comprehensive Safety Plan, BP/AR 1340 - Access to District Records, BP/AR 5111 - Admission, AR 5111.1 - District Residency, BP/AR 5125 - Student Records, AR/E 5125.1 - Release of Directory Information, and BP 5131.2 - Bullying. However, each district will need to determine on its own the collection of policy documents that contain the remainder of the 2025 MPL or its equivalent. Therefore, it is recommended that districts consult CSBA's District and County Office of Education Legal Services or district legal counsel when determining whether other policies should be updated to comply with the March 1, 2026 deadline.

The 2025 Guidance recommends that, if feasible, districts designate an immigrant affairs liaison to facilitate training programs for staff, help provide non-legal advice to families, and assist in communications with other educational agencies and local and state government stakeholders. The following administrative regulation should be revised to reflect any such position established by the district and its responsibilities.

Responding to Requests for Information or Documents

CSBA NOTE: Unless an exception applies, Education Code 234.7, as amended by AB 495, prohibits district staff, to the extent practicable, from disclosing or providing in writing, verbally, or in any other manner to an officer or employee of an agency conducting immigration enforcement most student or personnel records.

Upon receiving any request by an officer or employee of an agency conducting immigration enforcement for information about a student, a student's family or household, or a district employee as described in the accompanying Board policy, district staff shall deny the request, to the extent practicable, unless any of the following apply: (Education Code 234.7; 34 CFR 99.30, 34 CFR 99.31)

1. The request is for student directory information

   District staff shall respond to the request in accordance with Board Policy/Administrative Regulation 5125.1 - Release of Directory Information.

2. The district is required to release the records or information by state or federal law, in order to administer a state or federally supported educational program, or due to a valid judicial subpoena, judicial warrant, or court order

3. For records or information about a student or a student's family or household, the parent/guardian has provided written consent unless prohibited by a valid judicial subpoena, judicial warrant, or court order, or in cases involving investigation of child abuse, neglect, or dependency or, if the student is at least 18 years age, the student has provided written consent

   Such written consent shall include all of the following: (34 CFR 99.30)

   a. The signature and signature date of the parent/guardian, or student if the student is at least 18 years of age

   b. A description of the records to be disclosed

   c. The reason for the release of information

   d. The parties or class of parties receiving the information

   e. A copy of the records to be released, if requested by the parent/guardian or student

CSBA NOTE: The following list is consistent with the 2025 MPL but not required by law, and should be modified to reflect district practice and the applicable collective bargaining agreement.

4. For records or information about a district employee, the employee has provided written consent and the district's human resource department or equivalent has been consulted

   Such written consent shall include all of the following:

   a. The signature and signature date of the employee

   b. A description of the records to be disclosed

   c. The reason for the release of information

   d. The parties or class of parties receiving the information

   e. A copy of the records to be released, if requested by the employee

CSBA NOTE: The following list is consistent with the 2025 MPL but not required by law, and should be modified to reflect district practice and, for Item #3, the applicable collective bargaining agreement.

Regardless of whether the district discloses the requested records or information, district staff shall do all of the following when such a request has been received:

1. Make a copy of the request and notify the Superintendent or designee

2. For requests regarding student information, provide the student's parent/guardian, or the student, if the student is at least 18 years of age, with notice, a description of the request, and any documentation provided to the district describing the request, unless prohibited by a valid judicial subpoena, judicial warrant, or court order, or in cases involving investigation of child abuse, neglect, or dependency

3. For requests regarding district employee information, provide the employee with notice, a description of the request, and any documentation provided to the district describing the request, unless prohibited by a valid judicial subpoena, judicial warrant, or court order

In accordance with law and Board Policy 5125 - Student Records, the Superintendent or designee shall annually notify parents/guardians that the district will not release student information to third parties for immigration enforcement purposes, unless the parent/guardian consents or as required to do so by a valid judicial subpoena, judicial warrant or court order.

Responding to Requests for Access to Students or for Access to District-Provided Transportation, Nonpublic Area of District Property or Facility, or Nonpublic Area in which District-Sponsored Activity is Occurring

CSBA NOTE: Under the Fourth Amendment to the U.S. Constitution, an officer or employee of an agency conducting immigration enforcement may enter district-provided transportation, a nonpublic area of any district property or facility, or a nonpublic area where any district-sponsored program or activity is occurring without a valid judicial warrant or court order if an authorized district employee gives permission. Education Code 234.7, as amended by AB 495, removes the authority of any district employee to give such permission. Specifically, unless an exception applies, district staff are prohibited from granting permission to an officer or employee of an agency conducting immigration enforcement to enter a school bus, or other transportation provided by the district, a nonpublic area of a school, or a nonpublic area in a which school-sponsored program or activity is occurring.

Education Code 234.7 does not address granting permission to enter district property or facilities that are not district schools, such as a district's administrative offices, or district-sponsored activities that are not school-sponsored activities, such as district-wide professional development. However, Government Code 7285.1 prohibits districts staff from providing voluntary consent to an immigration enforcement agent to enter any nonpublic areas of a place of labor. This section applies the prohibition to all nonpublic areas of any district property or facility and to all district-sponsored activities and should be modified, along with the applicable portion of the accompanying Board policy, to reflect district practice.

If an officer or employee of an agency conducting immigration enforcement requests access to a student, such as for purposes of interviewing, searching, or detaining the student, or permission to enter a school bus, any other transportation provided by the district, a nonpublic area of any district property or facility, or a nonpublic area where

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any district-sponsored program or activity is occurring, district staff shall take the following actions:

CSBA NOTE: The following list is consistent with the 2025 MPL but not required by law, and should be modified to reflect district practice.

1. Advise the officer or employee that before district staff can respond to the request, they must first receive notification and direction from the Superintendent, principal, or designee

2. Request to see and record or otherwise document the officer's or employee's valid identification, including the officer's or employee's name and, if applicable, badge number, the phone number of the officer's or employee's supervisor

3. Request that the officer or employee produce any documentation that authorizes the officer's or employee's request, make copies of all such documentation, and retain at least one copy for district records

4. Contact and consult with the district's legal counsel or Superintendent or designee

5. Follow the direction from the district's legal counsel or Superintendent or designee

For a request to access a student, the district shall deny the request unless any of the following apply: (Education Code 234.7)

1. The officer or employee provides a valid judicial warrant or court order

2. District staff receives parent/guardian consent or, if the student is at least 18 years of age, the student's consent, unless the officer or employee presents a valid judicial warrant or court order that authorizes and directs the district to give such permission without parent/guardian consent or, if the student is at least 18 years of age, the student's consent

Regardless of whether the officer or employee is given access to the student, the student's parent/guardian shall be immediately notified, unless prohibited by a valid judicial warrant or court order, or in cases involving investigations of child abuse, neglect, or dependency. (Education Code 48906)

Additionally, district staff shall notify the Superintendent or designee as early as possible of any request by an officer or employee of an agency conducting immigration enforcement for access to a student. (Education Code 234.7)

For a request for permission to enter a school bus, any other transportation provided by the district, a nonpublic area of any district property or facility, or a nonpublic area where any district-sponsored program or activity is occurring, the district shall deny the request unless any of the following apply: (Education 234.7)

1. The officer or employee provides a valid judicial warrant or court order

2. Permission is required to be granted by state or federal law or in order to administer a state or federally supported educational program

3. The officer or employee is a sworn law enforcement officer, declares that exigent circumstances exist, and demands immediate access

In this situation, district staff shall comply with the officer's or employee's orders and immediately contact the Superintendent or designee and then the district's legal counsel.

CSBA NOTE: While not required by law, the 2025 MPL includes requirements that the district post signs at school entrances containing school hours and registration requirements and that the district adopt measures for responding to outsiders in a manner that avoids classroom interruptions. For procedures applicable to all visitors, see BP/AR 1250 - Visitors/Outsiders.

An officer or employee of an agency conducting immigration enforcement who, pursuant to this administrative regulation, is granted permission to enter district property or facilities which are not open to all visitors shall first register in accordance with Board Policy 1250 - Visitors/Outsiders, except in cases where the officer or employee is a sworn law enforcement officer and states that exigent circumstances exist. (Penal Code 627.2, 627.3)

CSBA NOTE: The following paragraph is consistent with the 2025 MPL but not required by law, and should be

modified to reflect district practice.

The Superintendent or designee shall email the Bureau of Children's Justice in the California Department of Justice (BCJ@doj.ca.gov) regarding any attempt by a law enforcement officer to access a student or a school site for immigration enforcement purposes.

Responding to Immigration Enforcement Activity on District Property

CSBA NOTE: Pursuant to Education Code 32282, as amended by SB 98 (Ch. 124, Statutes of 2025), comprehensive school safety plans are, by March 1, 2026, required to include procedures specifically designed to notify parents/guardians and district staff when a school confirms the presence of immigration enforcement on the school site.

When any officer or employee of an agency conducting immigration enforcement is actually or imminently present on district property, district staff shall notify staff working at the property and, if the district property is a school, the parents/guardians of students at the school in accordance with Board Policy/Administrative Regulation 0450 - Comprehensive Safety Plan.

CSBA NOTE: The following paragraph is consistent with the 2025 MPL but not required by law, and should be modified to reflect district practice, including whether the district maintains a district police or security department.

District staff shall report the presence of any officer or employee of an agency conducting immigration enforcement on district property to district police and other appropriate administrators.

CSBA NOTE: Due to federal preemption, state law may not require or permit district staff to obstruct, interfere with, or otherwise impede an officer or employee of an agency conducting immigration enforcement who nonetheless enters a school bus, any other transportation provided by the district, a nonpublic area of any district property or facility, or a nonpublic area where any district-sponsored program or activity is occurring. The following paragraph reiterates this caution.

District staff shall not obstruct, interfere with, or otherwise impede, or attempt to obstruct, interfere with, or otherwise impede, any officer or employee of an agency conducting immigration enforcement, even if the officer or employee appears to be acting outside the law or in excess of the stated or documented authorization. If such an officer or employee enters the premises without consent, district staff shall document their actions but only to the extent that documentation does not impede their actions and shall, at all times, obey any direction from such officers or employees.

After all officers and employees of an agency conducting immigration enforcement leave, each district staff member who observed or interacted with them shall promptly provide the following to the district's legal counsel or other district official designated by the Superintendent:

CSBA NOTE: The following list is consistent with the 2025 MPL but not required by law, and should be modified to reflect district practice.

1. Copies of any information and documents collected from the officers or employees such as valid identification, name, badge number, phone number of the officer's or employee's supervisor, and documentation that authorizes the officer's or employee's request

2. The identity of all other district staff known to have communicated with the officers or employee

3. A description of all requests and activities by the officers and employees

4. The type of documentation, such as a warrant or subpoena, that authorized the officer's or employee's request or actions

5. District staff's response to the officer's or employee's request

6. Written notes of any other actions taken by and any other interactions with any officer or employee

Responding to the Detention or Deportation of Student's Parent/Guardian

The Superintendent or designee shall encourage parents/guardians to update their emergency contact information as needed at any time. The Superintendent or designee shall notify parents/guardians that the district will only use information provided on the emergency cards in response to specific emergency situations and not for any other

purpose. (Education Code 234.7)

CSBA NOTE: The following list is consistent with the 2025 MPL but not required by law, and should be modified to reflect district practice.

Additionally, the Superintendent or designee may encourage all students and families to learn their emergency phone numbers and be aware of the location of important documentation, including birth certificates, passports, social security cards, physicians' contact information, medication lists, lists of allergies, and other such information that would allow the students and families to be prepared in the event that a student's parent/guardian is detained or deported.

CSBA NOTE: Family Code 6552, as amended by AB 495, changes the definition of "relative", for purposes of a Caregiver's Authorization Affidavit, to include any adult who is related to the child by blood, adoption, or affinity within the fifth degree of kinship, including all stepparents, stepsiblings, and all relatives whose status is preceded by the words "great," "great-great," or "grand." The 2025 Guidance encourages families to consider completing a Caregiver Authorization Affidavit, which would give a relative the authority to make educational and medical decisions for the student.

In the event that a student's parent/guardian is detained or deported, the Superintendent or designee shall release the student to the person(s) designated in the student's emergency contact information or to any individual who presents a caregiver's authorization affidavit on behalf of the student. The Superintendent or designee shall only contact child protective services if district personnel are unable to arrange for the timely care of the student by the person(s) designated in the emergency contact information maintained by the school or identified on a caregiver's authorization affidavit. (Education Code 234.7)

CSBA NOTE: Education Code 48204.4 provides that a student complies with district residency requirements if the student's parent/guardian was a resident of California and departed against the parent/guardian's will due to a transfer by a government agency that had custody of the parent/guardian, a lawful order from a court or government agency authorizing removal, or removal or departure pursuant to the federal Immigration and Nationality Act. For more information regarding district residency, see AR 5111.1 - District Residency.

In an instance where a student's parent/guardian was detained or deported, the Superintendent or designee shall notify the student, as well as the individuals designated in the student's emergency contact information and any individual who presented a caregiver's authorization affidavit on behalf of the student, that the student continues to meet the residency requirements for attendance in the district if the student and the student's parent/guardian who was detained or deported satisfy the conditions as specified in Education Code 48204.4.

CSBA NOTE: The following paragraph is consistent with the 2025 MPL but not required by law, and should be deleted or modified to reflect district practice.

The Superintendent or designee may refer a student or the student's family members to other resources for assistance, including, but not limited to, an U.S. Immigrant and Customs Enforcement detainee locator, legal assistance, or the consulate or embassy of the parent/guardian's country of origin.

Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the Governing Board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
Civ. Code 1798.3	Information Practices Act of 1977; definitions
Ed. Code 200	Prohibition of discrimination
Ed. Code 200	Equal rights and opportunities in state educational institutions
Ed. Code 234.1	Student protections relating to discrimination, harassment, intimidation, and bullying
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Ed. Code 32282	Comprehensive School Safety Plan
Ed. Code 48204.4	Evidence of residency for school enrollment
Ed. Code 48906	Exception to parent/guardian notifications
Ed. Code 48980	Parent/Guardian notifications

State	Description
Ed. Code 48985	Notices to parents/guardians in language other than English
Fam. Code 6552	Caregiver's authorization affidavit
Gov. Code 7285-7285.3	Prohibitions on Employer Cooperation with Immigration Enforcement Agents
Gov. Code 8310.3	California Religious Freedom Act
Pen. Code 422.55	Definition of hate crime
Pen. Code 627-627.10	Access to school premises

Federal	Description
20 USC 1232g	Family Educational Rights and Privacy Act (FERPA) of 1974
34 CFR 99.30-99.31	FERPA Regulations
U.S. Constitution, Fourth Amendment	Unreasonable search and seizure

Management Resources	Description
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Court Decision	Plyler v. Doe (1982) 457 U.S. 202
Website	California Department of Education, Resources to Include Immigrant Families
Website	California Department of Education, LEA Immigration Enforcement Policy Submission
Website	CSBA District and County Office of Education Legal Services
Website	U.S. Immigration and Customs Enforcement, Online Detainee Locator System
Website	California Office of the Attorney General
Website	CSBA
Website	U.S. Department of Education
Website	U.S. Department of Education, Office for Civil Rights
Website	U.S. Immigration and Customs Enforcement
Website	California Civil Rights Department

Cross References	Description
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0450	Comprehensive Safety Plan
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1250	Visitors/Outsiders
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1312.3	Uniform Complaint Procedures
1312.3-E PDF(3)	Uniform Complaint Procedures
1312.3-E PDF(4)	Uniform Complaint Procedures
1312.3-E(1)	Uniform Complaint Procedures

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Cross References	Description
1312.3-E(2)	Uniform Complaint Procedures
1340	Access To District Records
1340	Access To District Records
3515.3	District Police/Security Department
3515.31	School Resource Officers
3555	Nutrition Program Compliance
3555-E(1)	Nutrition Program Compliance
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5111	Admission
5111.1	District Residency
5111.1	District Residency
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5125	Student Records
5125.1	Release Of Directory Information
5125.1	Release Of Directory Information
5125.1-E PDF(1)	Release Of Directory Information
5125.1-E(1)	Release Of Directory Information
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5142	Safety
5145.12	Search And Seizure
5145.12	Search And Seizure
5145.3	Nondiscrimination/Harassment
5145.3	Nondiscrimination/Harassment
6142.3	Civic Education
6143	Courses Of Study
6143	Courses Of Study
6175	Migrant Education Program
6175	Migrant Education Program

Draft

Policy 5125: Student Records

Status: DRAFT

Original Adopted Date: 10/22/2018 **| Last Revised Date:** 09/11/2025

CSBA NOTE: The following mandated policy and accompanying administrative regulation address student records, which are governed by both federal and state law, including the Family Educational Rights and Privacy Act (FERPA) (20 USC 1232g, 34 CFR 99.1-99.8), the Protection of Pupil Rights Amendment (PPRA) (20 USC 1232h), the Children's Online Privacy Protection Act (COPPA) (15 USC 6501-6506, 16 CFR 312), Education Code 49069.7 and 49073.1, K-12 Pupil Online Personal Information Protection Act (Business and Professions Code 22584), Early Learning Personal Information Protection Act (Business and Professions Code 22586), and 5 CCR 430-438. For information regarding public access to certain records in accordance with the California Public Records Act (CPRA) (Government Code 7920.000 - 7930.215), see BP/AR 1340 - Access to District Records and BB 9012 - Board Member Electronic Communications. For information regarding retention of records, see BP/AR 3580 - District Records and AR 4112.6/4212.6/4312.6 - Personnel Files.

Pursuant to 5 CCR 431, districts are mandated to establish policies and procedures to implement state law and regulations regarding student records, including policies and procedures which (1) enumerate and describe the student records collected and maintained by the district, (2) ensure security of the records, and (3) guarantee access to authorized persons within five days of a request. Education Code 49069.7 mandates procedures related to review of student records by parent/guardian. See the accompanying administrative regulation for additional language implementing these mandates.

The Governing Board recognizes the importance of keeping accurate, comprehensive student records as required by law. The Superintendent or designee shall establish administrative regulations governing the identification, collection, retention, disclosure, and security of student records. These regulations shall ensure the rights of authorized persons to have timely access to student records while maintaining the confidentiality of student records in accordance with state and federal law.

The Superintendent or designee shall designate a certificated employee to serve as custodian of records with responsibility for student records at the district level. At each school, the principal or a certificated employee shall be designated as custodian of records for students enrolled at that school. The custodian of records shall be responsible for implementing Board policy and administrative regulation regarding student records. (5 CCR 431)

CSBA NOTE: The privacy of online information of students in prekindergarten (preK) through grade 12 is addressed in Privacy Rights for California Minors in the Digital World (Business and Professions Code 22580-22582), the K-12 Pupil Online Personal Information and Protection Act (Business and Professions Code 22584-22585), and the Early Learning Personal Information Protection Act (Business and Professions Code 22586-22587), which prohibit an operator of a website, online service or application, or mobile application from knowingly using, disclosing, or compiling the personal information of a minor for the purpose of marketing or advertising specified types of products or services; allowing a third party to use, disclose, or compile such information; or selling or disclosing specified student information or knowingly using such student information to engage in targeted advertising to students or parents/guardians or to amass a profile about a preK-12 student. Covered student information includes any personally identifiable information or materials created or provided by a student, parent/guardian, or district employee, such as name, contact information, educational record, discipline records, test results, health records, and socioeconomic information. Pursuant to Business and Professions Code 22584 and 22586, an operator is required to delete data under the control of the school or district upon the request of the school or district. However, Business and Professions Code 22584 does not require the deletion of student records held by a national assessment provider when the records only include standardized test results.

Additionally, pursuant to Business and Professions Code 22584 and 22586, an operator is required to delete a student's covered information that is not subject to the California Consumer Privacy Act which is under the operator's control, as specified below. Business and Professions Code 22584 and 22586 do not require the deletion of mandatory permanent student records or any official records or files directly related to a student and maintained by the operator, school, or district.

If student records containing covered information which is not subject to the California Consumer Privacy Act are under the control of the operator of a website, online service or application, or mobile application, and the student's parent/guardian or the student, if 18 years of age or older, requests deletion of such records, the Superintendent or designee shall provide documentation to the operator that the student has not been enrolled in the district for at least 60 days. (Business and Professions Code 22584)

All appropriate personnel shall receive training regarding district policies and procedures for gathering and handling sensitive student information, including which information should not be solicited.

CSBA NOTE: Pursuant to Education Code 49076.7, a district is prohibited from soliciting or collecting social security numbers or the last four digits of social security numbers of students or their parents/guardians, unless otherwise required to do so by state or federal law. One such exception is the collection of the last four digits of the social security number for the purpose of establishing eligibility for a federal benefit program.

The district shall not collect or solicit social security numbers or the last four digits of social security numbers of students or their parents/guardians, unless otherwise required to do so by state or federal law. (Education Code 49076.7)

CSBA NOTE: Unless an exception applies, Education Code 234.7, as amended by AB 495 (Ch. 664, Statutes of 2025), prohibits the collection and disclosure of information or documents regarding the citizenship or immigration status of students or their family members. For more information regarding the prohibition against collecting and disclosing citizenship or immigration status of students or their family members, and limited exceptions, see BP/AR 1445 - Response to Immigration Enforcement and BP/AR 1340 - Access to District Records.

The immigration or citizenship status of a student or a student's family member may only be collected and disclosed in accordance with Board Policy/Administrative Regulation 1445 - Response to Immigration Enforcement.

The district or any district employee shall not compile a list, registry, or database based on students' national origin, ethnicity, or religious belief, practice, or affiliation, or disclose student information to federal government authorities for the purpose of compiling such a list, registry, or database for purposes of immigration enforcement. This prohibition does not apply to information that is aggregated and is not personally identifiable. (Government Code 8310.3)

CSBA NOTE: Pursuant to Family Code 6323.5, districts are required to develop protocols to comply with a court's restraining order that prohibits a party from accessing records and information pertaining to the education, daycare, health care, recreational activities, or employment of a minor child of the parties, which may include prohibiting access to a parent/guardian who would otherwise be entitled to the records. The protocols must, at a minimum, (1) designate an appropriate employee(s) who is responsible for receiving protective order(s), (2) establish a means of ensuring that the restrained party is not able to access the prohibited records or information, and (3) implement a procedure for submitting a copy of the restraining order including confirmation of when and to whom it was submitted. It is recommended that districts with questions about complying with these procedures consult CSBA's District and County Office of Education Legal Services or district legal counsel.

The Superintendent or designee shall develop protocols to comply with a court's restraining order that prohibits a party from accessing specified records and information pertaining to a student. (Family Code 6323.5)

Student Records from Social Media

CSBA NOTE: The following section is optional and may be revised to reflect district practice. Pursuant to Education Code 49073.6, any district considering a program to gather information from students' social media activity, as defined, is required to first notify students and parents/guardians and provide an opportunity for public comment. The notification may be provided as part of the annual parent/guardian notification required pursuant to Education Code 48980. If such a program is then adopted, the district is required to comply with program requirements reflected in "Student Records from Social Media" in the accompanying administrative regulation.

It is recommended that the district consult CSBA's District and County Office of Education Legal Services or district legal counsel before gathering any other online information that does not meet the definition of social media in Education Code 49073.6.

The Superintendent or designee may gather and maintain information from the social media of any district student, provided that the district first notifies students and parents/guardians about the proposed program, offers an opportunity for public comment at a regularly scheduled Board meeting, and gathers only information that directly pertains to school safety or student safety. (Education Code 49073.6)

Retention, Disclosure, and Security of Student Records

CSBA NOTE: The use of artificial intelligence (AI) may pose risks to keeping student records private and secure. CSBA's, "Understanding Artificial Intelligence in K-12 Education: What Governance Teams Should Know," cautions districts to consider whether information about students shared with or stored in an AI-enabled system is subject to federal or state privacy laws and whether interactions between students and AI systems may create records that are required to be protected by law, such as when a chatbot or automated tutor generates written guidance to a student.

Pursuant to Education Code 33328.5, the Superintendent of Public Instruction has convened a working group related to AI in public schools in order to develop guidance on the safe use of AI in education and, subsequently, to develop a model policy on the safe and effective use of AI. For more information on AI, see BP 0441 - Artificial Intelligence, BP/E(1) 4040 - Employee Use of Technology, BP 5131.9 - Academic Honesty, and BP/AR 6163.4 - Student Use of Technology.

The Superintendent or designee shall ensure the confidentiality of student records as required by law and shall establish processes and procedures to safeguard data against damage, loss, or theft, including damage, loss, or theft which may be caused by the use of technology, including artificial intelligence and breaches to the district's digital infrastructure, in the retention or disclosure of student records.

The Superintendent or designee shall ensure that employees receive information and training about cybersecurity, including ways to protect student records from breaches to the district's digital infrastructure.

If the district experiences a cyberattack that impacts more than 500 students or personnel, the Superintendent or designee shall report the cyberattack to the California Cybersecurity Integration Center. (Education Code 35266)

CSBA NOTE: Education Code 49073.1 authorizes districts to enter into a contract with a third party for the digital storage, management, and retrieval of student records and/or for software designed for this purpose. A district that chooses to enter into such a contract is mandated to adopt policy allowing such contracts and is required to ensure that the contract includes all the provisions specified in Education Code 49073.1. Also see BP 3312 - Contracts.

The Superintendent or designee may enter into a contract with a third party for the digital storage, management, and retrieval of student records and/or to authorize a third party provider of digital software to access, store, and use student records, provided that the contract meets the requirements of Education Code 49073.1 and other applicable state and federal laws

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Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the Governing Board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
5 CCR 16020-16027	Destruction of records of school districts
5 CCR 430-438	Individual student records
Bus. and Prof. Code 22580-22582	Privacy rights for California minors in the digital world
Bus. and Prof. Code 22584-22585	Student Online Personal Information Protection Act
Bus. and Prof. Code 22586-22587	Early Learning Personal Information Protection Act
Code of Civil Procedure 1985.3	Subpoena duces tecum
Ed. Code 17604	Delegation of powers to agents
Ed. Code 220.3	Prohibition of requiring employee or contractor to disclose information related to student's sexual orientation, gender identity, or gender expression
Ed. Code 234.7	Student protections relating to immigration and citizenship status
Ed. Code 33328.5	Statewide AI Task Force
Ed. Code 35266	Reporting of cyberattacks
Ed. Code 48201	Transfer student's record for acts that resulted in suspension or expulsion
Ed. Code 48853.5	Foster youth; placement, immunizations
Ed. Code 48902	Notification of law enforcement of specified violations
Ed. Code 48904-48904.3	Withholding grades, diplomas, or transcripts
Ed. Code 48918	Rules governing expulsion procedures
Ed. Code 48980	Parent/Guardian notifications
Ed. Code 48985	Notices to parents/guardians in language other than English
Ed. Code 49060-49079	Student records
Ed. Code 49091.14	Parent/guardian review of curriculum

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State	Description
Ed. Code 51745	Independent study
Ed. Code 56041.5	Rights of students with disabilities
Ed. Code 56050	Surrogate parents
Ed. Code 56055	Foster parents
Ed. Code 60900-60901	California Longitudinal Pupil Achievement Data System
Ed. Code 69432.9	Cal Grant program; notification of grade point average
Ed. Code 69475	Conditional repeal of Cal Grant program
Fam. Code 3025	Access to records by noncustodial parents
Fam. Code 6323.5	Ex parte orders
Fam. Code 6552	Caregiver's authorization affidavit
Gov. Code 7920.000-7930.215	California Public Records Act
H&S Code 120440	Immunizations; disclosure of information
Pen. Code 245	Assault with deadly weapon
W&I Code 16010	Health and education records of a minor
W&I Code 681	Truancy petitions
W&I Code 701	Juvenile court law

Federal	Description
15 USC 6501-6506	Children's Online Privacy Protection Act
16 CFR Part 312	Children's Online Privacy Protection Rule
20 USC 1232g	Family Educational Rights and Privacy Act (FERPA) of 1974
20 USC 1232h	Protection of Pupil Rights Amendment
26 USC 152	Definition of dependent child
34 CFR 300.501	Opportunity to examine records for parents/guardians of student with disability
34 CFR 99.1-99.8	Family Educational Rights and Privacy Act
42 USC 11434a	McKinney-Vento Homeless Assistance Act; definitions

Management Resources	Description
CA Office of the Attorney General Publication	Promoting a Safe and Secure Learning Environment for All: Guidance and Model Policies to Assist California's TK-12 Schools in Responding to Requests for Access and Information for Immigration Enforcement Purposes, December 2025
CSBA Publication	Understanding Artificial Intelligence in K-12 Education: What Governance Teams Should Know, September 2023
CSBA Publication	Legal Guidance on Providing All Children Equal Access to Education, Regardless of Immigration Status, February 2017
Federal Register	Final Rule and Analysis of Comments and Changes, Family Educational Rights and Privacy, December 9, 2008, Vol. 73, No. 237, pages 74806-74855
U.S. Department of Education Publication	IDEA and FERPA Crosswalk: A side-by-side comparison of the privacy provisions under Parts B and C of the IDEA and FERPA, August 2022
U.S. Department of Education Publication	School Resource Officers, School Law Enforcement Units, and the Family Educational Rights and Privacy Act (FERPA), February 2019

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Management Resources	Description
U.S. Department of Education Publication	An Eligible Student Guide to the Family Educational Rights and Privacy Act (FERPA), March 2023
U.S. Department of Education Publication	A Parent Guide to the Family Educational Rights and Privacy Act (FERPA), July 2021
U.S. Department of Education Publication	Balancing Student Privacy and School Safety: A Guide to the Family Educational Rights and Privacy Act for Elementary and Secondary Schools, Oct 2007
U.S. Department of Education Publication	Joint Guidance on the Application of FERPA and HIPAA to Student Health Records, November 2008
Website	California Department of Education, Resources to Include Immigrant Families
Website	California Department of Education, LEA Immigration Enforcement Policy Submission
Website	California IT in Education, Student Data Privacy
Website	CSBA District and County Office of Education Legal Services
Website	U.S. Department of Education, Protecting Student Privacy
Website	California Office of the Attorney General
Website	California Department of Education
Website	CSBA

Cross References	Description
0410	Nondiscrimination In District Programs And Activities
0440	District Technology Plan
0441	Artificial Intelligence
1100	Communication With The Public
1100-E PDF(1)	Communication With The Public
1113	District And School Websites
1113	District And School Websites
1113-E(1)	District And School Websites
1113-E(2)	District And School Websites
1114	District-Sponsored Social Media
1114	District-Sponsored Social Media
1312.3	Uniform Complaint Procedures
1312.3	Uniform Complaint Procedures
1312.3-E PDF(3)	Uniform Complaint Procedures
1312.3-E PDF(4)	Uniform Complaint Procedures
1312.3-E(1)	Uniform Complaint Procedures
1312.3-E(2)	Uniform Complaint Procedures
1340	Access To District Records
1340	Access To District Records
1400	Relations Between Other Governmental Agencies And The Schools
3250	Transportation Fees
3250	Transportation Fees

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Cross References	Description
3260	Fees And Charges
3260	Fees And Charges
3290	Gifts, Grants And Bequests
3290	Gifts, Grants And Bequests
3290-E PDF(1)	Gifts, Grants And Bequests
3312	Contracts
3515	Campus Security
3515	Campus Security
3515.3	District Police/Security Department
3553	Free And Reduced Price Meals
3553	Free And Reduced Price Meals
3555	Nutrition Program Compliance
3555-E(1)	Nutrition Program Compliance
3580	District Records
3580	District Records
4040	Employee Use Of Technology
4040-E PDF(1)	Employee Use Of Technology
4040-E(1)	Employee Use Of Technology
4112.6	Personnel Files
4112.6	Personnel Files
4113.5	Working Remotely
4117.7	Employment Status Reports
4119.23	Unauthorized Release Of Confidential/Privileged Information
4158	Employee Security
4158	Employee Security
4212.6	Personnel Files
4212.6	Personnel Files
4213.5	Working Remotely
4219.21	Professional Standards
4219.21-E PDF(1)	Professional Standards - Layoff/Rehire
4219.23	Unauthorized Release Of Confidential/Privileged Information
4258	Employee Security
4258	Employee Security
4312.6	Personnel Files
4312.6	Personnel Files
4313.5	Working Remotely
4317.7	Employment Status Reports
4319.21	Professional Standards
4319.21-E PDF(1)	Professional Standards
4319.23	Unauthorized Release Of Confidential/Privileged Information

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Cross References	Description
4358	Employee Security
4358	Employee Security
5000	Concepts And Roles
5020	Parent Rights And Responsibilities
5020	Parent Rights And Responsibilities
5021	Noncustodial Parents
5022	Student And Family Privacy Rights
5022	Student And Family Privacy Rights
5111	Admission
5111	Admission
5111.1	District Residency
5111.1	District Residency
5111.2	Nonresident Foreign Students
5112.1	Exemptions From Attendance
5112.1	Exemptions From Attendance
5112.2	Exclusions From Attendance
5113.1	Chronic Absence And Truancy
5113.1	Chronic Absence And Truancy
5113.12	District School Attendance Review Board
5113.12	District School Attendance Review Board
5113.2	Work Permits
5113.2	Work Permits
5119	Students Expelled From Other Districts
5121	Grades/Evaluation Of Student Achievement
5121	Grades/Evaluation Of Student Achievement
5123	Promotion/Acceleration/Retention
5123	Promotion/Acceleration/Retention
5125.1	Release Of Directory Information
5125.1	Release Of Directory Information
5125.1-E PDF(1)	Release Of Directory Information
5125.1-E(1)	Release Of Directory Information
5125.2	Withholding Grades, Diploma Or Transcripts
5125.3	Challenging Student Records
5126	Awards For Achievement
5126	Awards For Achievement
5131.1	Bus Conduct
5131.1	Bus Conduct
5131.2	Bullying
5131.2	Bullying
5131.7	Weapons And Dangerous Instruments

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Cross References	Description
5131.7	Weapons And Dangerous Instruments
5131.9	Academic Honesty
5138	Conflict Resolution/Peer Mediation
5141.21	Administering Medication And Monitoring Health Conditions
5141.21	Administering Medication And Monitoring Health Conditions
5141.21-E PDF(1)	Administering Medication And Monitoring Health Conditions
5141.22	Infectious Diseases
5141.22	Infectious Diseases
5141.24	Specialized Health Care Services
5141.24	Specialized Health Care Services
5141.26	Tuberculosis Testing
5141.3	Health Examinations
5141.3	Health Examinations
5141.31	Immunizations
5141.31	Immunizations
5141.32	Health Screening For School Entry
5141.33	Head Lice
5141.33	Head Lice
5141.52	Suicide Prevention
5141.52	Suicide Prevention
5141.6	School Health Services
5141.6	School Health Services
5144	Discipline
5144	Discipline
5144.1	Suspension And Expulsion/Due Process
5144.1	Suspension And Expulsion/Due Process
5144.2	Suspension And Expulsion/Due Process (Students With Disabilities)
5144.2-E PDF(1)	Suspension And Expulsion/Due Process (Students With Disabilities)
5144.4	Required Parental Attendance
5144.4	Required Parental Attendance
5145.12	Search And Seizure
5145.12	Search And Seizure
5145.3	Nondiscrimination/Harassment
5145.3	Nondiscrimination/Harassment
5145.6	Parent/Guardian Notifications
5145.6-E PDF(2)	Parent/Guardian Notifications
5145.6-E(1)	Parent/Guardian Notifications
5145.7	Sexual Harassment
5145.7	Sexual Harassment
5146	Married/Pregnant/Parenting Students

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Cross References	Description
5148	Child Care And Development
5148	Child Care And Development
5148.3	Preschool/Early Childhood Education
5148.3	Preschool/Early Childhood Education
6142.7	Physical Education And Activity
6142.7	Physical Education And Activity
6142.7-E PDF(1)	Physical Education And Activity
6143	Courses Of Study
6143	Courses Of Study
6145.2	Athletic Competition
6145.2	Athletic Competition
6146.11	Alternative Credits Toward Graduation
6146.11	Alternative Credits Toward Graduation
6146.2	Certificate Of Proficiency/High School Equivalency
6146.2	Certificate Of Proficiency/High School Equivalency
6146.2-E PDF(1)	Certificate Of Proficiency/High School Equivalency
6146.2-E PDF(2)	Certificate Of Proficiency/High School Equivalency
6158	Independent Study
6158	Independent Study
6159	Individualized Education Program
6159	Individualized Education Program
6159.1	Procedural Safeguards And Complaints For Special Education
6159.1	Procedural Safeguards And Complaints For Special Education
6159.2	Nonpublic, Nonsectarian School And Agency Services For Special Education
6159.2	Nonpublic, Nonsectarian School And Agency Services For Special Education
6159.3	Appointment Of Surrogate Parent For Special Education Students
6159.3	Appointment Of Surrogate Parent For Special Education Students
6162.5	Student Assessment
6162.51	State Academic Achievement Tests
6162.51	State Academic Achievement Tests
6162.8	Research
6162.8	Research
6163.4	Student Use Of Technology
6163.4-E PDF(1)	Student Use Of Technology
6163.4-E(1)	Student Use Of Technology
6164.2	Guidance/Counseling Services
6164.5	Student Success Teams
6164.5	Student Success Teams
6164.6	Identification And Education Under Section 504
6164.6	Identification And Education Under Section 504

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Cross References	Description
6172.1	Concurrent Enrollment In College Classes
6172.1	Concurrent Enrollment In College Classes
6173	Education For Homeless Children
6173	Education For Homeless Children
6173.1	Education For Foster Youth
6173.1	Education For Foster Youth
6173.2	Education Of Children Of Military Families
6173.2	Education Of Children Of Military Families
6175	Migrant Education Program
6175	Migrant Education Program
6178.1	Work-Based Learning
6178.1	Work-Based Learning
9011	Disclosure Of Confidential/Privileged Information
9012	Board Member Electronic Communications
9321	Closed Session

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Regulation 5125: Student Records **Status:** DRAFT

Original Adopted Date: 10/22/2018 **| Last Revised Date:** 09/11/2025

CSBA NOTE: The following mandated administrative regulation and accompanying Board policy address student records, which are governed by both federal and state law, including the Family Educational Rights and Privacy Act (FERPA) (20 USC 1232g, 34 CFR 99.1-99.8), the Protection of Pupil Rights Amendment (PPRA) (20 USC 1232h), the Children's Online Privacy Protection Act (COPPA) (15 USC 6501-6506, 16 CFR 312), Education Code 49069.7 and 49073.1, K-12 Pupil Online Personal Information Protection Act (Business and Professions Code 22584), Early Learning Personal Information Protection Act (Business and Professions Code 22586), and 5 CCR 430-438. For information regarding public access to certain records in accordance with the California Public Records Act (CPRA) (Government Code 7920.000 - 7930.215), see BP/AR 1340 - Access to District Records and BB 9012 - Board Member Electronic Communications. For information regarding retention of records, see BP/AR 3580 - District Records and AR 4112.6/4212.6/4312.6 - Personnel Files.

Pursuant to 5 CCR 431, districts are mandated to establish policies and procedures to implement state law and regulations regarding student records, including policies and procedures which (1) enumerate and describe the student records collected and maintained by the district, (2) ensure security of the records, and (3) guarantee access to authorized persons within five days of a request. Education Code 49069.7 mandates procedures related to review of student records by parents/guardians. The following administrative regulation includes language implementing these mandates.

Definitions

Access means a personal inspection and review of a record or an accurate copy of a record, or receipt of an accurate copy of a record or an oral description or communication of a record, and a request to release a copy of any record. (Education Code 49061)

Adult student is a person who is or was enrolled in the district and who is at least 18 years of age. (5 CCR 430)

Attendance includes, but is not limited to, attendance in person or by paper correspondence, videoconference, satellite, Internet, or other electronic information and telecommunication technologies for students who are not physically present in the classroom, and the period during which a person is working under a work-study program. (34 CFR 99.3)

Contractor or consultant is anyone with a formal written agreement or contract with the district regarding the provision of services or functions outsourced by the district. Contractor or consultant shall not include a volunteer or other party. (Education Code 49076)

County placing agency means the county social service department or county probation department. (Education Code 49061)

Custodian of records is the employee responsible for the security of student records maintained by the district and for devising procedures for assuring that access to such records is limited to authorized persons. (5 CCR 433)

Disclosure means to permit access to, or the release, transfer, or other communication of, personally identifiable information contained in student records to any party, except the party that provided or created the record, by any means including oral, written, or electronic. (34 CFR 99.3)

CSBA NOTE: Education Code 49063 requires districts to include the criteria for defining "school officials and employees" in their annual notification. 34 CFR 99.31 defines "school officials and employees" for purposes of determining who may be given personally identifiable information from student records. In 73 Fed.Reg. 74815 (2008), the U.S. Department of Education (USDOE) stated that local agencies are in the best position to determine the types of parties who may serve as school officials. Examples cited include school transportation officials (including bus drivers), school nurses, practicum and fieldwork students, unpaid interns, consultants, contractors, volunteers, and other outside parties providing institutional services and performing institutional functions, provided that each of the requirements in 34 CFR 99.31 has been met. For accuracy, this Board policy uses the phrase "district officials and employees" rather than the phrase "school officials and employees," which is used in the applicable laws and regulations.

District officials and employees are officials or employees, including teachers, whose duties and responsibilities to the district, whether routine or as a result of special circumstances, require access to student records. (34 CFR 99.31)

CSBA NOTE: Education Code 49063 requires districts to include the criteria for defining "legitimate educational interest" in their annual notification.

Legitimate educational interest is an interest held by any district official, employee, contractor, or consultant whose official duties, responsibilities, or contractual obligations to the district, whether routine or as a result of special circumstances, require access to information contained in student records.

Mandatory interim student records are those records which the district is directed to compile and maintain for specified periods of time and are then destroyed in accordance with state law, regulation, or administrative directive. (5 CCR 430)

Mandatory permanent student records are those records which are maintained in perpetuity and which the district has been directed to compile by state law, regulation, or administrative directive. (5 CCR 430)

Parent/guardian means a natural parent, an adopted parent, legal guardian, surrogate parent, or foster parent. (Education Code 49061, 56050, 56055)

Permitted student records are those records having clear importance only to the current educational process of the student. (5 CCR 430)

Personally identifiable information includes, but is not limited to: (34 CFR 99.3)

1. The student's name
2. The name of the student's parent/guardian or other family members
3. The address of the student or student's family

   CSBA NOTE: Pursuant to 34 CFR 99.3, the definition of "personally identifiable information" includes a personal identifier such as a student's social security number. Education Code 49076.7 prohibits districts from collecting or soliciting social security numbers, or the last four digits of social security numbers, from students or their parents/guardians unless otherwise required to do so by state or federal law. If a social security number is collected under such circumstances, it must be classified as personally identifiable information and is subject to the restrictions related to access or de-identification of records specified in 34 CFR 99.30-99.39 and this administrative regulation.
4. A personal identifier, such as the student's social security number, student number, or biometric record (e.g., fingerprints, retina and iris patterns, voiceprints, DNA sequence, facial characteristics, and handwriting)
5. Other indirect identifiers, such as the student's date of birth, place of birth, and mother's maiden name
6. Other information that, alone or in combination, is linked or linkable to a specific student that would allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty
7. Information requested by a person who the district reasonably believes knows the identity of the student to whom the student record relates

Student means any individual who is or has been in attendance at the district and regarding whom the district maintains student records. (34 CFR 99.3)

CSBA NOTE: USDOE and the U.S. Department of Health and Human Services', "Joint Guidance on the Application of the Family Educational Rights and Privacy Act (FERPA) and the Health Insurance Portability and Accountability Act of 1996 (HIPAA) to Student Health Records," clarifies that a student's immunization and health record maintained by the district is a "student record" subject to FERPA.

Student records are any items of information (in handwriting, print, tape, film, computer, or other medium) gathered within or outside the district that are directly related to an identifiable student and maintained by the district, required to be maintained by an employee in the performance of the employee's duties, or maintained by a party acting for the district. Any information maintained for the purpose of second-party review is considered a student record. Student records include the student's health record. (Education Code 49061, 49062; 5 CCR 430; 34 CFR 99.3)

Student records do not include: (Education Code 49061, 49062; 34 CFR 99.3)

1. Directory information

2. Informal notes compiled by a district official or employee which remain in the sole possession of the maker, are used only as a personal memory aid, and are not accessible or revealed to any other person except a substitute employee

   CSBA NOTE: USDOE guidance, "School Resource Officers, School Law Enforcement Units, and the Family Educational Rights and Privacy Act (FERPA)," clarifies that records created by the district's law enforcement unit, such as student images appearing on security videotapes, are not considered student records under FERPA as long as the records are created for a law enforcement purpose.

3. Records of the law enforcement unit of the district, as specified in 34 CFR 99.8

4. Records created or received by the district after an individual is no longer a student and that are not directly related to the individual's attendance as a student

5. Grades on peer-graded papers before they are collected and recorded by a teacher

Persons Granted Absolute Access

In accordance with law, absolute access to any student records shall be granted to:

CSBA NOTE: Pursuant to Family Code 6323.5, districts are required to develop protocols to comply with a court's restraining order that prohibits a party from accessing records and information pertaining to the education, daycare, health care, recreational activities, or employment of a minor child of the parties, which may include a parent/guardian who would otherwise be entitled to the records. The accompanying Board policy specifies this requirement.

1. Parents/guardians of students younger than 18 years of age, including the parent who is not the student's custodial parent (Education Code 49069.7; Family Code 3025)

   However, the district shall not disclose student records to a party, including a parent/guardian, who is legally prohibited from accessing records and information of a student pursuant to a restraining order. (Family Code 6323.5)

2. An adult student, or a student under 18 years of age, who attends a postsecondary institution, in which case the student alone shall exercise rights related to the student's records and grant consent for the release of records (34 CFR 99.3, 99.5)

   CSBA NOTE: Pursuant to Education Code 56041.5, all the rights accorded to the parent/guardian of a student with exceptional needs, including the right to access student records, are transferred to the student at 18 years of age, except when the student has been declared incompetent under state law.

3. Parents/guardians of an adult student with exceptional needs who is 18 years of age or older and has been declared incompetent under state law (Education Code 56041.5)

Access for Limited Purpose/Legitimate Educational Interest

The following persons or agencies shall have access to those particular records that are relevant to their legitimate educational interest or other legally authorized purpose:

CSBA NOTE: Education Code 49076 and 34 CFR 99.31 require that access to relevant records be given to parents/guardians of a dependent child, defined by 26 USC 152 as one who lives with a parent/guardian for more than half the taxable year, meets the specified age requirements, has not provided more than half of one's own support during that year, and has not filed a joint tax return with a spouse.

1. Parents/guardians of a student 18 years of age or older who is a dependent child as defined in 26 USC 152 (Education Code 49076; 34 CFR 99.31)

2. Students who are 16 years of age or older or who have completed the 10th grade (Education Code 49076)

3. District officials and employees, consistent with the definition provided in "Definitions," above (Education

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Code 49076; 34 CFR 99.31)

4. Members of a school attendance review board (SARB) appointed pursuant to Education Code 48321 who are authorized representatives of the district and any volunteer aide 18 years of age or older who has been investigated, selected, and trained by the SARB to provide follow-up services to a referred student (Education Code 49076)

5. Officials and employees of other districts, school systems, or postsecondary institutions where the student intends or is directed to enroll, including local, county, or state correctional facilities where educational programs leading to high school graduation are provided, or where the student is already enrolled, as long as the disclosure is for purposes related to the student's enrollment or transfer (Education Code 49076; 34 CFR 99.31)

CSBA NOTE: 34 CFR 99.34 requires the district to make a reasonable attempt to notify the parent/guardian or adult student when the district discloses certain information as described in the following paragraph. However, if the district includes a statement in its annual parent/guardian notification that the district may forward education records under such circumstances, it is not obligated to individually notify parents/guardians or adult students. The following optional paragraph may be deleted by districts that include such a statement in their annual parent/guardian notification. See "Notification of Parents/Guardians," below.

Unless the annual parent/guardian notification issued pursuant to Education Code 48980 includes a statement that the district may disclose students' personally identifiable information to officials of another district, school system, or postsecondary institution where the student seeks or intends to enroll, the Superintendent or designee shall, when such a disclosure is made, make a reasonable attempt to notify the parent/guardian or adult student at the last known address, provide a copy of the record that is disclosed, and give the parent/guardian or adult student an opportunity for a hearing to challenge the record. (34 CFR 99.34)

CSBA NOTE: Item #6 is for use by districts that maintain high schools. Education Code 69432.9 provides that all students in grade 12 will be considered Cal Grant applicants and will have their grade point average (GPA) submitted to the Student Aid Commission, unless they opt out or are permitted under Commission rules to submit test scores in lieu of the GPA. Education Code 69432.9 requires that the report be submitted on a standardized form provided by the Commission. Pursuant to Education Code 69432.92, the Commission may also require that districts submit verification of high school graduation or its equivalent for all students who graduated in the prior academic year, except for students who have opted out.

Education Code 69432.9 requires that parents/guardians be notified that their child's GPA will be forwarded, unless they opt out within the time period specified in the notice. This notification may be included in the annual parent/guardian notification issued pursuant to Education Code 48980.

6. The Student Aid Commission, to provide the grade point average (GPA) of all district students in grade 12 and, when required, verification of high school graduation or its equivalent of all students who graduated in the prior academic year, for use in the Cal Grant postsecondary financial aid program

   However, such information shall not be submitted when students opt out or are permitted by the rules of the Student Aid Commission to provide test scores in lieu of the GPA. (Education Code 69432.9, 69432.92)

   No later than January 1 each year, the Superintendent or designee shall notify each student in grade 11, and the student's parents/guardians if the student is under 18 years of age, that the student's GPA will be forwarded to the Student Aid Commission by October 1, unless the student opts out within a period of time specified in the notice, which shall not be less than 30 days. (Education Code 69432.9)

   Students' social security numbers shall not be included in the submitted information unless the Student Aid Commission deems it necessary to complete the financial aid application and the Superintendent or designee obtains permission from the student's parent/guardian, or from the adult student, to submit the social security number. (Education Code 69432.9)

CSBA NOTE: Item #7 is for use by districts that serve students in grades 9-12. Pursuant to Education Code 60900, districts are required to enter into a data sharing agreement with the California College Guidance Initiative (CCGI), and by June 30, 2026, submit data for students in grades 9-12, as specified. Pursuant to Education Code 60900 and 60900.5, the California Department of Education (CDE) also shares specified data with CCGI. The district is required to include in the annual notification to parents/guardians the sharing of data with CCGI; see "Notification of Parents/Guardians," below.

7. The California College Guidance Initiative (CCGI) in accordance with a data sharing agreement pursuant to Education Code 60900, to provide data for use when planning for and applying to California public colleges and universities (Education Code 60900, 60900.5)

8. Federal, state, and local officials, as needed for an audit or evaluation of, or compliance with, a state or federally funded education program and in accordance with a written agreement developed pursuant to 34 CFR 99.35 (Education Code 49076; 34 CFR 99.3, 99.31, 99.35)

   CSBA NOTE: Pursuant to Education Code 49076, county placing agencies authorized to assess the effectiveness of a state or federally funded program on behalf of federal, state, or local officials and agencies may be allowed access to student records. Additionally, Education Code 49076 authorizes districts, county offices of education, and county placing agencies to develop cooperative agreements to facilitate confidential access to and exchange of student information by email, facsimile, electronic format, or other secure means, provided the agreement complies with the requirements of 34 CFR 99.35.

9. Any county placing agency acting as an authorized representative of a state or local educational agency which is required to audit or evaluate a state or federally supported education program pursuant to Item #8 above (Education Code 49076)

10. Any person, agency, or organization authorized in compliance with a court order or lawfully issued subpoena (Education Code 49077; 5 CCR 435; 34 CFR 99.31)

    Unless otherwise instructed by the court, the Superintendent or designee shall, prior to disclosing a record pursuant to a court order or subpoena, give the parent/guardian or adult student at least three days' notice of the name of the requesting agency and the specific record requested, if lawfully possible within the requirements of the judicial order. (Education Code 49077; 5 CCR 435; 34 CFR 99.31)

11. Any district attorney who is participating in or conducting a truancy mediation program or participating in the presentation of evidence in a truancy petition (Education Code 49076)

12. A district attorney's office for consideration against a parent/guardian for failure to comply with compulsory education laws (Education Code 49076)

13. Any probation officer, district attorney, or counsel of record for a student who is a minor for the purposes of conducting a criminal investigation or an investigation in regards to declaring the minor a ward of the court or involving a violation of a condition of probation, subject to evidentiary rules specified in Welfare and Institutions Code 701 (Education Code 49076)

    When disclosing records for these purposes, the Superintendent or designee shall obtain written certification from the recipient of the records that the information will not be disclosed to another party without prior written consent of the student's parent/guardian or the holder of the student's educational rights, unless specifically authorized by state or federal law. (Education Code 49076)

14. Any judge or probation officer for the purpose of conducting a truancy mediation program for a student or for the purpose of presenting evidence in a truancy petition pursuant to Welfare and Institutions Code 681 (Education Code 49076)

    In such cases, the judge or probation officer shall certify in writing to the Superintendent or designee that the information will be used only for truancy purposes. Upon releasing student information to a judge or probation officer, the Superintendent or designee shall inform, or provide written notification to, the student's parent/guardian within 24 hours. (Education Code 49076)

15. A foster family agency with jurisdiction over a currently enrolled or former student; short-term residential treatment program staff responsible for the education or case management of a student; or a caregiver who has direct responsibility for the care of a student, including a certified or licensed foster parent, an approved relative or nonrelated extended family member, or a resource family, as defined (Education Code 49076)

    Such individuals shall have access to the student's current or most recent records of grades, transcripts, attendance, discipline, online communication on platforms established by the district for students and parents/guardians, and any individualized education program or Section 504 plan developed and maintained by the district. (Education Code 49069.3)

16. A student 14 years of age or older who is an unaccompanied minor experiencing homelessness as defined in 42 USC 11434a (Education Code 49076)

CSBA NOTE: Family Code 6552, as amended by AB 495 (Ch. 664, Statutes of 2025), changes the definition of "relative", for purposes of a Caregiver's Authorization Affidavit, to include any adult who is related to the child by blood, adoption, or affinity within the fifth degree of kinship, including all stepparents, stepsiblings, and all relatives whose status is preceded by the words "great," "great-great," or "grand."

In "Promoting a Safe and Secure Learning Environment for All: Guidance and Model Policies to Assist California's TK-12 Schools in Responding to Requests for Access and Information for Immigration Enforcement Purposes," the California Attorney General encourages families to develop a Family Safety Plan and to consider completing a Caregiver Authorization Affidavit or a Petition for Appointment of Temporary Guardian, which would give a relative the authority to make educational and medical decisions for the student.

17. An individual who completes items #1-4 of the Caregiver's Authorization Affidavit pursuant to Family Code 6552 and signs the affidavit for the purpose of enrolling a minor in school (Education Code 49076)

18. A caseworker or other representative of a state or local child welfare agency or tribal organization that has legal responsibility in accordance with state or tribal law for the care and protection of a student, provided that the individual is authorized by the agency or organization to receive the records and the information requested is directly related to providing assistance to address the student's educational needs (Education Code 49076; 20 USC 1232g)

19. Appropriate law enforcement authorities, in circumstances where Education Code 48902 requires that the district provide special education and disciplinary records of a student with exceptional needs who is suspended or expelled for committing an act violating Penal Code 245 (Education Code 48902, 49076)

    When disclosing such records, the Superintendent or designee shall obtain written certification by the recipient of the records as described in Item #13 above. (Education Code 49076)

20. Designated peace officers or law enforcement agencies in cases where the district is authorized by law to assist law enforcement in investigations of suspected criminal conduct or kidnapping and a written consent by a parent/guardian, lawfully issued subpoena, or court order is submitted to the district, or information is provided to it indicating that an emergency exists in which the student's information is necessary to protect the health or safety of the student or other individuals (Education Code 49076.5)

    In such cases, the Superintendent or designee shall provide information about the identity and location of the student as it relates to the transfer of that student's records to another district in California or any other state or to a California private school. (Education Code 49076.5)

When disclosing records for the above purposes, the Superintendent or designee shall obtain the necessary documentation to verify that the person, agency, or organization is a person, agency, or organization that is permitted to receive such records.

Any person, agency, or organization granted access is prohibited from releasing information to another person, agency, or organization without written permission from the parent/guardian or adult student unless specifically allowed by state law or the federal Family Educational Rights and Privacy Act (FERPA). (Education Code 49076; 20 USC 1232g; 34 CFR 99.1-99.8)

Additionally, the parent/guardian or adult student may provide written consent for access to be granted to persons, agencies, or organizations not afforded access rights by law. The written consent shall specify the records to be released and the party or parties to whom they may be released. (Education Code 49061, 49075)

Only a parent/guardian having legal custody of the student may consent to the release of records to others. Either parent/guardian may grant consent if both parents/guardians notify the district, in writing, that such an agreement has been made. (Education Code 49061)

Discretionary Access

At the discretion of the Superintendent or designee, information may be released from a student's records to the following:

1. Appropriate persons, including parents/guardians of a student, in connection with an emergency if the knowledge of the information is necessary to protect the health or safety of the student or other persons (Education Code 49076; 34 CFR 99.31, 99.32, 99.36)

   When releasing information to any such appropriate person, the Superintendent or designee shall record information about the threat to the health or safety of the student or any other person that formed the basis for the disclosure and the person(s) to whom the disclosure was made. (Education Code 49076; 34 CFR 99.32)

   CSBA NOTE: The following optional paragraph may be revised to reflect district practice.
   Unless it would further endanger the health or safety of the student or other persons, the Superintendent or designee shall inform the parent/guardian or adult student within one week of the disclosure that the disclosure was made, of the articulable and significant threat to the health or safety of the student or other individuals that formed the basis for the disclosure, and of the parties to whom the disclosure was made.

2. Accrediting associations in order to carry out their accrediting functions (Education Code 49076; 34 CFR 99.31)

3. Organizations conducting studies on behalf of educational institutions or agencies for the purpose of developing, validating, or administering predictive tests, administering student aid programs, or improving instruction, provided that: (Education Code 49076; 34 CFR 99.31)

   a. The study is conducted in a manner that does not permit personal identification of students or parents/guardians by individuals other than representatives of the organization who have legitimate interests in the information

   b. The information is destroyed when no longer needed for the purposes for which the study is conducted

   c. c.The district enters into a written agreement with the organization that complies with 34 CFR 99.31

4. Officials and employees of other districts, private schools, or school systems where the student is enrolled or intends to enroll, subject to the rights of parents/guardians as provided in Education Code 49068 and in compliance with 34 CFR 99.34 (Education Code 49076; 34 CFR 99.31, 99.34)

5. Local health departments operating countywide or regional immunization information and reminder systems and the California Department of Public Health, unless the parent/guardian has requested that no disclosures of this type be made (Health and Safety Code 120440)

   CSBA NOTE: Education Code 49076 includes "contractors" and "consultants," as defined in "Definitions" above, with a legitimate educational interest who have a formal written agreement or contract with the district, among the categories of individuals to whom a student's personally identifiable information may be disclosed under certain circumstances. Unlike 34 CFR 99.31, however, Education Code 49076 prohibits disclosure of such information to volunteers and other parties.

   Pursuant to Education Code 49073.1, a district may enter into a contract with a third party to provide (1) services, including cloud-based services, for the digital storage, management, and retrieval of student records and/or (2) digital educational software that authorizes a third-party provider of digital educational software to access, store, and use student records as provided. When entering into a contract with a third party, it is recommended that districts utilize data sharing agreements to ensure contractors and consultants comply with student data privacy laws. California IT in Education (CITE) has student data privacy resources, including a sample student data privacy agreement, available on its website. For more information on contracts for digital storage and maintenance of student records, see BP 3312 - Contracts.

6. Contractors and consultants having a legitimate educational interest based on services or functions which have been outsourced to them through a formal written agreement or contract with the district, excluding volunteers or other parties (Education Code 49076)

   CSBA NOTE: Items #7 and 8 below are for use by districts that maintain high schools.

7. Agencies or organizations in connection with the student's application for or receipt of financial aid, provided that information permitting the personal identification of a student or the student's parents/guardians for these purposes is disclosed only as may be necessary to determine the eligibility of the student for financial aid, determine the amount of financial aid, determine the conditions which will be imposed regarding the

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financial aid, or enforce the terms or conditions of the financial aid (Education Code 49076; 34 CFR 99.31)

8. County elections officials for the purpose of identifying students eligible to register to vote or offering such students an opportunity to register, subject to the limits set by 34 CFR 99.37 and under the condition that any information provided on this basis shall not be used for any other purpose or transferred to any other person or agency (Education Code 49076; 34 CFR 99.37)

When disclosing records for the above purposes, the Superintendent or designee shall obtain the necessary documentation to verify that the person, agency, or organization is a person, agency, or organization that is permitted to receive such records.

Any person, agency, or organization granted access is prohibited from releasing information to another person, agency, or organization without written permission from the parent/guardian or adult student unless specifically allowed by state law or FERPA. (Education Code 49076; 20 USC 1232g; 34 CFR 99.1-99.8)

Persons Generally Denied Access

CSBA NOTE: Pursuant to Education Code 234.7, as amended by AB 495, districts are mandated to update their policies by March 1, 2026, with language that is equivalent to the model policy language (2025 MPL) developed by the California Attorney General in "Promoting a Safe and Secure Learning Environment for All: Guidance and Model Policies to Assist California's TK-12 Schools in Responding to Requests for Access and Information for Immigration Enforcement Purposes," (2025 Guidance). The 2025 Guidance is available on the Office of the Attorney General's website.

The following section is consistent with the 2025 MPL but not required by law, and should be modified to reflect district practice. For more information regarding response to immigration enforcement, see BP/AR 1445 - Response to Immigration Enforcement.

A request for student records by an officer or employee of an agency conducting immigration enforcement shall be denied except in accordance with Board Policy/Administrative Regulation 1445 - Response to Immigration Enforcement.

De-identification of Records

CSBA NOTE: 20 USC 1232g and Education Code 49076 authorize the district to release student records for specified purposes without parent/guardian consent after the removal of all "personally identifiable information," as defined in "Definitions" above, and provided that the district has made a reasonable determination that a student's identity will not be personally identifiable through single or multiple releases. Education Code 49074 further authorizes the district to provide de-identified statistical data to public or private agencies, postsecondary institutions, or educational research organizations when such actions would be "in the best educational interests of students."

34 CFR 99.31 lists objective standards under which districts may release information from de-identified records. These standards are applicable to both requests for individual, redacted records and requests for statistical information from multiple records.

When authorized by law for any program audit, educational research, or other purpose, the Superintendent or designee may release information from a student record without prior consent of the parent/guardian or adult student after the removal of all personally identifiable information. Prior to releasing such information, the Superintendent or designee shall make a reasonable determination that the student's identity is not personally identifiable, whether through single or multiple releases and taking into account other reasonably available information. (Education Code 49074, 49076; 20 USC 1232g; 34 CFR 99.31)

Process for Providing Access to Records

CSBA NOTE: Education Code 49069.7 mandates procedures for notifying parents/guardians of the location of student records if not centrally located. The following paragraph may be expanded to include notification procedures.

Student records shall be maintained in a central file at the school attended by the student or, when records are maintained at different locations, a notation shall be placed in the central file indicating where other records may be found. Parents/guardians and adult students shall be notified of the location of student records if not centrally located. (Education Code 49069.7; 5 CCR 433)

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The custodian of records shall be responsible for the security of student records and shall ensure that access is limited to authorized persons. (5 CCR 433)

CSBA NOTE: 5 CCR 431 mandates districts to establish written procedures to ensure the security of student records, including (1) guaranteeing access to authorized persons within five business days following the date of request, (2) assuring security of the records, and (3) enumerating and describing the student records collected and maintained by the district. The following three paragraphs reflect this mandate and should be modified to reflect any specific physical, technological, or administrative controls developed by the district. The types of student records collected and maintained by the district are enumerated and described in "Retention and Destruction of Student Records," below.

34 CFR 99.31 requires districts to use "reasonable methods" to (1) ensure that district officials, employees, contractors, and consultants obtain access to only those records, both paper and electronic, in which they have a legitimate educational interest, and (2) identify and authenticate the identity of parents/guardians, students, district officials and employees, and any other party to whom the district discloses personally identifiable information from education records. Additionally, 34 CFR 99.31 specifies that a district that does not use physical or technological access controls, such as a locked file cabinet or computer security limiting access, is required to ensure that its administrative policy for controlling access is effective and remains in compliance with the "legitimate educational interest" requirement.

In commentary accompanying the Final Rule (73 Fed.Reg. 237, page 74817), USDOE suggests a balance of physical, technological, and administrative controls to prevent unauthorized access and to ensure that district officials and employees do not have unrestricted access to the records of all students. The Analysis also clarifies that the reasonableness of the method depends, in part, on the potential harm involved. For example, high-risk records, such as social security numbers or other information that could be used for identity theft, should receive greater and more immediate protection.

In addition, as a condition of participation in an interagency data information system, such as the California Longitudinal Pupil Achievement Data System (CALPADS), Education Code 49076 requires that the district develop security procedures or devices by which unauthorized personnel cannot access data in the system and procedures or devices to secure privileged or confidential data from unauthorized disclosure.

The custodian of records shall develop reasonable methods, including physical, technological, and administrative policy controls, to ensure that district officials and employees obtain access to only those student records in which they have legitimate educational interests. (Education Code 49076; 5 CCR 431; 34 CFR 99.31)

To inspect, review, or obtain copies of student records, authorized persons shall submit a request to the custodian of records. Prior to granting the request, the custodian of records shall authenticate the individual's identity. For any individual granted access based on a legitimate educational interest, the request shall specify the interest involved.

CSBA NOTE: Education Code 49069.7 and 5 CCR 431 mandate that the district adopt procedures for granting parent/guardian requests to inspect, review, and obtain copies of records.

Within five business days following the date of request, the authorized person shall be granted access to inspect, review, and obtain copies of student records during regular school hours. (Education Code 49069.7; 5 CCR 431)

CSBA NOTE: 34 CFR 99.30 specifies information that is required to be included in the parent/guardian consent form, as provided below.

When required by law, a student's parent/guardian or an adult student shall provide written, signed, and dated consent before the district discloses the student record. Such consent may be given through electronic means in those cases where it can be authenticated. The district's consent form shall specify the records that may be disclosed, state the purpose of the disclosure, and identify the party or class of parties to whom the disclosure may be made. Upon request by the parent/guardian or adult student, the district shall provide a copy of the records disclosed. (34 CFR 99.30)

If the parent/guardian or adult student refuses to provide written consent for the release of student information, the Superintendent or designee shall not release the information, unless it is otherwise subject to release based on a court order or a lawful subpoena.

CSBA NOTE: Education Code 49069.7 mandates procedures for the availability of qualified certificated personnel to interpret records when requested. The following paragraph may be expanded to include specific procedures for persons to request and receive the assistance of certificated personnel.

Qualified certificated personnel shall be available to interpret records when requested. (Education Code 49069.7)

The custodian of records or the Superintendent or designee shall prevent the alteration, damage, or loss of records during inspection. (5 CCR 435)

Access Log

A log shall be maintained for each student's record which lists all persons, agencies, or organizations requesting or receiving information from the record and the legitimate educational interest of the requester. (Education Code 49064)

In every instance of inspection by persons who do not have assigned educational responsibility, the custodian of records shall make an entry in the log indicating the record inspected, the name of the person granted access, the reason access was granted, and the time and circumstances of inspection. (5 CCR 435)

CSBA NOTE: The following optional paragraph may be revised to reflect district practice.

Additionally, the custodian of records shall make an entry in the log regarding any request for record(s) that was denied and the reason for the denial.

CSBA NOTE: Education Code 49064 does not require the district to record access by individuals specified in Items #1-5 below. If the district wants to record access by all individuals as part of the reasonable administrative controls required by 34 CFR 99.31, the following list and section should be modified to reflect district practice.

The log need not include requests for access to records by: (Education Code 49064)

1. Parents/guardians or adult students
2. Students who are 16 years of age or older or who have completed the 10th grade
3. Parties obtaining district-approved directory information
4. Parties who have received written consent by a parent/guardian and have provided it to the district, in which case the consent notice shall be filed with the record pursuant to Education Code 49075
5. District officials and employees who have a legitimate educational interest

The log shall be open to inspection only by the parent/guardian, adult student, dependent adult student, custodian of records, and certain state or federal officials specified in Education Code 49064. (Education Code 49064; 5 CCR 432)

Duplication of Student Records

CSBA NOTE: Education Code 49069.7 mandates that the district adopt procedures for granting parent/guardian requests for copies of student records pursuant to Education Code 49065.

To provide copies of any student record, the district may charge a reasonable fee not to exceed the actual cost of providing the copies. No charge shall be made for providing up to two transcripts or up to two verifications of various records for any former student. No charge shall be made to locate or retrieve any student record. (Education Code 49065)

Changes to Student Records

Only a parent/guardian having legal custody of a student or a student who is 18 years of age or is attending an institution of postsecondary education may challenge the content of a record or offer a written response to a record. (Education Code 49061)

No addition or change shall be made to a student's record after high school graduation or permanent departure, other than routine updating, unless required by law or with prior consent of the parent/guardian or adult student. (Education Code 49070; 5 CCR 437)

CSBA NOTE: Pursuant to Education Code 220.3, a district is prohibited from requiring an official, employee, contractor, or consultant to disclose any information related to a student's sexual orientation, gender identity, or gender expression, including changing student records, to any other person without the student's consent unless

otherwise required by state or federal law.

Any request to change a student's legal name in the student's mandatory permanent student record shall be accompanied with appropriate documentation.

Any challenge to the content of a student's record shall be filed in accordance with Education Code 49070 and the process specified in Administrative Regulation 5125.3 - Challenging Student Records.

Retention and Destruction of Student Records

All anecdotal information and assessment reports maintained as student records shall be dated and signed by the individual who originated the data. (5 CCR 431)

The following mandatory permanent student records shall be kept indefinitely: (5 CCR 432, 437)

1. Legal name of student
2. Date and place of birth and method of verifying birth date
3. Sex of student
4. Name and address of parent/guardian of minor student
    a. Address of minor student if different from the above
    b. Annual verification of parent/guardian's name and address and student's residence
5. Entrance and departure dates of each school year and for any summer session or other extra session
6. Subjects taken during each year, half-year, summer session, or quarter, and marks or credits given towards graduation
7. Verification of or exemption from required immunizations
8. Date of high school graduation or equivalent

Mandatory interim student records, unless forwarded to another district, shall be maintained subject to destruction during the third school year after the school year in which they originated, following a determination that their usefulness has ceased or the student has left the district. These records include: (Education Code 48918, 51747; 5 CCR 432, 437, 16027)

1. Expulsion orders and the causes therefor
2. A log identifying persons or organizations who request or receive information from the student record
3. Health information, including verification or waiver of the health screening for school entry
4. Information on participation in special education programs, including required tests, case studies, authorizations, and actions necessary to establish eligibility for admission or discharge
5. Language training records
6. Progress slips/notices required by Education Code 49066 and 49067
7. Parent/guardian restrictions/stipulations regarding access to directory information
8. Parent/guardian or adult student rejoinders to challenged records and to disciplinary action
9. Parent/guardian authorization or prohibition of student participation in specific programs
10. Results of standardized tests administered within the past three years
11. Written findings resulting from an evaluation conducted after a specified number of missed assignments to

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determine whether it is in a student's best interest to remain in independent study

Permitted student records may be destroyed six months after the student completes or withdraws from the educational program and their usefulness ceases, including: (5 CCR 432, 437)

1. Objective counselor and/or teacher ratings
2. Standardized test results older than three years
3. Routine discipline data
4. Verified reports of relevant behavioral patterns
5. All disciplinary notices
6. Supplementary attendance records

Records shall be destroyed in a way that assures they will not be available to possible public inspection in the process of destruction. (5 CCR 437)

Transfer of Student Records

When a student transfers into the district from any other district, a private school, or school system, the Superintendent or designee shall inform the student's parent/guardian of rights regarding student records, including a parent/guardian's right to review, challenge, and receive a copy of student records. (Education Code 49068; 5 CCR 438)

CSBA NOTE: Education Code 48201 requires districts to request records of a transferring student regarding acts that resulted in the student's suspension or expulsion from the previous school, as specified below. Once the record is received, the Superintendent or designee is required to inform the student's teachers of the acts. For more information regarding teacher security, see AR 4158/4258/4358 - Employee Security.

When a student transfers into this district from another district, the Superintendent or designee shall request that the student's previous district provide any records, either maintained by that district in the ordinary course of business or received from a law enforcement agency, regarding acts committed by the transferring student that resulted in the student's suspension or expulsion. (Education Code 48201)

CSBA NOTE: Pursuant to Education Code 49068, a district is required to transfer a copy of a student's records to another school in which the student is enrolled or intends to enroll within 10 school days of receiving a request for the records. However, this is not applicable in circumstances where a more restrictive timeline is required. For example, a district is required to transfer the records of a student who is a foster youth to the new school within two business days, pursuant to Education Code 48853.5. For more information regarding transferring student records, see BP/AR 6146.3 - Reciprocity Of Academic Credit

When a student transfers from this district to another school district or to a private school, the Superintendent or designee shall forward a copy of the student's mandatory permanent record within 10 school days of the district's receipt of the request for the student's records. The original record or a copy shall be retained permanently by this district. If the transfer is to another California public school, the student's entire mandatory interim record shall also be forwarded. If the transfer is out of state or to a private school, the mandatory interim record may be forwarded. Permitted student records may be forwarded to any other district or private school. (Education Code 48918, 49068; 5 CCR 438)

Upon receiving a request from a county placing agency to transfer a student in foster care out of a district school, the Superintendent or designee shall transfer the student's records to the next educational placement within two business days. (Education Code 49069.5)

Additionally, when a student in foster care is enrolling in a district school, the district's liaison for foster youth shall contact, within two business days of the student's request for enrollment, the school last attended by the student to obtain all academic and other records. (Education Code 48853.5)

All student records shall be updated before they are transferred. (5 CCR 438)

Student records shall not be withheld from the requesting district because of any charges or fees owed by the

student or parent/guardian. (5 CCR 438)

If the district is withholding grades, diploma, or transcripts from the student because of damage or loss of district property, this information shall be sent to the requesting district along with the student's records.

Notification of Parents/Guardians

Upon any student's initial enrollment, and at the beginning of each school year thereafter, the Superintendent or designee shall notify parents/guardians and eligible students, in writing, of their rights related to student records. If 15 percent or more of the students enrolled in the district speak a single primary language other than English, then the district shall provide these notices in that language. Otherwise, the district shall provide these notices in the student's home language insofar as practicable. The district shall effectively notify parents/guardians or eligible students with exceptional needs. (Education Code 48985, 49063; 5 CCR 431; 34 CFR 99.7)

The notice shall include: (Education Code 49063, 60900.5; 34 CFR 99.7, 99.34)

1. The types of student records kept by the district and the information contained therein
2. The title(s) of the official(s) responsible for maintaining each type of record
3. The location of the log identifying those who request information from the records
4. District criteria for defining district officials and employees and for determining legitimate educational interest
5. District policies for reviewing and expunging student records
6. The right to inspect and review student records and the procedures for doing so
7. The right to challenge and the procedures for challenging the content of a student record that the parent/guardian or student believes to be inaccurate, misleading, or otherwise in violation of the student's privacy rights
8. The cost, if any, charged for duplicating copies of records
9. The categories of information defined as directory information pursuant to Education Code 49073
10. The right to consent to disclosures of personally identifiable information contained in the student's records except when disclosure without consent is authorized by law
11. Availability of the curriculum prospectus developed pursuant to Education Code 49091.14 containing the titles, descriptions, and instructional aims of every course offered by the school

    CSBA NOTE: Item #12 is for districts that serve students in grades 9-12. Pursuant to Education Code 60900, districts are required to annually notify parents/guardians that specified district data and data collected by CDE is shared with CCGI.

12. 12.The sharing with CCGI of specified district data and data collected by the California Department of Education for the purposes of college admissions, academic placement, and eligibility for student financial aid (Education Code 60900)
13. Any other rights and requirements set forth in Education Code 49060-49085, and the right of parents/guardians to file a complaint with the U.S. Department of Education concerning an alleged failure by the district to comply with 20 USC 1232g

    CSBA NOTE: Pursuant to 34 CFR 99.34, if the district's annual parent/guardian notification contains the information described in optional Item #14 below, the district does not need to attempt to individually notify a parent/guardian or adult student when the district discloses an education record to officials of another district, school system, or postsecondary institution; see Item #5 in the list of persons/agencies with legitimate educational interests in "Access for Limited Purpose/Legitimate Educational Interest," above.

14. A statement that the district forwards education records to other agencies or institutions that request the records and in which the student seeks or intends to enroll or is already enrolled as long as the disclosure is for purposes related to the student's enrollment

Draft

CSBA NOTE: The following paragraph is consistent with the 2025 MPL but not required by law, and should be modified to reflect district practice.

Additionally, the annual parent/guardian notification shall include a statement that a student's citizenship status, immigration status, place of birth, or any other information indicating national origin will only be released in accordance with Board Policy/Administrative Regulation 1445 - Response to Immigration Enforcement.

Student Records from Social Media

CSBA NOTE: The following optional section is for use by districts that have adopted a program, pursuant to Education Code 49073.6, to gather or maintain any information obtained from students' social media activity that pertains directly to school safety or student safety. Districts that adopt such a program, as specified in the accompanying Board policy, are required to comply with the requirements described below. Districts that have not adopted such a program should delete the following section.

For the purpose of gathering and maintaining records of students' social media activity, the Superintendent or designee shall: (Education Code 49073.6)

1. Gather or maintain only information that pertains directly to school safety or student safety

2. Provide a student with access to any information that the district obtained from the student's social media activity and an opportunity to correct or delete such information

3. Destroy information gathered from social media and maintained in student records within one year after a student turns 18 years of age or within one year after the student is no longer enrolled in the district, whichever occurs first

4. Notify each parent/guardian that the student's information is being gathered from social media and that any information maintained in the student's records shall be destroyed as provided in Item #3 above

   Additionally, the notification shall include, but is not limited to, an explanation of the process by which a student or the student's parent/guardian may access the student's records for examination of the information gathered or maintained and the process by which removal of the information may be requested or corrections to the information may be made. The notification may be provided as part of the annual parent/guardian notification required pursuant to Education Code 48980.

5. If the district contracts with a third party to gather information on a student from social media, ensure that the contract:

   a. Prohibits the third party from using the information for purposes other than those specified in the contract or from selling or sharing the information with any person or entity other than the district, the student, or the student's parent/guardian

   b. Requires the third party to destroy the information immediately upon satisfying the terms of the contract, or when the district notifies the third party that the student has turned 18 years of age or is no longer enrolled in the district, whichever occurs first

Updating Name and/or Gender of Former Students

CSBA NOTE: Education Code 49062.5 requires a district to update a former student's records to reflect a change to the former student's name and/or gender, as specified below.

When a former student submits a state-issued driver's license, birth certificate, passport, social security card, court order, or other government-issued documentation demonstrating that the former student's legal name and/or gender has changed, the district shall update the former student's records to include the updated legal name and/or gender. Upon request by the former student, the district shall reissue any documents conferred upon the former student, including, but not limited to, a transcript, a high school diploma, a high school equivalency certificate, or other similar documents. (Education Code 49062.5)

If the former student's name or gender is changed and the requested records are reissued, a new document shall be added to the former student's file that includes all of the following information: (Education Code 49062.5)

1. The date of the request

2. The date the requested records were reissued to the former student
3. A list of the records that were requested by and reissued to the former student
4. The type of documentation, if any, provided by the former student to demonstrate a legal change to the student's name and/or gender
5. The name of the employee who completed the request
6. The current and former names and/or genders of the student

Any former student who submits a request to change the legal name and/or gender on the student's records but is unable to provide any government-issued documentation demonstrating the legal name or gender change, may request a name or gender change through the process described in Education Code 49070 and Administrative Regulation 5125.3 - Challenging Student Records. (Education Code 49062.5)

Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the Governing Board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
5 CCR 16020-16027	Destruction of records of school districts
5 CCR 430-438	Individual student records
Bus. and Prof. Code 22580-22582	Privacy rights for California minors in the digital world
Bus. and Prof. Code 22584-22585	Student Online Personal Information Protection Act
Bus. and Prof. Code 22586-22587	Early Learning Personal Information Protection Act
Code of Civil Procedure 1985.3	Subpoena duces tecum
Ed. Code 17604	Delegation of powers to agents
Ed. Code 220.3	Prohibition of requiring employee or contractor to disclose information related to student's sexual orientation, gender identity, or gender expression
Ed. Code 234.7	Student protections relating to immigration and citizenship status
Ed. Code 33328.5	Statewide AI Task Force
Ed. Code 35266	Reporting of cyberattacks
Ed. Code 48201	Transfer student's record for acts that resulted in suspension or expulsion
Ed. Code 48853.5	Foster youth; placement, immunizations
Ed. Code 48902	Notification of law enforcement of specified violations
Ed. Code 48904-48904.3	Withholding grades, diplomas, or transcripts
Ed. Code 48918	Rules governing expulsion procedures
Ed. Code 48980	Parent/Guardian notifications
Ed. Code 48985	Notices to parents/guardians in language other than English
Ed. Code 49060-49079	Student records
Ed. Code 49091.14	Parent/guardian review of curriculum
Ed. Code 51745	Independent study
Ed. Code 56041.5	Rights of students with disabilities
Ed. Code 56050	Surrogate parents
Ed. Code 56055	Foster parents
Ed. Code 60900-60901	California Longitudinal Pupil Achievement Data System
Ed. Code 69432.9	Cal Grant program; notification of grade point average

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State	Description
Ed. Code 69475	Conditional repeal of Cal Grant program
Fam. Code 3025	Access to records by noncustodial parents
Fam. Code 6323.5	Ex parte orders
Fam. Code 6552	Caregiver's authorization affidavit
Gov. Code 7920.000-7930.215	California Public Records Act
H&S Code 120440	Immunizations; disclosure of information
Pen. Code 245	Assault with deadly weapon
W&I Code 16010	Health and education records of a minor
W&I Code 681	Truancy petitions
W&I Code 701	Juvenile court law

Federal	Description
15 USC 6501-6506	Children's Online Privacy Protection Act
16 CFR Part 312	Children's Online Privacy Protection Rule
20 USC 1232g	Family Educational Rights and Privacy Act (FERPA) of 1974
20 USC 1232h	Protection of Pupil Rights Amendment
26 USC 152	Definition of dependent child
34 CFR 300.501	Opportunity to examine records for parents/guardians of student with disability
34 CFR 99.1-99.8	Family Educational Rights and Privacy Act
42 USC 11434a	McKinney-Vento Homeless Assistance Act; definitions

Management Resources	Description
CA Office of the Attorney General Publication	Promoting a Safe and Secure Learning Environment for All: Guidance and Model Policies to Assist California's TK-12 Schools in Responding to Requests for Access and Information for Immigration Enforcement Purposes, December 2025
CSBA Publication	Understanding Artificial Intelligence in K-12 Education: What Governance Teams Should Know, September 2023
CSBA Publication	Legal Guidance on Providing All Children Equal Access to Education, Regardless of Immigration Status, February 2017
Federal Register	Final Rule and Analysis of Comments and Changes, Family Educational Rights and Privacy, December 9, 2008, Vol. 73, No. 237, pages 74806-74855
U.S. Department of Education Publication	IDEA and FERPA Crosswalk: A side-by-side comparison of the privacy provisions under Parts B and C of the IDEA and FERPA, August 2022
U.S. Department of Education Publication	School Resource Officers, School Law Enforcement Units, and the Family Educational Rights and Privacy Act (FERPA), February 2019
U.S. Department of Education Publication	An Eligible Student Guide to the Family Educational Rights and Privacy Act (FERPA), March 2023
U.S. Department of Education Publication	A Parent Guide to the Family Educational Rights and Privacy Act (FERPA), July 2021
U.S. Department of Education Publication	Balancing Student Privacy and School Safety: A Guide to the Family Educational Rights and Privacy Act for Elementary and Secondary Schools, Oct 2007

Draft

Management Resources	Description
U.S. Department of Education Publication	Joint Guidance on the Application of FERPA and HIPAA to Student Health Records, November 2008
Website	California Department of Education, Resources to Include Immigrant Families
Website	California Department of Education, LEA Immigration Enforcement Policy Submission
Website	California IT in Education, Student Data Privacy
Website	CSBA District and County Office of Education Legal Services
Website	U.S. Department of Education, Protecting Student Privacy
Website	California Office of the Attorney General
Website	California Department of Education
Website	CSBA

Cross References	Description
0410	Nondiscrimination In District Programs And Activities
0440	District Technology Plan
0441	Artificial Intelligence
1100	Communication With The Public
1100-E PDF(1)	Communication With The Public
1113	District And School Websites
1113	District And School Websites
1113-E(1)	District And School Websites
1113-E(2)	District And School Websites
1114	District-Sponsored Social Media
1114	District-Sponsored Social Media
1312.3	Uniform Complaint Procedures
1312.3	Uniform Complaint Procedures
1312.3-E PDF(3)	Uniform Complaint Procedures
1312.3-E PDF(4)	Uniform Complaint Procedures
1312.3-E(1)	Uniform Complaint Procedures
1312.3-E(2)	Uniform Complaint Procedures
1340	Access To District Records
1340	Access To District Records
1400	Relations Between Other Governmental Agencies And The Schools
3250	Transportation Fees
3250	Transportation Fees
3260	Fees And Charges
3260	Fees And Charges
3290	Gifts, Grants And Bequests
3290	Gifts, Grants And Bequests
3290-E PDF(1)	Gifts, Grants And Bequests
3312	Contracts

Draft

Cross References	Description
3515	Campus Security
3515	Campus Security
3515.3	District Police/Security Department
3553	Free And Reduced Price Meals
3553	Free And Reduced Price Meals
3555	Nutrition Program Compliance
3555-E(1)	Nutrition Program Compliance
3580	District Records
3580	District Records
4040	Employee Use Of Technology
4040-E PDF(1)	Employee Use Of Technology
4040-E(1)	Employee Use Of Technology
4112.6	Personnel Files
4112.6	Personnel Files
4113.5	Working Remotely
4117.7	Employment Status Reports
4119.23	Unauthorized Release Of Confidential/Privileged Information
4158	Employee Security
4158	Employee Security
4212.6	Personnel Files
4212.6	Personnel Files
4213.5	Working Remotely
4219.21	Professional Standards
4219.21-E PDF(1)	Professional Standards - Layoff/Rehire
4219.23	Unauthorized Release Of Confidential/Privileged Information
4258	Employee Security
4258	Employee Security
4312.6	Personnel Files
4312.6	Personnel Files
4313.5	Working Remotely
4317.7	Employment Status Reports
4319.21	Professional Standards
4319.21-E PDF(1)	Professional Standards
4319.23	Unauthorized Release Of Confidential/Privileged Information
4358	Employee Security
4358	Employee Security
5000	Concepts And Roles
5020	Parent Rights And Responsibilities
5020	Parent Rights And Responsibilities
5021	Noncustodial Parents

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Cross References	Description
5022	Student And Family Privacy Rights
5022	Student And Family Privacy Rights
5111	Admission
5111	Admission
5111.1	District Residency
5111.1	District Residency
5111.2	Nonresident Foreign Students
5112.1	Exemptions From Attendance
5112.1	Exemptions From Attendance
5112.2	Exclusions From Attendance
5113.1	Chronic Absence And Truancy
5113.1	Chronic Absence And Truancy
5113.12	District School Attendance Review Board
5113.12	District School Attendance Review Board
5113.2	Work Permits
5113.2	Work Permits
5119	Students Expelled From Other Districts
5121	Grades/Evaluation Of Student Achievement
5121	Grades/Evaluation Of Student Achievement
5123	Promotion/Acceleration/Retention
5123	Promotion/Acceleration/Retention
5125.1	Release Of Directory Information
5125.1	Release Of Directory Information
5125.1-E PDF(1)	Release Of Directory Information
5125.1-E(1)	Release Of Directory Information
5125.2	Withholding Grades, Diploma Or Transcripts
5125.3	Challenging Student Records
5126	Awards For Achievement
5126	Awards For Achievement
5131.1	Bus Conduct
5131.1	Bus Conduct
5131.2	Bullying
5131.2	Bullying
5131.7	Weapons And Dangerous Instruments
5131.7	Weapons And Dangerous Instruments
5131.9	Academic Honesty
5138	Conflict Resolution/Peer Mediation
5141.21	Administering Medication And Monitoring Health Conditions
5141.21	Administering Medication And Monitoring Health Conditions
5141.21-E PDF(1)	Administering Medication And Monitoring Health Conditions

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Cross References	Description
5141.22	Infectious Diseases
5141.22	Infectious Diseases
5141.24	Specialized Health Care Services
5141.24	Specialized Health Care Services
5141.26	Tuberculosis Testing
5141.3	Health Examinations
5141.3	Health Examinations
5141.31	Immunizations
5141.31	Immunizations
5141.32	Health Screening For School Entry
5141.33	Head Lice
5141.33	Head Lice
5141.52	Suicide Prevention
5141.52	Suicide Prevention
5141.6	School Health Services
5141.6	School Health Services
5144	Discipline
5144	Discipline
5144.1	Suspension And Expulsion/Due Process
5144.1	Suspension And Expulsion/Due Process
5144.2	Suspension And Expulsion/Due Process (Students With Disabilities)
5144.2-E PDF(1)	Suspension And Expulsion/Due Process (Students With Disabilities)
5144.4	Required Parental Attendance
5144.4	Required Parental Attendance
5145.12	Search And Seizure
5145.12	Search And Seizure
5145.3	Nondiscrimination/Harassment
5145.3	Nondiscrimination/Harassment
5145.6	Parent/Guardian Notifications
5145.6-E PDF(2)	Parent/Guardian Notifications
5145.6-E(1)	Parent/Guardian Notifications
5145.7	Sexual Harassment
5145.7	Sexual Harassment
5146	Married/Pregnant/Parenting Students
5148	Child Care And Development
5148	Child Care And Development
5148.3	Preschool/Early Childhood Education
5148.3	Preschool/Early Childhood Education
6142.7	Physical Education And Activity
6142.7	Physical Education And Activity

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Cross References	Description
6142.7-E PDF(1)	Physical Education And Activity
6143	Courses Of Study
6143	Courses Of Study
6145.2	Athletic Competition
6145.2	Athletic Competition
6146.11	Alternative Credits Toward Graduation
6146.11	Alternative Credits Toward Graduation
6146.2	Certificate Of Proficiency/High School Equivalency
6146.2	Certificate Of Proficiency/High School Equivalency
6146.2-E PDF(1)	Certificate Of Proficiency/High School Equivalency
6146.2-E PDF(2)	Certificate Of Proficiency/High School Equivalency
6158	Independent Study
6158	Independent Study
6159	Individualized Education Program
6159	Individualized Education Program
6159.1	Procedural Safeguards And Complaints For Special Education
6159.1	Procedural Safeguards And Complaints For Special Education
6159.2	Nonpublic, Nonsectarian School And Agency Services For Special Education
6159.2	Nonpublic, Nonsectarian School And Agency Services For Special Education
6159.3	Appointment Of Surrogate Parent For Special Education Students
6159.3	Appointment Of Surrogate Parent For Special Education Students
6162.5	Student Assessment
6162.51	State Academic Achievement Tests
6162.51	State Academic Achievement Tests
6162.8	Research
6162.8	Research
6163.4	Student Use Of Technology
6163.4-E PDF(1)	Student Use Of Technology
6163.4-E(1)	Student Use Of Technology
6164.2	Guidance/Counseling Services
6164.5	Student Success Teams
6164.5	Student Success Teams
6164.6	Identification And Education Under Section 504
6164.6	Identification And Education Under Section 504
6172.1	Concurrent Enrollment In College Classes
6172.1	Concurrent Enrollment In College Classes
6173	Education For Homeless Children
6173	Education For Homeless Children
6173.1	Education For Foster Youth
6173.1	Education For Foster Youth

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Cross References	Description
6173.2	Education Of Children Of Military Families
6173.2	Education Of Children Of Military Families
6175	Migrant Education Program
6175	Migrant Education Program
6178.1	Work-Based Learning
6178.1	Work-Based Learning
9011	Disclosure Of Confidential/Privileged Information
9012	Board Member Electronic Communications
9321	Closed Session

Draft

Policy 5125.1: Release Of Directory Information

Status: DRAFT

Original Adopted Date: 12/07/2005 | **Last Revised Date:** 10/09/2025

CSBA NOTE: The following mandated policy and accompanying administrative regulation reflect the requirements of Education Code 49073 and the Family Educational Rights and Privacy Act (FERPA) (20 USC 1232g), which require districts to adopt a policy identifying those categories of student records considered to be "directory information" and that may generally be released, unless a student's parent/guardian notifies the district of a refusal.

The Governing Board recognizes the importance of maintaining the confidentiality of directory information and therefore authorizes the release of such information, including to news media or nonprofit organizations, in accordance with law, Board policy, and administrative regulation.

The Superintendent or designee may limit or deny the release of specific categories of directory information to any public or private nonprofit organization based on a determination of the best interests of district students. (Education Code 49073)

CSBA NOTE: Pursuant to Education Code 49073.2, the district is prohibited from including in the Governing Board's meeting minutes a student's directory information, when the student or parent/guardian requests that such information be excluded. For further information about the Board's minutes, see BB 9324 - Minutes and Recordings.

A student's directory information shall only be included in the minutes of the Board's meeting in accordance with Board Bylaw 9324 - Minutes and Recordings.

CSBA NOTE: 10 USC 503 and 20 USC 7908 require districts receiving funds under the Elementary and Secondary Education Act (ESEA) to provide the names, addresses, email addresses, and telephone numbers of secondary school students to military recruiters upon request, except when the parent/guardian, or student, if 18 years of age or older, requests that the information not be released. Districts that do not grant military recruiters access to such student directory information may lose those funds, and may be subject to the interventions specified in 10 USC 503. Additionally, Education Code 49073.5 declares the intent of the Legislature that a district, including a district that does not receive ESEA funds, not purposefully exclude military recruiters from access to student directory information when adopting the required release of student directory information policy. See "Notification to Parents/Guardians" and "Parent/Guardian Consent" in the accompanying administrative regulation.

Colleges and prospective employers, including military recruiters, shall have access to a student's name, address, email address, and telephone number, unless the student's parent/guardian, or the student, if the student is 18 years of age or older, has requested that such information not be released. (10 USC 503, 20 USC 7908)

CSBA NOTE: It is recommended that districts carefully consider whether to place items containing student directory information, such as home addresses, email addresses, or telephone numbers, on the district's website since release of such information may put students and the district at risk and may also be a violation of Education Code 49073, as specified below.

Under no circumstances shall directory information be disclosed to a private profit-making entity, except for representatives of the news media and employers, including prospective employers, in accordance with law, Board policy, and administrative regulation. Private schools and colleges may be given the names and addresses of 12th-grade students and students who are no longer enrolled, provided that they use this information only for purposes directly related to the institution's academic or professional goals. (Education Code 49073

Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the Governing Board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
Ed. Code 234.7	Student protections relating to immigration and citizenship status
Ed. Code 48985	Notices to parents/guardians in language other than English
Ed. Code 49061	Definitions; directory information
Ed. Code 49063	Notification of parents/guardians of their rights
Ed. Code 49073	Release of directory information

State	Description
Ed. Code 49073.2	Privacy of student and parent/guardian personal information; minutes of board meeting
Ed. Code 49073.5	Directory information; military representatives; telephone numbers
Ed. Code 49603	On campus access to employers and military services

Federal	Description
10 USC 503	Military recruiter access to directory information
20 USC 1232g	Family Educational Rights and Privacy Act (FERPA) of 1974
20 USC 7908	Armed forces recruiter access to students and student recruiting information
34 CFR 99.1-99.67	Family Educational Rights and Privacy
42 USC 11434a	McKinney-Vento Homeless Assistance Act; definitions

Management Resources	Description
CA Office of the Attorney General Publication	Promoting a Safe and Secure Learning Environment for All: Guidance and Model Policies to Assist California's TK-12 Schools in Responding to Requests for Access and Information for Immigration Enforcement Purposes, December 2025
U.S. Department of Education Publication	Model Notice for Directory Information, March 2011
U.S. Department of Education Publication	Dear Colleague Letter Regarding Military Recruiter Provisions of ESEA, November 2016
Website	California Department of Education, Resources to Include Immigrant Families
Website	California Department of Education, LEA Immigration Enforcement Policy Submission
Website	CSBA District and County Office of Education Legal Services
Website	California Attorney General's Office
Website	U.S. Department of Education, Office of the Chief Privacy Officer

Cross References	Description
1100	Communication With The Public
1100-E PDF(1)	Communication With The Public
1113	District And School Websites
1113	District And School Websites
1113-E(1)	District And School Websites
1113-E(2)	District And School Websites
1114	District-Sponsored Social Media
1114	District-Sponsored Social Media
1260	Educational Foundation
1340	Access To District Records
1340	Access To District Records
3515	Campus Security
3515	Campus Security
3580	District Records

Draft

Cross References	Description
3580	District Records
4040	Employee Use Of Technology
4040-E PDF(1)	Employee Use Of Technology
4040-E(1)	Employee Use Of Technology
4119.23	Unauthorized Release Of Confidential/Privileged Information
4135	Soliciting And Selling
4219.21	Professional Standards
4219.21-E PDF(1)	Professional Standards - Layoff/Rehire
4219.23	Unauthorized Release Of Confidential/Privileged Information
4235	Soliciting And Selling
4319.21	Professional Standards
4319.21-E PDF(1)	Professional Standards
4319.23	Unauthorized Release Of Confidential/Privileged Information
4335	Soliciting And Selling
5020	Parent Rights And Responsibilities
5020	Parent Rights And Responsibilities
5022	Student And Family Privacy Rights
5022	Student And Family Privacy Rights
5125	Student Records
5125	Student Records
5131.1	Bus Conduct
5131.1	Bus Conduct
5145.12	Search And Seizure
5145.12	Search And Seizure
5145.3	Nondiscrimination/Harassment
5145.3	Nondiscrimination/Harassment
5145.6	Parent/Guardian Notifications
5145.6-E PDF(2)	Parent/Guardian Notifications
5145.6-E(1)	Parent/Guardian Notifications
6164.2	Guidance/Counseling Services
6173	Education For Homeless Children
6173	Education For Homeless Children
9324	Minutes And Recordings

Draft

Regulation 5125.1: Release Of Directory Information

Status: DRAFT

Original Adopted Date: 10/22/2018 **| Last Revised Date:** 10/09/2025

Definition

CSBA NOTE: Education Code 49073 and the Family Educational Rights and Privacy Act (FERPA) (20 USC 1232g) mandate that districts adopt a policy identifying those categories of student records considered to be "directory information," which may generally be released unless the parent/guardian notifies the district of a refusal to release such information. "Directory information" is defined in Education Code 49061 and 34 CFR 99.3, and listed below. The district may not expand the list, but may modify it to remove any items the district does not intend to release as directory information. For more information regarding directory information as it relates to student records, see AR 5125 - Student Records.

Because Education Code 49061 does not include three types of information that are included as directory information in 34 CFR 99.3, the student's place of birth, grade level, and photograph, these types of information are not reflected in the following list. It is recommended that districts that receive any request for such information about student(s) based on federal law consult CSBA's District and County Office of Education Legal Services or district legal counsel prior to releasing the information.

Directory information means information contained in a student record that would not generally be considered harmful or an invasion of privacy if disclosed. Such student information includes: (Education Code 49061; 20 USC 1232g; 34 CFR 99.3)

1. Name
2. Address
3. Telephone number
4. Email address
5. Date of birth
6. Major field of study
7. Participation record in officially recognized activities and sports
8. Weight and height of athletic team members
9. Dates of attendance
10. Degrees and awards received
11. Most recent previous school attended

Draft

Directory information does not include a student's social security number or student identification number. However, for purposes of accessing or communicating in electronic systems, directory information may include a student identification number, user identification, or other personal identifier used by the student provided that the identifier cannot be used to gain access to education records except when used in conjunction with a personal identification number, password, or other factor known or possessed only by the authorized user. (34 CFR 99.3)

CSBA NOTE: Pursuant to Education Code 234.7, as amended by AB 495 (Ch. 664, Statutes of 2025), districts are mandated to update their policies by March 1, 2026, with language that is equivalent to the model policy language (2025 MPL) developed by the California Attorney General in, "Promoting a Safe and Secure Learning Environment for All: Guidance and Model Policies to Assist California's TK-12 Schools in Responding to Requests for Access and Information for Immigration Enforcement Purposes," (2025 Guidance) published on December 1, 2025. The 2025 Guidance is available on the Office of the Attorney General's website. For more information regarding response to immigration enforcement, the 2025 MPL, and 2025 Guidance, see BP/AR 1445 - Response to Immigration Enforcement.

Directory information does not include the citizenship status, immigration status, place of birth, or any other information indicating national origin of a student or the student's family member.

Notification to Parents/Guardians

CSBA NOTE: Pursuant to Education Code 49063 and 20 USC 1232g, the district is required to annually notify parents/guardians and students who are 18 years of age or older, in writing, of the categories of records considered to be "directory information." While not required by law, the 2025 MPL includes the requirement for the notification to also describe the manner in which parents/guardians may refuse the release of directory information. Pursuant to Education Code 48985, whenever 15 percent or more of the students in a school speak a single primary language other than English, notifications sent to parents/guardians of such students are required to be written in the primary language as well as in English. See the accompanying Exhibit for a sample parent/guardian notification.

At the beginning of each school year, all parents/guardians shall be notified as to the categories of directory information the district plans to release and the recipients of the information. Additionally, the notification shall inform parents/guardians of their right to refuse to let the district designate any or all types of information about their student as directory information, how to refuse release of directory information about their student, and the period of time within which a parent/guardian must notify the district in writing that the parent/guardian does not want a certain category of information about their student designated as directory information. (Education Code 49063, 49073; 20 USC 1232g; 34 CFR 99.37)

CSBA NOTE: While not required by law, the following paragraph reflects the 2025 MPL.

In addition, the annual parent/guardian notification shall include a statement that directory information does not include citizenship status, immigration status, place of birth, or any other information indicating national origin and that the district will not release such information without parent/guardian consent or a court order.

CSBA NOTE: The following paragraph applies to districts that maintain secondary schools and receive funds under the federal Elementary and Secondary Education Act (ESEA). 10 USC 503 and 20 USC 7908 require those districts to notify parents/guardians that they may request that the district not release their child's name, address, email address, and telephone number to military recruiters, employers, or colleges without their prior written consent. The U.S. Department of Education's, "Dear Colleague Letter Regarding Military Recruiter Provisions of ESEA," provides that a single notice that is reasonably calculated to inform parents/guardians of the above information is sufficient. The law does not specify whether parents/guardians may request that the district not release their child's information to certain third parties, such as military recruiters, but authorize the release to other parties, such as private employers. It is recommended that districts with questions about disclosure of student directory information consult CSBA's District and County Office of Education Legal Services or district legal counsel.

The Superintendent or designee shall notify parents/guardians that they may request that the district not release the name, address, email address, and telephone number of their child to military recruiters, employers, or institutions of higher education without prior written consent. (10 USC 503, 20 USC 7908)

Parent/Guardian Consent

CSBA NOTE: Education Code 49073 specifies that parents/guardians may request that their child's directory information not be released (an "opt-out" process). Similarly, 20 USC 7908 requires an "opt-out" process by which parents/guardians may request that their child's information not be released to military recruiters, employers, or institutions of higher education.

A student's directory information shall not be released if the student's parent/guardian has notified the district in writing that such information shall not be disclosed. (Education Code 49073; 20 USC 1232g, 7908)

CSBA NOTE: Pursuant to Education Code 49073, in the case of a student experiencing homelessness, as defined in 42 USC 11434a, directory information may only be released if the parent/guardian or student 18 years of age or older has provided written consent for its release ("opt-in process"). However, pursuant to Education Code 49073, as amended by AB 677 (Ch. 163, Statutes of 2025), directory information of a student experiencing homelessness may be disclosed to facilitate an eye examination by a nonprofit eye examination provider, or a free oral health assessment hosted by a school, unless the parent/guardian, or student accorded parental rights, has provided written notice to the school that consent is not given to the physical examination.

The directory information of a student identified as a student experiencing homelessness shall not be released, unless the student's parent/guardian, or the student if 18 years of age or older, has provided written consent that directory information may be released. However, the directory information of a student experiencing homelessness may be disclosed for the purpose of facilitating an eye examination by a nonprofit eye examination provider or a free oral health assessment hosted by a district school, unless the student's parent/guardian, or student accorded parental rights, has provided written notice to the school that consent to such exam(s) is not given. (Education Code 49073;

20 USC 1232g, 7908; 42 USC 11434a)

For a former student, the district shall continue to honor any valid request to opt out of the disclosure of directory information made while the student was in attendance at the district, unless the opt-out request has been rescinded. (34 CFR 99.37)

Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the Governing Board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
Ed. Code 234.7	Student protections relating to immigration and citizenship status
Ed. Code 48985	Notices to parents/guardians in language other than English
Ed. Code 49061	Definitions; directory information
Ed. Code 49063	Notification of parents/guardians of their rights
Ed. Code 49073	Release of directory information
Ed. Code 49073.2	Privacy of student and parent/guardian personal information; minutes of board meeting
Ed. Code 49073.5	Directory information; military representatives; telephone numbers
Ed. Code 49603	On campus access to employers and military services

Federal	Description
10 USC 503	Military recruiter access to directory information
20 USC 1232g	Family Educational Rights and Privacy Act (FERPA) of 1974
20 USC 7908	Armed forces recruiter access to students and student recruiting information
34 CFR 99.1-99.67	Family Educational Rights and Privacy
42 USC 11434a	McKinney-Vento Homeless Assistance Act; definitions

Management Resources	Description
CA Office of the Attorney General Publication	Promoting a Safe and Secure Learning Environment for All: Guidance and Model Policies to Assist California's TK-12 Schools in Responding to Requests for Access and Information for Immigration Enforcement Purposes, December 2025
U.S. Department of Education Publication	Model Notice for Directory Information, March 2011
U.S. Department of Education Publication	Dear Colleague Letter Regarding Military Recruiter Provisions of ESEA, November 2016
Website	California Department of Education, Resources to Include Immigrant Families
Website	California Department of Education, LEA Immigration Enforcement Policy Submission
Website	CSBA District and County Office of Education Legal Services
Website	California Attorney General's Office
Website	U.S. Department of Education, Office of the Chief Privacy Officer

Cross References	Description
1100	Communication With The Public
1100-E PDF(1)	Communication With The Public
1113	District And School Websites

Draft

Cross References	Description
1113	District And School Websites
1113-E(1)	District And School Websites
1113-E(2)	District And School Websites
1114	District-Sponsored Social Media
1114	District-Sponsored Social Media
1260	Educational Foundation
1340	Access To District Records
1340	Access To District Records
3515	Campus Security
3515	Campus Security
3580	District Records
3580	District Records
4040	Employee Use Of Technology
4040-E PDF(1)	Employee Use Of Technology
4040-E(1)	Employee Use Of Technology
4119.23	Unauthorized Release Of Confidential/Privileged Information
4135	Soliciting And Selling
4219.21	Professional Standards
4219.21-E PDF(1)	Professional Standards - Layoff/Rehire
4219.23	Unauthorized Release Of Confidential/Privileged Information
4235	Soliciting And Selling
4319.21	Professional Standards
4319.21-E PDF(1)	Professional Standards
4319.23	Unauthorized Release Of Confidential/Privileged Information
4335	Soliciting And Selling
5020	Parent Rights And Responsibilities
5020	Parent Rights And Responsibilities
5022	Student And Family Privacy Rights
5022	Student And Family Privacy Rights
5125	Student Records
5125	Student Records
5131.1	Bus Conduct
5131.1	Bus Conduct
5145.12	Search And Seizure
5145.12	Search And Seizure
5145.3	Nondiscrimination/Harassment
5145.3	Nondiscrimination/Harassment
5145.6	Parent/Guardian Notifications
5145.6-E PDF(2)	Parent/Guardian Notifications
5145.6-E(1)	Parent/Guardian Notifications

Draft

Cross References	Description
6164.2	Guidance/Counseling Services
6173	Education For Homeless Children
6173	Education For Homeless Children
9324	Minutes And Recordings

Draft

Exhibit 5125.1-E(1): Release Of Directory Information **Status:** DRAFT

Original Adopted Date: 10/09/2025

CSBA NOTE: The following exhibit is based on a model notice prepared by the U.S. Department of Education, reflects the definition of "directory information" in Education Code 49061, and should be modified to reflect district practice.

Pursuant to Education Code 234.7, as amended by AB 495 (Ch. 664, Statues of 2025), districts are mandated to update their policies by March 1, 2026, with language that is equivalent to the model policy language (2025 MPL) developed by the California Attorney General in, "Promoting a Safe and Secure Learning Environment for All: Guidance and Model Policies to Assist California's TK-12 Schools in Responding to Requests for Access and Information for Immigration Enforcement Purposes," (2025 Guidance) published on December 1, 2025. The 2025 Guidance is available on the Office of the Attorney General's website. Certain portions of the 2025 MPL or its equivalent are contained within this exhibit. For more information regarding response to immigration enforcement, the 2025 MPL, and 2025 Guidance, see BP/AR 1445 - Response to Immigration Enforcement.

Pursuant to Education Code 48985, whenever 15 percent or more of the students in a school speak a single primary language other than English, notifications sent to parents/guardians of such students are required to be written in the primary language as well as in English.

PARENT/GUARDIAN NOTICE
RELEASE OF DIRECTORY INFORMATION

The Family Educational Rights and Privacy Act (FERPA), a federal law, requires that _____(district name), with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child's education records. However, the district may disclose appropriately designated "directory information" without written consent, unless you have advised the district to the contrary in accordance with district procedures. The primary purpose of directory information is to allow the district to include information from your child's education records in certain school and/or district publications. Examples include:

- a playbill, showing your child's role in a drama production
- the annual yearbook
- honor roll or other recognition lists
- graduation programs
- sports activity sheets, such as for wrestling, showing weight and height of team members

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent/guardian's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. Additionally, two federal laws require districts receiving assistance under the Elementary and Secondary Education Act of 1965 (ESEA), as amended, to provide military recruiters, upon request, with students' names, addresses, and telephone listings, unless parents/guardians have advised the district that they do not want their child's information disclosed without their prior written consent.

CSBA NOTE: The portion of the following paragraph which cautions that notification to the district by the specified date is the only way to prevent the release of directory information reflects the 2025 Guidance, but is not required by law.

If you do not want the district to disclose any or all of the information designated below as directory information from your child's education records without your prior written consent, you must notify the district in writing by _____(insert date). Notifying the district by this date is the only way to prevent the release of directory information. The district has designated the following information as directory information:

CSBA NOTE: The following list reflects "directory information" pursuant to Education Code 49061. The district should modify the following list to specify those categories of information defined by the district as "directory information" in the accompanying administrative regulation. Those items the district does not intend to release as directory information should be deleted.

1. Student's name

2. Address

3. Telephone number
4. Email address
5. Date of birth
6. Major field of study
7. Participation in officially recognized activities and sports
8. Weight and height of athletic team members
9. Dates of attendance
10. Degrees and awards received
11. Most recent previous school attended

Additionally, the district may disclose your child's student identification number, user identification, or other unique personal identifier used to communicate in electronic systems, but only if the identifier cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user's identity, such as a personal identification number (PIN), password, or other factor known or possessed only by the authorized user.

In addition, the district may disclose a student identification number or other unique personal identifier that is displayed on a student identification badge, but only if the identifier cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user's identity, such as a PIN, password, or other factor known or possessed only by the authorized user.

CSBA NOTE: The following paragraph reflects 34 CFR 99.3, which provides that directory information does not include a student's social security number, the 2025 MPL, and the 2025 Guidance.

The district may not disclose a student's Social Security number. Directory information does not include your child's citizenship status, immigration status, place of birth, or any other information indicating national origin.

Draft

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Federal	Description
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20 USC 1232g	Family Educational Rights and Privacy Act (FERPA) of 1974
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34 CFR 99.1-99.67	Family Educational Rights and Privacy

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4219.21	Professional Standards
4219.21-E PDF(1)	Professional Standards - Layoff/Rehire
4219.23	Unauthorized Release Of Confidential/Privileged Information
4235	Soliciting And Selling

Draft

Cross References	Description
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4319.21-E PDF(1)	Professional Standards
4319.23	Unauthorized Release Of Confidential/Privileged Information
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5020	Parent Rights And Responsibilities
5022	Student And Family Privacy Rights
5022	Student And Family Privacy Rights
5125	Student Records
5125	Student Records
5131.1	Bus Conduct
5131.1	Bus Conduct
5145.12	Search And Seizure
5145.12	Search And Seizure
5145.3	Nondiscrimination/Harassment
5145.3	Nondiscrimination/Harassment
5145.6	Parent/Guardian Notifications
5145.6-E PDF(2)	Parent/Guardian Notifications
5145.6-E(1)	Parent/Guardian Notifications
6164.2	Guidance/Counseling Services
6173	Education For Homeless Children
6173	Education For Homeless Children
9324	Minutes And Recordings

Draft

Eureka City Schools

Board Policy Manual

Board Policy Manual

5000. Students

Regulation 5145.13: Response To Immigration Enforcement 3
Policy 5145.13: Response To Immigration Enforcement 6

Regulation 5145.13: Response To Immigration Enforcement

Status: ADOPTED

Original Adopted Date: 07/01/2018 **| Last Revised Date:** 09/11/2025 **| Last Reviewed Date:** 09/11/2025

Responding to Requests for Immigration-Related Information or Documents

Upon receiving any verbal or written request for information or documents related to a student's or family's immigration or citizenship status, district staff shall:

1. Record or otherwise document the request and notify the Superintendent or designee about the request

2. Provide the student's parent/guardian or, if the student is at least 18 years old, the student, with notice, a description of the request, and any documentation provided to the district describing the request, unless prohibited by a court order, judicial subpoena/warrant, or in cases involving investigation of child abuse, neglect, or dependency

Information or documents related to a student's immigration or citizenship status shall not be disclosed to a law enforcement officer without consent by the parent/guardian or, if the student is at least 18 years old, by the student, a court order, or judicial subpoena/warrant. To obtain written consent, the release of student information shall include the following information:

1. The signature and signature date of the parent/guardian, or student if the student is at least 18 years old

2. A description of the records to be disclosed

3. The reason for the release of information

4. The parties or class of parties receiving the information

5. A copy of the records to be released, if requested by the parent/guardian or student

In accordance with law and Board Policy 5125 - Student Records, the Superintendent or designee shall annually notify parents/guardians that the district will not release student information to third parties for immigration enforcement purposes, unless the parent/guardian consents or as required to do so by a court order or judicial subpoena/warrant.

Responding to Requests for Access to Students or School Grounds

District staff shall receive parent/guardian consent or, if the student is at least 18 years old, the student's consent, before the student is interviewed or searched by any law enforcement officer for immigration enforcement purposes, unless the officer presents a court order or a judicial warrant.

A student's parent/guardian shall be immediately notified when a law enforcement officer requests or is able to interview, search, detain, or otherwise interact with the student for immigration enforcement purposes, unless prohibited by a court order or a judicial warrant, or in cases involving investigations of child abuse, neglect, or dependency. (Education Code 48906)

A law enforcement officer who requests to enter district property which is not open to all visitors shall register in accordance with Board Policy 1250 - Visitors/Outsiders, except in cases where the officer states that exigent circumstances exist or as stated in a court order or judicial warrant. (Penal Code 627.2, 627.3)

As early as possible, district staff shall notify the Superintendent or designee of any immigration enforcement-related request by a law enforcement officer for access to a student or to district property, including service of lawful warrants, subpoenas, petitions, complaints, or other similar documents.

Responding to Law Enforcement Officers on District Property

District staff shall report the presence of any law enforcement officer on district property for immigration

enforcement purposes to on-site district police and other appropriate administrators.

Unless a law enforcement officer declares that exigent circumstances exist and demands immediate access to the campus, district staff shall take the following actions when such an officer is actually or imminently present on district property for immigration enforcement purposes:

1. Advise the officer that before school personnel can respond to the officer's request, they must first receive notification and direction from the Superintendent, principal, or designee, except under exigent circumstances that necessitate immediate action

2. Request to see and record or otherwise document the officer's credentials, including the officer's name and badge number, and the phone number of the officer's supervisor, and note or make a copy of all such information

3. Ask the officer for, and then record or otherwise document, the officer's reason for being on district property

4. Request that the officer produce any documentation that authorizes the officer's school access, make copies of all such documentation, and retain at least one copy for district records

5. Contact and consult with the district's legal counsel or Superintendent or designee

6. Follow the direction from the district's legal counsel or Superintendent or designee

If the officer declares that exigent circumstances exist and demands immediate access to the campus, district staff shall comply with the officer's orders and immediately contact the Superintendent or designee and then the district's legal counsel.

Regardless of whether the officer declares that exigent circumstances exist, district staff shall not attempt to physically impede the officer, even if the officer appears to be acting outside the law or in excess of the officer's stated or documented authorization. If an officer enters the premises without consent, district staff shall document the officer's actions while on campus but only to the extent that it does not impede the officer's actions.

After the officer leaves district property, district staff shall promptly make written notes of all interactions with the officer, including:

1. A list or copy of the officer's credentials and contact information, if known

2. The identity of all other district staff known to have communicated with the officer

3. A description of the officer's request and activities

4. The type of documentation, such as a warrant or subpoena, that authorized the officer's request or actions, what was requested by the documentation, and whether the documentation was signed by a judge

5. District staff's response to the officer's request

6. Any further action taken by the officer

7. Copies of any documents presented by the officer

District staff shall promptly provide a copy of these notes and any associated documents district staff has collected from the officer to the district's legal counsel or other district official designated by the Superintendent.

The district's legal counsel or the Superintendent or designee shall submit a timely report to the Governing Board regarding the officer's requests and actions and the district's response. (Education Code 234.7)

The Superintendent or designee shall also email the Bureau of Children's Justice in the California Department of Justice (BCJ@doj.ca.gov) regarding any attempt by a law enforcement officer to access a school site or a student for immigration enforcement purposes.

Responding to the Detention or Deportation of Student's Parent/Guardian

The Superintendent or designee shall encourage parents/guardians to update their emergency contact information as needed at any time. The Superintendent or designee shall notify parents/guardians that the district will only use information provided on the emergency cards in response to specific emergency situations and not for any other purpose.

The Superintendent or designee may also encourage all students and families to learn their emergency phone numbers and be aware of the location of important documentation, including birth certificates, passports, social security cards, physicians' contact information, medication lists, lists of allergies, and other such information that would allow the students and families to be prepared in the event that a student's parent/guardian is detained or deported.

In the event that a student's parent/guardian is detained or deported, the Superintendent or designee shall release the student to the person(s) designated in the student's emergency contact information or to any individual who presents a caregiver's authorization affidavit on behalf of the student. The Superintendent or designee shall only contact child protective services if district personnel are unable to arrange for the timely care of the student by the person(s) designated in the emergency contact information maintained by the school or identified on a caregiver's authorization affidavit.

In an instance where a student's parent/guardian was detained or deported, the Superintendent or designee shall notify the student, as well as the individuals designated in the student's emergency contact information and any individual who presented a caregiver's authorization affidavit on behalf of the student, that the student continues to meet the residency requirements for attendance in the district if the student and the student's parent/guardian who was detained or deported satisfy the conditions as specified in Education Code 48204.4.

The Superintendent or designee may refer a student or the student's family members to other resources for assistance, including, but not limited to, an U.S. Immigrant and Customs Enforcement detainee locator, legal assistance, or the consulate or embassy of the parent/guardian's country of origin.

Policy 5145.13: Response To Immigration Enforcement

Status: ADOPTED

Original Adopted Date: 07/01/2018 **| Last Revised Date:** 09/11/2025 **| Last Reviewed Date:** 09/11/2025

The Governing Board is committed to the success of all students and believes that every school site should be a safe and welcoming place for all students and their families irrespective of their citizenship or immigration status.

District staff shall not solicit or collect information or documents, and shall not seek or require information or documents to the exclusion of other permissible information or documents, regarding the citizenship or immigration status of a student or the student's family members. (Education Code 234.7)

In accordance with law, Board Policy 0410 - Nondiscrimination in District Programs and Activities, and Board Policy 5145.3 - Nondiscrimination/Harassment, no student shall be denied equal rights and opportunities, nor be subjected to unlawful discrimination, harassment, intimidation, or bullying in the district's programs and activities on the basis of the student's or family's immigration status or for the refusal to provide information related to the student's or family's immigration status. (Education Code 200, 220, 234.1)

Resources and data collected by the district shall not be used, directly or by others, to compile a list, registry, or database of individuals based on national origin, immigration status, religion, or other category of individual characteristics protected against unlawful discrimination. (Government Code 8310.3)

The Superintendent or designee shall notify parents/guardians regarding their children's right to a free public education regardless of immigration status or religious beliefs and their rights related to immigration enforcement. (Education Code 234.7)

The Superintendent or designee shall develop procedures for addressing any immigration-related requests by a law enforcement officer for access to district records, school sites, or students.

The Superintendent or designee may provide training to staff regarding immigration issues, including information on responding to a request from a law enforcement officer to visit a school site or to have access to a student.

The Superintendent or designee shall report to the Board in a timely manner any requests for information or access to a school site by a law enforcement officer for the purpose of enforcing the immigration laws. Such notification shall be provided in a manner that ensures the confidentiality and privacy of any potentially identifying information. (Education Code 234.7)

AGENDA ITEM

Agenda Title:	Receipt of the Measure T 2024-2025 Bond Financial and Performance Audit Report
Meeting Date:	February 12, 2026
Item:	Discussion/Action

WHAT *(the board is asked to discuss, receive, approve, or adopt)*
The Governing Board is asked to receive and accept the Measure T Bond Financial and Performance Audit Report for the fiscal year ended June 30, 2025.

WHY *(briefly explain why the action or discussion is important; and if applicable, how it is connected to site, district, or strategic plans)*
Because the passage of Measure T required only 55% of the vote in accordance with Proposition 39 (Article XIII of the California State Constitution), the District is required to establish a citizens' bond oversight committee and to conduct an annual financial and performance audit.

Strategic Design - Vision
Applied to the "Fiscal Integrity of the District" Portion of the Strategic Framework

HISTORY *(list previous staff or board action(s) with dates if possible)*
The first Measure T Financial and Performance audit report was approved at the March 30, 2023 Board meeting. Measure T financial and performance audits have been performed annually since that time.

The bond audit is an annual requirement.

HOW MUCH *(list the revenue amount $ and/or the expense amount $)*
Fee for Measure T: $7,500

WHO *(list the name of the contact person(s), job title, and site location)*
Paul Ziegler, Assistant Superintendent of Business Services

ATTACHMENTS:
Description
2024-25 Measure T Governance Letter
2024-25 Measure T Audit

January 28, 2026

To the Governing Board and Citizens' Oversight Committee
Eureka City Schools
Eureka, California

We have audited the financial statements of Eureka City Schools' (the District) Building Fund (Measure T), as of and for the year ended June 30, 2025, and have issued our report thereon dated January 28, 2026. We have also performed the performance audit of the District's Building Fund. Professional standards require that we advise you of the following matters relating to our audit.

Our Responsibility in Relation to the Financial Statement Audit of the District's Building Fund (Measure T) under Generally Accepted Auditing Standards and *Government Auditing Standards* and the Performance Audit under *Government Auditing Standards*.

As communicated in our letter dated June 4, 2025, our responsibility, as described by professional standards, is to form and express an opinion about whether the financial statements that have been prepared by management with your oversight are presented fairly, in all material respects, in accordance with accounting principles generally accepted in the United States of America. Additionally, our responsibility, as described by professional standards, is to conduct a performance audit in accordance with *Government Auditing Standards*. Our audit of the financial statements and performance audit does not relieve you or management of your respective responsibilities.

Our responsibility, as prescribed by professional standards, is to plan and perform our audit to obtain reasonable, rather than absolute, assurance about whether the financial statements are free of material misstatement. An audit of financial statements includes consideration of the system of internal control over financial reporting as a basis for designing audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the District's internal control over financial reporting. Accordingly, as part of our audit, we considered the system of internal control of the District solely for the purpose of determining our audit procedures and not to provide any assurance concerning such internal control.

We are also responsible for communicating significant matters related to the audit that are, in our professional judgment, relevant to your responsibilities in overseeing the financial reporting process. However, we are not required to design procedures for the purpose of identifying other matters to communicate to you.

We have provided our comments regarding internal controls during our audit in our Independent Auditor's Report on Internal Control over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with *Government Auditing Standards* dated January 28, 2026.

Planned Scope and Timing of the Audit

We conducted our audit consistent with the planned scope and timing we previously communicated to you.

Compliance with All Ethics Requirements Regarding Independence

The engagement team, others in our firm, as appropriate, our firm, and other firms utilized in the engagement, if applicable, have complied with all relevant ethical requirements regarding independence.

Qualitative Aspects of the District's Significant Accounting Practices

Significant Accounting Policies

Management has the responsibility to select and use appropriate accounting policies. A summary of the significant accounting policies adopted by the District is included in Note 1 to the financial statements. There have been no initial selection of accounting policies and no changes in significant accounting policies or their application during the year ended June 30, 2025 related to the Building Fund (Measure T). No matters have come to our attention that would require us, under professional standards, to inform you about (1) the methods used to account for significant unusual transactions and (2) the effect of significant accounting policies in controversial or emerging areas for which there is a lack of authoritative guidance or consensus.

Accounting Estimates and Related Disclosures

Accounting estimates and related disclosures are an integral part of the financial statements prepared by management and are based on management's current judgments. Those judgments are normally based on knowledge and experience about past and current events and assumptions about future events. Certain accounting estimates are particularly sensitive because of their significance to the financial statements and because of the possibility that future events affecting them may differ markedly from management's current judgments. No such sensitive accounting estimates were identified.

Financial Statement Disclosures

Certain financial statement disclosures involve significant judgment and are particularly sensitive because of their significance to financial statement users. There were no financial statement disclosures that we consider to be particularly sensitive or involve significant judgment.

Significant Difficulties Encountered during the Audit

We encountered no significant difficulties in dealing with management relating to the performance of the audit.

Uncorrected and Corrected Misstatements

For purposes of this communication, professional standards require us to accumulate all known and likely misstatements identified during the audit, other than those that we believe are trivial, and communicate them to the appropriate level of management. Further, professional standards require us to also communicate the effect of uncorrected misstatements related to prior periods on the relevant classes of transactions, account balances or disclosures, and the financial statements as a whole and each applicable opinion unit. There were no uncorrected or corrected misstatements identified as a result of our audit procedures.

Disagreements with Management

For purposes of this letter, professional standards define a disagreement with management as a matter, whether or not resolved to our satisfaction, concerning a financial accounting, reporting, or auditing matter, which could be significant to the District's financial statements or the auditor's report. No such disagreements arose during the course of the audit.

Representations Requested from Management

We have requested certain written representations from management which are included in the management representation letter dated January 28, 2026.

Management's Consultations with Other Accountants

In some cases, management may decide to consult with other accountants about auditing and accounting matters. Management informed us that, and to our knowledge, there were no consultations with other accountants regarding auditing and accounting matters.

Other Significant Matters, Findings, or Issues

In the normal course of our professional association with the District, we generally discuss a variety of matters, including the application of accounting principles and auditing standards, operating and regulatory conditions affecting the entity, and operational plans and strategies that may affect the risks of material misstatement. None of the matters discussed resulted in a condition to our retention as the District's auditors.

Circumstances that Affect the Form and Content of the Auditor's Report

For purposes of this letter, professional standards require that we communicate any circumstances that affect the form and content of our auditor's report. We have made the following modification to our auditor's report:

> ***Emphasis of Matter***
>
> As discussed in Note 1, the financial statements present only the Building Fund (Measure T), and do not purport to, and do not, present fairly the financial position of the District as of June 30, 2025, or the changes in its financial position for the year then ended in accordance with accounting principles generally accepted in the United States of America. Our opinion is not modified with respect to this matter.

This report is intended solely for the information and use of the Governing Board, Citizens' Oversight Committee, and management of the District, and is not intended to be, and should not be, used by anyone other than these specified parties.

Eide Bailly LLP

Ontario, California

Financial and Performance Audits
Building Fund (Measure T)
June 30, 2025

Eureka City Schools

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Financial Audit
Building Fund (Measure T)
June 30, 2025

Eureka City Schools

Independent Auditor's Report

To the Governing Board and Citizens' Oversight Committee
Eureka City Schools
Eureka, California

Report on the Audit of the Financial Statements

Opinion

We have audited the financial statements of the Building Fund (Measure T) of Eureka City Schools (the District), as of and for the year ended June 30, 2025, and the related notes to the financial statements, as listed in the table of contents.

In our opinion, the accompanying financial statements referred to above present fairly, in all material respects, the financial position of the Building Fund (Measure T) of Eureka City Schools, as of June 30, 2025, and the changes in its financial position for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Basis for Opinion

We conducted our audit in accordance with auditing standards generally accepted in the United States of America (GAAS) and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States *(Government Auditing Standards)*. Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of the District and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Emphasis of Matter

As discussed in Note 1, the financial statements present only the Building Fund (Measure T), and do not purport to, and do not, present fairly the financial position of the District as of June 30, 2025, or the changes in its financial position for the year then ended in accordance with accounting principles generally accepted in the United States of America. Our opinion is not modified with respect to this matter.

Responsibilities of Management for the Financial Statements

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

Auditor's Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS and *Government Auditing Standards* will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

In performing an audit in accordance with GAAS and *Government Auditing Standards*, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the District's internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control-related matters that we identified during the audit.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated January 28, 2026 on our consideration of the Building Fund (Measure T) of the District's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, grant agreements, and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the Building Fund (Measure T) of the District's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the Building Fund (Measure T) of the District's internal control over financial reporting and compliance.

Ontario, California
January 28, 2026

Eureka City Schools
Building Fund (Measure T)
Balance Sheet
June 30, 2025

Assets	
Investments	$ 223,678
Receivables	10,656
Total assets	$ 234,334
Liabilities	
Accounts payable	$ 234,334

Eureka City Schools
Building Fund (Measure T)
Statement of Revenues, Expenditures, and Changes in Fund Balance
Year ended June 30, 2025

Revenues	
Interest income	$ 209,878
Change in fair value of investments	329,325
Total revenues	539,203
Expenditures	
Services and operating expenditures	61,422
Capital outlay	14,574,265
Total expenditures	14,635,687
Deficiency of Revenues over Expenditures	(14,096,484)
Other Financing Sources	
Transfers in	39,086
Net Change in Fund Balance	(14,057,398)
Fund Balance - Beginning	14,057,398
Fund Balance - Ending	$ -

See Notes to Financial Statements

Note 1 - Summary of Significant Accounting Policies

The accounting policies of Eureka City Schools' (the District) Building Fund (Measure T) conform to accounting principles generally accepted in the United States of America as prescribed by the Governmental Accounting Standards Board (GASB). The District Building Fund accounts for financial transactions in accordance with the policies and procedures of the *California School Accounting Manual*.

Financial Reporting Entity

The financial statements include only the Building Fund of the District used to account for Measure T projects. This Fund was established to account for the receipt of proceeds and expenditures of general obligation bonds issued under Measure T. These financial statements are not intended to present fairly the financial position and the changes in financial position of the District in accordance with accounting principles generally accepted in the United States of America.

Fund Accounting

The operations of the Building Fund are accounted for in a separate set of self-balancing accounts that comprise its assets, liabilities, fund balance, revenues, and expenditures. Resources are allocated to and accounted for in the fund based upon the purpose for which they are to be spent and the means by which spending activities are controlled.

Basis of Accounting

The Building Fund is accounted for using a flow of current financial resources measurement focus and the modified accrual basis of accounting. With this measurement focus, only current assets and current liabilities generally are included on the balance sheet. The statement of revenues, expenditures, and changes in fund balances reports on the sources (revenues and other financing sources) and uses (expenditures and other financing uses) of current financial resources.

Budgets and Budgetary Accounting

Annual budgets are adopted on a basis consistent with accounting principles generally accepted in the United States of America for all governmental funds. The District's governing board adopts an operating budget no later than July 1 in accordance with State law. A public hearing must be conducted to receive comments prior to adoption. The District's governing board satisfied these requirements. The Board revises this budget during the year to give consideration to unanticipated revenue and expenditures primarily resulting from events unknown at the time of budget adoption. The District employs budget control by minor object and by individual appropriation accounts. Expenditures cannot legally exceed appropriations by major object account.

Encumbrances

The District utilizes an encumbrance accounting system under which purchase orders, contracts, and other commitments for the expenditure of monies are recorded in order to reserve that portion of the applicable appropriation. Encumbrances are liquidated when the commitments are paid and all outstanding encumbrances lapse at June 30.

Estimates

The preparation of financial statements in accordance with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenditures during the reporting period. Actual results could differ from those estimates, and those differences could be material.

Note 2 - Investments

Policies and Practices

The District is authorized under California *Government Code* to make direct investments in local agency bonds, notes, or warrants within the State; U.S. Treasury instruments; registered State warrants or treasury notes; securities of the U.S. Government, or its agencies; bankers acceptances; commercial paper; certificates of deposit placed with commercial banks and/or savings and loan companies; repurchase or reverse repurchase agreements; medium term corporate notes; shares of beneficial interest issued by diversified management companies, certificates of participation, obligations with first priority security; and collateralized mortgage obligations.

Investment in County Treasury

The District is considered to be an involuntary participant in an external investment pool as the District is required to deposit all receipts and collections of monies with their county treasurer (*Education Code* Section 41001). The fair value of the District's investment in the pool is reported in the accompanying financial statements at amounts based upon the District's pro-rata share of the fair value provided by the county treasurer for the entire portfolio (in relation to the amortized cost of that portfolio). The balance available for withdrawal is based on the accounting records maintained by the county treasurer, which is recorded on the amortized cost basis. The District’s investment in the county treasury is measured at fair value on a recurring basis, which is determined by the fair value per share of the underlying portfolio determined by the program sponsor. Positions in this investment pool are not required to be categorized within the fair value hierarchy.

General Authorizations

Limitations as they relate to interest rate risk, credit risk, and concentration of credit risk are indicated in the schedules below:

Authorized Investment Type	Maximum Remaining Maturity	Maximum Percentage of Portfolio	Maximum Investment in One Issuer
Local Agency Bonds, Notes, Warrants	5 years	None	None
Registered State Bonds, Notes, Warrants	5 years	None	None
U.S. Treasury Obligations	5 years	None	None
U.S. Agency Securities	5 years	None	None
Banker's Acceptance	180 days	40%	30%
Commercial Paper	270 days	25%	10%
Negotiable Certificates of Deposit	5 years	30%	None
Repurchase Agreements	1 year	None	None
Reverse Repurchase Agreements	92 days	20% of base	None
Medium-Term Corporate Notes	5 years	30%	None
Mutual Funds	N/A	20%	10%
Money Market Mutual Funds	N/A	20%	10%
Mortgage Pass-Through Securities	5 years	20%	None
County Pooled Investment Funds	N/A	None	None
Local Agency Investment Fund (LAIF)	N/A	None	None
Joint Powers Authority Pools	N/A	None	None

Interest Rate Risk

Interest rate risk is the risk that changes in market interest rates will adversely affect the fair value of an investment. Generally, the longer the maturity of an investment, the greater the sensitivity of its fair value is to changes in market interest rates. The District does not have a formal investment policy that limits investment maturities as a means of managing its exposure to fair value losses arising from increasing interest rates. The District manages its exposure to interest rate risk by investing in the Humboldt County Investment Pool. The District maintains a Building Fund (Measure T) investment of $223,678 with the Humboldt County Investment Pool, with an average maturity of 626 days.

Credit Risk

Credit risk is the risk that an issuer of an investment will not fulfill its obligation to the holder of the investment. This is measured by the assignment of a rating by a nationally recognized statistical rating organization. The Humboldt County Investment Pool is not required to be rated, nor has it been rated as of June 30, 2025.

Note 3 - Receivables

Receivables at June 30, 2025, consisted of the following:

Interest	$ 10,656

Note 4 - Accounts Payable

The accounts payable at June 30, 2025, consisted of the following:

Capital outlay	$ 234,334

Note 5 - Interfund Transactions

Operating Transfers

Interfund transfers for the year ended June 30, 2025, consisted of the following:

The balance of $39,086 was transferred from the County School Facilities Fund to the Building Fund (Measure T) for expenditures related to school facilities projects.

Note 6 - Commitments and Contingencies

Litigation

The District is involved in various litigation arising from the normal course of business. In the opinion of management and legal counsel, the disposition of all litigation pending is not expected to have a material adverse effect on the overall financial position of the District at June 30, 2025.

Independent Auditor's Report
Building Fund (Measure T)
June 30, 2025

Eureka City Schools

Independent Auditor's Report on Internal Control over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with *Government Auditing Standards*

To the Governing Board and Citizens' Oversight Committee
Eureka City Schools
Eureka, California

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States (*Government Auditing Standards)*, the financial statements of the Building Fund (Measure T) of Eureka City Schools (the District), as of and for the year ended June 30, 2025, and the related notes of the financial statements, and have issued our report thereon dated January 28, 2026.

Emphasis of Matter

As discussed in Note 1, the financial statements present only the Building Fund (Measure T), and do not purport to, and do not, present fairly the financial position of the District as of June 30, 2025, or the changes in its financial position for the year then ended in accordance with accounting principles generally accepted in the United States of America. Our opinion is not modified with respect to this matter.

Report on Internal Control over Financial Reporting

In planning and performing our audit of the financial statements, we considered the District's internal control over financial reporting (internal control) as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the District's internal control. Accordingly, we do not express an opinion on the effectiveness of the District's internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the District's Building Fund (Measure T) financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses or significant deficiencies may exist that were not identified.

Report on Compliance and Other Matters

As part of obtaining reasonable assurance about whether the Building Fund (Measure T) of the District's financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the financial statements. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the District's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the District's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.



Ontario, California
January 28, 2026

None reported.

Except as specified in previous sections of this report, summarized below is the current status of all audit findings reported in the prior year's Schedule of Findings and Responses.

2024-001 Financial Reporting and Closing Process

Criteria or Specific Requirements
The accounting system used to record the fiscal activities of local educational agencies (LEAs) shall be in accordance with the definitions, instructions, and procedures published in the California School Accounting Manual. LEAs are also required to present their financial statements in accordance with generally accepted accounting principles (GAAP).

Condition
Eide Bailly LLP assists in the preparation of the District's financial statements based on the trial balance prepared by management. During the course of the audit, material adjustments were required to be made to the Building Fund (Measure T) financial statements including restatement of beginning fund balance. There was a material audit adjustment proposed and posted to correct a prior year overstatement of receivables, which affected the fund balance as of July 1, 2023. For the year ended June 30, 2024, an audit adjustment was identified that was related to the recording of an expenditure in the incorrect period by the District causing an understatement of operating expenditures and an understatement of the accounts payable balance. In addition, an audit adjustment was identified related to the fair market value of the cash in county investment account.

Context
The condition was identified as a result of audit procedures performed. Several adjusting entries were posted to ensure accuracy and correct classification of account balances.

Cause
The internal controls in place during the closing process, including preparation and review of account reconciliations, were not sufficient to ensure accurate reporting of balances for reporting.

Effect
Material adjustments to the general ledger were proposed as a result of audit procedures. These adjustments were accepted by management to ensure the financial statements were presented fairly. This deficiency may result in financial information that is not available as timely or accurately as it would otherwise be if account balances were reconciled and reported accurately. Additionally, this deficiency may have been corrected if the financial statements were internally prepared.

Recommendation
We recommend that the District implement more comprehensive review processes and controls to ensure that account balances are reconciled to the underlying source documentation. Additionally, the financial statements prepared by external accountants should be reviewed and reconciled back to the District's records to ensure amounts presented accurately reflect the District's records.

Implemented
Yes.

Performance Audit
Building Fund (Measure T)
June 30, 2025

Eureka City Schools

Independent Auditor's Report on Performance

To the Governing Board and Citizens' Oversight Committee
Eureka City Schools
Eureka, California

We were engaged to conduct a performance audit of the Building Fund (Measure T) of Eureka City Schools (the District) for the year ended June 30, 2025.

We conducted this performance audit in accordance with generally accepted government auditing standards issued by the Comptroller General of the United States (*Government Auditing Standards*). Those standards require that we plan and perform the audit to obtain sufficient, appropriate evidence to provide a reasonable basis for our findings and conclusions based on our audit objectives. We believe that the evidence obtained provides a reasonable basis for our findings and conclusions based on our audit objectives.

Audit Authority/Purpose

The general obligation bonds associated with Measure T were issued pursuant to the Constitution and laws of the State of California (the State), including the provisions of Chapters 1 and 1.5 of Part 10 of the California *Education Code*, and other applicable provisions of law. The bonds are authorized to be issued by a resolution adopted by the Board of Supervisors of the County (the Resolution), pursuant to a request of the District made by a resolution adopted by the Board of Education of the District.

For Measure T, the District received authorization from an election held on March 3, 2020, to issue bonds of the District in an aggregate principal amount not to exceed $18,000,000 to finance specific construction and renovation projects approved by eligible voters within the District. The proposition required approval by at least 55% of the votes cast by eligible voters within the District (the 2020 Authorization). The bonds outstanding as of June 30, 2025, represent the first series of the authorized bonds to be issued under the 2020 Authorization.

Purpose

Pursuant to the Authorization, the proceeds of the Bond will be used to renovate and improve school building and facilities, specifically, to complete the projects listed in the information given to the voters (the Measure T Bond Priority Projects List).

The Measure T Bond Priority Projects List includes repair sections of Eureka High School which presents life and imminent health and safety risks to teachers, students and staff, families and members of the public, improve accessibility to the Eureka High School campus for disabled persons, prevent dangerous sinkholes which create imminent health and safety risks to students and high school teachers and staff, upgrade facilities to meet seismic safety standards, and apply for emergency State matching funds to offset the costs of stadium repairs. Along with, adhere to specific fiscal accountability safeguards such as all expenditures subject to annual independent financial audits, no money to be taken by the state, all funds stay local, and all expenditures are to be reviewed by an independent citizen oversight committee to ensure that funds are spent only as authorized.

Authority

On November 7, 2000, California voters approved Proposition 39, the Smaller Classes, Safer Schools and Financial Accountability Act. Proposition 39 amended portions of the California Constitution to provide for the issuance of general obligation bonds by the District, "for the construction, reconstruction, rehabilitation, or replacement of school facilities, including the furnishing and equipping of school facilities, or the acquisition or lease of rental property for school facilities", upon approval by 55% of the electorate. In addition to reducing the approval threshold from two-thirds to 55%, Proposition 39 and the enacting legislation (AB 1908 and AB 2659) requires the following accountability measures as codified in *Education Code* sections 15278-15282:

1. Requires that the proceeds from the sale of the bonds be used only for the purposes specified in Article XIIIA, Section 1(b)(3)(C) of the California Constitution, and not for any other purpose, including teacher and administrator salaries and other school operating expenses.

2. The District must list the specific school facilities projects to be funded in the ballot measure and must certify that the governing board has evaluated safety, class size reduction and information technology needs in developing the project list.

3. Requires the District to appoint a citizens' oversight committee.

4. Requires the District to conduct an annual independent financial audit and performance audit in accordance with the *Government Auditing Standards* issued by the Comptroller General of the United States of the bond proceeds until all of the proceeds have been expended.

5. Requires the District to conduct an annual independent performance audit to ensure that the funds have been expended only on the specific projects listed.

Objectives of the Audit

Our audit was limited to the objectives listed below which includes determining the compliance with the performance requirements as referred to in Proposition 39 and outlined in Article XIIIA, Section 1(b)(3)(C) of the California Constitution and Appendix A contained in the *2024-2025 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting* issued by the California Education Audit Appeals Panel. Management is responsible for the District compliance with those requirements.

1. Determine whether expenditures charged to the Building Fund have been made in accordance with the bond project list approved by the voters through the approval of Measure T.

2. Determine whether salary transactions, charged to the Building Fund were in support of Measure T and not for District general administration or operations.

Scope of the Audit

The scope of our performance audit covered the period of July 1, 2024 through June 30, 2025. The population of expenditures tested included all object and project codes associated with the bond projects. The propriety of expenditures for capital projects and maintenance projects funded through other State or local funding sources, other than proceeds of the bonds, were not included within the scope of the audit. Expenditures incurred subsequent to June 30, 2025, were not reviewed or included within the scope of our audit or in this report.

In planning and performing our performance audit, we obtained an understanding of the District's internal control in order to determine if the internal controls were adequate to help ensure the District's compliance with the requirements of Proposition 39 and outlined in Article XIIIA, Section 1(b)(3)(C) of the California Constitution, but not for the purpose of expressing an opinion of the effectiveness of the District's internal control. Accordingly, we do not express an opinion on the effectiveness of the District's internal control. Had we performed additional procedures, other matters might have come to our attention that would have been reported to you.

Methodology

We obtained the general ledger and the project expenditure reports prepared by the District for the fiscal year ended June 30, 2025, for the Building Fund (Measure T). Within the fiscal year audited, we obtained the actual invoices, purchase orders, and other supporting documentation for a sample of expenditures to ensure compliance with the requirements of Article XIIIA, Section 1(b)(3)(C) of the California Constitution and Measure T as to the approved bond projects list. We performed the following procedures:

1. We identified expenditures and projects charged to the general obligation bond proceeds by obtaining the general ledger and project listing.

2. We selected a sample of expenditures using the following criteria:
    a) We considered all expenditures recorded in all object codes.
    b) We considered all expenditures recorded in all projects that were funded from July 1, 2024 through June 30, 2025 from Measure T bond proceeds.

c) We selected all expenditures that were individually significant expenditures. Individually significant expenditures were identified based on our assessment of materiality.

3. Our sample included transactions totaling $13,902,827. This represents 95% of the total expenditures of $14,635,687.

4. We reviewed the actual invoices and other supporting documentation to determine that:
   a) Expenditures were supported by invoices with evidence of proper approval and documentation of receipting goods or services.
   b) Expenditures were supported by proper bid documentation, as applicable.
   c) Expenditures were expended in accordance with voter-approved bond project list.
   d) Bond proceeds were not used for salaries of school administrators or other operating expenses of the District.

5. We determined that the District has met the compliance requirement of Measure T if the following conditions were met:
   a) Supporting documents for expenditures were aligned with the voter-approved bond project list.
   b) Expenditures were not used for salaries of school administrators or other operating expenses of the District.

The results of our tests indicated that the District expended Building Fund (Measure T) funds only for the specific projects approved by the voters, in accordance with Proposition 39 and outlined in Article XIIIA, Section 1(b)(3)(C) of the California Constitution.

Audit Results

The results of our test indicated that, in all material respects, Eureka City Schools has properly accounted for the expenditures held in the Building Fund (Measure T) and that such expenditures were made for authorized Bond projects.

This report is intended solely for the information and use of the District, Governing Board, and Citizens' Oversight Committee, and is not intended to be and should not be used by anyone other than these specified parties.

Ede Bailly LLP

Ontario, California
January 28, 2026

None reported.

AGENDA ITEM

Agenda Title:	Receipt of the 2024-2025 Independent Audit Report
Meeting Date:	February 12, 2026
Item:	Discussion/Action

WHAT *(the board is asked to discuss, receive, approve, or adopt)*
The Governing Board is asked to receive and accept the 2024-2025 Independent Audit Report.

WHY *(briefly explain why the action or discussion is important; and if applicable, how it is connected to site, district, or strategic plans)*
School districts are required to undergo an annual financial audit by an outside accounting firm. The July 1, 2024 – June 30, 2025 Eureka City Schools audit was completed by Eide Bailly LLP.

Strategic Design - Vision
Applied to the "Fiscal Integrity of the District" Portion of the Strategic Framework

HISTORY *(list previous staff or board action(s) with dates if possible)*
The audit is an annual requirement.

HOW MUCH *(list the revenue amount $ and/or the expense amount $)*
Cost for the 2024-2025 audit is $61,700.

WHO *(list the name of the contact person(s), job title, and site location)*
Paul Ziegler, Assistant Superintendent of Business Services

ATTACHMENTS:
Description
2024-25 Governance Letter
2024-25 Independent Audit

January 28, 2026

To the Governing Board
Eureka City Schools
Eureka, California

We have audited the financial statements of Eureka City Schools (the District), as of and for the year ended June 30, 2025, and have issued our report thereon dated January 28, 2026. Professional standards require that we advise you of the following matters relating to our audit.

Our Responsibility in Relation to the Financial Statement Audit under Generally Accepted Auditing Standards and *Government Auditing Standards* and our Compliance Audit under the Uniform Guidance

As communicated in our letter dated June 4, 2025, our responsibility, as described by professional standards, is to form and express an opinion about whether the financial statements that have been prepared by management with your oversight are presented fairly, in all material respects, in accordance with accounting principles generally accepted in the United States of America and to express an opinion on whether the District complied with the types of compliance requirements described in the *OMB Compliance Supplement* that could have a direct and material effect on each of the District's major federal programs. Our audit of the financial statements and major program compliance does not relieve you or management of its respective responsibilities.

Our responsibility, as prescribed by professional standards, is to plan and perform our audit to obtain reasonable, rather than absolute, assurance about whether the financial statements are free of material misstatement. An audit of financial statements includes consideration of internal control over financial reporting as a basis for designing audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the District's internal control over financial reporting. Accordingly, as part of our audit, we considered the internal control of the District solely for the purpose of determining our audit procedures and not to provide any assurance concerning such internal control.

Our responsibility, as prescribed by professional standards as it relates to the audit of the District's major federal program compliance, is to express an opinion on the compliance for each of the District's major federal programs based on our audit of the types of compliance requirements referred to above. An audit of major program compliance includes consideration of internal control over compliance with the types of compliance requirements referred to above as a basis for designing audit procedures that are appropriate in the circumstances and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, as a part of our major program compliance audit, we considered internal control over compliance for these purposes and not to provide any assurance on the effectiveness of the District's internal control over compliance.

We are also responsible for communicating significant matters related to the audit that are, in our professional judgment, relevant to your responsibilities in overseeing the financial reporting process. However, we are not required to design procedures for the purpose of identifying other matters to communicate to you.

We have provided our comments regarding internal controls during our audit in our Independent Auditor's Report on Internal Control over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with *Government Auditing Standards* dated January 28, 2026. We have also provided our comments regarding compliance with the types of compliance requirements referred to above and internal controls over compliance during our audit in our Independent Auditor's Report on Compliance with Each Major Federal Program and Report on Internal Control Over Compliance Required by the Uniform Guidance dated January 28, 2026.

Planned Scope and Timing of the Audit

We conducted our audit consistent with the planned scope and timing we previously communicated to you.

Compliance with All Ethics Requirements Regarding Independence

The engagement team, others in our firm, as appropriate, our firm, and other firms utilized in the engagement, if applicable, have complied with all relevant ethical requirements regarding independence.

Qualitative Aspects of the District's Significant Accounting Practices

Significant Accounting Policies

Management has the responsibility to select and use appropriate accounting policies. A summary of the significant accounting policies adopted by the District is included in Note 1 to the financial statements. As described in Note 1 and 15 to the financial statements, the District changed accounting policies related to accounting for compensated absences to adopt the provisions of Governmental Accounting Standards Board (GASB) Statement No. 101, *Compensated Absences*. Accordingly, the accounting change has been retrospectively applied to the financial statements beginning July 1, 2024. No matters have come to our attention that would require us, under professional standards, to inform you about (1) the methods used to account for significant unusual transactions and (2) the effect of significant accounting policies in controversial or emerging areas for which there is a lack of authoritative guidance or consensus.

Accounting Estimates and Related Disclosures

Accounting estimates and related disclosures are an integral part of the financial statements prepared by management and are based on management's current judgments. Those judgments are normally based on knowledge and experience about past and current events and assumptions about future events. Certain accounting estimates are particularly sensitive because of their significance to the financial statements and because of the possibility that future events affecting them may differ markedly from management's current judgments.

The most sensitive accounting estimates affecting the financial statements are:

Management's estimate of the aggregate net pension liability, related deferred outflows of resources, deferred inflows of resources, and pension expense is based on the District's proportionate share of the California State Teachers' Retirement System (CalSTRS) and the California Public Employees' Retirement System (CalPERS) estimated net pension liability, deferred outflows of resources, deferred inflows of resources, and pension expense, which were actuarially determined, utilizing projections of future contributions and future earnings, actuarial assumptions such as inflation, salary increases, mortality rates, and investment rate of return and discount rates in the determination of the final balances reported in the CalSTRS and CalPERS audited financial statements. The District's proportionate share was determined by calculating the District's share of contributions to the pension plan relative to the contributions of all participating entities in the plan.

Management's estimate of the net other postemployment benefit (OPEB) liability, related deferred outflows of resources, deferred inflows of resources, and OPEB expense is based on the work performed by an actuary, utilizing projections of future benefit costs, actuarial assumptions such as inflation, benefit cost increases, mortality rates, and discount rates.

Management's estimate of the compensated absence liability includes determining the amount of sick leave that is more likely than not to be used by employees for paid leave. This balance is estimated using the District's historical experience of sick leave usage by employees.

Financial Statement Disclosures

Certain financial statement disclosures involve significant judgment and are particularly sensitive because of their significance to financial statement users. There were no financial statement disclosures that we consider to be particularly sensitive or involve significant judgment.

Significant Difficulties Encountered during the Audit

We encountered no significant difficulties in dealing with management relating to the performance of the audit.

Uncorrected and Corrected Misstatements

For purposes of this communication, professional standards require us to accumulate all known and likely misstatements identified during the audit, other than those that we believe are trivial, and communicate them to the appropriate level of management. Further, professional standards require us to also communicate the effect of uncorrected misstatements related to prior periods on the relevant classes of transactions, account balances or disclosures, and the financial statements as a whole. Uncorrected misstatements or matters underlying those uncorrected misstatements could potentially cause future-period financial statements to be materially misstated, even though the uncorrected misstatements are immaterial to the financial statements currently under audit. There were no uncorrected or corrected misstatements identified as a result of our audit procedures.

Disagreements with Management

For purposes of this letter, professional standards define a disagreement with management as a matter, whether or not resolved to our satisfaction, concerning a financial accounting, reporting, or auditing matter, which could be significant to the financial statements or the auditor's report. No such disagreements arose during the course of the audit.

Circumstances that Affect the Form and Content of the Auditor's Report

For purposes of this letter, professional standards require that we communicate any circumstances that affect the form and content of our auditor's report. We have made the following modification to our auditor's report:

Adoption of New Accounting Standard

As discussed in Note 15 to the financial statements, the District has adopted the provisions of Governmental Accounting Standards Board (GASB) Statement No. 101, *Compensated Absences* for the year ended June 30, 2025. Accordingly, a restatement has been made to the governmental activities net position as of July 1, 2024 to restate beginning net position. Our opinions are not modified with respect to this matter.

Representations Requested from Management

We have requested certain written representations from management which are included in the management representation letter dated January 28, 2026.

Management's Consultations with Other Accountants

In some cases, management may decide to consult with other accountants about auditing and accounting matters. Management informed us that, and to our knowledge, there were no consultations with other accountants regarding auditing and accounting matters.

Other Significant Matters, Findings, or Issues

In the normal course of our professional association with the District, we generally discuss a variety of matters, including the application of accounting principles and auditing standards, significant events or transactions that occurred during the year, operating conditions affecting the District, and operating plans and strategies that may affect the risks of material misstatement. None of the matters discussed resulted in a condition to our retention as the District's auditors.

Other Information Included in the Financial Statements

Pursuant to professional standards, our responsibility as auditors for other information (Local Education Agency Organization Structure), whether financial or nonfinancial, included in the District's financial statements, does not extend beyond the financial information identified in the audit report, and we are not required to perform any procedures to corroborate such other information.

Our responsibility also includes communicating to you any information which we believe is a material misstatement of fact. Nothing came to our attention that caused us to believe that such information, or its manner of presentation, is materially inconsistent with the information, or manner of its presentation, appearing in the financial statements.

This report is intended solely for the information and use of the Governing Board and management of the District and is not intended to be, and should not be, used by anyone other than these specified parties.

Eide Bailly LLP

Ontario, California

Financial Statements
June 30, 2025

Eureka City Schools



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Independent Auditor's Report

To the Governing Board
Eureka City Schools
Eureka, California

Report on the Audit of the Financial Statements

Opinions

We have audited the financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of Eureka City Schools (the District), as of and for the year ended June 30, 2025, and the related notes to the financial statements, which collectively comprise the District's basic financial statements as listed in the table of contents.

In our opinion, the accompanying financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities, each major fund, and the aggregate remaining fund information of Eureka City Schools, as of June 30, 2025, and the respective changes in financial position, and, where applicable, cash flows thereof for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Basis for Opinions

We conducted our audit in accordance with auditing standards generally accepted in the United States of America (GAAS) and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States *(Government Auditing Standards)*. Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of the District and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Adoption of New Accounting Standard

As discussed in Note 15 to the financial statements, the District has adopted the provisions of Governmental Accounting Standards Board (GASB) Statement No. 101, *Compensated Absences* for the year ended June 30, 2025. Accordingly, a restatement has been made to the governmental activities net position as of July 1, 2024 to restate beginning net position. Our opinions are not modified with respect to this matter.

Responsibilities of Management for the Financial Statements

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

In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the District's ability to continue as a going concern for twelve months beyond the financial statement date, including any currently known information that may raise substantial doubt shortly thereafter.

Auditor's Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinions. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS and *Government Auditing Standards* will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

In performing an audit in accordance with GAAS and *Government Auditing Standards*, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the District's internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.
- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about the District's ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control-related matters that we identified during the audit.

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the management's discussion and analysis, budgetary comparison information, schedule of changes in the District's total OPEB liability and related ratios, schedule of the District's proportionate share of the net OPEB liability - MPP program, schedule of the District's proportionate share of the net pension liability - CalSTRS, schedule of the District's proportionate share of the net pension liability - CalPERS, schedule of the District's contributions - CalSTRS, and schedule of the District's contributions - CalPERS be presented to supplement the basic financial statements. Such information is the responsibility of management and, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with GAAS, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Supplementary Information

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the District's basic financial statements. The Schedule of Expenditures of Federal Awards, as required by Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards*, combining non-major governmental fund financial statements, and other supplementary information listed in the table of contents are presented for purposes of additional analysis and are not a required part of the basic financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the basic financial statements. The information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with GAAS. In our opinion, the Schedule of Expenditures of Federal Awards, combining non-major governmental fund financial statements, and other supplementary information listed in the table of contents are fairly stated, in all material respects, in relation to the basic financial statements as a whole.

Other Information

Management is responsible for the other information included in the financial statements. The other information comprises the Local Education Agency Organization Structure but does not include the basic financial statements and our auditor's report thereon. Our opinions on the basic financial statements do not cover the other information, and we do not express an opinion or any form of assurance thereon.

In connection with our audit of the basic financial statements, our responsibility is to read the other information and consider whether a material inconsistency exists between the other information and the basic financial statements, or the other information otherwise appears to be materially misstated. If, based on the work performed, we conclude that an uncorrected material misstatement of the other information exists, we are required to describe it in our report.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated January 28, 2026 on our consideration of the District's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, grant agreements, and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the District's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the District's internal control over financial reporting and compliance.

Eide Bailly LLP

Ontario, California
January 28, 2026

This section of Eureka City Schools' (the District) annual financial report presents our discussion and analysis of the District's financial performance during the fiscal year that ended on June 30, 2025, with comparative information for the year ended June 30, 2024. Please read it in conjunction with the District's financial statements, which immediately follow this section.

FINANCIAL HIGHLIGHTS

- Over the course of the year, net position increased by $9,438,496.
- Capital assets, net of depreciation, increased by $11,210,535. Accumulated depreciation increased by $6,653,530.
- Long-term liabilities have increased by $3,235,443 with the aggregate net OPEB liability increasing by $329,424, aggregate net pension liability decreasing by $3,288,181, bonds payable decreasing by $1,537,806, compensated absences increasing by $7,960,195, and the energy conservation assistance loan decreasing by $38,644. Accreted interest expense was $2,037,194 for the year.
- During fiscal year 2024-25, average daily attendance (ADA) for P-2 of the District (exclusive of Adult ADA) decreased by 92 ADA, or 3%.
- CBED data shows enrollment in the District went from 3,580 to 3,538, representing a decrease of enrollment by 42, or 1.2%.
- The District maintains the required minimum reserves for economic uncertainty of 3% of combined General Fund and Special Reserve Fund for Other than Capital Outlay Projects expenditures, transfers out and other uses (total outgo). During the year ended June 30, 2025, General Fund expenditures and other uses totaled $70,707,784. At June 30, 2025, the District had available reserves designated for economic uncertainties of $3,536,150, approximately 5.0% of General Fund and Special Reserve Fund for Other than Capital Outlay Projects expenditures, transfers out and other uses.

OVERVIEW OF THE FINANCIAL STATEMENTS

The Financial Statements

The financial statements presented herein include all of the activities of the District and its component units using the integrated approach as prescribed by Governmental Accounting Standards Board (GASB) Statement No. 34.

The *Government-Wide Financial Statements* present the financial picture of the District from the economic resources measurement focus using the accrual basis of accounting. They present governmental activities. These statements include all assets of the District (including capital assets), deferred outflows of resources, as well as all liabilities (including long-term liabilities), and deferred inflows of resources. Additionally, certain eliminations have occurred as prescribed by the statement in regards to interfund activity, payables, and receivables.

The *Fund Financial Statements* include statements for each of the three categories of activities: governmental, proprietary, and fiduciary.

- The *Governmental Funds* are prepared using the current financial resources measurement focus and modified accrual basis of accounting.
- The *Proprietary Fund* is prepared using the economic resources measurement focus and the accrual basis of accounting.
- The *Fiduciary Fund* is prepared using the economic resources measurement focus and the accrual basis of accounting.

Reconciliation of the Fund Financial Statements to the Government-Wide Financial Statements is provided to explain the differences created by the integrated approach.

The Primary unit of the government is Eureka City Schools.

REPORTING THE DISTRICT AS A WHOLE

The Statement of Net Position and the Statement of Activities

The *Statement of Net Position* and the *Statement of Activities* report information about the District as a whole and about its activities. These statements include all assets, deferred outflows of resources, liabilities, and deferred inflows of resources of the District using the accrual basis of accounting, which is similar to the accounting used by most private-sector companies. All of the current year's revenues and expenses are taken into account regardless of when cash is received or paid.

These two statements report the District's net position and changes in net position. Net position is the difference between assets and deferred outflows of resources, and liabilities and deferred inflows of resources, which is one way to measure the District's financial health, or financial position. Over time, increases or decreases in the District's net position will serve as a useful indicator of whether the financial position of the District is improving or deteriorating. Other factors to consider are changes in the District's property tax base and the condition of the District's facilities.

The relationship between revenues and expenses is the District's operating results. Since the governing board's responsibility is to provide services to our students and not to generate profit as commercial entities do, one must consider other factors when evaluating the overall health of the District. The quality of the education and the safety of our schools will likely be an important component in this evaluation.

In the *Statement of Net Position* and the *Statement of Activities*, we present the District activities as follows:

Governmental Activities - Most of the District's services are reported in this category. This includes the education of kindergarten through grade twelve students, adult education students, the operation of child development activities, and the on-going effort to improve and maintain buildings and sites. Property taxes, State income taxes, user fees, interest income, Federal, State, and local grants, as well as general obligation bonds, finance these activities.

REPORTING THE DISTRICT'S MOST SIGNIFICANT FUNDS

Fund Financial Statements

The fund financial statements provide detailed information about the most significant funds - not the District as a whole. Some funds are required to be established by State law and by bond covenants. However, management establishes many other funds to help it control and manage money for particular purposes or to show that it is meeting legal responsibilities for using certain taxes, grants, and other money that it receives from the U.S. Department of Education.

Governmental Funds - Most of the District's basic services are reported in governmental funds, which focus on how money flows into and out of those funds and the balances left at year-end that are available for spending. These funds are reported using an accounting method called modified accrual accounting, which measures cash and all other financial assets that can readily be converted to cash. The governmental fund financial statements provide a detailed short-term view of the District's general government operations and the basic services it provides. Governmental fund information helps determine whether there are more or fewer financial resources that can be spent in the near future to finance the District's programs. The differences of results in the governmental fund financial statements to those in the government-wide financial statements are explained in a reconciliation following the governmental fund financial statements.

Proprietary Funds - When the District charges users for the services it provides, whether to outside customers or to other departments within the District, these services are generally reported in proprietary funds. Proprietary funds are reported in the same way that all activities are reported in the Statement of Net Position and the Statement of Revenues, Expenses, and Changes in Fund Net Position. We use internal service funds (the other component of proprietary funds) to report activities that provide supplies and services for the District's other programs and activities, such as the District's Self-Insurance Fund. The internal service funds are reported with governmental activities in the government-wide financial statements.

Reporting the District's Fiduciary Responsibilities

The District is the trustee, or fiduciary, for funds held on behalf of others, like our funds for employee retiree benefits and pensions. The District's fiduciary activities are reported in the Fiduciary Fund Financial Statements. We exclude these activities from the District's other financial statements because the District cannot use these assets to finance its operations. The District is responsible for ensuring that the assets reported in these funds are used for their intended purposes.

THE DISTRICT AS A WHOLE

Net Position

The District's net position was $32,075,914 for the fiscal year ended June 30, 2025. Of this amount, $33,569,976 was an unrestricted deficit. Restricted net position is reported separately to show legal constraints from debt covenants and enabling legislation that limit the governing board's ability to use net position for day-to-day operations. Our analysis below, in summary form, focuses on the net position (Table 1) and change in net position (Table 2) of the District's governmental activities.

Table 1

	Governmental Activities	
	2025	2024*
Assets		
Current and other assets	$ 82,154,289	$ 81,305,616
Capital assets, net	110,738,508	99,527,973
Total assets	192,892,797	180,833,589
Deferred outflows of resources	17,721,008	18,661,637
Liabilities		
Current liabilities	6,383,732	8,277,279
Long-term liabilities	164,355,713	161,120,270
Total liabilities	170,739,445	169,397,549
Deferred inflows of resources	7,798,446	7,460,259
Net Position		
Net investment in capital assets	31,579,378	30,623,052
Restricted	34,066,512	21,361,883
Unrestricted deficit	(33,569,976)	(29,347,517)
Total net position	$ 32,075,914	$ 22,637,418

* Amounts have not been restated for the effects of the implementation of GASB Statement No. 101. See Note 15 for further information.

The $33,569,976 in unrestricted net position of governmental activities represents the accumulated results of all past years' operations. The deficit of the unrestricted net position – the part of net position that can be used to finance day-to-day operations without constraints established by debt covenants, enabling legislation, or other legal requirements increased by $4,222,459, or 14.4% compared to the prior year.

Changes in Net Position

The results of this year's operations for the District as a whole are reported in the *Statement of Activities* on page 14. Table 2 takes the information from the Statement, rounds off the numbers, and rearranges them slightly so you can see our total revenues for the year.

Table 2

	Governmental Activities	
	2025	2024*
Revenues		
Program revenues		
Charges for services and sales	$ 471,728	$ 818,367
Operating grants and contributions	23,716,027	25,813,227
Capital grants and contributions	15,091,604	3,172,355
General revenues		
Federal and State aid not restricted	28,702,018	29,684,991
Property taxes	27,206,136	26,027,810
Other general revenues	4,509,548	5,927,771
Total revenues	99,697,061	91,444,521
Expenses		
Instruction-related	44,807,265	43,046,411
Pupil services	14,649,540	13,175,796
Administration	5,078,367	4,691,926
Plant services	7,995,795	7,169,099
All other services	10,986,406	10,729,469
Total expenses	83,517,373	78,812,701
Change in net position	$ 16,179,688	$ 12,631,820

* The expenses for the year ended June 30, 2024 were not restated for the effects of the implementation of GASB Statement No. 101. See Note 15 for further information.

Governmental Activities

As reported in the *Statement of Activities* on page 14, the cost of all of our governmental activities this year was $83,517,373. However, the amount that our taxpayers ultimately financed for these activities through local taxes was only $27,206,136 because the cost was paid by those who benefited from the programs $471,728 or by other governments and organizations who subsidized certain programs with grants and contributions $38,807,631. We paid for the remaining "public benefit" portion of our governmental activities with $33,211,566 in Federal and State funds, and with other revenues, like interest and general entitlements.

In Table 3, we have presented the cost and net cost of each of the District's largest functions: instruction-related, pupil services, administration, plant services, and all other services. As discussed above, net cost shows the financial burden that was placed on the District's taxpayers by each of these functions. Providing this information allows our citizens to consider the cost of each function in comparison to the benefits they believe are provided by that function.

Table 3

	Total Cost of Services		Net Cost of Services	
	2025	2024*	2025	2024*
Instruction-related	$ 44,807,265	$ 43,046,411	$ 18,768,461	$ 28,140,424
Pupil services	14,649,540	13,175,796	5,622,403	2,716,859
Administration	5,078,367	4,691,926	4,438,745	4,217,778
Plant services	7,995,795	7,169,099	7,111,027	6,264,033
All other services	10,986,406	10,729,469	8,297,378	7,669,658
Total	$ 83,517,373	$ 78,812,701	$ 44,238,014	$ 49,008,752

* The expenses for the year ended June 30, 2024 were not restated for the effects of the implementation of GASB Statement No. 101. See Note 15 for further information.

THE DISTRICT'S FUNDS

As the District completed this year, our governmental funds reported a combined fund balance of $75,206,898, which is an increase of $2,482,749 from last year (Table 4).

Table 4

	Balances and Activity			
Governmental Fund	July 1, 2024	Revenues and Other Financing Sources	Expenditures and Other Financing Uses	June 30, 2025
General	$ 41,050,051	$ 73,226,697	$ 70,707,784	$ 43,568,964
Building	14,057,398	578,289	14,635,687	-
Special Reserve Fund for Capital Outlay Projects	9,883,592	530,752	2,593	10,411,751
County School Facilities	1,292,447	15,091,603	1,494,302	14,889,748
Student Activity	410,543	699,630	676,965	433,208
Adult Education	222,908	371,081	325,132	268,857
Child Development	42,976	907,034	793,966	156,044
Cafeteria	851,308	3,550,998	3,750,276	652,030
Deferred Maintenance	2,201	115	-	2,316
Capital Facilities	1,322	68	-	1,390
Bond Interest and Redemption	4,909,403	5,942,433	6,029,246	4,822,590
Total	$ 72,724,149	$ 100,898,700	$ 98,415,951	$ 75,206,898

CAPITAL ASSETS AND LONG-TERM LIABILITIES

Capital Assets

At June 30, 2025, the District had $110,738,508 in a broad range of capital assets (net of depreciation), including land, buildings, furniture, and equipment. This amount represents a net increase (including additions, deductions, and depreciation) of $11,210,535, or 11.26%, from last year (Table 5).

Table 5

	Governmental Activities	
	2025	2024
Land and construction in progress	$ 59,563,509	$ 43,630,373
Buildings and improvements, net	47,829,692	53,054,497
Furniture and equipment, net	3,345,307	2,843,103
Total	$ 110,738,508	$ 99,527,973

Long-Term Liabilities

At the end of this year, the District had 164,355,713 in long-term liabilities outstanding versus $161,120,270 last year. The long-term liabilities consisted of:

Table 6

	Governmental Activities	
	2025	2024*
Long-Term Liabilities		
General obligation bonds	$ 99,341,524	$ 100,879,330
Unamortized debt premiums	4,326,399	4,515,944
Energy conservation assistance loan	347,800	386,444
Compensated absences	8,114,421	154,226
Aggregate net OPEB liability	11,071,956	10,742,532
Aggregate net pension liability	41,153,613	44,441,794
Total	$ 164,355,713	$ 161,120,270

* Amounts have not been restated for the effects of the implementation of GASB Statement No. 101. See Note 15 for further information.

The District's general obligation bond rating was upgraded by Moody's Investors Service in June 2024, from a rating of A2 to A1. The State limits the amount of general obligation debt that districts can issue to five percent of the assessed value of all taxable property within the District's boundaries. The District's outstanding general obligation debt of $99,341,524 is significantly below this statutorily-imposed limit.

GENERAL FUND BUDGETARY HIGHLIGHTS

The District's budget is prepared in accordance with California law and is based on the modified accrual basis of accounting. Over the course of the year, the District revised its annual operating budget at various times to reflect the most recent financial information available. The most significant budget adjustments made during the year fall into the following categories:

- Budget revisions to the adopted budget required after approval of the State budget.
- Budget revisions to adjust program revenues and expenditures based on final awards.
- Budget revisions to reflect changes in staffing and hiring.
- Budget revisions to reflect one-time federal and state funding.

ECONOMIC FACTORS BEARING ON THE DISTRICT'S FUTURE

- Except for the influx of Federal and State one-time funding, the District has continued a pattern of deficit spending over the past several years. As a result, reserves and one-time revenues have been used to fund ongoing initiatives and expenditures. Judicious use of the one-time funding has allowed the District to maintain healthy reserves. The District submitted its Local Control Accountability Plan (LCAP) update along with the 2024/2025 budget. With the expiration of one-time funds as of September 2024, the District continues to evaluate options to reduce deficit spending.
- The 2025/2026 California state budget is projecting a shortfall, and this has led to concern for the funding of new and ongoing programs the state has begun funding.
- The District experienced an enrollment decrease in 2024/25 and projects continued future year enrollment decreases, which negatively influences overall funding levels. Attendance rates remained low in 2024/2025 for the District and the state as a whole.
- A tight labor market, along with rising costs for special education, health benefits, step and column movement, STRS and PERS contributions, increases in the minimum wage, facilities maintenance and upgrades, utilities, and other inflationary pressures, as well as additional demand for intervention programs and programs to combat learning loss have put pressure on the ability to fund general education services.
- The increase in required compliance and reporting regulations, associated with the proliferation of new programs, has placed an increasing burden on the District staff.

CONTACTING THE DISTRICT'S FINANCIAL MANAGEMENT

This financial report is designed to provide our citizens, taxpayers, students, and investors and creditors with a general overview of the District's finances and to show the District's accountability for the money it receives. If you have questions about this report or need any additional financial information, contact Paul Ziegler, Assistant Superintendent Business Services, Eureka City Schools, 2100 J Street, Eureka, CA 95503.

	Governmental Activities
Assets	
Deposits and investments	$ 73,817,258
Receivables	8,158,006
Stores inventories	179,025
Capital assets not depreciated	59,563,509
Capital assets, net of accumulated depreciation	51,174,999
Total assets	192,892,797
Deferred Outflows of Resources	
Deferred outflows of resources related to OPEB	2,861,429
Deferred outflows of resources related to pensions	14,859,579
Total deferred outflows of resources	17,721,008
Liabilities	
Accounts payable	4,759,392
Interest payable	988,225
Unearned revenue	636,115
Long-term liabilities	
Long-term liabilities other than OPEB and pensions due within one year	5,228,209
OPEB liability due within one year	537,693
Long-term liabilities other than OPEB and pensions due in more than one year	106,901,935
Aggregate net other postemployment benefits (OPEB) liability	10,534,263
Aggregate net pension liability	41,153,613
Total liabilities	170,739,445
Deferred Inflows of Resources	
Deferred inflows of resources related to OPEB	4,077,370
Deferred inflows of resources related to pensions	3,721,076
Total deferred inflows of resources	7,798,446
Net Position	
Net investment in capital assets	31,579,378
Restricted for	
Debt service	3,834,365
Capital projects	14,891,138
Educational programs	12,549,742
Other restrictions	2,791,267
Unrestricted deficit	(33,569,976)
Total net position	$ 32,075,914

See Notes to Financial Statements.

Functions/Programs	Expenses	Program Revenues: Charges for Services and Sales	Program Revenues: Operating Grants and Contributions	Program Revenues: Capital Grants and Contributions	Net (Expenses) Revenues and Changes in Net Position: Governmental Activities
Governmental Activities					
Instruction	$ 35,198,269	$ 66,068	$ 7,445,846	$15,091,604	$ (12,594,751)
Instruction-related activities					
Supervision of instruction	4,790,132	-	2,880,601	-	(1,909,531)
Instructional library, media, and technology	622,473	-	14,068	-	(608,405)
School site administration	4,196,391	-	540,617	-	(3,655,774)
Pupil services					
Home-to-school transportation	971,498	-	40,014	-	(931,484)
Food services	4,237,092	356,295	2,995,655	-	(885,142)
All other pupil services	9,440,950	13,785	5,621,388	-	(3,805,777)
Administration					
Data processing	199,080	-	-	-	(199,080)
All other administration	4,879,287	10,612	629,010	-	(4,239,665)
Plant services	7,995,795	-	884,768	-	(7,111,027)
Ancillary services	1,176,881	-	6,727	-	(1,170,154)
Community services	2,140,613	-	2,078,447	-	(62,166)
Interest on long-term liabilities	4,249,797	-	-	-	(4,249,797)
Other outgo	3,419,115	24,968	578,886	-	(2,815,261)
Total governmental activities	$ 83,517,373	$ 471,728	$ 23,716,027	$15,091,604	(44,238,014)
General Revenues and Subventions					
Property taxes, levied for general purposes					21,468,284
Property taxes, levied for debt service					5,737,852
Federal and State aid not restricted to specific purposes					28,702,018
Interest and investment losses					3,513,100
Interagency revenues					209,161
Miscellaneous					787,287
Subtotal, general revenues and subventions					60,417,702
Change in Net Position					16,179,688
Net Position - Beginning, as previously reported					22,637,418
Adjustment (Note 15)					(6,741,192)
Net Position - Beginning, as restated					15,896,226
Net Position - Ending					$ 32,075,914

See Notes to Financial Statements.

Eureka City Schools
Balance Sheet - Governmental Funds
June 30, 2025

	General Fund	Building Fund	County School Facilities Fund	Special Reserve Fund for Capital Outlay Projects	Non-Major Governmental Funds	Total Governmental Funds
Assets						
Deposits and investments	$ 41,073,849	$ 223,678	$ 14,759,039	$ 10,328,372	$ 5,889,757	$ 72,274,695
Receivables	7,464,862	10,656	130,709	83,379	459,079	8,148,685
Stores inventories	91,842	-	-	-	87,183	179,025
Total assets	$ 48,630,553	$ 234,334	$ 14,889,748	$ 10,411,751	$ 6,436,019	$ 80,602,405
Liabilities and Fund Balances						
Liabilities						
Accounts payable	$ 4,425,474	$ 234,334	$ -	$ -	$ 99,584	$ 4,759,392
Unearned revenue	636,115	-	-	-	-	636,115
Total liabilities	5,061,589	234,334	-	-	99,584	5,395,507
Fund Balances						
Nonspendable	97,277	-	-	-	88,323	185,600
Restricted	12,549,742	-	14,889,748	-	6,063,363	33,502,853
Committed	15,287,671	-	-	-	-	15,287,671
Assigned	12,098,124	-	-	10,411,751	184,749	22,694,624
Unassigned	3,536,150	-	-	-	-	3,536,150
Total fund balances	43,568,964	-	14,889,748	10,411,751	6,336,435	75,206,898
Total liabilities and fund balances	$ 48,630,553	$ 234,334	$ 14,889,748	$ 10,411,751	$ 6,436,019	$ 80,602,405

See Notes to Financial Statements.

Total Fund Balances - Governmental Funds		$ 75,206,898
Amounts Reported for Governmental Activities in the Statement of Net Position are Different Because		
Capital assets used in governmental activities are not financial resources and, therefore, are not reported as assets in governmental funds.		
The cost of capital assets is	$ 192,757,350	
Accumulated depreciation is	(82,018,842)	
Net capital assets		110,738,508
In governmental funds, unmatured interest on long-term liabilities is recognized in the period when it is due. On the government-wide financial statements, unmatured interest on long-term liabilities is recognized when it is incurred.		(988,225)
An internal service fund is used by management to charge the costs of the insurance premiums to the individual funds. The assets and liabilities of the internal service fund are included with governmental activities in the statement of net position.		1,551,884
Deferred outflows of resources represent a consumption of net position in a future period and is not reported in the governmental funds. Deferred outflows of resources amounted to and related to:		
Aggregate net OPEB liability	2,861,429	
Aggregate net pension liability	14,859,579	
Total deferred outflows of resources		17,721,008
Deferred inflows of resources represent an acquisition of net position that applies to a future period and is not reported in the governmental funds. Deferred inflows of resources amount to and related to:		
Aggregate net OPEB liability	(4,077,370)	
Aggregate net pension liability	(3,721,076)	
Total deferred inflows of resources		(7,798,446)
The District's aggregate net OPEB liability is not due and payable in the current period, and is not reported as a liability in the funds.		(11,071,956)
Aggregate net pension liability is not due and payable in the current period, and is not reported as a liability in the funds.		(41,153,613)

Long-term liabilities are not due and payable in the current period and, therefore, are not reported as liabilities in the funds.		
Long-term liabilities at year-end consist of:		
General obligation bonds and unamortized debt premiums	$ (78,811,330)	
Energy conservation assistance loan	(347,800)	
Compensated absences	(8,114,421)	
In addition, capital appreciation general obligation bonds were issued. The accretion of interest to date on the general obligation bonds is	(24,856,593)	
Total long-term liabilities		$ (112,130,144)
Total net position - governmental activities		$ 32,075,914

Eureka City Schools

Statement of Revenues, Expenditures, and Changes in Fund Balances - Governmental Funds

Year Ended June 30, 2025

	General Fund	Building Fund	County School Facilities Fund	Special Reserve Fund for Capital Outlay Projects	Non-Major Governmental Funds	Total Governmental Funds
Revenues						
Local Control Funding Formula (LCFF)	$ 49,362,476	$ -	$ -	$ -	$ -	$ 49,362,476
Federal sources	7,191,239	-	-	-	2,673,122	9,864,361
Other State sources	10,264,114	-	14,705,246	-	1,683,926	26,653,286
Other local sources	6,249,199	539,203	386,357	530,752	7,031,539	14,737,050
Total revenues	73,067,028	539,203	15,091,603	530,752	11,388,587	100,617,173
Expenditures						
Current						
Instruction	32,617,749	-	-	-	581,861	33,199,610
Instruction-related activities						
Supervision of instruction	4,356,474	-	-	-	37,069	4,393,543
Instructional library, media, and technology	567,145	-	-	-	-	567,145
School site administration	3,598,056	-	-	-	313,773	3,911,829
Pupil services						
Home-to-school transportation	1,177,181	-	-	-	-	1,177,181
Food services	537,202	-	-	-	3,663,143	4,200,345
All other pupil services	8,840,886	-	-	-	-	8,840,886
Administration						
Data processing	181,941	-	-	-	-	181,941
All other administration	4,295,817	-	-	-	125,808	4,421,625
Plant services	7,304,476	-	-	-	147,720	7,452,196
Ancillary services	463,846	-	-	-	676,965	1,140,811
Community services	1,989,027	-	-	-	-	1,989,027
Other outgo	3,419,115	-	-	-	-	3,419,115
Facility acquisition and construction	1,237,453	14,635,687	1,295,547	2,593	-	17,171,280
Debt service						
Principal	38,644	-	-	-	3,575,000	3,613,644
Interest and other	-	-	-	-	2,454,246	2,454,246
Total expenditures	70,625,012	14,635,687	1,295,547	2,593	11,575,585	98,134,424
Excess (Deficiency) of Revenues Over Expenditures	2,442,016	(14,096,484)	13,796,056	528,159	(186,998)	2,482,749
Other Financing Sources (Uses)						
Transfers in	159,669	39,086	-	-	82,772	281,527
Transfers out	(82,772)	-	(198,755)	-	-	(281,527)
Net Other Financing Sources (Uses)	76,897	39,086	(198,755)	-	82,772	-
Net Change in Fund Balances	2,518,913	(14,057,398)	13,597,301	528,159	(104,226)	2,482,749
Fund Balance - Beginning, as previously reported	41,050,051	14,057,398		9,883,592	7,733,108	72,724,149
Adjustments (Note 15)	-	-	1,292,447	-	(1,292,447)	-
Fund Balance - Beginning, as restated	41,050,051	14,057,398	1,292,447	9,883,592	6,440,661	72,724,149
Fund Balance - Ending	$ 43,568,964	$ -	$ 14,889,748	$ 10,411,751	$ 6,336,435	$ 75,206,898

See Notes to Financial Statements.

Total Net Change in Fund Balances - Governmental Funds		$ 2,482,749
Amounts Reported for Governmental Activities in the Statement of Activities are Different Because		
Capital outlay to purchase or build capital assets are reported in governmental funds as expenditures; however, for governmental activities, those costs are shown in the Statement of Net Position and allocated over their estimated useful lives as annual depreciation expense in the Statement of Activities.		
This is the amount by which capital outlay exceeds depreciation expense in the period.		
Capital outlay	$ 17,866,980	
Depreciation expense	(6,653,500)	
Net expense adjustment		11,213,480
The District previously issued capital appreciation general obligations bonds. The accretion of interest on the general obligation bonds during the current fiscal year was		(2,037,194)
Loss on disposal of capital assets is reported in the government-wide Statement of Net Position, but is not recorded in the governmental funds.		(2,945)
In the Statement of Activities, certain operating expenses, such as compensated absences are measured by the amounts earned during the year. In the governmental funds, however, expenditures for these items are measured by the amount of financial resources used (essentially, the amounts actually paid).		(1,219,003)
In the governmental funds, pension costs are based on employer contributions made to pension plans during the year. However, in the Statement of Activities, pension expense is the net effect of all changes in the deferred outflows/inflows of resources and the net aggregate pension liability during the year.		2,037,805
In the governmental funds, OPEB costs are based on benefit payments made for OPEB plans during the year. However, in the Statement of Activities, OPEB expense is the net effect of all changes in the deferred outflows/inflows of resources and the net aggregate OPEB liability during the year.		(357,864)
Governmental funds report the effect of premiums when the debt is first issued, whereas these amounts are deferred and amortized in the Statement of Activities.		
Premium amortization		189,545

Payment of principal on long-term liabilities is an expenditure in the governmental funds, but reduces long-term liabilities in the Statement of Net Position and does not affect the Statement of Activities.	
General obligation bonds	$ 3,575,000
Energy conservation assistance loan	38,644
Interest on long-term liabilities is recorded as an expenditure in the funds when it is due; however, in the Statement of Activities, interest expense is recognized as the interest accretes or accrues, regardless of when it is due.	52,098
An internal service fund is used by management to charge the costs of insurance premiums to the individual funds. The net revenue of the Internal Service Fund is reported with governmental activities.	207,373
Change in net position of governmental activities	$ 16,179,688

	Governmental Activities - Internal Service Fund
Assets	
Current assets	
Deposits and investments	$ 1,542,563
Receivables	9,321
Total assets	1,551,884
Net Position	
Restricted	$ 1,551,884

See Notes to Financial Statements.

	Governmental Activities - Internal Service Fund
Operating Revenues	
Charges to other funds	$ 997,234
Operating Expenses	
Insurance premiums	841,643
Operating Income	155,591
Nonoperating Revenues	
Interest income	28,756
Change in fair market value of county treasury	23,026
Total nonoperating revenues	51,782
Change in Net Position	207,373
Net Position - Beginning	1,344,511
Total Net Position - Ending	$ 1,551,884

See Notes to Financial Statements.

	Governmental Activities - Internal Service Fund
Operating Activities	
Cash receipts from premiums and other revenue	$ 997,234
Cash payments for claims and operating expenses	(883,351)
Net Cash From Operating Activities	113,883
Investing Activities	
Interest on investments	25,746
Fair market value adjustments	23,026
Net Cash From for Investing Activities	48,772
Net Change in Cash and Cash Equivalents	162,655
Cash and Cash Equivalents, Beginning	1,379,908
Cash and Cash Equivalents, Ending	$ 1,542,563
Reconciliation of Operating Income to Net Cash From for Operating Activities	
Operating Income	$ 155,591
Changes in assets and liabilities	
Accounts payable	(41,708)
Net Cash From Operating Activities	$ 113,883

See Notes to Financial Statements.

	Custodial Fund Scholarship Trust
Assets	
Deposits and investments	$ 246,679
Receivables	1,997
Total assets	248,676
Liabilities	
Accounts payable	516
Net Position	
Restricted for individuals, organizations, and other governments	$ 248,160

See Notes to Financial Statements.

Eureka City Schools
Statement of Changes in Net Position - Fiduciary Fund
Year Ended June 30, 2025

	Custodial Fund Scholarship Trust
Additions	
Private donations	$ 46,982
Interest	7,613
Change in fair market value of county treasury	5,012
Total additions	59,607
Deductions	
Scholarships awarded	39,744
Services and operating expenditures	4,678
Total deductions	44,422
Change in Net Position	15,185
Net Position - Beginning	232,975
Net Position - Ending	$ 248,160

See Notes to Financial Statements.

Note 1 - Summary of Significant Accounting Policies

Financial Reporting Entity

Eureka City Schools (the District) was established on November 2, 1908 under the laws of the State of California. The District operates under a locally elected five-member Board form of government and provides educational services to grades TK-12 as mandated by the State and/or Federal agencies. The District operates one pre-school, four elementary schools, two middle schools, one comprehensive high school, and one continuation high school.

A reporting entity is comprised of the primary government, component units, and other organizations that are included to ensure the financial statements are not misleading. The primary government of the District consists of all funds, departments, boards, and agencies that are not legally separate from the District. For Eureka City Schools, this includes general operations, food service, and student related activities of the District.

Other Related Entities

Charter School The District has approved the Charter for Pacific View Charter 2.0 pursuant to *Education Code* Section 47605. Pacific View Charter 2.0 (the Charter School) is not operated by the District. The Charter School operates and provides school services as an independent entity and is not considered a component unit of the District. The District's General Fund includes property taxes received for the charter school and a corresponding expense in other outgo. The Charter School is required in its individual charter agreement to have an annual financial audit performed. Additionally, the Charter School is to provide the District with an annual financial report.

Basis of Presentation - Fund Accounting

The accounting system is organized and operated on a fund basis. A fund is defined as a fiscal and accounting entity with a self-balancing set of accounts, which are segregated for the purpose of carrying on specific activities or attaining certain objectives in accordance with special regulations, restrictions, or limitations. The District's funds are grouped into three broad fund categories: governmental, proprietary, and fiduciary.

Governmental Funds Governmental funds are those through which most governmental functions typically are financed. Governmental fund reporting focuses on the sources, uses, and balances of current financial resources. Expendable assets are assigned to the various governmental funds according to the purposes for which they may or must be used. Current liabilities are assigned to the fund from which they will be paid. The difference between governmental fund assets and liabilities is reported as fund balance. The following are the District's major and non-major governmental funds:

Major Governmental Funds

General Fund The General Fund is the chief operating fund for all districts. It is used to account for the ordinary operations of the District. All transactions except those accounted for in another fund are accounted for in this fund.

Two funds currently defined as special revenue funds in the *California State Accounting Manual* (CSAM) do not meet the GASB Statement No. 54 special revenue fund definition. Specifically Fund 17, Special Reserve Fund for Other Than Capital Outlay Projects and Fund 20, Special Reserve Fund for Postemployment Benefits, are not substantially composed of restricted or committed revenue sources. While these funds are authorized by statute and will remain open for internal reporting purposes, the funds function effectively as an extension of the General Fund. Accordingly, the District's Special Reserve Fund for Other Than Capital Outlay Projects Fund and Special Reserve Fund for Postemployment Benefits have been combined with the General Fund for presentation in these audited financial statements.

As a result, the General Fund reflects an increase in fund balance of $1,903,967.

Building Fund The Building Fund exists primarily to account separately for proceeds from the sale of bonds (*Education Code* Section 15146) and may not be used for any purposes other than those for which the bonds were issued.

County School Facilities Fund The County School Facilities Fund is established pursuant to *Education Code* Section 17070.43 to receive apportionments from the 1998 State School Facilities Fund (Proposition 1A), the 2002 State School Facilities Fund (Proposition 47), the 2004 State School Facilities Fund (Proposition 55), the 2006 State School Facilities Fund (Proposition 1D), or the 2016 State School Facilities Fund (Proposition 51) authorized by the State Allocation Board for new school facility construction, modernization projects, and facility hardship grants, as provided in the Leroy F. Greene School Facilities Act of 1998 (*Education Code* Section 17070.10 et seq.).

Special Reserve Fund for Capital Outlay Projects The Special Reserve Fund for Capital Outlay Projects exists primarily to provide for the accumulation of General Fund monies for Capital Outlay purposes (*Education Code* Section 42840).

Non-Major Governmental Funds

Special Revenue Funds The Special Revenue funds are used to account for the proceeds from specific revenue sources (other than trusts, major capital projects, or debt service) that are restricted or committed to the financing of particular activities, that compose a substantial portion of the inflows of the fund, and that are reasonably expected to continue. Additional resources that are restricted, committed, or assigned to the purpose of the fund may also be reported in the fund.

- **Student Activity Fund** The Student Activity Fund is used to account separately for the operating activities of the associated student body accounts that are not fiduciary in nature, including student clubs, general operations, athletics, and other student body activities.

- **Adult Education Fund** The Adult Education Fund is used to account separately for Federal, State, and local revenues that are restricted or committed for adult education programs and is to be expended for adult education purposes only.

- **Child Development Fund** The Child Development Fund is used to account separately for Federal, State, and local revenues to operate child development programs and is to be used only for expenditures for the operation of child development programs.

- **Cafeteria Fund** The Cafeteria Fund is used to account separately for Federal, State, and local resources to operate the food service program (*Education Code* Sections 38090-38093) and is used only for those expenditures authorized by the governing board as necessary for the operation of the District's food service program (*Education Code* Sections 38091 and 38100).

- **Deferred Maintenance Fund** The Deferred Maintenance Fund is used to account separately for revenues that are restricted or committed for deferred maintenance purposes (*Education Code* Section 17582).

Capital Project Funds The Capital Project funds are used to account for financial resources to be used for the acquisition or construction of major capital facilities and other capital assets (other than those financed by proprietary funds and trust funds).

- **Capital Facilities Fund** The Capital Facilities Fund is used primarily to account separately for monies received from fees levied on developers or other agencies as a condition of approval (*Education Code* Sections 17620-17626 and *Government Code* Section 65995 et seq.). Expenditures are restricted to the purposes specified in *Government Code* Sections 65970-65981 or to the items specified in agreements with the developer (*Government Code* Section 66006).

Debt Service Funds The Debt Service funds are used to account for the accumulation of resources for and the payment of principal and interest on general long-term liabilities.

- **Bond Interest and Redemption Fund** The Bond Interest and Redemption Fund is used for the repayment of bonds issued by the District (*Education Code* Sections 15125-15262).

Proprietary Funds Proprietary funds are used to account for activities that are more business-like than government-like in nature. Business-type activities include those for which a fee is charged to external users or to other organizational units of the local education agency, normally on a full cost-recovery basis. Proprietary funds are generally intended to be self-supporting and are classified as enterprise or internal service. The District has the following Proprietary Fund:

- **Internal Service Fund** Internal Service funds may be used to account for goods or services provided to other funds of the District on a cost-reimbursement basis. The District uses the Internal Service Fund to purchase health insurance and to fund the District's dental and vision insurance programs for employees.

Fiduciary Funds Fiduciary funds are used to account for resources held for the benefit of parties outside the District and are not available to support the District's own programs. Fiduciary funds are split into four classifications: pension trust funds, investment trust funds, private-purpose trust funds, and custodial funds. The three types of trust funds are distinguished from custodial funds by the existence of a trust agreement or equivalent arrangement that has certain characteristics.

Custodial funds are used to account for resources, not in a trust, that are held by the District for other parties outside the District's reporting entity. The District's custodial fund is held on behalf of scholarship recipients.

Basis of Accounting - Measurement Focus

Government-Wide Financial Statements The government-wide financial statements are prepared using the economic resources measurement focus and the accrual basis of accounting. This is the same approach used in the preparation of the proprietary fund financial statements but differs from the manner in which governmental fund financial statements are prepared.

The government-wide statement of activities presents a comparison between expenses, both direct and indirect, and program revenues for each governmental function. Direct expenses are those that are specifically associated with a service, program, or department and are therefore, clearly identifiable to a particular function. The District does not allocate indirect expenses to functions in the Statement of Activities, except for depreciation of capital assets. Program revenues include charges paid by the recipients of the goods or services offered by the programs, grants, and contributions that are restricted to meeting the operational or capital requirements of a particular program. Revenues that are not classified as program revenues are presented as general revenues. The comparison of program revenues and expenses identifies the extent to which each program or business segment is self-financing or draws from the general revenues of the District. Eliminations have been made to minimize the double counting of internal activities.

Net position should be reported as restricted when constraints placed on net position are either externally imposed by creditors (such as through debt covenants), grantors, contributors, or laws and regulations of other governments, or imposed by law through constitutional provisions or enabling legislation. Net position restricted for other activities result from special revenue funds and the internal service fund, and the restrictions on their use.

Fund Financial Statements Fund financial statements report detailed information about the District. The focus of governmental and proprietary fund financial statements is on major funds rather than reporting funds by type. Each major fund is presented in a separate column. Non-major governmental funds are aggregated and presented in a single column. The internal service fund is presented in a single column on the face of the proprietary fund statements.

- **Governmental Funds** All governmental funds are accounted for using the flow of current financial resources measurement focus and the modified accrual basis of accounting. With this measurement focus, only current assets and current liabilities generally are included on the balance sheet. The Statement of Revenues, Expenditures, and Changes in Fund Balances reports on the sources (revenues and other financing sources) and uses (expenditures and other financing uses) of current financial resources. This approach differs from the manner in which the governmental activities of the government-wide financial statements are prepared. Governmental fund financial statements, therefore, include reconciliations with brief explanations to better identify the relationship between the government-wide financial statements, prepared using the economic resources measurement focus and the accrual basis of accounting, and the governmental fund financial statements, prepared using the flow of current financial resources measurement focus and the modified accrual basis of accounting.

- **Proprietary Funds** Proprietary funds are accounted for using the flow of economic resources measurement focus and the accrual basis of accounting. All assets and liabilities associated with the operation of this fund are included in the Statement of Net Position. The Statement of Revenues, Expenses, and Changes in Net Position presents increases (revenues) and decreases (expenses) in net position. The Statement of Cash Flows provides information about how the District finances and meets the cash flow needs of its proprietary fund.

- **Fiduciary Funds** Fiduciary funds are accounted for using the flow of economic resources measurement focus and the accrual basis of accounting. Fiduciary funds are excluded from the government-wide financial statements because they do not represent resources of the District.

Revenues – Exchange and Non-Exchange Transactions Revenue resulting from exchange transactions, in which each party gives and receives essentially equal value, is recorded on the accrual basis when the exchange takes place. On a modified accrual basis, revenue is recorded in the fiscal year in which the resources are measurable and become available. Available means that the resources will be collected within the current fiscal year or are expected to be collected soon enough thereafter, to be used to pay liabilities of the current fiscal year. The District considers revenues to be available if they are collected within one year after year-end, except for property taxes, which are considered available if collected within 60 days. The following revenue sources are considered to be both measurable and available at fiscal year-end: State apportionments, interest, certain grants, and other local sources.

Non-exchange transactions, in which the District receives value without directly giving equal value in return, include property taxes, certain grants, entitlements, and donations. Revenue from property taxes is recognized in the fiscal year in which the taxes are received. Revenue from certain grants, entitlements, and donations is recognized in the fiscal year in which all eligibility requirements have been satisfied. Eligibility requirements include time and purpose restrictions. On a modified accrual basis, revenue from non-exchange transactions must also be available before it can be recognized.

Unearned Revenue Unearned revenues arise when resources are received by the District before it has a legal claim to them, such as when certain grants are received prior to the occurrence of qualifying expenditures. In the subsequent periods, when the District has a legal claim to the resources, the liability for unearned revenue is removed from the financial statements and the revenue is recognized.

Expenses/Expenditures On the accrual basis of accounting, expenses are recognized at the time they are incurred. The measurement focus of governmental fund accounting is on decreases in net financial resources (expenditures) rather than expenses. Expenditures are generally recognized in the accounting period in which the related fund liability is incurred. Principal and interest on long-term liabilities, which has not matured, are recognized when paid in the governmental funds as expenditures. Allocations of costs, such as depreciation, are not recognized in the governmental funds but are recognized in the government-wide financial statements.

Cash and Cash Equivalents

The District's cash and cash equivalents are considered to be cash on hand, demand deposits, and short-term investments with original maturities of three months or less from the date of acquisition. Cash equivalents also include cash with county treasury balances for purposes of the Statement of Cash Flows.

Investments

Investments with original maturities greater than one year are stated at fair value. Fair value is estimated based on quoted market prices at year-end. All investments not required to be reported at fair value are stated at cost or amortized cost. Fair values of investments in county investment pools are determined by the program sponsor.

The District's investment in the county treasury is measured at fair value on a recurring basis, which is determined by the fair value per share of the underlying portfolio determined by the program sponsor. Positions in this investment pool are not required to be categorized within the fair value hierarchy.

Stores Inventories

Stores inventories consist of expendable food and supplies held for consumption. Inventories are stated at cost, on the weighted average basis. The costs of inventory items are recorded as expenditures in the governmental funds when consumed rather than when purchased.

Capital Assets and Depreciation

Capital assets are long-lived assets of the District. The District maintains a capitalization threshold of $5,000. The District does not possess any infrastructure. Improvements are capitalized; the costs of normal maintenance and repairs that do not add to the value of the asset or materially extend an asset's life are not capitalized but are expensed as incurred.

The accounting and reporting treatment applied to the capital assets associated with a fund are determined by its measurement focus. When purchased, such assets are recorded as expenditures in the governmental funds and capitalized in the government-wide Statement of Net Position. The valuation basis for capital assets is historical cost, or where historical cost is not available, estimated historical cost based on replacement cost. Donated capital assets are capitalized at acquisition value on the date donated.

Capital assets in the proprietary funds are capitalized in the fund in which they are utilized. The valuation basis for proprietary fund capital assets is the same as those used for the capital assets of governmental funds.

Depreciation is computed using the straight-line method. Estimated useful lives of the various classes of depreciable capital assets are as follows: buildings, 20 to 50 years; improvements, 15 years; equipment, 5 to 20 years. Land is not depreciated.

The District records impairments of capital assets when it becomes probable that the carrying value of the assets will not be fully recovered over their estimated useful life. Impairments are recorded to reduce the carrying value of the assets to their net realizable value based on facts and circumstances in existence at the time of the determination. No impairments were recorded during the year ended June 30, 2025.

Compensated Absences

Compensated absences are accrued as a liability as the benefits are earned for leave balances that are more likely than not to be used for compensated leave or settled through cash or noncash means. The entire compensated absence liability is reported on the government-wide Statement of Net Position. For governmental funds, a liability for compensated absences is recognized upon the occurrence of relevant events such as employee resignations and retirements that occur prior to year-end that have not yet been paid with expendable available financial resources. These amounts are reported in the fund from which the employees who have accumulated leave are paid.

Sick leave is accumulated without limit for each employee at the rate of one day for each month worked. Leave with pay is provided when employees are absent for health reasons; however, employees do not gain a vested right to accumulated sick leave. Employees are not paid for any sick leave balance at termination of employment or at any other time. Therefore, only the portion of accumulated sick leave that is more likely than not to be used by the employee for paid leave is recognized as a liability in the District's financial statements. Credit for unused sick leave is applicable to all classified school members who retire after January 1, 1999. At retirement, each member will receive 0.004 year of service credit for each day of unused sick leave. Credit for unused sick leave is applicable to all certificated employees and is determined by dividing the number of unused sick days by the number of base service days required to complete the last school year, if employed full-time. The portion of sick leave that is more likely than not to be settled through conversion to service credit for employee retirement plans is not included in the District's liability for compensated absences.

Accrued Liabilities and Long-Term Liabilities

All payables, accrued liabilities, and long-term liabilities are reported in the government-wide and proprietary fund financial statements. In general, governmental fund payables and accrued liabilities that, once incurred, are paid in a timely manner and in full from current financial resources are reported as liabilities of the governmental funds.

However, claims and judgments, compensated absences, and contractually required pension contributions that will be paid from governmental funds are reported as a liability in the governmental fund financial statements only to the extent that they are due for payment during the current year. Bonds and other long-term liabilities are recognized as liabilities in the governmental fund financial statements when due.

Debt Premiums

Debt premiums are reported as liabilities in the applicable governmental activities or proprietary fund Statement of Net Position. Debt premiums are amortized over the life of the bonds using the straight-line method, which approximates the effective interest method.

In governmental fund financial statements, bond premiums are recognized in the period the bonds are issued. The face amount of the debt is reported as other financing sources. Premiums received on debt issuance are also reported as other financing sources. Issuance costs, whether or not withheld from the actual debt proceeds, are reported as debt service expenditures in the period the bonds were issued.

Deferred Outflows/Inflows of Resources

In addition to assets, the Statement of Net Position also reports deferred outflows of resources. This separate financial statement element represents a consumption of net position that applies to a future period and so will not be recognized as an expense until then. The District reports deferred outflows of resources for OPEB and pension related items.

In addition to liabilities, the Statement of Net Position reports a separate section for deferred inflows of resources. This separate financial statement element represents an acquisition of net position that applies to a future period and so will not be recognized as revenue until then. The District reports deferred inflows of resources for OPEB and pension related items.

Pensions

For purposes of measuring the aggregate net pension liability, deferred outflows/inflows of resources related to pensions, and pension expense, information about the fiduciary net position of the California State Teachers Retirement System (CalSTRS) and the California Public Employees' Retirement System (CalPERS) plan for schools (Plans) and additions to/deductions from the Plans' fiduciary net position have been determined on the same basis as they are reported by CalSTRS and CalPERS. For this purpose, benefit payments (including refunds of employee contributions) are recognized when due and payable in accordance with the benefit terms. Member contributions are recognized in the period in which they are earned. Investments are reported at fair value. The aggregate net pension liability attributable to the governmental activities will be paid by the fund in which the employee worked.

Postemployment Benefits Other Than Pensions (OPEB)

For purposes of measuring the aggregate net OPEB liability, deferred outflows of resources and deferred inflows of resources related to OPEB, and OPEB expense, information about the fiduciary net position of CalSTRS Medicare Premium Payment (MPP) Program and additions to/deductions from the MPP Program's fiduciary net position have been determined on the same basis as they are reported by the MPP Program. For this purpose, the MPP Program recognizes benefit payments when due and payable in accordance with the benefit terms. Investments are reported at fair value, except for money market investments and participating interest-earning investment contracts that have a maturity at the time of purchase of one year or less, which are reported at cost. The total OPEB liability attributable to the governmental activities will be paid primarily by the General Fund.

Fund Balances - Governmental Funds

As of June 30, 2025, fund balances of the governmental funds are classified as follows:

Nonspendable - amounts that cannot be spent either because they are in nonspendable form or because they are legally or contractually required to be maintained intact.

Restricted - amounts that can be spent only for specific purposes because of constitutional provisions or enabling legislation or because of constraints that are externally imposed by creditors, grantors, contributors, or the laws or regulations of other governments.

Committed - amounts that can be used only for specific purposes determined by a formal action of the governing board. The governing board is the highest level of decision-making authority for the District. Commitments may be established, modified, or rescinded only through resolutions or other action as approved by the governing board.

Assigned - amounts that do not meet the criteria to be classified as restricted or committed but that are intended to be used for specific purposes. Under the District's adopted policy, only the governing board or chief business officer/assistant superintendent of business services may assign amounts for specific purposes.

Unassigned - all other spendable amounts.

Spending Order Policy

When an expenditure is incurred for purposes for which both restricted and unrestricted fund balance is available, the District considers restricted funds to have been spent first. When an expenditure is incurred for which committed, assigned, or unassigned fund balances are available, the District considers amounts to have been spent first out of committed funds, then assigned funds, and finally unassigned funds, as needed, unless the governing board has provided otherwise in its commitment or assignment actions.

Minimum Fund Balance Policy

The governing board adopted a minimum fund balance policy for the General Fund in order to protect the District against revenue shortfalls or unpredicted one-time expenditures. The policy requires a reserve for economic uncertainties consisting of unassigned amounts equal to no less than three percent of General Fund expenditures and other financing uses.

Net Position

Net position represents the difference between assets, deferred outflows of resources, liabilities, and deferred inflows of resources. Net position related to net of investment in capital assets consists of capital assets net of accumulated depreciation, reduced by the outstanding balances of any borrowings used for the acquisition, construction, or improvement of those assets. Net position is reported as restricted when there are limitations imposed on their use either through the enabling legislation adopted by the District or through external restrictions imposed by creditors, grantors, or laws or regulations of other governments. The District first applies restricted resources when an expense is incurred for purposes for which both restricted and unrestricted net position is available. The government-wide financial statements report $34,066,512 of restricted net position and the fiduciary fund financial statements report $248,160 of restricted net position.

Operating Revenues and Expenses – Proprietary Funds

Operating revenues are those revenues that are generated directly from the primary activity of the proprietary funds. For the District, these revenues are charges to other funds for insurance premiums. Operating expenses are necessary costs incurred to provide the good or service that is the primary activity of the fund. All revenues and expenses not meeting this definition are reported as nonoperating revenues and expenses.

Interfund Activity

Exchange transactions between funds are reported as revenues in the seller funds and as expenditures/expenses in the purchaser funds. Flows of cash or goods from one fund to another without a requirement for repayment are reported as interfund transfers. Interfund transfers are reported as other financing sources/uses in governmental funds and after non-operating revenues/expenses in proprietary funds. Repayments from funds responsible for particular expenditures/expenses to the funds that initially paid for them are not presented in the financial statements. Interfund transfers are eliminated in the governmental activities column of the Statement of Activities.

Estimates

The preparation of the financial statements in accordance with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the amounts reported in the financial statements and accompanying notes. Actual results may differ from those estimates, and those differences could be material.

Property Tax

Secured property taxes attach as an enforceable lien on property as of January 1. Taxes are payable in two installments on November 1 and February 1 and become delinquent on December 10 and April 10, respectively. Unsecured property taxes are payable in one installment on or before August 31. The County of Humboldt bills and collects the taxes on behalf of the District. Local property tax revenues are recorded when received.

Adoption of New Accounting Standard

Implementation of GASB Statement No. 101

As of June 30, 2025, the District adopted GASB Statement No. 101, *Compensated Absences*. The provisions of this standard modernize the types of leave that are considered a compensated absence and provide guidance for a consistent recognition and measurement of the compensated absence liability. The effect of the implementation of this standard on beginning net position is disclosed in Note 15.

Implementation of GASB Statement No. 102

As of June 30, 2025, the District adopted GASB Statement No. 102, *Certain Risk Disclosures*, which requires management to evaluate whether there are risks related to a government's vulnerabilities due to certain concentrations or constraints that require disclosure. There was not a significant effect on the District's financial statements as a result of the implementation of this standard.

Note 2 - Deposits and Investments

Summary of Deposits and Investments

Deposits and investments as of June 30, 2025, are classified in the accompanying financial statements as follows:

Governmental funds	$ 72,274,695
Proprietary fund	1,542,563
Fiduciary funds	246,679
Total deposits and investments	$ 74,063,937

Deposits and investments as of June 30, 2025, consist of the following:

Cash on hand and in banks	$ 433,208
Cash with fiscal agent	234,468
Cash in revolving	6,575
Investments	73,389,686
Total deposits and investments	$ 74,063,937

Policies and Practices

The District is authorized under California *Government Code* to make direct investments in local agency bonds, notes, or warrants within the State; U.S. Treasury instruments; registered State warrants or treasury notes; securities of the U.S. Government, or its agencies; bankers acceptances; commercial paper; certificates of deposit placed with commercial banks and/or savings and loan companies; repurchase or reverse repurchase agreements; medium term corporate notes; shares of beneficial interest issued by diversified management companies, certificates of participation, obligations with first priority security; and collateralized mortgage obligations.

Investment in County Treasury - The District is considered to be an involuntary participant in an external investment pool as the District is required to deposit all receipts and collections of monies with their county treasurer (*Education Code* Section 41001). The fair value of the District's investment in the pool is reported in the accounting financial statements at amounts based upon the District's pro-rata share of the fair value provided by the county treasurer for the entire portfolio (in relation to the amortized cost of that portfolio). The balance available for withdrawal is based on the accounting records maintained by the county treasurer, which is recorded on the amortized cost basis.

General Authorizations

Limitations as they relate to interest rate risk, credit risk, and concentration of credit risk are indicated in the schedules below:

Authorized Investment Type	Maximum Remaining Maturity	Maximum Percentage of Portfolio	Maximum Investment in One Issuer
Local Agency Bonds, Notes, Warrants	5 years	None	None
Registered State Bonds, Notes, Warrants	5 years	None	None
U.S. Treasury Obligations	5 years	None	None
U.S. Agency Securities	5 years	None	None
Banker's Acceptance	180 days	40%	30%
Commercial Paper	270 days	25%	10%
Negotiable Certificates of Deposit	5 years	30%	None
Repurchase Agreements	1 year	None	None
Reverse Repurchase Agreements	92 days	20% of base	None
Medium-Term Corporate Notes	5 years	30%	None
Mutual Funds	N/A	20%	10%
Money Market Mutual Funds	N/A	20%	10%
Mortgage Pass-Through Securities	5 years	20%	None
County Pooled Investment Funds	N/A	None	None
Local Agency Investment Fund (LAIF)	N/A	None	None
Joint Powers Authority Pools	N/A	None	None

Authorized Under Debt Agreements

Investments of debt proceeds held by bond trustee are governed by provisions of the debt agreements rather than the general provisions of the California *Government Code*. These provisions allow for the acquisition of investment agreements with maturities of up to 30 years.

Interest Rate Risk

Interest rate risk is the risk that changes in market interest rates will adversely affect the fair value of an investment. Generally, the longer the maturity of an investment, the greater the sensitivity of its fair value to changes in market interest rates. The District does not have a formal investment policy that limits investment maturities as a means of managing its exposure to fair value losses arising from increasing interest rates. The District manages its exposure to interest rate risk by investing in the Humboldt County Investment Pool. The District maintains an investment of $73,389,686 with the Humboldt County Investment Pool with an average weighted maturity of 626 days.

Credit Risk

Credit risk is the risk that an issuer of an investment will not fulfill its obligation to the holder of the investment. This is measured by the assignment of a rating by a nationally recognized statistical rating organization. The District's investment in the Humboldt County Investment Pool was not required to be rated, nor has it been rated as of June 30, 2025.

Custodial Credit Risk - Deposits

This is the risk that in the event of a bank failure, the District's deposits may not be returned to it. The District does have a policy for custodial credit risk for deposits. However, the California *Government Code* requires that a financial institution secure deposits made by State or local governmental units by pledging securities in an undivided collateral pool held by a depository regulated under state law (unless so waived by the governmental unit). The market value of the pledged securities in the collateral pool must equal at least 110% of the total amount deposited by the public agency. California law also allows financial institutions to secure public deposits by pledging first trust deed mortgage notes having a value of 150% of the secured public deposits and letters of credit issued by the Federal Home Loan Bank of San Francisco having a value of 105% of the secured deposits. As of June 30, 2025, the District's bank balance of approximately $517,000 was exposed to custodial credit risk because it was uninsured but collateralized with securities held by the pledging financial institution's trust department or agent, but not in the name of the District.

Note 3 - Receivables

Receivables at June 30, 2025, consisted of intergovernmental grants, entitlements, interest and other local sources. All receivables are considered collectible in full.

	General Fund	Building Fund	County School Facilities Fund	Special Reserve Fund for Capital Outlay Projects	Non-Major Governmental Funds	Proprietary Fund	Total Governmental Activities	Fiduciary Fund
Federal Government								
Categorical aid	$ 2,459,467	$ -	$ -	$ -	$ 373,860	$ -	$ 2,833,327	$ -
State Government								
LCFF apportionment	2,174,064	-	-	-	-	-	2,174,064	-
Categorical aid	1,083,671	-	-	-	77,771	-	1,161,442	-
Lottery	246,504	-	-	-	-	-	246,504	-
Other State	759,773	-	-	-	-	-	759,773	-
Local Government								-
Interest	348,177	10,656	130,709	83,379	5,871	9,321	588,113	1,997
Other local sources	393,206	-	-	-	1,577	-	394,783	-
Total	$ 7,464,862	$ 10,656	$ 130,709	$ 83,379	$ 459,079	$ 9,321	$ 8,158,006	$ 1,997

Note 4 - Capital Assets

Capital assets activity for the fiscal year ended June 30, 2025, was as follows:

	Balance July 1, 2024	Additions	Deductions	Balance June 30, 2025
Governmental Activities				
Capital assets not being depreciated				
Land	$ 1,095,638	$ -	$ -	$ 1,095,638
Construction in progress	42,534,735	15,936,081	(2,945)	58,467,871
Total capital assets not being depreciated	43,630,373	15,936,081	(2,945)	59,563,509
Capital assets being depreciated				
Land improvements	12,159,725	203,565	-	12,363,290
Buildings and improvements	110,610,056	759,672	-	111,369,728
Furniture and equipment	8,493,161	967,662	-	9,460,823
Total capital assets being depreciated	131,262,942	1,930,899	-	133,193,841
Accumulated depreciation				
Land improvements	(7,083,672)	(466,170)	-	(7,549,842)
Buildings and improvements	(62,631,612)	(5,721,872)	-	(68,353,484)
Furniture and equipment	(5,650,058)	(465,458)	-	(6,115,516)
Total accumulated depreciation	(75,365,342)	(6,653,500)	-	(82,018,842)
Net depreciable capital assets	55,897,600	(4,722,601)	-	51,174,999
Governmental activities capital assets, net	$ 99,527,973	$ 11,213,480	$ (2,945)	$ 110,738,508

Depreciation expense was charged as a direct expense to governmental functions as follows:

Governmental Activities	
Instruction	$ 3,128,820
Supervision of instruction	413,870
Instructional library, media, and technology	53,425
School site administration	368,492
Home-to-school transportation	110,890
Food services	378,487
All other pupil services	832,808
Data processing	43,694
All other administration	187,366
Plant services	416,515
Ancillary services	17,139
Community services	701,994
Total depreciation expense - governmental activities	$ 6,653,500

Note 5 - Interfund Transactions

Operating Transfers

Interfund transfers for the year ended June 30, 2025, consisted of the following:

The General Fund transferred to the Child Development Non-Major Governmental Fund to cover operating costs.	$ 82,772
The County School Facilities Fund transferred to the General Fund for expenditures related to school facilities projects.	159,669
The County School Facilities Fund transferred to the Building Fund for expenditures related to school facilities projects.	39,086
Total	$ 281,527

Note 6 - Accounts Payable

Accounts payable at June 30, 2025, consisted of the following:

	General Fund	Building Fund	Non-Major Governmental Funds	Total Governmental Activities	Fiduciary Fund
Salaries and benefits	$ 2,145,644	$ -	$ 1,777	$ 2,147,421	$ -
Construction	-	234,334	-	234,334	-
LCFF apportionment	243,860	-	-	243,860	-
Vendor payables	2,035,970	-	97,807	2,133,777	516
Total	$ 4,425,474	$ 234,334	$ 99,584	$ 4,759,392	$ 516

Note 7 - Unearned Revenue

Unearned revenue at June 30, 2025, consisted of the following:

	General Fund
Federal financial assistance	$ 336,768
State categorical aid	299,347
Total	$ 636,115

Note 8 - Long-Term Liabilities Other than OPEB and Pensions

Summary

The changes in the District's long-term liabilities other than OPEB and pensions during the year consisted of the following:

	Balance, July 1, 2024, as restated	Additions	Deductions	Balance, June 30, 2025	Due in One Year
Long-Term Liabilities					
General obligation bonds	$ 100,879,330	$ 2,037,194	$ (3,575,000)	$ 99,341,524	$ 2,770,000
Unamortized debt premiums	4,515,944	-	(189,545)	4,326,399	-
Energy conservation assistance loan	386,444	-	(38,644)	347,800	38,644
Compensated absences	6,895,418	1,219,003	-	8,114,421	2,419,565
Total	$ 112,677,136	$ 3,256,197	$ (3,803,189)	$ 112,130,144	$ 5,228,209

The change in compensated absences is presented as a net change.

Payments on the general obligation bonds are made by the Bond Interest and Redemption Fund with local tax revenues. Payments on the energy conservation assistance loan are made from the General Fund.

General Obligation Bonds

The outstanding general obligation bonded debt is as follows:

Issuance Date	Final Maturity Date	Interest Rate	Original Issue	Bonds Outstanding, July 1, 2024	Interest Accreted	Redeemed	Bonds Outstanding, June 30, 2025
8/21/2002	8/1/2027	3.00%-5.72%	$ 21,602,605	$ 2,002,898	$ 116,217	$ -	$ 2,119,115
8/21/2002	8/1/2027	3.00%-10.00%	6,496,987	1,191,482	122,128	-	1,313,610
12/8/2005	8/1/2043	3.50%-6.00%	10,912,384	26,598,254	1,442,552	-	28,040,806
12/8/2005	8/1/2036	3.00%-6.00%	4,087,956	6,656,696	356,297	(155,000)	6,857,993
8/1/2012	8/1/2025	3.20%	18,090,000	3,030,000	-	(2,000,000)	1,030,000
8/1/2012	8/1/2024	3.10%	5,130,000	305,000	-	(305,000)	-
8/27/2015	8/1/2045	2.00%-5.00%	25,000,000	20,955,000	-	(305,000)	20,650,000
7/7/2020	8/1/2049	2.50%-4.00%	24,750,000	22,790,000	-	(55,000)	22,735,000
3/2/2022	8/1/2049	3.00%-4.00%	18,000,000	17,350,000	-	(755,000)	16,595,000
				$ 100,879,330	$ 2,037,194	$ (3,575,000)	$ 99,341,524

At an election held on March 5, 2002, the District received authorization through Measures S and T to issue $43,160,000 in bonds. The bonds are general obligations of the District, and Humboldt County is obligated to annually levy ad valorem taxes for the payment of the interest and the principal of the bonds. Bond proceeds will be used to repair schools, and to modernize and renovate the District's facilities.

On August 21, 2002, the District issued $21,602,605 of Measure S, Series 2002 bonds. The interest rate ranges from 3.00% to 5.72%. The final maturity date is August 1, 2027.

On August 21, 2002, the District issued $6,496,987 of Measure T, Series 2002 bonds. The interest rate ranges from 3.00% to 10.00%. The final maturity date is August 1, 2027.

On December 8, 2005, the District issued $10,912,384 of Measure S, Series 2005 bonds. The interest rate ranges from 3.50% to 6.00%. The final maturity date is August 1, 2043.

On December 8, 2005, the District issued $4,087,956 of Measure T, Series 2005 bonds. The interest rate ranges from 3.00% to 6.00%. The final maturity date is August 1, 2036.

In August 2012, the District issued $18,090,000 of 2012 General Obligation Refunding Bonds, Series 2012 for the purpose of refunding a portion of the District's outstanding Election of 2002 General Obligation Bonds, Measure S, Series 2002. The 2012 General Obligation Refunding Bonds bear interest an interest rate of 3.20% and will be repaid in level principal amounts, with the final payment due August 1, 2025.

In August 2012, the District issued $5,130,000 of 2012 General Obligation Refunding Bonds, Series 2012 for the purpose of refunding a portion of the District's outstanding Election of 2002 General Obligation Bonds, Measure T, Series 2002. The 2012 General Obligation Refunding Bonds bear interest an interest rate of 3.10% and will be repaid in level principal amounts, with the final payment due August 1, 2024.

In August 2015, the District issued Measure S General Obligation Bonds, Election of 2014, Series 2015, in the aggregate principal amount of $25,000,000, to provide funds to finance improvements to facilities and educational technology in the District’s facilities. Proceeds of the Bonds will also be used to pay costs of issuance of the Bonds. The Bonds are the first series issued pursuant to the authorization by District voters on November 4, 2014, to issue up to $49,750,000 principal amount of bonds. The Measure S General Obligation Bonds bear interest an interest rate in the range of 2.00% to 5.00% and will be repaid in level principal amounts, with the final payment due August 1, 2045.

In July 2020, the District issued Measure S General Obligation Bonds, Election of 2014, Series 2020, in the aggregate principal amount of $24,750,000, to provide funds to finance improvements to facilities and educational technology in the District’s facilities. Proceeds of the Bonds will also be used to pay costs of issuance of the Bonds. The Measure S General Obligation Bonds bear interest an interest rate in the range of 2.50% to 4.00% and will be repaid in level principal amounts, with the final payment due August 1, 2049.

In March 2022, the District issued Measure T General Obligation Bonds, Election of 2020, Series 2022, in the aggregate principal amount of $18,000,000, to provide funds to finance the acquisition, construction, modernization, and equipping of District sites and facilities and to pay the costs of issuing the Bonds. The Bonds are the first and only series issued pursuant to the authorization by District voters on March 3, 2020, to issue up to $18,000,000 aggregate principal amount of general obligation bonds. The Measure T General Obligation Bonds bear interest at an interest rate in the range of 3.00% to 4.00% and will be repaid in level principal amounts, with the final payment due August 1, 2049.

Debt Service Requirements to Maturity

The general obligation bonds mature as follows:

Fiscal Year	Principal (including accreted interest to date)	Unmatured Accreted Interest	Current Interest to Maturity	Total
2026	$ 2,737,618	$ 32,382	$ 2,333,661	$ 5,103,661
2027	3,667,452	232,548	2,281,981	6,181,981
2028	3,609,192	510,808	2,254,956	6,374,956
2029	3,730,837	554,163	2,226,330	6,511,330
2030	3,770,470	719,530	2,193,648	6,683,648
2031-2035	19,576,541	6,268,459	10,298,912	36,143,912
2036-2040	19,895,900	8,404,100	8,483,794	36,783,794
2041-2045	20,193,514	7,036,486	5,789,613	33,019,613
2046-2050	22,160,000	-	2,210,223	24,370,223
Total	$ 99,341,524	$ 23,758,476	$38,073,118	$ 161,173,118

Energy Conservation Assistance Loan

The District entered into a loan agreement with the California Energy Commission for energy efficiency measures. The District received the funding in the year ended June 30, 2022. The District made its first payment in December 2022 and will continue to may principal only payments every December and June until June 2034.

Fiscal Year	Principal
2026	$ 38,644
2027	38,644
2028	38,644
2029	38,644
2030	38,644
2031-2034	154,580
Total	$ 347,800

Note 9 - Aggregate Net Other Postemployment Benefits (OPEB) Liability

For the year ended June 30, 2025, the District reported an aggregate net OPEB liability, deferred outflows of resources, deferred inflows of resources, and OPEB expense for the following plans:

OPEB Plan	Aggregate Net OPEB Liability	Deferred Outflows of Resources	Deferred Inflows of Resources	OPEB Expense
District Plan	$ 10,960,286	$ 2,861,429	$ 4,077,370	$ 377,519
Medicare Premium Payment (MPP) Program	111,670	-	-	(19,655)
Total	$ 11,071,956	$ 2,861,429	$ 4,077,370	$ 357,864

The details of each plan are as follows:

District Plan

Plan Administration

The District's governing board administers the Postemployment Benefits Plan (the Plan). The Plan is a single employer defined benefit plan that is used to provide postemployment benefits other than pensions (OPEB) for eligible retirees and their spouses. No assets are accumulated in a trust that meets the criteria in paragraph 4 of GASB Statement No. 75. Management of the plan is vested with District management.

Plan Membership

At June 30, 2023, the valuation date, the Plan membership consisted of the following:

Inactive employees or beneficiaries currently receiving benefits payments	39
Active employees	499
Total	538

Benefits Provided

The Plan provides medical, dental, and vision insurance benefits to eligible retirees and their dependents. Benefits are provided through a third-party insurer and the cost of benefits is covered by the Plan, either in full or in part based on retirement age and length of service with the District. The District's governing board has the authority to establish and amend the benefit terms as contained within the negotiated labor agreements.

The benefit payment requirements of the Plan members and the District are established and may be amended by the District, the Eureka Teachers Association (ETA), the local California Service Employees Association (CSEA), and unrepresented groups. Benefit payments based on projected pay-as-you-go financing requirements, as determined annually through the agreements with the District, ETA, CSEA, and the unrepresented groups. For the measurement period of June 30, 2024, the District recognized $680,304 in benefits, of which $556,164 was used for current premiums and $124,140 represented the effect of the implicit rate subsidy.

Total OPEB Liability of the District

The District's total OPEB liability of $10,960,286 was measured as of June 30, 2024, and was determined by an actuarial valuation as of June 30, 2023.

Actuarial Assumptions

The total OPEB liability as of June 30, 2024 was determined by applying updated procedures to the financial reporting actuarial valuation as of June 30, 2023 and rolling forward the total OPEB liability to June 30, 2024. The following assumptions applied to all periods included in the measurement, unless otherwise specified:

Inflation	2.50%
Salary increases	2.75%
Discount rate	3.93%
Healthcare cost trend rates	4.00%

The discount rate was based on the Bond Buyer 20-Bond General Obligation Index.

Mortality rates were based on the 2020 CalSTRS Mortality Table for certificated employees and the 2021 CalPERS Active Mortality for Miscellaneous Employees Table for classified employees. Mortality rates vary by age and sex. (Unisex mortality rates are not often used as individual OPEB benefits do not depend on the mortality table used.) If employees die prior to retirement, past contributions are available to fund benefits for employees who live to retirement. After retirement, death results in benefit termination or reduction. Although higher mortality rates reduce service costs, the mortality assumption is not likely to vary from employer to employer.

The actuarial assumptions used in the June 30, 2023 valuation were based on the results of an actual experience study as of June 2023.

Changes in the Total OPEB Liability

	Total OPEB Liability
Balance, June 30, 2023	$ 10,611,207
Service cost	879,010
Interest	391,189
Difference between expected and actual experience	13,886
Changes of assumptions	(254,702)
Benefit payments	(680,304)
Net change in total OPEB liability	349,079
Balance, June 30, 2024	$ 10,960,286

There were no changes in benefit terms since the previous valuation. Changes of assumptions reflect a change in the discount rate from 3.65% to 3.93% since the previous valuation.

Sensitivity of the Total OPEB Liability to Changes in the Discount Rate

The following presents the total OPEB liability of the District, as well as what the District's total OPEB liability would be if it were calculated using a discount rate that is one percent lower or higher than the current rate:

Discount Rate	Total OPEB Liability
1% decrease (2.93%)	$ 11,837,829
Current discount rate (3.93%)	10,960,286
1% increase (4.93%)	10,185,252

Sensitivity of the Total OPEB Liability to Changes in the Healthcare Cost Trend Rate

The following presents the total OPEB liability of the District, as well as what the District's total OPEB liability would be if it were calculated using a healthcare cost trend rate that is one percent lower or higher than the current healthcare costs trend rate:

Healthcare Cost Trend Rate	Total OPEB Liability
1% decrease (3.00%)	$ 9,651,729
Current healthcare cost trend rate (4.00%)	10,960,286
1% increase (5.00%)	12,512,471

OPEB Expense, Deferred Outflows of Resources, and Deferred Inflows of Resources Related to OPEB

For the year ended June 30, 2025, the District recognized OPEB expense of $377,519. At June 30, 2025, the District reported deferred outflows of resources and deferred inflow of resources related to OPEB from the following sources:

	Deferred Outflows of Resources	Deferred Inflows of Resources
OPEB contributions subsequent to measurement date	$ 537,693	$ -
Differences between expected and actual experience	1,413,970	2,903,787
Changes of assumptions	909,766	1,173,583
Total	$ 2,861,429	$ 4,077,370

The deferred outflows of resources related to OPEB resulting from District contributions subsequent to the measurement date will be recognized as reduction of the total OPEB liability in the subsequent fiscal year.

The deferred outflows/(inflows) of resources related to differences between expected and actual experience in the measurement of the total OPEB liability and changes of assumptions will be amortized over the expected average remaining service life (EARSL) of all members that are provided benefits as of the beginning of the measurement period. The EARSL for the measurement period is 13.5 years and will be recognized in OPEB expense as follows:

Year Ended June 30,	Deferred Outflows/(Inflows) of Resources
2026	$ (230,847)
2027	(230,847)
2028	(230,847)
2029	(230,847)
2030	(230,847)
Thereafter	(599,399)
Total	$ (1,753,634)

Medicare Premium Payment (MPP) Program

Plan Description

The Medicare Premium Payment (MPP) Program is administered by the California State Teachers' Retirement System (CalSTRS). The MPP Program is a cost-sharing multiple-employer other postemployment benefit plan (OPEB) established pursuant to Chapter 1032, Statutes 2000 (SB 1435). CalSTRS administers the MPP Program through the Teachers' Health Benefits Fund (THBF).

A full description of the MPP Program regarding benefit provisions, assumptions (for funding, but not accounting purposes), and membership information is listed in the June 30, 2023 annual actuarial valuation report, Medicare Premium Payment Program Actuarial Valuation. This report and CalSTRS audited financial information are publicly available reports that can be found on the CalSTRS website under Publications at: http://www.calstrs.com/forms-publications.

Benefits Provided

The MPP Program pays Medicare Part A premiums and Medicare Parts A and B late enrollment surcharges for eligible members of the State Teachers Retirement Plan (STRP) Defined Benefit (DB) Program who were retired or began receiving a disability allowance prior to July 1, 2012 and were not eligible for premium free Medicare Part A. The payments are made directly to the Centers for Medicare and Medicaid Services (CMS) on a monthly basis.

The MPP Program is closed to new entrants as members who retire after July 1, 2012, are not eligible for coverage under the MPP Program.

The MPP Program is funded on a pay-as-you go basis from a portion of monthly District benefit payments. In accordance with California *Education Code* Section 25930, contributions that would otherwise be credited to the DB Program each month are instead credited to the MPP Program to fund monthly program and administrative costs. Total redirections to the MPP Program are monitored to ensure that total incurred costs do not exceed the amount initially identified as the cost of the program.

Net OPEB Liability and OPEB Expense

At June 30, 2025, the District reported a liability of $111,670 for its proportionate share of the net OPEB liability for the MPP Program. The net OPEB liability was measured as of June 30, 2024, and the total OPEB liability used to calculate the net OPEB liability was determined by an actuarial valuation as of June 30, 2023. The District's proportion of the net OPEB liability was based on a projection of the District's long-term share of contributions to the OPEB Plan relative to the projected contributions of all participating member districts, actuarially determined. The District's proportionate share for the measurement period June 30, 2024 and June 30, 2023, was 0.0419%, and 0.0433%, respectively, resulting in a net decrease in the proportionate share of 0.0014%.

For the year ended June 30, 2025, the District recognized OPEB expense of $(19,655).

Actuarial Methods and Assumptions

The June 30, 2024 total OPEB liability was determined by applying update procedures to the financial reporting actuarial valuation as of June 30, 2023, and rolling forward the total OPEB liability to June 30, 2024, using the assumptions listed in the following table:

Measurement Date	June 30, 2024	June 30, 2023
Valuation Date	June 30, 2023	June 30, 2022
Experience Study	July 1, 2007 through June 30, 2022	July 1, 2015 through June 30, 2018
Actuarial Cost Method	Entry age normal	Entry age normal
Investment Rate of Return	3.93%	3.65%
Medicare Part A Premium Cost Trend Rate	5.00%	4.50%
Medicare Part B Premium Cost Trend Rate	6.50%	5.40%

For the valuation as of June 30, 2023, CalSTRS uses a generational mortality assumption, which is based off generational mortality tables that reflect expected future improvements in mortality and includes a base table and a projection table. The base mortality tables are CalSTRS custom tables derived to best fit the patterns of mortality among members. The projection table reflects the expected annual reduction in mortality rates at each age. The current mortality assumption uses a base year of 2023, and projected improvement is based on the MP–2021 Ultimate Projection Scale.

Assumptions were made about future participation (enrollment) into the MPP Program because CalSTRS is unable to determine which members not currently participating meet all eligibility criteria for enrollment in the future. Assumed enrollment rates were derived based on past experience and are stratified by age with the probability of enrollment diminishing as the members' age increases. This estimated enrollment rate was then applied to the population of members who may meet criteria necessary for eligibility and are not currently enrolled in the MPP Program. Based on this, the estimated number of future enrollments used in the financial reporting valuation was 154 or an average of 0.12% of the potentially eligible population (132,333).

The MPP Program is funded on a pay-as-you-go basis with contributions generally being made at the same time and in the same amount as benefit payments and expenses coming due. Any funds within the MPP Program as of June 30, 2024, were to manage differences between estimated and actual amounts to be paid and were invested in the Surplus Money Investment Fund, which is a pooled investment program administered by the State Treasurer.

Discount Rate

As the MPP Program is funded on a pay-as-you-go basis, the OPEB plan's fiduciary net position was not projected to be sufficient to make projected future benefit payments. Therefore, the MPP Program used the Bond Buyer's 20-Bond GO Index from Bondbuyer.com as of June 30, 2024, as the discount rate, which was applied to all periods of projected benefit payments to measure the total OPEB liability. The discount rate as of June 30, 2024, was 3.93%, which is an increase of 0.28% from 3.65% as of June 30, 2023.

Sensitivity of the District's Proportionate Share of the Net OPEB Liability to Changes in the Discount Rate

The following presents the District's proportionate share of the net OPEB liability calculated using the current discount rate, as well as what the net OPEB liability would be if it were calculated using a discount rate that is one percent lower or higher than the current rate:

Discount Rate	Net OPEB Liability
1% decrease (2.93%)	$ 120,489
Current discount rate (3.93%)	111,670
1% increase (4.93%)	103,915

Sensitivity of the District's Proportionate Share of the Net OPEB Liability to Changes in the Medicare Costs Trend Rates

The following presents the District's proportionate share of the net OPEB liability calculated using the current Medicare costs trend rates, as well as what the net OPEB liability would be if it were calculated using Medicare costs trend rates that are one percent lower or higher than the current rates:

Medicare Costs Trend Rates	Net OPEB Liability
1% decrease (4.00% Part A and 5.50% Part B)	$ 103,450
Current Medicare costs trend rates (5.00% Part A and 6.50% Part B)	111,670
1% increase (6.00% Part A and 7.50% Part B)	120,847

Note 10 - Fund Balances

Fund balances are composed of the following elements:

	General Fund	County School Facilities Fund	Special Reserve Fund for Capital Outlay Projects	Non-Major Governmental Funds	Total
Nonspendable					
Revolving cash	$ 5,435	$ -	$ -	$ 1,140	$ 6,575
Stores inventories	91,842	-	-	87,183	179,025
Total nonspendable	97,277	-	-	88,323	185,600
Restricted					
Legally restricted programs	12,549,742	-	-	675,536	13,225,278
Food service	-	-	-	563,847	563,847
Capital projects	-	14,889,748	-	1,390	14,891,138
Debt services	-	-	-	4,822,590	4,822,590
Total restricted	12,549,742	14,889,748	-	6,063,363	33,502,853
Committed					
Technology	2,856,000	-	-	-	2,856,000
Construction and solar investment	3,000,000	-	-	-	3,000,000
Neighborhood school investment	350,000	-	-	-	350,000
OPEB funding	7,901,593	-	-	-	7,901,593
Excess salary increase	472,848	-	-	-	472,848
Equipment replacement	707,230	-	-	-	707,230
Total committed	15,287,671		-	-	15,287,671
Assigned					
Special education	1,414,460	-	-		1,414,460
Routine maintenance	2,121,689	-	-	-	2,121,689
Supplemental/Concentration	7,521,324	-	-	-	7,521,324
Medi-Cal reimbursement	48,597	-	-		48,597
Donations	1,690	-	-	-	1,690
Lottery	763,167	-	-	-	763,167
Transportation funds	66,844	-	-		66,844
Education Protection Account	15,193	-	-		15,193
Retiree benefit	145,160	-	-	-	145,160
Capital outlay	-	-	10,411,751	-	10,411,751
Adult education	-	-	-	180,911	180,911
Child development	-	-	-	1,522	1,522
Deferred maintenance	-	-	-	2,316	2,316
Total assigned	12,098,124	-	10,411,751	184,749	22,694,624
Unassigned					
Reserve for economic uncertainties	3,536,150	-	-	-	3,536,150
Total	$ 43,568,964	$ 14,889,748	$ 10,411,751	$ 6,336,435	$ 75,206,898

Note 11 - Risk Management

The District is exposed to various risks of loss related to torts; theft, damage, and destruction of assets; errors and omissions; injuries to employees and natural disasters. During the year ending June 30, 2025, the District contracted with North Coast Schools Insurance Group for property, liability, and workers' compensation insurance coverage. Settled claims have not exceeded coverage in any of the past three years. There has not been a significant reduction in coverage from the prior year.

Note 12 - Employee Retirement Systems

Qualified employees are covered under multiple-employer defined benefit pension plans maintained by agencies of the State of California. Academic employees are members of the California State Teachers' Retirement System (CalSTRS) and classified employees are members of the California Public Employees' Retirement System (CalPERS).

For the year ended June 30, 2025, the District reported its proportionate share of net pension liabilities, deferred outflows of resources, deferred inflows of resources, and pension expense for each of the above plans as follows:

Pension Plan	Aggregate Net Pension Liability	Deferred Outflows of Resources	Deferred Inflows of Resources	Pension Expense
CalSTRS	$ 19,288,313	$ 7,224,421	$ 3,373,786	$ 1,606,632
CalPERS	21,865,300	7,635,158	347,290	4,263,504
Total	$ 41,153,613	$ 14,859,579	$ 3,721,076	$ 5,870,136

The details of each plan are as follows:

California State Teachers' Retirement System (CalSTRS)

Plan Description

The District contributes to the State Teachers Retirement Plan (STRP) administered by the California State Teachers' Retirement System (CalSTRS). STRP is a cost-sharing multiple-employer public employee retirement system defined benefit pension plan. Benefit provisions are established by State statutes, as legislatively amended, within the State Teachers' Retirement Law.

A full description of the pension plan regarding benefit provisions, assumptions (for funding, but not accounting purposes), and membership information is listed in the June 30, 2023, annual actuarial valuation report, Defined Benefit Program Actuarial Valuation. This report and CalSTRS audited financial information are publicly available reports that can be found on the CalSTRS website under Publications at: https://www.calstrs.com/forms-publications.

Benefits Provided

The STRP provides retirement, disability and survivor benefits to beneficiaries. Benefits are based on members' final compensation, age, and years of service credit. Members hired on or before December 31, 2012, with five years of credited service are eligible for the normal retirement benefit at age 60. Members hired on or after January 1, 2013, with five years of credited service are eligible for the normal retirement benefit at age 62. The normal retirement benefit is equal to 2.0% of final compensation for each year of credited service.

The STRP is comprised of four programs: Defined Benefit Program, Defined Benefit Supplement Program, Cash Balance Benefit Program and Replacement Benefits Program. The STRP holds assets for the exclusive purpose of providing benefits to members and beneficiaries of these programs. CalSTRS also uses plan assets to defray reasonable expenses of administering the STRP. Although CalSTRS is the administrator of the STRP, the State is the sponsor of the STRP and obligor of the trust. In addition, the State is both an employer and nonemployer contributing entity to the STRP.

The District contributes exclusively to the STRP Defined Benefit Program; thus, disclosures are not included for the other plans.

The STRP provisions and benefits in effect at June 30, 2025, are summarized as follows:

	STRP Defined Benefit Program	
Hire date	On or before December 31, 2012	On or after January 1, 2013
Benefit formula	2% at 60	2% at 62
Benefit vesting schedule	5 years of service	5 years of service
Benefit payments	Monthly for life	Monthly for life
Retirement age	60	62
Monthly benefits as a percentage of eligible compensation	2.0% - 2.4%	2.0% - 2.4%
Required employee contribution rate	10.25%	10.205%
Required employer contribution rate	19.10%	19.10%
Required state contribution rate	10.828%	10.828%

Contributions

Required member, District and State of California contributions rates are set by the California Legislature and Governor and detailed in Teachers' Retirement Law. The contributions rates are expressed as a level percentage of payroll using the entry age normal actuarial method. In accordance with AB 1469, employer contributions into the CalSTRS will be increasing to a total of 19.1% of applicable member earnings phased over a seven-year period. The contribution rates for each plan for the year ended June 30, 2025, are presented above and the District's total contributions were $4,105,004.

Pension Liabilities, Pension Expense, Deferred Outflows of Resources, and Deferred Inflows of Resources Related to Pensions

At June 30, 2025, the District reported a liability for its proportionate share of the net pension liability that reflected a reduction for State pension support provided to the District. The amount recognized by the District as its proportionate share of the net pension liability, the related State support and the total portion of the net pension liability that was associated with the District were as follows:

Total net pension liability, including State share	
Proportionate share of net pension liability	$ 19,288,313
State's proportionate share of the net pension liability	8,849,544
Total	$ 28,137,857

The net pension liability was measured as of June 30, 2024. The District's proportion of the net pension liability was based on a projection of the District's long-term share of contributions to the pension plan relative to the projected contributions of all participating member districts and the State, actuarially determined. The District's proportionate share for the measurement periods of June 30, 2024 and June 30, 2023, was 0.0287% and 0.0293%, respectively, resulting in a net decrease in the proportionate share of 0.0006%.

For the year ended June 30, 2025, the District recognized pension expense of $1,606,632. In addition, the District recognized pension expense and revenue of $805,648 for support provided by the State. At June 30, 2025, the District reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

	Deferred Outflows of Resources	Deferred Inflows of Resources
Pension contributions subsequent to measurement date	$ 4,105,004	$ -
Change in proportion and differences between contributions made and District's proportionate share of contributions	853,227	1,135,166
Differences between projected and actual earnings on pension plan investments	-	77,828
Differences between expected and actual experience in the measurement of the total pension liability	2,181,757	843,467
Changes of assumptions	84,433	1,317,325
Total	$ 7,224,421	$ 3,373,786

The deferred outflows of resources related to pensions resulting from District contributions subsequent to the measurement date will be recognized as a reduction of the net pension liability in the subsequent fiscal year.

The deferred outflows/(inflows) of resources related to the difference between projected and actual earnings on pension plan investments will be amortized over a closed five-year period and will be recognized in pension expense as follows:

Year Ended June 30,	Deferred Outflows/(Inflows) of Resources
2026	$ (1,293,033)
2027	1,557,293
2028	(127,057)
2029	(215,031)
Total	$ (77,828)

The deferred outflows/(inflows) of resources related to the change in proportion and differences between contributions made and District's proportionate share of contributions, differences between expected and actual experience in the measurement of the total pension liability, and changes of assumptions will be amortized over the expected average remaining service life (EARSL) of all members that are provided benefits (active, inactive, and retirees) as of the beginning of the measurement period. The EARSL for the measurement period is seven years and will be recognized in pension expense as follows:

Year Ended June 30,	Deferred Outflows/(Inflows) of Resources
2026	$ (206,469)
2027	(108,269)
2028	(42,772)
2029	232,099
2030	87,429
Thereafter	(138,559)
Total	$ (176,541)

Actuarial Methods and Assumptions

Total pension liability for STRP was determined by applying update procedures to the financial reporting actuarial valuation as of June 30, 2023, and rolling forward the total pension liability to June 30, 2024. The financial reporting actuarial valuation as of June 30, 2023, used the following methods and assumptions, applied to all prior periods included in the measurement:

Valuation date	June 30, 2023
Measurement date	June 30, 2024
Experience study	July 1, 2007 through June 30, 2022
Actuarial cost method	Entry age normal
Discount rate	7.10%
Investment rate of return	7.10%
Consumer price inflation	2.75%
Wage growth	3.50%

CalSTRS uses a generational mortality assumption, which is based off generational mortality tables that reflect expected future improvements in mortality and includes a base table and a projection table. The base mortality tables are CalSTRS custom tables derived to best fit the patterns of mortality among our members. The projection table reflects the expected annual reduction in mortality rates at each age. The current mortality assumption uses a base year of 2023, and projected improvement is based on the MP–2021 Ultimate Projection Scale.

The long-term expected rate of return on pension plan investments was determined using a building-block method in which best estimate ranges of expected future real rates of return (expected returns, net of pension plan investment expense and inflation) are developed for each major asset class. The best estimate ranges were developed using capital market assumptions from CalSTRS general investment consultant as an input to the process. The actuarial investment rate of return assumption was adopted by the board in January 2024 in conjunction with the most recent experience study. For each current and future valuation, CalSTRS' independent consulting actuary reviews the return assumption for reasonableness based on the most current capital market assumptions. The assumed asset allocation and best estimates of the expected rates of return for each major asset class for the year ended June 30, 2024, are summarized in the following table:

Asset Class	Assumed Asset Allocation	Long-Term Expected Real Rate of Return
Public equity	38%	5.25%
Real estate	15%	4.05%
Private equity	14%	6.75%
Fixed income	14%	2.45%
Risk mitigating strategies	10%	2.25%
Inflation sensitive	7%	3.65%
Cash/liquidity	2%	0.05%

Discount Rate

The discount rate used to measure the total pension liability was 7.10%. The projection of cash flows used to determine the discount rate assumed the contributions from plan members and employers will be made at statutory contribution rates. Projected inflows from investment earnings were calculated using the long-term assumed investment rate of return of 7.10% and assume that contributions, benefit payments, and administrative expense occurred midyear. Based on these assumptions, the STRP's fiduciary net position was projected to be available to make all projected future benefit payments to current plan members. Therefore, the long-term assumed investment rate of return was applied to all periods of projected benefit payments to determine total pension liability.

The following presents the District's proportionate share of the net pension liability calculated using the current discount rate, as well as what the net pension liability would be if it were calculated using a discount rate that is one percent lower or higher than the current rate:

Discount Rate	Net Pension Liability
1% decrease (6.10%)	$ 34,307,598
Current discount rate (7.10%)	19,288,313
1% increase (8.10%)	6,746,587

California Public Employees Retirement System (CalPERS)

Plan Description

Qualified employees are eligible to participate in the School Employer Pool (SEP) under the California Public Employees' Retirement System (CalPERS), a cost-sharing multiple-employer public employee retirement system defined benefit pension plan administered by CalPERS. Benefit provisions are established by State statutes, as legislatively amended, within the Public Employees' Retirement Law.

A full description of the pension plan regarding benefit provisions, assumptions (for funding, but not accounting purposes), and membership information is listed in the June 30, 2023 annual actuarial valuation report, Schools Pool Actuarial Valuation. This report and CalPERS audited financial information are publicly available reports that can be found on the CalPERS website under Forms and Publications at: https://www.calpers.ca.gov/page/forms-publications.

Benefits Provided

CalPERS provides service retirement and disability benefits, annual cost of living adjustments and death benefits to plan members, who must be public employees and beneficiaries. Benefits are based on years of service credit, a benefit factor and the member's final compensation. Members hired on or before December 31, 2012, with five years of total service are eligible to retire at age 50 with statutorily reduced benefits. Members hired on or after January 1, 2013, with five years of total service are eligible to retire at age 52 with statutorily reduced benefits. All members are eligible for non-duty disability benefits after five years of service. The Basic Death Benefit is paid to any member's beneficiary if the member dies while actively employed. An employee's eligible survivor may receive the 1957 Survivor Benefit if the member dies while actively employed, is at least age 50 (or 52 for members hired on or after January 1, 2013), and has at least five years of credited service. The cost-of-living adjustments for each plan are applied as specified by the Public Employees' Retirement Law.

The CalPERS provisions and benefits in effect at June 30, 2025, are summarized as follows:

	School Employer Pool (CalPERS)	
Hire date	On or before December 31, 2012	On or after January 1, 2013
Benefit formula	2% at 55	2% at 62
Benefit vesting schedule	5 years of service	5 years of service
Benefit payments	Monthly for life	Monthly for life
Retirement age	55	62
Monthly benefits as a percentage of eligible compensation	1.1% - 2.5%	1.0% - 2.5%
Required employee contribution rate	7.00%	8.00%
Required employer contribution rate	27.05%	27.05%

Contributions

Section 20814(c) of the California Public Employees' Retirement Law requires that the employer contribution rates for all public employers be determined on an annual basis by the actuary and shall be effective on July 1 following notice of a change in the rate. Total plan contributions are calculated through the CalPERS annual actuarial valuation process. The actuarially determined rate is the estimated amount necessary to finance the costs of benefits earned by employees during the year, with an additional amount to finance any unfunded accrued liability. The District is required to contribute the difference between the actuarially determined rate and the contribution rate of employees. The contributions rates are expressed as percentage of annual payroll. The contribution rates for each plan for the year ended June 30, 2025, are presented above and the total District contributions were $3,802,937.

Pension Liabilities, Pension Expense, Deferred Outflows of Resources, and Deferred Inflows of Resources Related to Pensions

As of June 30, 2025, the District reported a net pension liability for its proportionate share of the CalPERS net pension liability totaling $21,865,300. The net pension liability was measured as of June 30, 2024. The District's proportion of the net pension liability was based on a projection of the District's long-term share of contributions to the pension plan relative to the projected contributions of all participating member districts, actuarially determined. The District's proportionate share for the measurement periods of June 30, 2024 and June 30, 2023, was 0.0612%.

For the year ended June 30, 2025, the District recognized pension expense of $4,263,504. At June 30, 2025, the District reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

	Deferred Outflows of Resources	Deferred Inflows of Resources
Pension contributions subsequent to measurement date	$ 3,802,937	$ -
Change in proportion and differences between contributions made and District's proportionate share of contributions	666,497	190,801
Differences between projected and actual earnings on pension plan investments	849,341	-
Differences between expected and actual experience in the measurement of the total pension liability	1,833,086	156,489
Changes of assumptions	483,297	-
Total	$ 7,635,158	$ 347,290

The deferred outflows of resources related to pensions resulting from District contributions subsequent to the measurement date will be recognized as a reduction of the net pension liability in the subsequent fiscal year.

The deferred outflows/(inflows) of resources related to the difference between projected and actual earnings on pension plan investments will be amortized over a closed five-year period and will be recognized in pension expense as follows:

Year Ended June 30,	Deferred Outflows/(Inflows) of Resources
2026	$ (7,321)
2027	1,320,531
2028	(195,124)
2029	(268,745)
Total	$ 849,341

The deferred outflows/(inflows) of resources related to the change in proportion and differences between contributions made and District's proportionate share of contributions, differences between expected and actual experience in the measurement of the total pension liability, and changes of assumptions will be amortized over the expected average remaining service life (EARSL) of all members that are provided benefits (active, inactive, and retirees) as of the beginning of the measurement period. The EARSL for the measurement period is 3.9 years and will be recognized in pension expense as follows:

Year Ended June 30,	Deferred Outflows/(Inflows) of Resources
2026	$ 1,621,078
2027	605,235
2028	409,277
Total	$ 2,635,590

Actuarial Methods and Assumptions

Total pension liability for the SEP was determined by applying update procedures to the financial reporting actuarial valuation as of June 30, 2023, and rolling forward the total pension liability to June 30, 2024. The financial reporting actuarial valuation as of June 30, 2023, used the following methods and assumptions, applied to all prior periods included in the measurement:

Valuation date	June 30, 2023
Measurement date	June 30, 2024
Experience study	July 1, 1997 through June 30, 2015
Actuarial cost method	Entry age normal
Discount rate	6.90%
Investment rate of return	6.90%
Consumer price inflation	2.30%
Wage growth	Varies by entry age and service

The mortality table used was developed based on CalPERS-specific data. The rates incorporate Generational Mortality to capture ongoing mortality improvement using 80% of Scale MP-2020 published by the Society of Actuaries.

In determining the long-term expected rate of return, CalPERS took into account long-term market return expectations as well as the expected pension fund cash flows. Projected returns for all asset classes are estimated and, combined with risk estimates, are used to project compound (geometric) returns over the long term. The discount rate used to discount liabilities was informed by the long-term projected portfolio return. The target asset allocation and best estimates of arithmetic real rates of return for each major asset class are summarized in the following table:

Asset Class	Assumed Asset Allocation	Long-Term Expected Real Rate of Return
Global equity - cap-weighted	30%	4.54%
Global equity - non-cap-weighted	12%	3.84%
Private equity	13%	7.28%
Treasury	5%	0.27%
Mortgage-backed securities	5%	0.50%
Investment grade corporates	10%	1.56%
High yield	5%	2.27%
Emerging market debt	5%	2.48%
Private debt	5%	3.57%
Real assets	15%	3.21%
Leverage	(5%)	(0.59%)

Discount Rate

The discount rate used to measure the total pension liability was 6.90%. The projection of cash flows used to determine the discount rate assumed the contributions from plan members and employers will be made at the current member contribution rates and that contributions from employers will be made at statutorily required rates, actuarially determined. Based on these assumptions, the SEP's fiduciary net position was projected to be available to make all projected future benefit payments to current plan members. Therefore, the long-term expected rate of return on the SEP investments was applied to all periods of projected benefit payments to determine total pension liability.

The following presents the District's proportionate share of the net pension liability calculated using the current discount rate as well as what the net pension liability would be if it were calculated using a discount rate that is one percent lower or higher than the current rate:

Discount Rate	Net Pension Liability
1% decrease (5.90%)	$ 32,481,086
Current discount rate (6.90%)	21,865,300
1% increase (7.90%)	13,095,816

On Behalf Payments

The State of California makes contributions to CalSTRS on behalf of the District. These payments consist of State General Fund contributions to CalSTRS in the amount of $1,786,914 (10.828% of annual payroll). Contributions are no longer appropriated in the annual Budget Act for the legislatively mandated benefits to CalPERS. Therefore, there is no on behalf contribution rate for CalPERS. Under accounting principles generally accepted in the United States of America, these amounts are to be reported as revenues and expenditures. Accordingly, these amounts have been recorded in these financial statements.

Note 13 - Commitments and Contingencies

Grants

The District received financial assistance from Federal and State agencies in the form of grants. The disbursement of funds received under these programs generally requires compliance with terms and conditions specified in the grant agreements and are subject to audit by the grantor agencies. Any disallowed claims resulting from such audits could become a liability of the General Fund or other applicable funds. However, in the opinion of management, any such disallowed claims will not have a material adverse effect on the overall financial position of the District at June 30, 2025.

Litigation

The District is involved in various litigation arising from the normal course of business. In the opinion of management and legal counsel, the disposition of all litigation pending is not expected to have a material adverse effect on the overall financial position of the District at June 30, 2025.

Construction Commitments

As of June 30, 2025, the District had approximately $18 million in commitments with respect to the unfinished capital projects.

Note 14 - Participation in Joint Powers Authorities

The District participates in a joint powers agreement (JPA) entity, North Coast Schools Insurance Group (NCSIG). The District pays an annual premium to the applicable entity for workers' compensation and property liability coverage. The relationship between the District and NCSIG is such that the JPA is not a component unit of the District for reporting. Separate financial statements for the JPA may be obtained from the NSCIG.

During the year ended June 30, 2025, the District made payments of $1,388,590 to NCSIG.

Note 15 - Restatement

Change within the Reporting Entity

During the year ended June 30, 2025, there was a change within the financial reporting entity which resulted in the County School Facilities Fund being reported as a major fund instead of as a non-major governmental fund which resulted in adjustments to and restatements of beginning fund balance as follows:

	Governmental Funds	
	County School Facilities Fund	Non-Major Governmental Funds
Fund Balance - Beginning, as previously reported on July 1, 2024		$ 7,733,108
Change within the financial reporting entity	1,292,447	(1,292,447)
Fund Balance - Beginning, as restated on July 1, 2024	$ 1,292,447	$ 6,440,661

Change in Accounting Principle

As of June 30, 2025, the District adopted GASB Statement No. 101, *Compensated Absences*. The provisions of this standard modernize the types of leave that are considered a compensated absence and provide guidance for a consistent recognition and measurement of the compensated absence liability. Therefore, the current and noncurrent portions of compensated absences were increased by $1,870,801 and $4,870,391, respectively, as of July 1, 2024. The effect of this change in accounting principle is described in the table below:

	Governmental Activities
Net Position - Beginning, as previously reported on July 1, 2024	$ 22,637,418
Change in accounting principle - adoption of GASB Statement No. 101	(6,741,192)
Net Position - Beginning, as restated on July 1, 2024	$ 15,896,226

Note 16 - Subsequent Events

On December 3, 2025, the District issued the 2025 General Obligation Refunding Bonds in the amount of $8,842,509. The bonds were issued to refund portions of the Series 2015 General Obligation Bonds and to pay the cost of issuance of the bonds. The bonds mature on August 1, 2039 and bear an interest rate of 3.48%.

Required Supplementary Information
June 30, 2025

Eureka City Schools

	Budgeted Amounts			Variances - Positive (Negative)
	Original	Final	Actual	Final to Actual
Revenues				
Local Control Funding Formula	$ 48,347,775	$ 49,354,742	$ 49,362,476	$ 7,734
Federal sources	5,868,575	7,251,303	7,191,239	(60,064)
Other State sources	9,977,119	11,424,886	10,264,114	(1,160,772)
Other local sources	3,537,202	4,703,272	6,249,199	1,545,927
Total revenues	67,730,671	72,734,203	73,067,028	332,825
Expenditures				
Current				
Certificated salaries	19,618,678	22,355,303	22,585,642	(230,339)
Classified salaries	12,573,383	13,596,923	13,308,593	288,330
Employee benefits	18,070,453	18,818,170	18,047,943	770,227
Books and supplies	5,116,107	6,760,787	3,528,468	3,232,319
Services and operating expenditures	7,988,069	10,587,081	7,693,023	2,894,058
Other outgo	3,891,954	3,649,692	3,293,306	356,386
Capital outlay	1,308,600	1,885,975	2,129,393	(243,418)
Debt service				
Debt service - principal	-	-	38,644	(38,644)
Total expenditures	68,567,244	77,653,931	70,625,012	7,028,919
Excess (Deficiency) of Revenues Over Expenditures	(836,573)	(4,919,728)	2,442,016	7,361,744
Other Financing Sources (Uses)				
Transfers in	-	-	159,669	159,669
Transfers out	(202,320)	(105,711)	(82,772)	22,939
Net financing sources (uses)	(202,320)	(105,711)	76,897	182,608
Net Change in Fund Balances	(1,038,893)	(5,025,439)	2,518,913	7,544,352
Fund Balance - Beginning	41,050,051	41,050,051	41,050,051	-
Fund Balance - Ending	$ 40,011,158	$ 36,024,612	$ 43,568,964	$ 7,544,352

See Notes to Required Supplementary Information

	2025	2024	2023	2022
Total OPEB Liability				
Service cost	$ 879,010	$ 618,849	$ 751,940	$ 1,488,026
Interest	391,189	318,352	213,034	286,715
Difference between expected and actual experience	13,886	1,481,331	26,340	(3,926,321)
Changes of assumptions	(254,702)	(147,361)	(953,980)	360,847
Benefit payments	(680,304)	(704,035)	(933,627)	(1,150,496)
Net change in total OPEB liability	349,079	1,567,136	(896,293)	(2,941,229)
Total OPEB Liability - Beginning	10,611,207	9,044,071	9,940,364	12,881,593
Total OPEB Liability - Ending (a)	$ 10,960,286	$ 10,611,207	$ 9,044,071	$ 9,940,364
Covered Payroll	N/A[1]	N/A[1]	N/A[1]	N/A[1]
Net OPEB Liability as a Percentage of Covered Payroll	N/A[1]	N/A[1]	N/A[1]	N/A[1]
Measurement Date	June 30, 2024	June 30, 2023	June 30, 2022	June 30, 2021

[1] The District's OPEB Plan is not administered through a trust, and contributions are not made based on a measure of pay; therefore, no measure of payroll is presented.

Note: In the future, as data becomes available, ten years of information will be presented.

	2021	2020	2019	2018
Total OPEB Liability				
Service cost	$ 1,176,486	$ 913,998	$ 933,991	$ 908,994
Interest	407,620	415,414	414,598	377,891
Difference between expected and actual experience	(361,005)	206,464	-	-
Changes of assumptions	900,642	140,069	(190,663)	-
Benefit payments	(961,393)	(947,214)	(1,221,793)	(1,174,801)
Net change in total OPEB liability	1,162,350	728,731	(63,867)	112,084
Total OPEB Liability - Beginning	11,719,243	10,990,512	11,054,379	10,942,295
Total OPEB Liability - Ending (a)	$ 12,881,593	$ 11,719,243	$ 10,990,512	$ 11,054,379
Covered Payroll	N/A[1]	N/A[1]	N/A[1]	N/A[1]
Net OPEB Liability as a Percentage of Covered Payroll	N/A[1]	N/A[1]	N/A[1]	N/A[1]
Measurement Date	June 30, 2020	June 30, 2019	June 30, 2018	June 30, 2017

[1] The District's OPEB Plan is not administered through a trust, and contributions are not made based on a measure of pay; therefore, no measure of payroll is presented.

Note: In the future, as data becomes available, ten years of information will be presented.

Year ended June 30,	2025	2024	2023	2022
Proportion of the net OPEB liability	0.0419%	0.0433%	0.0450%	0.0416%
Proportionate share of the net OPEB liability	$ 111,670	$ 131,325	$ 142,566	$ 165,948
Covered payroll	N/A[1]	N/A[1]	N/A[1]	N/A[1]
Proportionate share of the net OPEB liability as a percentage of it's covered payroll	N/A[1]	N/A[1]	N/A[1]	N/A[1]
Plan fiduciary net position as a percentage of the total OPEB liability	(1.02%)	(0.96%)	(0.94%)	(0.80%)
Measurement Date	June 30, 2024	June 30, 2023	June 30, 2022	June 30, 2021

Year ended June 30,	2021	2020	2019	2018
Proportion of the net OPEB liability	0.0493%	0.0509%	0.0521%	0.0531%
Proportionate share of the net OPEB liability	$ 209,094	$ 189,492	$ 199,255	$ 223,252
Covered payroll	N/A[1]	N/A[1]	N/A[1]	N/A[1]
Proportionate share of the net OPEB liability as a percentage of it's covered payroll	N/A[1]	N/A[1]	N/A[1]	N/A[1]
Plan fiduciary net position as a percentage of the total OPEB liability	(0.71%)	(0.81%)	(0.40%)	0.01%
Measurement Date	June 30, 2020	June 30, 2019	June 30, 2018	June 30, 2017

[1] As of June 30, 2012, active members are no longer eligible for future enrollment in the MPP Program; therefore, the cover payroll disclosure is not applicable.

Note: In the future, as data becomes available, ten years of information will be presented.

CalSTRS	2025	2024	2023	2022	2021
Proportion of the net pension liability	0.0287%	0.0293%	0.0300%	0.0277%	0.0283%
Proportionate share of the net pension liability	$ 19,288,313	$ 22,284,596	$ 20,842,749	$ 12,595,878	$ 27,440,855
State's proportionate share of the net pension liability	8,849,544	10,677,177	10,437,967	6,337,757	14,145,764
Total	$ 28,137,857	$ 32,961,773	$ 31,280,716	$ 18,933,635	$ 41,586,619
Covered payroll	$ 19,337,021	$ 17,396,105	$ 16,781,342	$ 17,163,703	$ 14,719,567
Proportionate share of the net pension liability as a percentage of its covered payroll	99.75%	128.10%	124.20%	73.39%	186.42%
Plan fiduciary net position as a percentage of the total pension liability	84%	81%	81%	87%	72%
Measurement Date	June 30, 2024	June 30, 2023	June 30, 2022	June 30, 2021	June 30, 2020

	2020	2019	2018	2017	2016
Proportion of the net pension liability	0.0288%	0.0290%	0.0293%	0.0304%	0.0333%
Proportionate share of the net pension liability	$ 25,978,718	$ 26,655,233	$ 27,107,052	$ 24,563,550	$ 22,391,293
State's proportionate share of the net pension liability	14,173,125	15,261,368	16,036,303	13,983,591	11,842,525
Total	$ 40,151,843	$ 41,916,601	$ 43,143,355	$ 38,547,141	$ 34,233,818
Covered payroll	$ 13,684,023	$ 13,543,139	$ 12,909,730	$ 12,775,499	$ 13,533,390
Proportionate share of the net pension liability as a percentage of its covered payroll	189.85%	196.82%	209.97%	192.27%	165.45%
Plan fiduciary net position as a percentage of the total pension liability	73%	71%	69%	70%	74%
Measurement Date	June 30, 2019	June 30, 2018	June 30, 2017	June 30, 2016	June 30, 2015

CalPERS	2025	2024	2023	2022	2021
Proportion of the net pension liability	0.0612%	0.0612%	0.0626%	0.0523%	0.0545%
Proportionate share of the net pension liability	$ 21,865,300	$ 22,157,198	$ 21,525,775	$ 10,627,115	$ 16,714,007
Covered payroll	$ 12,104,014	$ 8,658,404	$ 6,774,627	$ 9,854,430	$ 7,056,569
Proportionate share of the net pension liability as a percentage of its covered payroll	180.65%	255.90%	317.74%	107.84%	236.86%
Plan fiduciary net position as a percentage of the total pension liability	72%	70%	70%	81%	70%
Measurement Date	June 30, 2024	June 30, 2023	June 30, 2022	June 30, 2021	June 30, 2020

	2020	2019	2018	2017	2016
Proportion of the net pension liability	0.0556%	0.0547%	0.0525%	0.0535%	0.0534%
Proportionate share of the net pension liability	$ 16,211,680	$ 14,580,882	$ 12,522,018	$ 10,574,031	$ 7,876,117
Covered payroll	$ 6,202,248	$ 5,981,244	$ 5,479,169	$ 5,877,623	$ 5,368,032
Proportionate share of the net pension liability as a percentage of its covered payroll	261.38%	243.78%	228.54%	179.90%	146.72%
Plan fiduciary net position as a percentage of the total pension liability	70%	71%	72%	74%	79%
Measurement Date	June 30, 2019	June 30, 2018	June 30, 2017	June 30, 2016	June 30, 2015

CalSTRS	2025	2024	2023	2022	2021
Contractually required contribution	$ 4,105,004	$ 3,693,371	$ 3,322,656	$ 2,839,403	$ 2,771,938
Less contributions in relation to the contractually required contribution	(4,105,004)	(3,693,371)	(3,485,771)	(2,966,959)	(2,443,012)
Contribution deficiency (excess)	$ -	$ -	$ (163,115)	$ (127,556)	$ 328,926
Covered payroll	$ 21,492,168	$ 19,337,021	$ 17,396,105	$ 16,781,342	$ 17,163,703
Contributions as a percentage of covered payroll	19.10%	19.10%	19.10%	16.92%	16.15%

	2020	2019	2018	2017	2016
Contractually required contribution	$ 2,517,046	$ 2,227,759	$ 1,954,275	$ 1,624,044	$ 1,370,811
Less contributions in relation to the contractually required contribution	(2,671,888)	(2,554,142)	(2,267,791)	(1,972,809)	(1,633,129)
Contribution deficiency (excess)	$ (154,842)	$ (326,383)	$ (313,516)	$ (348,765)	$ (262,318)
Covered payroll	$ 14,719,567	$ 13,684,023	$ 13,543,139	$ 12,909,730	$ 12,775,499
Contributions as a percentage of covered payroll	17.10%	16.28%	14.43%	12.58%	10.73%

CalPERS	2025	2024	2023	2022	2021
Contractually required contribution	$ 3,802,937	$ 3,229,351	$ 2,196,637	$ 1,552,067	$ 2,039,867
Less contributions in relation to the contractually required contribution	(3,802,937)	(3,229,351)	(2,699,787)	(2,193,377)	(1,559,437)
Contribution deficiency (excess)	$ -	$ -	$ (503,150)	$ (641,310)	$ 480,430
Covered payroll	$ 14,058,917	$ 12,104,014	$ 8,658,404	$ 6,774,627	$ 9,854,430
Contributions as a percentage of covered payroll	27.050%	26.680%	25.370%	22.910%	20.700%

	2020	2019	2018	2017	2016
Contractually required contribution	$ 1,391,626	$ 1,120,250	$ 928,947	$ 760,947	$ 696,322
Less contributions in relation to the contractually required contribution	(1,547,809)	(1,391,946)	(1,124,498)	(926,277)	(764,748)
Contribution deficiency (excess)	$ (156,183)	$ (271,696)	$ (195,551)	$ (165,330)	$ (68,426)
Covered payroll	$ 7,056,569	$ 6,202,248	$ 5,981,244	$ 5,479,169	$ 5,877,623
Contributions as a percentage of covered payroll	19.721%	18.062%	15.531%	13.888%	11.847%

Note 1 - Purpose of Schedules

Budgetary Comparison Schedule

The District employs budget control by object codes and by individual appropriation accounts. Budgets are prepared on the modified accrual basis of accounting in accordance with accounting principles generally accepted in the United States of America as prescribed by the Governmental Accounting Standards Board and provisions of the *California Education Code*. The governing board is required to hold a public hearing and adopt an operating budget no later than July 1 of each year. The adopted budget is subject to amendment throughout the year to give consideration to unanticipated revenue and expenditures primarily resulting from events unknown at the time of budget adoption with the legal restriction that expenditures cannot exceed appropriations by major object account.

The amounts reported as the original budgeted amounts in the budgetary statements reflect the amounts when the original appropriations were adopted. The amounts reported as the final budgeted amounts in the budgetary statements reflect the amounts after all budget amendments have been accounted for.

This schedule presents information for the original and final budgets and actual results of operations, as well as the variances from the final budget to actual results of operations.

Schedule of Changes in the District's Total OPEB Liability and Related Ratios

This schedule presents information on the District's changes in the total OPEB liability. In the future, as data becomes available, ten years of information will be presented.

- *Changes in Benefit Terms* – There were no changes in the benefit terms since the previous valuation.
- *Changes of Assumptions* – Changes of assumptions reflect a change in the discount rate from 3.65% to 3.93% since the previous valuation.

Schedule of the District's Proportionate Share of the Net OPEB Liability - MPP Program

This schedule presents information on the District's proportionate share of the net OPEB Liability – MPP Program and the plan fiduciary net position. In the future, as data becomes available, ten years of information will be presented.

- *Changes in Benefit Terms* – There were no changes in the benefit terms since the previous valuation.
- *Changes of Assumptions* – The plan rate of investment return assumption was changed from 3.65% to 3.93% since the previous valuation. The Medicare Part A premium cost trend rate assumption was changed from 4.50% to 5.00%, while the Medicare Part B premium cost trend rate assumption was changed from 5.40% to 6.50% since the previous valuation.

Schedule of the District's Proportionate Share of the Net Pension Liability

This schedule presents information on the District's proportionate share of the net pension liability (NPL), the plans' fiduciary net positions and, when applicable, the State's proportionate share of the NPL associated with the District.

- *Changes in Benefit Terms* – There were no changes in benefit terms for the CalSTRS or CalPERS plans since the previous valuations.
- *Changes of Assumptions* – There were no changes in economic assumptions for the CalSTRS or CalPERS plans since the previous valuations.

Schedule of the District's Contributions

This schedule presents information on the District's required contribution, the amounts actually contributed, and any excess or deficiency related to the required contribution.

Supplementary Information
June 30, 2025

Eureka City Schools

Federal Grantor/Pass-Through Grantor/Program or Cluster Title	Federal Financial Assistance Listing	Pass-Through Entity Identifying Number	Federal Expenditures
U.S. Department of Education			
Indian Education Grants to Local Education Agencies	84.060		$ 135,354
Eureka City Schools School Based Mental Health Services Grant	84.184H		1,308,972
Creative Learning and Access in Northern California for Innovative Education	84.184X		322,524
Subtotal			1,631,496
Special Education Cluster (IDEA)			
Passed through California Department of Education (CDE)			
Mental Health Allocation Plan, Part B, Sec 611	84.027A	15197	40,375
Passed through Humboldt Del Norte SELPA			
Special Education: IDEA Local Assistance, Part B, Sec 611, Private School ISPs	84.027	10115	21,465
Basic Local Assistance Entitlement, Part B, Sec 611	84.027	13379	775,072
Preschool Grants, Part B, Section 619	84.173	13430	6,895
Preschool Grants, Part B, Sec 619, Private School ISPs	84.173A	10116	1,211
Preschool Staff Development, Part B, Section 619	84.173A	13839	34,375
Subtotal Special Education Cluster (IDEA)			879,393
Passed through California Department of Education (CDE)			
Title I, Part A, Basic Grants Low-Income and Neglected	84.010	14329	2,200,974
ESEA: ESSA School Improvement (CS) Funding for LEAs	84.010	15438	117,281
Subtotal			2,318,255
Title II, Part A, Supporting Effective Instruction	84.367	14341	229,026
Title III, English Learner Student Program	84.365	14346	50,958
Title III, Immigrant Student Program	84.365	15146	8,999
Subtotal			59,957
Title IV, Part A, Student Support and Academic Enrichment Grants	84.424	15396	191,101
Title V, Part B, Rural & Low Income School Program	84.358	14356	10,674
Education for Homeless Children and Youth, Subtitle VII-B McKinney-Vento Act	84.196	14332	54,059
Carl D. Perkins Career and Technical Education: Secondary, Section 131	84.048	14894	75,631
COVID-19: After School Education and Safety (ASES) Rate Increase: ESSER III State Reserve Summer Learning Program	84.425	15652	120,000
Passed through Blue Lake Rancheria Tribal Office			
Carl Perkins Innovation and Modernization Grant Program	84.051F	[1]	115,000
Passed through the Wiyot Tribe			
Indian Education Discretionary Grant Programs - Humbolt Bay Native Youth Community Project	84.299A	S299A220045	184,922
Passed through the Yurok Tribe			
Native Educational Choices & Empowerment Project (NECEP)	84.299A	[1]	97,593
Subtotal			282,515

[1] Pass-Through Entity Identifying Number is not available.

Federal Grantor/Pass-Through Grantor/Program or Cluster Title	Federal Financial Assistance Listing	Pass-Through Entity Identifying Number	Federal Expenditures
U.S. Department of Education (Continued)			
Passed through the Humboldt County Office of Education			
Workability II, Transitions Partnership Program	84.126	10006	$ 139,297
Total U.S. Department of Education			6,241,758
U.S. Department of Agriculture			
Passed through California Department of Education (CDE)			
Child Nutrition Cluster			
School Programs (School Breakfast Basic)	10.553	13525	5,541
School Programs (School Breakfast Needy)	10.553	13526	496,126
School Programs	10.555	13523, 13524	1,406,425
Commodities	10.555	13524	182,415
Supply Chain Assistance (SCA) Funds	10.555	15655	15,226
Local Food for Schools	10.555	15708	10,322
Subtotal Child Nutrition Cluster			2,116,055
Passed through California Department of Social Services (CDSS)			
CCFP Cash in Lieu of Commodities	10.558	13534	36,486
CACFP Claims - Centers and Family Day Care Homes	10.558	13529	539,237
Subtotal			575,723
Total U.S. Department of Agriculture			2,691,778
U.S. Department of Health and Human Services			
Project AWARE: Integrating Mental Health and Wellness for Eureka City Schools	93.243		949,481
Total Federal Financial Assistance			$ 9,883,017

	Final Report	
	Second Period Report	Annual Report
	9C4BA613	64688B22
Regular ADA		
Transitional kindergarten through third	881.49	880.93
Fourth through sixth	603.51	599.36
Seventh and eighth	561.56	552.82
Ninth through twelfth	1,054.45	1,042.10
Total ADA	3,101.01	3,075.21

Eureka City Schools
Schedule of Instructional Time
Year Ended June 30, 2025

Grade Level	1986-1987 Minutes Requirement	2024-2025 Actual Minutes	Number of Minutes Credited Form J-13A	Total Minutes Offered	Traditional Calendar			Multitrack Calendar			Status
					Number of Actual Days	Number of Days Credited Form J-13A	Total Days Offered	Number of Actual Days	Number of Days Credited Form J-13A	Total Days Offered	
Kindergarten	36,000	54,174	-	54,174	180	-	180	N/A	N/A	N/A	Complied
Grades 1 - 3	50,400										
Grade 1		54,174	-	54,174	180	-	180	N/A	N/A	N/A	Complied
Grade 2		54,174	-	54,174	180	-	180	N/A	N/A	N/A	Complied
Grade 3		54,174	-	54,174	180	-	180	N/A	N/A	N/A	Complied
Grades 4 - 8	54,000										
Grade 4		54,174	-	54,174	180	-	180	N/A	N/A	N/A	Complied
Grade 5		54,174	-	54,174	180	-	180	N/A	N/A	N/A	Complied
Grade 6		61,464	-	61,464	180	-	180	N/A	N/A	N/A	Complied
Grade 7		61,464	-	61,464	180	-	180	N/A	N/A	N/A	Complied
Grade 8		61,464	-	61,464	180	-	180	N/A	N/A	N/A	Complied
Grades 9 - 12	64,800										
Grade 9		64,851	-	64,851	180	-	180	N/A	N/A	N/A	Complied
Grade 10		64,851	-	64,851	180	-	180	N/A	N/A	N/A	Complied
Grade 11		64,851	-	64,851	180	-	180	N/A	N/A	N/A	Complied
Grade 12		64,851	-	64,851	180	-	180	N/A	N/A	N/A	Complied

See Notes to Supplementary Information

Summarized below are the fund balance reconciliations between the Unaudited Actual Financial Report and the audited financial statements.

	Student Activity Fund	Internal Service Fund
Fund Balance		
Balance, June 30, 2025, Unaudited Actuals	$ 410,543	$ 1,542,512
Increase in		
Cash with fiscal agent	-	9,372
Cash in banks	22,665	-
Balance, June 30, 2025, Audited Financial Statements	$ 433,208	$ 1,551,884

	(Budget) 2026 [1]	2025	2024 [1, 4]	2023 [1, 4]
General Fund [3]				
Revenues	$ 69,283,651	$ 72,969,929	$ 76,478,656	$ 72,739,911
Other sources	-	159,669	-	-
Total revenues and other sources	69,283,651	73,129,598	76,478,656	72,739,911
Expenditures	75,106,094	70,625,012	66,553,745	59,841,478
Other uses and transfers out	203,581	82,772	10,069,394	61,468
Total expenditures and other uses	75,309,675	70,707,784	76,623,139	59,902,946
Increase/(Decrease) in Fund Balance	$ (6,026,024)	$ 2,421,814	$ (144,483)	$ 12,836,965
Ending Fund Balance	$ 35,638,973	$ 41,664,997	$ 39,243,183	$ 39,387,666
Available Reserves [2]	$ 3,453,112	$ 3,536,150	$ 3,339,364	$ 3,054,653
Available Reserves as a Percentage of Total Outgo	4.59%	5.00%	4.36%	5.10%
Long-Term Liabilities	N/A	$ 164,355,713	$ 161,120,270	$ 159,583,298
K-12 Average Daily Attendance at P-2	3,051	3,101	3,193	3,212

The General Fund balance has increased by $2,277,331 over the past two years. The fiscal year 2025-2026 budget projects a decrease of $6,026,024 (14.5%). For a district this size, the State recommends available reserves of at least 3% of total General Fund expenditures, transfers out, and other uses (total outgo).

The District has incurred operating surpluses in two of the past three years, but anticipates incurring an operating deficit during the 2025-2026 fiscal year. Total long-term liabilities have increased by $4,772,415 over the past two years.

Average daily attendance has decreased by 111 over the past two years. Additional decline of 50 ADA is anticipated during fiscal year 2025-2026.

[1] Financial information for 2026, 2024, and 2023 are included for analytical purposes only and has not been subjected to audit.

[2] Available reserves consist of all unassigned fund balances including all amounts reserved for economic uncertainties contained with the General Fund and the Special Reserve Fund for Other Than Capital Outlay Projects.

[3] General Fund amounts do not include activity related to the consolidation of the Special Reserve Fund for Other Than Capital Outlay Projects and the Special Reserve Fund for Postemployment Benefits and the as required by GASB Statement No. 54.

[4] Amounts have not been restated for the effects of the implementation of GASB Statement No. 101. See Note 15 for further information.

Name of Charter School	Charter Number	Included in Audit Report
Pacific View Charter 2.0	1884	No

	Student Activity Fund	Adult Education Fund	Child Development Fund	Cafeteria Fund	Deferred Maintenance Fund
Assets					
Deposits and investments	$ 433,208	$ 272,742	$ 162,277	$ 195,234	$ 2,316
Receivables	-	2,267	6,200	450,612	-
Stores inventories	-	-	-	87,183	-
Total assets	$ 433,208	$ 275,009	$ 168,477	$ 733,029	$ 2,316
Liabilities and Fund Balances					
Liabilities					
Accounts payable	$ -	$ 6,152	$ 12,433	$ 80,999	$ -
Fund Balances					
Nonspendable	-	140	-	88,183	-
Restricted	433,208	87,806	154,522	563,847	-
Assigned	-	180,911	1,522	-	2,316
Total fund balances	433,208	268,857	156,044	652,030	2,316
Total liabilities and fund balances	$ 433,208	$ 275,009	$ 168,477	$ 733,029	$ 2,316

	Capital Facilities Fund	Bond Interest and Redemption Fund	Total Non-Major Governmental Funds
Assets			
Deposits and investments	$ 1,390	$ 4,822,590	$ 5,889,757
Receivables	-	-	459,079
Stores inventories	-	-	87,183
Total assets	$ 1,390	$ 4,822,590	$ 6,436,019
Liabilities and Fund Balances			
Liabilities			
Accounts payable	$ -	$ -	$ 99,584
Fund Balances			
Nonspendable	-	-	88,323
Restricted	1,390	4,822,590	6,063,363
Assigned	-	-	184,749
Total fund balances	1,390	4,822,590	6,336,435
Total liabilities and fund balances	$ 1,390	$ 4,822,590	$ 6,436,019

	Student Activity Fund	Adult Education Fund	Child Development Fund	Cafeteria Fund	Deferred Maintenance Fund
Revenues					
Federal sources	$ -	$ -	$ -	$ 2,673,122	$ -
Other State sources	-	371,239	818,995	493,692	-
Other local sources	699,630	(158)	5,267	384,184	115
Total revenues	699,630	371,081	824,262	3,550,998	115
Expenditures					
Current					
Instruction	-	144,267	437,594	-	-
Instruction-related activities					
Supervision of instruction	-	35,269	1,800	-	-
School site administration	-	136,798	176,975	-	-
Pupil services					
Food services	-	-	-	3,663,143	-
Administration					
All other administration	-	8,798	29,877	87,133	-
Plant services	-	-	147,720	-	-
Ancillary services	676,965	-	-	-	-
Debt service					
Principal	-	-	-	-	-
Interest and other	-	-	-	-	-
Total expenditures	676,965	325,132	793,966	3,750,276	-
Excess (Deficiency) of Revenues Over Expenditures	22,665	45,949	30,296	(199,278)	115
Other Financing Sources					
Transfers in	-	-	82,772	-	-
Net Change in Fund Balances	22,665	45,949	113,068	(199,278)	115
Fund Balance - Beginning, as previously reported	410,543	222,908	42,976	851,308	2,201
Adjustments (Note 15)	-	-	-	-	-
Fund Balance - Beginning, as restated	410,543	222,908	42,976	851,308	2,201
Fund Balance - Ending	$ 433,208	$ 268,857	$ 156,044	$ 652,030	$ 2,316

Eureka City Schools

Combining Statement of Revenues, Expenditures, and Changes in Fund Balances - Non-Major Governmental Funds

Year Ended June 30, 2025

	Capital Facilities Fund	County School Facilities Fund	Bond Interest and Redemption Fund	Total Non-Major Governmental Funds
Revenues				
Federal sources	$ -		$ -	$ 2,673,122
Other State sources	-		-	1,683,926
Other local sources	68		5,942,433	7,031,539
Total revenues	68		5,942,433	11,388,587
Expenditures				
Current				
Instruction	-		-	581,861
Instruction-related activities				
Supervision of instruction	-		-	37,069
School site administration	-		-	313,773
Pupil services				
Food services	-		-	3,663,143
Administration				
All other administration	-		-	125,808
Plant services	-		-	147,720
Ancillary services	-		-	676,965
Debt service				
Principal	-		3,575,000	3,575,000
Interest and other	-		2,454,246	2,454,246
Total expenditures	-		6,029,246	11,575,585
Excess (Deficiency) of Revenues Over Expenditures	68		(86,813)	(186,998)
Other Financing Sources				
Transfers in	-		-	82,772
Net Change in Fund Balances	68		(86,813)	(104,226)
Fund Balance - Beginning, as previously reported	1,322	1,292,447	4,909,403	7,733,108
Adjustments (Note 15)	-	(1,292,447)	-	(1,292,447)
Fund Balance - Beginning, as restated	1,322		4,909,403	6,440,661
Fund Balance - Ending	$ 1,390		$ 4,822,590	$ 6,336,435

Note 1 - Purpose of Schedules

Schedule of Expenditures of Federal Awards (SEFA)

Basis of Presentation

The accompanying Schedule of Expenditures of Federal Awards (the schedule) includes the federal award activity of the District under programs of the federal government for the year ended June 30, 2025. The information is presented in accordance with the requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements*, *Cost Principles*, and *Audit Requirements for Federal Awards* (Uniform Guidance). Because the schedule presents only a selected portion of the operations of the District, it is not intended to and does not present the financial position, changes in net position or fund balance, or cash flows of the District.

Summary of Significant Accounting Policies

Expenditures reported in the schedule are reported on the modified accrual basis of accounting. When applicable, such expenditures are recognized following the cost principles contained in the Uniform Guidance, wherein certain types of expenditures are not allowable or are limited as to reimbursement. No federal financial assistance has been provided to a subrecipient.

Indirect Cost Rate

The District has not elected to use the ten percent de minimis cost rate.

Food Donation

Nonmonetary assistance is reported in this schedule at the fair market value of the commodities received and disbursed. At June 30, 2025, the District did not report any food commodities in inventory.

Schedule of Average Daily Attendance (ADA)

Average daily attendance (ADA) is a measurement of the number of pupils attending classes of the District. The purpose of attendance accounting from a fiscal standpoint is to provide the basis on which apportionments of State funds are made to school districts. This schedule provides information regarding the attendance of students at various grade levels and in different programs.

Schedule of Instructional Time

The District has received incentive funding for increasing instructional time as provided by the Incentives for Longer Instructional Day. This schedule presents information on the amount of instructional time offered by the District and whether the District complied with the provisions of *Education Code* Sections 46200 through 46207.

Districts must maintain their instructional minutes at the 1986-87 requirements, as required by *Education Code* Section 46201.

Reconciliation of Annual Financial and Budget Report with Audited Financial Statements

This schedule provides the information necessary to reconcile the fund balance of all funds reported on the Unaudited Actual Financial Report to the audited financial statements.

Schedule of Financial Trends and Analysis

This schedule discloses the District's financial trends by displaying past years' data along with current year budget information. These financial trend disclosures are used to evaluate the District's ability to continue as a going concern for a reasonable period of time.

Schedule of Charter Schools

This schedule lists all Charter Schools chartered by the District, and displays information for each Charter School on whether or not the Charter School is included in the District's audit.

Non-Major Governmental Funds - Balance Sheet and Statement of Revenues, Expenditures, and Changes in Fund Balances

These schedules are included to provide information regarding the individual funds that have been included in the Non-Major Governmental Funds column on the Governmental Funds Balance Sheet and Statement of Revenues, Expenditures, and Changes in Fund Balances.

Other Information
June 30, 2025

Eureka City Schools

ORGANIZATION

The Eureka City Schools was established was established on November 2, 1908. The District operates one pre-school, four elementary schools, two middle schools, one comprehensive high school, and one continuation high school. There were no boundary changes during the year.

Governing Board

Member	Office	Term Expires
Susan Johnson	President	2028
Jessica Rebholtz	Board Clerk	2026
Cynthia Bones	Member	2028
Lisa Ollivier	Member	2026
Rebecca Pardoe	Member	2026

Administration

Name	Title
Fred Van Vleck, Ed.D.	Superintendent
Paul Ziegler	Assistant Superintendent of Business Services
Jennifer Johnson	Assistant Superintendent of Education Services
Kristi Puzz	Director of Personnel Services and Public Affairs
Lisa Claussen	Director of Student Services

Independent Auditor's Reports
June 30, 2025

Eureka City Schools

Independent Auditor's Report on Internal Control over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with *Government Auditing Standards*

To the Governing Board
Eureka City Schools
Eureka, California

We have audited, in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States (*Government Auditing Standards)*, the financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of Eureka City Schools (the District), as of and for the year ended June 30, 2025, and the related notes to the financial statements, which collectively comprise the District's basic financial statements and have issued our report thereon dated January 28, 2026.

Adoption of New Accounting Standard

As discussed in Note 15 to the financial statements, the District has adopted the provisions of Governmental Accounting Standards Board (GASB) Statement No. 101, *Compensated Absences* for the year ended June 30, 2025. Accordingly, a restatement has been made to the governmental activities net position as of July 1, 2024 to restate beginning net position. Our opinions are not modified with respect to this matter.

Report on Internal Control over Financial Reporting

In planning and performing our audit of the financial statements, we considered the District's internal control over financial reporting (internal control) as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the District's internal control. Accordingly, we do not express an opinion on the effectiveness of the District's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the District's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses or significant deficiencies may exist that were not identified.

Report on Compliance and Other Matters

As part of obtaining reasonable assurance about whether the District's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the financial statements. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

We noted certain matters that we reported to management of the District in a separate letter dated January 28, 2026.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the District's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the District's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Eide Bailly LLP

Ontario, California
January 28, 2026

Independent Auditor's Report on Compliance for Each Major Federal Program; Report on Internal Control over Compliance Required by the Uniform Guidance

To the Governing Board
Eureka City Schools
Eureka, California

Report on Compliance for Each Major Federal Program

Opinion on Each Major Federal Program

We have audited Eureka City Schools' (the District) compliance with the types of compliance requirements identified as subject to audit in the OMB *Compliance Supplement* that could have a direct and material effect on each of the District's major federal programs for the year ended June 30, 2025. The District's major federal programs are identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs.

In our opinion, Eureka City Schools complied, in all material respects, with the compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2025.

Basis for Opinion on Each Major Federal Program

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America (GAAS); the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States (*Government Auditing Standards*); and the audit requirements of Title 2 U.S*. Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Our responsibilities under those standards and the Uniform Guidance are further described in the Auditor's Responsibilities for the Audit of Compliance section of our report.

We are required to be independent of the District and to meet our other ethical responsibilities, in accordance with relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion on compliance for each major federal program. Our audit does not provide a legal determination of the District's compliance with the compliance requirements referred to above.

Responsibilities of Management for Compliance

Management is responsible for compliance with the requirements referred to above and for the design, implementation, and maintenance of effective internal control over compliance with the requirements of laws, statutes, regulations, rules and provisions of contracts or grant agreements applicable to the District's federal programs.

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Auditor's Responsibilities for the Audit of Compliance

Our objectives are to obtain reasonable assurance about whether material noncompliance with the compliance requirements referred to above occurred, whether due to fraud or error, and express an opinion on the District's compliance based on our audit. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS, *Government Auditing Standards*, and the Uniform Guidance will always detect material noncompliance when it exists. The risk of not detecting material noncompliance resulting from fraud is higher than for that resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Noncompliance with the compliance requirements referred to above is considered material, if there is a substantial likelihood that, individually or in the aggregate, it would influence the judgment made by a reasonable user of the report on compliance about the District's compliance with the requirements of each major federal program as a whole.

In performing an audit in accordance with GAAS, *Government Auditing Standards*, and the Uniform Guidance, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material noncompliance, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the District's compliance with the compliance requirements referred to above and performing such other procedures as we considered necessary in the circumstances.
- Obtain an understanding of the District's internal control over compliance relevant to the audit in order to design audit procedures that are appropriate in the circumstances and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of the District's internal control over compliance. Accordingly, no such opinion is expressed.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and any significant deficiencies and material weaknesses in internal control over compliance that we identified during the audit.

Report on Internal Control over Compliance

A *deficiency in internal control over compliance* exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. A *material weakness in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the Auditor's Responsibilities for the Audit of Compliance section above and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies in internal control over compliance. Given these limitations, during our audit we did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses, as defined above. However, material weaknesses or significant deficiencies in internal control over compliance may exist that were not identified.

Our audit was not designed for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, no such opinion is expressed.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.

Eide Bailly LLP

Ontario, California
January 28, 2026

Independent Auditor's Report on State Compliance and on Internal Control over Compliance

To the Governing Board
Eureka City Schools
Eureka, California

Report on Compliance

Opinion on State Compliance

We have audited Eureka City Schools' (the District) compliance with the requirements specified in the *2024-2025 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, applicable to the District's state program requirements identified below for the year ended June 30, 2025.

In our opinion, Eureka City Schools complied, in all material respects, with the compliance requirements referred to above that are applicable to the laws and regulations of the state programs noted in the table below for the year ended June 30, 2025.

Basis for Opinion

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America (GAAS), the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States (*Government Auditing Standards)*, and the *2024-2025 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*. Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of Compliance section of our report.

We are required to be independent of the District and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion. Our audit does not provide a legal determination of the District's compliance with the compliance requirements referred to above.

Responsibilities of Management for Compliance

Management is responsible for compliance with the requirements referred to above and for the design, implementation, and maintenance of effective internal control over compliance with the requirements of laws, statutes, regulations, rules, and provisions of contracts or grant agreements applicable to the District's state programs.

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Auditor's Responsibilities for the Audit of Compliance

Our objectives are to obtain reasonable assurance about whether material noncompliance with the compliance requirements referred to above occurred, whether due to fraud or error, and express an opinion on the District's compliance based on our audit. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS, *Government Auditing Standards*, and the *2024-2025 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting* will always detect a material noncompliance when it exists. The risk of not detecting a material noncompliance resulting from fraud is higher than for that resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Noncompliance with the compliance requirements referred to above is considered material, if there is a substantial likelihood that, individually or in the aggregate, it would influence the judgment made by a reasonable user of the report on compliance about the District's compliance with the requirements of the state programs as a whole.

In performing an audit in accordance with GAAS, *Government Auditing Standards*, and the *2024-2025 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material noncompliance, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the District's compliance with the compliance requirements referred to above and performing such other procedures as we consider necessary in the circumstances.
- Obtain an understanding of the District's internal control over compliance relevant to the audit in order to design audit procedures that are appropriate in the circumstances and to test and report on internal control over compliance in accordance with the *2024-2025 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, but not for the purpose of expressing an opinion on the effectiveness of the District's internal controls over compliance. Accordingly, we express no such opinion; and
- Select and test transactions and records to determine the District's compliance with the state laws and regulations applicable to the following items:

2024-2025 K-12 Audit Guide Procedures	Procedures Performed
Local Education Agencies Other Than Charter Schools	
Attendance	Yes
Teacher Certification and Misassignments	Yes
Independent Study	Yes
Continuation Education	Yes
Instructional Time	Yes
Instructional Materials	Yes
Ratios of Administrative Employees to Teachers	Yes
Classroom Teacher Salaries	Yes
Early Retirement Incentive	Not Applicable
GANN Limit Calculation	Yes

2024-2025 K-12 Audit Guide Procedures	Procedures Performed
School Accountability Report Card	Yes
Juvenile Court Schools	Not Applicable
Middle or Early College High Schools	Not Applicable
K-3 Grade Span Adjustment	Yes
Apprenticeship: Related and Supplemental Instruction	Not Applicable
Comprehensive School Safety Plan	Yes
District of Choice	Not Applicable
Home to School Transportation Reimbursement	Yes
School Districts, County Offices of Education, and Charter Schools	
Proposition 28 Arts and Music in Schools	Yes
After/Before School Education and Safety Program	Yes
Proper Expenditure of Education Protection Account Funds	Yes
Unduplicated Local Control Funding Formula Pupil Counts	Yes
Local Control and Accountability Plan	Yes
Independent Study - Course Based	Not Applicable
Immunizations	Yes
Educator Effectiveness	Yes
Expanded Learning Opportunities Grant (ELO-G)	Not Applicable
Career Technical Education Incentive Grant	Yes
Expanded Learning Opportunities Program	Yes
Transitional Kindergarten	Yes
Kindergarten Continuance	Yes
Charter Schools	
Attendance	Not Applicable
Mode of Instruction	Not Applicable
Nonclassroom-Based Instruction/Independent Study	Not Applicable
Determination of Funding for Nonclassroom-Based Instruction	Not Applicable
Annual Instructional Minutes - Classroom Based	Not Applicable
Charter School Facility Grant Program	Not Applicable

The term “Not Applicable” is used above to mean either the District did not offer the program during the current fiscal year, the District did not participate in the program during the current fiscal year, the program did not exceed the threshold required for testing, or the program applies to a different type of local educational agency.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and any significant deficiencies and material weaknesses in internal control over compliance that we identify during the audit.

Report on Internal Control over Compliance

A *deficiency in internal control over compliance* exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance on a timely basis. A *material weakness in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that a material noncompliance with a compliance requirement will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention from those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the Auditor's Responsibilities for the Audit of Compliance section above and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies in internal control over compliance. Given these limitations, during our audit we did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses, as defined above. However, material weaknesses or significant deficiencies in internal control over compliance may exist that were not identified.

Our audit was not designed for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, no such opinion is expressed.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the *2024-2025 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*. Accordingly, this report is not suitable for any other purpose.

Ede Sally LLP

Ontario, California
January 28, 2026

Schedule of Findings and Questioned Costs
June 30, 2025

Eureka City Schools

Financial Statements

Type of auditor's report issued	Unmodified
Internal control over financial reporting	
Material weaknesses identified	No
Significant deficiencies identified not considered to be material weaknesses	None Reported
Noncompliance material to financial statements noted?	No

Federal Awards

Internal control over major programs	
Material weaknesses identified	No
Significant deficiencies identified not considered to be material weaknesses	None Reported
Type of auditor's report issued on compliance for major programs	Unmodified
Any audit findings disclosed that are required to be reported in accordance with Uniform Guidance 2 CFR 200.516(a)	No

Identification of major programs

Name of Federal Program or Cluster	Federal Financial Assistance Listing
Title I, Part A, Basic Grants Low-Income and Neglected	84.010
ESEA: ESSA School Improvement (CS) Funding for LEAs	84.010
Special Education Cluster (IDEA)	84.027, 84.027A, 84.173, 84.173A
Project AWARE: Integrating Mental Health and Wellness for Eureka City Schools	93.243

Dollar threshold used to distinguish between type A and type B programs	$750,000
Auditee qualified as low-risk auditee?	No

State Compliance

Internal control over state compliance programs	
Material weaknesses identified	No
Significant deficiencies identified not considered to be material weaknesses	None reported
Other matters to be reported	No
Type of auditor's report issued on compliance for programs	Unmodified

None reported.

None reported.

None reported.

Except as specified in previous sections of this report, summarized below is the current status of all audit findings reported in the prior year's Schedule of Findings and Questioned Costs.

2024-001 **30000 – Internal Control**
Restatement of Net Position, Audit Adjustments, and Preparation of the Financial Statements

Criteria or Specific Requirements
The accounting system used to record the fiscal activities of local educational agencies (LEAs) shall be in accordance with the definitions, instructions, and procedures published in the *California School Accounting Manual*. LEAs are also required to present their financial statements in accordance with generally accepted accounting principles (GAAP).

Condition
Eide Bailly LLP assists in the preparation of the District's financial statements based on the trial balance prepared by management. Several adjustments were identified during the audit that resulted in changes in certain accounts on the original trial balance, including restatement of beginning net position and beginning fund balances. There were material audit adjustments proposed and posted to receivables, deferred outflows of resources and deferred inflows of resources related to pensions, general obligation bonds, and the net OPEB liability for the MPP Program, as well as a reclassification of deferred inflows of resources and long-term liabilities for bond premiums, which affected the net position and fund balances as of July 1, 2023. Additionally, material audit adjustments proposed and posted to cash in county treasury, accounts receivable, accounts payable, and unearned revenues were made as of June 30, 2024.

Context
The condition was identified as a result of audit procedures performed. Several adjustments and reclassification entries were posted to ensure accuracy and correct classification of account balances.

Cause
The internal controls in place during the closing process, including preparation and review of account reconciliations, were not sufficient to ensure accurate reporting of balances for reporting.

Effect
Material adjustments to the general ledger were proposed as a result of audit procedures, including a restatement of beginning net position for governmental activities. These adjustments were accepted by management to ensure the financial statements were presented fairly. This deficiency may result in financial information that is not available as timely or accurately as it would otherwise be if account balances were reconciled and reported accurately. Additionally, this deficiency may have been corrected if the financial statements were internally prepared.

Repeat Finding (Yes or No)
No.

Recommendation
We recommend that the District implement more comprehensive review processes and controls to ensure that account balances are reconciled to the underlying source documentation. Additionally, the financial statements prepared by external accountants should be reviewed and reconciled back to the District's records to ensure amounts presented accurately reflect the District's records.

Current Status
Implemented.

Management
Eureka City Schools
Eureka, California

In planning and performing our audit of the financial statements of Eureka City Schools (the District) for the year ended June 30, 2025, we considered its internal control structure in order to determine our auditing procedures for the purpose of expressing our opinion on the financial statements and not to provide assurance on the internal control structure.

However, during our audit, we noted matters that are opportunities for strengthening internal controls and operating efficiency. The following items represent conditions noted by our audit that we consider important enough to bring to your attention. This letter does not affect our report dated Report Date, on the financial statements of the District.

Observation
During the attendance audit, it was observed that each site has its own desktop procedures related to attendance tracking, tracking and maintain documentation of absences, etc. The absence of district-wide attendance procedures can lead to inconsistencies as well as delays during the audit.

Recommendation
It is recommended that the District create district wide procedures for all site personnel to follow to ensure a streamlined process for attendance and ADA reporting. This will also increase efficiency in gathering documentation for reporting and review.

We will review the status of the current year comments during our next audit engagement.

Eide Bailly LLP

Ontario, California
January 28, 2026

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AGENDA ITEM

Agenda Title:	Consideration of Approval of New Certificated Management Job Description, Director of Special Projects, and Approval of Revised Certificated Management Salary Schedule
Meeting Date:	February 12, 2026
Item:	Discussion/Action

WHAT *(the board is asked to discuss, receive, approve, or adopt)*
The Governing Board is asked to approve the job description for a new Certificated Management position, the Director of Special Projects, and to approve the revised Certificated Management Salary Schedule.

WHY *(briefly explain why the action or discussion is important; and if applicable, how it is connected to site, district, or strategic plans)*
The Director of Special Projects position is being created to serve as a temporary, strategic leader responsible for advancing priority initiatives aligned with the district's Designing Tomorrow vision. This one-year role is designed to provide focused leadership, coordination, and implementation support for four high-impact special projects critical to strengthening instructional systems, student outcomes, and long-term organizational sustainability. Specifically, this position will be responsible for developing and implementing the Teacher Residency Program, establishing an educational foundation, enhancing the Secondary Design Schedule, and providing attendance intervention, recovery, and engagement supports.

Strategic Design - Vision
Personnel: Lead with innovation, communication, resilience, empathy, and accountability.

HISTORY *(list previous staff or board action(s) with dates if possible)*
None.

HOW MUCH *(list the revenue amount $ and/or the expense amount $)*
The recommended placement on the Certificated Management Salary Schedule is Class IX.

WHO *(list the name of the contact person(s), job title, and site location)*
Kristi Puzz, Director of Personnel and Public Affairs

ATTACHMENTS:
Description
JD-Director of Special Projects (2).pdf
Proposed Certificated Management Salary Schedule 2026.pdf

Director of Special Projects

PURPOSE STATEMENT :
Under the direction of the Superintendent and with the guidance of the Director of Student Services, the Director of Special Projects serves as a temporary, strategic leader responsible for advancing priority initiatives aligned with the district's **Designing Tomorrow** vision. This one-year role is designed to provide focused leadership, coordination, and implementation support for four high-impact special projects critical to strengthening instructional systems, student outcomes, and long-term organizational sustainability.

The Director will work collaboratively with district leaders, principals, teachers, community partners, and external organizations to move projects from concept to implementation, ensuring coherence, stakeholder engagement, and measurable progress.

ESSENTIAL FUNCTIONS :

Teacher Residency Program Development and Implementation

- Lead the design, launch, and coordination of a district teacher residency model aligned to workforce sustainability and instructional quality.
- Collaborate with Personnel Services, Educational Services, site leaders, and higher education partners to define program structure, recruitment strategies, mentoring supports, and evaluation measures.
- Serve as the primary liaison with university partners and other external organizations supporting residency development.
- Ensure alignment with district instructional priorities, equity goals, and long-term staffing needs.

Establishment of an Educational Foundation

- Lead efforts to research, design, and establish a district-aligned educational foundation to support innovation, enrichment, and long-term resource development.
- Collaborate with district leadership, board members, legal counsel, and community stakeholders to define the foundation's mission, governance structure, and operating framework.
- Support the identification of potential funding priorities, donor engagement strategies, and community partnerships.
- Develop foundational documents, timelines, and recommendations for long-term sustainability beyond the one-year assignment.

Enhancement of the Secondary Design Schedule

- Lead and coordinate efforts to refine and enhance the district's secondary design schedule in alignment with Designing Tomorrow, the Collective Bargaining Agreement, and direction provided by the Board of Education.

- Work closely with secondary principals, counselors, teachers, and district leaders to analyze current scheduling practices and identify opportunities for improvement within negotiated and board-adopted parameters.

- Facilitate collaborative design sessions and planning processes to support instructional innovation, student engagement, and equity.

- Support planning, implementation timelines, and communication to ensure clarity, coherence, and shared understanding across secondary sites.

Attendance Intervention, Recovery, and Engagement Supports

- Lead and coordinate district-wide attendance intervention and recovery services aligned with pupil services mandates and district attendance goals.

- Collaborate with Student Services, site administrators, counselors, social workers, and community agencies to support learner attendance, re-engagement, and chronic absenteeism reduction.

- Support the development and implementation of alternative attendance recovery opportunities, including short-term interventions and re-engagement strategies.

- Monitor attendance data, identify trends, and support problem-solving related to attendance compliance, learner access, and engagement supports.

- Report attendance recovery outcomes and participation metrics to district leadership.

OTHER FUNCTIONS :

- Serve as a project manager and connector across departments, ensuring alignment and momentum for all assigned initiatives.

- Facilitate meetings, working groups, and stakeholder engagement processes related to assigned projects.

- Develop timelines, deliverables, and progress updates for district leadership and the Board, as appropriate.

- Model the district's core values and commitment to learner-centered, future-focused practices.

- Perform other related duties as assigned in support of Designing Tomorrow.

MINIMUM QUALIFICATIONS :

- Education: Master's degree in Education, Educational Leadership, or a related field preferred. ● Certification: Valid Administrative Services Credential required.

- Experience with program design, grant development, or foundation/nonprofit work.

- Knowledge of secondary scheduling models and instructional innovation.

- Experience leading attendance, engagement, or student support initiatives.

- Familiarity with teacher preparation pathways or residency models.

Responsibilities

- Strategic thinking and systems-level problem solving
- Project management and organizational skills
- Ability to facilitate inclusive, collaborative processes
- Strong written and verbal communication skills
  Ability to manage multiple priorities within a defined timeline
- Commitment to equity, student success, and continuous improvement

Working Environment

The usual and customary methods of performing the job's functions require the following physical demands: standing, sitting, and/or moving about for sustained periods; move about in non-traditional instructional environments (i.e., areas of the community); report to multiple worksites on a given day or during the work week; communicate effectively in person and via telephone or other electronic media to individuals and groups of varying sizes; exercise physical control over students acting out and/or offer physical assistance to students who might be physically impaired; conduct instructional programs within pre-designated break periods and time schedules; maintain an appropriate personal demeanor during periods of heightened stress created by outside factors, not always within the practitioner's control at the time.

Salary

- Certificated Management Salary Schedule

Work Year

220 days

Certificated Management Salary Schedule Based on Per Diem
Effective July 1, 2025

( ) Indicates number of work days per year.

Step	Class II	Class III	Class IV	Class V	Class VI	Class VII	Class VIII	Class IX
1	293	457	475	492	509	526	549	577
2	297	464	482	498	516	532	557	586
3	302	472	488	505	523	541	565	594
4	306	478	495	512	529	549	573	601
5	311	485	502	520	536	557	580	610
6	315	492	509	526	545	565	589	617
7	321	498	516	532	552	573	597	627
8	325	505	523	541	561	580	604	636
9	329	512	529	549	568	589	613	645
10	334	520	536	557	576	597	622	654
11	339	526	545	565	585	604	632	664
12	343	532	552	573	593	613	640	672
13	347	541	561	580	600	622	649	682
14	351	549	568	589	609	632	659	690
15	358	557	576	597	616	640	668	701
16	362	565	585	604	625	649	677	710
17	366	573	593	613	635	659	686	721
18	370	580	600	622	643	668	695	730
19	376	589	609	632	653	677	706	741
20	382	597	616	640	662	686	715	751
	Director Early Childhood Education (220)	School Social Worker (186) Counselor Psychologist (192) School Counselor (195) Coord: Homeless/ Foster Youth and MFRC (195)	Lead School Psychologist (195) Counseling Services Director (195)	Assistant Principal Middle School (205)	Elementary Principal (205) Assist. Princ High School (205) Principal Alternative Ed (205) Dir of Comm Schools & Soc Emo Supports (205) Special Ed Progrem Specialist (205) Dir of Learner Success and Equitable Systems (195)	Associate Principal High School (215)	Middle School Principal (215)	High School Principal (220) Director of Special Projects (220) Director of Student Services (220) Director of Personnel Services & Public Affairs (220)

Pending Board Approval

AGENDA ITEM

Agenda Title:	Consideration of Approval of the Updated Job Description for Associate High School Principal
Meeting Date:	February 12, 2026
Item:	Discussion/Action

WHAT *(the board is asked to discuss, receive, approve, or adopt)*
The Governing Board is asked to discuss and consider approval of the updated job description for Associate High School Principal.

WHY *(briefly explain why the action or discussion is important; and if applicable, how it is connected to site, district, or strategic plans)*

The Associate High School Principal is directly responsible for supervising and overseeing the operations of all student services. The Associate High School Principal will coordinate the activities of the counseling department with primary responsibilities in the areas of curriculum, master schedule and curriculum development. The Associate High School Principal must be knowledgeable with the current state frameworks. In doing so, the Associate High School Principal operates within the parameters of district policies adopted by the Board of Education, the regular requirements as stipulated in the Education Code and California Administrative Code, Title V, and the rules and regulations of the California State Department of Education. The Associate Principal reports directly to the site principal.

Strategic Design - Vision
Personnel: Foster inclusive, high-expectation relationships that unlock potential.

HISTORY *(list previous staff or board action(s) with dates if possible)*
The last update for this job description was in 1994. Attached is the previous Board approved job description. Yellow highlights indicate proposed new language, as seen in the updated job description template.

HOW MUCH *(list the revenue amount $ and/or the expense amount $)*
The Associate High School Principal will maintain its current Class VII position on the Certificated Management Salary Schedule as approved by this Board on June 25, 2025.

WHO *(list the name of the contact person(s), job title, and site location)*
Kristi Puzz, Director of Personnel and Public Affairs

ATTACHMENTS:
Description
1994 JD Assoc. Principal - REDLINE - Red Deletion, Yellow Additions (Review Only).pdf
Revised JD - HS Associate Principal - for Board Approval.pdf

EUREKA CITY SCHOOLS

Job Description: High School Associate Principal

Brief Description of Position Purpose Statement

The High School Associate Principal is directly responsible for supervising and overseeing the operations of all student services. The High School Associate Principal will coordinate the activities of the counseling department with primary responsibilities in the areas of curriculum, master schedule and curriculum development. The High School Associate Principal must be knowledgeable with the current state frameworks. In doing so, the High School Associate Principal operates within the parameters of district policies adopted by the Board of Education, the regular requirements as stipulated in the Education Code and California Administrative Code, Title V, and the rules and regulations of the California State Department of Education. The Associate Principal is directly responsible to the site principal.

Major Duties and Responsibilities: Essential Functions

Under direction, and in accordance with the policies, rules and regulation established by the Board of Education, the High School Associate Principal shall be responsible for the execution of the following duties and responsibilities:

1. Assist the Principal in the administration, supervision and evaluation of the total school program and personnel.
2. Be familiar with the duties of the principal and, in his/her absence, be responsible for the school program.
3. Demonstrate the leadership and guidance to effect positive change consistent with the current restructuring movement.
4. Oversee and coordinate the functions of student services, which include but are not limited to counseling and guidance services.
5. Development of the master schedule and room assignments.
6. Oversee testing and assessment of current and incoming students.
7. Oversee and monitor all new program development and establish and work with the related advisory committee.
8. Maintain and update the school's curriculum course bank book.
9. Oversee curriculum development and approval process relative to the District's Scope and Sequence documents and State Frameworks.
10. Directly supervise and provide leadership to the counseling staff, counseling technicians and classified support staff.
11. Maintain, update, and assure confidentiality of all student records.
12. Assist the principal with the necessary department matters through department chair persons and the department chair committee.
13. Be knowledgeable about grant writing and means to secure additional funds to support programs as needed.

14. Serve as a member of the following committees:
    a. District Curriculum Committee
    b. North Coast Articulation Council
    c. Tech Prep Committee
    d. School Site Council
    e. Secondary Principals Committee
    f. Other necessary ad hoc committees
15. Perform such other duties as the principal may assign.

Knowledge and Skills Other Functions

1. Devotes the necessary time and energy to effectively complete assignments.
2. Supports the existing educational and administrative philosophies of the district and works constructively toward these ends.
3. Demonstrates leadership in fulfilling major duties and responsibilities.
4. Demonstrates appropriate organization skills in completing assigned tasks and responsibilities.
5. Maintains effective working relationships with staff, parents, community and agency representatives.
6. Promotes positive staff morale.
7. Acknowledges accomplishments of colleagues and subordinates.
8. Respects and maintains professional confidences.
9. Utilizes appropriate professional channels for communicating personal/professional concerns.
10. Demonstrates collegial and organizational loyalties.
11. Achieves status as a community leader in public education.
12. Strives to improve administrative skills and abilities and keeps abreast of educational and personnel trends and developments.

Qualifications, Training, Education and Experience Minimum Qualifications

1. Appropriate administrative/supervisory credential/s.
2. Master's Degree preferred.
3. At least three years experience as a classroom teacher.

Certification: Valid Administrative Services Credential required. Education: Master's degree in Education preferred. At least three years experience as a classroom teacher.

Knowledge of secondary scheduling models and instructional innovation.

Experience leading attendance, engagement, or student support initiatives.

Board Approved: June 1, 1994

Responsibilities
Strategic thinking and systems-level problem solving

Project management and organizational skills

Ability to facilitate inclusive, collaborative processes

Strong written and verbal communication skills

Ability to manage multiple priorities within a defined timeline

Commitment to equity, student success, and continuous improvement

Working Environment
The usual and customary methods of performing the job's functions require the following physical demands: standing, sitting, and/or moving about for sustained periods; move about in non-traditional instructional environments (i.e., areas of the community); report to multiple worksites on a given day or during the work week; communicate effectively in person and via telephone or other electronic media to individuals and groups of varying sizes; exercise physical control over students acting out and/or offer physical assistance to students who might be physically impaired; conduct instructional programs within pre-designated break periods and time schedules; maintain an appropriate personal demeanor during periods of heightened stress created by outside factors, not always within the practitioner's control at the time.

Salary
Certificated Management Salary Schedule

Work Year
205 Days

High School Associate Principal

PURPOSE STATEMENT :

The High School Associate Principal is directly responsible for supervising and overseeing the operations of all student services. The High School Associate Principal will coordinate the activities of the counseling department with primary responsibilities in the areas of curriculum, master schedule and curriculum development. The High School Associate Principal must be knowledgeable with the current state frameworks. In doing so, the High School Associate Principal operates within the parameters of district policies adopted by the Board of Education, the regular requirements as stipulated in the Education Code and California Administrative Code, Title V, and the rules and regulations of the California State Department of Education. The Associate Principal is directly responsible to the site principal.

ESSENTIAL FUNCTIONS :

Under direction, and in accordance with the policies, rules and regulation established by the Board of Education, the High School Associate Principal shall be responsible for the execution of the following duties and responsibilities:

- Assist the Principal in the administration, supervision and evaluation of the total school program and personnel.
- Be familiar with the duties of the principal and, in his/her absence, be responsible for the school program.
- Demonstrate the leadership and guidance to effect positive change consistent with the current restructuring movement.
- Oversee and coordinate the functions of student services, which include but are not limited to counseling and guidance services.
- Development of the master schedule and room assignments.
- Oversee testing and assessment of current and incoming students.
- Oversee and monitor all new program development and establish and work with the related advisory committee.
- Maintain and update the school's curriculum course bank book.
- Oversee curriculum development and approval process relative to the District's Scope and Sequence documents and State Frameworks.
- Directly supervise and provide leadership to the counseling staff, counseling technicians and classified support staff.
- Maintain, update, and assure confidentiality of all student records.

- Assist the principal with the necessary department matters through department chair persons and the department chair committee.

- Be knowledgeable about grant writing and means to secure additional funds to support programs as needed.

- Serve as a member of the following committees:

    1. District Curriculum Committee
    2. North Coast Articulation Council Tech Prep Committee
    3. School Site Council
    4. Secondary Principals Committee
    5. Other necessary ad hoc committees

- Perform such other duties as the principal may assign.

OTHER FUNCTIONS :

- Devotes the necessary time and energy to effectively complete assignments.

- Supports the existing educational and administrative philosophies of the district and works constructively toward these ends.

- Demonstrates appropriate organization skills in completing assigned tasks and responsibilities.

- Maintains effective working relationships with staff, parents, community and agency representatives.

- Demonstrates leadership in fulfilling major duties and responsibilities.

- Promotes positive staff morale.

- Acknowledges accomplishments of colleagues and subordinates.

- Respects and maintains professional confidences.

- Utilizes appropriate professional channels for communicating personal/professional concerns.

- Demonstrates collegial and organizational loyalties.

- Achieves status as a community leader in public education.

- Strives to improve administrative skills and abilities and keeps abreast of educational and personnel trends and developments.

MINIMUM QUALIFICATIONS :

- **Certification**: Valid Administrative Services Credential required. **Education**: Master's degree in Education preferred. At least three years experience as a classroom teacher.

- Knowledge of secondary scheduling models and instructional innovation.

- Experience leading attendance, engagement, or student support initiatives.

Responsibilities

- Strategic thinking and systems-level problem solving
- Project management and organizational skills
- Ability to facilitate inclusive, collaborative processes
- Strong written and verbal communication skills
  Ability to manage multiple priorities within a defined timeline
- Commitment to equity, student success, and continuous improvement

Working Environment

The usual and customary methods of performing the job's functions require the following physical demands: standing, sitting, and/or moving about for sustained periods; move about in non-traditional instructional environments (i.e., areas of the community); report to multiple worksites on a given day or during the work week; communicate effectively in person and via telephone or other electronic media to individuals and groups of varying sizes; exercise physical control over students acting out and/or offer physical assistance to students who might be physically impaired; conduct instructional programs within pre-designated break periods and time schedules; maintain an appropriate personal demeanor during periods of heightened stress created by outside factors, not always within the practitioner's control at the time.

Salary

Certificated Management Salary Schedule

Work Year

205 days

AGENDA ITEM

Agenda Title: Eureka City Schools Mental Health Grants Update
Meeting Date: February 12, 2026
Item: Discussion

WHAT *(the board is asked to discuss, receive, approve, or adopt)*
The Governing Board will receive an update on the Eureka City Schools Mental Health and Wellness Programs, including grant funding sources and strategic initiatives.

WHY *(briefly explain why the action or discussion is important; and if applicable, how it is connected to site, district, or strategic plans)*
The Governing Board will receive an update on Eureka City Schools' Mental Health and Wellness programs to provide transparency regarding funding sources, major grant allocations, timelines for Wellness Center implementation, fiscal overviews, and the District's comprehensive, tiered approach to mental health services.

Strategic Design - Vision
Community Partnerships: Partnerships align academic, emotional, and social supports.

HISTORY *(list previous staff or board action(s) with dates if possible)*
This is an annual report.

HOW MUCH *(list the revenue amount $ and/or the expense amount $)*
N/A

WHO *(list the name of the contact person(s), job title, and site location)*
Lisa Claussen, Student Services Director
Sarahdee Duncan, Wellness Center Coordinator and Mental Health Grants Project Director

ATTACHMENTS:
Description
Eureka-City-Schools-Mental-Health-Grants-Update (2).pdf



Eureka City Schools Mental Health Grants Update

FEBRUARY 12, 2026

A comprehensive overview of our mental health programs, funding sources, and strategic initiatives supporting student wellness across Eureka City Schools.

JOURNEY

Evolution of Our Wellness Centers

1

2021–2022

Dream of EHS Staff to open a place of Wellness on the Eureka High School campus. Student engagement and design phase began with 1 staff member and no funds.

2

2022–2023

Moved to new space with secretary and 2 interns. Created mission statements, awarded SBMH, applied for AWARE Grant, and held Grand Opening.

3

2023–2024

Expanded to 5 FTE MHSP. All Wellies open and functional with all tiers of mental health services. AWARE partnerships began. Technical assistance from Santa Clara COE to build a long term sustainable school health billing system. Awarded Cohort 2 CYBHI.

4

2024–2025

Grew to 6 FTE MHSP and 4 FTE CWC. 8 Wellies operating with continued AWARE partnerships. CWC Grant started and CYBHI began implementation.

5

Sustainability

CYBHI billing for services established. Leveraging built relationships with community partners for long-term support.

$10 Million Investment in Student Mental Health

Eureka City Schools has secured approximately $10 million in grant funding to support comprehensive mental health services, wellness coaching, and community partnerships. This substantial investment reflects our commitment to student wellbeing and creates a robust infrastructure for mental health support across all schools.



FUNDING SOURCES

Three Major Grants Powering Our Programs



School Based Mental Health Service Provider Grant

$5 million from U.S. Department of Education (Jan. 2023-Dec. 2027). Funds equipment and supplies, 4 FTE MHSP positions, and a Senior Secretary.



Project AWARE

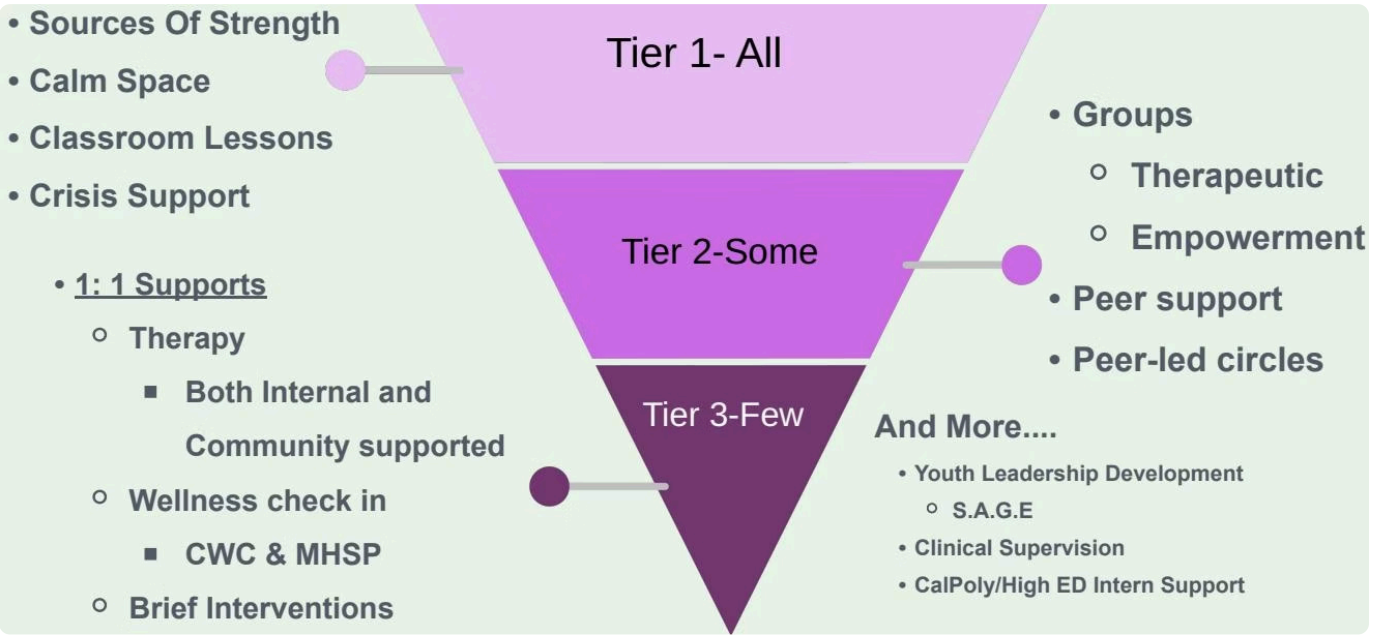
$4.4 million from SAMHSA (Sept. 2023-Sept. 2028). Funds 1 FTE Wellness Center Coordinator position, 1 FTE Mental Health Service Provider, 1 FTE Principal Account Analyst, and multiple community contracts for mental health services.



Certified Wellness Coach Employer Assistance Program

$440,000 from HCAI/CA Department of Health Care Access (August 2024-June 2026). Funds 5 FTE CWC positions and supervision.

Comprehensive Tiered Mental Health Services



Supporting Every Student

Our three-tiered approach ensures all students receive appropriate mental health support based on their individual needs. From universal prevention to intensive interventions, we provide comprehensive services across all levels.

Tier 1 – All

Sources of Strength, Calm Space, classroom lessons, crisis support

Tier 2 – Some

1:1 therapy, wellness check-ins, groups, peer support circles

Tier 3 – Few

Intensive interventions and specialized support

Beyond Traditional Services

Youth Leadership Development

S.A.G.E program empowers students to become mental health advocates and peer leaders within their school communities.

Clinical Supervision

Professional development and oversight ensuring high-quality mental health service delivery across all programs.

Cal Poly & Higher Education Intern Support

Partnerships with universities provide additional capacity while training the next generation of mental health professionals.



CRITICAL UPDATE

Federal Grant Status and Legal Action

School Based Mental Health Grant

February 2025: Executive Order paused all federal grants. ECS is working with the CA Attorney General in a multi-state lawsuit (*State of Washington v. U.S. Department of Education*) seeking an injunction. Grant funds must be expended by February 6th, 2026.

Project AWARE

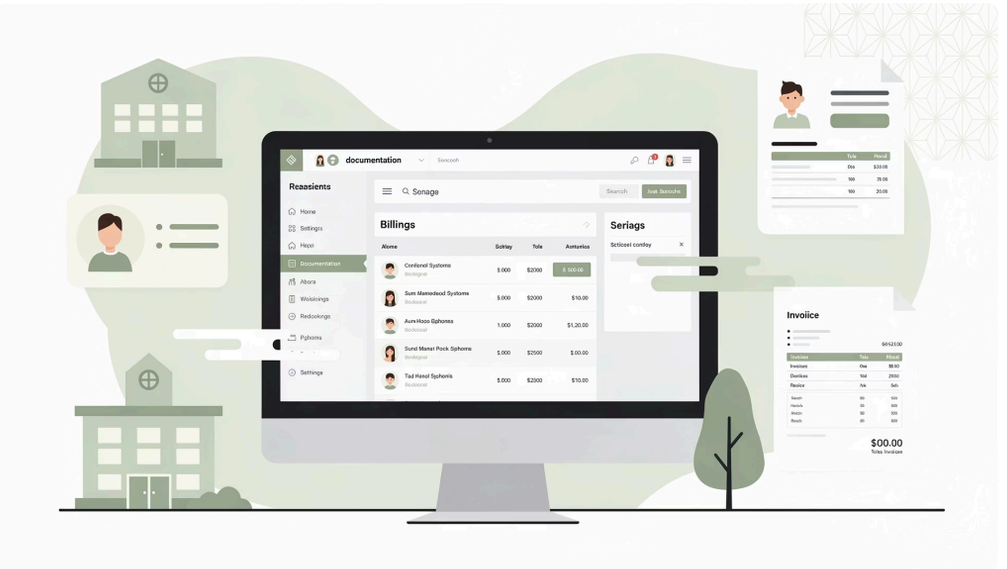
January 13, 2026: Received termination notice. January 15th the termination was reversed. ECS submitted a non-competing continuation application to maintain funding on January 29th. Grant funds must be expended by September 26, 2026.

While federal funding remains uncertain, ECS is working to minimize disruption to learner supports. We are pursuing all available legal and administrative remedies and exploring sustainability options as we await further direction on remaining funds.

Children and Youth Behavioral Health Initiative (CYBHI)

Sustainable Funding Through School Health Billing

Eureka City Schools is participating in CYBHI as a Cohort 2 Local Educational Agency (LEA)—a statewide initiative led by the California Department of Health Care Services (DHCS). The California Department of Education is facilitating statewide implementation to expand school-based behavioral health, wellness, prevention, and early intervention services.



01

Fee Schedule

For any learner receiving mental health, social emotional, or wellness services

02

LEA BOP

Bills for learners with IEPs receiving services such as speech, psychological services, occupational therapy

03

Non-IEP

Bills for learners without IEPs receiving medical services like diabetic care, hearing, and vision screenings

04

SMAA-RMTS

Bills administrative costs related to medical activities such as case management



Strategic Next Steps

Maximize Billing

Utilize all available billing options for remainder of 2025-26 school year to accurately understand fiscal recoupment of dollars.

Monitor Lawsuit

Track progress of multi-state legal action to protect federal grant funding and ensure continuity of services.

Strengthen Partnerships

Work with local mental health agencies to continue partnerships and billing through CYBHI initiative.

Reestablish Relationship with HCOE *Bridges to Success*

Collaborate with HCOE to reestablish supports through Bridges program for enhanced service delivery.



Our Commitment to Student Wellness

Despite federal funding uncertainties, Eureka City Schools remains dedicated to providing comprehensive mental health services to all students. Through strategic billing, community partnerships, and innovative programming, we are building a sustainable model that prioritizes student wellbeing and creates lasting positive impact across our district.

> From a single staff member with a dream of 8 operating wellness centers serving thousands of students—our journey reflects the power of commitment, collaboration, and community support.

AGENDA ITEM

Agenda Title: Eureka City Schools Attendance Recovery Efforts
Meeting Date: February 12, 2026
Item: Discussion

WHAT *(the board is asked to discuss, receive, approve, or adopt)*
The Governing Board will receive an overview of District attendance recovery efforts.

WHY *(briefly explain why the action or discussion is important; and if applicable, how it is connected to site, district, or strategic plans)*
The Governing Board will receive a presentation on new attendance recovery legislation and the District's planned implementation through Summer School and Expanded Learning Opportunities Program (ELOP) offerings, including the role of the Attendance Recovery Specialist, key compliance considerations, and student success highlights.

Strategic Design - Vision
Community Partnerships: Equity-focused initiatives remove barriers and expand opportunity.

HISTORY *(list previous staff or board action(s) with dates if possible)*
This item is being presented for the first time and has no prior Board history.

HOW MUCH *(list the revenue amount $ and/or the expense amount $)*
To be determined.

WHO *(list the name of the contact person(s), job title, and site location)*
Lisa Claussen, Student Services Director

ATTACHMENTS:
Description
Eureka-City-Schools-Attendance-Recovery-Efforts.pdf



Eureka City Schools Attendance Recovery Efforts

Strengthening Learner Success Through Strategic Attendance Programs

February 12th, 2025

NEW LEGISLATION

What is Attendance Recovery?

California Education Code Section 46211(a) introduces a new opportunity: Beginning July 1, 2025, Local Educational Agencies (LEAs) may implement attendance recovery programs to address both the educational and fiscal impacts of student absences, including chronic absenteeism.

How Students Earn AR

Attendance Recovery hours can be accrued through summer school, ASES programs, independent study, Saturday school, and other approved educational activities.

Maximum Recovery

Students can earn up to 10 recovery days per academic year. Each recovery day equals 4 hours of instructional time.

Real-World Example

Robbie is physically absent from school 5 days this academic year. However, he earned 3 attendance recovery days by attending after school program. Robbie's net absences = 2 days, improving both his educational continuity and the district's Average Daily Attendance (ADA).

Role of Attendance Recovery Specialist- Aliah Guerrero

Core Responsibilities

- **Program Development:** Assists in creating, coordinating, and reporting programs that address lost instructional time due to student absences
- **Funding Coordination:** Supports efforts to identify and secure related funding streams to sustain attendance recovery initiatives
- **Compliance & Collaboration:** Works closely with school-level attendance teams and district administrators to ensure consistent adherence to all applicable attendance laws, state regulations, and District policies



Close Coordination with Key Partners

Successful attendance recovery requires collaboration across multiple departments and roles within our district ecosystem.



Chronic Absenteeism Social Worker

Identifies at-risk students and coordinates intervention strategies



Attendance Clerks

Maintains accurate records across all school sites



After School Programs

Coordinators and leads facilitate recovery opportunities



Saturday School Teachers

Provides weekend learning and recovery options



Site Leadership & MTSS Teams

Implements multi-tiered support systems



Parents & Community

Essential partners in student attendance success

Dispel the Myth: Short-Term Independent Study (STIS)

(less than 16 days)

The Myth



Common Misconceptions

The Truth

- Educational option for absences of 1 to 16 days.
- Requires a signed contract with parents/guardians.
- TK-12 — Available for students in grades TK-12.
- Substantially equivalent to classroom instruction.

Eureka City Schools

LOOKING AHEAD

Planning for Success

Our attendance recovery efforts are designed to be proactive, preventative, and supportive—meeting students where they are and providing pathways to success.

Strategic Planning

Developing comprehensive programs aligned with state requirements

Community Engagement

Building partnerships across all levels of the district

Data-Driven Implementation

Using attendance data to inform program design and delivery

Summer School & ELOP Programs

Funding Through Assembly Bill 130

Districts can leverage **Expanded Learning Opportunities Program (ELOP)** funding to support attendance recovery efforts, creating a financially sustainable model.

Key Requirements

- ELOP and Attendance Recovery must be offered **concurrently**
- Both programs must operate at the **same school site**
- Programs must meet Education Code requirements for both ELOP and AR
- Accurate documentation of attendance is essential for funding compliance

Summer 2025 Milestone

We began systematically collecting attendance data to "bank" hours toward recovery days, establishing a strong foundation for our program's success.

This proactive approach ensures we're ready to maximize student recovery opportunities.

STUDENT VOICES

Stories from the Field

We believe in celebrating progress and learning directly from our students. This semester, we identified students who significantly improved their attendance after facing early challenges.

01

Selection Process

Students were chosen based on measurable attendance improvement from the 2024-25 to the 2025-26 school year, including those who showed positive changes after SART (School Attendance Review Team) meetings.

02

Recognition & Celebration

Students received attendance achievement certificates and Papa Murphy's coupons to acknowledge their commitment and hard work.

03

Listening Sessions

We coordinated with Community School Liaisons (CSLs) and principals to plan and host sessions where students could share their experiences, challenges, and advice to fellow learners.

Meet Azaria

8th Grade Learner at Zane Middle School

> "Azaria is such a sweetheart. Everyone on campus really loves him."
>
> — Community School Liaison



Understanding the Challenges

Azaria has a younger brother with a disability, and his family makes regular trips to San Francisco for medical appointments. While these are typically scheduled during summer, unexpected appointments this year created transportation barriers—when his family was away, he didn't have a reliable way to get to school.

What Keeps Him Coming

- His friend Violet provides daily motivation and connection
- Mr. Grant's History class, where learning is engaging and fun
- The welcoming school community that values his presence

His Advice to Peers

"Ask for help if you need it." Azaria's openness and willingness to seek support exemplifies the resilience we see in our students.

Meet Satine

6th Grade Learner at Zane Middle School



> "Satine is quiet and reserved but very sweet."
>
> — Community School Liaison

A New Beginning

This is Satine's first year at Zane after relocating from Washington, DC—a significant transition for any middle schooler. Early in the year, she missed school due to illness, often getting sick from her younger brother.

Finding Her Place

Satine has found her passion in Art class, where she loves to sketch and draw. When asked what would make school even better, she expressed interest in an art club—highlighting how extracurricular connections can strengthen student engagement.

The Power of Creative Expression

For students like Satine who are quieter and still finding their voice, creative outlets provide a meaningful way to connect with school and build a sense of belonging.

Meet Kallena

12th Grade Learner at Eureka High School

ATTENDANCE IMPROVED AFTER THANKSGIVING BREAK



Overcoming Early Challenges

Getting sick multiple times early in the year made it difficult for Kallena to establish a consistent routine. Additionally, she found that students with negative attitudes who didn't engage with their work sometimes made it harder for her to stay motivated.

What Turned Things Around

- **Morning Routine:** Finding a good morning routine helped her start each day with intention
- **Peer Support:** Having good friends who encourage her to attend—even on difficult days
- **Fear of Missing Out:** Not wanting to miss learning opportunities with her friends
- **Favorite Classes:** Looking forward to sitting with friends, working on assignments together, and especially her Floral Class

Her Advice to Schools

"Ask students who are struggling what they need help with. Check in with them."

Kallena's insight reminds us that personal connection and individualized support are powerful tools for improving attendance.

Meet Noah

2nd Grade Learner at Lafayette Elementary School

EARLY YEAR CHALLENGES



Overcoming Early Challenges

Getting sick and being out of town early in the year made it difficult for Noah to maintain consistent attendance at school.

What Helps Him Succeed

- **Friends:** Seeing his friends at school
- **Learning:** Actively engaging with reading and math

Making Up Absences

Noah will likely make up all his absences by attending ASES AR.

His Advice

"If he had friends struggling to come to school he would tell them “Welcome back”."

We discussed how being friends with learners who are struggling might encourage them to come to school and help them enjoy being there.

Activities: Enjoying homework and the after-school program

Meet Jayreen

10th Grade Learner at Eureka High School

☆ IMPROVED AFTER WINTER BREAK



Practical Strategies That Work

Time Management

Giving herself enough time in the morning to avoid rushing

Alarm Strategy

Placing her phone across the room so she must get up to turn off her alarm

Academic Support

One-on-one time with her biology teacher to review concepts she doesn't understand

The Impact of Supportive Intervention

Jayreen found the attendance meetings she participated in to be **supportive and encouraging** rather than punitive. The experience motivated her to improve—not out of fear, but because she wants to succeed and avoid needing future interventions.

What She Loves About School

- Seeing her friends every day
- Her Yurok Class, where the teacher makes learning easy and interesting

Her Message to Peers

"Come to school so you don't have to go through what I did." Jayreen's honesty shows how early intervention can prevent bigger challenges down the road.



Meet Ridley

3rd Grade Learner at Washington Elementary

ENTHUSIASTIC LEARNER

Understanding the Challenges

Like many students, Ridley faces occasional hurdles. She noted that getting sick can make it challenging to come to school. However, her dedication to learning is evident.

What She Loves About School

- Recess
- Art class
- Library time
- Seeing her friends every day

These cherished moments make school a vibrant and engaging place for Ridley, reinforcing the importance of creating a positive daily experience for students.

The Impact of Supportive Intervention

Ridley benefits from a strong support system, including her parents who actively help her get to school.

Her Message to Peers

"If students come to school more often, they'll find something they like about it." Ridley's simple yet profound advice underscores the power of presence and the discovery of community within the school environment.



Meet Jose

7th Grade Learner at Winship Middle School

♡ RESILIENT LEARNER

Jose navigates academic challenges with quiet determination, finding joy in school activities.

Understanding the Challenges

Jose faces hurdles with a language barrier and frequent moves, which impact his engagement and ability to build lasting friendships.

What He Loves About School

- Playing games
- Participating in PE (Physical Education)
- Spending time with his friends

Even when it's hard, find the fun parts and friends at school.

MOVING FORWARD

Next Steps for 2025-2026

As we prepare for the full implementation of Attendance Recovery programs, we're taking proactive steps to ensure seamless integration and clear communication across our learning community.

1 Enhanced Registration

The 2026-2027 Back to School Packet will include the Short Term Independent Study contract, making options clear from day one

2 Resource Development

Creating comprehensive STIS packets and electronic resources for families, staff, and learners

3 Community Communication

Launching a coordinated communication campaign to educate the learning community about these important changes

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By combining strategic planning, collaborative partnerships, and learner-centered support, Eureka City Schools is positioned to maximize the benefits of Attendance Recovery—ensuring every learner has the opportunity to succeed academically and thrive personally.

AGENDA ITEM

Agenda Title:	Policy Updates from CSBA - November 2025 (First Review)
Meeting Date:	February 12, 2026
Item:	Discussion

WHAT *(the board is asked to discuss, receive, approve, or adopt)*
The Governing Board is being asked to discuss the November 2025 policy updates from CSBA.

WHY *(briefly explain why the action or discussion is important; and if applicable, how it is connected to site, district, or strategic plans)*
From time to time, relatively minor changes occur that affect the text of CSBA sample board policies, administrative regulations, and board bylaws but do not warrant reissuing the entire sample because the changes are limited. It is recommended that districts review the revisions and incorporate them in district materials as appropriate. Although the revisions are minor, the district should still use its normal adoption process to adopt the board policies, administrative regulations, and/or board bylaws affected by these revisions. The following Board Policies, Administrative Regulations and Board Bylaws have various changes due to changes in laws, new laws, court decisions, and clarification.

Strategic Design - Vision
Governance and Policy updating is not reflected in the Strategic Framework

HISTORY *(list previous staff or board action(s) with dates if possible)*
This is the first reading of these policies.

HOW MUCH *(list the revenue amount $ and/or the expense amount $)*
There is no revenue or expense related to this agenda item.

WHO *(list the name of the contact person(s), job title, and site location)*
Gary Storts, Superintendent

ATTACHMENTS:
Description
Guidesheet.pdf
November CSBA Policies - 1st Review - 02.12.26 Board Meeting.pdf

CSBA POLICY GUIDE SHEET
November 2025

Note: Descriptions below identify revisions made to CSBA's sample board policies, administrative regulations, board bylaws, and/or exhibits. Editorial changes and minor revisions have also been made. Districts and county offices of education should review the sample materials and modify their own policies accordingly.

Board Policy 1000 - Concepts and Roles

Policy updated as part of CSBA's process to regularly review policy documents that otherwise would not be revised, due to no applicable changes to law, regulations, new guidance, or other directives, and amended for timeliness, organization, and to add a reference to Board Bylaw 9005 - Governance Standards.

Board Policy 1114 - District-Sponsored Social Media

Policy updated in conjunction with the accompanying administrative, with minor revisions.

Administrative Regulation 1114 - District-Sponsored Social Media

Regulation updated to reflect **NEW LAW (AB 2481, 2024)** which (1) requires, beginning January 1, 2026, a large social media platform, as defined, to create a process to verify certain individuals as "verified reporters," including a school principal and other district leaders, and to create a process by which a verified reporter can make a report of a social media-related threat or a violation of the platform's terms of service that poses a risk or a severe risk to the health and safety of a minor in the verified reporter's opinion, (2) directs each school principal, or an individual in a position of similar responsibility, to register as a verified reporter with each large social media platform on which the applicable school has an account when directed by the Superintendent or designee, and (3) directs a verified reporter to inform the Superintendent or designee of a social media-related threat or a violation of a social media platform's terms of service that, in the opinion of the reporter, poses a risk or severe risk to the health and safety of a minor who the reporter knows is enrolled in the reporter's school and report the threat or violation via the process created by the applicable social media platform. Additionally, regulation updated to reference "www.stopbullying.gov", which provides information from various government agencies related to bullying and includes a list of online platforms, with links, for the reporting of cyberbullying which violates the terms of service established by the online platforms. In addition, regulation updated to reflect **NEW LAW (AB 1785, 2024)** which expands the prohibition for districts to publicly post specified information of an elected or appointed official on the internet, without first obtaining the written permission of that individual, to include the name and assessor parcel number associated with the official's home address.

Board Policy 2120 - Superintendent Recruitment and Selection

Policy updated to reference CSBA's, "California Consultants and Leadership" search services, which provides guidance to districts recruiting and selecting a Superintendent. Additionally, policy updated to remove from the list related to the Governing Board's search and selection process items which are rarely carried out by the Board, and to add duties that a professional advisor may facilitate. In addition, policy updated to clarify material related to discussing, negotiating, and voting on the Superintendent's contract. Policy also updated to reflect **NEW LAW (SB 521, 2025)**, which prohibits the employment of a person as Superintendent if within the past five years the candidate was convicted of any felony involving accepting or giving, or offering to give, any bribe, conflict of interest, the embezzlement of public money, extortion or theft of public money, perjury, or conspiracy to commit any of those crimes arising directly out of their official duties as a public employee.

Administrative Regulation 3311.3 - Design-Build Contracts

Regulation updated to reflect **NEW LAW (SB 956, 2024)** which extends indefinitely the authorization to enter into a design-build contract for a public works project in excess of $1,000,000. Additionally, regulation updated to add objective criteria for awarding a design-build contract, including the minimum factors of price, technical design and construction experience, and life-cycle costs over 15 years or more. In addition, regulation updated to clarify which occupations are subject to the 30 percent threshold for a skilled and trained workforce.

Board Policy 3470 - Debt Issuance and Management

Policy updated to (1) add communication to the public to the list of debt issuance program activities that the Superintendent administers and coordinates, (2) remove reference to Qualified Zone Academy Bonds which are no longer authorized to be issued, (3) add types of temporary borrowing or short-term transfers to the list of potential financing sources for the district, (4) add that the method of sale for any district-issued debt be the most cost-effective, (5) add that before any sale of bonds, the Governing Board adopt a resolution stating the Board's express approval of the method of sale and a statement of the reasons for the method of sale selected, and (6) include additional information regarding the report to the California Debt Investment and Advisory Commission, which the district is required to submit annually following a bond issuance.

Board Policy 4000 - Concepts and Roles

Policy updated as part of CSBA's process to regularly review policy documents that otherwise would not be revised, due to no applicable changes to law, regulations, new guidance, or other directives, and amended to (1) clarify that it is the academic achievement, personal growth, and well-being of district students, in addition to the success of district programs, that hinges on district personnel, and (2) reflect The California Labor Management Initiative's, "Resource Guidebook: Building Partnerships to Create Great Public Schools," which provides guidance to support education leaders in developing labor-management partnerships that benefit students, staff, and the community.

Board Policy 5000 - Concepts and Roles

Policy updated as part of CSBA's process to regularly review policy documents that otherwise would not be revised, due to no applicable changes to law, regulations, new guidance, or other directives, and amended for timeliness, to include material related to school safety, and to reference applicable related Board policies and administrative regulations.

Board Policy 5020 - Parent Rights and Responsibilities

Policy updated to more closely align with law the Governing Board's belief that the district's relationship with parents/guardians is one of mutual support and respect, and that the partnership with parents/guardians is specific to their children. Additionally, policy updated to clarify that the notification parents/guardians receive regarding their rights, includes, but is not limited to, rights under the Family Educational Rights and Privacy Act (FERPA), in accordance with Board Policy/Exhibit (1) 5145.6 - Parent/Guardian Notifications. In addition, policy updated to reflect **NEW COURT DECISION (Mahmoud v. Taylor)** which held that the First Amendment prohibited a district from including lesbian, gay, bisexual, transgender, queer, and questioning (LGBTQ+) storybooks as part of elementary school instruction without providing parents/guardians with notice and the ability to opt their students out of that instructional content on the grounds that the storybooks substantially interfered with the religious development of their children. Policy also updated to include that the Superintendent or designee may establish a parent center at a school with a substantial number of students with a home language other than English, to encourage parent/guardian understanding of and participation in their children's educational programs.

Administrative Regulation 5020 - Parent Rights and Responsibilities

Regulation updated to add that parent/guardian rights include notification of the opportunity to opt their child out of certain instruction, as required by state law, and **NEW COURT DECISION (Mahmoud v. Taylor)** which held that the First Amendment prohibited a district from including lesbian, gay, bisexual, transgender, queer, and questioning (LGBTQ+) storybooks as part of elementary school instruction without providing parents/guardians with notice and the ability to opt their students out of that instructional content on the grounds that the storybooks substantially interfered with the religious development of their children. Additionally, regulation updated to clarify that parents/guardians have the right to receive notice and information about and to opt out of (1) any psychological testing involving their child and (2) any assessment, analysis, evaluation, or monitoring of the quality or character of the student's home life. In addition, regulation updated to add that (1) parents/guardians of English learners be given any required written notification in English and the student's home language, and (2) that the rights of parents/guardians be exercised in accordance with applicable Board policy and administrative regulation. Regulation also updated to expand that parents/guardians may support the learning environment of their child by monitoring and prohibiting or regulating the use of social media and other forms of online entertainment viewed by their child.

Board Policy 5117 - Interdistrict Attendance

Policy updated to clarify that the Board policy and accompanying administrative regulation apply to students transferring into and out of the district. Additionally, policy updated to reflect **NEW LAW (SB 897, 2024)** which (1) extends the school district of choice program indefinitely, (2) requires the accounting of requests for district of choice transfers to include foster youth and student experiencing homelessness status, and (3) provides that compliance of all provisions of a district's school district of choice program are subject to the annual district audit required by law.

Administrative Regulation 5117 - Interdistrict Attendance

Regulation updated to reflect **NEW LAW (SB 897, 2024)** which (1) expands the prohibition for school districts of choice from targeting communications regarding a school district of choice program to include individual parents/guardians or residential neighborhoods on the basis of a student's proficiency in English, family income, or any of the individual characteristics set forth in Education Code 200, (2) requires, the district to, by January 15, notify the district of residence of the number and names of students from the district of residence, by school and grade level, requesting to be transferred for the following school year, (3) prohibits rejecting the transfer of a foster youth or student experiencing homelessness, in addition to a student with a disability or an English learner, based on the transfer requiring the district to create a new program to serve that student, (4) expands second priority for transfer under the school district of choice program to include foster youth and students experiencing homelessness, (5) expands the required notification to parents/guardians when the number of students requesting to transfer exceeds the district's capacity to include that the number of students exceeds the specific school or program to which the student applied, (6) requires the district to respond to a request from the county office of education to provide data regarding the number of students transferring into the district, (7) expands the authorization for a district of residence to limit the number of students who transfer out of the district in a fiscal year if the most recent budget certification completed by the County Superintendent of Schools is a qualified status, and (8) requires the district of residence to, by February 15, notify the district of choice of the total number and names of students requesting to be transferred that exceed the number of students for which the district of residence is authorized to limit the transfer.

Board Policy 5138 - Conflict Resolution/Peer Mediation

Policy updated to clarify the distinction between students providing peer mediation and those receiving it. Additionally, policy updated to include, in the development of a conflict resolution and/or peer mediation program (1) the expectation for confidentially regarding who participated, what was discussed, and how any conflict was resolved, and (2) the selection of and requirements to train as a peer mediator.

Board Policy 6020 - Parent Involvement

Policy updated to reference the U.S. Department of Education's June 2025 Dear Colleague Letter which provides school choice guidance and explains how states can use federal funds to both expand education choice and turn around underperforming schools. Additionally, policy updated to ensure compliance with the California Department of Education's federal program monitoring instrument. In addition, policy updated to add material related to the establishment and convening of a parent advisory committee (PAC) and, as applicable, an English learner parent advisory committee (ELPAC), which was moved from the accompanying administrative regulation, as it is more appropriately placed in Board policy. Policy also updated to add that the Superintendent or designee annually attend a regular meeting of the PAC or ELPAC, if applicable.

Administrative Regulation 6020 - Parent Involvement

Regulation updated to ensure compliance with the California Department of Education's Federal Program Monitoring. Additionally, regulation updated to delete material related to the establishment and convening of a parent advisory committee and, as applicable, an English learner parent advisory committee, which was moved to the accompanying Board policy for more appropriate placement. In addition, regulation updated to include that (1) the district may utilize department leaders and district instructional coaches to provide parent/guardian training on topics that include, English language development, state academic standards and assessments, and specific strategies to support the student in the home, and (2) the Superintendent or designee

may utilize professional development sessions to train teachers, administrators, and staff on ways to effectively engage parents/guardians, with each school site sharing best practices that others may learn from.

Board Policy 6143 - Courses of Study

Policy updated to clarify, in accordance with various provisions of state and federal law and related court cases, the actual or perceived characteristics of an individual or group that may serve as a basis for unlawful discrimination in education programs and activities, and reflect **NEW LAW (SB 1137, 2024)** which provides that prohibited discrimination includes discrimination not just because of one protected class under state law, but also because of the combination of two or more protected bases. Additionally, policy updated to clarify that the Governing Board adopt a course of study for elementary and secondary grades that, in addition to preparing students for the next level of study and/or employment, includes all required instructional content. In addition, policy updated to reflect **NEW COURT DECISION (Mahmoud v. Taylor)** which held that the First Amendment prohibited a district from including lesbian, gay, bisexual, transgender, queer, and questioning (LGBTQ+) storybooks as part of elementary school instruction without providing parents/guardians with notice and the ability to opt their students out of that instructional content on the grounds that the storybooks substantially interfered with the religious development of their children.

Administrative Regulation 6143 - Courses of Study

Regulation updated to include, in the courses of study for grades 1-6 (1) instruction in cursive and joined italics, (2) Spanish colonization of California and the Gold Rush Era, including the treatment and perspectives of Native Americans during those periods, as required by **NEW LAW (AB 1821, 2024)**, (3) the causes and effects of climate change and the methods to mitigate climate change, and (4) prenatal care for pregnant women. Additionally, regulation updated to include, in the courses of study for grades 7-12 (1) personal financial literacy, as required by **NEW LAW (AB 1871, 2024)**, (2) to the extent instruction is provided on the Spanish colonization of California or the Gold Rush Era, the treatment and perspectives of Native Americans during those periods, as required by **NEW LAW (AB 1821 (2024)**, (3) the causes and effects of climate change and the methods to mitigate and adapt to climate change, (4) starting with the 2026-27 school year for districts that require a course in health education for high school graduation, the dangers associated with fentanyl use, as required by **NEW LAW (AB 2429, 2024)**, and (5) commencing in the 2027-28 school year, a one-semester course in personal finance. In addition, regulation updated to add how a one-semester course in Ethnic studies may be fulfilled. Regulation also updated to reflect **NEW LAW (SB 153, 2024)** which (1) requires at the beginning of each school year, the Superintendent to provide written notice to parents/guardians of students in grades 9-12 that includes a separate and distinct disclosure that data may be shared with the California College Guidance Initiative (CCGI) to provide students and their parents/guardians with direct access to online tools and resources for college and career planning, and contact information for the CaliforniaColleges.edu platform in order to access resources that help students and their parents/guardians learn about college admissions requirements, and (2) requires districts to advise each student in grade 11 to complete the grade 11 financial aid lessons on the CCGI's CaliforniaColleges.edu platform and submit student transcript information to the CCGI for students in grades 9-12. Additionally, regulation updated to reflect **NEW LAW (AB 2165, 2024)** which requires a district to provide the student and the student's parent/guardian with specified information before being exempted from the requirement to complete a Free Application for Federal Student Aid and/or the California Dream Act Application. In addition, regulation updated to reflect **NEW LAW (AB 123, 2025)** which requires a district to provide each student in grade 12, and if applicable, the student's parent/guardian, with information about, and potential eligibility for, the California Kids Investment and Development Savings Program.

Delete - Board Policy 6146.2 - Certificate of Proficiency/High School Equivalency

Policy deleted as unnecessary as the requirements stated within vest with the California Department of Education and/or the State Board of Education rather than being the obligation of a school district.

Administrative Regulation 6146.2 - Certificate of Proficiency/High School Equivalency

Regulation updated to reflect the name change from the California High School Proficiency Examination to the California Proficiency Program. Additionally, regulation updated to align language with guidance on the California Department of Education's, "California Proficiency Program," webpage. In addition, regulation updated to delete criteria related to a repealed state regulation and instead align with state law.

Exhibit(1) 6146.2 - Certificate of Proficiency/High School Equivalency

Exhibit updated in conjunction with the accompanying Board policy and administrative regulation, including reflecting the name change from the California High School Proficiency Examination to the California Proficiency Program.

Board Policy 7000 - Concepts and Roles

Policy updated as part of CSBA's process to regularly review policy documents that otherwise would not be revised, due to no applicable changes to law, regulations, new guidance, or other directives, and amended to clarify that (1) one of the major responsibilities of the Governing Board, in addition to providing healthful, safe and adequate facilities that enhance the instructional program, is to provide facilities that align with the needs of the district, and (2) in some instances, the best use of facilities may be reuse by a third party, and in other instances, may be lease or sale. Additionally, policy updated to clarify that, in order to plan for long-range facilities needs, the Superintendent or designee may develop, for Board approval, a school facilities master plan in accordance with Board Policy 7110 - Facilities Master Plan and that, in accordance with the plan, the Board will (1) select and purchase school sites for future expansion, as needed, and facilities for new school sites or other district use, (2) sell or lease facilities, including joint occupancy or joint use, when no other better use is identified, (3) authorize the use of school facilities by district residents and community groups, and (4) consider the use of district property for workforce housing.

Board Policy 7131 - Relations with Local Agencies

Policy updated to add that (1) the Governing Board is required to meet with appropriate local agency recreation and park authorities to review possible methods of coordinating the planning, design, and construction of new school facilities and school sites, or major additions to existing school facilities and recreation and park facilities in the community, and (2) the district is required to recommend measures for inclusion in the city/county general plan to ensure the availability of adequate school facilities to address a new development. Additionally, policy updated to clarify material related to development within the district, including that in order to adequately mitigate additional students generated by such development, the Board may make certain findings required by law and that upon such findings, notify the city council or county board of supervisors. In addition, policy updated to add material related to a district workforce housing development.

Board Bylaw 9310 - Board Policies

Bylaw updated to reflect current Board policy development and adoption process practice. Additionally, bylaw updated to include new "Definitions" section which more clearly defines the use of "Board policy," "Board bylaw," and "administrative regulation." In addition, bylaw updated to add section headers to differentiate between the development and adoption of Board policies versus administrative regulations. Bylaw also updated to delete the section "Monitoring and Evaluation" and include that content in the new "Board Policy Development and Adoption" section.

Board Bylaw 9321 - Closed Session

Bylaw updated to add (1) that public comment is required to occur prior to closed session, and (2) that a copy of a document that becomes public after action was taken during closed session be provided to any person who has made a standing request for all documentation as part of a request for notice of meeting, in addition to providing such document to any person present at the conclusion of the closed session who has submitted a written request. Additionally, bylaw updated to reflect **NEW ATTORNEY GENERAL OPINION** which states that only a person with "an official or essential role to play in a particular closed session" agenda item may attend closed session for that particular item, and to add new section "Attendance in Closed Session" to address who is permitted to attend a particular closed session item. In addition, bylaw updated to clarify that for purposes of a closed session agenda item on personnel matters that "employee" includes an officer or independent contractor who functions as an officer or employee but excludes Governing Board members and other independent contractors. Bylaw also updated to clarify that disclosure of an approved agreement concluding labor negotiations identify the item approved and the other parties to the negotiation. Additionally, bylaw updated to reflect **NEW LAW (SB 1445, 2024)** which authorizes the Board to allow student board members to make restorative justice recommendations that would be considered in closed session expulsion hearings. In addition, bylaw updated to reflect **NEW LAW (AB 2715, 2024)** which

authorizes the Board to hold a closed session with additional types of law enforcement or security personnel and to hold a closed session on a threat to critical infrastructure controls or critical infrastructure information.

Exhibit(1) 9321 - Closed Session

Exhibit updated in conjunction with the accompanying bylaw, with minor revisions.

Exhibit(2) 9321 - Closed Session

Exhibit updated in conjunction with the accompanying bylaw, with minor revisions.

Eureka City Schools

Board Policy Manual

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Policy 1000: Concepts And Roles

Status: DRAFT

Original Adopted Date: 09/13/2000

The Governing Board desires to represent the community and provide leadership in addressing community interests related to education. In order to encourage support for the district and district schools, promote collaboration between the district, parents/guardians, community members, and local organizations, and to identify and respond to community priorities, the Board shall establish effective two-way communication systems between the district and the community.

The Board and the Superintendent or designee shall work together with city, county, and other local agencies and organizations to promote and facilitate coordinated services for children, and seek to develop partnerships with local businesses and organizations.

The Board recognizes that district schools are an important community resource and encourages community members to make appropriate use of school facilities. Community members are also encouraged to attend Board meetings, participate in district and school activities, and take an active interest in issues that affect the district and its schools. The Board and the Superintendent or designee shall keep community members well informed about district programs, needs, and accomplishments and shall ensure that they have opportunities to share in the development of district decisions, in accordance with Board Bylaw 9005 - Governance Standards.

The Board recognizes that its ability to fulfill the community's expectations for a high-quality educational program is dependent upon the level of funding provided by the state and federal government and community support. In an effort to provide the best educational experience for district students, the Board shall study legislative processes and issues, establish ongoing relationships with federal, state, and local leaders and the media, adopt positions on key issues, set priorities for advocacy, and collaborate with other organizations and coalitions in legislative and legal advocacy efforts.

Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the Governing Board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
Ed. Code 35160	Authority of governing boards
Ed. Code 35172	Promotional activities

Management Resources	Description
Website	CSBA District and County Office of Education Legal Services

Cross References	Description
0100	Philosophy
0510	School Accountability Report Card
0510	School Accountability Report Card
1112	Media Relations
1150	Commendations And Awards
1160	Political Processes
1220	Citizen Advisory Committees
1220	Citizen Advisory Committees
1240	Volunteer Assistance
1240	Volunteer Assistance
1330	Use Of School Facilities
1330	Use Of School Facilities
1330-E PDF(1)	Use Of School Facilities

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Cross References	Description
1400	Relations Between Other Governmental Agencies And The Schools
1700	Relations Between Private Industry And The Schools
2120	Superintendent Recruitment And Selection
6020	Parent Involvement
6020	Parent Involvement
6141	Curriculum Development And Evaluation
9000	Role Of The Board
9005	Governance Standards
9010	Public Statements
9323	Meeting Conduct

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Policy 1114: District-Sponsored Social Media

Status: DRAFT

Original Adopted Date: 12/13/2024

CSBA NOTE: The following optional policy is for use by districts that have created one or more official district (i.e., district-sponsored) social media accounts. "Social media" is defined in the accompanying administrative regulation as an online platform for collaboration, interaction, or active participation, or that allows users to post content, including social networking sites such as Instagram, TikTok, Facebook, X/Twitter, SnapChat, YouTube, or LinkedIn.

District strategies for effective use of online social media may be incorporated into the district's comprehensive communications plan. For more information related to informing the public, see BP 1100 - Communication with the Public.

The Governing Board recognizes the value of social media to share district information with families and the community and promote community involvement and collaboration in district decisions. The purpose of any official district social media account shall be to further the district's vision and mission, to support student learning and staff professional development, and to enhance communication and engagement with students, families, staff, and community members. The Superintendent or designee shall ensure that the content posted by the district on an official district social media account is accessible to individuals with disabilities.

CSBA NOTE: To minimize liability to the district, it is important to clearly define which social media accounts are official district social media accounts and to specify the standards, guidelines, and protocols for their use. Board policies and administrative regulations do not apply to personal social media accounts, such as those created by students, staff members, individual Governing Board members, or other individuals since those accounts are not sponsored by the district even though they may sometimes include discussion of district-related issues. For more information, see BB 9010 - Public Statements, BB 9012 - Board Member Electronic Communications, and BB 9320 - Meetings and Notices.

The Superintendent or designee shall develop content guidelines and protocols for official district social media accounts to ensure public access, appropriate and responsible use, and compliance with law, Board policy, and administrative regulation.

Guidelines for Content

CSBA NOTE: Social media platforms typically allow users to post or reply to content posted on users' accounts, which is or can be made viewable to other users and even the public. This may create a "limited public forum," which grants individuals certain freedom of speech rights and limits the district's ability to remove comments or posts. Any removal of content by the district should be based on viewpoint-neutral considerations to protect against possible legal challenges. This may include, but is not limited to, removing content that constitutes discrimination, harassment, or bullying, as specified in the accompanying administrative regulation, or that is unrelated to the purpose of the account. Additionally, in order to help maintain the district's ability to remove content, users should be informed of the purpose of the account(s) and the limited nature of the discussion. District staff should regularly monitor all such accounts so that materials are promptly removed as permitted by law. See the accompanying administrative regulation for language regarding removal of posts and monitoring of accounts. It is recommended that districts consult CSBA's District and County Office of Education Legal Services or district legal counsel to ensure that any provisions related to removal of posts or discipline of students or staff are consistent with law.

Official district social media accounts shall be used only for their stated purposes and in a manner consistent with this policy and administrative regulation. This policy is not intended to create an open public forum or otherwise guarantee an individual's right to free speech on any of the official district social media accounts even if one or more features on the account that permit interaction with and between members of the public are enabled.

The Superintendent or designee shall ensure that the limited purpose of official district social media accounts is clearly communicated to users. Each account shall contain a statement specifying the purposes of the account, that the account shall only be used for such purposes, and any other user expectations or conditions as specified in the accompanying administrative regulation.

Content that is obscene, libelous, or so incites students as to create a clear and present danger of the commission of unlawful acts on school premises, violation of school rules, or substantial disruption of the school's orderly operation shall not be permitted on official district social media accounts.

CSBA NOTE: Staff and students who post prohibited content on official district social media accounts are subject to

discipline in accordance with Board policies and administrative regulations. Pursuant to Education Code 48900(r), a student may be subject to suspension or expulsion if the student engages in an act of bullying by means of an electronic act, as defined. For more information on student suspension and expulsion, including when bullying is through an electronic act, see AR 5144.1 - Suspension and Expulsion/Due Process. Pursuant to Education Code 48900, an "electronic act" includes, but is not limited to, posts on a social networking site such as a social media platform.

When staff and students misuse the district's technological resources, they also may be subject to cancellation of user privileges in accordance with the district's Acceptable Use Agreement. For more information regarding acceptable use of the district's technological resources, see BP/E 4040 - Employee Use of Technology and BP/E 6163.4 - Student Use of Technology.

Staff or students who post on, reply from, or otherwise use an official district social media account in a manner that violates Board policies and administrative regulations shall be subject to discipline in accordance with applicable policies and regulations.

Users of official district social media accounts, and anyone who posts on, replies to, or otherwise leaves a digital footprint on an official district social media account, should be aware of the public nature and accessibility of social media and that such information posted on, replied with, or otherwise left on an official district social media account may be considered a public record subject to disclosure under the Public Records Act.

Privacy

To the extent practicable, the Superintendent or designee shall ensure that the privacy rights of students, parents/guardians, staff, Board members, and other individuals are protected on official district social media accounts.

As it pertains to the posting of student photographs and the privacy of telephone numbers, home addresses, and email addresses, official district social media accounts shall comply with Board Policy 1113 - District and School Websites.

Social media and other online platforms shall not be used by district employees to transmit confidential information about students, employees, or district operations.

Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the Governing Board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
Bus. and Prof. Code 22588.2-22588.4	Youth Social Media Protection Act
Ed. Code 32260-32262	Interagency School Safety Demonstration Act of 1985
Ed. Code 35182.5	Contracts for advertising
Ed. Code 48900	Grounds for suspension or expulsion
Ed. Code 48907	Exercise of free expression; time, place, and manner rules and regulations
Ed. Code 48950	Speech and other communication
Ed. Code 49061	Definitions; directory information
Ed. Code 49073	Release of directory information
Ed. Code 60048	Commercial brand names, contracts or logos
Gov. Code 3307.5	Publishing identity of public safety officers
Gov. Code 54952.2	Brown Act; definition of meeting
Gov. Code 7920.000-7930.215	California Public Records Act

Federal	Description
17 USC 101-1101	Federal copyright law
20 USC 1232g	Family Educational Rights and Privacy Act (FERPA) of 1974

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Federal	Description
29 USC 157	Employee rights to engage in concerted, protected activity
29 USC 794	Rehabilitation Act of 1973; Section 504
34 CFR 99.1-99.67	Family Educational Rights and Privacy

Management Resources	Description
Court Decision	Lindke v. Freed (2024) 601 U.S. 187
Court Decision	Board of Education, Island Trees Union Free School District, et.al. v. Pico (1982) 457 U.S. 853
Court Decision	Page v. Lexington County School District (2008, 4th Cir.) 531 F.3d 275
Court Decision	Perry Education Association v. Perry Local Educators' Association (1983) 460 U.S. 37
Court Decision	Aaris v. Las Virgenes Unified School District (1998) 64 Cal.App.4th 1112
Court Decision	Downs v. Los Angeles Unified School District (2000, 9th Cir.) 228 F.3d 1003
National Labor Relations Board Decision	Sears Holdings, Advice Memorandum 18-CA-1908, (December 4, 2009)
Website	Bullying Resources
Website	Meta in Education
Website	CSBA District and County Office of Education Legal Services
Website	Facebook, privacy resources
Website	California School Public Relations Association
Website	CSBA

Cross References	Description
0000	Vision
0410	Nondiscrimination In District Programs And Activities
0440	District Technology Plan
0441	Artificial Intelligence
0510	School Accountability Report Card
0510	School Accountability Report Card
1100	Communication With The Public
1100-E PDF(1)	Communication With The Public
1112	Media Relations
1113	District And School Websites
1113	District And School Websites
1113-E(1)	District And School Websites
1113-E(2)	District And School Websites
1160	Political Processes
1230	School-Connected Organizations
1230	School-Connected Organizations
1260	Educational Foundation
1312.3	Uniform Complaint Procedures
1312.3	Uniform Complaint Procedures
1312.3-E PDF(3)	Uniform Complaint Procedures

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Cross References	Description
1312.3-E PDF(4)	Uniform Complaint Procedures
1312.3-E(1)	Uniform Complaint Procedures
1312.3-E(2)	Uniform Complaint Procedures
1313	Civility
1325	Advertising And Promotion
1325	Advertising And Promotion
3515.7	Firearms On School Grounds
3516	Emergencies And Disaster Preparedness Plan
3516	Emergencies And Disaster Preparedness Plan
4030	Nondiscrimination In Employment
4030	Nondiscrimination In Employment
4030-E PDF(1)	Nondiscrimination In Employment
4040	Employee Use Of Technology
4040-E PDF(1)	Employee Use Of Technology
4040-E(1)	Employee Use Of Technology
4118	Dismissal/Suspension/Disciplinary Action
4118	Dismissal/Suspension/Disciplinary Action
4119.21	Professional Standards
4119.21-E PDF(1)	Professional Standards - Rules Of Conduct For Professional Educators
4119.23	Unauthorized Release Of Confidential/Privileged Information
4119.25	Political Activities Of Employees
4119.25	Political Activities Of Employees
4131	Staff Development
4132	Publication Or Creation Of Materials
4218	Dismissal/Suspension/Disciplinary Action
4218	Dismissal/Suspension/Disciplinary Action
4219.21	Professional Standards
4219.21-E PDF(1)	Professional Standards - Layoff/Rehire
4219.23	Unauthorized Release Of Confidential/Privileged Information
4219.25	Political Activities Of Employees
4219.25	Political Activities Of Employees
4231	Staff Development
4232	Publication Or Creation Of Materials
4319.21	Professional Standards
4319.21-E PDF(1)	Professional Standards
4319.23	Unauthorized Release Of Confidential/Privileged Information
4319.25	Political Activities Of Employees
4319.25	Political Activities Of Employees
4331	Staff Development
4332	Publication Or Creation Of Materials

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Cross References	Description
5022	Student And Family Privacy Rights
5022	Student And Family Privacy Rights
5125	Student Records
5125	Student Records
5125.1	Release Of Directory Information
5125.1	Release Of Directory Information
5125.1-E PDF(1)	Release Of Directory Information
5125.1-E(1)	Release Of Directory Information
5131	Conduct
5142.2	Safe Routes To School Program
5142.2	Safe Routes To School Program
5144	Discipline
5144	Discipline
5144.1	Suspension And Expulsion/Due Process
5144.1	Suspension And Expulsion/Due Process
5145.2	Freedom Of Speech/Expression
5145.2	Freedom Of Speech/Expression
5145.3	Nondiscrimination/Harassment
5145.3	Nondiscrimination/Harassment
5145.7	Sexual Harassment
5145.7	Sexual Harassment
6020	Parent Involvement
6020	Parent Involvement
6145.5	Student Organizations And Equal Access
6145.5	Student Organizations And Equal Access
6162.6	Use Of Copyrighted Materials
6162.6	Use Of Copyrighted Materials
6163.4	Student Use Of Technology
6163.4-E PDF(1)	Student Use Of Technology
6163.4-E(1)	Student Use Of Technology
9010	Public Statements
9012	Board Member Electronic Communications
9320	Meetings And Notices

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Regulation 1114: District-Sponsored Social Media

Status: DRAFT

Original Adopted Date: 12/13/2024

CSBA NOTE: The following optional administrative regulation may be revised to reflect district practice and the types of social media accounts used by the district.

Definitions

Social media means any online platform for collaboration, interaction, or active participation, or that allows users to post content, including, but not limited to, social networking sites such as Instagram, TikTok, Facebook, X/Twitter, SnapChat, YouTube, and LinkedIn.

CSBA NOTE: To minimize liability to the district, it is important to clearly define which social media accounts are official district social media accounts and to specify the standards, guidelines, and protocols for their use. Board policies and administrative regulations do not apply to personal social media accounts such as those created by students, staff members, individual Governing Board members, or other individuals since those are not sponsored by the district even though they may sometimes include discussion of district-related issues. For more information, see BB 9010 - Public Statements, BB 9012 - Board Member Electronic Communications, and BB 9320 - Meetings and Notices.

The following definition may be revised to reflect district practice.

An *official district* social media account is an account on a social media platform authorized by the Superintendent or designee.

An account that contains content related to the district or comments about district operations but that has not been created based on authorization or direction from the Superintendent or designee, such as an account created by a parent-teacher organization, booster club, or other school-connected organization or a student's or employee's personal account, is not an official district social media account.

School-level employees such as teachers and coaches shall obtain authorization from the school principal before creating an official social media account.

CSBA NOTE: Business and Professions Code 22588.2-22588.4 (the Youth Social Media Protection Act), as added by AB 2481 (Ch. 832, Statutes of 2024), requires, beginning January 1, 2026, a large social media platform, as defined, to create a process to verify certain individuals as "verified reporters," including a school principal and other district leaders, and to create a process by which a verified reporter can make a report of a social media-related threat or a violation of the platform's terms of service that poses a risk or a severe risk to the health and safety of a minor in the verified reporter's opinion. The following paragraph directs each school principal, or an individual in a position of similar responsibility, to register as a verified reporter and should be modified to include other district leaders to reflect district practice.

When directed by the Superintendent or designee, each school principal, or an individual in a position of similar responsibility, shall register as a verified reporter with each large social media platform on which the applicable school has an account in accordance with Business and Professions Code 22588.2-22588.4.

Guidelines for Content

Each official district social media account shall contain content that is useful and appropriate for all audiences.

CSBA NOTE: Federal copyright law (17 USC 107) and the courts have generally provided that teachers, students, and schools are allowed to make "fair use" of materials for instructional purposes in situations which are not likely to deprive a publisher or an author of income. For more information regarding copyrights, including "fair use", see BP/AR 6162.6 - Use of Copyrighted Materials. However, as this is a fact-specific determination, it is recommended that districts consult CSBA's District and County Office of Education Legal Services or district legal counsel.

District employees or agents in charge of posting or adding information to an official district social media account shall ensure that copyright laws are not violated in the use of material on official district social media accounts.

CSBA NOTE: Social media platforms typically allow users to post or reply to content on each other's accounts, which is or can be made viewable to other users and even the public. This may create a "limited public forum," which grants individuals certain freedom of speech rights and limits the district's ability to remove comments or posts. Any removal of content by the district should be based on viewpoint-neutral considerations to protect

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against possible legal challenges. This may include, but is not limited to, removing content that constitutes discrimination, harassment, or bullying, as specified in the accompanying Board Policy, or that is unrelated to the purpose of the account. Additionally, in order to help maintain the district's ability to remove content, users should be informed of the purpose of the account(s) and the limited nature of the discussion. District staff should regularly monitor all such accounts so that materials are removed as permitted by law. It is recommended that districts consult CSBA's District and County Office of Education Legal Services or district legal counsel to ensure that any provisions related to removal of posts or discipline of students or staff are consistent with law.

In Sears, the National Labor Relations Board (NLRB) advised caution when establishing policy related to employee use of electronic communications as it might interfere with an employee's right to engage in protected, concerted activity granted by 29 USC 157. The NLRB has held that social media policies can prohibit the disclosure of confidential information and address legitimate concerns for managing the workplace, but cannot expressly or by implication prohibit employees from talking with each other about wages, hours, and other terms and conditions of employment.

Additionally, Education Code 48907 grants students the right to freedom of speech except for speech which is obscene, libelous, or which so incites students as to create a clear and present danger of the commission of unlawful acts on school premises, violation of lawful school regulations, or substantial disruption of the orderly operation of the school. For more information, see BP/AR 5145.2 - Freedom of Speech/Expression and BP/AR 6145.5 - Student Organizations and Equal Access.

In addition, if the district chooses to post advertising of a commercial nature on an official district social media account, then the ability to remove comments of a commercial nature posted by others may be limited as removing some commercial content and not others may constitute viewpoint discrimination. Districts should also be cautious about the use of district resources, such as its official district social media account, for political purposes. For more information, see BP 1160 - Political Processes.

Pursuant to the U.S. Supreme Court's decision in Lindke v. Freed, a district official who limits or prevents critics from speaking, such as by blocking them on social media or deleting their posts, violates the First Amendment only if the official (1) has been granted the power to speak on behalf of the district and (2) claims to be actually exercising that power. Because the determination as to whether a public official's action meets these two conditions is a fact-specific undertaking, it is recommended that districts with questions regarding this issue consult CSBA's District and County Office of Education Legal Services or district legal counsel.

The Superintendent or designee shall ensure that official district social media accounts are regularly monitored. Staff members responsible for monitoring content may remove posts or even suspend users from interacting with the account only based on viewpoint-neutral considerations, such as lack of relation to the account's purpose or violation of board policies or administrative regulations.

CSBA NOTE: While Business and Professions Code 22588.2-22588.4, beginning January 1, 2026, requires large social media platforms to create a process by which a verified reporter can make a report of a social media-related threat or a violation of the platform's terms of service as specified below, the following paragraph adds that the verified reporter is required to notify the Superintendent or designee of the threat or violation, and should be modified to reflect district practice.

If a verified reporter becomes aware of a social media-related threat or a violation of a social media platform's terms of service that, in the opinion of the reporter, poses a risk or severe risk to the health and safety of a minor who the reporter knows is enrolled in the reporter's school, the reporter shall inform the Superintendent or designee and report the threat or violation via the process created by the applicable social media platform as specified in Business and Professions Code 22588.2-22588.4.

Each official district social media account shall, as appropriate, prominently display a link to this regulation or a statement that includes Items #1-10, below:

1. The purpose(s) of the account, such as providing information to a class, school community, athletic team, or student club; engaging with the public regarding district decisions and Governing Board meetings; and sharing information regarding employment opportunities with the district

2. Users shall use the site only for those intended purposes

3. The account is regularly monitored and any inappropriate interaction will be promptly removed, blocked, or similarly addressed

Inappropriate interactions include, but are not limited to, interactions that:

a. Are obscene, libelous, or so incite students as to create a clear and present danger of the commission of unlawful acts on district premises, violation of district or school rules, or substantial disruption to the district or school's orderly operation

b. Are not related to the stated purpose of the account, including, but not limited to, threats, comments of a commercial nature, political activity, and comments prohibited by board policies and administrative regulations

4. Users are expected to communicate in a respectful, courteous, and professional manner and are personally responsible for their use of the account

5. The district is not responsible for the content posted by other users or how other users interact with the account

6. The views and comments expressed by other users on the account belong to those users and do not necessarily reflect the views of the district

7. Any user's reference to a specific commercial product or service does not imply endorsement or recommendation of that product or service by the district

8. The individual(s) to contact regarding violation of district guidelines on the use of official district social media accounts

CSBA NOTE: The Cyberbullying Protection Act (Business and Professions Code 22589-22589.4) requires a social media platform, as defined, to establish a mechanism that allows any individual, including the district, to report cyberbullying or any content that violates the existing terms of service. Although not directly applicable to districts, it is good guidance for districts seeking to create a safe online space. For more information, districts may want to visit www.stopbullying.gov, which provides information from various government agencies related to bullying and includes a list of online platforms, with links, for the reporting of cyberbullying which violates the terms of service established by the online platforms.

9. Violations may be reported to the appropriate social media platform, law enforcement, or other third parties, as appropriate

CSBA NOTE: Item #10 details the length of and preconditions for a user's suspension and should be modified to reflect district practice.

10. A user may be suspended from interacting with the account for one month upon three prior violations and for six months upon two prior one-month suspensions

Appropriate Use by District Employees

CSBA NOTE: Pursuant to Government Code 7928.205, a district may not post a Board member's home address, telephone number, or, as amended by AB 1785 (Ch. 551, Statutes of 2024), both the name and assessor parcel number associated with the home address, without first obtaining the written permission of that individual. However, Government Code 7928.205 does not prohibit a district from publicly posting a legally required notice or publication of an elected or appointed official on the internet.

For policy language regarding appropriate employee communications and relationships with students, see BP 4119.21/4219.21/4319.21 - Professional Standards and BP 4040 - Employee Use Of Technology.

District employees who participate in official district social media accounts shall adhere to all applicable board policies and administrative regulations, such as Board Policy 1313 - Civility and Board Policy/Administrative Regulation 4119.25/4219.25/4319.25 - Political Activities of Employees, and shall not share confidential information about students, employees, Board members, or district operations.

When appropriate, employees posting, replying, or otherwise interacting with the public outside of their professional duties or responsibilities on official district social media accounts shall identify themselves by name and district title and include a disclaimer stating that the views and opinions expressed in their post are theirs alone and do not necessarily represent those of the district or school.

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All staff shall receive information about appropriate use of the official district social media accounts.

Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the Governing Board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
Bus. and Prof. Code 22588.2-22588.4	Youth Social Media Protection Act
Ed. Code 32260-32262	Interagency School Safety Demonstration Act of 1985
Ed. Code 35182.5	Contracts for advertising
Ed. Code 48900	Grounds for suspension or expulsion
Ed. Code 48907	Exercise of free expression; time, place, and manner rules and regulations
Ed. Code 48950	Speech and other communication
Ed. Code 49061	Definitions; directory information
Ed. Code 49073	Release of directory information
Ed. Code 60048	Commercial brand names, contracts or logos
Gov. Code 3307.5	Publishing identity of public safety officers
Gov. Code 54952.2	Brown Act; definition of meeting
Gov. Code 7920.000-7930.215	California Public Records Act

Federal	Description
17 USC 101-1101	Federal copyright law
20 USC 1232g	Family Educational Rights and Privacy Act (FERPA) of 1974
29 USC 157	Employee rights to engage in concerted, protected activity
29 USC 794	Rehabilitation Act of 1973; Section 504
34 CFR 99.1-99.67	Family Educational Rights and Privacy

Management Resources	Description
Court Decision	Lindke v. Freed (2024) 601 U.S. 187
Court Decision	Board of Education, Island Trees Union Free School District, et.al. v. Pico (1982) 457 U.S. 853
Court Decision	Page v. Lexington County School District (2008, 4th Cir.) 531 F.3d 275
Court Decision	Perry Education Association v. Perry Local Educators' Association (1983) 460 U.S. 37
Court Decision	Aaris v. Las Virgenes Unified School District (1998) 64 Cal.App.4th 1112
Court Decision	Downs v. Los Angeles Unified School District (2000, 9th Cir.) 228 F.3d 1003
National Labor Relations Board Decision	Sears Holdings, Advice Memorandum 18-CA-1908, (December 4, 2009)
Website	Bullying Resources
Website	Meta in Education
Website	CSBA District and County Office of Education Legal Services
Website	Facebook, privacy resources
Website	California School Public Relations Association
Website	CSBA

Cross References	Description
0000	Vision

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Cross References	Description
0410	Nondiscrimination In District Programs And Activities
0440	District Technology Plan
0441	Artificial Intelligence
0510	School Accountability Report Card
0510	School Accountability Report Card
1100	Communication With The Public
1100-E PDF(1)	Communication With The Public
1112	Media Relations
1113	District And School Websites
1113	District And School Websites
1113-E(1)	District And School Websites
1113-E(2)	District And School Websites
1160	Political Processes
1230	School-Connected Organizations
1230	School-Connected Organizations
1260	Educational Foundation
1312.3	Uniform Complaint Procedures
1312.3	Uniform Complaint Procedures
1312.3-E PDF(3)	Uniform Complaint Procedures
1312.3-E PDF(4)	Uniform Complaint Procedures
1312.3-E(1)	Uniform Complaint Procedures
1312.3-E(2)	Uniform Complaint Procedures
1313	Civility
1325	Advertising And Promotion
1325	Advertising And Promotion
3515.7	Firearms On School Grounds
3516	Emergencies And Disaster Preparedness Plan
3516	Emergencies And Disaster Preparedness Plan
4030	Nondiscrimination In Employment
4030	Nondiscrimination In Employment
4030-E PDF(1)	Nondiscrimination In Employment
4040	Employee Use Of Technology
4040-E PDF(1)	Employee Use Of Technology
4040-E(1)	Employee Use Of Technology
4118	Dismissal/Suspension/Disciplinary Action
4118	Dismissal/Suspension/Disciplinary Action
4119.21	Professional Standards
4119.21-E PDF(1)	Professional Standards - Rules Of Conduct For Professional Educators
4119.23	Unauthorized Release Of Confidential/Privileged Information
4119.25	Political Activities Of Employees

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Cross References	Description
4119.25	Political Activities Of Employees
4131	Staff Development
4132	Publication Or Creation Of Materials
4218	Dismissal/Suspension/Disciplinary Action
4218	Dismissal/Suspension/Disciplinary Action
4219.21	Professional Standards
4219.21-E PDF(1)	Professional Standards - Layoff/Rehire
4219.23	Unauthorized Release Of Confidential/Privileged Information
4219.25	Political Activities Of Employees
4219.25	Political Activities Of Employees
4231	Staff Development
4232	Publication Or Creation Of Materials
4319.21	Professional Standards
4319.21-E PDF(1)	Professional Standards
4319.23	Unauthorized Release Of Confidential/Privileged Information
4319.25	Political Activities Of Employees
4319.25	Political Activities Of Employees
4331	Staff Development
4332	Publication Or Creation Of Materials
5022	Student And Family Privacy Rights
5022	Student And Family Privacy Rights
5125	Student Records
5125	Student Records
5125.1	Release Of Directory Information
5125.1	Release Of Directory Information
5125.1-E PDF(1)	Release Of Directory Information
5125.1-E(1)	Release Of Directory Information
5131	Conduct
5142.2	Safe Routes To School Program
5142.2	Safe Routes To School Program
5144	Discipline
5144	Discipline
5144.1	Suspension And Expulsion/Due Process
5144.1	Suspension And Expulsion/Due Process
5145.2	Freedom Of Speech/Expression
5145.2	Freedom Of Speech/Expression
5145.3	Nondiscrimination/Harassment
5145.3	Nondiscrimination/Harassment
5145.7	Sexual Harassment
5145.7	Sexual Harassment

Draft Policies - Last Revi

Cross References	Description
6020	Parent Involvement
6020	Parent Involvement
6145.5	Student Organizations And Equal Access
6145.5	Student Organizations And Equal Access
6162.6	Use Of Copyrighted Materials
6162.6	Use Of Copyrighted Materials
6163.4	Student Use Of Technology
6163.4-E PDF(1)	Student Use Of Technology
6163.4-E(1)	Student Use Of Technology
9010	Public Statements
9012	Board Member Electronic Communications
9320	Meetings And Notices

Draft Policies - 1st Revi

Policy 2120: Superintendent Recruitment And Selection

Status: DRAFT

Original Adopted Date: 07/22/2007

CSBA NOTE: The following optional policy may be revised to reflect district practice. CSBA's California Consultants and Leadership search service provides guidance to districts recruiting and selecting a Superintendent.

The Governing Board recognizes that it is responsible for selecting and employing the Superintendent. Whenever it becomes necessary for the Board to fill a vacancy in the position of Superintendent, the Board shall work diligently to employ a person whose management and leadership abilities are most closely aligned with district needs.

The Board shall establish and implement a search and selection process that includes consideration of:

1. The district's current and long-term needs, including a review of the district's vision and goals
2. The desired characteristics of a new Superintendent, including professional experience, educational qualifications, leadership characteristics, philosophy of education, and other management, technical, interpersonal and conceptual skills, as well as the priorities the Board wants to place on different abilities, traits and levels of knowledge
3. The scope of the search, including whether to promote from within the district or broaden the search to include both internal and external candidates and, if external candidates will be considered, whether to conduct a statewide or nationwide search
4. The salary range and benefits to be offered
5. Basic elements to be included in the Superintendent's contract
6. Whether to hire a professional adviser to facilitate the hiring and contract negotiation process and to ensure that verifications of the candidates' qualifications are obtained
7. How and when to involve the community in certain phases of the selection process
8. The process for screening applications and determining how the screener(s) will be selected
9. Interview questions, processes, and participants
10. Other actions necessary to ensure a fair selection process and a smooth transition to new leadership

Even if a professional adviser is used to facilitate the process, the Board shall retain the right and responsibility to oversee the process and to review all applications if desired.

The Board shall select candidates to be interviewed based on recommendations of the screener(s), if applicable, and the Board's own assessment of how candidates meet the criteria established by the Board.

CSBA NOTE: Pursuant to Government Code 54957, specified personnel matters, including interviews and deliberation of the appointment or employment of an employee, may be discussed in closed session as provided in the following paragraph. For more information regarding closed session meetings, see BB 9321 - Closed Session.

The Board shall interview candidates and select a final candidate in closed session. (Government Code 54957)

CSBA NOTE: Government Code 54954 provides an exception to the requirement that meetings of the Governing Board be held within the district and authorizes a quorum of the Board to meet outside of the district to (1) interview members of the public about the potential employment of an applicant for superintendent, and (2) interview a potential employee from that district.

In general, if a quorum of the Board participates in an interview, the Brown Act open meeting laws apply. If less than a quorum of the Board participates in an interview, the Brown Act may not apply.

Because this is a complex area of law with significant consequences for violations, it is recommended that Boards consult CSBA's District and County Office of Education Legal Services or district legal counsel prior to visiting a candidate's district.

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For more information about what constitutes a Board meeting, see BB 9320 - Meetings and Notices.

Before offering the position to the selected candidate or making any announcements, Board members may visit that candidate's current place of employment, as appropriate.

Pursuant to Board Policy 2121 - Superintendent's Contract, the Board shall discuss and negotiate the Superintendent's contract in closed session, but shall vote to approve the contract in open session. (Government Code 53262, 54957, 54957.6)

The Board shall conduct any superintendent recruitment and selection process in accordance with legal and ethical obligations regarding confidentiality and equal opportunity.

As necessary, the Board may appoint an interim or acting superintendent, to manage the district when there is no permanent superintendent.

CSBA NOTE: Education Code 35029 authorizes the Board to waive the credential requirements of Education Code 35028. However, Education Code 35029.1 prohibits a district from employing a superintendent whose credential has been revoked by the Commission on Teacher Credentialing.

The Superintendent shall hold both a valid school administration certificate and a valid teacher's certificate. The Board may waive any credential requirement, but shall not employ a person whose credential has been revoked by the Commission on Teacher Credentialing pursuant to Education Code 44421-44427. (Education Code 35028, 35029, 35029.1)

CSBA NOTE: Pursuant to Government Code 1021.5, as amended by SB 521 (Ch. 92, Statutes of 2025), if a public employee is convicted of any felony involving accepting or giving, or offering to give, any bribe, conflict of interest, the embezzlement of public money, extortion or theft of public money, perjury, or conspiracy to commit any of those crimes arising directly out of their official duties as a public employee, the public employee shall be disqualified for five years from any public employment, including, but not limited to, employment with a city, county, district, or any other public agency of the state. The five-year disqualification period begins on the later of either the date of final conviction or the date on which the public employee is released from any incarceration.

The Board shall not employ a person as Superintendent if, within the past five years, the candidate was convicted of any felony involving accepting or giving, or offering to give, any bribe, conflict of interest, the embezzlement of public money, extortion or theft of public money, perjury, or conspiracy to commit any of those crimes arising directly out of their official duties as a public employee. (Government Code 1021.5)

Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the Governing Board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
2 CCR 11006-11086	Discrimination in employment
Ed. Code 220	Prohibition of discrimination
Ed. Code 35026	Employment of district superintendent by certain district
Ed. Code 35028	Qualifications for employment
Ed. Code 35029	Waiver of credential requirements
Ed. Code 35029.1	Superintendent credentials
Ed. Code 35031	Term of employment
Ed. Code 44420-44440	Revocation and suspension of credentials
Gov. Code 1021.5	Public employment disqualification
Gov. Code 11135	Prohibition of discrimination
Gov. Code 12900-12996	Fair Employment and Housing Act
Gov. Code 53260-53264	Employment contracts
Gov. Code 54954	Time and place of regular meetings
Gov. Code 54957	Closed session personnel matters
Gov. Code 54957.1	Closed session; public report of action taken

Draft Policy - Not Reviewed

State	Description
Gov. Code 54957.6	Open session; superintendent contract

Federal	Description
20 USC 1681-1688	Title IX of the Education Amendments of 1972; discrimination based on sex
28 CFR 35.101-35.190	Americans with Disabilities Act
29 USC 794	Rehabilitation Act of 1973; Section 504
34 CFR 100.6	Title VI; Compliance information
34 CFR 106.9	Severability
42 USC 12101-12213	Americans with Disabilities Act
42 USC 2000d-2000d-7	Title VI, Civil Rights Act of 1964
42 USC 2000e-2000e-17	Title VII, Civil Rights Act of 1964, as amended

Management Resources	Description
CSBA Publication	CSBA Superintendent Contract Template
Website	CSBA California Consultants and Leadership
Website	CSBA District and County Office of Education Legal Services
Website	Association of California School Administrators
Website	California Civil Rights Department
Website	CSBA
Website	U.S. Department of Education, Office for Civil Rights
Website	U.S. Equal Employment Opportunity Commission

Cross References	Description
0000	Vision
0100	Philosophy
0200	Goals For The School District
1000	Concepts And Roles
1220	Citizen Advisory Committees
1220	Citizen Advisory Committees
2000	Concepts And Roles
2110	Superintendent Responsibilities And Duties
2110-E PDF(1)	Superintendent Responsibilities And Duties
2111	Superintendent Governance Standards
2121	Superintendent's Contract
4032	Reasonable Accommodation
4111.2	Legal Status Requirement
4111.2	Legal Status Requirement
4112.5	Criminal Record Check
4112.5-E PDF(1)	Criminal Record Check
4112.5-E(1)	Criminal Record Check
4211.2	Legal Status Requirement

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Cross References	Description
4211.2	Legal Status Requirement
4212.5	Criminal Record Check
4212.5-E PDF(1)	Criminal Record Check
4212.5-E(1)	Criminal Record Check
4311.2	Legal Status Requirement
4311.2	Legal Status Requirement
4312.5	Criminal Record Check
4312.5-E PDF(1)	Criminal Record Check
4312.5-E(1)	Criminal Record Check
9000	Role Of The Board
9011	Disclosure Of Confidential/Privileged Information
9320	Meetings And Notices
9321	Closed Session

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Regulation 3311.3: Design-Build Contracts

Status: DRAFT

Original Adopted Date: 06/08/2017 | **Last Revised Date:** 01/11/2024

CSBA NOTE: The following optional Board policy may be revised to reflect district practice.

As an alternative to the more traditional design-bid-build process (see BP/AR 3311 - Bids) or a lease-leaseback process (see AR 3311.2 - Lease-Leaseback Contracts), the district may enter into a design-build contract for a public works project in excess of $1,000,000 pursuant to Education Code 17250.10-17250.52. Education Code 17250.55, which made this authorization inoperative on January 1, 2025, was deleted by SB 956 (Ch. 177, Statutes of 2024), thereby extending such authorization indefinitely. As defined by Education Code 17250.15, "design-build" means a project delivery process in which both the design and construction of a project are procured from a single entity. Additionally, pursuant to Education Code 17250.61, the district may, until January 1, 2029, enter into an alternative design-build contract for a public works project in excess of $5,000,000. As defined by Education Code 17250.60, "alternative design-build" means a project delivery process in which both the design and construction of a project are procured from a single design-build entity based on its proposed design cost, general conditions, overhead, and profit as a component of the project price. Education Code 17250.15, 17250.25, 17250.60, and 17250.61 provide that such contracts may be awarded to either the low bid or best value, as defined.

The Governing Board may approve a design-build contract with a single entity for both design and construction of any school facility in excess of $1,000,000, awarding the contract to either the low bid or the best value as determined by evaluation of objective criteria including the minimum factors of price; technical design and construction experience; and life-cycle costs over 15 years or more. (Education Code 17250.20, Education Code 17250.25)

Additionally, until January 1, 2029, the Board may approve an alternative design-build contract with a single entity for both design and construction of any school facility in excess of $5,000,000. Such contracts may be awarded to the low bid or the best value. If the selection is based on best value, the Board shall evaluate competitive proposals, taking into consideration the minimum factors of design cost, general conditions, overhead, and profit as a component of the project price; technical design and construction expertise; and life-cycle costs over 15 or more years. The district's determination of price shall be based on the open book evaluation of construction subcontracts. The contract may be subject to further negotiations or amendment and may be terminated by the district if the district and the design-build entity are unable to reach an agreement. (Education Code 17250.61, 17250.62, 17250.65)

Design-build documents shall not include provisions for long-term project operations, but may include operations during a training or transition period. (Education Code 17250.25, 17250.62)

Procedures for Awarding the Contract

The procurement process for design-build and alternative design-build projects shall be as follows: (Education Code 17250.25, 17250.35, 17250.62, 17250.65; Public Contract Code 2600)

1. Performance specifications, which includes the district preparing a set of documents setting forth the scope and estimated price of the project

   The documents may include, but are not limited to:

   a. The size, type, and desired design character of the project

   b. Performance specifications that cover the quality of materials, equipment, and workmanship

   c. Preliminary plans or building layouts

   d. Any other information deemed necessary to describe adequately the district's needs

   The performance specifications and any plans shall be prepared by a design professional who is duly licensed and registered in California.

2. Prequalification, which includes the district preparing and issuing a request for qualifications in order to prequalify, or develop a short list of, the design-build entities whose proposals shall be evaluated for final selection

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The request for qualifications shall include, but is not limited to, all of the following elements:

a. Identification of the basic scope and needs of the project or contract, the expected cost range, the methodology that will be used by the district to evaluate proposals, the procedure for final selection of the design-build entity, and any other information deemed necessary by the district to inform interested parties of the contracting opportunity

b. Significant factors that the district reasonably expects to consider in evaluating qualifications, including technical design and construction expertise, acceptable safety record, and all other non-price-related factors

c. A standard template request for statements of qualifications prepared by the district, which shall contain all of the information required pursuant to Education Code 17250.25 or 17250.62

d. A notice that the project is subject to the skilled and trained workforce requirements specified in Public Contract Code 2600-2603

The district also may identify specific types of subcontractors that must be included in the statement of qualifications and proposal.

3. Request for Proposals (RFP), which includes the district preparing an RFP that invites prequalified or short-listed entities to submit competitive sealed proposals in a manner prescribed by the district

   The RFP shall include the information identified in Items #2a, 2b, and 2d above and the relative importance or weight assigned to each of the factors.

   If the district uses a best value selection method for a project, the district may reserve the right to request proposal revisions and hold discussions and negotiations with responsive proposers, in which case the district shall so specify in the RFPs and shall publish separately or incorporate into the RFPs applicable procedures to be observed by the district to ensure that any discussions or negotiations are conducted in good faith.

4. Selection based on low bid, which includes for those projects utilizing low bid as the final selection method, that the bidding process shall result in lump-sum bids by the prequalified or short-listed design-build entities, and the contract shall be awarded to the lowest responsible bidder

5. Selection based on best value, which includes for those projects utilizing best value as a selection method, that the following procedures shall be used:

   a. Competitive proposals shall be evaluated using only the criteria and selection procedures specifically identified in the RFPs

      Criteria shall be weighted as deemed appropriate by the district. The proposal for a design-build project, as specified in Education Code 17250.25, shall, at a minimum, include price, unless a stipulated sum is specified; technical design and construction experience; and life-cycle costs over 15 or more years. The proposal for an alternative design-build project, as specified in Education Code 17250.62, shall, at a minimum, include design cost, general conditions, overhead, and profit as a component of the project price, unless a stipulated sum for the project is specified; technical design and construction expertise; and life-cycle costs over 15 or more years.

   b. Following any discussions or negotiations with responsive proposers and completion of the evaluation process, the responsive proposers shall be ranked on a determination of value provided, provided that no more than three proposers are required to be ranked

   c. The contract shall be awarded to the responsible entity whose proposal is determined by the district to have offered the best value to the public

   d. The district shall publicly announce the contract award, identifying the entity to which the award is made and the basis of the award

      This statement and the contract file shall provide sufficient information to satisfy an external audit.

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Skilled and Trained Workforce

CSBA NOTE: Education Code 17250.25 requires the district to obtain an enforceable commitment that the contractor will comply with the requirements to use a skilled and trained workforce, as defined, in accordance with Public Contract Code 2600-2603. Pursuant to Public Contract Code 2600.5, failure to provide the notice described in Items #2d and 3 above does not excuse the district from the requirement to obtain an enforceable commitment that a contractor or other entity will use a skilled and trained workforce to complete a contract or project.

Pursuant to Public Contract Code 2602, as amended by SB 1162 (Ch. 882, Statutes of 2024), the monthly compliance report is required to include the full name of, and identify the apprenticeship program name, location, and graduation date of, each worker relied upon to satisfy the apprenticeship graduation percentage requirements of Public Contract Code 2601.

A design-build entity shall not be prequalified or short-listed unless the entity provides an enforceable commitment to the district that the entity and its subcontractors at every tier will use a skilled and trained workforce to perform all work on the project or contract that falls within an apprenticeable occupation in the building and construction trades. The entity may demonstrate such commitment through a project labor agreement, by becoming a party to the district's project labor agreement, or through an agreement with the district to provide evidence of compliance on a monthly basis during the performance of the project or contract. (Education Code 17250.25, 17250.62; Public Contract Code 2602)

Skilled and trained workforce means that all the workers performing the work are either skilled journeypersons or apprentices registered in a state-approved apprenticeship program. At least 60 percent of the skilled journeypersons employed to perform the work shall be graduates of an apprenticeship program for the applicable occupation or at least 60 percent of the hours worked by skilled journeypersons shall be performed by graduates of an apprenticeship program, with the exception of work performed in the following occupations, which are subject to a 30 percent threshold: (Public Contract Code 2601)

1. Acoustical installer
2. Bricklayer
3. Carpenter
4. Cement mason
5. Drywall installer or lather
6. Marble mason, finisher, or setter
7. Modular furniture or systems installer
8. Operating engineer
9. Pile driver
10. Plasterer, roofer, or waterproofer
11. Stone mason
12. Surveyor
13. Teamster
14. Terrazzo worker or finisher
15. Tile layer, setter, or finisher

If the contractor fails to provide the monthly report demonstrating compliance with the skilled and trained workforce requirements or provides an incomplete report, the district shall withhold further payments until a complete report is provided. If a report does not demonstrate compliance with the skilled and trained workforce requirements, the district shall withhold further payments until the contractor provides a sufficient plan to achieve substantial

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compliance with respect to the relevant apprenticeable occupation, prior to completion of the contract or project. Additionally, the district shall forward to the Labor Commissioner a copy of the monthly report, any plan to achieve compliance, and the district's response to that plan. (Public Contract Code 2602)

Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the Governing Board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
Ed. Code 17250.10-17250.52	Design-build contracts
Ed. Code 17250.60-17250.69	Alternative design-build contracts
Pub. Cont. Code 2600-2603	Skilled and trained workforce requirements

Management Resources	Description
Website	CSBA District and County Office of Education Legal Services
Website	California Association of School Business Officials
Website	California Department of Education, School Facilities
Website	CSBA

Cross References	Description
3311	Bids
3311	Bids
3312	Contracts
7000	Concepts And Roles
7110	Facilities Master Plan
7110	Facilities Master Plan
7110-E PDF(1)	Facilities Master Plan
7140	Architectural And Engineering Services
7140	Architectural And Engineering Services

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Policy 3470: Debt Issuance And Management

Status: DRAFT

Original Adopted Date: 05/23/2017

CSBA NOTE: Government Code 8855 mandates that the Governing Board adopt a debt management policy prior to issuing any debt, such as general obligation bonds, tax and revenue anticipation notes (TRANs), and certificates of participation. The policy is required to include (1) the purposes for which the debt proceeds may be used, (2) the types of debt that may be issued, (3) the relationship of the debt to, and integration with, the district's capital improvement program or budget, if applicable, (4) policy goals related to the district's planning goals and objectives, and (5) internal control procedures to ensure that the proceeds of the proposed debt issuance will be directed to the intended use. It is recommended that districts consult CSBA's District and County Office of Education Legal Services or district legal counsel, and their financial advisor, in developing this policy. The following policy should be revised to reflect district practice.

The Governing Board is committed to long-term capital and financial planning and recognizes that the issuance of debt is a key source for funding the improvement and maintenance of school facilities and managing cash flow. Any debt issued by the district shall be consistent with law and this policy.

CSBA NOTE: Article 16, Section 18 of the California Constitution contains the basic "debt limitation" which places constraints on discretionary borrowing applicable to school districts. Under the "traditional authority," districts may authorize the issuance of general obligation bonds if approved by two-thirds of the electorate. Under Proposition 39, the district may authorize the issuance of general obligation bonds for the specific purpose of construction, reconstruction, rehabilitation, or replacement of school facilities if approved by 55 percent of the electorate. Lease financings, such as certificates of participation, are not considered "indebtedness" for purposes of the Constitutional debt limitation and are not subject to voter approval. For more information regarding general obligation bonds, see BP/AR 7214 - General Obligation Bonds, and for public debt financing options, see the California Debt and Investment Advisory Commission's (CDIAC), "California Debt Issuance Primer."

The district shall not enter into indebtedness or liability that in any year exceeds the income and revenue provided for such year, unless two-thirds of the voters approve the obligation or one of the exceptions specified in law applies.

When the Board determines that it is in the best interest of the district, the Board may issue debt or order an election to issue debt. The Superintendent or designee shall make recommendations to the Board regarding appropriate financing methods for capital projects or other projects that are authorized purposes for debt issuance. When approved by the Board and/or the voters as applicable, the Superintendent or designee shall administer and coordinate the district's debt issuance program and activities, including the timing of issuance, sizing of issuance, method of sale, structuring of the issue, communication with the public, and marketing strategies.

CSBA NOTE: Pursuant to 15 USC 78o-4 (Section 15B of Securities Exchange Act of 1934), any financial advisor retained by the district is required to be duly registered with both the Securities Exchange Commission (SEC) and the Municipal Securities Rulemaking Board (MSRB) and to additionally hold any certifications and/or licenses required by the SEC and/or MSRB.

The Superintendent or designee shall retain a financial advisor, municipal advisor, investment advisor, and/or other financial services professionals as needed to assist with the structuring of the debt issuance and to provide general advice on the district's debt management program, financing options, investments, and compliance with legal requirements. Contracts for services provided by such advisors may be for a single transaction or for multiple transactions, consistent with the contracting requirements in Education Code 17596. In the event that the district issues debt through a negotiated sale, underwriters may be selected for multiple transactions if multiple issuances are planned for the same project. Additionally, the district shall select a legal team on an as-needed basis to assist with debt issuances or special projects.

Goals

CSBA NOTE: Government Code 8855 requires that the district's debt management policy includes policy goals related to the district's planning goals and objectives. The following section should be revised to reflect district goals.

The district's debt issuance activities and procedures shall be aligned with the district's vision and goals for providing adequate facilities and programs that support student learning and well-being. When issuing debt, the district shall ensure that it:

1. Maintains accountability for the fiscal health of the district, including prudent management and transparency of

the district's financing programs

2. Attains the best possible credit rating for each debt issue in order to reduce interest costs, within the context of preserving financial flexibility and meeting capital funding requirements

3. Takes all practical precautions and proactive measures to avoid any financial decision that will negatively impact current credit ratings on existing or future debt issues

4. Maintains effective communication with rating agencies and, as appropriate, credit enhancers such as bond insurers or other providers of credit or liquidity instruments in order to enhance the creditworthiness, liquidity, or marketability of the debt

5. Monitors the district's statutory debt limit in relation to assessed valuation within the district and the tax burden needed to meet long-term debt service requirements

6. When determining the timing of debt issuance, considers market conditions, cash flows associated with repayment, and the district's ability to expend the obtained funds in a timely, efficient, and economical manner consistent with federal tax laws

7. Determines the amortization (maturity) schedule which will fit best within the overall debt structure of the district at the time the new debt is issued

8. Considers the useful lives of assets funded by the debt issue, as well as repair and replacement costs of those assets to be incurred in the future

9. Preserves the availability of the district's general fund for operating purposes and other purposes that cannot be funded by the issuance of voter-approved debt

10. Meets the ongoing obligations and accountability requirements associated with the issuance and management of debt under state and federal tax and securities laws

Authorized Purposes for the Issuance of Debt

CSBA NOTE: Government Code 8855 requires that the district's debt management policy include the purposes for which debt proceeds may be used. The following section should be revised to reflect purposes that the Board has determined may be appropriate purposes for issuing debt in the district.

The district may issue debt for any of the following purposes:

1. To pay for the cost of capital improvements, including acquiring, constructing, reconstructing, rehabilitating, replacing, improving, extending, enlarging, and/or equipping district facilities

2. To refund existing debt

3. To provide for cash flow needs

Pursuant to Government Code 53854, general operating costs, including, but not limited to, items normally funded in the district's annual operating budget, shall not be financed from debt payable later than 15 months from the date of issuance. The district may deem it desirable to finance cash flow requirements under certain conditions so that available resources better match expenditures within a given fiscal year. To satisfy both state constitutional and statutory constraints, such cash flow borrowing shall be payable from taxes, income, revenue, cash receipts, and other moneys attributable to the fiscal year in which the debt is issued.

Authorized Types of Debt

CSBA NOTE: Government Code 8855 requires that the district's debt management policy include the types of debt that may be issued. The following section should be revised to reflect the types of debt instruments authorized by the Board.

The Superintendent or designee shall recommend to the Board potential financing method(s) that result in the highest benefit to the district, with the cost of staff and consultants considered. Potential financing sources may include:

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1. Short-Term Debt

   a. Short-term debt, such as tax and revenue anticipation notes (TRANs), when necessary to allow the district to meet its cash flow requirements (Government Code 53850-53858)

   b. Bond anticipation notes (BANs) to provide interim financing for capital bond projects that will ultimately be paid from general obligation bonds (Education Code 15150)

   c. Grant anticipation notes (GANs) to provide interim financing pending the receipt of grants and/or loans from the state or federal government that have been appropriated and committed to the district (Government Code 53859-53859.08)

2. Long-Term Debt

   CSBA NOTE: The California Constitution, Article 13A, Sections 1(b)(2) and 1(b)(3), Education Code 15100-15262 and 15264-15276, and Government Code 53506-53509.5 authorize the district to issue general obligation bonds requiring either two-thirds voter approval or 55 percent voter approval, subject to specific accountability requirements. Voter-approved general obligation bonds typically provide the lowest cost of borrowing and, by providing for the levy of additional ad valorem property taxes to service the debt, do not impact the district's general fund. For requirements pertaining to the issuance of general obligation bonds, see BP/AR 7214 - General Obligation Bonds.

   a. General obligation bonds for projects approved by voters (Education Code 15100-15262, 15264-15276; Government Code 53506-53509.5)

      CSBA NOTE: Districts may establish a community facilities district for school facility purposes in accordance with the Mello-Roos Community Facilities Act (Government Code 53311-53368.3). The boundaries of the Mello-Roos district may include the entire school district, but usually include only a portion of the district, such as an area with new housing developments. The bonds sold by the community facilities district are paid for by a special tax on the properties within that community facilities district's boundaries. For more information regarding community facilities districts, see BP 7212 - Mello-Roos Districts.

   b. Special tax bonds issued pursuant to the Mello-Roos Community Facilities Act of 1982 (Government Code 53311-53368.3)

3. Lease financing, including certificates of participation (COPs)

   a. Lease financing to fund the highest priority capital equipment purchases when pay-as-you-go financing is not feasible (Education Code 17450-17453.1)

      CSBA NOTE: Authority for lease financings is based in part on judicial rulings finding that leases that meet certain conditions do not constitute indebtedness subject to a vote of the electorate.

   b. Lease financing to fund facilities projects when there is insufficient time to obtain voter approval or in instances where obtaining voter approval is either not feasible or unavailable (Education Code 17400-17429)

4. Special financing programs or structures offered by the federal or state government when the use of such programs or structures is determined to result in sufficiently lower financing costs compared to traditional tax-exempt bonds and/or COPs (Government Code 53700-53706)

5. Temporary borrowing or short-term transfers from other sources, including the following: (Education Code 42620, 42621; Government Code 53820-53833, 53850-53858)

   a. When the district lacks sufficient funds to meet its current expenses:

      i. Transfers of funds from the County Treasurer up to 85 percent of the amount of money that will accrue to the district within the fiscal year

      ii. Transfers of funds from the county school service fund up to 85 percent of the money accruing to the district at the time of transfer, to be repaid before June 30 of the current fiscal year

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b. Temporary borrowing from other sources

CSBA NOTE: Government Code 8855 requires that the district's debt management policy include the relationship of the debt to, and integration with, the district's capital improvement program or budget, if applicable. The following section should be revised to reflect district practice.

COPs, TRANs, revenue bonds, or any other non-voter approved debt instrument shall not be issued by the district in any fiscal year in which the district has a qualified or negative certification, unless the County Superintendent of Schools determines, pursuant to criteria established by the Superintendent of Public Instruction, that the district's repayment of that indebtedness is probable. (Education Code 42133)

Relationship of Debt to District Facilities Program and Budget

CSBA NOTE: Government Code 8855 requires that the district's debt management policy includes the relationship of the debt to, and integration with, the district's capital improvement program or budget, if applicable. The following section should be revised to reflect district practice.

Decisions regarding the issuance of debt for the purpose of financing capital improvement shall be aligned with current needs for acquisition, development, and/or improvement of district property and facilities as identified in the district's facilities master plan or other applicable needs assessment, the projected costs of those needs, schedules for the projects, and the expected resources.

CSBA NOTE: The following paragraph is optional.

The cost of debt issued for major capital repairs or replacements shall be evaluated against the potential cost of delaying such repairs and/or replacing such facilities.

When considering a debt issuance, the Board and the Superintendent or designee shall evaluate both the short-term and long-term implications of the debt issuance and additional operating costs associated with the new projects involved. Such evaluation may include, but is not limited to, the projected ratio of annual debt service to the tax burden on the district's taxpayers and the ratio of annual debt service secured by the general fund to general fund expenditures.

The district may enter into credit enhancement agreements such as municipal bond insurance, surety bonds, letters of credit, and lines of credit with commercial banks, municipal bond insurance companies, or other financial entities when their use is judged to lower borrowing costs, eliminate restrictive covenants, or have a net economic benefit to the financing.

Structure of Debt Issues

The district shall consider the overall impact of the current and future debt burden of the financing when determining the duration of the debt issue.

The district shall design the financing schedule and repayment of debt so as to take best advantage of market conditions, ensure cost effectiveness, provide flexibility, and, as practical, recapture or maximize its debt capacity for future use. Principal amortization will be structured to meet debt repayment, tax rate, and flexibility goals.

CSBA NOTE: Education Code 15102 and 15268 limit the principal portion of the district's total outstanding bonded debt to 1.25 percent of the assessed valuation of the taxable property of a non-unified district. Education Code 15106 and 15270 limit the principal portion of the district's total outstanding bonded debt to 2.5 percent of the assessed valuation of the taxable property of a unified district. Consequently, the issuance of new debt is limited when the district has total bonded indebtedness in excess of the applicable percentage of the assessed valuation in the district. TRANs and lease payment obligations in support of COPs generally do not count against this limit except as provided in Education Code 17422.

For new money debt issuances for capital improvements, the district shall size the debt issuance with the aim of funding capital projects as deemed appropriate by the Board, as long as the issuance is consistent with the overall financing plan, does not exceed the amount authorized by voters, and, unless a waiver is sought and received from the state, will not cause the district to exceed the limitation on debt issuances specified in the California Constitution or Education Code 15102, 15106, 15268, and 15270.

To the extent practicable, the district shall also consider credit issues, market factors, and tax law when sizing the district's bond issuance. The sizing of refunding bonds shall be determined by the amount of money that will be required to cover the principal of, any accrued interest on, and any redemption premium for the debt to be paid on

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the call date and to cover appropriate financing costs.

Any general obligation bond issued by the district shall mature within 40 years of the issuance date or as otherwise required by law. (Government Code 53508.6)

The final maturity of equipment or real property lease obligations will be limited to the useful life of the assets to be financed but, with respect to a lease purchase of equipment, no longer than a period of 10 years. (Education Code 17452)

Method of Sale

For the sale of any district-issued debt, the Superintendent or designee shall recommend the method of sale which is most cost-effective, that has the potential to achieve the lowest financing cost, and/or generates other benefits to the district. Potential methods of sale include:

1. A competitive bidding process through which the award is based on, among other factors, the lowest offered true interest cost

2. Negotiated sale, subject to approval by the district to ensure that interest costs are in accordance with comparable market interest rates

3. Private placement sale, when the financing can or must be structured for a single or limited number of purchasers or where the terms of the private placement are more beneficial to the district than either a negotiated or competitive sale

Before any sale of bonds, the Board shall adopt a resolution stating the Board's express approval of the method of sale and a statement of the reasons for the method of sale selected. (Education Code 15146)

Investment of Proceeds

The district shall actively manage the proceeds of debt issued for public purposes in a manner that is consistent with state law governing the investment of public funds and with the permitted securities covenants of related financing documents executed by the district. Where applicable, the district's official investment policy and legal documents for a particular debt issuance shall govern specific methods of investment of bond-related proceeds. Preservation of principal shall be the primary goal of any investment strategy, followed by the availability of funds and then by return on investment.

CSBA NOTE: Pursuant to Education Code 15146, the proceeds of the sale of bonds, exclusive of any premium received, are required to be deposited in the county treasury to the credit of the building fund of the district. Additionally, Education Code 15146 prohibits districts from withdrawing proceeds from the sale of bonds at any time for purposes of making investments outside the county treasury.

With regard to general obligation bonds, the district shall invest new money bond proceeds in the county treasury pool as required by law. (Education Code 15146)

The management of public funds shall enable the district to respond to changes in markets or changes in payment or construction schedules so as to ensure liquidity and minimize risk.

Refunding/Restructuring

CSBA NOTE: The following section may be revised to reflect district practice. The Government Finance Officers Association's (GFOA), "Best Practices: Refunding Municipal Bonds," states that a test often used to assess the appropriateness of a refunding is the achievement of a minimum net present value savings. According to the GFOA, a common threshold is that the savings, as a percentage of the refunding bonds, should be at least 3-5 percent. However, the GFOA recognizes that it may be appropriate to approve refunding that results in lower anticipated savings in some circumstances, such as when interest rates are at low levels or the time remaining to maturity is limited and thus future opportunities to achieve greater savings are not likely to occur.

The district may consider refunding or restructuring outstanding debt if it will be financially advantageous or beneficial for debt repayment and/or structuring flexibility. When doing so, the district shall consider the maximization of the district's expected net savings over the life of the debt issuance and, when using a general obligation bond to refund an existing bond, shall ensure that the final maturity of the refunding bond is no longer than the final maturity of the existing bond.

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Internal Controls

CSBA NOTE: Government Code 8855 requires that the district's debt management policy include the internal control procedures that the district has implemented or will implement to ensure that the proceeds of the proposed debt issuance will be directed to the intended use. Examples of internal control standards for the management of bond funds are contained in the U.S. Government Accountability Office's, "Standards for Internal Control in the Federal Government." These include factors related to the internal control environment, risk assessment, control activities, information and communications, and monitoring. Because internal controls and accountability measures may be lengthy, districts may choose to develop an administrative regulation, exhibit, or other document that provides further details and that may be updated as needed. For more information regarding the effective management of the district's assets and resources, see BP 3400 - Management of District Assets/Accounts. The following section should be revised to reflect district practice.

The Superintendent or designee shall establish internal control procedures to ensure that the proceeds of any debt issuance are directed to the intended use. Such procedures shall assist the district in maintaining the effectiveness and efficiency of operations, properly expending funds, reliably reporting debt incurred by the district and the use of the proceeds, complying with all laws and regulations, preventing fraud, and avoiding conflict of interest.

The district shall be vigilant in using bond proceeds in accordance with the stated purposes at the time such debt was incurred as defined in the text of the voter-approved bond measure. (Government Code 53410)

When feasible, the district shall issue debt with a defined revenue source in order to preserve the use of the general fund for general operating purposes.

The district shall annually conduct a due diligence review to ensure its compliance with all ongoing obligations applicable to issuers of debt. Such a review may be conducted by general legal counsel or bond counsel. Any district personnel involved in conducting such reviews shall receive periodic training regarding their responsibilities.

Additionally, the Superintendent or designee shall ensure that the district completes, as applicable, all performance and financial audits that may be required for any debt issued by the district, including disclosure requirements applicable to a particular transaction.

Records/Reports

CSBA NOTE: Government Code 8855 requires that the district report any proposed issuance of debt to the CDIAC at least 30 days prior to the sale of the debt issue. Typically, bond counsel will file the report on behalf of the district. Government Code 8855 requires that the report includes a certification that the district has adopted a debt policy and that the issuance is consistent with that policy.

At least 30 days prior to the sale of any debt issue, the Superintendent or designee shall submit a report of the proposed issuance to the California Debt and Investment Advisory Commission (CDIAC). Such report shall include a self-certification that the district has adopted a policy concerning the use of debt that complies with law and that the contemplated debt issuance is consistent with that policy. (Government Code 8855)

CSBA NOTE: Pursuant to Government Code 8855, the district is required to report any final sale of debt to CDIAC. The report covers the period from July 1 to June 30, and is required to be submitted electronically on a form provided by CDIAC within seven months of the end of the reporting period (January 31).

Following a bond issuance, by each subsequent January 31, the district shall submit an annual report to CDIAC that consists of the following information for a reporting period of the prior July 1 to June 30, inclusive: (Government Code 8855)

1. The debt authorized, issued, authorized but unissued, and debt for which authorization has lapsed during the reporting period

2. The principal balance at the beginning of the reporting period, the principal paid during the reporting period, and the remaining principal outstanding at the end of the reporting period

3. The use of proceeds of issued debt including the amount of proceeds available at the beginning of the reporting period, the proceeds spent during the reporting period and the purposes for which they were spent, and the proceeds remaining at the end of the reporting period

CSBA NOTE: Pursuant to 17 CFR 240.15c2-12, most financings are required to have official disclosure statements

which include the terms of the bond, security, risk factors, financial and operating information concerning the issuer, and background information. Additionally, districts are required to provide ongoing disclosure in the form of annual reports and event notices pursuant to 17 CFR 240.15c2-12. Such disclosures are required to be made to the MSRB through its Electronic Municipal Market Access repository or any successor repository, as well as to investors and other persons or entities entitled to disclosure. For further information, see CDIAC's, "California Debt Issuance Primer," and GFOA's, "Understanding Your Continuing Disclosure Requirements."

The Superintendent or designee shall provide initial and any annual or ongoing disclosures required by 17 CFR 240.10b-5 and 240.15c2-12 to the Municipal Securities Rulemaking Board, investors, and other persons or entities entitled to disclosure, and shall ensure that the district's disclosure filings are updated as needed.

CSBA NOTE: 26 CFR 1.6001-1 requires districts to retain records for as long as the contents thereof are material in the administration of any internal revenue law. Records related to debt issuance may affect tax liability in both past and future tax years. In order to be consistent with specific record retention requirements, the Internal Revenue Service's (IRS), "Tax Exempt Bond FAQs Regarding Record Retention Requirements," available on IRS's website, recommends that material records should be kept for as long as the debt is outstanding, plus three years after the final payment of the debt. Although the IRS recommendation is specific to tax-exempt bonds, districts should also retain records related to other forms debt issuance for the same length of time.

The Superintendent or designee shall maintain transaction records of decisions made in connection with each debt issuance, including the selection of members of the financing team, the structuring of the financing, selection of credit enhancement products and providers, and selection of investment products. Each transaction file shall include the official transcript for the financing, interest rates and cost of issuance on the day when the debt was sold ("final number runs"), and a post-pricing summary of the debt issue. Additionally, documentation evidencing the expenditure of proceeds, the use of debt-financed property by public and private entities, all sources of payment or security for the debt, and investment of proceeds shall be kept for as long as the debt is outstanding, plus the period ending three years after the financial payment date of the debt or the final payment date of any obligations or series of bonds issued to refund directly or indirectly all of any portion of the debt, whichever is later.

The Superintendent or designee shall annually report to the Board regarding debt issued by the district, including information on actual and projected tax rates, an analysis of bonding capacity, ratings on the district's bonds, market update and refunding opportunities, new development for California bond financings, and the district's compliance with post-issuance requirements.

Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the Governing Board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
CA Constitution Article 13A, Section 1	Tax limitation
CA Constitution Article 16, Section 18	Debt limit
Ed. Code 15100-15262	Bonds for school districts and community college districts
Ed. Code 15264-15276	Strict accountability in local school construction bonds
Ed. Code 15278-15288	Citizen's oversight committees
Ed. Code 15300-15425	School facilities improvement districts
Ed. Code 17150	Public disclosure of non-voter-approved debt
Ed. Code 17400-17429	Leasing of school buildings
Ed. Code 17450-17453.1	Leasing of equipment
Ed. Code 17456	Sale or lease of district property
Ed. Code 17596	Limit on continuing contracts
Ed. Code 42130-42134	Financial reports and certifications
Ed. Code 42620	Transfer of county funds to district credit to meet current maintenance expenses
Ed. Code 42621	Temporary transfers to school districts or charter schools from county school service fund;?repayment
Ed. Code 5300-5441	Conduct of elections

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State	Description
Elec. Code 1000	Established election dates
Gov. Code 53311-53368.3	Mello-Roos Community Facilities Act of 1982
Gov. Code 53410-53411	Bond reporting
Gov. Code 53506-53509.5	General obligation bonds
Gov. Code 53550-53569	Refunding bonds of local agencies
Gov. Code 53580-53595.55	Bonds
Gov. Code 53700-53706	Federal aid
Gov. Code 53820-53833	Temporary borrowing
Gov. Code 53850-53858	Tax and revenue anticipation notes
Gov. Code 53859-53859.08	Grant anticipation notes
Gov. Code 8855	California Debt and Investment Advisory Commission

Federal	Description
15 USC 78o-4	Registration of municipal securities dealers
17 CFR 240.10b-5	Prohibition against fraud or deceit
17 CFR 240.15c2-12	Municipal securities disclosure
26 CFR 1.6001-1	Records

Management Resources	Description
CDIAC Publication	California Debt Issuance Primer, 2006
Gov. Finance Officers Association Publication	Refunding Municipal Bonds, Best Practice, March 2019
Gov. Finance Officers Association Publication	Debt Management Policy, Best Practice, March 2020
Gov. Finance Officers Association Publication	Investment and Management of Bond Proceeds, Best Practice, March 2022
Gov. Finance Officers Association Publication	Selecting and Managing Municipal Advisors, Best Practice, February 2014
Gov. Finance Officers Association Publication	An Elected Official's Guide to Debt Issuance, 3rd Ed., 2008
Gov. Finance Officers Association Publication	Understanding Your Continuing Disclosure Responsibilities, Best Practice, March 2020
Internal Revenue Service Publication	Tax Exempt Bond FAQs Regarding Record Retention Requirements
Internal Revenue Service Publication	Tax-Exempt Governmental Bonds, Publication 4079, rev. 2016
U.S. Government Accountability Publication	Standards for Internal Control in the Federal Government, 2025
Website	CSBA District and County Office of Education Legal Services
Website	U.S. Securities and Exchange Commission
Website	U.S. Government Accountability Office
Website	Municipal Security Rulemaking Board, Electronic Municipal Market Access (EMMA)
Website	California Debt and Investment Advisory Commission
Website	Government Finance Officers Association
Website	Internal Revenue Service

Cross References	Description
0000	Vision
0200	Goals For The School District

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Cross References	Description
3000	Concepts And Roles
3100	Budget
3100	Budget
3110	Transfer Of Funds
3312	Contracts
3400	Management Of District Assets/Accounts
3400	Management Of District Assets/Accounts
3430	Investing
3460	Financial Reports And Accountability
3460	Financial Reports And Accountability
3600	Consultants
5142.2	Safe Routes To School Program
5142.2	Safe Routes To School Program
7000	Concepts And Roles
7110	Facilities Master Plan
7110	Facilities Master Plan
7110-E PDF(1)	Facilities Master Plan
7210	Facilities Financing
7214	General Obligation Bonds
7214	General Obligation Bonds
9270	Conflict Of Interest
9270-E PDF(1)	Conflict Of Interest
9270-E(1)	Conflict Of Interest

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Policy 4000: Concepts And Roles

Status: DRAFT

Original Adopted Date: 09/13/2000

The Governing Board believes that the academic achievement, personal growth, and well-being of district students, and the success of district programs, hinges on district personnel. The Board desires to establish safe and supportive working conditions that will attract and retain staff members who are highly qualified and dedicated to the education and welfare of students.

The Board recognizes that every employee has a role in the district's successful operation. The Board encourages all district employees to express their ideas, concerns, and proposals related to the improvement of working conditions and the total educational program. The district's personnel policies and related regulations shall be designed to ensure a supportive, positive climate and shall be consistent with collective bargaining agreements and in conformance with state and federal law and regulations.

CSBA NOTE: The California Labor Management Initiative's, "Resource Guidebook: Building Partnerships to Create Great Public Schools," is a tool for building collaborative practices between administrators, bargaining unit leaders, and Governing Board members, and provides guidance to support education leaders in developing deeper labor-management partnerships that benefit students, staff, and the community.

The district's relationship with its collective bargaining units is critical to enhancing organizational effectiveness and improving student outcomes. Whenever possible, it is the intent of the Board that the district communicate and collaborate regularly with the representatives of collective bargaining units to resolve conflict.

As the legal representative of the district in negotiations with employee representatives, the Board shall set goals and guidelines for collective bargaining and take action on any tentative agreement. Additionally, the Board, in conjunction with the Superintendent, shall select the district's bargaining team and maintain communications with the negotiating team during the bargaining process.

Terms and conditions of employment which have been negotiated and stated in employee contracts shall have the force of policy. The Board shall hear employee complaints and appeals when such hearings are in accordance with Board policy or negotiated agreements. Additionally, the Board shall adopt wage and salary schedules and shall commit budget funds for staff development so that staff members may continue developing their skills.

The Superintendent has responsibility for overseeing district personnel. To support this effort, the Board shall approve a framework for sound hiring practices. The Superintendent shall nominate all personnel for employment, and the Board shall approve only those persons so recommended. Individuals who approach Board members regarding prospective employment shall be referred to the Superintendent or designee.

The Superintendent or designee shall assign and supervise the work of all employees and shall evaluate their work in accordance with all applicable collective bargaining agreements and any accountability systems approved by the Board. Additionally, the Superintendent or designee shall recommend disciplinary action which the Board may take against employees when warranted pursuant to Board policy, administrative regulations, and/or state or federal law.

The Superintendent or designee shall establish procedures whereby the Superintendent or designee will receive and consider employee suggestions and submit them, when appropriate, for consideration by the Board.

Draft Policy - Staff Only

Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the Governing Board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
Ed. Code 35020	Duties of employees fixed by governing board
Ed. Code 35035	Powers and duties of the superintendent; transfer authority
Ed. Code 35160	Authority of governing boards
Gov. Code 3540-3549.3	Educational Employment Relations Act

Management Resources	Description

Management Resources	Description
California Labor Management Initiative Publication	Resource Guidebook: Building Partnerships to Create Great Public Schools, May 2024
Website	Californians Dedicated to Education Foundation
Website	CSBA District and County Office of Education Legal Services

Cross References	Description
4030	Nondiscrimination In Employment
4030	Nondiscrimination In Employment
4030-E PDF(1)	Nondiscrimination In Employment
4111	Recruitment And Selection
4111	Recruitment And Selection
4115	Evaluation/Supervision
4115	Evaluation/Supervision
4118	Dismissal/Suspension/Disciplinary Action
4118	Dismissal/Suspension/Disciplinary Action
4131	Staff Development
4141	Collective Bargaining Agreement
4143	Negotiations/Consultation
4144	Complaints
4144	Complaints
4151	Employee Compensation
4211	Recruitment And Selection
4215	Evaluation/Supervision
4218	Dismissal/Suspension/Disciplinary Action
4218	Dismissal/Suspension/Disciplinary Action
4218.1	Dismissal/Suspension/Disciplinary Action (Merit System)
4231	Staff Development
4241	Collective Bargaining Agreement
4243	Negotiations/Consultation
4244	Complaints
4244	Complaints
4251	Employee Compensation
4300	Administrative And Supervisory Personnel
4300	Administrative And Supervisory Personnel
4311	Recruitment And Selection
4311	Recruitment And Selection
4315	Evaluation/Supervision
4331	Staff Development
4344	Complaints
4344	Complaints
4351	Employee Compensation

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Cross References	Description
9000	Role Of The Board

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Policy 5000: Concepts And Roles

Status: DRAFT

Original Adopted Date: 09/13/2000

The Governing Board desires to create a safe school environment and positive school climate that promotes student welfare and academic achievement. Additionally, the Board recognizes that student services offered by the district play an integral role in the academic achievement and emotional well-being of district students. In addition, the Board expects students to engage in learning opportunities offered by the district by demonstrating regular attendance and completing assigned work in a timely and diligent manner, while maintaining appropriate conduct and respect for others.

The Board recognizes that students and staff have the right to a safe and secure campus where they are free from physical and psychological harm. The Board is fully committed to maximizing school safety and to creating a positive learning environment that includes strategies for violence prevention and has high expectations for staff and student conduct, responsible behavior, and respect for others, in accordance with Board Policy 0450 - Comprehensive Safety Plan.

The Board is fully committed to providing equal educational opportunities and maintaining schools that are free from discrimination. The Board shall not tolerate the intimidation or harassment of any student for any reason, including discriminatory harassment, intimidation, and/or bullying, in accordance with Board Policy 0410 - Nondiscrimination in District Programs and Activities and Board Policy/Administrative Regulation 5145.3 - Nondiscrimination/Harassment.

The Superintendent or designee shall establish and inform parents/guardians and students about school and district rules and regulations related to attendance, health examinations, records, grades, and student conduct. When conducting hearings related to discipline, attendance, and other student matters, the Board shall afford students their due process rights in accordance with law and applicable Board policies and administrative regulations.

Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the Governing Board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
CA Constitution Article I, Section 28	Declaration of rights
Ed. Code 35160	Authority of governing boards
Ed. Code 35160.1	Broad authority of school districts
Ed. Code 35291-35291.5	Rules

Management Resources	Description
Website	CSBA District and County Office of Education Legal Services

Cross References	Description
0410	Nondiscrimination In District Programs And Activities
3452	Student Activity Funds
5113	Absences And Excuses
5113	Absences And Excuses
5125	Student Records
5125	Student Records
5131	Conduct
5137	Positive School Climate
5144	Discipline
5144	Discipline
5144.1	Suspension And Expulsion/Due Process

Draft Policies - Not Approved

Cross References	Description
5144.1	Suspension And Expulsion/Due Process
5145.3	Nondiscrimination/Harassment
5145.3	Nondiscrimination/Harassment
5145.6	Parent/Guardian Notifications
5145.6-E PDF(2)	Parent/Guardian Notifications
5145.6-E(1)	Parent/Guardian Notifications

Draft Policies - 1st Revi

Policy 5020: Parent Rights And Responsibilities

Status: DRAFT

Original Adopted Date: 03/03/2004

The Governing Board recognizes that parents/guardians of district students have certain rights as well as responsibilities related to the education of their children.

CSBA NOTE: Pursuant to Education Code 51101, each Governing Board is mandated to adopt policy, jointly developed with parents/guardians, including parents/guardians whose primary language is not English, that outlines how parents/guardians, school staff, and students may share the responsibility for continuing the intellectual, physical, emotional, and social development and well-being of students at each school site. Such policy is required to include (1) the means by which the school and parents/guardians may help students achieve academic and other standards of the school, (2) a description of the school's responsibility to provide a high-quality curriculum and instructional program in a supportive and effective learning environment that enables all students to meet the academic expectations of the school, and (3) the manner in which parents/guardians may support the learning environment of their children, including, but not limited to, the responsibilities as detailed in the accompanying administrative regulation.

The following should be revised, so long as done so in accordance with law, to reflect the policy jointly developed with parents/guardians.

The Board believes that the district's relationship with parents/guardians is one of mutual support and respect. The Superintendent or designee shall work with parents/guardians, including parents/guardians of English learners, to determine appropriate roles and responsibilities of parents/guardians for continuing the intellectual, physical, emotional, and social development and well-being of their students, including the means by which the district and parents/guardians can help their students achieve academic and other standards of the district.

Within this framework, the district's primary responsibility shall be to provide a high-quality curriculum and instructional program in a supportive and effective learning environment that enables all students to meet the academic expectations of the district.

Parents/guardians shall have the opportunity to work with schools in a mutually supportive and respectful partnership and to help their children succeed in school. (Education Code 51100)

The Superintendent or designee shall ensure that district staff understand the rights of parents/guardians afforded by law, Board policy, and administrative regulation, and follow acceptable practices that respect those rights.

CSBA NOTE: Districts are required to annually provide parents/guardians with notice of their rights pursuant to the Family Educational Rights and Privacy Act (FERPA) (20 USC 1232g; 34 CFR 99.1-99.8). For more information regarding annual notifications to parents/guardians, see BP/E(1) 5145.6 - Parent/Guardian Notifications.

The Superintendent or designee shall ensure that parents/guardians receive notification regarding their rights, including, but not limited to, their rights in accordance with 20 USC 1232g and 34 CFR 99.1-99.8, the federal Family Educational Rights and Privacy Act (FERPA), and as specified in Board Policy/Exhibit (1) 5145.6 - Parent/Guardian Notifications.

CSBA NOTE: Districts are required to teach certain instructional content. For example, Education Code 51204.5 requires instruction in social sciences to include a study of the role and contributions of specified groups of people to the economic, political, and social development of California and the United States of America, which includes people of all genders, Native Americans, African Americans, Latino Americans, Asian Americans, Pacific Islanders, European Americans, lesbian, gay, bisexual, transgender, queer, and questioning (LGBTQ) Americans, and members of other ethnic, cultural, religious, and socioeconomic status groups. Additionally, pursuant to Education Code 243 and 51501, the Board may not prohibit the continued use of an appropriately adopted textbook, instructional material, or curriculum on the basis that it contains inclusive or diverse perspectives

State law requires districts to provide parents/guardians notice and the opportunity to opt their students out of certain instruction, in some instances only based on religious beliefs and in other instances for any basis. For more information, see BP/AR 6142.1 -- Sexual Health And HIV/AIDS Prevention Instruction.

Additionally, in June 2025, the U.S. Supreme Court, in Mahmoud v. Taylor, held that the First Amendment prohibited a district from including LGBTQ storybooks as part of elementary school instruction without providing parents with notice and the ability to opt their students out of that instructional content on the grounds that the

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storybooks substantially interfered with the religious development of their children. The court's reasoning may be interpreted to apply to other instructional content that parents/guardians could view as substantially interfering with the religious development of their children. In addition, the court's holding emphasized that the question of whether certain instructional content substantially interferes with the religious development of a student will always be fact-intensive. For more information, see BP/AR 6141.2 - Recognition of Religious Beliefs and Customs.

In light of Mahmoud and the existence of some statutorily required opt-opts and the requirement to teach certain content, it is recommended that districts consult CSBA's District and County Office of Education Legal Services or district legal counsel when determining the instructional content for which parents/guardians may opt their students out, creating opt-out procedures, and evaluating opt-out requests.

When required by law, Board policy, or administrative regulation, the district shall notify parents/guardians that they may request to opt their student out of certain instruction. Students for whom the district has approved the opt out shall be offered an alternative activity of similar educational value.

CSBA NOTE: Education Code 51101.1 provides that parents/guardians be afforded all rights pursuant to Education Code 51100-51140, regardless of English fluency, and grants additional rights for parents/guardians of English learners. See the accompanying administrative regulation.

Additionally, Education Code 51101.1 requires the district to take all reasonable steps to ensure that parents/guardians of English language learners are notified of the rights and opportunities available to them in English and in their home language pursuant to Education Code 48985. Education Code 48985 provides that when 15 percent or more of students enrolled in a school speak a single primary language other than English, all notices and reports sent to the parents/guardians of these students are required to also be written in the primary language and may be answered by the parent/guardian in either language.

In addition, Education Code 51101.1 encourages those districts with a substantial number of English learners to establish parent centers with district staff who can communicate with the parents/guardians and to encourage their participation in the district's educational programs.

The Superintendent or designee shall take all reasonable steps to ensure that all parents/guardians who speak a language other than English are properly notified in English, and in their home language, of the rights and opportunities available to them pursuant to Education Code 48985. (Education Code 51101.1)

The Superintendent or designee may establish a parent center at a school with a substantial number of students with a home language other than English, to encourage parent/guardian understanding of, and participation in, their children's educational programs. (Education Code 51101.1)

Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the Governing Board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
Ed. Code 220.3	Prohibition of requiring employee or contractor to disclose information related to student's sexual orientation, gender identity, or gender expression
Ed. Code 243	Refusal of approval or prohibition of instructional materials
Ed. Code 33126	School accountability report card
Ed. Code 35291	Rules
Ed. Code 48070.5	Promotion and retention of students
Ed. Code 48985	Notices to parents/guardians in language other than English
Ed. Code 49091.10-49091.19	Parental review of curriculum and instruction
Ed. Code 49602	Counseling and confidentiality of student information
Ed. Code 51100-51140	Parent/guardian rights
Ed. Code 51204.5	History of California; contributions of people of all genders, ethnic, and cultural groups to development of state and nation
Ed. Code 51240	Excuse from health instruction due to conflicts with religious beliefs
Ed. Code 51501	Prohibited means of instruction; continued use of appropriately adopted materials

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State	Description
Ed. Code 51513	Personal beliefs
Ed. Code 51930-51939	California Healthy Youth Act
Ed. Code 60510	Disposal of surplus instructional materials

Federal	Description
20 USC 1232g	Family Educational Rights and Privacy Act (FERPA) of 1974
20 USC 1232h	Privacy rights
34 CFR 99.1-99.8	Family Educational Rights and Privacy Act

Management Resources	Description
Court Decision	Mahmoud v. Taylor (2025) 606 U.S. ____ (2025 WL 1773627)
Website	CSBA District and County Office of Education Legal Services
Website	California Department of Education
Website	CSBA

Cross References	Description
0450	Comprehensive Safety Plan
0450	Comprehensive Safety Plan
1100	Communication With The Public
1100-E PDF(1)	Communication With The Public
1240	Volunteer Assistance
1240	Volunteer Assistance
1250	Visitors/Outsiders
1250	Visitors/Outsiders
1340	Access To District Records
1340	Access To District Records
1700	Relations Between Private Industry And The Schools
3260	Fees And Charges
3260	Fees And Charges
4131	Staff Development
5021	Noncustodial Parents
5022	Student And Family Privacy Rights
5022	Student And Family Privacy Rights
5113	Absences And Excuses
5113	Absences And Excuses
5116.1	Intradistrict Open Enrollment
5116.1	Intradistrict Open Enrollment
5117	Interdistrict Attendance
5117	Interdistrict Attendance
5121	Grades/Evaluation Of Student Achievement

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Cross References	Description
5121	Grades/Evaluation Of Student Achievement
5123	Promotion/Acceleration/Retention
5123	Promotion/Acceleration/Retention
5125	Student Records
5125	Student Records
5125.1	Release Of Directory Information
5125.1	Release Of Directory Information
5125.1-E PDF(1)	Release Of Directory Information
5125.1-E(1)	Release Of Directory Information
5125.3	Challenging Student Records
5131	Conduct
5131.6	Alcohol And Other Drugs
5131.6	Alcohol And Other Drugs
5132	Dress And Grooming
5132	Dress And Grooming
5141.3	Health Examinations
5141.3	Health Examinations
5142	Safety
5142	Safety
5144	Discipline
5144	Discipline
5145.6	Parent/Guardian Notifications
5145.6-E PDF(2)	Parent/Guardian Notifications
5145.6-E(1)	Parent/Guardian Notifications
5148.3	Preschool/Early Childhood Education
5148.3	Preschool/Early Childhood Education
6020	Parent Involvement
6020	Parent Involvement
6141.2	Recognition Of Religious Beliefs And Customs
6141.2	Recognition Of Religious Beliefs And Customs
6142.1	Sexual Health And HIV/AIDS Prevention Instruction
6142.1	Sexual Health And HIV/AIDS Prevention Instruction
6142.8	Comprehensive Health Education
6142.8	Comprehensive Health Education
6154	Homework/Makeup Work
6154	Homework/Makeup Work
6161.1	Selection And Evaluation Of Instructional Materials
6161.1	Selection And Evaluation Of Instructional Materials
6161.1-E PDF(1)	Selection And Evaluation Of Instructional Materials
6161.1-E PDF(2)	Selection And Evaluation Of Instructional Materials

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Cross References	Description
6161.1-E(1)	Selection And Evaluation Of Instructional Materials
6173.2	Education Of Children Of Military Families
6173.2	Education Of Children Of Military Families
6174	Education For English Learners
6174	Education For English Learners
9200	Limits Of Board Member Authority

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Regulation 5020: Parent Rights And Responsibilities

Status: DRAFT

Original Adopted Date: 11/04/2009 | **Last Revised Date:** 12/10/2015

Parent/Guardian Rights

CSBA NOTE: Education Code 49091.10-49091.19 and 51100-51102 specify explicit rights of parents/guardians regarding the education of their children, however, such rights may not conflict with a valid restraining order, protective order, or order for custody or visitation issued by a court. For more information about noncustodial parent rights, see BP 5021 - Noncustodial Parents.

Some of the rights specified in Education Code 49091.10-49091.19 and 51100-51102 may be addressed in other policies and regulations. However, districts may choose to adopt this separate section on parent/guardian rights in order to compile these provisions in one location as provided in the following optional section.

The rights of parents/guardians of district students include, but are not limited to, the following:

1. To observe, within a reasonable period of time after making the request, the classroom(s) in which their child is enrolled or for the purpose of selecting the school in which their child will be enrolled (Education Code 51101)

   Parents/guardians may observe instructional and other school activities that involve their child in accordance with Board policy and administrative regulations adopted to ensure the safety of students and staff, prevent undue interference with instruction or harassment of school staff, and provide reasonable accommodation to parents/guardians. Upon written request by a parent/guardian, the Superintendent or designee shall arrange for parental observation of a class or activity in a reasonable time frame and in accordance with Board policy and administrative regulations. (Education Code 49091.10)

2. To meet, within a reasonable time of their request, with their child's teacher(s) and the principal (Education Code 51101)

3. Under the supervision of district employees, to volunteer their time and resources for the improvement of school facilities and school programs, including, but not limited to, providing assistance in the classroom with the approval, and under the direct supervision, of the teacher (Education Code 51101)

4. To be notified on a timely basis if their child is absent from school without permission (Education Code 51101)

5. To receive the results of their child's performance and the school's performance on standardized tests and statewide tests (Education Code 51101)

   For parents/guardians of English learners, this right shall include the right to receive the results of their child's performance on the English language development test. (Education Code 51101.1)

6. To request a particular school for their child and to receive a response from the district (Education Code 51101)

7. To have a school environment for their child that is safe and supportive of learning (Education Code 51101)

   CSBA NOTE: 20 USC 1232h, the Protection of Pupil Rights Act, mandates that any district receiving funds from a program administered by the U.S. Department of Education adopt a policy regarding, among other things, the right of parents/guardians to inspect instructional materials. See BP/AR 5022 - Student and Family Privacy Rights for language implementing this mandate. It is recommended that districts with questions about the inspection of instructional materials consult CSBA's District and County Office of Education Legal Services or district legal counsel.

8. To examine the curriculum materials of the class(es) in which their child is enrolled (Education Code 51101; 20 USC 1232h)

   Parents/guardians may inspect, in a reasonable time frame, all primary supplemental instructional materials and assessments including textbooks, teacher's manuals, films, audio and video recordings, and software, stored by the classroom teacher. (Education Code 49091.10)

   Each school site shall make available to parents/guardians and others, upon request, a copy of the prospectus for each course, including the titles, descriptions and instructional aims of the course. (Education Code

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49091.14)

The school may charge an amount not to exceed the cost of duplication if a hardcopy is created. (Education Code 49091.14)

CSBA NOTE: State law requires districts to provide parents/guardians notice and the opportunity to opt their students out of certain instruction, in some instances only based on religious beliefs and in other instances for any basis. For more information, see BP/AR 6142.1 -- Sexual Health And HIV/AIDS Prevention Instruction.

Additionally, in June 2025, the U.S. Supreme Court, in Mahmoud v. Taylor, held that the First Amendment prohibited a district from including lesbian, gay, bisexual, transgender, queer, and questioning (LGBTQ) storybooks as part of elementary school instruction without providing parents with notice and the ability to opt their students out of that instructional content on the grounds that the storybooks substantially interfered with the religious development of their children. The court's reasoning may be interpreted to apply to other instructional content that parents/guardians could view as substantially interfering with the religious development of their children. In addition, the court's holding emphasized that the question of whether certain instructional content substantially interferes with the religious development of a student will always be fact-intensive. For more information, see BP/AR 6141.2 - Recognition of Religious Beliefs and Customs.

In light of Mahmoud and the existence of some statutorily required opt-opts, and the requirement to teach certain content, it is recommended that districts consult CSBA's District and County Office of Education Legal Services or district legal counsel when determining the instructional content for which parents/guardians may opt their students out, creating opt-out procedures, and evaluating opt-out requests.

9. To be notified of the opportunity to opt their child out of certain instruction, as required by law (Education Code 51240, 51938)

10. To be informed of their child's progress in school and of the appropriate school personnel whom they should contact if problems arise with their child (Education Code 51101)

11. For parents/guardians of English learners, to support their child's advancement toward literacy (Education Code 51101.1)

    The Superintendent or designee may make available, to the extent possible, surplus or undistributed instructional materials to parents/guardians pursuant to Education Code 60510. (Education Code 51101.1)

12. For parents/guardians of English learners, to be informed, through the school accountability report card, about statewide and local academic standards, testing programs, accountability measures, and school improvement efforts (Education Code 51101.1)

CSBA NOTE: Pursuant to Education Code 220.3, as added by AB 1955 (Ch. 95, Statutes of 2024), a district is prohibited from requiring an employee or contractor to disclose any information related to a student's sexual orientation, gender identity, or gender expression, including changing student records, to any other person without the student's consent unless otherwise required by state or federal law. For information regarding disclosure of student records, see BP/AR 5125 - Student Records. It is recommended that districts with questions regarding the disclosure of student records consult CSBA's District and County Office of Education Legal Services or district legal counsel.

13. To have access to the student records of their child (Education Code 51101)

14. To receive information concerning the academic performance standards, proficiencies, or skills their child is expected to accomplish (Education Code 51101)

15. To be informed in advance about school rules, including disciplinary rules and procedures in accordance with Education Code 48980, attendance policies, dress codes, and procedures for visiting the school (Education Code 51101)

16. To be notified, as early in the school year as practicable pursuant to Education Code 48070.5, if their child is identified as being at risk of retention, and of their right to consult with district personnel responsible for a decision to promote or retain their child and to appeal such a decision (Education Code 51101)

17. To receive notice and information about and to opt out of any psychological testing involving their child (Education Code 51101)

CSBA NOTE: 20 USC 1232h grants a parent/guardian the right to refuse to allow the parent/guardian's child to participate in a survey requesting personal information or information for marketing purposes. See AR 5022 - Student and Family Privacy Rights.

18. To receive notice and information about and to opt out of any assessment, analysis, evaluation, or monitoring of the quality or character of the student's home life, any form of parent/guardian screening or testing, any nonacademic home-based counseling program, parent/guardian training, or any prescribed family education service plan, and to inspect any survey collecting personal information (Education Code 49091.18; 20 USC 1232h)

19. To participate as a member of a parent advisory committee, school site council, or site-based management leadership team in accordance with any rules and regulations governing membership in these organizations (Education Code 51101)

    For parents/guardians of English learners, this right shall include the right to participate in school and district advisory bodies in accordance with federal and state law and regulations. (Education Code 51101.1)

20. To question anything in their child's student record that the parent/guardian feels is inaccurate or misleading or is an invasion of privacy and to receive a response from the school (Education Code 51101)

21. To provide informed, written parental consent before their child is tested for a behavioral, mental, or emotional evaluation

    A general consent, including medical consent used to approve admission to or involvement in a special education or remedial program or regular school activity, shall not constitute written consent for these purposes. (Education Code 49091.12)

22. For parents/guardians of English learners, to be given any required written notification, under any applicable law, in English and the student's home language pursuant to Education Code 48985 (Education Code 51101.1)

These rights shall be exercised in accordance with applicable Board policy and administrative regulation.

Parent Responsibilities

CSBA NOTE: Education Code 51101 requires that the policy adopted by the district include Items #1-7 below, except that Item #4 below has been expanded to include social media and other forms of online entertainment.

Parents/guardians may support the learning environment of their child by: (Education Code 51101)

1. Monitoring attendance of their child
2. Ensuring that homework is completed and turned in on time
3. Encouraging their child to participate in extracurricular and cocurricular activities
4. Monitoring and prohibiting or regulating the use of social media and other forms of online entertainment viewed by their child
5. Working with their child at home in learning activities that extend the classroom learning
6. Volunteering in their child's classroom(s) or for other school activities
7. Participating in decisions related to the education of their own child or the total school program, as appropriate

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Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the Governing Board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
Ed. Code 220.3	Prohibition of requiring employee or contractor to disclose information related to student's sexual orientation, gender identity, or gender expression

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State	Description
Ed. Code 243	Refusal of approval or prohibition of instructional materials
Ed. Code 33126	School accountability report card
Ed. Code 35291	Rules
Ed. Code 48070.5	Promotion and retention of students
Ed. Code 48985	Notices to parents/guardians in language other than English
Ed. Code 49091.10-49091.19	Parental review of curriculum and instruction
Ed. Code 49602	Counseling and confidentiality of student information
Ed. Code 51100-51140	Parent/guardian rights
Ed. Code 51204.5	History of California; contributions of people of all genders, ethnic, and cultural groups to development of state and nation
Ed. Code 51240	Excuse from health instruction due to conflicts with religious beliefs
Ed. Code 51501	Prohibited means of instruction; continued use of appropriately adopted materials
Ed. Code 51513	Personal beliefs
Ed. Code 51930-51939	California Healthy Youth Act
Ed. Code 60510	Disposal of surplus instructional materials

Federal	Description
20 USC 1232g	Family Educational Rights and Privacy Act (FERPA) of 1974
20 USC 1232h	Privacy rights
34 CFR 99.1-99.8	Family Educational Rights and Privacy Act

Management Resources	Description
Court Decision	Mahmoud v. Taylor (2025) 606 U.S. ____ (2025 WL 1773627)
Website	CSBA District and County Office of Education Legal Services
Website	California Department of Education
Website	CSBA

Cross References	Description
0450	Comprehensive Safety Plan
0450	Comprehensive Safety Plan
1100	Communication With The Public
1100-E PDF(1)	Communication With The Public
1240	Volunteer Assistance
1240	Volunteer Assistance
1250	Visitors/Outsiders
1250	Visitors/Outsiders
1340	Access To District Records
1340	Access To District Records
1700	Relations Between Private Industry And The Schools
3260	Fees And Charges
3260	Fees And Charges

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Cross References	Description
4131	Staff Development
5021	Noncustodial Parents
5022	Student And Family Privacy Rights
5022	Student And Family Privacy Rights
5113	Absences And Excuses
5113	Absences And Excuses
5116.1	Intradistrict Open Enrollment
5116.1	Intradistrict Open Enrollment
5117	Interdistrict Attendance
5117	Interdistrict Attendance
5121	Grades/Evaluation Of Student Achievement
5121	Grades/Evaluation Of Student Achievement
5123	Promotion/Acceleration/Retention
5123	Promotion/Acceleration/Retention
5125	Student Records
5125	Student Records
5125.1	Release Of Directory Information
5125.1	Release Of Directory Information
5125.1-E PDF(1)	Release Of Directory Information
5125.1-E(1)	Release Of Directory Information
5125.3	Challenging Student Records
5131	Conduct
5131.6	Alcohol And Other Drugs
5131.6	Alcohol And Other Drugs
5132	Dress And Grooming
5132	Dress And Grooming
5141.3	Health Examinations
5141.3	Health Examinations
5142	Safety
5142	Safety
5144	Discipline
5144	Discipline
5145.6	Parent/Guardian Notifications
5145.6-E PDF(2)	Parent/Guardian Notifications
5145.6-E(1)	Parent/Guardian Notifications
5148.3	Preschool/Early Childhood Education
5148.3	Preschool/Early Childhood Education
6020	Parent Involvement
6020	Parent Involvement
6141.2	Recognition Of Religious Beliefs And Customs

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Cross References	Description
6141.2	Recognition Of Religious Beliefs And Customs
6142.1	Sexual Health And HIV/AIDS Prevention Instruction
6142.1	Sexual Health And HIV/AIDS Prevention Instruction
6142.8	Comprehensive Health Education
6142.8	Comprehensive Health Education
6154	Homework/Makeup Work
6154	Homework/Makeup Work
6161.1	Selection And Evaluation Of Instructional Materials
6161.1	Selection And Evaluation Of Instructional Materials
6161.1-E PDF(1)	Selection And Evaluation Of Instructional Materials
6161.1-E PDF(2)	Selection And Evaluation Of Instructional Materials
6161.1-E(1)	Selection And Evaluation Of Instructional Materials
6173.2	Education Of Children Of Military Families
6173.2	Education Of Children Of Military Families
6174	Education For English Learners
6174	Education For English Learners
9200	Limits Of Board Member Authority

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Policy 5117: Interdistrict Attendance

Status: DRAFT

Original Adopted Date: 08/19/2019 **| Last Revised Date:** 10/26/2023

CSBA NOTE: The Education Code provides a number of options under which a district may enroll a student whose parent/guardian does not reside within district boundaries. Under an "interdistrict attendance permit" or "reciprocal agreement" pursuant to Education Code 46600-46610, a student may attend school in a different district when both the district of residence and the district of proposed attendance agree (Option 1 below). Alternatively, pursuant to Education Code 48300-48317, the Governing Board may declare the district to be a "school district of choice" willing to accept a specific number of interdistrict transfers into the district through a random selection process (Option 2 below). In order to maintain the integrity of the random selection process, it is recommended that a school district of choice not also accept transfers under the interdistrict attendance permit option except when extraordinary circumstances exist, as provided in Option 2 below. Districts that wish to use both sources of authority should consult CSBA's District and County Office of Education Legal Services or district legal counsel.

In addition to these options, pursuant to Education 48345, the Board is authorized, until July 1, 2029, to enter into an agreement with other local educational agencies (LEA) to offer courses and coursework to students from another LEA who have been impacted by disruptions or cancellations to specified courses, or teacher shortages to such courses. See "Instruction Collaboration Agreements," below.

Pursuant to Education Code 48204, a district may authorize a student whose parent/guardian is employed within district boundaries to attend a school in the district (Allen bill transfer); see AR 5111.1 - District Residency.

The Governing Board recognizes that parents/guardians of students who reside within the geographic boundaries of one district may, for a variety of reasons, desire to enroll their children in a school in another district. Student transfers into and out of the district shall be in accordance with law and as specified in this policy and accompanying administrative regulation.

~~OPTION 1:~~ Interdistrict Attendance Agreements and Permits

CSBA NOTE: The following section is for use by districts that have entered into an agreement with one or more other districts to accept student transfers through interdistrict attendance permits pursuant to Education Code 46600-46610. Districts selecting this option should also select Option 1 in the accompanying administrative regulation.

The district may enter into an agreement with any other school district, for a term not to exceed five school years, for the interdistrict attendance of students who are residents of either district. (Education Code 46600)

CSBA NOTE: Education Code 46600 requires that the interdistrict attendance agreement specify the terms and conditions under which individual permits may be granted or denied. Additionally, pursuant to Education Code 46600, students who have been granted an interdistrict attendance permit are required to be allowed to continue to attend the school without having to reapply unless the agreement between the two districts contains specific agreed-upon standards for reapplication; see the accompanying administrative regulation. In addition, districts may include in the agreement the agreed-upon standards for revocation of students' interdistrict attendance. Examples of conditions that may result in revocation include falsification of information stated on the permit application, unsatisfactory attendance, continual disruption, or poor academic achievement.

The agreement shall specify the terms and conditions under which interdistrict attendance shall be permitted or denied. Additionally, it may contain standards agreed upon by both districts for reapplication and/or revocation of the student's permit. (Education Code 46600)

CSBA NOTE: Pursuant to Education Code 46600, it is the responsibility of the Superintendent or designee of the district of residence, subject to Board policies of the district of residence and terms of the agreement, to issue an individual permit verifying the district's approval of an interdistrict transfer out of the district. The permit shall become valid when endorsed by the Board's designee in the district of proposed enrollment.

See the accompanying administrative regulation for procedures to follow when the permit is denied.

When the request of a student seeking to transfer out of the district, or an individual permit verifying another district's approval for its student to transfer into the district, is received, the Superintendent or designee shall review, and approve or deny the request or permit based on the terms and conditions of the interdistrict attendance agreement.

~~OPTION 1 ENDS HERE~~

OPTION 2: School District of Choice Program

CSBA NOTE: The following section is for use by districts that elect to participate in the school district of choice program pursuant to Education Code 48300-48317. Pursuant to Education Code 48301, such a district must register as a school district of choice with the Superintendent of Public Instruction and County Board of Education before enrolling students under this option. Districts selecting this option should also select Option 2 in the accompanying administrative regulation.

SB 897 (Ch. 865, Statutes of 2024) repealed Education Code 48315 thereby extending the school district of choice program indefinitely.

The district has registered as a "school district of choice" in accordance with Education Code 48301.

The Board shall, by resolution, annually establish the number of students that will be accepted into the district through this program based on recommendations by the Superintendent or designee. Once established, the district shall accept all students who apply to transfer into the district until the district is at maximum capacity, as required pursuant to Education Code 48301.

CSBA NOTE: Education Code 48301 requires a random, unbiased process for selecting students who will be transferred through the school district of choice program and prohibits consideration of certain characteristics and factors in making the selections. Pursuant to Education Code 48301, family income may only be considered to the extent necessary to determine enrollment priority pursuant to Education Code 48306; see the accompanying administrative regulation.

Student transfer requests into the district shall be considered through an unbiased process that prohibits an inquiry into or evaluation or consideration of whether a student should be enrolled based upon the student's academic or athletic performance, physical condition, proficiency in English, any of the individual characteristics set forth in Education Code 200, or family income. (Education Code 48301)

If the number of transfer applications exceeds the number of transfers the Board has elected to accept, approval for transfer shall be determined by a random drawing held in public at a regularly scheduled Board meeting. (Education Code 48301)

CSBA NOTE: Because the school district of choice program requires a random selection process, it is recommended that participating districts not transfer students through the interdistrict attendance permit process described in Option 1 above, except under extraordinary circumstances. Such circumstances might include approving interdistrict attendance permits for students who are victims of an act of bullying. Such students are given priority for interdistrict attendance permits pursuant to Education Code 46600; see the accompanying administrative regulation.

Because the district admits students in accordance with the school district of choice program, the Superintendent or designee shall not approve a student's transfer into the district based on an individual interdistrict attendance permit, pursuant to Education Code 46600-46610, except under extraordinary circumstances.

The Superintendent or designee shall keep an accounting of all requests for transfer through the school district of choice program and a record of their disposition, including, but not limited to, all of the following: (Education Code 48313)

1. The number of requests granted, denied, or withdrawn and, for denied requests, the reason for the denial
2. The number of students transferred into and out of the district pursuant to this program

   CSBA NOTE: Pursuant to Education Code 48313, as amended by SB 897, the accounting of requests for district of choice transfers is required to include foster youth and student experiencing homelessness status.
3. The race, ethnicity, gender, self-reported socioeconomic status, eligibility for free or reduced-price meals, foster youth status, student experiencing homelessness status, and the district of residence for each student transferred into or out of the district pursuant to this program
4. The number of students transferred into or out of the district pursuant to this program who are classified as

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~~English learners or students with disabilities~~

~~CSBA NOTE: Education Code 48311 authorizes, but does not require, a school district of choice to provide transportation to participating students to the extent that the district provides transportation assistance to other students. See "Transportation" below. Item #5 may be deleted by districts that do not provide transportation.~~

5. ~~As applicable, the number of students described in Items #3 and 4 above who are provided transportation assistance to a district school or program, and the total number of students provided transportation assistance, pursuant to the school district of choice program~~

~~The information specified in Items #1-5 above shall be reported to the Board at a regularly scheduled meeting. No later than October 15 of each year, the Superintendent or designee shall provide the same information for the current school year, as well as information regarding the district's status as a school district of choice in the upcoming school year, to each geographically adjacent school district, the county office of education, and the Superintendent of Public Instruction. (Education Code 48313)~~

~~CSBA NOTE: Pursuant to Education Code 48301, as amended by SB 897, compliance of all provisions of a district's school district of choice program are subject to the annual district audit conducted pursuant to Education Code 41020.~~

~~The district's compliance with all school district of choice program requirements shall be reviewed as part of the annual district audit conducted pursuant to Education Code 41020. (Education Code 48301)~~

~~OPTION 2 ENDS HERE~~

Instruction Collaboration Agreements

The district may, with Board approval, enter into an instruction collaboration agreement (ICA) with another school district, county office of education, or charter school for the district to offer the same or similar courses and coursework to students from another school district, county office of education, or charter school who have been impacted by any of the following: (Education Code 48345)

1. Disruptions or cancellations in science, technology, engineering, and mathematics (STEM) classes
2. Disruptions or cancellations in dual language immersion programs
3. Teacher shortages in STEM classes or dual language immersion programs

Prior to accepting students for classes for any of the reasons specified in Items #1-3 above, the Superintendent or designee shall, with Board approval, determine the maximum number of students that the district can accept for these purposes. The district shall accept students who apply until the district is at maximum capacity.

Students shall be transferred to this program through an unbiased process that prohibits an inquiry into, or evaluation or consideration of, whether a student should be authorized to participate in the course or coursework based upon the student's current academic or athletic performance, proficiency in English, physical condition, any of the individual characteristics specified in Education Code 200, or family income. If the number of applicants exceeds the number of seats available, the approval for participation shall be determined by a random public drawing at a regularly scheduled Board meeting. (Education Code 48345)

The Superintendent or designee shall publicly post information, including, but not limited to, applicable forms and timelines for submission pursuant to the ICA, to ensure that students and their families are aware of the opportunities to participate. (Education Code 48345)

CSBA NOTE: Pursuant to Education Code 48345, the average daily attendance attributable to a student participating in the instruction collaboration agreement shall remain with the LEA of origination for purposes of state apportionment.

When negotiating the ICA, the Superintendent or designee shall collaborate with the other participating local educational agencies to agree upon an appropriate shared cost structure. (Education Code 48345)

Transportation

CSBA NOTE: Districts are not required to provide transportation or transportation assistance to students transferred under an interdistrict attendance permit pursuant to Education Code 46600-46610, except that Education Code 46600 requires the district of enrollment to provide transportation assistance to a student who is eligible for free or reduced price meals and is either a child of an active military duty parent/guardian or a victim of an act of bullying, as defined in Education Code 48900.

Pursuant to Education Code 48311, a school district of choice is authorized, but not required, to provide transportation assistance to the extent that the district otherwise provides transportation assistance to students.

Upon parent/guardian request, the district shall provide transportation assistance to a student receiving an interdistrict transfer who is eligible for free and reduced-price meals and is the child of an active duty military parent/guardian or a victim of bullying, as defined in Education Code 46600. (Education Code 46600)

Additionally, upon request of a student's parent/guardian, the Superintendent or designee may authorize transportation for any interdistrict transfer student to and from designated bus stops within the attendance area of the school that the student attends, if space is available.

Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the Governing Board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
CA Constitution Article 1, Section 31	Nondiscrimination on the basis of race, sex, color, ethnicity, or national origin
Ed. Code 200	Educational equity
Ed. Code 41020	Requirement for annual audit
Ed. Code 46600-46611	Interdistrict attendance agreements
Ed. Code 48204	Residency requirements for school attendance
Ed. Code 48300-48317	Student attendance alternatives; school district of choice program
Ed. Code 48900	Grounds for suspension or expulsion
Ed. Code 48915	Expulsion; particular circumstances
Ed. Code 48915.1	Expelled individuals; enrollment in another district
Ed. Code 48918	Rules governing expulsion procedures
Ed. Code 48980	Parent/Guardian notifications
Ed. Code 48985	Notices to parents/guardians in language other than English
Ed. Code 52317	Regional Occupational Center/Program; enrollment of students; interdistrict attendance
Ed. Code 8151	Apprentices; exemption from interdistrict attendance agreement

Management Resources	Description
Attorney General Opinion	84 Ops.Cal.Atty.Gen. 198 (2001)
Attorney General Opinion	87 Ops.Cal.Atty.Gen. 132 (2004)
Court Decision	Walnut Valley Unified School District v. the Superior Court of Los Angeles County (2011) 192 Cal.App.4th 234
Court Decision	Crawford v. Huntington Beach Union High School District (2002) 98 Cal.App.4th 1275
Website	CSBA District and County Office of Education Legal Services
Website	California Department of Education
Website	CSBA

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Cross References	Description
1312.3	Uniform Complaint Procedures
1312.3	Uniform Complaint Procedures
1312.3-E PDF(3)	Uniform Complaint Procedures
1312.3-E PDF(4)	Uniform Complaint Procedures
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3553	Free And Reduced Price Meals
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5020	Parent Rights And Responsibilities
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5111	Admission
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5148	Child Care And Development
5148	Child Care And Development
6173.1	Education For Foster Youth
6173.1	Education For Foster Youth
6173.2	Education Of Children Of Military Families

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Cross References	Description
6173.2	Education Of Children Of Military Families
7160	Charter School Facilities
9000	Role Of The Board
9321	Closed Session

Draft Policies - 1st Revi

Regulation 5117: Interdistrict Attendance **Status:** DRAFT

Original Adopted Date: 08/19/2019 **| Last Revised Date:** 06/04/2020

CSBA NOTE: The district should select Option 1 and/or Option 2 below in accordance with the accompanying Board policy. For guidance on which option to select, see the accompanying Board policy.

~~OPTION 1:~~ **Interdistrict Attendance Agreements and Permits**

CSBA NOTE: The following option is for use by districts that have entered into an agreement with one or more other school districts to accept transfers through the "interdistrict attendance permit" or "reciprocal agreement" process pursuant to Education Code 46600-46610. See Option 1 in the accompanying Board policy. In 87 Ops.Cal.Atty.Gen. 132 (2004), the Attorney General opined that districts could not charge students a fee for processing applications for interdistrict attendance.

In accordance with an agreement between the district and another district, a permit authorizing a student of either district to enroll in the other district may be issued upon approval of both districts.

The district shall post on its website the procedures and timelines for requesting an interdistrict transfer permit, including a link to Board Policy 5117 - Interdistrict Attendance. The posted information shall include, but is not limited to: (Education Code 46600.1, 46600.2)

1. The date upon which the district will begin accepting and processing interdistrict transfer requests for the following school year

2. The reasons for which the district may approve or deny a request, and any information or documents that must be submitted as supporting evidence

3. If applicable, the process and timelines by which a denial of a request may be appealed within the district before the district renders a final decision

4. A statement that failure of a parent/guardian to meet any timelines established by the district shall be deemed an abandonment of the request

5. Applicable timelines for processing a request, including the following statements:

    a. For an interdistrict transfer request received by the district 15 or fewer calendar days before the commencement of instruction in the school year for which the transfer is sought, the district will notify the parent/guardian of its final decision within 30 calendar days from the date the request was received

    b. For an interdistrict transfer request received by the district more than 15 days before the commencement of instruction in the school year for which the interdistrict transfer is sought, the district will notify the parent/guardian of its final decision as soon as possible, but no later than 14 calendar days after the commencement of instruction in the school year for which transfer is sought

6. The conditions under which an existing interdistrict transfer permit may be revoked or rescinded

CSBA NOTE: Education Code 46600 requires districts to give priority for interdistrict attendance permits to a student who is a victim of an act of bullying, as provided below. For this purpose, Education Code 48900(r) defines bullying to include, but not be limited to, bullying committed by means of an electronic act directed specifically toward the student. For more information regarding the definition of bullying, see AR 5144.1 - Suspension and Expulsion/Due Process.

Priority for interdistrict attendance shall be given to a student who has been determined, through an investigation by either the district of residence or district of proposed enrollment, to be a victim of an act of bullying, as defined in Education Code 48900(r), committed by a student of the district of residence. (Education Code 46600)

CSBA NOTE: Education Code 46600 requires districts to ensure that students who are victims of bullying or are children of active duty military parents/guardians be selected through an unbiased process that prohibits consideration of other specified characteristics.

Until the district is at maximum capacity, the district shall accept any student whose interdistrict transfer application is based on being the victim of an act of bullying or a child of an active duty military parent/guardian. The district shall ensure that such students are transferred through an unbiased process that prohibits an inquiry into or

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evaluation or consideration of whether a student should be enrolled based on academic or athletic performance, physical condition, proficiency in English, family income, or any of the individual characteristics set forth in Education Code 220, including, but not limited to, race or ethnicity, gender, gender identity, gender expression, and immigration status. (Education Code 46600)

Additionally, the Superintendent or designee may approve an interdistrict attendance permit for a student for any of the following reasons when stipulated in the agreement:

CSBA NOTE: Optional Items #1-11 below should be revised and/or deleted to reflect district practice.

1. To meet the child care needs of the student, only as long as the student's child care provider remains within district boundaries
2. To meet the student's special mental or physical health needs as certified by a physician, school psychologist, or other appropriate school personnel
3. When the student has a sibling attending school in the receiving district, to avoid splitting the family's attendance
4. To allow the student to complete a school year when the student's parents/guardians have moved out of the district during that year
5. To allow the student to remain with a class graduating that year from an elementary, middle, or senior high school
6. To allow a high school senior to attend the same school attended as a junior, even if the student's family moved out of the district during the junior year
7. When the parent/guardian provides written evidence that the family will be moving into the district in the immediate future and would like the student to start the school year in the district
8. When the student will be living out of the district for one year or less
9. When recommended by the school attendance review board, or by county child welfare, probation, or social service agency staff in documented cases of serious home or community problems which make it inadvisable for the student to attend the school of residence
10. When there is valid interest in a particular educational program not offered in the district of residence
11. To provide a change in school environment for reasons of personal and social adjustment

CSBA NOTE: In 84 Ops.Cal.Atty.Gen. 198 (2001), the Attorney General opined that a lack of school facilities is a justifiable reason for denial of the interdistrict attendance permit request. However, according to the Attorney General, once the student is transferred, the district may not later deny the student continued attendance at a district school because of overcrowding. The following paragraph is based on this Attorney General opinion. It is recommended that districts consult CSBA's District and County Office of Education Legal Services or district legal counsel prior to removing an interdistrict transfer student currently attending the district.

The Superintendent or designee may deny initial requests for interdistrict attendance permits due to limited district resources, overcrowding of school facilities at the relevant grade level, or other considerations that are not arbitrary. However, once a student is transferred, the district shall not deny continued attendance because of overcrowded facilities at the relevant grade level.

If the transfer request is for a school year that begins within 15 calendar days of the receipt of the request, the Superintendent or designee shall notify the parent/guardian of the final decision within 30 calendar days of receiving the request. If the transfer request is for a school year that begins more than 15 calendar days after the receipt of the request, the parent/guardian shall be notified of the final decision as soon as possible, but no later than 14 calendar days after the commencement of instruction during that school year. (Education Code 46600.2)

CSBA NOTE: Education Code 46600.2 requires a district that denies a request for an interdistrict transfer to give written notice to the parent/guardian of the right to appeal to the County Board of Education.

Pursuant to Education Code 46601, parents/guardians may submit an appeal to the County Board within 30 calendar days of the district's final denial of the permit. The County Board then has 30 calendar days, unless extended by an additional five school days for good cause, to make its determination as to whether the student should be allowed to attend the district of proposed enrollment and the applicable period of attendance.

Pursuant to Education Code 46602, if the County Board determines that the student should be permitted to attend the district of proposed enrollment, the district is required to transfer the student without delay.

If a student's interdistrict transfer request is denied, the Superintendent or designee shall, in writing, notify the parents/guardians of their right to appeal to the County Board of Education within 30 calendar days from the date of the final denial. (Education Code 46600.2)

All notices to parents/guardians regarding the district's decision on any request for interdistrict transfer shall conform to the translation requirements of Education Code 48985, and may be provided by regular mail, electronic format if the parent/guardian provides an email address, or by any other method normally used to communicate with parents/guardians in writing. (Education Code 46600.2)

Pending a decision by the two districts or by the County Board on appeal, the Superintendent or designee may provisionally transfer a student who resides in another district for a period not to exceed two school months, provided the district is the district of proposed enrollment. If the decision has not been rendered by the conclusion of two school months and the districts or County Board is still operating within the prescribed timelines, the student shall not be allowed to continue attending the district school to which the student was provisionally transferred. (Education Code 46603)

Students who are under consideration for expulsion or who have been expelled may not appeal interdistrict attendance denials or rescissions while expulsion proceedings are pending or during the term of the expulsion. (Education Code 46601)

Once a student is transferred to a school on the basis of an interdistrict attendance permit, the student shall not be required to reapply for an interdistrict transfer and shall be allowed to continue to attend the school of enrollment, unless reapplication standards are otherwise specified in the interdistrict attendance agreement. Existing interdistrict attendance permits shall not be rescinded after June 30 following a student's completion of grade 10 or for any student entering grade 11 or 12 in the subsequent school year. (Education Code 46600)

~~OPTION 1 ENDS HERE~~

~~**OPTION 2: School District of Choice Program**~~

~~CSBA NOTE: The following section is for use by districts that elect to participate in the school district of choice program pursuant to Education Code 48300-48317. See Option 2 in the accompanying Board policy.~~

~~Education Code 48301, as amended by SB 897 (Ch. 865, Statutes of 2024), expands the prohibition for school districts of choice from targeting communications regarding a school district of choice program to include individual parents/guardians or residential neighborhoods on the basis of a student's actual or perceived academic or athletic skill, proficiency in English, any of the individual characteristics set forth in Education Code 200, or family income.~~

~~The Superintendent or designee shall communicate with parents/guardians regarding transfer opportunities under the school district of choice program. Communications sent to parents/guardians shall be available in all languages for which translations are required pursuant to Education Code 48985, shall be factually accurate, and shall not target particular neighborhoods or individual parents/guardians on the basis of a child's actual or perceived academic or athletic skill, proficiency in English, family income, or any other individual characteristic specified in Education Code 200. (Education Code 48301, 48980)~~

~~The Superintendent or designee shall also make public announcements regarding district schools, programs, policies, and procedures, including transportation options if applicable, during the enrollment period. (Education Code 48312)~~

~~CSBA NOTE: The following optional paragraph reflects Education Code 48302, which encourages districts to hold informational meetings as described below, and may be revised to reflect district practice.~~

~~The Superintendent or designee may hold informational meetings on the district's current educational programs, so that parents/guardians can provide input to the district on methods to improve current programs and make informed decisions regarding their children's education. (Education Code 48302)~~

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The process for student transfers into the district under the school district of choice program, including, but not limited to, any applicable form, the timeline for a transfer, and an explanation of the selection process, shall be posted on the district's website. (Education Code 48301)

Parents/guardians shall submit applications for interdistrict attendance to the district office before January 1 of the school year preceding the school year for which the student is requesting to be transferred. The application deadline may be waived upon agreement between the district and the student's district of residence. (Education Code 48308)

The application deadline shall not apply to an application requesting a transfer if the parent/guardian with whom the student resides is enlisted in the military and was relocated by the military within 90 days prior to submitting the application. (Education Code 48308)

CSBA NOTE: Pursuant to Education Code 48308, as amended by SB 897, a school district of choice is required to notify a district of residence, no later than January 15, of the number and names of students from the district of residence, by school and grade level, requesting to be transferred for the following school year.

No later than January 15 of each year, the Superintendent or designee shall notify the district of residence of the number and names of students from the district of residence, by school and grade level, requesting to be transferred for the following school year. (Education Code 48308)

CSBA NOTE: Pursuant to Education Code 48305, if the district chooses to use existing entrance criteria for specialized schools or programs, then the criteria is required to be uniformly applied. The following optional paragraph is for use by districts that choose to use existing entrance criteria.

Any existing entrance criteria for specialized schools or programs shall be uniformly applied to all applicants. (Education Code 48305)

CSBA NOTE: Pursuant to Education Code 48303, a school district of choice may reject the transfer of a student if the transfer of that student would require the district to create a new program to serve that student, except that a district of choice may not reject the transfer of a student with a disability, an English learner, or, as amended by SB 897, a foster youth, or student experiencing homelessness.

The district may reject a transfer into the district under the school district of choice program if the transfer would require the district to create a new program to serve that student, except that the district shall not reject the transfer of a student with disabilities, an English learner, a foster youth, or a student experiencing homelessness. (Education Code 48303)

Whenever the number of transfer applications exceeds the number of interdistrict transfers that may be accepted as annually determined by the Governing Board, students accepted for transfer shall be selected by a random drawing held in public at a regularly scheduled Board meeting before February 15 of the school year preceding the school year for which the transfer is sought. (Education Code 48301)

Priority for transfer under the school district of choice program shall be granted as follows: (Education Code 48306)

1. First priority shall be given to siblings of students already in attendance in the district

   CSBA NOTE: Pursuant to Education Code 48306, as amended by SB 897, second priority for transfer under the school district of choice program is expanded to include foster youth and students experiencing homelessness

2. Second priority shall be given to students eligible for free or reduced-price meals, foster youth, and students experiencing homelessness

3. Third priority shall be given to children of military personnel

No later than February 15 of the school year preceding the school year for which the student is requesting to be transferred, the Superintendent or designee shall notify the parent/guardian in writing whether the application has been provisionally accepted or rejected or of the student's position on any waiting list. (Education Code 48308)

If a student's application for transfer is accepted, the Superintendent or designee shall so notify the student's district

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of residence no later than February 15 of the school year preceding the school year for which the student is requesting to be transferred. (Education Code 48308)

The number of students accepted for transfer into the district, by school and grade level, shall be reported to the district of residence on or before February 15. (Education Code 48308)

CSBA NOTE: Education Code 48308, as amended by SB 897, expands the required notification to parents/guardians when the number of students requesting to transfer exceeds the district's capacity to include that the number of students exceeds the specific school or program to which the student applied.

If a student's application is denied, the Superintendent or designee shall notify the student's parents/guardians that the number of students requesting to transfer exceeded the district's capacity, or the specific school or program to which the student applied, and that the student was not selected during the random drawing. Such determination shall be accurately recorded in the minutes of the Board meeting at which the determination was made. (Education Code 48308)

For a student whose parent/guardian was relocated by the military less than 90 days prior to the submission of the application, the district shall make a final decision to accept or reject the application within 90 days of its receipt. If the student's application has been submitted less than 90 days prior to the beginning of the school year, then the district shall accept or deny the application before the school year begins. Upon acceptance, the student may immediately enroll in a district school. (Education Code 48308)

Vacancies may be filled from the waiting list until May 1 of the school year preceding the school year for which students are requesting to be transferred. (Education Code 48308)

The final number of students enrolled in the district through the school district of choice program, by school and grade level, along with the names of the students, shall be reported to the district of residence on or before May 1. (Education Code 48308)

CSBA NOTE: Education Code 48307, as amended by SB 897, requires the district to respond to a request from the county office of education (COE) to provide data regarding the number of students transferring into the district in order for the COE to determine, when requested by a district of residence with average daily attendance (ADA) of 50,000 or less, the percentage of students transferring out of the district of residence for the duration of the program. If the district does not provide such information to the COE within 30 days, the district is prohibited from accepting new student transfers under the district of choice program until the district complies with the request.

The Superintendent or designee shall, within 30 days, respond to any request by the county office of education to provide data regarding the number of students transferring into the district. (Education Code 48307)

Students who transfer into the district through the school district of choice program are deemed to have fulfilled district residency requirements pursuant to Education Code 48204. (Education Code 48301)

Final acceptance of the transfer is applicable for one school year and shall be renewed automatically each year unless the Board, by adoption of a resolution, withdraws from participation in the program and no longer accepts transfer students from other districts. (Education Code 48308)

CSBA NOTE: The following paragraph may be revised by districts that do not maintain high schools.

Even if the district withdraws from participation in the program, students who attended or received a notice of acceptance into the district before the Board's resolution of withdrawal shall be permitted to attend school in the district, and high school students who transfer into the district may continue attending school in the district until they graduate from high school. (Education Code 48307, 48308)

The district may accept any completed coursework, attendance, and other academic progress credited to an accepted student by any district(s) the student has previously attended and may grant academic standing to the student based upon the district's evaluation of the student's academic progress. (Education Code 48309)

The district may revoke a student's enrollment if the student is recommended for expulsion pursuant to Education Code 48918. (Education Code 48309)

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~~OPTION 2 ENDS HERE~~

Transfers Out of the District

CSBA NOTE: The following optional section is for use by all districts.

A student whose parent/guardian is in active military duty shall not be prohibited from transferring out of the district, provided the school district of proposed enrollment approves the application for transfer. (Education Code 46600, 48307)

CSBA NOTE: Pursuant to Education Code 46600, the district may not prohibit a transfer out of the district for a victim of bullying if the district has only one school offering the student's grade level and thus is unable to grant an intradistrict transfer.

If the district is unable to provide an intradistrict transfer to a student who is a victim of an act of bullying, as defined in Education Code 46600, the district shall not prohibit the student from transferring out of the district if the district of proposed enrollment approves the application for transfer. (Education Code 46600)

The district may limit transfers out of the district to a school district of choice under any of the following circumstances: (Education Code 48307)

CSBA NOTE: Pursuant to Education Code 48307, as amended by SB 897, even if a district has not designated itself as a school district of choice, it has the authority pursuant to Education Code 48307 to limit the number of students transferring out of the district into other districts that have designated themselves as school districts of choice. A district with an ADA of more than 50,000 may annually limit the number of such transfers to one percent of its ADA for the first principal apportionment for the prior fiscal year. A district with an ADA of 50,000 or less may limit the number of such transfers to three percent of its ADA for the first principal apportionment for the prior fiscal year and may limit the maximum number of such transfers for the duration of the program to 10 percent of the ADA for that period. In Walnut Valley Unified School District v. Superior Court of Los Angeles County, the appellate court held that the 10 percent cap on outbound transfers "for the duration of the program" should be based on the district's ADA over the entire life of the district of choice program (i.e., from the program's inception in 1994 until the present day).

Education Code 48308, as amended by SB 897, requires the district of residence to, by no later than February 15, notify the district of choice of the total number and names of students requesting to be transferred that exceed the number of students for which the district of residence is authorized to limit the transfer.

The district may revise Item #1 to reflect the applicable percentage in Education Code 48307 based on its ADA.

1. The number of student transfers out of the district to a school district of choice has reached the limit specified in Education Code 48307 based on the district's average daily attendance

   CSBA NOTE: Education Code 48307, as amended by SB 897, expands the authorization for a district of residence to limit the number of students who transfer out of the district in a fiscal year if the most recent budget certification completed by the County Superintendent of Schools is a qualified status.
2. The County Superintendent of Schools has given the district a qualified or negative budget certification or has determined that the district will not meet the state's standards and criteria for fiscal stability in the subsequent fiscal year exclusively as a result of student transfers from this district to a school district of choice

   CSBA NOTE: Item #3 is optional and should be revised to reflect district practice. Education Code 48307 authorizes the district to prohibit a transfer out of the district under the school district of choice program if the Governing Board determines that the transfer would negatively impact a court-ordered desegregation plan, a voluntary desegregation plan, or the racial and ethnic balance of the district. Education Code 48307 provides that denial of transfers on the basis of a voluntary desegregation plan or the racial and ethnic balance of the district must be consistent with the constitutional provisions added by Proposition 209 in 1996 (California Constitution, Article 1, Section 31). It is recommended that districts consult CSBA's District and County Office of Education Legal Services or district legal counsel before adopting policy to allow denial of transfers on either of these bases.
3. The Board determines that the transfer would negatively impact any of the following: (Education Code 48307)

   a. A court-ordered desegregation plan

b. A voluntary desegregation plan of the district, consistent with the California Constitution, Article 1, Section 31

c. The racial and ethnic balance of the district, consistent with the California Constitution, Article 1, Section 31

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6173.2	Education Of Children Of Military Families
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9000	Role Of The Board
9321	Closed Session

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Policy 5138: Conflict Resolution/Peer Mediation

Status: DRAFT

Original Adopted Date: 09/13/2000

CSBA NOTE: Research indicates that school-based conflict resolution/peer mediation programs effectively reduce violence and promote safe learning environments at schools. Districts that have integrated conflict resolution/peer mediation programs into existing disciplinary procedures have reported reductions in suspensions, expulsions, and student-to-student conflict. Additionally, conflict resolution/peer mediation programs can help to promote personal responsibility and citizenship among students.

The following optional policy may be used by districts wishing to encourage the development of conflict resolution/peer mediation programs at the school site.

To promote student safety and contribute to the maintenance of a positive school climate, the Governing Board encourages the development of school-based conflict resolution and peer mediation programs designed to help students learn constructive ways of handling conflict. The Board believes that such programs can reduce violence and promote communication, personal responsibility, and problem-solving skills among students.

Conflict resolution and peer mediation programs may be considered as part of each school's comprehensive safety plan and incorporated into other district discipline procedures as appropriate. Such programs shall not supplant the authority of district staff to take appropriate action as necessary to prevent violence, ensure student safety, maintain order in the school, and institute disciplinary measures.

Such programs may incorporate peer mediation strategies in which selected student volunteers are specifically trained to work with their peers in resolving conflicts. This training may involve effective communication and listening, critical thinking, problem-solving processes, and the use of negotiation to find mutually acceptable solutions. Additionally, the training may address the ethical and social development of students, respect for diversity, and interpersonal and behavioral skills.

CSBA NOTE: It is important that students voluntarily enter the mediation process in order to secure acceptance of the program. Confidentiality by all involved parties, including the program coordinator, is essential in maintaining the integrity of the peer mediation program.

Participation in a peer mediation program by a student engaged in a conflict shall be voluntary and kept confidential by all parties involved.

In developing a conflict resolution and/or peer mediation program, school-site teams shall address, as appropriate:

1. The grade levels and courses in which the conflict resolution curriculum shall be delivered
2. Staff development related to the implementation of the curriculum and modeling of appropriate behaviors and communication skills
3. The selection of peer mediators involving, to the extent possible, a cross-section of students in terms of grade, gender, race, ethnicity, and socioeconomic status, and including some students who exhibit negative leadership among peers
4. Training and support for peer mediators, including training in mediation processes and in the skills related to understanding conflict, communicating effectively and listening
5. The process for identifying and referring students to the peer mediation program
6. The types of conflicts suitable for peer mediation
7. Expectation for confidentiality regarding who participated, what was discussed, and how any conflict was resolved
8. Scheduling and location of peer mediation sessions
9. Methods of obtaining and recording agreement from all disputants
10. The appropriate involvement of parents/guardians, the community, and staff, including counseling/guidance and security staff

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11. Communications to students, parents/guardians, and staff regarding the availability of the program
12. Methods of following up with students to determine the effectiveness of the process
13. Development of assessment tools to periodically evaluate the success of the program including, but not limited to, measurements of whether there has been a reduction in violence at the school and whether the school's suspension rates have fallen since the program has been introduced
14. Selection of and requirements to train as peer mediators

Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the Governing Board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
CA Constitution Article 1, Section 28	Right to Safe Schools
Ed. Code 32280-32289.5	School safety plans
Ed. Code 32295.5	Teen court programs
Ed. Code 35291-35291.5	Rules
Ed. Code 44807	Teachers' duty concerning conduct of students
Ed. Code 51240	Excuse from instruction due to religious beliefs

Management Resources	Description
Court Decision	S.E. v Grey 782 F.Supp.3d 939 (S.D. Cal 2025)
Court Decision	Mahmoud v. Taylor (2025) 606 U.S. ____ (2025 WL 1773627)
Website	CSBA District and County Office of Education Legal Services
Website	California Department of Education, Safe Schools

Cross References	Description
0450	Comprehensive Safety Plan
0450	Comprehensive Safety Plan
1313	Civility
3515	Campus Security
3515	Campus Security
4131	Staff Development
4231	Staff Development
5116.2	Involuntary Student Transfers
5125	Student Records
5125	Student Records
5131	Conduct
5131.1	Bus Conduct
5131.1	Bus Conduct
5131.2	Bullying
5131.2	Bullying
5131.4	Student Disturbances
5131.4	Student Disturbances

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Cross References	Description
5131.5	Vandalism And Graffiti
5131.7	Weapons And Dangerous Instruments
5131.7	Weapons And Dangerous Instruments
5136	Gangs
5136	Gangs
5137	Positive School Climate
5141.52	Suicide Prevention
5141.52	Suicide Prevention
5142	Safety
5142	Safety
5144	Discipline
5144	Discipline
5144.1	Suspension And Expulsion/Due Process
5144.1	Suspension And Expulsion/Due Process
5144.2	Suspension And Expulsion/Due Process (Students With Disabilities)
5144.2-E PDF(1)	Suspension And Expulsion/Due Process (Students With Disabilities)
5145.3	Nondiscrimination/Harassment
5145.3	Nondiscrimination/Harassment
5145.7	Sexual Harassment
5145.7	Sexual Harassment
5145.9	Hate-Motivated Behavior
6141.2	Recognition Of Religious Beliefs And Customs
6141.2	Recognition Of Religious Beliefs And Customs
6142.8	Comprehensive Health Education
6142.8	Comprehensive Health Education
6143	Courses Of Study
6143	Courses Of Study
6164.2	Guidance/Counseling Services
6173.1	Education For Foster Youth
6173.1	Education For Foster Youth
6184	Continuation Education
6184	Continuation Education

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Regulation 6020: Parent Involvement

Status: DRAFT

Original Adopted Date: 05/03/2018 **| Last Revised Date:** 08/27/2020

CSBA NOTE: The following administrative regulation contains parent/guardian and family engagement strategies that meet legal requirements applicable to districts and schools that do and do not receive federal Title I funds. The district should use and adapt the section(s) applicable to its circumstances. If desired, the district may develop one set of strategies applicable to all schools, provided that all the provisions required by law for both types of schools are included.

District Strategies for Title I Schools

CSBA NOTE: The following section is for use by districts that receive Title I, Part A, funds. 20 USC 6318 mandates that such districts develop a policy, jointly with and agreed upon by parents/guardians and family members of participating students, that describes the means by which the district will address the components specified in Items #1-6 below. Under each required component below are optional strategies for addressing the component, which should be modified to reflect the specific strategies jointly developed by the district and the parents/guardians and family members of participating students. In the state's Federal Program Monitoring process, California Department of Education (CDE) staff will check to ensure that the district has identified such strategies.

To ensure that parents/guardians and family members of students participating in Title I programs are provided with opportunities to be involved in their children's education, the district shall:

CSBA NOTE: Pursuant to 20 USC 6318, districts are required to involve parents/guardians and family members in the development of the Title I local educational agency (LEA) plan described in 20 USC 6312. For more information regarding Title I program requirements and LEA plans, see BP 6171 - Title I Programs. In California, all the requirements of the LEA plan are addressed in an addendum to the local control and accountability plan (LCAP). See BP 0460 - Local Control and Accountability Plan for further information about the development of the LCAP, including requirements for consultation with parents/guardians and other stakeholders and for the establishment of a parent advisory committee and English learner parent advisory committee.

1. Involve parents/guardians and family members in the joint development of a district plan that meets the requirements of 20 USC 6312 and in the development of school support and improvement plans pursuant to 20 USC 6311 (20 USC 6318)

   The Superintendent or designee may:

   a. Invite input on the plan from other district committees and school site councils

   b. Communicate with parents/guardians through the district newsletter, website, or other methods regarding the plan and the opportunity to provide input

   c. Provide copies of working drafts of the plan to parents/guardians in an understandable and uniform format and, to the extent practicable, in a language the parents/guardians can understand

   d. Ensure that there is an opportunity at a public Governing Board meeting for public comment on the plan prior to the Board's approval of the plan or revisions to the plan

   e. Ensure that school-level policies on parent/guardian and family engagement address the role of school site councils and other parents/guardians as appropriate in the development and review of school plans

2. Provide coordination, technical assistance, and other support necessary to assist and build the capacity of Title I schools in planning and implementing effective parent/guardian and family engagement activities to improve student academic achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations or individuals with expertise in effectively engaging parents/guardians and family members in education (20 USC 6318)

   The Superintendent or designee may:

   a. Assign district personnel to serve as a liaison to the schools regarding Title I parent/guardian and family engagement issues

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b. Identify funding and other resources, including community resources and services, that may be used to strengthen district and school parent/guardian and family engagement programs

c. Provide training for the principal or designee of each participating school regarding Title I requirements for parent/guardian and family engagement, leadership strategies, and communication skills to assist in facilitating the planning and implementation of related activities

d. With the assistance of parents/guardians, provide information and training to teachers and other staff regarding effective parent/guardian involvement practices and legal requirements

e. Provide information to schools about the indicators and assessment tools that will be used to monitor progress

3. To the extent feasible and appropriate, coordinate and integrate Title I parent/guardian and family engagement strategies with parent/guardian and family engagement strategies of other relevant federal, state, and local programs and ensure consistency with federal, state, and local laws (20 USC 6318)

The Superintendent or designee may:

a. Identify overlapping or similar program requirements

b. Involve district and school site representatives from other programs to assist in identifying specific population needs

c. Schedule joint meetings with representatives from related programs and share data and information across programs

d. Develop a cohesive, coordinated plan focused on student needs and shared goals

4. Conduct, with meaningful involvement of parents/guardians and family members, an annual evaluation of the content and effectiveness of the parent/guardian and family engagement policy in improving the academic quality of the schools served by Title I, including identification of: (20 USC 6318)

a. Barriers to greater participation in parent/guardian and family engagement activities, with particular attention to parents/guardians who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background

b. The needs of parents/guardians and family members, so they can better assist with their children's learning and engage with school personnel and teachers

c. Strategies to support successful school and family interactions

The Superintendent or designee may:

a. Use a variety of methods, such as focus groups, surveys, and workshops, to evaluate the satisfaction of parents/guardians and staff with the quality and frequency of district communications

b. Gather and monitor data regarding the number of parents/guardians and family members participating in district activities and the types of activities in which they are engaged

c. Recommend to the Board measures to evaluate the impact of the district's parent/guardian and family engagement efforts on student achievement

CSBA NOTE: Although it is not mandated to be included in the district's policy or regulation, the following paragraph reflects a legal requirement of Education Code 11503 pertaining to evaluation of the district's parent/guardian involvement efforts.

The Superintendent or designee shall notify parents/guardians of this review and assessment through regular school communications mechanisms and shall provide a copy of the assessment to parents/guardians upon their request. (Education Code 11503)

5. Use the findings of the evaluation conducted pursuant to Item #4 above to design evidence-based strategies for more effective parent/guardian and family involvement and, if necessary, to revise the

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parent/guardian and family engagement policy (20 USC 6318)

The Superintendent or designee may:

a. Analyze data from the evaluation to identify parent/guardian and family engagement activities that have been successful and those activities that have had lower participation or less meaningful involvement by parents/guardians

b. Analyze parent/guardian and family participation to determine the level of participation by traditionally underrepresented groups

c. With the involvement of parents/guardians, recommend and draft proposed policy revisions to submit to the Board for consideration

6. Involve parents/guardians in the activities of schools served by Title I, which may include establishing a parent advisory board comprised of a sufficient number and representative group of parents/guardians or family members served by the district to adequately represent the needs of the population served by the district for the purposes of developing, revising, and reviewing the parent/guardian and family engagement policy (20 USC 6318)

The Superintendent or designee may:

a. Include information about school activities in district communications to parents/guardians and family members

b. To the extent practicable, assist schools with translation services or other accommodations needed to encourage participation of parents/guardians and family members

c. Establish processes to encourage parent/guardian input regarding their expectations and concerns for their children

Additionally, the district shall promote the effective involvement of parents/guardians and support a partnership among the school, parents/guardians, and the community to improve student achievement by implementing the actions specified in Item #7 of "School-Level Policies for Title I Schools," below. (20 USC 6318)

School-Level Policies for Title I Schools

CSBA NOTE: The following section is for use by districts that receive federal Title I, Part A funds. 20 USC 6318 requires that each individual school receiving Title I funds have a written parent/guardian and family engagement policy, developed jointly with and agreed upon by parents/guardians and family members of participating students, that describes the means for carrying out the requirements of 20 USC 6318(c) through (f), reflected in Items #1-8 below. The following section lists the required components but does not include specific strategies since those should be added by each school. Schools may also use a template available on CDE's website, "Title I School-Level Parental Involvement Policy," to develop the school-level policy.

At each school receiving Title I funds, a written policy on parent/guardian and family engagement shall be developed jointly with the parents/guardians and family members of participating students. The school policy shall describe the means by which the school will: (20 USC 6318)

1. Convene an annual meeting, at a convenient time, to which all parents/guardians of participating students shall be invited and encouraged to attend, in order to inform parents/guardians of their school's participation in Title I and to explain Title I requirements and the right of parents/guardians to be involved

2. Offer a flexible number of meetings, such as meetings in the morning or evening, for which related transportation, child care, and/or home visits may be provided as such services relate to parent/guardian involvement

CSBA NOTE: As provided in Item #3 below, 20 USC 6318 requires parent/guardian involvement in the development of the comprehensive plan required by 20 USC 6314 for schoolwide programs. Education Code 64001requires that this plan be incorporated into the school plan for student achievement (SPSA) covering all categorical programs in the state's consolidated application. For further information about the development of this plan, see AR 6171 - Title I Programs and BP/AR 0420 - School Plans/Site Councils.

3. Involve parents/guardians in an organized, ongoing, and timely way in the planning, review, and improvement

of Title I programs, including the planning, review, and improvement of the school's parent/guardian and family engagement policy and, if applicable, the joint development of the plan for schoolwide programs pursuant to 20 USC 6314

The school may use an existing process for involving parents/guardians in the joint planning and design of the school's programs provided that the process includes adequate representation of parents/guardians of participating students.

4. Provide the parents/guardians of participating students all of the following:

    a. Timely information about Title I programs

    b. A description and explanation of the school's curriculum, forms of academic assessment used to measure student progress, and the achievement levels of the state academic standards

    c. If requested by parents/guardians, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions related to their children's education. The district shall respond to any such suggestions as soon as practicably possible.

5. If the schoolwide program plan is not satisfactory to the parents/guardians of participating students, submit any parent/guardian comments when the school makes the plan available to the district

CSBA NOTE: 20 USC 6318 requires Title I schools to develop a school-parent compact as provided in Item #6 below. U.S. Department of Education non-regulatory guidance, "Parental Involvement: Title I, Part A," provides a sample template that schools may use in the development of the school-parent compact.

6. Jointly develop with the parents/guardians of participating students a school-parent compact that outlines how parents/guardians, the entire school staff, and students will share responsibility for improved student academic achievement and the means by which the school and parents/guardians will build a partnership to help students achieve state standards

    This compact shall address:

    a. The school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating students to achieve the state's challenging academic achievement standards

    b. Ways in which parents/guardians will be responsible for supporting their children's learning, volunteering in the classroom, and participating, as appropriate, in decisions related to their children's education and the positive use of extracurricular time

    c. The importance of communication between teachers and parents/guardians on an ongoing basis through, at a minimum:

        i. Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as it relates to the student's achievement

        ii. Frequent reports to parents/guardians on their children's progress

        iii. Reasonable access to staff, opportunities to volunteer and participate in their child's classroom, and observation of classroom activities

        iv. Regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand

7. Promote the effective involvement of parents/guardians and support a partnership among the school, parents/guardians, and the community to improve student achievement through the following actions:

    a. Assist parents/guardians, as appropriate, in understanding such topics as the state academic standards, state and local academic assessments, the requirements of Title I, and how to monitor a child's progress and work with educators to improve the achievement of their children

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b. Provide parents/guardians with materials and training, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to help them work with their children to improve their children's achievement

c. With the assistance of parents/guardians, educate teachers, specialized instructional support personnel, principals and other school leaders, and other staff, in the value and utility of parent/guardian contributions and in how to reach out to, communicate with, and work with parents/guardians as equal partners, implement and coordinate parent/guardian programs, and build ties between parents/guardians and the schools

d. To the extent feasible and appropriate, coordinate and integrate parent/guardian involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents/guardians in fully participating in their children's education

e. Ensure that information related to school and parent/guardian programs, meetings, and other activities is sent to the parents/guardians of participating students in a format and, to the extent practicable, in a language the parents/guardians can understand

f. Provide other such reasonable support for parent/guardian involvement activities as parents/guardians may request

CSBA NOTE: Items #7a-q below are optional and should be revised to reflect district practice. Items #7a-h are authorized, but not required, by 20 USC 6318.

In addition, the school plan may include strategies to:

a. Involve parents/guardians in the development of training for teachers, principals, and other educators to improve the effectiveness of such training

b. Provide necessary literacy training, using Title I funds if the district has exhausted all other reasonably available sources of funding for such training

c. Pay reasonable and necessary expenses associated with parent/guardian involvement activities, including transportation and child care costs, to enable parents/guardians to participate in school-related meetings and training sessions

d. Train parents/guardians to enhance the involvement of other parents/guardians

e. Arrange school meetings at a variety of times or, when parents/guardians are unable to attend such conferences, conduct in-home conferences between parents/guardians and teachers or other educators who work directly with participating students, in order to maximize parent/guardian involvement and participation

f. Adopt and implement model approaches to improving parent/guardian involvement

g. Establish a parent advisory council to provide advice on all matters related to parent/guardian involvement in Title I programs

h. Develop appropriate roles for community-based organizations and businesses in parent/guardian involvement activities

i. Make referrals to community agencies and organizations that offer literacy training, parent/guardian education programs, and/or other services that help to improve the conditions of parents/guardians and families

j. Provide a master calendar of district/school activities and meetings

k. Provide information about opportunities for parent/guardian and family engagement through the district newsletter, website, or other written or electronic means

l. Engage parent-teacher organizations to actively seek out and involve parents/guardians through

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regular communication updates and information sessions

m. To the extent practicable, provide translation services at school sites and at meetings involving parents/guardians and family members as needed

n. Provide training and information to members of district and school site councils and advisory committees to help them fulfill their functions

o. Provide ongoing workshops to assist school site staff, parents/guardians, and family members in planning and implementing improvement strategies, and seek their input in developing the workshops

p. Regularly evaluate the effectiveness of staff development activities related to parent/guardian and family engagement

q. Include expectations for parent/guardian outreach and involvement in staff job descriptions and evaluations

8. To the extent practicable, provide opportunities for the informed participation of parents/guardians and family members (including parents/guardians and family members with limited English proficiency, parents/guardians and family members with disabilities, and parents/guardians and family members of migrant children), including providing information and school reports required under 20 USC 6311(h) in a format and language such parents/guardians can understand

If the school has a parent involvement policy that applies to all parents/guardians, it may amend that policy to meet the above requirements. (20 USC 6318)

CSBA NOTE: The following paragraph is optional. Education Code 64001 requires that the SPSA covering the categorical programs in the state's consolidated application, including Title I schoolwide programs, be annually reviewed by the school site council and submitted to the Governing Board for approval. For more information regarding SPSAs and school site councils, see BP/AR 0420 - School Plans/Site Councils.

Each school receiving Title I funds shall annually evaluate the effectiveness of its parent/guardian and family engagement policy. Such evaluation may be conducted during the process of reviewing the school plan for student achievement in accordance with Education Code 64001.

The school's policy shall be periodically updated to meet the changing needs of parents/guardians and the school. (20 USC 6318)

District Strategies for Non-Title I Schools

CSBA NOTE: The following section is for use by districts that do not receive any Title I funds or that have one or more individual schools that do not receive Title I funds. Education Code 11504 mandates the Board to adopt a policy on parent/guardian involvement, applicable to each school that does not receive Title I funds, that is consistent with the purposes and goals in Education Code 11502, as reflected in Items #1-5 below. Subitems under Items #1-5 are optional strategies for carrying out the legal requirement and should be revised to reflect district practice. The district may instead develop one administrative regulation applicable to both Title I and non-Title I schools, provided it meets the requirements below and in the sections above.

For each school that does not receive federal Title I funds, the Superintendent or designee shall, at a minimum:

1. Engage parents/guardians and family members positively in their children's education by providing assistance and training on topics such as state academic standards and assessments to increase their knowledge and skills to use at home to support their children's academic efforts at school and their children's development as responsible members of society (Education Code 11502, 11504)

   The district may utilize department leaders and district instructional coaches to provide parent/guardian training on topics that include, English language development, state academic standards and assessments, and specific strategies to support the student in the home.

   The Superintendent or designee may:

   a. Provide or make referrals to literacy training and/or parent education programs designed to improve the

skills of parents/guardians and enhance their ability to support their children's education

b. Provide information, in parent handbooks and through other appropriate means, regarding academic expectations and resources to assist with the subject matter

c. Provide parents/guardians with information about students' class assignments and homework assignments

2. Inform parents/guardians that they can directly affect the success of their children's learning, by providing them with techniques and strategies that they may use to improve their children's academic success and to assist their children in learning at home (Education Code 11502, 11504)

The Superintendent or designee may:

a. Provide parents/guardians with information regarding ways to create an effective study environment for their children at home and to encourage good study habits

b. Encourage parents/guardians to monitor their children's school attendance, homework completion, and television viewing

c. Encourage parents/guardians to volunteer in their child's classroom and to participate in school advisory committees

3. Build consistent and effective two-way communication between the home and school so that parents/guardians and family members may know when and how to assist their children in support of classroom learning activities (Education Code 11502, 11504)

The Superintendent or designee may:

a. Ensure that teachers provide frequent reports to parents/guardians on their children's progress and hold parent-teacher conferences at least once per year with parents/guardians of elementary school students

b. Provide opportunities for parents/guardians to observe classroom activities and to volunteer in their child's classroom

c. Provide information about parent/guardian and family engagement opportunities through district, school, and/or class newsletters, the district's website, and other written or electronic communications

d. To the extent practicable, provide notices and information to parents/guardians in a format and language they can understand

e. Develop mechanisms to encourage parent/guardian input on district and school issues

f. Identify barriers to parent/guardian and family participation in school activities, including parents/guardians and family members who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background

g. Encourage greater parent/guardian participation by adjusting meeting schedules to accommodate parent/guardian needs and, to the extent practicable, by providing translation or interpreter services, transportation, and/or child care

4. Train teachers, administrators, specialized instructional support personnel, and other staff to communicate effectively with parents/guardians as equal partners (Education Code 11502, 11504)

The Superintendent or designee may:

a. Provide staff development to assist staff in strengthening two-way communications with parents/guardians, including parents/guardians who have limited English proficiency or limited literacy

b. Invite input from parents/guardians regarding the content of staff development activities pertaining to home-school communications

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c. Utilize professional development sessions to train teachers, administrators, and staff on ways to effectively engage parents/guardians, with each school site sharing best practices that others may learn from

5. Integrate and coordinate parent/guardian and family engagement activities within the LCAP with other activities

The Superintendent or designee may:

a. Include parent/guardian and family engagement strategies in school reform or school improvement initiatives

b. Involve parents/guardians and family members in school planning processes

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Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the Governing Board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
5 CCR 18275	Child care and development programs; parent involvement and education
Ed. Code 11500-11505	Programs to encourage parent/guardian involvement
Ed. Code 48985	Notices to parents/guardians in language other than English
Ed. Code 51101	Parents Rights Act of 2002
Ed. Code 52060-52077	Local control and accountability plan
Ed. Code 54444.1-54444.2	Parent advisory councils; services to migrant children
Ed. Code 56190-56194	Community advisory committee; special education
Ed. Code 64001	School plan for student achievement; consolidated application programs
Lab. Code 230.8	Time off to visit child's school

Federal	Description
20 USC 6311	State plan
20 USC 6312	Local educational agency plan
20 USC 6314	Schoolwide programs
20 USC 6318	Parent/guardian and family engagement
20 USC 6631	Teacher and school leader incentive program; purposes and definitions
28 CFR 35.104	Definitions, auxiliary aids and services
28 CFR 35.160	Effective communications for individuals with disabilities

Management Resources	Description
California Department of Education Publication	Family Engagement Framework: A Tool for California School Districts, 2014
California Department of Education Publication	Title I School-Level Parental Involvement Policy
U.S. Department of Education Publication	Dear Colleague Letter: School Choice Guidance to States, June 26, 2025
Website	CSBA District and County Office of Education Legal Services
Website	California Department of Education, Family, School, Community Partnerships
Website	California Parent Center
Website	California State Parent Teacher Association
Website	CSBA

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Management Resources	Description
Website	National PTA
Website	Parent Information and Resource Centers
Website	Parents as Teachers National Center
Website	U.S. Department of Education

Cross References	Description
0000	Vision
0100	Philosophy
0400	Comprehensive Plans
0410	Nondiscrimination In District Programs And Activities
0420	School Plans/Site Councils
0420	School Plans/Site Councils
0430	Comprehensive Local Plan For Special Education
0430	Comprehensive Local Plan For Special Education
0450	Comprehensive Safety Plan
0450	Comprehensive Safety Plan
0460	Local Control And Accountability Plan
0460	Local Control And Accountability Plan
0500	Accountability
1000	Concepts And Roles
1100	Communication With The Public
1100-E PDF(1)	Communication With The Public
1113	District And School Websites
1113	District And School Websites
1113-E(1)	District And School Websites
1113-E(2)	District And School Websites
1114	District-Sponsored Social Media
1114	District-Sponsored Social Media
1220	Citizen Advisory Committees
1220	Citizen Advisory Committees
1230	School-Connected Organizations
1230	School-Connected Organizations
1240	Volunteer Assistance
1240	Volunteer Assistance
1250	Visitors/Outsiders
1250	Visitors/Outsiders
1260	Educational Foundation
1400	Relations Between Other Governmental Agencies And The Schools
1700	Relations Between Private Industry And The Schools
2230	Representative And Deliberative Groups

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Cross References	Description
3100	Budget
3100	Budget
3231	Impact Aid
3280	Sale Or Lease Of District-Owned Real Property
3280	Sale Or Lease Of District-Owned Real Property
4115	Evaluation/Supervision
4115	Evaluation/Supervision
4131	Staff Development
4215	Evaluation/Supervision
4231	Staff Development
4315	Evaluation/Supervision
4331	Staff Development
5020	Parent Rights And Responsibilities
5020	Parent Rights And Responsibilities
5030	Student Wellness
5030	Student Wellness
5113	Absences And Excuses
5113	Absences And Excuses
5113.1	Chronic Absence And Truancy
5113.1	Chronic Absence And Truancy
5121	Grades/Evaluation Of Student Achievement
5121	Grades/Evaluation Of Student Achievement
5123	Promotion/Acceleration/Retention
5123	Promotion/Acceleration/Retention
5141.22	Infectious Diseases
5141.22	Infectious Diseases
5142.2	Safe Routes To School Program
5142.2	Safe Routes To School Program
5145.6	Parent/Guardian Notifications
5145.6-E PDF(2)	Parent/Guardian Notifications
5145.6-E(1)	Parent/Guardian Notifications
5148	Child Care And Development
5148	Child Care And Development
5148.2	Before/After School Programs
5148.2	Before/After School Programs
5148.3	Preschool/Early Childhood Education
5148.3	Preschool/Early Childhood Education
6011	Academic Standards
6142.6	Visual And Performing Arts Education
6142.8	Comprehensive Health Education

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Cross References	Description
6142.8	Comprehensive Health Education
6145	Extracurricular And Cocurricular Activities
6145	Extracurricular And Cocurricular Activities
6146.11	Alternative Credits Toward Graduation
6146.11	Alternative Credits Toward Graduation
6154	Homework/Makeup Work
6154	Homework/Makeup Work
6161.1	Selection And Evaluation Of Instructional Materials
6161.1	Selection And Evaluation Of Instructional Materials
6161.1-E PDF(1)	Selection And Evaluation Of Instructional Materials
6161.1-E PDF(2)	Selection And Evaluation Of Instructional Materials
6161.1-E(1)	Selection And Evaluation Of Instructional Materials
6162.5	Student Assessment
6162.51	State Academic Achievement Tests
6162.51	State Academic Achievement Tests
6164.5	Student Success Teams
6164.5	Student Success Teams
6170.1	Transitional Kindergarten
6171	Title I Programs
6171	Title I Programs
6172	Gifted And Talented Student Program
6172	Gifted And Talented Student Program
6173.1	Education For Foster Youth
6173.1	Education For Foster Youth
6173.2	Education Of Children Of Military Families
6173.2	Education Of Children Of Military Families
6173.4	Education For American Indian Students
6174	Education For English Learners
6174	Education For English Learners
6175	Migrant Education Program
6175	Migrant Education Program
6177	Summer Learning Programs
6177	Summer Learning Programs
6178	Career Technical Education
6178	Career Technical Education
6178.1	Work-Based Learning
6178.1	Work-Based Learning
6184	Continuation Education
6184	Continuation Education
9200	Limits Of Board Member Authority

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Policy 6020: Parent Involvement

Status: DRAFT

Original Adopted Date: 05/03/2018 **| Last Revised Date:** 08/27/2020

CSBA NOTE: Education Code 11503 and 20 USC 6318 mandate each district receiving federal Title I, Part A, funds to have a written parent/guardian and family engagement policy developed jointly with and agreed upon by parents/guardians and family members of participating students. Education Code 11504 mandates districts to adopt a policy on parent/guardian involvement applicable to each school that does not receive Title I funds. The following policy and accompanying administrative regulation contain language satisfying both mandates and should be revised to reflect whether the district receives Title I funds.

Additionally, Education Code 51101 mandates policy for all districts addressing the manner in which parents/guardians, school staff, and students may share responsibility for continuing the intellectual, physical, emotional, and social development and well-being of students; see BP/AR 5020 - Parent Rights and Responsibilities for language fulfilling this mandate.

The U.S. Department of Education's June 2025 Dear Colleague Letter provides school choice guidance and explains how states can use federal funds to both expand education choice and turn around underperforming schools. The letter provides specific examples of ways in which districts can offer choice to enable parents/guardians to make decisions that best meet the educational needs of their student, such as offering a range of activities from which parents/guardians are able to choose, dual enrollment opportunities, academic tutoring programs, and career and technical education activities. Additionally, districts may, unless any part of Title I allocations are reserved for public school choice, use Elementary and Secondary Education Act funds for any activity that it determines will help a school identified for comprehensive support and improvement, targeted support and improvement due to consistently underperforming subgroups, and additional targeted support and improvement to improve student outcomes, such as offering public school choice as part of its support and improvement plan and providing parents/guardians with information about such choice.

For best practices in implementing parent/guardian and family engagement programs, see the California Department of Education's, "Family Engagement Framework: A Tool for California School Districts."

The Governing Board recognizes that parents/guardians are their children's first and most influential teachers and that sustained parent/guardian involvement in the education of their children contributes greatly to student achievement and a positive school environment.

The Superintendent or designee shall work with parents/guardians and family members to jointly develop and implement this policy, and the programs established by this policy, and to propose revisions to this policy, as needed. Additionally, the Superintendent or designee shall meaningfully involve parents/guardians and family members in district and school activities at all grade levels; advisory, decision-making, and advocacy roles; and activities to support learning at home. (Education Code 11500-11504, 51101; 20 USC 6318)

Parents/guardians shall be notified of their rights to be informed about and to participate in their children's education and of the opportunities available for them to do so, in accordance with Board Policy/Administrative Regulation 5020 - Parents Rights and Responsibilities.

The district's local control and accountability plan (LCAP) shall include goals and strategies for parent/guardian involvement and family engagement, including district efforts to seek parent/guardian input in district and school site decision making and to promote parent/guardian participation in programs for English learners, foster youth, students eligible for free and reduced-price meals, and students with disabilities. (Education Code 42238.02, 52060)

The Board shall establish and convene a parent advisory committee (PAC), and, as applicable, an English learner parent advisory committee (ELPAC) to review and comment on the LCAP, in accordance Board Policy 0460 - Local Control and Accountability Plan, including the use of federal funds and how funds will be allocated for parent/guardian involvement activities as well as activities related to increasing student achievement.

The Superintendent or designee shall regularly evaluate and report to the Board on the effectiveness of the district's parent/guardian and family engagement efforts, including, but not limited to, input from parents/guardians, family members, and school staff on the adequacy of parent/guardian involvement opportunities and on barriers that may inhibit participation.

Title I Schools

CSBA NOTE: The following section is for use by districts that receive Title I funds. 20 USC 6318 mandates that such districts develop, jointly with parents/guardians and family members of participating students, policy which establishes expectations and objectives for meaningful parent/guardian and family involvement and describes how the district will address specified components. See the accompanying administrative regulation for the required components and optional strategies for addressing each component.

State law (Education Code 11503) also mandates procedures to ensure that parents/guardians are consulted and participate in the planning, design, implementation, and evaluation of the Title I parent/guardian and family engagement program.

The Superintendent or designee shall involve parents/guardians and family members in establishing district expectations and objectives for meaningful parent/guardian and family engagement in schools supported by Title I funding; developing strategies that describe how the district will carry out each activity listed in 20 USC 6318; and implementing and evaluating such programs, activities, and procedures. The Superintendent or designee shall implement these obligations in accordance with the accompanying administrative regulation. As appropriate, the Superintendent or designee shall conduct outreach to all parents/guardians and family members. (Education Code 11503; 20 USC 6318)

CSBA NOTE: The following paragraph is for use by districts that receive more than $500,000 in Title I, Part A funding. Pursuant to 20 USC 6318, the Governing Board is required to reserve at least one percent of the district's Title I funding to carry out parent/guardian and family engagement activities, provided that one percent of the allocation received by the district totals more than $5,000.

When the district's Title I, Part A allocation exceeds the amount specified in 20 USC 6318, the Board shall reserve at least one percent of the funding to implement parent/guardian and family engagement activities and distribute at least 90 percent of those reserved funds to eligible schools, with priority given to high-need schools as defined in 20 USC 6631. The Superintendent or designee shall involve parents/guardians and family members of participating students in decisions regarding how the district's Title I funds will be allotted for parent/guardian and family engagement activities. (20 USC 6318)

CSBA NOTE: 20 USC 6318 identifies allowable uses of the Title I funds reserved for parent/guardian and family engagement, as provided below. These uses are consistent with the activities that are required to be addressed in the district's parent/guardian and family engagement policy, as described in the accompanying administrative regulation.

Expenditures of such funds shall be consistent with the activities specified in this Board policy and shall include at least one of the following: (20 USC 6318)

1. Support for schools and nonprofit organizations in providing professional development for district and school staff regarding parent/guardian and family engagement strategies, which may be provided jointly to teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, early childhood educators, and parents/guardians and family members

2. Support for programs that reach parents/guardians and family members at home, in the community, and at school

3. Dissemination of information on best practices focused on parent/guardian and family engagement, especially best practices for increasing the engagement of economically disadvantaged parents/guardians and family members

4. Collaboration, or the provision of subgrants to schools to enable collaboration, with community-based or other organizations or employers with a record of success in improving and increasing parent/guardian and family engagement

5. Any other activities and strategies that the district determines are appropriate and consistent with this policy

CSBA NOTE: The following paragraph is for use by districts that receive funds under federal Title IV, Part E (20 USC 7241-7246), and should be deleted by districts that do not receive such funds.

To coordinate and enhance family engagement programs, the Superintendent or designee shall inform parents/guardians and organizations of the existence of Title IV. (20 USC 6318)

CSBA NOTE: Pursuant to 20 USC 6318, the district's parent/guardian and family engagement policy is required to be incorporated into the district's Title I LEA plan. In California, all the requirements of the LEA plan are addressed

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in an addendum to the local control and accountability plan (LCAP). For more information related to LCAP requirements, see BP 0460 - Local Control and Accountability Plan.

The district's Board policy and administrative regulation containing parent/guardian and family engagement strategies shall be incorporated into the district's LCAP in accordance with 20 USC 6312. (20 USC 6318)

The Superintendent or designee shall ensure that each school receiving Title I funds develops a school-level parent/guardian and family engagement policy in accordance with 20 USC 6318.

District and school-level parent/guardian and family engagement policies and administrative regulations shall be distributed to parents/guardians of students participating in Title I programs and shall be available to the local community. Parents/guardians shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents/guardians can understand. (20 USC 6318)

As required by law, the Superintendent or designee shall annually attend a regular meeting of the PAC or ELPAC, if applicable, to receive input and feedback on topics that support student achievement and programs that reach parents/guardians and family members at home, in the community, and at school. (20 USC 6318)

Non-Title I Schools

CSBA NOTE: The following section is for use by districts that do not receive any Title I funds or that have one or more individual schools that do not receive Title I funds. Education Code 11504 mandates the Board to adopt a policy on parent/guardian involvement, applicable to each school that does not receive Title I funds, that is consistent with the purposes and goals in Education Code 11502. See the accompanying administrative regulation for information about these goals and sample strategies for addressing each goal.

The Superintendent or designee shall develop and implement strategies applicable to each school that does not receive federal Title I funds to encourage the involvement and support of parents/guardians in the education of their children, including, but not limited to, strategies describing how the district and schools will address the purposes and goals described in Education Code 11502. (Education Code 11504)

Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the Governing Board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
5 CCR 18275	Child care and development programs; parent involvement and education
Ed. Code 11500-11505	Programs to encourage parent/guardian involvement
Ed. Code 48985	Notices to parents/guardians in language other than English
Ed. Code 51101	Parents Rights Act of 2002
Ed. Code 52060-52077	Local control and accountability plan
Ed. Code 54444.1-54444.2	Parent advisory councils; services to migrant children
Ed. Code 56190-56194	Community advisory committee; special education
Ed. Code 64001	School plan for student achievement; consolidated application programs
Lab. Code 230.8	Time off to visit child's school

Federal	Description
20 USC 6311	State plan
20 USC 6312	Local educational agency plan
20 USC 6314	Schoolwide programs
20 USC 6318	Parent/guardian and family engagement
20 USC 6631	Teacher and school leader incentive program; purposes and definitions
28 CFR 35.104	Definitions, auxiliary aids and services
28 CFR 35.160	Effective communications for individuals with disabilities

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Management Resources	Description
California Department of Education Publication	Family Engagement Framework: A Tool for California School Districts, 2014
California Department of Education Publication	Title I School-Level Parental Involvement Policy
U.S. Department of Education Publication	Dear Colleague Letter: School Choice Guidance to States, June 26, 2025
Website	CSBA District and County Office of Education Legal Services
Website	California Department of Education, Family, School, Community Partnerships
Website	California Parent Center
Website	California State Parent Teacher Association
Website	CSBA
Website	National PTA
Website	Parent Information and Resource Centers
Website	Parents as Teachers National Center
Website	U.S. Department of Education

Cross References	Description
0000	Vision
0100	Philosophy
0400	Comprehensive Plans
0410	Nondiscrimination In District Programs And Activities
0420	School Plans/Site Councils
0420	School Plans/Site Councils
0430	Comprehensive Local Plan For Special Education
0430	Comprehensive Local Plan For Special Education
0450	Comprehensive Safety Plan
0450	Comprehensive Safety Plan
0460	Local Control And Accountability Plan
0460	Local Control And Accountability Plan
0500	Accountability
1000	Concepts And Roles
1100	Communication With The Public
1100-E PDF(1)	Communication With The Public
1113	District And School Websites
1113	District And School Websites
1113-E(1)	District And School Websites
1113-E(2)	District And School Websites
1114	District-Sponsored Social Media
1114	District-Sponsored Social Media
1220	Citizen Advisory Committees
1220	Citizen Advisory Committees
1230	School-Connected Organizations
1230	School-Connected Organizations

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Cross References	Description
1240	Volunteer Assistance
1240	Volunteer Assistance
1250	Visitors/Outsiders
1250	Visitors/Outsiders
1260	Educational Foundation
1400	Relations Between Other Governmental Agencies And The Schools
1700	Relations Between Private Industry And The Schools
2230	Representative And Deliberative Groups
3100	Budget
3100	Budget
3231	Impact Aid
3280	Sale Or Lease Of District-Owned Real Property
3280	Sale Or Lease Of District-Owned Real Property
4115	Evaluation/Supervision
4115	Evaluation/Supervision
4131	Staff Development
4215	Evaluation/Supervision
4231	Staff Development
4315	Evaluation/Supervision
4331	Staff Development
5020	Parent Rights And Responsibilities
5020	Parent Rights And Responsibilities
5030	Student Wellness
5030	Student Wellness
5113	Absences And Excuses
5113	Absences And Excuses
5113.1	Chronic Absence And Truancy
5113.1	Chronic Absence And Truancy
5121	Grades/Evaluation Of Student Achievement
5121	Grades/Evaluation Of Student Achievement
5123	Promotion/Acceleration/Retention
5123	Promotion/Acceleration/Retention
5141.22	Infectious Diseases
5141.22	Infectious Diseases
5142.2	Safe Routes To School Program
5142.2	Safe Routes To School Program
5145.6	Parent/Guardian Notifications
5145.6-E PDF(2)	Parent/Guardian Notifications
5145.6-E(1)	Parent/Guardian Notifications
5148	Child Care And Development

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Cross References	Description
5148	Child Care And Development
5148.2	Before/After School Programs
5148.2	Before/After School Programs
5148.3	Preschool/Early Childhood Education
5148.3	Preschool/Early Childhood Education
6011	Academic Standards
6142.6	Visual And Performing Arts Education
6142.8	Comprehensive Health Education
6142.8	Comprehensive Health Education
6145	Extracurricular And Cocurricular Activities
6145	Extracurricular And Cocurricular Activities
6146.11	Alternative Credits Toward Graduation
6146.11	Alternative Credits Toward Graduation
6154	Homework/Makeup Work
6154	Homework/Makeup Work
6161.1	Selection And Evaluation Of Instructional Materials
6161.1	Selection And Evaluation Of Instructional Materials
6161.1-E PDF(1)	Selection And Evaluation Of Instructional Materials
6161.1-E PDF(2)	Selection And Evaluation Of Instructional Materials
6161.1-E(1)	Selection And Evaluation Of Instructional Materials
6162.5	Student Assessment
6162.51	State Academic Achievement Tests
6162.51	State Academic Achievement Tests
6164.5	Student Success Teams
6164.5	Student Success Teams
6170.1	Transitional Kindergarten
6171	Title I Programs
6171	Title I Programs
6172	Gifted And Talented Student Program
6172	Gifted And Talented Student Program
6173.1	Education For Foster Youth
6173.1	Education For Foster Youth
6173.2	Education Of Children Of Military Families
6173.2	Education Of Children Of Military Families
6173.4	Education For American Indian Students
6174	Education For English Learners
6174	Education For English Learners
6175	Migrant Education Program
6175	Migrant Education Program
6177	Summer Learning Programs

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Cross References	Description
6177	Summer Learning Programs
6178	Career Technical Education
6178	Career Technical Education
6178.1	Work-Based Learning
6178.1	Work-Based Learning
6184	Continuation Education
6184	Continuation Education
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9310	Board Policies

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Policy 6143: Courses Of Study

Status: DRAFT

Original Adopted Date: 12/12/2013 | **Last Revised Date:** 06/27/2024

The Governing Board recognizes that a well-aligned sequence of courses fosters academic growth and provides for the best possible use of instructional time. The district's course of study shall provide students with opportunities to attain the skills, knowledge, and abilities they need to be successful academically, professionally, and personally.

CSBA NOTE: The following optional paragraph should be revised to reflect the grade levels offered by the district. For example, unified school districts need to be concerned about articulation of courses within the district and with postsecondary institutions, whereas elementary districts and high school districts will need to address articulation with each other.

The Superintendent or designee shall establish processes for ensuring the articulation of courses across grade levels within the district. As necessary, the Superintendent or designee shall work with representatives of appropriate area districts and postsecondary institutions to ensure articulation of courses with other institutions to which district students may matriculate. The sequence of courses shall be designed to ensure that each course provides adequate preparation for the next course in the sequence, only utilizes prerequisites that are essential to success in a given program or course, avoids significant duplication of content, and allows for reinforcement and progression in the subject matter.

CSBA NOTE: In accordance with various provisions of state and federal law and regulation, and related court cases, discrimination in education programs and activities is unlawful when it is based on certain actual or perceived characteristics of an individual. This includes, but is not limited to, discrimination based on race or ethnicity; ancestry; color; ethnic group identification; nationality; national origin; immigration status; sex; sexual orientation; sex stereotypes; gender; gender identity; gender expression; religion; disability; medical condition; genetic information; pregnancy, false pregnancy, childbirth, termination of pregnancy, or related conditions or recovery; and parental, marital, and family status. For more information regarding the requirement for district programs and activities to be free from discrimination, see BP 0410 - Nondiscrimination in District Programs and Activities, regarding the protection of district students against discrimination, see BP/AR 5145.3 - Nondiscrimination/Harassment, and regarding the protection of students against sexual harassment, see BP/AR 5145.7 - Sexual Harassment.

Education Code 200 and 210.2, as amended by SB 1137 (Ch. 779, Statutes of 2024), provide that prohibited discrimination includes discrimination not just because of one protected class under state law, but also because of the combination of two or more protected bases.

The district shall not provide any course separately or require or refuse participation by any student on the basis of the student's actual race or ethnicity; ancestry; color; ethnic group identification; nationality; national origin; immigration status; sex; sexual orientation; sex stereotypes; gender; gender identity; gender expression; religion; disability; medical condition; genetic information; pregnancy, false pregnancy, childbirth, termination of pregnancy, or related conditions or recovery; and parental, marital, and family status; a perception of one or more of such characteristics; a combination of two or more of such characteristics or association with a person or group with one or more of these actual or perceived characteristics or a combination of two or more of them. (Education Code 200, 210.1, 210.2, 212, 212.1, 220, 221.51, 230, 260; Government Code 11135, 12926; Penal Code 422.55; 5 CCR 4940; 20 USC 1681-1688, 42 USC 2000d-2000d-7)

Elementary Grades

CSBA NOTE: The following section is for use by districts offering elementary grades and may be revised to reflect district practice. Education Code 51225.4 mandates elementary school districts to certify to the Superintendent of Public Instruction that they have adopted a policy to implement a course of instruction that sufficiently prepares students for the secondary courses required for graduation pursuant to Education Code 51225.3.

The Board shall adopt a course of study for elementary grades that includes all required instructional content and sufficiently prepares students for the secondary course of study specified in Education Code 51225.3.

Secondary Grades

CSBA NOTE: Education Code 51228 requires districts to offer students in grades 7-12 a course of study that fulfills the requirements and prerequisites for admission to California public colleges. Education Code 51228 also requires districts to offer such students the opportunity to attain entry-level employment skills. Pursuant to Education Code 51228, districts that adopt a course of study that meets or exceeds the state model curriculum standards in career

technical education will be deemed to have satisfied the requirement.

Education Code 66204 prohibits a public school from establishing any policy or practice that directs any student away from choosing programs that prepare a student academically for college, especially for cultural or linguistic reasons.

The following paragraph is for use by districts maintaining any of grades 7-12 and should be revised to reflect the grade levels offered by the district.

The district shall offer all otherwise qualified students in grades 7-12 a course of study that includes all required instructional content and prepares them, upon graduation from high school, to meet the requirements and prerequisites for admission to California public colleges and universities and to attain entry-level employment skills in business or industry. The district's course of study may provide for a rigorous academic curriculum that integrates academic and career skills, includes applied learning across all disciplines, and prepares all students for high school graduation and career entry. (Education Code 51228)

CSBA NOTE: The remainder of this policy is for use by districts maintaining any of grades 9-12.

Additionally, the course of study for students in grades 9-12 shall include instruction in skills and knowledge for adult life, career technical training, and a timely opportunity for all otherwise qualified students to enroll, within four years, in each course necessary to fulfill the requirements and prerequisites for admission to California public colleges and universities prior to graduation. (Education Code 51224, 51228)

CSBA NOTE: Among the criteria for admission to the University of California (UC) or California State University system is a requirement that high school students satisfactorily complete 15 yearlong/30 semesters of specified courses ("A-G" courses). These include a growing number of career technical education courses that connect knowledge of academic content with practical or work-related applications.

In order to qualify as an "A-G" course, the course must first be submitted to and approved by UC. Education Code 51229 requires that districts annually provide the list of certified courses to the parents/guardians of students in grades 9-12; see the accompanying administrative regulation and E(1) 5145.6 - Parental Notifications.

The Superintendent or designee shall develop a process by which courses that meet California college admission criteria (referred to as "A-G" course requirements) are submitted to the University of California for review and certification. The Superintendent or designee shall maintain an accurate list of all current high school courses that have been so certified, ensure that the list is provided annually to all students in grades 9-12 and their parents/guardians, and make updated lists readily available. (Education Code 51229, 66204)

Parental Notification and Opt-Out

CSBA NOTE: Districts are required to teach certain instructional content. For example, Education Code 51204.5 requires instruction in social sciences to include a study of the role and contributions of specified groups of people to the economic, political, and social development of California and the United States of America, which includes people of all genders, Native Americans, African Americans, Latino Americans, Asian Americans, Pacific Islanders, European Americans, lesbian, gay, bisexual, transgender, queer, and questioning (LGBTQ) Americans, and members of other ethnic, cultural, religious, and socioeconomic status groups. Additionally, pursuant to Education Code 243 and 51501, the Governing Board may not prohibit the continued use of an appropriately adopted textbook, instructional material, or curriculum on the basis that it contains inclusive or diverse perspectives.

State law requires districts to provide parents/guardians notice and the opportunity to opt their students out of certain instruction, in some instances only based on religious beliefs and in other instances for any basis. For more information, see BP/AR 6142.1 -- Sexual Health And HIV/AIDS Prevention Instruction.

Additionally, in June 2025, the U.S. Supreme Court, in Mahmoud v. Taylor, held that the First Amendment prohibited a district from including LGBTQ storybooks as part of elementary school instruction without providing parents with notice and the ability to opt their students out of that instructional content on the grounds that the storybooks substantially interfered with the religious development of their children. The court's reasoning may be interpreted to apply to other instructional content that parents/guardians could view as substantially interfering with the religious development of their children. In addition, the court's holding emphasized that the question of whether certain instructional content substantially interferes with the religious development of a student will always be fact-intensive. For more information, see BP/AR 6141.2 - Recognition of Religious Beliefs and Customs.

In light of Mahmoud and the existence of some statutorily required opt-opts and the requirement to teach certain

content, it is recommended that districts consult CSBA's District and County Office of Education Legal Services or district legal counsel when determining the instructional content for which parents/guardians may opt their students out, creating opt-out procedures, and evaluating opt-out requests.

When required by law, Board policy, or administrative regulation, the district shall notify parents/guardians that they may request to opt their student out of certain instruction. Students for whom the district has approved the opt-out shall be offered an alternative activity of similar educational value.

Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the Governing Board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
5 CCR 10020	Automobile driver education
5 CCR 10040-10043	Automobile driver training
5 CCR 10060	Criteria for high school physical education programs
5 CCR 430-438	Individual student records
5 CCR 4940	Nondiscrimination; course access
Ed. Code 200	Prohibition of discrimination
Ed. Code 33319.3	Driver education; CDE materials on road rage
Ed. Code 33540	Standards for government and civics instruction
Ed. Code 33540.2	Model curriculum related to Vietnamese American refugee experience
Ed. Code 33540.4	Model curriculum related to Cambodian American history and heritage
Ed. Code 33547.5	Mathematics curriculum framework; Algebra I or Mathematics offered to students in grade 8
Ed. Code 33548	Media literacy and artificial intelligence literacy curriculum frameworks
Ed. Code 48980	Parent/Guardian notifications
Ed. Code 49060-49079	Student records
Ed. Code 49110.5	Workplace readiness week
Ed. Code 51202	Instruction in personal and public health and safety
Ed. Code 51203	Instruction on alcohol, narcotics and dangerous drugs
Ed. Code 51204	Course of study designed for student's needs
Ed. Code 51204.5	History of California; contributions of specified groups
Ed. Code 51210	Course of study for grades 1-6
Ed. Code 51220	Course of study for grades 7-12
Ed. Code 51221.1	California Teachers Collaborative for Holocaust and Genocide Education
Ed. Code 51221.2	Holocaust and genocide education; notice, survey, and grant program
Ed. Code 51225.3	High school graduation requirements
Ed. Code 51225.38	Health education; fentanyl instruction
Ed. Code 51225.7-51225.8	Completion and submission of the Free Application for Federal Student Aid and California Dream Act Application
Ed. Code 51226.3	Instruction on civil rights, human rights violations, genocide, slavery, and the Holocaust
Ed. Code 51226.7	Model curriculum in ethnic studies
Ed. Code 51226.8	Personal finance course; curriculum guide and resources
Ed. Code 51229	Notifications related to college admissions and career technical education
Ed. Code 51241	Temporary two-year or permanent exemption from physical education

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State	Description
Ed. Code 51501	Nondiscriminatory subject matter
Ed. Code 51911-51921	Comprehensive health education
Ed. Code 51925-51929	Mandatory mental health education and in-service training
Ed. Code 51930-51939	California Healthy Youth Act
Ed. Code 51940	Curriculum for brain and spinal cord injury prevention
Ed. Code 60040-60052	Requirements for instructional materials
Ed. Code 60900-60901	California Longitudinal Pupil Achievement Data System
Ed. Code 66204	Certification of high school courses as meeting university admission criteria
Ed. Code 69560-69566	California Student Opportunity and Access Program
Gov. Code 11135	Prohibition of discrimination
Gov. Code 12900-12996	Fair Employment and Housing Act
Gov. Code 17581.6	Reimbursement of state mandates; block grants
Gov. Code 7282-7282.5	Standards for responding to U.S. Immigration and Customs enforcement holds
Gov. Code 7283-7283.2	Standards for participation in U.S. Immigration and Customs enforcement programs
Gov. Code 7284-7284.12	Cooperation with immigration authorities
H&S Code 11032	Definition of dangerous drugs
Pen. Code 422.55	Definition of hate crime

Federal	Description
20 USC 1232g	Family Educational Rights and Privacy Act (FERPA) of 1974
20 USC 1681-1688	Title IX of the Education Amendments of 1972; discrimination based on sex
34 CFR 99.1-99.67	Family Educational Rights and Privacy
42 USC 2000d-2000d-7	Title VI, Civil Rights Act of 1964

Management Resources	Description
California Attorney General Publication	Guidance to School Officials re: Legal Requirements for Providing Inclusive Curricula and Books
California Department of Education Publication	Education Code 51925: Mental Health Instruction Expansion Education Plan, rev. March 2024
Court Decision	Mahmoud v. Taylor (2025) 606 U.S. ____ (2025 WL 1773627)
Court Decision	Westminster School District of Orange County v. Mendez (1947) 161 F.2d 774
CSBA Publication	Fact Sheet: Instructional Materials Adoption: Local governing board responsibilities, February 2024
CSBA Publication	Instructional Materials Adoptions: State and local governing board processes, roles, and responsibilities, February 2024
Website	California Kids Investment and Development Savings Program
Website	California College Guidance Initiative
Website	California Student Opportunity and Access Program
Website	Instructional Quality Commission
Website	American Red Cross, Hands-Only CPR Training

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Management Resources	Description
Website	CSBA District and County Office of Education Legal Services
Website	Federal Student Aid
Website	American Heart Association
Website	California Student Aid Commission
Website	University of California, A-G Course Submissions
Website	University of California, List of Approved A-G Courses
Website	California State University, Admission Requirements
Website	California Career Resource Network
Website	Department of Justice
Website	California Colleges.edu
Website	California Department of Education
Website	CSBA
Website	U.S. Department of Education

Cross References	Description
0410	Nondiscrimination In District Programs And Activities
0415	Equity
0460	Local Control And Accountability Plan
0460	Local Control And Accountability Plan
1312.2	Complaints Concerning Instructional Materials
1312.2	Complaints Concerning Instructional Materials
1312.2-E PDF(1)	Complaints Concerning Instructional Materials
1312.2-E(1)	Complaints Concerning Instructional Materials
1312.4	Williams Uniform Complaint Procedures
1312.4-E(1)	Williams Uniform Complaint Procedures
1312.4-E(2)	Williams Uniform Complaint Procedures
1340	Access To District Records
1340	Access To District Records
3270	Sale And Disposal Of Books, Equipment And Supplies
3270	Sale And Disposal Of Books, Equipment And Supplies
3513.3	Tobacco-Free Schools
3513.3	Tobacco-Free Schools
5022	Student And Family Privacy Rights
5022	Student And Family Privacy Rights
5121	Grades/Evaluation Of Student Achievement
5121	Grades/Evaluation Of Student Achievement
5125	Student Records
5125	Student Records
5126	Awards For Achievement
5126	Awards For Achievement

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Cross References	Description
5131.6	Alcohol And Other Drugs
5131.6	Alcohol And Other Drugs
5138	Conflict Resolution/Peer Mediation
5141.4	Child Abuse Prevention And Reporting
5141.4	Child Abuse Prevention And Reporting
5141.5	Mental Health
5145.3	Nondiscrimination/Harassment
5145.3	Nondiscrimination/Harassment
5145.6	Parent/Guardian Notifications
5145.6-E PDF(2)	Parent/Guardian Notifications
5145.6-E(1)	Parent/Guardian Notifications
5145.7	Sexual Harassment
5145.7	Sexual Harassment
5146	Married/Pregnant/Parenting Students
6011	Academic Standards
6115	Ceremonies And Observances
6115	Ceremonies And Observances
6141	Curriculum Development And Evaluation
6141.2	Recognition Of Religious Beliefs And Customs
6141.2	Recognition Of Religious Beliefs And Customs
6141.4	International Baccalaureate Program
6141.5	Advanced Placement
6142.1	Sexual Health And HIV/AIDS Prevention Instruction
6142.1	Sexual Health And HIV/AIDS Prevention Instruction
6142.2	World Language Instruction
6142.2	World Language Instruction
6142.3	Civic Education
6142.4	Service Learning/Community Service Classes
6142.5	Environmental Education
6142.6	Visual And Performing Arts Education
6142.7	Physical Education And Activity
6142.7	Physical Education And Activity
6142.7-E PDF(1)	Physical Education And Activity
6142.8	Comprehensive Health Education
6142.8	Comprehensive Health Education
6142.91	Reading/Language Arts Instruction
6142.92	Mathematics Instruction
6142.93	Science Instruction
6142.94	History-Social Science Instruction
6144	Controversial Issues

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6145	Extracurricular And Cocurricular Activities
6145	Extracurricular And Cocurricular Activities
6145.8	Assemblies And Special Events
6146.1	High School Graduation Requirements
6146.11	Alternative Credits Toward Graduation
6146.11	Alternative Credits Toward Graduation
6146.5	Elementary/Middle School Graduation Requirements
6151	Class Size
6152.1	Placement In Mathematics Courses
6152.1	Placement In Mathematics Courses
6153	School-Sponsored Trips
6153	School-Sponsored Trips
6153-E PDF(1)	School-Sponsored Trips
6155	Challenging Courses By Examination
6155	Challenging Courses By Examination
6158	Independent Study
6158	Independent Study
6159	Individualized Education Program
6159	Individualized Education Program
6161.1	Selection And Evaluation Of Instructional Materials
6161.1	Selection And Evaluation Of Instructional Materials
6161.1-E PDF(1)	Selection And Evaluation Of Instructional Materials
6161.1-E PDF(2)	Selection And Evaluation Of Instructional Materials
6161.1-E(1)	Selection And Evaluation Of Instructional Materials
6161.11	Supplementary Instructional Materials
6163.1	Library Media Centers
6164.2	Guidance/Counseling Services
6172.1	Concurrent Enrollment In College Classes
6172.1	Concurrent Enrollment In College Classes
6173	Education For Homeless Children
6173	Education For Homeless Children
6173.2	Education Of Children Of Military Families
6173.2	Education Of Children Of Military Families
6177	Summer Learning Programs
6177	Summer Learning Programs
6178	Career Technical Education
6178	Career Technical Education
6178.1	Work-Based Learning
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6181	Alternative Schools/Programs Of Choice

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6181	Alternative Schools/Programs Of Choice
6181-E PDF(1)	Alternative Schools/Programs Of Choice
6184	Continuation Education
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Regulation 6143: Courses Of Study

Status: DRAFT

Original Adopted Date: 09/21/2004 **| Last Revised Date:** 06/27/2024

CSBA NOTE: Education Code requirements for courses of study are generally classified into requirements for grades 1-6 and 7-12. Therefore, K-8 districts and high school districts need to collaborate with appropriate area districts to ensure that all required courses are offered sometime during grades 7-12.

The district should select the sections below ("Grades 1-6" and/or "Grades 7-12") that correspond with the grade levels offered.

Pursuant to Education Code 242, the California Department of Education (CDE) has posted on its website guidance and public educational materials developed to ensure that all Californians can access information about educational laws and policies that safeguard the right to an accurate and inclusive curriculum. For more information regarding the prohibition of discrimination as it applies to textbooks, instructional materials, supplemental instructional materials, or other curriculum for classroom instruction, or any book or resource in a school library, see BP/AR 6161.1 - Selection and Evaluation of Instructional Materials, BP 6161.11 - Supplementary Instructional Materials, and BP 6163.1 - Library Media Centers. Also see CSBA's publication, "Instructional Materials Adoptions: State and local governing board processes, roles, and responsibilities," and corresponding Fact Sheet and Reference, and the California Attorney General's, "Guidance to School Officials re: Legal Requirements for Providing Inclusive Curricula and Books."

Grades 1-6

CSBA NOTE: Items #1-7 below are areas of study required by law for grades 1-6. The Governing Board may add other studies to this list.

Courses of study for grades 1-6 shall include the following:

CSBA NOTE: Education Code 51210 requires instruction in handwriting, including instruction in cursive or joined italics.

1. English: knowledge and appreciation of language and literature, and the skills of speaking, reading, listening, spelling, handwriting, including instruction in cursive or joined italics in the appropriate grade levels, and composition (Education Code 51210)

2. Mathematics: concepts, operational skills, and problem solving (Education Code 51210)

3. Social sciences: age-appropriate instruction drawing upon the disciplines of anthropology, economics, geography, history, political science, psychology, and sociology, including instruction in: (Education Code 51210)

    a. The history, resources, development, and government of California and the United States

    CSBA NOTE: Education Code 51204.5 requires instruction in social sciences to include a study of the role and contributions of specified groups of people to the economic, political, and social development of California and the United States of America, which includes people of all genders, Latino Americans, lesbian, gay, bisexual, transgender, queer, and questioning (LGBTQ) Americans, and members of other ethnic, cultural, religious, and socioeconomic status groups. The complete list required by Education Code 51204.5 is reflected below.

    Instruction shall include the early history of California and a study of the role and contributions of people of all genders, Native Americans, African Americans, Latino Americans, Asian Americans, Pacific Islanders, European Americans, lesbian, gay, bisexual, transgender, queer, and questioning (LGBTQ+) Americans, persons with disabilities, and members of other ethnic, cultural, religious, and socioeconomic status groups to the economic, political, and social development of California and the United States, with particular emphasis on portraying the role of these groups in contemporary society. (Education Code 51204.5, 60040)

    b. The development of the American economic system, including the role of the entrepreneur and labor

    c. The relations of persons to their human and natural environments

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d. Eastern and western cultures and civilizations

e. Contemporary issues

f. The wise use of natural resources

CSBA NOTE: Education Code 51210, as amended by AB 1821 (Ch. 658, Statutes of 2024), requires instruction in social sciences in grades 1-6 to include the Spanish colonization of California and the Gold Rush Era as specified in Item #3g, below.

g. Spanish colonization of California and the Gold Rush Era, including the treatment and perspectives of Native Americans during those periods

CSBA NOTE: Education Code 51210 requires instruction in science to include the causes and effects of climate change, and the methods to mitigate and adapt to climate change.

4. Science: biological and physical aspects, with emphasis on the processes of experimental inquiry, the place of humans in ecological systems, the causes and effects of climate change, and the methods to mitigate and adapt to climate change (Education Code 51210)

5. Visual and performing arts: instruction in dance, music, theater, and visual arts aimed at developing aesthetic appreciation and creative expression (Education Code 51210)

CSBA NOTE: Education Code 51202 requires that certain health-related topics be addressed at "the appropriate elementary and secondary grade levels" during grades K-12. Districts may revise Items #6a-e below to indicate topics that will be addressed in grades K-6.

Education Code 51203 requires the Board to adopt regulations specifying the grade(s) and course(s) in which drug and alcohol education will be given. For language fulfilling this mandate, see AR 5131.6 - Alcohol and Other Drugs.

6. Health: principles and practices of individual, family, and community health, including instruction at the appropriate grade levels and subject areas in: (Education Code 51202, 51210)

a. Personal and public safety and accident prevention, including instruction in emergency first aid, hemorrhage control, treatment for poisoning, resuscitation techniques, and cardiopulmonary resuscitation (CPR) when appropriate equipment is available

b. Fire prevention

c. The protection and conservation of resources, including the necessity for the protection of the environment

d. Venereal disease

e. The effects of alcohol, narcotics, drugs, and tobacco upon the human body

CSBA NOTE: The following items are optional pursuant to Education Code 51202.

f. Prenatal care for pregnant women

g. Violence as a public health issue

CSBA NOTE: Education Code 51925 requires districts that offer a health education course to middle school students to include mental health instruction, as specified in Item #6h. Districts that offer a health education course to students in grade 6, and for which grade 6 is part of a middle school program, should include Item #6h. Districts that offer mental health instruction to any other elementary grade level(s) or for which grade 6 is not part of the middle school program, may delete or revise Item #6h, as appropriate.

Education Code 51929 requires CDE to develop a plan to expand mental health instruction, and has created a webinar, "Student Mental Health Education Implementation: Why, What & How," available on its website.

h. Mental Health, that provides for reasonably designed instruction on the overarching themes and core

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principles of mental health, which includes: (Education Code 51925)

i. Defining the signs and symptoms of common mental health challenges

ii. Explaining evidence-based services and supports that effectively help individuals manage mental health challenges

iii. Promoting mental health wellness and protective factors, including positive development, social and cultural connectedness and supportive relationships, resiliency, problem solving skills, coping skills, self-esteem, and a positive school and home environment in which students feel comfortable

iv. Identifying warning signs of common mental health problems in order to promote awareness and early intervention so that students know to take action before a situation turns into a crisis, including how to obtain assistance from the district or the community for themselves or others and evidence-based and culturally responsive practices that are proven to help overcome mental health challenges

v. Connecting the importance of mental health to overall health and academic success and to co-occurring conditions, such as chronic physical conditions, chemical dependence, and substance abuse

vi. Conveying an awareness and appreciation about the prevalence of mental health challenges across all populations, races, ethnicities, and socioeconomic statuses, including the impact of race, ethnicity, and culture on the experience and treatment of mental health challenges

vii. Understanding the stigma surrounding mental health challenges and what can be done to overcome stigma, increase awareness, and promote acceptance, including, to the extent possible, classroom presentations of narratives by trained peers and other individuals who have experienced mental health challenges and how they coped with their situations, including how they sought help and acceptance

Mental health instruction offered by the district shall: (Education Code 51926)

A. Be appropriate for use with students of all races, genders, sexual orientations, ethnic and cultural backgrounds, students with disabilities, and English learners

B. Be accessible to students with disabilities, including, but not limited to, providing a modified curriculum, materials, and instruction in alternative formats, and auxiliary aids

C. Not reflect or promote bias against any person on the basis of any category protected by Education Code 220

D. Be coordinated with any existing on-campus mental health providers including, but not limited to, providers with a pupil personnel services credential, who may be immediately called upon by students for assistance

Students receiving mental health instruction shall not be required to disclose their confidential health or mental health information at any time in the course of receiving the instruction. (Education Code 51927)

7. Physical education: with emphasis on physical activities conducive to health and vigor of body and mind

CSBA NOTE: Item #8 below is optional. Education Code 51210.5 authorizes age-appropriate instruction on violence awareness and prevention within any area of study listed in Items #1-7 above. Pursuant to Education Code 51210.5, such instruction may include personal testimony in the form of oral or video histories that illustrate the economic and cultural effects of violence within a city, the state, and the country. For more information regarding history-social science instruction, see BP 6142.94 - History-Social Science Instruction.

8. Violence awareness and prevention

CSBA NOTE: Optional Item #9 below is not required by state law but is a highly recommended component of school-to-career instruction.

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9. Career awareness exploration

Grades 7-12

CSBA NOTE: Items #1-14 below are areas of study required by law for grades 7-12. The Board may add other studies to this list.

Courses of study for grades 7-12 shall include the following:

1. English: knowledge and appreciation of literature, language, and composition, and the skills of reading, listening, and speaking (Education Code 51220)

2. Social sciences: age-appropriate instruction drawing upon the disciplines of anthropology, economics, geography, history, political science, psychology, and sociology, with instruction in: (Education Code 51220)

   a. The history, resources, development, and government of California and the United States, including instruction in:

      CSBA NOTE: Education Code 51204.5 requires instruction in social sciences to include a study of the role and contributions of specified groups of people to the economic, political, and social development of California and the United States of America, which includes people of all genders, Latino Americans, LGBTQ Americans, and members of other ethnic, religious, cultural, and socioeconomic status groups. The complete list required by Education Code 51204.5 is reflected below.

      i. The early history of California and a study of the role and contributions of people of all genders, Native Americans, African Americans, Latino Americans, Asian Americans, Pacific Islanders, European Americans, LGBTQ+ Americans, persons with disabilities, and members of other ethnic, cultural, religious, and socioeconomic status groups to the economic, political, and social development of California and the United States, with particular emphasis on portraying the role of these groups in contemporary society (Education Code 51204.5, 60040)

         CSBA NOTE: Education Code 51221.3 and 51221.4 encourage, but do not require, instruction on the topics described in optional Items #2(a)(ii)-(iv) below. These items may be modified or deleted to reflect district practice.

         For districts that choose to offer such instruction, Education Code 51221.3 and 51221.4 encourage that a component be drawn from personal testimony, especially in the form of oral or video history. If oral histories are used, they must conform to the requirements of Education Code 51221.3 and 51221.4. For more information regarding history-social science instruction, see BP 6142.94 - History-Social Science Instruction.

      ii. World War II, including the role of Americans and Filipino Americans who served in the United States Army during that time

         CSBA NOTE: Pursuant to Education Code 33540.2, CDE has posted on its "Model Curricula and Curriculum Guides" webpage, model curriculum regarding the Vietnamese American refugee experience that includes the period from the Vietnam War and the Fall of Saigon in 1975 to the year 2000.

      iii. The Vietnam War, including the "Secret War" in Laos and role of Southeast Asians in that war

      iv. The Bracero program, in which there was a 1942 agreement between the United States and Mexico authorizing the temporary migration of laborers to the United States

   b. The American legal system, the operation of the juvenile and adult criminal justice systems, and the rights and duties of citizens under the criminal and civil law and the state and federal constitutions

      CSBA NOTE: The following optional paragraph is for use by districts that offer a teen court or peer court program.

      This course may include participation in a teen court or peer court program. (Education Code 51220.2)

      CSBA NOTE: Pursuant to Education Code 49110.5, all public high schools are required to observe the week that includes April 28 as "Workplace Readiness Week" by providing information to students on their rights as workers, including specified topics. For students in grades 11 and 12, the "Workplace

Readiness Week" observances are required to be integrated into the regular school program, consistent with the history-social science framework, but may also include special events after regular school hours. For more information on "Workplace Readiness Week," see BP 6142.94 - History-Social Science Instruction.

c. The development of the American economic system, including the role of the entrepreneur and labor

CSBA NOTE: The following item is required pursuant to Education Code 51220, as amended by AB 1871 (Ch. 810, Statutes of 2024).

d. Personal financial literacy

e. The relations of persons to their human and natural environments, including the wise use of natural resources (Education Code 51221)

f. Eastern and western cultures and civilizations

CSBA NOTE: Pursuant to Education Code 51220, instruction related to human rights issues, as provided in Item #2g below, may include the study of the Armenian genocide. Education Code 51226.3 encourages the incorporation of oral testimony into instruction in human rights, the Holocaust, and genocide, including the Armenian, Cambodian, Darfur, and Rwandan genocides. In accordance with Education Code 33540.4, model curriculum related to Cambodian American history and heritage is available on CDE's, "Model Curricula and Curriculum Guides," webpage.

Education Code 51221.1, as added by SB 1277 (Ch. 890, Statutes of 2024), created the California Teachers Collaborative for Holocaust and Genocide Education, which established a statewide teacher professional development program on genocide, including the Holocaust, to ensure that genocide education is taught consistent with the current content standards, curriculum frameworks, and instructional materials adopted by the State Board of Education (SBE), and in ways that are interdisciplinary and age-appropriate to students of different grade levels. Additionally, pursuant to Education Code 51221.2, as added by SB 472 (Ch. 761, Statutes of 2025), CDE is required to establish a grant program for direct allocations to districts to enable them provide resources and opportunities and professional development for Holocaust and genocide education. In addition, Education Code 51221.2 requires CDE to provide to districts serving students in grades 7-12, a notice clarifying the requirements of Education Code 51220 as related to the understanding of human rights issues, with particular attention to the study of the inhumanity of genocide, slavery, and the Holocaust.

g. Human rights issues, with particular attention to the study of the inhumanity of genocide, which may include, but is not limited to, the Armenian, Cambodian, Darfur, and Rwandan genocides, slavery, and the Holocaust (Education Code 51221.2, 51226.3)

CSBA NOTE: Education Code 51220, as amended by AB 1821, requires, to the extent instruction is provided on the Spanish colonization of California or the Gold Rush Era for grades 7-12, to include the treatment and perspectives of Native Americans during those periods.

Pursuant to Education Code 51226.3, as amended by AB 1821, when SBE adopts new history-social science instructional materials, the Instructional Quality Commission (IQC) is required to consider including content on the treatment and perspectives of Native Americans during the periods of the Spanish colonization of California and the Gold Rush Era.

h. To the extent instruction is provided on the Spanish colonization of California or the Gold Rush Era, the treatment and perspectives of Native Americans during those periods

i. Contemporary issues

3. World language(s): understanding, speaking, reading, and writing, beginning not later than grade 7 (Education Code 51220)

4. Physical education: with emphasis on physical activities conducive to health and vigor of body and mind, as required by Education Code 51222 (Education Code 51220)

5. Science: physical and biological aspects; emphasis on basic concepts, theories, and processes of scientific investigation and on the place of humans in ecological systems; the causes and effects of climate change, the methods to mitigate and adapt to climate change; and appropriate applications of the interrelation and

interdependence of the sciences (Education Code 51220)

CSBA NOTE: Pursuant to Education Code 33547.5, as amended by SB 1410 (Ch. 476, Statutes of 2024), the IQC is required to consider including in the mathematics curriculum framework that students in grade 8 be offered the opportunity to take an Algebra I or Mathematics I course that is aligned to the content standards adopted by SBE.

6. Mathematics: mathematical understandings, operational skills, and problem-solving procedures; algebra (Education Code 51220, 51224.5)

7. Visual and performing arts: dance, music, theatre, and visual arts, with emphasis upon development of aesthetic appreciation and creative expression (Education Code 51220)

8. Applied arts: consumer education, family and consumer sciences education, industrial arts, general business education, or general agriculture (Education Code 51220)

9. Career technical/vocational-technical education: in the occupations and in the numbers appropriate to the personnel needs of the state and community served and relevant to the career desires and needs of students (Education Code 51220)

CSBA NOTE: Education Code 51934 requires that students be provided comprehensive sexual health and HIV prevention instruction at least once in middle school or junior high school and at least once in high school. For components of such instruction and required opt-out procedures, see BP/AR 6142.1 - Sexual Health and HIV/AIDS Prevention Instruction.

10. Comprehensive sexual health and HIV prevention (Education Code 51225.36, 51934)

CSBA NOTE: Education Code 51202 requires that certain health-related topics be addressed at "the appropriate elementary and secondary grade levels" during grades kindergarten-12. Districts may revise Item #11 below to indicate topics that will be addressed in grades 7-12.

Education Code 51203 requires the Board to adopt regulations specifying the grade(s) and course(s) in which drug and alcohol education will be given. For language fulfilling this mandate, see AR 5131.6 - Alcohol and Other Drugs.

11. Personal and public safety, accident prevention and health, including instruction in: (Education Code 51202, 51203)

    a. Emergency first aid, hemorrhage control, treatment for poisoning, resuscitation techniques, and CPR when appropriate equipment is available

    CSBA NOTE: The following paragraph is for use by districts that require a course in health education for high school graduation. For more information regarding high school graduation requirements, see BP 6146.1 - High School Graduation Requirements. Pursuant to Education Code 51225.6, such districts are required to include instruction in performing compression-only cardiopulmonary resuscitation (CPR), as described below. Such instruction must be based on national evidence-based emergency cardiovascular care guidelines for the performance of compression-only CPR, such as those developed by the American Heart Association or the American Red Cross, and must include hands-on practice in compression-only CPR. On its website, CDE provides guidance on how to implement this requirement.

    Education Code 51225.6 also encourages districts to provide students with general information on the use and importance of an automated external defibrillator.

    Instruction shall be provided in compression-only CPR based on national guidelines and shall include hands-on practice (Education Code 51225.6)

    b. Fire prevention

    c. The protection and conservation of resources, including the necessity for the protection of the environment

    d. Venereal disease

    e. The effects of alcohol, narcotics, drugs, and tobacco upon the human body

CSBA NOTE: The following two items are optional pursuant to Education Code 51202.

f. Prenatal care for pregnant individuals

g. Violence as a public health issue

CSBA NOTE: Education Code 51925 requires districts that offer a health education course to high school students to include mental health instruction, as specified in Item #11h. Districts that offer a health education course to high school students should include Item #11h, and may be deleted or revised by districts that do not offer such a course.

Pursuant to Education Code 51929, CDE has developed a plan to expand mental health instruction, and has posted, "Education Code 51925: Mental Health Instruction Expansion Education Plan," on its website.

h. Mental Health, that provides for reasonably designed instruction on the overarching themes and core principles of mental health, which includes: (Education Code 51925)

i. Defining the signs and symptoms of common mental health challenges

ii. Explaining evidence-based services and supports that effectively help individuals manage mental health challenges

iii. Promoting mental health wellness and protective factors, including positive development, social and cultural connectedness and supportive relationships, resiliency, problem solving skills, coping skills, self-esteem, and a positive school and home environment in which students feel comfortable

iv. Identifying warning signs of common mental health problems in order to promote awareness and early intervention so that students know to take action before a situation turns into a crisis, including how to obtain assistance from the district or the community for themselves or others and evidence-based and culturally responsive practices that are proven to help overcome mental health challenges

v. Connecting the importance of mental health to overall health and academic success and to co-occurring conditions, such as chronic physical conditions, chemical dependence, and substance abuse

vi. Conveying an awareness and appreciation about the prevalence of mental health challenges across all populations, races, ethnicities, and socioeconomic statuses, including the impact of race, ethnicity, and culture on the experience and treatment of mental health challenges

vii. Understanding the stigma surrounding mental health challenges and what can be done to overcome stigma, increase awareness, and promote acceptance, including, to the extent possible, classroom presentations of narratives by trained peers and other individuals who have experienced mental health challenges and how they coped with their situations, including how they sought help and acceptance

Mental health instruction offered by the district shall: (Education Code 51926)

A. Be appropriate for use with students of all races, genders, sexual orientations, ethnic and cultural backgrounds, students with disabilities, and English learners

B. Be accessible to students with disabilities, including, but not limited to, providing a modified curriculum, materials, and instruction in alternative formats, and auxiliary aids

C. Not reflect or promote bias against any person on the basis of any category protected by Education Code 220

D. Be coordinated with any existing on-campus mental health providers including, but not limited to, providers with a pupil personnel services credential, who may be immediately called upon by students for assistance

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Students receiving mental health instruction shall not be required to disclose their confidential health or mental health information at any time in the course of receiving the instruction. (Education Code 51927)

CSBA NOTE: The following paragraph is for use by districts that require a course in health education for high school graduation. Beginning with the 2026-27 school year, Education Code 51225.38, as added by AB 2429 (Ch. 67, Statutes of 2024), requires such districts to include instruction in the dangers associated with fentanyl use in such a course. For more information regarding health education, see AR 6142.8 - Comprehensive Health Education.

viii. Starting with the 2026-27 school year, the dangers associated with fentanyl use (Education Code 51225.38)

CSBA NOTE: Item #12 is optional. Education Code 51220.3 authorizes age-appropriate instruction on violence awareness and prevention within any area of study listed above for grades 7-12.

12. Violence awareness and prevention

CSBA NOTE: Pursuant to Education Code 51226.7, SBE has adopted a model curriculum in ethnic studies upon which districts may offer an elective course in social sciences or English language arts in at least one year during grades 9-12.

Subject to funding in the annual Budget Act or other statute, Education Code 51225.3 requires a one-semester course in ethnic studies for high school graduation beginning with students who graduate in the 2029-30 school year. At its discretion, a district may require a full-year course. Districts that require a full-year course should revise Item #13 accordingly. A student who completes a course in ethnic studies will also accrue credit for coursework in the subject that the course is offered, including, if applicable, credit towards satisfying a course required for graduation.

Item #13 is conditional upon the Legislature appropriating funding for ethnic studies courses. If funding is appropriated, districts will be required to offer a one-semester ethnic studies course, as specified.

13. A one-semester course in Ethnic studies, which may be any one of the following: (Education Code 51225.3)

a. A course based on the model curriculum developed pursuant to Education Code 51226.7

b. An existing ethnic studies course

c. An ethnic studies course taught as part of a course that has been approved as meeting the University of California (UC)/California State University (CSU) A-G requirements

CSBA NOTE: Even though there is a model ethnic studies curriculum developed by IQC and adopted by SBE as described above, districts may locally develop an ethnic studies course pursuant to Education Code 51225.3. Education Code 51225.3 expresses legislative intent that boards choosing to locally develop an ethnic studies course not use portions of the draft model curriculum that were not adopted by IQC due to concerns related to bias, bigotry, and discrimination.

d. A locally developed ethnic studies course approved by the Governing Board

Such a course shall first be presented at an open Board meeting, and approved only after a subsequent open Board meeting at which the public has had the opportunity to express its views on the proposed course

For the courses described in Items #13a-d above, the curriculum, instruction, and instructional materials shall: (Education Code 51225.3)

i. Be appropriate for use with students of all races, religious, nationalities, genders, sexual orientation, and diverse ethnic and cultural backgrounds, students with disabilities, and English learners

ii. Not reflect or promote, directly or indirectly, any bias, bigotry, or discrimination against any person or group of persons based on any category protected by Education Code 220

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iii. Not teach or promote religious doctrine

CSBA NOTE: Pursuant to Education Code 51225.3, the district is required, commencing in the 2027-28 school year, to offer a one semester course in personal finance. Additionally, Education Code 51225.3, authorizes districts to exempt a student who completes a separate, stand-alone one-semester course in personal finance, that is not combined with any other course, from the graduation requirement to complete a one-semester course in economics.

Pursuant to Education Code 51226.8, IQC is required to develop and recommend to SBE a curriculum guide and resources for a separate, stand-alone one-semester course in personal finance that is not combined with any other course.

14. Commencing in the 2027-28 school year, a separate, stand-alone one-semester course in personal finance (Education Code 51225.3)

CSBA NOTE: Education Code 51220.5 requires the equivalent content of a one-semester course in parenting skills and education in grade 7 and/or 8, subject to funding which was not subsequently appropriated; thus the following paragraph is currently optional.

In addition, the course of study for grade 7 and/or 8 may include parenting skills and education, including, but not limited to, child growth and development, parental responsibilities, household budgeting, child abuse and neglect issues, personal hygiene, maintenance of healthy relationships, teen parenting issues, and self-esteem. (Education Code 51220.5)

CSBA NOTE: The following paragraph is for use by districts that maintain high schools.

High schools shall offer automobile driver education that includes instruction in: (Education Code 51220, 51220.1, 51220.4)

1. Vehicle Code provisions and other relevant state laws
2. Proper acceptance of personal responsibility in traffic
3. Appreciation of the causes, seriousness, and consequences of traffic accidents
4. Knowledge and attitudes necessary for the safe operation of motor vehicles
5. The safe operation of motorcycles
6. The dangers involved in consuming alcohol or drugs in connection with the operation of a motor vehicle
7. The rights and duties of a motorist as they pertain to pedestrians and the rights and duties of pedestrians as they pertain to traffic laws and traffic safety

Certification of College Preparatory Courses

CSBA NOTE: The following optional section is for use by districts that maintain grades 9-12 and may be revised to reflect district practice. Among the criteria for admission to the University of California (UC) or California State University (CSU) system is a requirement that students satisfactorily complete 15 yearlong/30 semesters of specified courses ("A-G" courses). In order to qualify as an "A-G" course, the course must first be submitted to and approved by UC. The district or school should develop course descriptions using the templates provided by UC and submit them through UC's online system.

Education Code 51225.37 encourages districts that offer world language courses specifically designed for native speakers to submit those courses to UC for certification and addition to the school's "A-G" course list.

The following paragraph may be revised to reflect the position in the district or school(s) that is responsible for submitting and updating "A-G" courses.

The Superintendent or designee shall identify district courses that may qualify for designation as "A-G" college preparatory courses, including courses in history-social science, English, mathematics, laboratory science, languages other than English, visual and performing arts, career technical education, and college preparatory electives. The Superintendent or designee shall submit any necessary information regarding each identified course to UC for "A-G" designation.

Draft Policies - Not Adopted

Notification and Information Sharing Related to Students in Grades 9-12

CSBA NOTE: The following section is for use by districts that maintain grades 9-12.

At the beginning of each school year, the Superintendent or designee shall provide, as part of the annual notification required pursuant to Education Code 48980, written notice to parents/guardians of students in grades 9-12 that, to the extent possible, shall not exceed one page in length and that includes all of the following: (Education Code 51229)

1. A brief explanation of the course requirements for admission to UC and CSU

   CSBA NOTE: The UC maintains a searchable website that lists certified "A-G" courses for all regular California public high schools.

2. A list of the current UC and CSU websites that help students and their families learn about college admission requirements and that list high school courses that have been certified by UC as satisfying the requirements for admission to UC and CSU

3. A brief description of what career technical education is, as defined by the California Department of Education (CDE)

4. The Internet address for the portion of CDE's website where students can learn more about career technical education

5. Information about how students may meet with school counselors to help them choose courses that will meet college admission requirements and/or enroll in career technical education courses

   CSBA NOTE: Items #6-7 were added to the list of required information to be provided to parents/guardians pursuant to Education Code 51229, as amended by SB 153 (Ch. 38, Statutes of 2024).

6. A separate and distinct disclosure, in accordance with 20 USC 1232g, the federal Family Education Rights and Privacy Act of 1974 (FERPA), that data may be shared with the California College Guidance Initiative (CCGI) to provide students and their parents/guardians with direct access to online tools and resources for college and career planning

7. Contact information for the CaliforniaColleges.edu platform in order to access resources that help students and their parents/guardians learn about college admissions requirements

CSBA NOTE: Pursuant to Education Code 60900, as amended by SB 153, districts are required to, on or before January 1, 2026, enter into a data sharing agreement with the California College Guidance Initiative (CCGI), and by June 30, 2026, submit data for students in grades 9-12, as specified. Pursuant to Education Code 60900 and 60900.5, as amended by SB 153, CDE also shares specified data with CCGI. The district is required to include in the annual notification to parents/guardians a distinct notification that data may be shared with CCGI for specific purposes; see AR 5125 - Student Records and E(1) 5145.6 - Parent/Guardian Notifications.

In order to provide data needed to improve student achievement and accomplish other specified goals, the Superintendent or designee shall submit student transcript information for grades 9-12 students to CCGI and shall comply with other program requirements specified in Education Code 60900.5. (Education Code 60900)

CSBA NOTE: Education Code 51225.8 requires districts to provide specified information on how to properly complete and submit the Free Application for Federal Student Aid (FAFSA) or the California Dream Act Application (CADAA), as appropriate, at least once before grade 12. At the district's discretion, the information provided may be disseminated through in-class instruction, an existing program, family information sessions, group or individual sessions with school counselors, or other appropriate means.

The Superintendent or designee shall provide information to students and parents/guardians regarding the completion and submission of the Free Application for Federal Student Aid (FAFSA) and/or the California Dream Act Application (CADAA) at least once before grade 12. (Education Code 51225.8)

CSBA NOTE: Pursuant to Education Code 51225.8, as amended by SB 153, districts are required to advise students in grade 11 to complete the grade 11 financial aid lessons on CCGI's CaliforniaColleges.edu platform. The district may disseminate the information provided through in-class instruction, an existing program, family information sessions, group or individual sessions with school counselors, or other appropriate means.

The Superintendent or designee shall advise each student in grade 11 to complete the grade 11 financial aid lessons on CCGI's CaliforniaColleges.edu platform. (Education Code 51225.8)

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Financial Aid Requirements for Students in Grade 12

CSBA NOTE: Pursuant to Education Code 51225.7, the district is required to confirm that each student in grade 12 completes and submits a FAFSA to the U.S. Department of Education and/or, if a student is exempt from paying nonresident tuition, a CADAA to the Student Aid Commission (CSAC), unless there is an exception as specified below. To enable educators to ensure that each student has successfully completed and submitted a FAFSA or CADAA, Education Code 51225.7 requires CSAC to provide data to CCGI to inform reports available through CaliforniaColleges.edu.

Pursuant to Education Code 51225.7, CSAC adopted regulations, available on its website, that include model opt-out forms and acceptable use policies for the purpose of providing guidance on the protection of student and parent/guardian data.

The California Student Opportunity and Access Program (Cal-SOAP) is a CSAC outreach program that seeks to improve access to postsecondary education and financial aid for low-income and first-generation students in underserved regions by providing students and parents/guardians with guidance on financial aid and college admissions to make higher education accessible and affordable. CSAC's website includes toolkits available for school staff who support students in their financial aid process, including applying for the FAFSA and CADAA.

The Superintendent or designee shall ensure that each student in grade 12 completes and submits a FAFSA to the U.S. Department of Education or, if a student is exempt from paying nonresident tuition, a CADAA to the Student Aid Commission (CSAC), unless either: (Education Code 51225.7)

1. The student's parent/guardian, emancipated minor, or student age 18 years or older submits an opt-out form to the district

2. If the district determines that a student is unable to complete a requirement of Education Code 51225.7, the district shall exempt the student or the student's parent/guardian from completing the FAFSA, CADAA, or opt-out form and shall complete and submit an opt-out form on the student's behalf and notify the student's parent/guardian of the student's exemption

CSBA NOTE: Pursuant to Education Code 51225.7, as amended by AB 2165 (Ch. 702, Statutes of 2024), the district is required to provide the student and the student's parent/guardian with specified information before being exempted from the requirement to complete a FAFSA or CADAA.

Before a student or the student's parent/guardian is exempted from the requirement to complete the FAFSA or CDAA, the district shall provide a student and the student's parent/guardian with the following information: (Education Code 51225.7)

1. The purposes and benefits of the FAFSA or CADAA, which include consideration for financial aid

2. The consequences of not completing and submitting a FAFSA or CADAA

3. The option to complete a FAFSA or CADAA after an opt-out form has been submitted

The information provided in Items #1-3 above shall be provided: (Education Code 51225.7)

1. To the student through a meeting between a school counselor and the student or, if no school counselor is employed at the school, between the student and other school staff, through written material, or by other means of communication

2. To the student's parent/guardian, or the student when required, and shall include notification of the date by which the student will be opted out by the district if no action is taken

This notice shall be provided with sufficient time for the student or parent/guardian to act before the district opts out the student.

The Superintendent or designee shall ensure that each high school student in grade 12, and if applicable, the student's parent/guardian, is directed to any support and assistance necessary to complete the FAFSA and/or CADAA that may be available through outreach programs, including, but not limited to, programs operated by CSAC, postsecondary immigration resource centers, college readiness organizations, community-based organizations, and/or legal resource organizations. (Education Code 51225.7)

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Information shared by students and parents/guardians in completing and submitting the FAFSA and/or CADAA shall be handled in compliance with FERPA and applicable state law, regardless of any person's immigration status or other personal information. (Education Code 51225.7)

CSBA NOTE: Pursuant to Education Code 51225.7, as amended by AB 123 (Ch. 9, Statutes of 2025), beginning with the 2025-26 school year, the Board is required to provide each student and student's parent/guardian with information about, and potential eligibility for, the California Kids Investment and Development Program.

The Superintendent or designee shall provide each student in grade 12, and if applicable, the student's parent/guardian, with information about, and potential eligibility for, the California Kids Investment and Development Savings Program. (Education Code 51225.7)

Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the Governing Board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
5 CCR 10020	Automobile driver education
5 CCR 10040-10043	Automobile driver training
5 CCR 10060	Criteria for high school physical education programs
5 CCR 430-438	Individual student records
5 CCR 4940	Nondiscrimination; course access
Ed. Code 200	Prohibition of discrimination
Ed. Code 33319.3	Driver education; CDE materials on road rage
Ed. Code 33540	Standards for government and civics instruction
Ed. Code 33540.2	Model curriculum related to Vietnamese American refugee experience
Ed. Code 33540.4	Model curriculum related to Cambodian American history and heritage
Ed. Code 33547.5	Mathematics curriculum framework; Algebra I or Mathematics offered to students in grade 8
Ed. Code 33548	Media literacy and artificial intelligence literacy curriculum frameworks
Ed. Code 48980	Parent/Guardian notifications
Ed. Code 49060-49079	Student records
Ed. Code 49110.5	Workplace readiness week
Ed. Code 51202	Instruction in personal and public health and safety
Ed. Code 51203	Instruction on alcohol, narcotics and dangerous drugs
Ed. Code 51204	Course of study designed for student's needs
Ed. Code 51204.5	History of California; contributions of specified groups
Ed. Code 51210	Course of study for grades 1-6
Ed. Code 51220	Course of study for grades 7-12
Ed. Code 51221.1	California Teachers Collaborative for Holocaust and Genocide Education
Ed. Code 51221.2	Holocaust and genocide education; notice, survey, and grant program
Ed. Code 51225.3	High school graduation requirements
Ed. Code 51225.38	Health education; fentanyl instruction
Ed. Code 51225.7-51225.8	Completion and submission of the Free Application for Federal Student Aid and California Dream Act Application
Ed. Code 51226.3	Instruction on civil rights, human rights violations, genocide, slavery, and the Holocaust
Ed. Code 51226.7	Model curriculum in ethnic studies

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State	Description
Ed. Code 51226.8	Personal finance course; curriculum guide and resources
Ed. Code 51229	Notifications related to college admissions and career technical education
Ed. Code 51241	Temporary two-year or permanent exemption from physical education
Ed. Code 51501	Nondiscriminatory subject matter
Ed. Code 51911-51921	Comprehensive health education
Ed. Code 51925-51929	Mandatory mental health education and in-service training
Ed. Code 51930-51939	California Healthy Youth Act
Ed. Code 51940	Curriculum for brain and spinal cord injury prevention
Ed. Code 60040-60052	Requirements for instructional materials
Ed. Code 60900-60901	California Longitudinal Pupil Achievement Data System
Ed. Code 66204	Certification of high school courses as meeting university admission criteria
Ed. Code 69560-69566	California Student Opportunity and Access Program
Gov. Code 11135	Prohibition of discrimination
Gov. Code 12900-12996	Fair Employment and Housing Act
Gov. Code 17581.6	Reimbursement of state mandates; block grants
Gov. Code 7282-7282.5	Standards for responding to U.S. Immigration and Customs enforcement holds
Gov. Code 7283-7283.2	Standards for participation in U.S. Immigration and Customs enforcement programs
Gov. Code 7284-7284.12	Cooperation with immigration authorities
H&S Code 11032	Definition of dangerous drugs
Pen. Code 422.55	Definition of hate crime

Federal	Description
20 USC 1232g	Family Educational Rights and Privacy Act (FERPA) of 1974
20 USC 1681-1688	Title IX of the Education Amendments of 1972; discrimination based on sex
34 CFR 99.1-99.67	Family Educational Rights and Privacy
42 USC 2000d-2000d-7	Title VI, Civil Rights Act of 1964

Management Resources	Description
California Attorney General Publication	Guidance to School Officials re: Legal Requirements for Providing Inclusive Curricula and Books
California Department of Education Publication	Education Code 51925: Mental Health Instruction Expansion Education Plan, rev. March 2024
Court Decision	Mahmoud v. Taylor (2025) 606 U.S. ____ (2025 WL 1773627)
Court Decision	Westminster School District of Orange County v. Mendez (1947) 161 F.2d 774
CSBA Publication	Fact Sheet: Instructional Materials Adoption: Local governing board responsibilities, February 2024
CSBA Publication	Instructional Materials Adoptions: State and local governing board processes, roles, and responsibilities, February 2024
Website	California Kids Investment and Development Savings Program
Website	California College Guidance Initiative

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Management Resources	Description
Website	California Student Opportunity and Access Program
Website	Instructional Quality Commission
Website	American Red Cross, Hands-Only CPR Training
Website	CSBA District and County Office of Education Legal Services
Website	Federal Student Aid
Website	American Heart Association
Website	California Student Aid Commission
Website	University of California, A-G Course Submissions
Website	University of California, List of Approved A-G Courses
Website	California State University, Admission Requirements
Website	California Career Resource Network
Website	Department of Justice
Website	California Colleges.edu
Website	California Department of Education
Website	CSBA
Website	U.S. Department of Education

Cross References	Description
0410	Nondiscrimination In District Programs And Activities
0415	Equity
0460	Local Control And Accountability Plan
0460	Local Control And Accountability Plan
1312.2	Complaints Concerning Instructional Materials
1312.2	Complaints Concerning Instructional Materials
1312.2-E PDF(1)	Complaints Concerning Instructional Materials
1312.2-E(1)	Complaints Concerning Instructional Materials
1312.4	Williams Uniform Complaint Procedures
1312.4-E(1)	Williams Uniform Complaint Procedures
1312.4-E(2)	Williams Uniform Complaint Procedures
1340	Access To District Records
1340	Access To District Records
3270	Sale And Disposal Of Books, Equipment And Supplies
3270	Sale And Disposal Of Books, Equipment And Supplies
3513.3	Tobacco-Free Schools
3513.3	Tobacco-Free Schools
5022	Student And Family Privacy Rights
5022	Student And Family Privacy Rights
5121	Grades/Evaluation Of Student Achievement
5121	Grades/Evaluation Of Student Achievement
5125	Student Records

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Cross References	Description
5125	Student Records
5126	Awards For Achievement
5126	Awards For Achievement
5131.6	Alcohol And Other Drugs
5131.6	Alcohol And Other Drugs
5138	Conflict Resolution/Peer Mediation
5141.4	Child Abuse Prevention And Reporting
5141.4	Child Abuse Prevention And Reporting
5141.5	Mental Health
5145.3	Nondiscrimination/Harassment
5145.3	Nondiscrimination/Harassment
5145.6	Parent/Guardian Notifications
5145.6-E PDF(2)	Parent/Guardian Notifications
5145.6-E(1)	Parent/Guardian Notifications
5145.7	Sexual Harassment
5145.7	Sexual Harassment
5146	Married/Pregnant/Parenting Students
6011	Academic Standards
6115	Ceremonies And Observances
6115	Ceremonies And Observances
6141	Curriculum Development And Evaluation
6141.2	Recognition Of Religious Beliefs And Customs
6141.2	Recognition Of Religious Beliefs And Customs
6141.4	International Baccalaureate Program
6141.5	Advanced Placement
6142.1	Sexual Health And HIV/AIDS Prevention Instruction
6142.1	Sexual Health And HIV/AIDS Prevention Instruction
6142.2	World Language Instruction
6142.2	World Language Instruction
6142.3	Civic Education
6142.4	Service Learning/Community Service Classes
6142.5	Environmental Education
6142.6	Visual And Performing Arts Education
6142.7	Physical Education And Activity
6142.7	Physical Education And Activity
6142.7-E PDF(1)	Physical Education And Activity
6142.8	Comprehensive Health Education
6142.8	Comprehensive Health Education
6142.91	Reading/Language Arts Instruction
6142.92	Mathematics Instruction

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Cross References	Description
6142.93	Science Instruction
6142.94	History-Social Science Instruction
6144	Controversial Issues
6145	Extracurricular And Cocurricular Activities
6145	Extracurricular And Cocurricular Activities
6145.8	Assemblies And Special Events
6146.1	High School Graduation Requirements
6146.11	Alternative Credits Toward Graduation
6146.11	Alternative Credits Toward Graduation
6146.5	Elementary/Middle School Graduation Requirements
6151	Class Size
6152.1	Placement In Mathematics Courses
6152.1	Placement In Mathematics Courses
6153	School-Sponsored Trips
6153	School-Sponsored Trips
6153-E PDF(1)	School-Sponsored Trips
6155	Challenging Courses By Examination
6155	Challenging Courses By Examination
6158	Independent Study
6158	Independent Study
6159	Individualized Education Program
6159	Individualized Education Program
6161.1	Selection And Evaluation Of Instructional Materials
6161.1	Selection And Evaluation Of Instructional Materials
6161.1-E PDF(1)	Selection And Evaluation Of Instructional Materials
6161.1-E PDF(2)	Selection And Evaluation Of Instructional Materials
6161.1-E(1)	Selection And Evaluation Of Instructional Materials
6161.11	Supplementary Instructional Materials
6163.1	Library Media Centers
6164.2	Guidance/Counseling Services
6172.1	Concurrent Enrollment In College Classes
6172.1	Concurrent Enrollment In College Classes
6173	Education For Homeless Children
6173	Education For Homeless Children
6173.2	Education Of Children Of Military Families
6173.2	Education Of Children Of Military Families
6177	Summer Learning Programs
6177	Summer Learning Programs
6178	Career Technical Education
6178	Career Technical Education

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Cross References	Description
6178.1	Work-Based Learning
6178.1	Work-Based Learning
6181	Alternative Schools/Programs Of Choice
6181	Alternative Schools/Programs Of Choice
6181-E PDF(1)	Alternative Schools/Programs Of Choice
6184	Continuation Education
6184	Continuation Education

Draft Policies - 1st Revi

Regulation 6146.2: Certificate Of Proficiency/High School Equivalency **Status:** DRAFT

Original Adopted Date: 04/02/2015 **| Last Revised Date:** 04/29/2021

Certificate of Proficiency

CSBA NOTE: The following administrative regulation is for use by districts that maintain grades 9-12.

CSBA NOTE: Pursuant to Education Code 48412, the State Board of Education (SBE) will award a "certificate of proficiency" to persons who pass the California Proficiency Program (CPP) established by the California Department of Education (CDE) to assess proficiency in reading, writing, and mathematics skills. A list of test centers and testing dates is available on the CPP website. Education Code 48412 requires CDE to schedule testing dates at least once in the fall semester and once in the spring semester. CDE keeps a permanent record of the issuance of all certificates.

Pursuant to 5 CCR 11523, the Superintendent is obligated to require the principal of each high school to distribute information about the exam to students in grades 11-12. At their discretion, districts may revise the following paragraph to require distribution of such information to students in grade 10.

The principal of each high school shall distribute to each student in grades 11-12 an announcement explaining the California Proficiency Program (CPP). Announcements from the California Department of Education (CDE) or its contractor shall be distributed early enough to enable interested students to register for the test to be given in the fall of that year. (5 CCR 11523)

CSBA NOTE: The following optional paragraph reflects CPP information on CDE's website.

Additionally, students may be advised that the certificate of proficiency awarded upon passing the CPP is equivalent to a high school diploma. However, once the student has taken the CPP, passed the language arts and mathematics subtests and exited high school, they may choose to take the remaining High School Equivalency Test (HiSET)-Equivalency subtests in science and social studies to earn their California High School Equivalency Certificate, which provides more opportunities than the certificate of proficiency does alone.

A student may take the CPP if the student meets one of the following conditions: (Education Code 48412)

1. Is age 16 or older
2. Has been enrolled in the 10th grade for one school year or longer
3. Will complete one school year of enrollment in 10th grade at the end of the semester during which the next CPP will be administered

If a student receives the certificate of proficiency, the district shall indicate the student's accomplishment and the date of the award on the student's official transcript. (5 CCR 11521)

Any student who has received the certificate of proficiency may be exempted from compulsory school attendance upon the student's request, with verified parent/guardian consent as appropriate. For this purpose, the Superintendent or designee shall provide a consent form which contains at least the following information: (Education Code 48410; 5 CCR 11522)

1. A general explanation of the student's rights of exemption from compulsory attendance and of re-enrollment in the public high schools
2. The date of issuance of the certificate of proficiency
3. The signature of the parent/guardian and the date
4. The signature of the school administrator who has personally confirmed the authenticity of the parent/guardian's signature and the date

Any student, 16- or 17-years of age, who terminates enrollment after receiving the certificate of proficiency may re-enroll in the district. If enrollment is subsequently terminated again, the student may be denied re-enrollment until the beginning of the following semester. (Education Code 48414)

High School Equivalency Certificate

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CSBA NOTE: Education Code 51420-51427 provide that persons may be awarded the California High School Equivalency Certificate by taking a general educational development test and receiving a score that is at least as high as that determined by SBE to be equal to the standard of performance expected from high school graduates. SBE has approved the use of two tests for this purpose: (1) the General Educational Development (GED) test adopted by the General Educational Development Testing Service and (2) the High School Equivalency Test (HiSET) provided by the Educational Testing Service.

Obtaining a high school equivalency certificate requires passing of a general educational development test designated by the State Board of Education pursuant to Education Code 51420, including the General Educational Development (GED) test or the HiSET.

Anyone taking a test leading to a high school equivalency certificate is required to be a resident of California or a member of the armed forces assigned to duty in California and meet any one of the following criteria: (Education Code 51420)

1. Is 18 years of age or older
2. Would have graduated from high school had the person remained in school and followed the usual course of study
3. Is 17 years of age, has accumulated fewer than 100 units of high school credit, and is confined to a state or county hospital or to an institution maintained by a state or county correctional facility
4. Is 17 years of age, has accumulated fewer than 100 units of high school credit prior to enrollment in an academic program offered by a dropout recovery high school and has successfully completed the dropout recovery high school's state standards aligned instructional program which offers the opportunity for completion of the requirements for a high school diploma and at least one year of instruction or instruction followed by services related to the academic program

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Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the Governing Board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
5 CCR 11520-11523	Proficiency examination and certificate
5 CCR 11530-11532.5	High school equivalency certificate
Ed. Code 48400-48403	Compulsory continuation education
Ed. Code 48410	Exemption from continuation education
Ed. Code 48412	Certificate of proficiency
Ed. Code 48413	Enrollment in continuation classes
Ed. Code 48414	Reenrollment in district
Ed. Code 51420-51427	High school equivalency certificates
Ed. Code 52052	Accountability; numerically significant student subgroups

Management Resources	Description
Website	California Department of Education, California High School Equivalency FAQ
Website	CSBA District and County Office of Education Legal Services
Website	High School Equivalency Test
Website	General Educational Development Test
Website	California High School Proficiency Examination
Website	California Department of Education, High School Equivalency Tests
Website	California Department of Education, California Proficiency Program

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Cross References	Description
4112.2	Certification
4112.2	Certification
5112.1	Exemptions From Attendance
5112.1	Exemptions From Attendance
5113.2	Work Permits
5113.2	Work Permits
5125	Student Records
5125	Student Records
5145.6	Parent/Guardian Notifications
5145.6-E PDF(2)	Parent/Guardian Notifications
5145.6-E(1)	Parent/Guardian Notifications
5147	Dropout Prevention
6146.1	High School Graduation Requirements
6146.11	Alternative Credits Toward Graduation
6146.11	Alternative Credits Toward Graduation
6164.2	Guidance/Counseling Services
6178	Career Technical Education
6178	Career Technical Education
6184	Continuation Education
6184	Continuation Education
6200	Adult Education
6200	Adult Education

Draft Policies - 1st Revi

Exhibit 6146.2-E(1): Certificate Of Proficiency/High School Equivalency **Status:** DRAFT

Original Adopted Date: Pending

CSBA NOTE: The following exhibit is for use by districts that maintain grades 9-12. Pursuant to Education Code 48410, any student who passes the California Proficiency Program and receives a certificate of proficiency may be exempted from compulsory school attendance upon request by the student and, if the student is under age 18 years, with the consent of the student's parent/guardian. 5 CCR 11522 requires the district to develop a consent form for this purpose. The following exhibit may be revised to reflect district practice.

NOTICE AND CONSENT TO DISCONTINUE SCHOOL ATTENDANCE FOR STUDENTS WITH A CERTIFICATE OF PROFICIENCY

Notice of Student Rights: Students who pass the California Proficiency Program and receive a Certificate of Proficiency issued by the State Board of Education may continue to attend school, but upon request will be exempted from compulsory school attendance pursuant to Education Code 48410. If the student is under 18 years of age, the student's parent/guardian must also provide approval in order for the student to discontinue school attendance.

If the student leaves school on the basis that the student received a Certificate of Proficiency, the student may later decide to re-enroll in the district with no adverse consequences if the student is under 18 years of age. However, the student may be required to meet new or additional requirements established since the student disenrolled. Additionally, if after re-enrolling the student then leaves school again, the student may be denied re-admittance until the beginning of the following semester.

For further information about leaving school after obtaining the Certificate of Proficiency, contact the principal or school guidance counselor.

Student's name: _____

School: _____

Date on which the Certificate of Proficiency was issued: _____

To be completed by student: I understand the rights granted to students who are awarded the Certificate of Proficiency to disenroll from school, and to re-enroll if desired before the age of 18. I hereby notify the school district of my intent to disenroll from school.

Student's signature: _____ Date: _____

To be completed by parent/guardian: I hereby grant consent for my minor child to disenroll from school.

Parent/guardian's name (please print): _____

Signature: _____ Date: _____

To be completed by school administrator: I hereby verify the parent/guardian's signature and date recorded above.

Name of school administrator (please print): _____

Position: _____

Signature: _____ Date: _____

Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the Governing Board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

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State	Description
5 CCR 11520-11523	Proficiency examination and certificate
5 CCR 11530-11532.5	High school equivalency certificate
Ed. Code 48400-48403	Compulsory continuation education
Ed. Code 48410	Exemption from continuation education
Ed. Code 48412	Certificate of proficiency
Ed. Code 48413	Enrollment in continuation classes
Ed. Code 48414	Reenrollment in district
Ed. Code 51420-51427	High school equivalency certificates
Ed. Code 52052	Accountability; numerically significant student subgroups

Management Resources	Description
Website	California Department of Education, California High School Equivalency FAQ
Website	CSBA District and County Office of Education Legal Services
Website	High School Equivalency Test
Website	General Educational Development Test
Website	California High School Proficiency Examination
Website	California Department of Education, High School Equivalency Tests
Website	California Department of Education, California Proficiency Program

Cross References	Description
4112.2	Certification
4112.2	Certification
5112.1	Exemptions From Attendance
5112.1	Exemptions From Attendance
5113.2	Work Permits
5113.2	Work Permits
5125	Student Records
5125	Student Records
5145.6	Parent/Guardian Notifications
5145.6-E PDF(2)	Parent/Guardian Notifications
5145.6-E(1)	Parent/Guardian Notifications
5147	Dropout Prevention
6146.1	High School Graduation Requirements
6146.11	Alternative Credits Toward Graduation
6146.11	Alternative Credits Toward Graduation
6164.2	Guidance/Counseling Services
6178	Career Technical Education
6178	Career Technical Education
6184	Continuation Education
6184	Continuation Education

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Cross References	Description
6200	Adult Education
6200	Adult Education

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Policy 7000: Concepts And Roles

Status: DRAFT

Original Adopted Date: 09/13/2000

The Governing Board recognizes that one of its major responsibilities is to provide healthful, safe and adequate facilities that enhance the instructional program and align with the needs of the district. The Board shall endeavor to provide and maintain high-quality school facilities that support the district's educational program. Because the schools serve as a focal point for the community, the Board shall strive to provide district facilities that are compatible with surrounding neighborhoods and have the flexibility of design to meet future educational and community needs. As part of its intent to make use of each facility, the Board recognizes that, in some instances, the best use may be reuse by a third party, and in other instances, may be lease or sale.

In order to plan for long-range facilities needs, the Superintendent or designee may develop, for Board approval, a school facilities master plan in accordance with Board Policy 7110 - Facilities Master Plan, and regularly review such plan in light of the district's educational goals. In accordance with this plan, the Board shall:

1. Approve additions or major alterations to existing buildings
2. Determine what new buildings shall be built, when and where, and what equipment shall be purchased for them
3. Determine the method of financing that will be used
4. Select and purchase school sites for future expansion, as needed, and facilities for new school sites or other district use
5. Sell or lease facilities, including via joint occupancy or joint use, when no other better use is identified
6. Approve the selection of architects and structural engineers
7. Award contracts for design and construction
8. Authorize the use of school facilities by district residents and community groups in accordance with Board Policy/Administrative Regulation 1330 - Use of School Facilities
9. Consider the use of district property for workforce housing
10. Advocate school facility needs to the community

The Superintendent or designee shall:

1. Assess the district's short- and long-term facilities needs
2. Direct the preparation and updating of the facilities master plan
3. Oversee the preparation of bids and awarding of contracts
4. Supervise the implementation of the district's building program in accordance with the master plan, Board policy, and state and local requirements, including collaboration with the architect and contractor on the construction of new facilities and modernization of existing facilities
5. Represent the district in official governmental interactions related to the building program

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Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the Governing Board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
5 CCR 14001	Minimum standards for school facilities
5 CCR 14010	Procedure for site acquisition

State	Description
5 CCR 14030	Preliminary procedure, planning and approval of school facilities
5 CCR 14031-14032	Submissions to bureau of school facilities planning; approval
Ed. Code 17210-17224	School Sites; general provisions
Ed. Code 17260-17268	Plans and specifications for school facilities
Ed. Code 17280-17317	Field Act; approval of plans and supervision of construction
Ed. Code 17340-17343	Building of schoolhouses
Ed. Code 17350-17360	Factory-built school buildings
Ed. Code 17365-17374	Field Act; fitness for occupancy; liability of board members
Ed. Code 17400-17429	Leasing of school buildings
Ed. Code 17515-17526	Joint occupancy
Ed. Code 17527-17535	Joint use of district facilities
Ed. Code 38130-38139	Civic Center Act

Management Resources	Description
Website	CSBA District and County Office of Education Legal Services

Cross References	Description
0440	District Technology Plan
1330	Use Of School Facilities
1330	Use Of School Facilities
1330-E PDF(1)	Use Of School Facilities
3311	Bids
3311	Bids
3311.1	Uniform Public Construction Cost Accounting Procedures
3311.1	Uniform Public Construction Cost Accounting Procedures
3311.2	Lease-Leaseback Contracts
3311.3	Design-Build Contracts
3470	Debt Issuance And Management
7110	Facilities Master Plan
7110	Facilities Master Plan
7110-E PDF(1)	Facilities Master Plan
7111	Evaluating Existing Buildings
7131	Relations With Local Agencies
7140	Architectural And Engineering Services
7140	Architectural And Engineering Services
7150	Site Selection And Development
7150	Site Selection And Development
7210	Facilities Financing
7310	Naming Of Facility
9000	Role Of The Board

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Policy 7131: Relations With Local Agencies

Status: DRAFT

Original Adopted Date: 09/13/2000

CSBA NOTE: The following optional Board policy may be revised to reflect district practice.

Districts are generally authorized to cooperate and/or coordinate their activities or services with other local agencies, including cities, counties, and special districts, as necessary to maximize efficient use of resources.

The Governing Board recognizes the importance of collaborating and communicating with other local agencies in order to provide the best possible school facilities and to allocate facility resources in an effective and efficient manner. The Board and district staff shall consult and coordinate with local agencies as required by law, and shall utilize the expertise and resources of such agencies when useful to the district in the planning, design, and construction of facilities.

CSBA NOTE: Education Code 35275 requires the Governing Board to meet with local park and recreation authorities to coordinate the planning, design, and construction of new school facilities and school sites, or major additions to existing school facilities and recreation and park facilities. For more information regarding the site selection and development process, see AR 7150 - Site Selection and Development. Additionally, Government Code 65352.2 encourages collaboration between districts, cities, and counties by authorizing meetings between those agencies to discuss methods of coordinating the planning, design, and construction of facilities.

The Board shall meet with the appropriate local agency recreation and park authorities to review all possible methods of coordinating the planning, design, and construction of new school facilities and school sites, or major additions to existing school facilities and recreation and park facilities in the community. (Education Code 35275)

Upon receiving notification of proposed action to adopt or substantially revise a city or county general plan, the Board may request a meeting with the local planning agency to discuss possible methods of coordinating planning, design, and construction of new school facilities and school sites. (Government Code 65352.2)

CSBA NOTE: Because new developments could impact the adequacy of school facilities to support student population, the district should maintain regular communication with city/county planning officials to ensure that considerations of adequacy of school facilities and other public facilities essential to development are included in city/county planning. Without this, the district may lack necessary funds to provide adequate school facilities, since the imposition of any fee, charge, or other requirement for the construction or reconstruction of school facilities is prohibited pursuant to Government Code 65995, unless it is a school impact fee specifically authorized by Education Code 17620.

The Superintendent or designee shall monitor land development proposals within district boundaries and shall ensure that an exchange of accurate information is maintained with city/county planning staff regarding the impact of land development on the district's educational programs and facility needs. When necessary, the district shall recommend measures for inclusion in the city/county general plan to ensure the availability of adequate school facilities to address the new development.

Recognizing that available funds may not suffice to eliminate overcrowding in district schools caused by new development, the Board urges the city/county to adopt in its general plan or other appropriate planning documents, to the extent permitted by law, a provision which ensures that adequate school facilities will be available.

Notifications to Other Local Agencies

CSBA NOTE: For new residential development, Government Code 65971 requires the Board, upon making a finding described below by clear and convincing evidence, to notify the city council or board of supervisors of the city or county in which the district is located of such finding. Government Code 65972 requires that the development be denied unless the city or county, by ordinance and as a condition of approval, imposes specific land and/or fee requirements on the developer to fund interim classroom facilities, or specific overriding factors exist which, in the judgment of the city or county, justify approval of the development. It is recommended that districts with questions about requiring developer land dedication or levying fees consult CSBA's District and County Office of Education Legal Services or district legal counsel.

In order to adequately mitigate the additional students generated by new development within the district, the Board may make a finding, based on clear and convincing evidence, that: (Government Code 65971)

1. That conditions of overcrowding, as defined in Government Code 65973, exist in one or more attendance areas within the district which will impair the normal functioning of the educational programs, and the reason

for the existence of those conditions

2. That all reasonable methods of mitigating conditions of overcrowding have been evaluated and no feasible method for reducing those conditions exists

Upon making such a finding, the Board shall notify the city council or county board of supervisors of such finding. The notice shall include a completed application to the Office of Public School Construction for preliminary determination of eligibility for school construction under applicable state law. (Government Code 65971)

CSBA NOTE: Government Code 53094 authorizes Boards to render a city or county zoning ordinance inapplicable to a proposed use of property by the district, excluding nonclassroom facilities (such as warehouses, administrative buildings, and automotive storage and repair buildings), as long as (1) the property lies within the geographical jurisdiction of the district in accordance with Government Code 53097.3, (2) if applicable, the district notifies the city or county planning commission of the acquisition of a new school site in accordance with Public Resources Code 21151.2, (3) if applicable, the district notifies the city or county planning commission or agency prior to completion of a facilities needs analysis, master plan, or other long-range plan that relates to the expansion of existing school sites or necessity to acquire new school sites in accordance with Government Code 65352.2, and (4) 2/3 of the Board's members vote in the affirmative.

However, pursuant to Government Code 53097.3, a district may not render a city or county ordinance inapplicable to a charter school facility unless that facility is physically located within the geographical jurisdiction of the district. For more information on Board action to render a zoning ordinance inapplicable, see E(1) 9323.2 - Actions by the Board.

The Superintendent or designee shall notify the appropriate city or county planning agency of the adoption of a school facility needs analysis; facilities master plan or other long-range plan; the acquisition of a school site; and any other action regarding school facilities, in accordance with law.

District Workforce Housing Development

CSBA NOTE: The following section is optional and may be revised to reflect district practice. Government Code 65914.7 deems a housing development project to be an allowable use on any real property owned by a district if the housing development satisfies certain criteria. A housing development that meets the requirements of Government Code 65914.7 is deemed consistent, compliant, and in conformity with local development standards, zoning codes or maps, and the general plan. Land used for the development of workforce housing in accordance with Government Code 65914.7 may be jointly used or jointly occupied by the district and any other party. For more information related to developing education workforce housing, see CSBA's, "Education Workforce Housing," available on its website.

The Superintendent or designee shall ensure that the use of district-owned real property for workforce housing is consistent with the criteria specified in Government Code 65914.7.

Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the Governing Board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
14 CCR 15000-15285	Implementation of California Environmental Quality Act of 1970
5 CCR 14010	Procedure for site acquisition
Ed. Code 17280-17317	Building approvals
Ed. Code 17620	Imposition of school impact fees on development
Ed. Code 35275	New school planning; cooperation with recreation and park authorities
Gov. Code 53090-53097.5	Regulation of local agencies by counties and cities
Gov. Code 65300-65303.4	Authority for and scope of general plans
Gov. Code 65352.2	Communicating and coordinating of school sites
Gov. Code 65850-65863.11	Adoption of regulations
Gov. Code 65914.7	Local educational agencies; housing development projects
Gov. Code 65970-65981	School facilities

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State	Description
Gov. Code 65995-65998	Developer fees
Pub. Res. Code 21000-21177	California Environmental Quality Act of 1970

Management Resources	Description
Website	Education Workforce Housing
Website	CSBA District and County Office of Education Legal Services
Website	Department of General Services, Office of Public School Construction
Website	California Department of Education, School Facilities

Cross References	Description
1160	Political Processes
3510	Green School Operations
3510	Green School Operations
3511.1	Integrated Waste Management
3511.1	Integrated Waste Management
7000	Concepts And Roles
7110	Facilities Master Plan
7110	Facilities Master Plan
7110-E PDF(1)	Facilities Master Plan
7150	Site Selection And Development
7150	Site Selection And Development
7210	Facilities Financing
7211	Developer Fees
7211	Developer Fees
9323.2	Actions By The Board
9323.2-E(1)	Actions By The Board

Draft Policies - 1st Revi

Bylaw 9310: Board Policies

Status: DRAFT

Original Adopted Date: 11/13/2018

CSBA NOTE: The following optional bylaw may be revised to reflect district practice.

Definitions

Board policies are the written rules of the district. They establish the parameters by which staff, students, parents/guardians, volunteers, contractors, visitors, and others shall abide while attending or participating in district programs or activities, on district property, or otherwise within the jurisdiction of the district. Additionally, Board policies clarify the roles and responsibilities of the Governing Board and Superintendent, and communicate Board philosophy and values to students, staff, parents/guardians, and the community.

Board bylaws are specific Board policies that govern the operations of the Board and establish the rights and obligations of Board members.

Administrative regulations, which shall not be inconsistent with Board policies, are written rules that implement Board policies or prescribe the operations and administration of the district. In case of conflict between an administrative regulation and a Board policy, the Board policy, or applicable portion thereof, shall prevail.

Board policies and administrative regulations shall align with the district's vision and goals, promote student learning and achievement, provide for consistent and fair treatment of students and staff, and proactively address equity and the provision of equal access to opportunities for all students.

CSBA NOTE: State and federal laws mandate that districts enact Board policies or administrative regulations on numerous topics, with certain Board policies or administrative regulations being mandated only if specific conditions apply. CSBA maintains a list of mandated and conditionally mandated Board policies and administrative regulations, and also indicates in its sample Board policies and administrative regulations when certain language is mandated or conditionally mandated.

The Board recognizes the importance of maintaining Board policies and administrative regulations that are up to date and reflect the mandates of law. Board policies or administrative regulation shall be binding to the extent that they do not conflict with federal or state law and are consistent with the district's collective bargaining agreements. No Board policy or administrative regulation, or any portion thereof, shall be operative if the Superintendent determines, based on advice of district legal counsel, it is in conflict with applicable federal or state law or regulations or court decisions. However, any portion of a Board policy or administrative regulation so determined to be inoperative shall not affect the operability of other provisions of the Board policy or administrative regulation.

Board Policy Development and Adoption

CSBA NOTE: In general, the process of policy review is not specified in state law. However, Education Code 35160.5 requires that district policies pertaining to intradistrict open enrollment and extracurricular/cocurricular activities be reviewed annually.

The following section describes the basic steps in the policy development process and should be revised to reflect district practice. CSBA offers a variety of policy services designed to assist governance teams with this process, including comprehensive reviews of district policies and policy development workshops.

The Board shall regularly review Board policies and shall do so at Board meetings or Policy Committee meetings, as applicable. Additionally, the Board shall annually review the policies specified in Education Code 35160.5. If no revisions are deemed necessary, the Board minutes for the applicable meeting shall nevertheless indicate that the review was conducted. Other Board policies shall be monitored and reviewed as specified in the Board policy itself or as needed to reflect changes in law or district circumstances.

The following steps shall be used to develop, propose, and adopt a new Board policy or revisions to an existing Board policy:

1. The Board and/or Superintendent or designee shall identify the need for a new or revised Board policy

2. As needed, the Superintendent or designee shall gather fiscal data, staff and public input, related Board policies or administrative regulations, sample Board policies from the California School Boards Association, legal advice, and other useful information and data

3. The Board may agendize one or more discussions or presentations with respect to the need for a new or revised Board policy

   As part of those discussions or presentations, the Board may request additional information or research and may provide direction to the Superintendent or designee regarding how to proceed with proposing a new or revised Board policy, including a request for review by district legal counsel.

   CSBA NOTE: Once a new or revised Board policy is drafted, it is common for it to be agendized at two different meetings, with the first time (often referred to as the "first read") being for public input and Governing Board discussion, and the second time (often referred to as the "second read") being for further discussion, if warranted, and Board action. This approach is reflected in Item #4, below and should be modified to reflect district practice.
4. Once drafted, the proposed new or revised Board policy shall be agendized at two separate Board meetings, with the first for public input and Board review and direction, and the second for further discussion, if warranted, and Board action

The Board may waive or modify any of the above requirements on a case-by-case basis.

All Board policies shall be formally adopted by a majority vote of the Board.

Board policies shall become effective upon Board adoption or at a future date if so designated by the Board at the time of adoption.

At any time, the Board and Superintendent or designee may determine that progress reports to the Board on the implementation and/or effectiveness of a Board policy are necessary. If so, the Board and Superintendent or designee shall agree upon a timeline and, as applicable, measures for evaluating the effectiveness of the Board policy in achieving its purpose.

Administrative Regulation Development and Approval

CSBA NOTE: It is common for the Superintendent or designee to be solely responsible for the development and approval of administrative regulations. This approach is reflected below and should be modified to reflect district practice.

The Superintendent or designee shall be responsible for the development and approval of administrative regulations.

When new Board policies are created or existing Board policies are revised, the Superintendent or designee shall, as necessary, create or revise any applicable administrative regulations to ensure that they conform to the intent of the new or revised Board policy.

To carry out the intent of the Board, the Superintendent or designee may, in addition to developing and approving administrative regulations, develop procedures manuals, handbooks, or other guides.

Access

CSBA NOTE: Districts that subscribe to CSBA's GAMUT Policy Plus service are able to update and provide public access to their Board policies, administrative regulations, and related documents, such as exhibits, through their GAMUT Policy Plus site.

The Superintendent or designee shall ensure that all district employees and the public have easy and free access to all Board policies, administrative regulations, and, as applicable, related documents

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Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the Governing Board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
Ed. Code 35010	Control of district; prescription and enforcement of rules
Ed. Code 35160	Authority of governing boards
Ed. Code 35160.5	Intradistrict open enrollment

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State	Description
Ed. Code 35163	Official actions, minutes and journal
Ed. Code 35164	Actions by majority vote

Management Resources	Description
Website	CSBA District and County Office of Education Legal Services
Website	CSBA, Policy Services, including Policy Update Service, Governance and Management Using Technology (GAMUT Online), Policy Review Program, Individual D

Cross References	Description
0000	Vision
0100	Philosophy
0415	Equity
0460	Local Control And Accountability Plan
0460	Local Control And Accountability Plan
0500	Accountability
1112	Media Relations
1113	District And School Websites
1113	District And School Websites
1113-E(1)	District And School Websites
1113-E(2)	District And School Websites
1220	Citizen Advisory Committees
1220	Citizen Advisory Committees
1340	Access To District Records
1340	Access To District Records
2000	Concepts And Roles
2210	Administrative Discretion Regarding Board Policy
4112.9	Employee Notifications
4112.9-E PDF(2)	Employee Notifications
4112.9-E(1)	Employee Notifications
4141	Collective Bargaining Agreement
4143	Negotiations/Consultation
4212.9	Employee Notifications
4212.9-E PDF(2)	Employee Notifications
4212.9-E(1)	Employee Notifications
4241	Collective Bargaining Agreement
4243	Negotiations/Consultation
4312.9	Employee Notifications
4312.9-E PDF(2)	Employee Notifications
4312.9-E(1)	Employee Notifications
5116.1	Intradistrict Open Enrollment
5116.1	Intradistrict Open Enrollment

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Cross References	Description
5145.6	Parent/Guardian Notifications
5145.6-E PDF(2)	Parent/Guardian Notifications
5145.6-E(1)	Parent/Guardian Notifications
6020	Parent Involvement
6020	Parent Involvement
6141	Curriculum Development And Evaluation
6145	Extracurricular And Cocurricular Activities
6145	Extracurricular And Cocurricular Activities
9000	Role Of The Board
9005	Governance Standards
9130	Board Committees
9320	Meetings And Notices
9322	Agenda/Meeting Materials
9323	Meeting Conduct
9323.2	Actions By The Board
9323.2-E(1)	Actions By The Board

Draft Policies - 1st Revi

Bylaw 9321: Closed Session

Status: DRAFT

Original Adopted Date: 11/14/2019 **| Last Revised Date:** 06/27/2024

CSBA NOTE: The Governing Board may only meet in closed session for purposes expressly authorized by the Brown Act (Government Code 54950-54963), Government Code 3549.1, or by a provision of the Education Code. Prior to recessing to closed session, the Brown Act requires the Board to disclose the items to be discussed in closed session either verbally or by reference to the items as they are described in the posted agenda. Consistent with the Brown Act, the accompanying Exhibit (1) provides specific language for most types of closed session items. Additionally, whenever the Board meets in closed session, the Brown Act generally requires it to reconvene in open session following closed session to disclose, either orally or in writing, each action taken in closed session and the vote, recusal, or absence on each action. Consistent with the Brown Act, the accompanying Exhibit (2) provides specific language for disclosing closed session items in open session following closed session.

The Governing Board is committed to complying with state open meeting laws and modeling transparency in its conduct of district business. The Board shall meet in closed session during a regular, special, or emergency meeting only for purposes authorized by law.

Each agenda shall contain a general description of each closed session item to be discussed at the meeting as required by law and provided in the accompanying Exhibit (1). (Education Code 35145; Government Code 54954.2, 54954.5, 54957)

In the open session preceding closed session, the Board shall disclose the items to be discussed in closed session as specified in this bylaw. The Board chair, who is either the Board president or the Board member chairing the meeting at the time if the Board president is absent, shall either verbally state the closed session items listed in the agenda or refer the public to the closed session item(s) as listed by number or letter in the agenda. In closed session, the Board shall consider only those items covered in its statement. (Government Code 54957, 54957.7)

CSBA NOTE: Pursuant to Education Code 35145.5 and Government Code 54954.3, the public is required to be given an opportunity to directly address the Board on any agenda item of interest to the public, including closed session items, either before or during the Board's consideration of the item. As the public is not permitted to attend closed session, such an opportunity for public comment is required to occur prior to closed session. For additional information, see BB 9322 - Agenda/Meeting Materials and BB 9323 - Meeting Conduct.

Prior to closed session, members of the public shall be given an opportunity to address the Board on any closed session item in the agenda in accordance with Board Bylaw 9322 - Agenda/Meeting Materials and Board Bylaw 9323 - Meeting Conduct. (Education Code 35145.5; Government Code 54954.3)

After closed session, the Board shall reconvene in open session before adjourning the meeting and, when applicable, shall disclose any actions taken in closed session, the votes or abstentions thereon, and other disclosures as specified in this bylaw. Such disclosures may be made in writing or orally at the location announced in the agenda for closed session as required by law and provided in the accompanying Exhibit (2). (Education Code 32281; Government Code 54957.1, 54957.7)

CSBA NOTE: Pursuant to Government Code 54957.1, a document approved or adopted in closed session must be provided to any person who has submitted a written request within 24 hours of the posting of the agenda or who has made a standing request for all documentation as part of a request for meeting notices pursuant to Government Code 54954.1 or 54956.

When an action taken during closed session involves final approval or adoption of a document, such as a contract or settlement agreement, that becomes public upon such approval or adoption, the Superintendent or designee shall immediately provide a copy of the document to any person present at the conclusion of closed session who has submitted a written request or made a standing request for all documentation as part of a request for notice of meetings. (Government Code 54957.1)

If, when adopting or approving a document during closed session, substantive amendments are required to finalize the document, the Superintendent or designee shall make the document available as soon as the necessary changes to the document are completed. Whenever such a document will not be immediately released, the Board chair shall orally summarize the substance of the amendment in open session as part of the required disclosures. (Government Code 54957.1)

Attendance in Closed Session

Each Board member may attend closed session for each agenda item except if the Board member is required to recuse themselves or is prohibited by law from attending. Additionally, the Superintendent may attend closed session for each agenda item, except for personnel matters, complaints, or charges regarding the Superintendent under Government Code 54957, or to discuss the Superintendent's compensation under Government Code 54957.6.

In addition, the Board secretary or designee shall attend closed session for each agenda item to keep minutes of topics discussed and decisions made. (Government Code 54957.2)

CSBA NOTE: The Attorney General has opined in 105 Ops.Cal.Atty.Gen. 89 (2022) that only a person with "an official or essential role to play in a particular closed session" item may attend closed session for that particular item. Pursuant to the opinion, a person has an "official" role if they are authorized by statute to attend for that particular item (e.g., district legal counsel for a litigation item), as reflected in Item #1, below. Additionally, the opinion provides that anyone else may attend if their presence is "essential" to the Board's ability to conduct its business as it relates to that particular item (e.g., dean of discipline for a student matter), as reflected in Item #2, below.

Except as prohibited by law, the following individuals may attend closed session for a particular item upon invitation by the Board chair or the Superintendent:

1. District legal counsel, district negotiators, or other district staff authorized by statute to attend for the particular item

2. Any other individual whose attendance is essential to the Board's ability to conduct its closed-session business with respect to the particular item

Any other individual shall not attend closed session.

Confidentiality

Any person in attendance in closed session shall not disclose information received in closed session except as permitted by Board Bylaw 9011 - Disclosure of Confidential/Privileged Information or Board Policy 4119.23 - Unauthorized Release Of Confidential/Privileged Information, as applicable.

The Board shall not disclose any information that is protected by state or federal law. Additionally, no victim or alleged victim of tortious sexual conduct or child abuse shall be identified in any Board agenda, notice, announcement, disclosure, or report required by the Brown Act, unless the identity of the person has previously been publicly disclosed. (Government Code 54957.7, 54961)

Personnel Matters: Appointment, Employment, Performance Evaluation, or Discipline/Dismissal/Release

CSBA NOTE: Government Code 54957 authorizes the Board to meet in closed session to consider and, as applicable, vote on the appointment, employment, evaluation of performance, discipline, or dismissal of an employee. Consistent with Government Code 54957.1 and 54957.7, this provision may be interpreted to include a demotion or other change in employment status.

While the Attorney General has concluded in 59 Ops.Cal.Atty.Gen. 532 (1976) that it is appropriate to discuss and evaluate the Superintendent's performance in closed session pursuant to Government Code 54957, Government Code 54957 explicitly prohibits the Board from discussing any proposed change in the Superintendent's compensation other than a reduction of compensation that results from the imposition of discipline under this exception. However, the Board may meet in closed session to discuss the Superintendent's compensation in closed session pursuant to Government Code 54957.6; see "Negotiations/Collective Bargaining," below.

The Board may meet in closed session to consider the appointment, employment, performance evaluation, discipline, dismissal, or change in employment status of an employee. Except as permitted by law, such a closed session item shall not include discussion or action on proposed compensation except for a reduction of compensation that results from the imposition of discipline. (Government Code 54957, 54957.1)

For the purpose of such an agenda item, "employee" includes an officer or independent contractor who functions as an officer or employee, but excludes Board members and other independent contractors. (Government Code 54957)

Personnel Matters: Specific Complaints or Charges

CSBA NOTE: Government Code 54957 authorizes the Board to meet in closed session to consider and, as

applicable, vote on complaints or charges against an employee, so long as the district provides the employee with 24-hour notice in advance of closed session. Failure to provide such notice will render any action taken by the Board in closed session null and void. Determining whether a "specific complaint or charge" is involved is usually fact-specific and it is recommended that the Board consult CSBA's District and County Office of Education Legal Services or district legal counsel, as appropriate.

In Furtado v. Sierra Community College District, the court held that the term "specific complaints or charges," as used in Government Code 54957, does not include negative comments in an employee's performance evaluation. In another decision, Bell v. Vista Unified School District, the court determined that a presentation to the Board by a district staff member regarding an employee's violation of a California Interscholastic Federation rule constituted a "complaint or charge" and thus the employee was entitled to 24-hour notice. Yet another ruling, Morrison v. Housing Authority of the City of Los Angeles Board of Commissioners, held that when a board rejects its hearing officer's findings of fact and conducts its own hearing, the employee must be given 24-hour notice.

Furthermore, in 78 Ops.Cal.Atty.Gen. 218 (1995), the Attorney General clarified that a probationary certificated employee does not have the right to an open session when the Board is discussing whether to reemploy the employee for a third consecutive school year. Education Code 44929.21 authorizes the Board to non-reelect a probationary certificated employee at the end of the first or second school year as long as written notice is given in accordance with law. For more information, see AR 4117.6 - Decision Not to Rehire.

The Board may meet in closed session to hear complaints or charges brought against an employee, unless the employee who is the subject of the complaint requests an open session. Before the Board meets in closed session on specific complaints or charges brought against an employee, the Superintendent or designee shall ensure that the employee receives written notice of the right to have the complaints or charges heard in open session. This notice shall be delivered personally or by mail at least 24 hours before the time of closed session. (Government Code 54957)

For the purpose of such an agenda item, "employee" includes an officer or independent contractor who functions as an officer or employee, but excludes Board members and other independent contractors. (Government Code 54957)

Personnel Matters: Application for Early Withdrawal of Funds in Deferred Compensation Plan

The Board may meet in closed session to discuss an employee's application for early withdrawal of funds in a deferred compensation plan when the application is based on financial hardship arising from an unforeseeable emergency due to illness, accident, casualty, or other extraordinary event, as specified in the deferred compensation plan. (Government Code 54957.10)

Negotiations/Collective Bargaining

CSBA NOTE: Pursuant to Government Code 54957.6, the Board is authorized to meet in closed session with the district's designated representatives regarding the salaries, salary schedules, or compensation paid in the form of fringe benefits to its represented and unrepresented employees, including the Superintendent. However, Government Code 54957.6 explicitly prohibits the Board from taking final action in closed session on the proposed compensation of one or more unrepresented employees. Additionally, the Attorney General has concluded in 98 Ops.Cal.Atty.Gen. 41 (2015) that this exception does not permit the Board to meet in closed session with its designated representative to discuss the negotiation of a project labor agreement because the contractors and laborers covered by such an agreement are not district employees.

The Board may meet in closed session to review the Board's position and/or instruct its designated representative(s) regarding salaries, salary schedules, or compensation paid in the form of fringe benefits of its represented and unrepresented employees, and, for represented employees, any other matter within the statutorily provided scope of representation. A closed session item regarding salaries, salary schedules, or compensation paid in the form of fringe benefits may include discussions of the district's available funds and funding priorities, but only insofar as they relate to providing instructions to the Board's designated representative. Final action on the proposed compensation of one or more unrepresented employees shall not be taken in closed session. (Government Code 54957.6)

Additionally, the Board may meet in closed session with a state conciliator who has intervened in proceedings regarding any of the purposes enumerated in Government Code 54957.6.

CSBA NOTE: Pursuant to Government Code 54957.1, the Board may vote on an agreement concluding labor negotiations in closed session and then wait to publicly disclose the agreement after it is final and has been accepted or ratified by the other party. For a new collective bargaining agreement, however, it is also common practice for Boards to vote in open session rather than closed session.

Pursuant to Government Code 54957.1, approval in closed session of an agreement concluding labor negotiations with represented employees pursuant to Government Code 54957.6 shall be disclosed after the agreement is final and has been accepted or ratified by the other party. The disclosure shall identify the item approved and the other parties to the negotiation. However, the Board may, at its sole discretion, vote on such an agreement in open session. (Government Code 54957.1)

CSBA NOTE: The Educational Employment Relations Act (EERA) (Government Code 3540-3549.3) lists certain exemptions from the Brown Act related to negotiations. The critical exemption for districts is that the Brown Act does not apply to a meeting of the Board if the meeting is exclusively for the purpose of discussing the Board's position regarding any matter within the scope of representation and determining how to instruct its designated representatives, regardless of whether its designated representatives attended. If it is combined with another closed session item and/or an open session item, then the Brown Act applies. It is recommended that the Board utilize this provision of the EERA sparingly and consult CSBA's District and County Office of Education Legal Services or legal counsel prior to meeting under this provision.

Pursuant to Government Code 3549.1, the Board may, without following the requirements of the Brown Act, meet in closed session exclusively for the purpose of discussing its position regarding any matter within the scope of representation or for the purpose of instructing its designated representatives. The Board shall not discuss any other items, either in closed session or open session, as part of such a meeting. (Government Code 3549.1)

Matters Related to Students

The Board shall meet in closed session to consider an appeal by a parent/guardian of a denial of a request to amend incorrect, inaccurate, or misleading information in a student record maintained by the district in accordance with Administrative Regulation 5125.3 - Challenging Student Records. (Education Code 49070)

CSBA NOTE: The following paragraph should be revised to reflect district practice. Education Code 35146 and 48912 permit a Board to consider in closed session any action, including discipline (except expulsion), against a student. The district is required to provide the student and the student's parent/guardian with advance notice that the disciplinary action will be considered in closed session and that the parent/guardian may, within 48 hours from receipt of the notice, request the district to have the item heard instead in open session. While Education Code 35146 and 48912 do not provide the days or hours prior to the meeting by which the notice to the student and the student's parent/guardian is required to be given, it is recommended that the district notify the student and the student's parent/guardian at least 72 hours before the meeting, including for special meetings.

If a public hearing would lead to the disclosure of confidential student information such as grades or discipline information, the Board shall meet in closed session to consider any action, including discipline, against a student, except expulsion. At least 72 hours prior to the start of the meeting of which closed session is a part, the Superintendent or designee, on behalf of the Board, shall, in writing, by registered or certified mail or by personal service, notify the student and the student's parent/guardian of the intent of the Board to hear the item in closed session. If a written request for open session is received from the student or the student's parents/guardians within 48 hours of receiving the notice, the meeting shall be public, except that any discussion at that meeting which may be in conflict with the right to privacy of any other student shall remain in closed session. (Education Code 35146, 48912)

CSBA NOTE: Education Code 48918 requires a hearing to determine whether a student should be expelled. The hearing may be held by the Board, a hearing officer, or an administrative panel. See BP/AR 5144.1 - Suspension and Expulsion/Due Process.

If the Board conducts an expulsion hearing pursuant to Board Policy 5144.1 - Suspension and Expulsion/Due Process, the Board shall do so in closed session unless the student submits a written request at least five days before the date of the hearing that the hearing be held in open session. Regardless of whether the expulsion hearing is conducted in open or closed session, the Board shall meet in closed session for the purpose of deliberating and determining whether to expel the student. (Education Code 48918)

CSBA NOTE: Pursuant to Education Code 35012, as amended by SB 1445 (Ch. 327, Statutes of 2024), the Board may authorize a student Board member(s) to make restorative justice recommendations regarding expulsions if certain conditions are met. The following paragraph is for districts that have student Board members and should be deleted for districts that do not.

On a case-by-case basis, the student Board member(s) may make restorative justice recommendations to the Board regarding specific expulsion matters in accordance with Board Bylaw 9150 - Student Board Members.

CSBA NOTE: Although Education Code 48918 states that student expulsion records are "nonprivileged, disclosable

public records" and the Attorney General in 80 Ops.Cal.Atty.Gen. 85 (1997) has opined that districts are required to disclose the student's name, the court in Rim of the World Unified School District v. San Bernardino County Superior Court held that the federal Family Educational Rights and Privacy Act (FERPA) (20 USC 1232g) preempts state law and prohibits the disclosure of student expulsion records to the public. Failure to comply with FERPA may lead to loss of federal funding. Because of the potential conflict between state and federal law, it is recommended that districts consult CSBA's District and County Office of Education Legal Services or legal counsel prior to adopting the following paragraph.

In order to protect student privacy rights provided in 20 USC 1232g or other applicable laws, the identity of a student shall not be listed in the agenda and, unless the item is heard in open session, shall not be included in any disclosure after closed session. Additionally, a student matter shall be listed in the open session portion of the agenda with the same description and numbering system as it was listed in the closed session portion of the agenda.

Security Matters

CSBA NOTE: Government Code 54957 permits the Board to meet in closed session with the Governor, Attorney General, District Attorney, district legal counsel, sheriff or chief of police, or, as amended by AB 2715 (Ch. 243, Statutes of 2024), other law enforcement or security personnel to discuss certain threats, as specified below.

The Board may meet in closed session with the Governor, Attorney General, District Attorney, district legal counsel, sheriff or chief of police, or other law enforcement or security personnel on matters posing a threat to any of the following: (Government 54957)

1. The security of public buildings
2. The security of essential public services, including water, drinking water, wastewater treatment, natural gas service, and electric service
3. The public's right of access to public services or public facilities
4. Critical infrastructure controls or critical infrastructure information relating to cybersecurity

The Board may meet in closed session to consult with law enforcement officials on the development of a plan for tactical responses to criminal incidents and to approve the plan. (Education Code 32281)

Real Property Negotiations

CSBA NOTE: The Attorney General opined in 94 Ops.Cal.Atty.Gen. 82 (2011) that only three subjects related to real property negotiations may be considered in closed session: (1) the amount of consideration the local agency is willing to pay or accept in exchange for the real property rights to be acquired or transferred; (2) the form, manner, and timing of how that consideration will be paid; and (3) items that are essential to arriving at the authorized price and payment terms.

The Board may meet in closed session with its real property negotiator prior to the purchase, sale, exchange, or lease of real property by or for the district in order to grant its negotiator authority regarding the price and terms of payment for the property. (Government Code 54956.8)

Anticipated Litigation/Initiation of Litigation

Based on the advice of legal counsel, the Board may meet in closed session to confer with or receive advice from legal counsel regarding anticipated litigation or whether to initiate litigation when discussion of either matter in open session would prejudice the district's position with respect to such litigation. For this purpose, "litigation" includes any adjudicatory proceeding, including eminent domain, before a court, administrative body exercising its adjudicatory authority, hearing officer, or arbitrator. (Government Code 54956.9)

CSBA NOTE: Pursuant to Government Code 54956.9, the district is considered to be a "party," or to have "significant exposure," to litigation if any of its officers or employees is a party or has significant exposure to the litigation under circumstances specified below.

Litigation is considered to be "anticipated" when, in the Board's opinion based on the advice of legal counsel regarding the existing facts and circumstances, there is a significant exposure to litigation against the district or against a district officer or employee based on prior or prospective activities or alleged activities during and potentially during the course and scope of that office or employment. (Government Code 54956.9)

Existing facts and circumstances are limited to the following: (Government Code 54956.9)

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1. Facts and circumstances that might result in litigation against the district but which the district believes are not yet known to potential plaintiff(s)

2. Facts and circumstances including, but not limited to, an accident, disaster, incident, or transactional occurrence that might result in litigation against the district, which are already known to potential plaintiff(s)

3. The receipt of a claim pursuant to the Government Claims Act or a written threat of litigation from a potential plaintiff

4. A threat of litigation made by a person in an open meeting on a specific matter within the responsibility of the Board

5. A threat of litigation made by a person outside of an open meeting on a specific matter within the responsibility of the Board, provided that the district official or employee receiving knowledge of the threat made a record of the statement before the meeting

CSBA NOTE: Under certain circumstances, Government Code 54954.5 enables multiple anticipated litigation items to be grouped together into one closed session agenda item so long as the number of items is listed in the agenda. However, given the complexity and nuance of the different disclosure requirements for anticipated litigation items, it is recommended that each anticipated litigation item be listed as a separate agenda item.

In Fowler v. City of Lafayette, the appellate court clarified that when an item is agendized in closed session based on Item #5 above, Government Code 54956.9 requires that the statement be made available to the public. Upon receiving a threat of litigation in such a manner, it is recommended that the Board consult CSBA's District and County Office of Education Legal Services or district legal counsel as appropriate. The following paragraph should be revised to reflect district practice.

Each agenda item related to anticipated, or initiation of, litigation shall only contain one such matter. For an anticipated litigation item that is anticipated based on Items #2, #3, or #5 above, the agenda item shall also include the facts or circumstances that might result in litigation, the claim or written threat of litigation, or the record of the threat. However, the agenda item shall not identify the alleged victim of unlawful or tortious sexual conduct or anyone making the threat on the alleged victim's behalf, or identify a public employee who is the alleged perpetrator of any unlawful or tortious conduct upon which a threat of litigation is based, unless the identity of the person has been publicly disclosed. (Government Code 54956.9)

Existing Litigation

Based on the advice of legal counsel, the Board may meet in closed session to confer with or receive advice from legal counsel regarding existing litigation when discussion of the matter in open session would prejudice the district's position with respect to such litigation. Litigation is considered to be "existing" when the district has been named a party to the litigation, or a district officer or employee has been named a party to the litigation based on prior or prospective activities or alleged activities during the course and scope of that office or employment, including litigation which involves whether an activity is outside the course and scope of the office or employment. For this purpose, "litigation" includes any adjudicatory proceeding, including eminent domain, before a court, administrative body exercising its adjudicatory authority, hearing officer, or arbitrator. (Government Code 54956.9)

Tort, Public, or Workers' Compensation Liability

CSBA NOTE: The following paragraph is for use by districts participating in a joint powers agency (JPA) for insurance pooling or in a self-insurance authority.

The Board may meet in closed session to discuss a claim for the payment of tort liability losses, public liability losses, or workers' compensation liability incurred by a joint powers agency (JPA) formed for the purpose of insurance pooling or self-insurance authority of which the district is a member. (Government Code 54956.95)

Joint Powers Agency Issues

CSBA NOTE: Pursuant to Government Code 54956.96, a JPA may adopt a provision, either through a policy or through the joint powers agreement, authorizing a Board member serving on the JPA board to disclose confidential information received during the JPA board's closed session under the circumstances specified below. Government Code 54954.5 provides an agenda description for the purpose of this closed session. The following optional paragraph is for use by districts that participate in a JPA that has adopted such a provision.

The Board may meet in closed session in order to receive, discuss, and take action concerning information that has

direct financial or liability implications for the district and that was obtained in a closed session of a JPA of which the district is a member. However, a Board member serving on the JPA board may only disclose confidential information acquired during a closed session of the JPA to fellow Board members if the governing board of the JPA has so authorized and upon advice of district legal counsel. (Government Code 54956.96)

Review of Audit Report from California State Auditor's Office

CSBA NOTE: Government Code 54956.75 authorizes the Board to meet in closed session to discuss a confidential final draft audit report from the California State Auditor's Office. This authority relates to situations in which a member of the legislature has requested the California State Auditor's Office to audit a school district. This audit is separate from the annual audit that districts are required to conduct pursuant to Education Code 41020. The law does not authorize the Board to meet in closed session to discuss the district's annual audit.

Upon receipt of a confidential final draft audit report from the California State Auditor's Office and before the report has been made public, the Board may meet in closed session to discuss its response to that report. After public release of the report from the California State Auditor's Office, any Board meeting to discuss the report shall be conducted in open session, unless exempted from that requirement by some other provision of law. (Government Code 54956.75)

Review of Assessment Instruments

The Board may meet in closed session to review the contents of any student assessment instrument approved or adopted for the statewide testing system. Before any such meeting, the Board shall agree by resolution to accept any terms or conditions established by the State Board of Education for this review. (Education Code 60617)

Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the Governing Board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
Ed. Code 35012	Restorative justice
Ed. Code 35145	Public meetings
Ed. Code 35145.5	Public Comment
Ed. Code 35146	Closed sessions regarding suspensions
Ed. Code 44929.21	Notice of reelection decision; districts with 250 ADA or more
Ed. Code 48912	Governing board suspension
Ed. Code 48918	Rules governing expulsion procedures
Ed. Code 49070	Challenging student records
Ed. Code 60617	Meetings of governing board
Gov. Code 3540-3549.3	Educational Employment Relations Act
Gov. Code 54950-54963	The Ralph M. Brown Act

Federal	Description
20 USC 1232g	Family Educational Rights and Privacy Act (FERPA) of 1974

Management Resources	Description
Attorney General Opinion	105 Ops.Cal.Atty.Gen. 89 (2022)
Attorney General Opinion	98 Ops.Cal.Atty.Gen. 41 (2015)
Attorney General Opinion	89 Ops.Cal.Atty.Gen. 110 (2006)
Attorney General Opinion	59 Ops.Cal.Atty.Gen. 532 (1976)
Attorney General Opinion	78 Ops.Cal.Atty.Gen. 218 (1995)
Attorney General Opinion	86 Ops.Cal.Atty.Gen. 210 (2003)

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Management Resources	Description
Attorney General Opinion	94 Ops.Cal.Atty.Gen. 82 (2011)
Attorney General Publication	The Brown Act: Open Meetings for Legislative Bodies, rev. 2003
Court Decision	Fowler v. City of Lafayette (2020) 45 Cal.App.5th 68
Court Decision	Bell v. Vista Unified School District (2001) 82 Cal.App. 4th 672
Court Decision	Fischer v. Los Angeles Unified School District (1999) 70 Cal.App. 4th 87
Court Decision	Furtado v. Sierra Community College District (1998) 68 Cal.App. 4th 876
Court Decision	Morrison v. Housing Authority of the City of Los Angeles Board of Commissioners (2003) 107 Cal.App.4th 860
Court Decision	Roberts v. City of Palmdale (1993) 5 Cal.App. 4th 363
Court Decision	Sacramento Newspaper Guild v. Sacramento County Board of Supervisors (1968) 263 Cal.App. 2d 41
Court Decision	San Diego Union v. City Council (1983) 146 Cal.App.3d 947
CSBA Publication	The Brown Act: School Boards and Open Meeting Laws, rev. 2023
League of California Cities Publication	Open and Public IV: A Guide to the Ralph M. Brown Act, rev. July 2010
Website	CSBA District and County Office of Education Legal Services
Website	League of California Cities
Website	California Attorney General's Office
Website	CSBA

Cross References	Description
0450	Comprehensive Safety Plan
0450	Comprehensive Safety Plan
1160	Political Processes
1220	Citizen Advisory Committees
1220	Citizen Advisory Committees
1312.1	Complaints Concerning District Employees
1312.1	Complaints Concerning District Employees
1312.1-E PDF(1)	Complaints Concerning District Employees
1312.3	Uniform Complaint Procedures
1312.3	Uniform Complaint Procedures
1312.3-E PDF(3)	Uniform Complaint Procedures
1312.3-E PDF(4)	Uniform Complaint Procedures
1312.3-E(1)	Uniform Complaint Procedures
1312.3-E(2)	Uniform Complaint Procedures
1340	Access To District Records
1340	Access To District Records
2120	Superintendent Recruitment And Selection
2121	Superintendent's Contract
2140	Evaluation Of The Superintendent
3280	Sale Or Lease Of District-Owned Real Property
3280	Sale Or Lease Of District-Owned Real Property

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Cross References	Description
3320	Claims And Actions Against The District
3320	Claims And Actions Against The District
3515	Campus Security
3515	Campus Security
3516	Emergencies And Disaster Preparedness Plan
3516	Emergencies And Disaster Preparedness Plan
3530	Risk Management/Insurance
3530	Risk Management/Insurance
3555	Nutrition Program Compliance
3555-E(1)	Nutrition Program Compliance
4030	Nondiscrimination In Employment
4030	Nondiscrimination In Employment
4030-E PDF(1)	Nondiscrimination In Employment
4112.6	Personnel Files
4112.6	Personnel Files
4112.9	Employee Notifications
4112.9-E PDF(2)	Employee Notifications
4112.9-E(1)	Employee Notifications
4115	Evaluation/Supervision
4115	Evaluation/Supervision
4118	Dismissal/Suspension/Disciplinary Action
4118	Dismissal/Suspension/Disciplinary Action
4119.23	Unauthorized Release Of Confidential/Privileged Information
4140	Bargaining Units
4143	Negotiations/Consultation
4143.1	Public Notice - Personnel Negotiations
4143.1	Public Notice - Personnel Negotiations
4144	Complaints
4144	Complaints
4212.6	Personnel Files
4212.6	Personnel Files
4212.9	Employee Notifications
4212.9-E PDF(2)	Employee Notifications
4212.9-E(1)	Employee Notifications
4215	Evaluation/Supervision
4218	Dismissal/Suspension/Disciplinary Action
4218	Dismissal/Suspension/Disciplinary Action
4219.23	Unauthorized Release Of Confidential/Privileged Information
4240	Bargaining Units
4243	Negotiations/Consultation

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Cross References	Description
4243.1	Public Notice - Personnel Negotiations
4243.1	Public Notice - Personnel Negotiations
4244	Complaints
4244	Complaints
4312.1	Contracts
4312.6	Personnel Files
4312.6	Personnel Files
4312.9	Employee Notifications
4312.9-E PDF(2)	Employee Notifications
4312.9-E(1)	Employee Notifications
4315	Evaluation/Supervision
4319.23	Unauthorized Release Of Confidential/Privileged Information
4340	Bargaining Units
4344	Complaints
4344	Complaints
5117	Interdistrict Attendance
5117	Interdistrict Attendance
5119	Students Expelled From Other Districts
5125	Student Records
5125	Student Records
5125.3	Challenging Student Records
5144	Discipline
5144	Discipline
5144.1	Suspension And Expulsion/Due Process
5144.1	Suspension And Expulsion/Due Process
5144.2	Suspension And Expulsion/Due Process (Students With Disabilities)
5144.2-E PDF(1)	Suspension And Expulsion/Due Process (Students With Disabilities)
6162.5	Student Assessment
6162.51	State Academic Achievement Tests
6162.51	State Academic Achievement Tests
9011	Disclosure Of Confidential/Privileged Information
9121	President
9124	Attorney
9130	Board Committees
9150	Student Board Members
9270	Conflict Of Interest
9270-E PDF(1)	Conflict Of Interest
9270-E(1)	Conflict Of Interest
9320	Meetings And Notices
9322	Agenda/Meeting Materials

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Cross References	Description
9323	Meeting Conduct
9323.2	Actions By The Board
9323.2-E(1)	Actions By The Board

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Exhibit 9321-E(1): Closed Session **Status:** DRAFT

Original Adopted Date: Pending

BOARD MEETING AGENDA DESCRIPTIONS FOR CLOSED SESSION ITEMS

CSBA NOTE: Pursuant to Government Code 54954.2, the agenda for each Governing Board meeting is required to contain a general description of each item to be discussed in closed session; see the accompanying Board Bylaw. Government Code 54954.5 provides specific agenda descriptions for most closed session items, which are reflected below. Where the law does not provide a specific agenda description for a closed session item, the language offered below is designed to inform the public of the purpose of the item without breaching confidentiality. Language in parentheses is for informational purposes only and should not be included as part of the general description of an item. The district may revise the following descriptions to reflect district practice and should consult CSBA's District and County Office of Education Legal Services or district legal counsel, as appropriate.

The Governing Board meeting agenda shall include the following description of a closed session item, as applicable:

Personnel Matters

PUBLIC EMPLOYEE APPOINTMENT
Government Code 54957

Title: _____
(*Specify position to be filled.*)

PUBLIC EMPLOYMENT
Government Code 54957

Title: _____
(*Specify position to be filled.*)

PUBLIC EMPLOYEE PERFORMANCE EVALUATION
Government Code 54957

Title: _____
(*Specify title of employee being evaluated.*)

PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE
Government Code 54957
(*Due to employee privacy rights, no additional information may be provided.*)

SPECIFIC COMPLAINT OR CHARGE AGAINST EMPLOYEE
Government Code 54957
(*Due to employee privacy rights, no additional information may be provided.*)

EMPLOYEE APPLICATION FOR EARLY WITHDRAWAL OF FUNDS IN DEFERRED COMPENSATION PLAN
Government Code 54957.10
(*No additional information may be provided.*)

Negotiations/Collective Bargaining

CONFERENCE WITH LABOR NEGOTIATORS
Government Code 54957.6

District-Designated Representatives: _____
(*Specify names of representatives attending the closed session. If circumstances necessitate the absence of a specified designated representative, an agent or designee may participate in place of the absent representative as long as the name of the agent or designee is announced at an open session held prior to the closed session.*)

Employee Organization: _____
(*Specify name of employee organization with which negotiations are being held.*)

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or

Unrepresented Employee(s): _____
(*Specify position of unrepresented employee(s) who are the subject of the negotiations.*)

Matters Related to Students

STUDENT SUSPENSION/OTHER DISCIPLINARY ACTION
Education Code 35146

Tracking/Identification Number: _____
(*Due to student privacy rights, no additional information may be provided. The district may use other means to identify the student for record-keeping purposes.*)

STUDENT EXPULSION
Education Code 48912

Tracking/Identification Number: _____
(*Due to student privacy rights, no additional information may be provided. The district may use other means to identify the student for record-keeping purposes.*)

STUDENT GRADE CHANGE APPEAL
Education Code 49070

Tracking/Identification Number: _____

(*Due to student privacy rights, no additional information may be provided. The district may use other means to identify the student for record-keeping purposes.*)

CONFIDENTIAL STUDENT MATTER

Action Under Consideration: _____
(*If the Board is considering a confidential student matter other than those listed above, specify type of action.*)

Tracking/Identification Number: _____
(*Due to student privacy rights, no additional information may be provided. The district may use other means to identify the student for record-keeping purposes.*)

Security Matters

THREAT TO PUBLIC SERVICES OR FACILITIES
Government Code 54957

Consultation With: _____
(*Specify name of law enforcement agency and title of officer, or name of applicable agency representative and title, with whom the Board will consult.*)

DEVELOPMENT/APPROVAL OF TACTICAL RESPONSE PLAN
Education Code 32281

Consultation With: _____
(*Specify name of law enforcement agency and title of officer, or name of applicable agency representative and title, with whom the Board will consult.*)

Real Property Negotiations

CONFERENCE WITH REAL PROPERTY NEGOTIATORS
Government Code 54956.8

Property: _____
(**Specify street address or, if no street address, the parcel number or other unique reference of the real property**

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under negotiation.)

District Negotiator: _____
(*Specify names of negotiators attending the closed session. If circumstances necessitate the absence of a specified negotiator, an agent or designee may participate in place of the absent negotiator as long as the name of the agent or designee is announced at an open session held prior to the closed session.*)

Party With Whom District Is Negotiating: _____
(*Specify name of party, not agent.*)

Under Negotiation: _____
(*Specify whether instruction to negotiator will concern price, terms of payment, or both.*)

Anticipated Litigation/Initiation of Litigation

CSBA NOTE: For an anticipated litigation or initiation of litigation closed session item, the district may be required to provide additional information in the agenda or in an oral statement prior to the closed session pursuant to Government Code 54956.9(e)(2)-(5). Boards should consult CSBA's District and County Office of Education Legal Services or district legal counsel, as appropriate.

CONFERENCE WITH LEGAL COUNSEL - ANTICIPATED LITIGATION
Significant exposure to litigation pursuant to Government Code 54956.9(d)(2) or (3)

(*If applicable*) Existing Facts And Circumstances:
_____

CONFERENCE WITH LEGAL COUNSEL - INITIATION OF LITIGATION
Initiation of litigation pursuant to Government Code 54956.9(d)(4)

(*If applicable*) Existing Facts And Circumstances:
_____

Existing Litigation

CONFERENCE WITH LEGAL COUNSEL - EXISTING LITIGATION
Government Code 54956.9(d)(1)

Name Of Case: _____
(*Specify by reference to claimant's name, names of parties, or case or claim numbers.*)

or

Case name unspecified, as identification of the case would jeopardize service of process or existing settlement negotiations

Tort, Public, or Workers' Compensation Liability

LIABILITY CLAIMS
Government Code 54956.95

Name Of Claimant(s):_____
(*Specify name, except when the claimant is a victim or alleged victim of tortious sexual conduct or child abuse unless the identity of the person has been publicly disclosed.*)

Name Of Agency Against Which Claim Is Made:_____

Joint Powers Authority Issues

INFORMATION FROM A JOINT POWERS AGENCY WITH DIRECT FINANCIAL OR LIABILITY IMPLICATIONS FOR DISTRICT
Government Code 54956.96

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Name Of JPA: _____

Discussion Will Concern: _____
(*Specify closed session description used by the JPA.*)

Name Of District Representative On JPA Board: _____

Review of Audit from State Auditor's Office

AUDIT BY CALIFORNIA STATE AUDITOR'S OFFICE
Government Code 54956.75
(*No additional information is required.*)

Review of Assessment Instruments

REVIEW OF STUDENT ASSESSMENT INSTRUMENT
Education Code 60617
(*Reference resolution in which board agreed to accept the terms or conditions established by rules and regulations of the State Board of Education.*)

Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the Governing Board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
Ed. Code 35012	Restorative justice
Ed. Code 35145	Public meetings
Ed. Code 35145.5	Public Comment
Ed. Code 35146	Closed sessions regarding suspensions
Ed. Code 44929.21	Notice of reelection decision; districts with 250 ADA or more
Ed. Code 48912	Governing board suspension
Ed. Code 48918	Rules governing expulsion procedures
Ed. Code 49070	Challenging student records
Ed. Code 60617	Meetings of governing board
Gov. Code 3540-3549.3	Educational Employment Relations Act
Gov. Code 54950-54963	The Ralph M. Brown Act

Federal	Description
20 USC 1232g	Family Educational Rights and Privacy Act (FERPA) of 1974

Management Resources	Description
Attorney General Opinion	105 Ops.Cal.Atty.Gen. 89 (2022)
Attorney General Opinion	98 Ops.Cal.Atty.Gen. 41 (2015)
Attorney General Opinion	89 Ops.Cal.Atty.Gen. 110 (2006)
Attorney General Opinion	59 Ops.Cal.Atty.Gen. 532 (1976)
Attorney General Opinion	78 Ops.Cal.Atty.Gen. 218 (1995)
Attorney General Opinion	86 Ops.Cal.Atty.Gen. 210 (2003)
Attorney General Opinion	94 Ops.Cal.Atty.Gen. 82 (2011)
Attorney General Publication	The Brown Act: Open Meetings for Legislative Bodies, rev. 2003
Court Decision	Fowler v. City of Lafayette (2020) 45 Cal.App.5th 68

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Management Resources	Description
Court Decision	Bell v. Vista Unified School District (2001) 82 Cal.App. 4th 672
Court Decision	Fischer v. Los Angeles Unified School District (1999) 70 Cal.App. 4th 87
Court Decision	Furtado v. Sierra Community College District (1998) 68 Cal.App. 4th 876
Court Decision	Morrison v. Housing Authority of the City of Los Angeles Board of Commissioners (2003) 107 Cal.App.4th 860
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Court Decision	Sacramento Newspaper Guild v. Sacramento County Board of Supervisors (1968) 263 Cal.App. 2d 41
Court Decision	San Diego Union v. City Council (1983) 146 Cal.App.3d 947
CSBA Publication	The Brown Act: School Boards and Open Meeting Laws, rev. 2023
League of California Cities Publication	Open and Public IV: A Guide to the Ralph M. Brown Act, rev. July 2010
Website	CSBA District and County Office of Education Legal Services
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1312.1	Complaints Concerning District Employees
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1312.3	Uniform Complaint Procedures
1312.3-E PDF(3)	Uniform Complaint Procedures
1312.3-E PDF(4)	Uniform Complaint Procedures
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1312.3-E(2)	Uniform Complaint Procedures
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3320	Claims And Actions Against The District
3320	Claims And Actions Against The District
3515	Campus Security

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3516	Emergencies And Disaster Preparedness Plan
3530	Risk Management/Insurance
3530	Risk Management/Insurance
3555	Nutrition Program Compliance
3555-E(1)	Nutrition Program Compliance
4030	Nondiscrimination In Employment
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4030-E PDF(1)	Nondiscrimination In Employment
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4243.1	Public Notice - Personnel Negotiations
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4244	Complaints

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6162.5	Student Assessment
6162.51	State Academic Achievement Tests
6162.51	State Academic Achievement Tests
9011	Disclosure Of Confidential/Privileged Information
9121	President
9124	Attorney
9130	Board Committees
9150	Student Board Members
9270	Conflict Of Interest
9270-E PDF(1)	Conflict Of Interest
9270-E(1)	Conflict Of Interest
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Exhibit 9321-E(2): Closed Session

Status: DRAFT

Original Adopted Date: Pending

DISCLOSURES OF CLOSED SESSION ACTIONS

CSBA NOTE: Whenever the Governing Board meets in closed session, the Brown Act generally requires it to reconvene in open session following closed session to disclose, either orally or in writing, on each action taken in closed session and the vote, recusal, or absence on each action; see the accompanying Board Bylaw. The language offered below is intended to follow the specific disclosure requirements found in law. Where the law does not specifically provide disclosure requirements for a closed session item, the following language is designed to inform the public of the Board's action without breaching confidentiality. Language in parentheses is for informational purposes only and should not be included as part of the general description of an item. The district may revise the following descriptions to reflect district practice and should consult CSBA's District and County Office of Education Legal Services or district legal counsel, as appropriate.

After the Governing Board meets in closed session, the Board shall reconvene in open session to disclose, either orally or in writing, any of the following actions taken during closed session, as applicable:

Personnel Matters

CSBA NOTE: Government Code 54957.1 requires the Board to disclose any closed session action taken to appoint, to employ, to dismiss, to accept the resignation of, or that otherwise affects the employment status of a district employee. The Attorney General, in 89 Ops.Cal.Atty.Gen. 110 (2006), opined that boards are not required to disclose an action taken in closed session to reject the proposed dismissal of an employee, as such a decision to maintain the status quo does not constitute "an action taken to dismiss."

PUBLIC EMPLOYEE APPOINTMENT

Title: _____
(*Specify position to be filled*)

Appointment Made: (*Yes; otherwise no action taken*)

Ayes: _____
Nays: _____
Abstentions: _____
Absent: _____
Recused: _____
(*Enter names of Board members*)

PUBLIC EMPLOYMENT

Title: _____
(*Specify position to be filled*)

Decision to Employ: (Yes; otherwise no action taken)

Ayes: _____
Nays: _____
Abstentions: _____
Absent: _____
Recused: _____
(*Enter names of Board members*)

PUBLIC EMPLOYEE PERFORMANCE EVALUATION

Title: _____
(*Specify title of employee being evaluated*)

(*If applicable*) Board evaluated an employee in the above listed position.

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PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE

CSBA NOTE: Government Code 54957.1 generally requires the disclosure of any action taken in closed session to appoint, employ, dismiss, accept the resignation of, or otherwise affect the employment status of a public employee be disclosed. Additionally, Government Code 54957.1 requires that any such disclosure identify the title of the position even, for items where the title of the position was not listed in the agenda. However, Government Code 54957.7 provides for an exception such that the disclosure of a dismissal or nonrenewal of an employment contract is required to be deferred until the first meeting following the exhaustion of administrative remedies, if any.

Title: _____
(*Specify position affected*)

(*If applicable*) Decision to Dismiss/Release: (Yes; otherwise no action taken)

Ayes: _____
Nays: _____
Abstentions: _____
Absent: _____
Recused: _____
(*Enter names of Board members*)

SPECIFIC COMPLAINT OR CHARGE AGAINST EMPLOYEE

(*If applicable*) Board heard/discussed a specific complaint or charge against an employee.

EMPLOYEE APPLICATION FOR EARLY WITHDRAWAL OF FUNDS IN DEFERRED COMPENSATION PLAN

(*If applicable*) Board received/discussed an employee's application for early withdrawal of funds in deferred compensation plan.

Negotiations/Collective Bargaining

(If applicable) Agreement Reached With: _____
(*Specify Employee Organization*)

Ayes: _____
Nays: _____
Abstentions: _____
Absent: _____
Recused: _____
(*Enter names of Board members*)

Matters Related to Students

STUDENT SUSPENSION/OTHER DISCIPLINARY ACTION

Tracking/Identification Number: _____

(*If applicable*) Board heard/discussed this matter and will vote in open session as indicated in the agenda.

STUDENT EXPULSION

Tracking/Identification Number: _____

(*If applicable*) Board heard/discussed this matter and will vote in open session as indicated in the agenda.

STUDENT GRADE CHANGE APPEAL

Tracking/Identification Number: _____

(*If applicable*) Board heard/discussed this matter.

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CONFIDENTIAL STUDENT MATTER

Action Under Consideration: _____

Tracking/Identification Number: _____

(*If applicable*) Board heard/discussed this matter.

Security Matters

THREAT TO PUBLIC SERVICES OR FACILITIES

(*If applicable*) Board consulted with: _____
(*Specify name of law enforcement agency and title of officer, or name of applicable agency representative and title, with whom the Board will consult.*)

DEVELOPMENT/APPROVAL OF TACTICAL RESPONSE PLAN

(*If applicable*) Board approved a Tactical Response Plan.

Ayes: _____
Nays: _____
Abstentions: _____
Absent: _____
Recused: _____
(*Enter names of Board members*)

Real Property Negotiations

CSBA NOTE: Pursuant to Government Code 54957.1, if the Board approves an agreement concluding real estate negotiations pursuant to Government Code 54956.8 in closed session, it is required to disclose the vote and the substance of the agreement in open session at the same meeting. However, if final approval rests with the other party to the agreement, the Superintendent or designee is required, upon inquiry by any person, to disclose the fact of that approval and the substance of the agreement as soon as the other party or its agent has informed the district of its approval.

(*If applicable*) Board approved an agreement concluding real estate negotiations and the agreement is final.

Substance Of Agreement: _____

Ayes: _____
Nays: _____
Abstentions: _____
Absent: _____
Recused: _____
(*Enter names of Board members*)

Anticipated Litigation/Initiation of Litigation

CSBA NOTE: Pursuant to Government Code 54957.1, if the Board approves an agreement resolving litigation that is anticipated or litigation that the district was going to initiate, it is required to disclose the vote and the substance of the agreement in open session at the same meeting. However, if final approval rests with the other party to the agreement, the Superintendent or designee is required, upon inquiry by any person, to disclose the fact of that approval and the substance of the agreement as soon as the other party or its agent has informed the district of its approval.

CONFERENCE WITH LEGAL COUNSEL - ANTICIPATED LITIGATION

(*If applicable*) Board has given approval to legal counsel to defend the district against anticipated litigation.

Ayes: _____
Nays: _____
Abstentions: _____

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Absent: _____
Recused: _____
(*Enter names of Board members*)

or

(*If applicable*) Board approved an agreement concluding this matter and the agreement is final.

Adverse Party(s): _____

Substance Of Agreement: _____

Ayes: _____
Nays: _____
Abstentions: _____
Absent: _____
Recused: _____
(*Enter names of Board members*)

CONFERENCE WITH LEGAL COUNSEL - INITIATION OF LITIGATION

CSBA NOTE: Pursuant to Government Code 54957.1, in the case of approval given to initiate litigation, the Board is only required to disclose that it gave direction to initiate litigation. However, the Superintendent or designee is required, upon inquiry by any person, to disclose additional information regarding the action such as the name(s) of the defendant(s) once the litigation is formally commenced, unless doing so would jeopardize the district's ability to effectuate service of process on one or more unserved parties or conclude existing settlement negotiations to its advantage.

(*If applicable*) Board has given approval to legal counsel to initiate litigation.

Ayes: _____
Nays: _____
Abstentions: _____
Absent: _____
Recused: _____
(*Enter names of Board members*)

or

(*If applicable*) Board approved an agreement concluding this matter and the agreement is final.

Adverse Party(s): _____

Substance Of Agreement: _____

Ayes: _____
Nays: _____
Abstentions: _____
Absent: _____
Recused: _____
(*Enter names of Board members*)

Existing Litigation

CSBA NOTE: Pursuant to Government Code 54957.1, if the Board approves an agreement resolving existing litigation, it is required to disclose the vote and the substance of the agreement in open session at the same meeting. However, if final approval rests with the other party to the agreement, the Superintendent or designee is required, upon inquiry by any person, to disclose the fact of that approval and the substance of the agreement as soon as the other party or its agent has informed the district of its approval.

CONFERENCE WITH LEGAL COUNSEL - EXISTING LITIGATION

(*If applicable*) Board has given approval to legal counsel to defend the district, seek or refrain from seeking appellate

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review or relief, or to enter as an amicus curiae in this litigation.

Ayes: _____
Nays: _____
Abstentions: _____
Absent: _____
Recused: _____
(*Enter names of Board members*)

or

(*If applicable*) Board approved an agreement concluding this litigation and the agreement is final.

Substance Of Agreement: _____

Ayes: _____
Nays: _____
Abstentions: _____
Absent: _____
Recused: _____
(*Enter names of Board members*)

Tort, Public, or Workers' Compensation Liability

LIABILITY CLAIMS

(*If applicable*) Board approved disposing of this claim and that disposition is final.

Substance Of Claim, Including Amount Of Payment To Claimant: _____

Ayes: _____
Nays: _____
Abstentions: _____
Absent: _____
Recused: _____
(*Enter names of Board members*)

Joint Powers Agency Issues

INFORMATION FROM A JOINT POWERS AGENCY WITH DIRECT FINANCIAL OR LIABILITY IMPLICATIONS FOR DISTRICT

(*If applicable*) Board heard/discussed this matter.

Review of Audit from State Auditor's Office

AUDIT BY CALIFORNIA STATE AUDITOR'S OFFICE

(*If applicable*) Board heard/discussed this matter.

Review of Assessment Instruments

REVIEW OF STUDENT ASSESSMENT INSTRUMENT

(*If applicable*) Board reviewed the assessment in compliance with the applicable board resolution.

Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the Governing Board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

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State	Description
Ed. Code 35012	Restorative justice
Ed. Code 35145	Public meetings
Ed. Code 35145.5	Public Comment
Ed. Code 35146	Closed sessions regarding suspensions
Ed. Code 44929.21	Notice of reelection decision; districts with 250 ADA or more
Ed. Code 48912	Governing board suspension
Ed. Code 48918	Rules governing expulsion procedures
Ed. Code 49070	Challenging student records
Ed. Code 60617	Meetings of governing board
Gov. Code 3540-3549.3	Educational Employment Relations Act
Gov. Code 54950-54963	The Ralph M. Brown Act

Federal	Description
20 USC 1232g	Family Educational Rights and Privacy Act (FERPA) of 1974

Management Resources	Description
Attorney General Opinion	105 Ops.Cal.Atty.Gen. 89 (2022)
Attorney General Opinion	98 Ops.Cal.Atty.Gen. 41 (2015)
Attorney General Opinion	89 Ops.Cal.Atty.Gen. 110 (2006)
Attorney General Opinion	59 Ops.Cal.Atty.Gen. 532 (1976)
Attorney General Opinion	78 Ops.Cal.Atty.Gen. 218 (1995)
Attorney General Opinion	86 Ops.Cal.Atty.Gen. 210 (2003)
Attorney General Opinion	94 Ops.Cal.Atty.Gen. 82 (2011)
Attorney General Publication	The Brown Act: Open Meetings for Legislative Bodies, rev. 2003
Court Decision	Fowler v. City of Lafayette (2020) 45 Cal.App.5th 68
Court Decision	Bell v. Vista Unified School District (2001) 82 Cal.App. 4th 672
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AGENDA ITEM

Agenda Title:	Mid-Year Update of the Local Control Accountability Plan
Meeting Date:	February 12, 2026
Item:	Discussion

WHAT *(the board is asked to discuss, receive, approve, or adopt)*
The Governing Board is being asked to receive a mid-year update on the development of the 2025-2026 Local Control and Accountability Plan (LCAP).

WHY *(briefly explain why the action or discussion is important; and if applicable, how it is connected to site, district, or strategic plans)*
The discussion is part of a series on the LCAP. The intent is to keep members of the School Board well-informed on the progress and development of the plan.

Strategic Design - Vision
Resource Allocation: Data-driven decisions ensure resources adapt to shifting needs.

HISTORY *(list previous staff or board action(s) with dates if possible)*
The Local Control and Accountability Plan (LCAP) is a three-year plan required under the Local Control Funding Formula (LCFF) that outlines the District's goals and actions aligned to state priorities. The current LCAP, adopted by the Board in June, focuses on academic achievement, equity and access, family and community engagement, and student and staff well-being. This mid-year update provides an overview of progress, implementation, and expenditure alignment to support transparency and any needed adjustments for the remainder of the school year.

HOW MUCH *(list the revenue amount $ and/or the expense amount $)*
There is no cost associated with this item.

WHO *(list the name of the contact person(s), job title, and site location)*
Jennifer Johnson, Assistant Superintendent of Educational Services

ATTACHMENTS:
Description
Board Presentation - Mid-Year Update 2025-26.pptx.pdf

Eureka City Schools

Mid-Year LCAP Update

February 12, 2026

Assistant Superintendent Jennifer Johnson and Director of Fiscal Services Johnna Emery

Background

Senate Bill 114 (2023) added a requirement for LEAs to present a report on the annual update to the Local Control and Accountability Plan (LCAP) and Budget Overview for Parents (BOP) on or before February 28 each year at a regularly scheduled meeting of the governing board or body of the LEA.

The report must include the following:

- All available midyear outcome data related to metrics identified in the current LCAP; and,
- All available midyear expenditure and implementation data on all actions identified in the current LCAP.

Budget Overview for Parents

Eureka City Schools adopted our LCAP and Budget on June 25, 2025. (Adopted budget was based on projections in May 2025. Most recent projections indicated Total LCFF Funds will be $48,916,373, of which $10,204,347 is Supplemental / Concentration funding.)

Item	As adopted in BOP
Total LCFF Funds	$ 48,282,242
LCFF Supplemental/ Concentration Grants	$10,327,505

Expenditures to Date

Expenditures include all transactions posted as of 12/31/2025. Encumbrances (known future spending) are not included, nor are year end closing entries*. Total LCFF expenditures include Supplemental / Concentration expenditures.

Item	Expenditures as of 12/31/2025
Total LCFF Funds	$19,256,108.71
LCFF Supplemental/ Concentration Grants	$2,562,639.28

* Year end entries include journal entries to capture the increased cost of salaries with the Supplemental / Concentration resource.

LCAP Goal 1

All students will demonstrate high academic achievement and college and/or career readiness while being taught and supported by qualified staff.

LCAP Goal 1 - Metrics

- Most metrics are academic yearly measures from CA Dashboard or Data Quest
- Progress on academics is monitored in Goal #5 through mCLASS and IXL along with the D/F rate at the secondary level
- Average class size has remained below desired outcome

LCAP Goal 2

Every student will have access to high-quality instructional materials that are aligned with the adopted curriculum while attending school in safe, clean, and well-maintained facilities.

LCAP Goal 2 - Metrics

- 100% compliant per Williams Act visit Fall 2025
- All elementary and secondary schools were visited this past fall
- Facility Inspection Tool (FIT) reports done Fall 2025 indicate 90.73% of all district facilities are in good repair- goal is 100%

LCAP Goal #3

Improve student attendance with a focus on chronic absenteeism and graduation rates for all students.

LCAP Goal #3- Chronic Absenteeism

- All: 18.18% ⇩
- EL:13.63% ⇧
- FY: 46.15% ⇧
- African American: 35.00% ⇧
- Homeless: 40.00% ⇩
- Two or More Races: 18.94% ⇩
- SWD: 26.15% ⇩
- White 18.23% ⇩
- Data pulled from PowerSchool Insights on 1/29/26
- Compared to mid-year last year, overall is slightly better with three subgroups showing increases and four showing a decrease

LCAP Goal #3- Graduation Rate

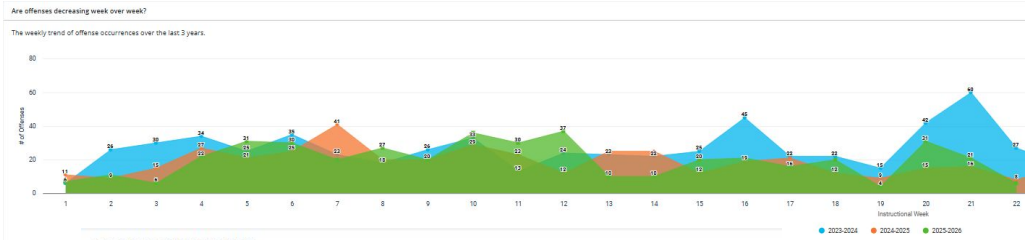
- EHS graduation rate increased to 96.6%
  - Goal for year three is 96%- need to stay on track
- Zoe increased from 72.6% to 84.6%
  - Goal for year three is 86.4%
  - SWD 11 of 12 students for a graduation rate of 91.7%



LCAP Goal #4

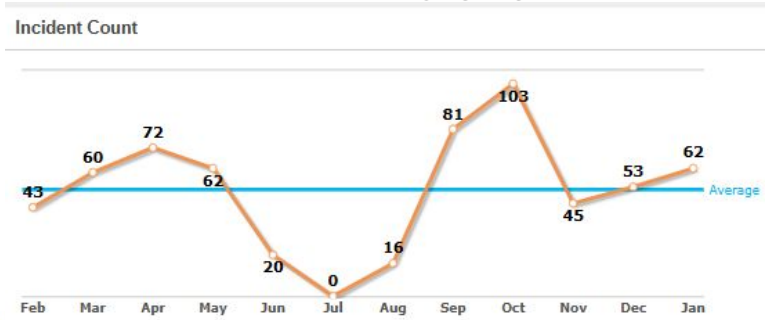
Reduce suspension rates and increase a sense of belonging by creating a positive and inclusive school climate where all students feel valued, supported, and connected.

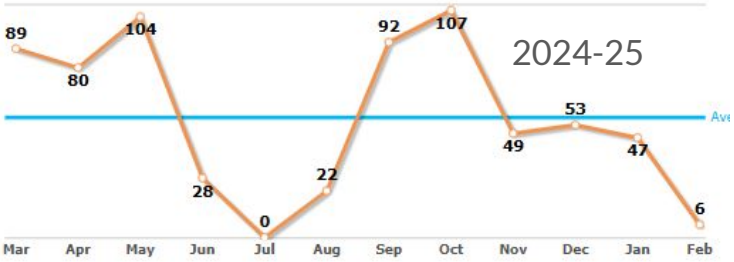
LCAP Goal #4- suspension rate





2025-26





Data from Analytics and Insights Jan. 29 and Feb. 3, 2026

LCAP Goal #4- Caring Adults

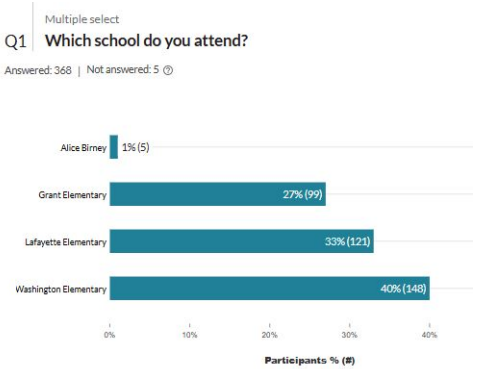
Thought Exchange for BASICS Scorecards December 2025:

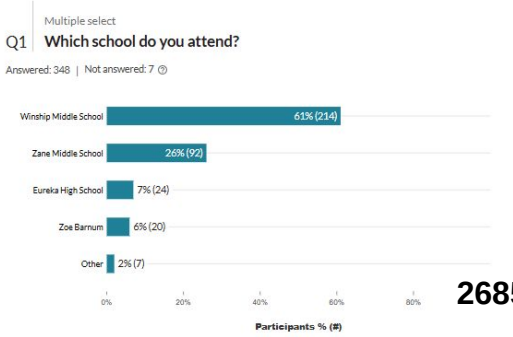
- Elementary Schools: 70% ⇧

Thought Exchange for BASIC Scorecards January/February 2026

- Middle Schools: 73% ⇧
- High Schools: 83% ⇧

Caring Adults
Do the teachers and or other grown ups at school care about me?
Do the teachers and other grown-ups at school listen when you have something to say?
Do the teachers and other grown-ups at school make an effort to get to know you?





2685

LCAP Goal #4- School Connectedness

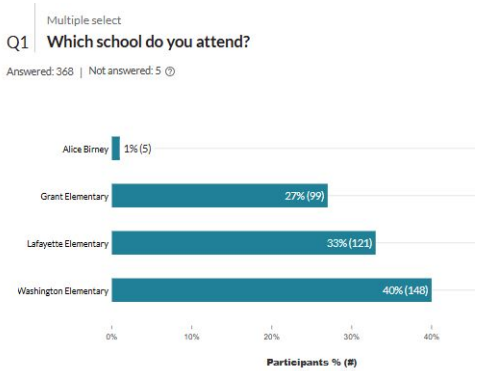
Thought Exchange for BASICS Scorecards December 2025:

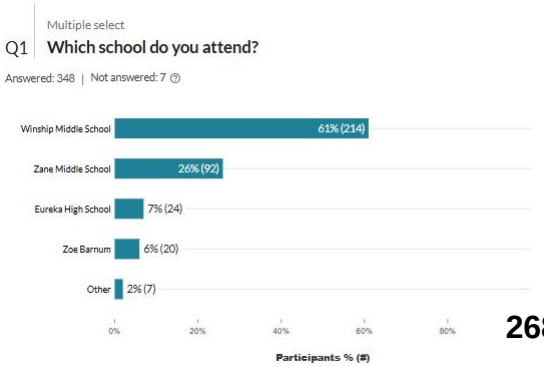
- Elementary: 67% ⬇

Thought Exchange for Secondary BASIC Scorecards January/February 2026

- Middle: 56% ⬇
- High School: 73% ⬆

Connectivity
I feel close to people among this school?
I am happy to be at this school.
I feel like I am part of this school.
Do teachers treat students fairly?
Do you feel safe at this school?





LCAP Goal #5

We will improve student outcomes using local data to inform decision-making and drive targeted interventions.

LCAP Goal #5- mCLASS Data met or exceeded

3rd grade Beginning of the year (BOY) 52%

3rd grade Middle of the year (MOY) 51%

Both are 12-13% higher than last year



LCAP Goal #5- IXL Math Data met or exceeded

4th grade BOY 37% significantly higher than last year

4th grade MOY 44% higher than last year

8th grade BOY 15% higher than last year

8th grade MOY 18% significantly higher than last year

9th grade BOY 9% higher than last year

9th grade MOY 8% slight improvement from last year



2689

Data from IXL Diagnostic results September (all) December (elementary) and January (secondary)

LCAP Goal #5- IXL ELA Data met or exceeded

8th grade BOY 33% significantly higher than last year

8th grade MOY 43% significantly higher than last year

11th grade BOY 29% higher than last year

11th grade MOY 32% higher than last year



Data from IXL Diagnostic results September (all)) and January (secondary)

LCAP Goal #6

Allow for equity and access at Zoe Barnum Continuation High School through use of Equity Multiplier funding. Specific: By the end of the 2026-27 school year, all students, including socio-economically disadvantaged students, will increase the overall high school graduation rate.

Increased from 72.6% to 84.6%



2691



January 2026

National Blood Donor Month
The CDE encourages you to annually recognize January as National Blood Donor Month.It has been observed during the month of January since 1970.

National Braille Literacy Month
The CDE encourages you to annually recognize January as National Braille Literacy Month.

National Slavery and Human Trafficking Prevention Month
The CDE encourages you to annually recognize January as National Slavery and Human Trafficking Prevention Month.

National Staying Healthy Month
The CDE encourages you to annually recognize January as National Staying Healthy Month.

Shape Up U.S. Month
The CDE encourages you to annually recognize January as Shape Up U.S. Month.

New Year's Day (1/1/2026)
New Year's Day is an annual public school holiday per California *Education Code* Section 37220. New Year's Day is also a state holiday per California *Government Code* Section 6700.

Dr. Martin Luther King, Jr. Day (1/19/2026)
Dr. Martin Luther King, Jr. Day is a public school holiday per California *Education Code* Section 37220. Dr. Martin Luther King, Jr. Day is also a state holiday per California *Government Code* Section 6700. The CDE will be closed on Monday, January 19, 2026.

Ed Roberts Day (1/23/2026)
Ed Roberts Day is a public school holiday held annually on January 23 per California *Education Code* Section 37220.

National Handwriting Day (1/23/2026)
The CDE encourages you to annually recognize January 23 as National Handwriting Day.

International Holocaust Remembrance Day (1/27/2026)
The CDE encourages you to annually recognize January 27 as International Holocaust Remembrance Day.

The Great Kindness Challenge Week (January 26–30, 2026)
The CDE encourages you to recognize January 26–30, 2026 as The Great Kindness Challenge Week.

Fred Korematsu Day of Civil Liberties and the Constitution (1/30/2026)
January 30 of each year is designated and set apart as Fred Korematsu Day of Civil Liberties and the Constitution, a day having special significance pursuant to California *Education Code* Section 37222.

February 2026

American Heart Month
The CDE encourages you to annually recognize February as American Heart Month.

Black History Month
The CDE encourages you to annually recognize February as Black History Month.

National Children's Dental Health Month
The CDE encourages you to annually recognize February as National Children's Dental Health Month.

National Freedom Day (2/1/2026)
The President may issue each year a proclamation designating February 1 as National Freedom Day to commemorate the signing by Abraham Lincoln on February 1, 1865, of the joint resolution adopted by the Senate and the House of Representatives that proposed the 13th amendment to the Constitution (36 *United States Code* 124).

Rosa Parks Day (2/4/2026)
The CDE encourages you to annually recognize February 4 as Rosa Parks Day. Rosa Parks Day was created by the California State Legislature and first celebrated February 4, 2000.

Ronald Reagan Day (2/6/2026)
February 6 of each year is designated and set apart as Ronald Reagan Day, a day having special significance pursuant to California *Education Code* Section 37222. On Ronald Reagan Day, all public schools and educational institutions are encouraged to conduct exercises remembering the life of Ronald Reagan, recognizing his accomplishments, and familiarizing pupils with the contributions he made to this state.

National School Counseling Week (February 2–8, 2026)
The CDE encourages you to recognize February 2–8, 2026 as National School Counseling Week. National School Counseling Week is always celebrated the first full week (M–F) in February.

Lincoln Day (2/12/2026)
California *Education Code* Section 37220: The Monday or Friday of the week in which February 12 occurs, known as "Lincoln Day." On the day that school is in session prior to the day on which schools are closed for that purpose, all public schools and educational institutions throughout the state shall hold exercises in memory of Abraham Lincoln.

Take Your Family to School Week (February 16–20, 2026)
The CDE encourages you to recognize the week of February 17 (February 16–20, 2026) as Take Your Family to School Week.

Frederick Douglass Day (2/14/2026)
The CDE encourages you to annually recognize February 14 as Frederick Douglass Day.

Susan B. Anthony Day (2/15/2026)
California *Education Code* Section 37221: February 15, the anniversary of the birthday of Susan B. Anthony, known as "Susan B. Anthony Day" on which day schools shall include exercises and instruction on the political and economic status of women in the United States and the contributions of Susan B. Anthony thereto.

Presidents Day (2/16/2026)
The CDE encourages you to recognize February 16, 2026 as Presidents Day. Presidents Day is a federal holiday celebrated annually on the third Monday in February.

Washington Day (2/16/2026)
California *Education Code* Section 37220: The third Monday in February, known as "Washington Day". On the Friday preceding, all public schools and educational institutions throughout the state shall hold exercises in memory of George Washington. The CDE will be closed on Washington Day, commonly referred to as Presidents Day.

Lunar New Year* (2/17/2026)
Lunar New Year is one of the most important celebrations of the year among East and Southeast Asian cultures, including Chinese, Vietnamese and Korean communities, among others. In 2026, Lunar New Year begins on Tuesday, February 17.

National Parent Teacher Association Founders Day (2/17/2026)
The CDE encourages you to annually recognize February 17 as National Parent Teacher Association Founders Day.

Ramadan Begins (2/17/2026)**
Ramadan is expected to begin on the evening of Tuesday, February 17, 2026, and conclude on the evening of Wednesday, March 18, 2026.

Lent Begins* (2/18/2026)
Lent begins on Wednesday, February 18, 2026, known as Ash Wednesday, and concludes on Thursday, April 2, 2026, which is Holy Thursday. This 40-day period (excluding Sundays) is observed by many Christian denominations as a time of fasting, prayer, and penance, leading up to Easter Sunday.

March 2026

American Red Cross Month
The CDE encourages you to annually recognize March as American Red Cross Month.

Arts Education Month in California/Youth Art Month
The CDE encourages you to annually recognize March as Arts Education Month in California/Youth Art Month.

Music in Our Schools Month
The CDE encourages you to annually recognize March as Music in Our Schools Month.

National Middle Level Education Month
The CDE encourages you to annually recognize March as National Middle Level Education Month.

National Nutrition Month
The CDE encourages you to annually recognize March as National Nutrition Month.

National Social Work Month
The CDE encourages you to annually recognize March as National Social Work Month.

National Women's History Month
The CDE encourages you to annually recognize March as National Women's History Month.

Read Across America Day (3/2/2026)
The CDE encourages you to annually recognize March 2 as Read Across America Day.

National School Breakfast Week (March 2–6, 2026)
The CDE encourages you to recognize National School Breakfast Week: March 2–6, 2026. Every year, National School Breakfast Week (NSBW) is celebrated on the first full week in March.

National Anthem Day (3/3/2026)
The CDE encourages you to annually recognize March 3 as National Anthem Day.

Newspaper in Education Week (March 2–6, 2026)
The CDE encourages you to annually recognize the first week in March (March 2–6, 2026) as Newspaper in Education Week.

Save Your Vision Week (March 2–8, 2026)
To remind Americans about the importance of safeguarding their eyesight, the United States Congress, by joint resolution approved December 30, 1963, as amended (36 *United States Code* 138), has authorized and requested the President to proclaim the first week in March (March 2–8, 2026) of each year as "Save Your Vision Week."

Conservation, Bird, and Arbor Day (3/7/2026)
The CDE encourages you to annually recognize March 7, the anniversary of the birthday of Luther Burbank, known as Conservation, Bird, and Arbor Day, on which day schools shall include exercises and instruction on the economic value of birds and trees, and the promotion of

a spirit of protection toward them, and as to the economic value of natural resources, and the desirability of their conservation (California *Education Code* Section 37221).

National Poison Prevention Week (March 15–21, 2026)
The CDE encourages you to recognize National Poison Prevention Week: March 15–21, 2026. To encourage Americans to learn more about the dangers of accidental poisonings and to take appropriate preventative measures, the Congress, by joint resolution approved September 26, 1961, as amended (75 Stat. 681), has authorized and requested the President to issue a proclamation designating the third week of March each year as "National Poison Prevention Week" (36 *United States Code* 130).

International Day for the Elimination of Racial Discrimination (3/21/2026)
The CDE encourages you to annually recognize March 21 as International Day for the Elimination of Racial Discrimination.

Eid al-Fitr (Tentatively March 20, 2026; date may vary)**
For most Muslim communities, the date of Eid al-Fitr is not set until the sighting of the moon and is therefore tentative. Observant families may celebrate in the evening prior to Eid to break their fast together. Observant families may also attend morning prayers together on the day of Eid and may miss school or work to celebrate together during the day. The CDE encourages educators to be mindful of potential family obligations when scheduling major exams and deadlines.

Ramadan Ends (3/18/2026)**
Ramadan will conclude on the evening of Wednesday, March 18, 2026.

Welcome Home Vietnam Veterans Day (3/30/2026)
March 30 of each year is designated and set apart as Welcome Home Vietnam Veterans Day, a day having special significance pursuant to California *Education Code* Section 37222. On Welcome Home Vietnam Veterans Day, all public schools and educational institutions are encouraged to conduct exercises recognizing the contributions of all those involved in the Vietnam War and remembering the sacrifices they made for their country.

Cesar Chavez Day (3/31/2026)
California *Education Code* Section 37220.5: (a) In addition to the holidays prescribed in Section 37220, public schools may be closed on March 31, known as "Cesar Chavez Day," or the appropriate Monday or Friday following or preceding that date, if the governing board, pursuant to a memorandum of understanding reached pursuant to Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the *Government Code*, agrees to close schools for that purpose. (b) On March 31 or on the day determined by the governing board, public schools and educational institutions throughout the state may include exercises, funded through existing resources, commemorating and directing attention to the history of the farm labor movement in the United States and particularly the role therein.

April 2026

Arab American Heritage Month
The CDE encourages you to annually recognize April as Arab American Heritage Month.

Autism Awareness Month
The CDE encourages you to annually recognize April as Autism Awareness Month.

Mathematics and Statistics Awareness Month
The CDE encourages you to annually recognize April as Mathematics and Statistics Awareness Month.

National Bilingual/Multilingual Learner Advocacy Month
The CDE encourages you to annually recognize April as National Bilingual/Multilingual Learner

Advocacy Month. By House Resolution 690, from Congressman Mike Honda, every April is recognized as National Bilingual/Multilingual Learner Advocacy Month.

National Child Abuse Prevention Month
The CDE encourages you to annually recognize April as National Child Abuse Prevention Month.

National Poetry Month
The CDE encourages you to annually recognize April as National Poetry Month.

School Library Month
The CDE encourages you to annually recognize April as School Library Month.

Autism Awareness Day (4/2/2026)
The CDE encourages you to annually recognize April 2 as Autism Awareness Day.

International Children's Book Day (4/2/2026)
The CDE encourages you to annually recognize April 2 as International Children's Book Day. Founded in 1967, the day is observed on or around Hans Christian Andersen's birthday. Activities include writing competitions, announcements of book awards, and events with authors of children's literature.

Lent Concludes* (4/2/2026)
Lent concludes on Thursday, April 2, 2026, which is Holy Thursday. Lent is a 40-day period (excluding Sundays) which is observed by many Christian denominations as a time of fasting, prayer, and penance, leading up to Easter Sunday.

Passover Begins (4/2/2026)**
Passover begins at sundown on Saturday, April 2, 2026.

Good Friday* (4/3/2026)
Good Friday annually occurs two days before Easter Sunday in the United States. In the Christian faith, Good Friday commemorates Jesus Christ's crucifixion and death.

Easter* (4/5/2026)
Easter is celebrated on Sunday, April 5, 2026. Easter always falls on the first Sunday after the Paschal Full Moon, the first full moon after the vernal equinox.

California Poppy Day (4/6/2026)
Section 37222.12 of the California *Education Code* states: (a) April 6 of each year is designated and set aside as California Poppy Day, a day with special significance under Section 37222. (b) On California Poppy Day, all public schools and educational institutions are encouraged to conduct exercises honoring the California Poppy, including instruction about native plants, particularly the California Poppy, and the economic and aesthetic value of wildflowers; promoting responsible behavior toward our natural resources and a spirit of protection toward them; and emphasizing the value of natural resources and conservation of natural resources.

World Health Day (4/7/2026)
The CDE encourages you to annually recognize April 7 as World Health Day.

Last Day of Passover (4/8/2026)**
The final day of Passover 2026 begins before sunset on April 8 and end after nightfall on April 9.

Week of the Young Child (April 11–17, 2026)
The CDE encourages you to recognize April 5–11, 2025 as the Week of the Young Child. The purpose of the Week of the Young Child is to focus public attention on the needs of young children and their families and to recognize the early childhood programs and services that meet those needs.

Thomas Jefferson's Birthday (4/13/2026)
Every year, the President shall issue a proclamation (1) calling on officials of the United States

government to display the flag of the United States on all government buildings on April 13; and (2) inviting the people of the United States to observe April 13 in schools and churches, or other suitable places, with appropriate ceremonies in commemoration of Thomas Jefferson's birthday (36 *United States Code* 141).

Holocaust Remembrance Day (Yom HaShoah)* (4/13/2026–4/14/2026)
The CDE encourages you to recognize April 13–14, 2026, as Holocaust Remembrance Day (Yom HaShoah). In 2026, Holocaust Remembrance Day (Yom HaShoah) in Israel begins the evening of April 13 and ends the evening of April 14.

Genocide Remembrance Day (4/14/2026)
The CDE encourages you to annually recognize April 14 as Genocide Remembrance Day, honoring the many contributions that survivors of genocide have made to this country.

National Environmental Education Week (April 15–22, 2026)
The CDE encourages you to recognize April 15–22, 2026 as National Environmental Education Week. National Environmental Education Week, held annually on the week that Earth Day is celebrated, is the nation's largest celebration of environmental education, inspiring environmental learning and stewardship among K-12 students.

National Librarian Day (4/16/2026)
The CDE encourages you to annually recognize April 16 as National Librarian Day.

Administrative Professionals Week (April 19–25, 2026)
The CDE encourages you to recognize April 19–25, 2026, as Administrative Professionals Week. Administrative Professionals Week is celebrated in the last full week of April each year.

National Library Week (April 19–25, 2026)
The CDE encourages you to celebrate April 19–25, 2026, as National Library Week. First sponsored in 1958, National Library Week is a national observance sponsored by the American Library Association and libraries across the country each April. It is a time to celebrate the contributions of our nation's libraries and librarians and to promote library use and support. All types of libraries—school, public, academic, and special—participate.

Public School Volunteer Week (April 20–24, 2026)
The CDE encourages you to recognize April 20–24, 2026 as Public School Volunteer Week. Public School Volunteer Week provides a yearly opportunity for schools and families to honor and highlight the powerful contributions parents and caregivers provide at school and home to support student success.Public School Volunteer Week is held annually during the third week of April.

John Muir Day (4/21/2026)
From California *Education Code* Section 37222.11: (a) April 21 of each year is designated and set apart as John Muir Day, a day having special significance pursuant to Section 37222. (b) On John Muir Day, all public schools and educational institutions are encouraged to conduct exercises stressing the importance that an ecologically sound natural environment plays in the quality of life for all of us, and emphasizing John Muir's significant contributions to the fostering of that awareness and the indelible mark he left on the State of California.

Earth Day (4/22/2026)
The CDE encourages you to annually recognize April 22 as Earth Day.

Administrative Professionals Day (4/22/2026)
The CDE encourages you to recognize April 22, 2026, as Administrative Professionals Day. Administrative Professionals Day is celebrated on the Wednesday of Administrative Professionals Week, which is on the last full week of April.

School Nutrition Employee Week (April 27–May 1, 2026)
The CDE encourages you to recognize April 27–May 1, 2026, as School Nutrition Employee

Week. School Nutrition Employee Week is held the week in which School Lunch Hero Day is celebrated.

Workforce Readiness Week (April 27–May 1, 2026)
The CDE encourages you to recognize April 27–May 1, 2026, as Workforce Readiness Week.

May 2026

Asian American and Pacific Islander Heritage Month
The CDE encourages you to annually recognize May as Asian American and Pacific Islander Heritage Month (36 *United States Code* 102).

Jewish American Heritage Month
The CDE encourages you to annually recognize May as Jewish American Heritage Month.

Labor History Month
The month of May is hereby deemed to be Labor History Month throughout the public schools, and school districts are encouraged to commemorate this month with appropriate educational exercises that make pupils aware of the role the labor movement has played in shaping California and the United States (California *Education Code* Section 51009).

Mental Health Awareness Month
The CDE encourages you to annually recognize May as Mental Health Awareness Month.

National Foster Care Month
The CDE encourages you to annually recognize May as National Foster Care Month.

National Mental Health Month
The CDE encourages you to annually recognize May as National Mental Health Month.

National Physical Fitness and Sports Month
The CDE encourages you to annually recognize May as National Physical Fitness and Sports Month.

Law Day, U.S.A. (5/1/2026)
The CDE encourages you to annually recognize May 1 as Law Day, U.S.A. Law Day is an observance but is not a federal public holiday in the United States. Law Day is aimed at helping people appreciate their liberties and to affirm their loyalty to the United States, especially with regard to equality and justice. It also aims to cultivate respect for the law, which is vital to the democratic way of life.

Loyalty Day (5/1/2026)
The CDE encourages you to annually recognize May 1 as Loyalty Day. Loyalty Day is an observance, but it is not a public holiday in the United States. The United States of America was founded by patriots who risked their lives to bring freedom to the nation. The nation's founders are remembered on Loyalty Day, which is a day when people celebrate their freedom while remembering their responsibilities to continue the legacy of liberty. Loyalty Day is celebrated with parades and ceremonies in several communities across the United States. Schools, churches, and various organizations participate in these events.

School Principals Day (5/1/2026)
The CDE encourages you to annually recognize May 1 as School Principals Day.

School Lunch Hero Day (5/1/2026)
The CDE encourages you to recognize May 1, 2026, as School Lunch Hero Day. School Lunch Hero Day is celebrated annually on the first Friday in May.

National Teacher Appreciation Week (May 4–8, 2026)
The CDE encourages you to recognize May 4–8, 2026, as National Teacher Appreciation Week.

Teacher Appreciation Week is celebrated during the first full week of May each year.

Screen-Free Week (Formerly known as National TV-Turnoff Week; May 4–10, 2026)
The CDE encourages you to recognize May 4–10, 2026, as Screen-Free Week.

National Teacher Appreciation Day (5/5/2026)
The CDE encourages you to recognize May 5, 2026, as National Teacher Appreciation Day. National Teacher Appreciation Day, also known as National Teacher Day, is observed on Tuesday during Teacher Appreciation Week.

National School Nurse Day (5/6/2026)
The CDE encourages you to recognize May 6, 2026, as National School Nurse Day.

Mother's Day (5/10/2026)
The CDE encourages you to recognize May 10, 2026, as Mother's Day (36 *United States Code* 117). Mother's Day is celebrated annually on the second Sunday in May.

California Day of the Teacher (5/13/2026)
The CDE encourages you to recognize May 13, 2026, as California Day of the Teacher. California Day of the Teacher, celebrated on the second Wednesday of May, arose out of legislation co-sponsored by the California Teachers Association and the Association of Mexican American Educators. Senator Joseph Montoya wrote the bill, which was adopted in 1982. California has patterned its celebration after the traditional El Dia del Maestro festivities observed in Mexico and other Latin American countries.

California Student Mental Health Week (May 13–19, 2026)
The CDE encourages you to recognize May 13–19, 2026, as California Student Mental Health Week.

National Peace Officers Memorial Day (5/15/2026)
The CDE encourages you to annually recognize May 15 as National Peace Officers Memorial Day (36 *United States Code* 136). The United States flag is to be displayed at half-staff from sunrise to sunset.

National Police Week (May 15–21, 2026)
The CDE encourages you to recognize May 15–21, 2026, as National Police Week (36 *United States Code* 137).

Armed Forces Day (5/16/2026)
The CDE encourages you to recognize May 16, 2026, as Armed Forces Day. Armed Forces Day is celebrated on the third Saturday of May each year.

Classified School Employee Week (May 17–23, 2026)
The CDE encourages you to recognize May 17–23, 2026, as Classified School Employee Week. Classified School Employee Week is celebrated on the third full week in May each year, from Sunday to Saturday.

National Speech Pathologist Day (5/18/2026)
The CDE encourages you to annually recognize May 18 as National Speech Pathologist Day. In 2010, the United States dedicated May 18th as 'National Speech Pathologist Day'.

Harvey Milk Day (5/22/2026)
From California *Education Code* Section 37222.13: (a) May 22 of each year is designated and set apart as Harvey Milk Day, a day having special significance pursuant to Section 37222. (b) On Harvey Milk Day, all public schools and educational institutions are encouraged to conduct exercises remembering the life of Harvey Milk, recognizing his accomplishments, and familiarizing pupils with the contributions he made to this state.

National Missing Children's Day (5/25/2026)
The CDE encourages you annually recognize May 25 as National Missing Children's Day.

Memorial Day (5/25/2026)
Memorial Day is a public school holiday per California *Education Code* Section 37220. It is also a state holiday per *California Government Code* Section 6700. The CDE will be closed on Monday, May 25, 2026. Every Memorial Day, the U.S. flag is quickly raised to the tops of flagpoles, slowly lowered to half-mast, and then raised again to full height at noon. The time at half-mast is meant to honor the million-plus fallen U.S. soldiers who have died for their country over the years. Re-raising the flag is meant to symbolize the resolve of the living to carry on the fight for freedom so that the nation's heroes will not have died in vain.

World No Tobacco Day (5/31/2026)
The CDE encourages you to annually recognize May 31 as World No Tobacco Day.

June 2026

Ashara Mubaraka* (June 25–26, 2026)
Ashara Mubaraka is to be observed from June 25–26, 2026. For Muslims, this period commemorates the martyrdom of Imam Husain, the grandson of their prophet Muhammad, and his followers during the first ten days of Muharram.

Fireworks Safety Month
The CDE encourages you to annually recognize June 1 through July 4 as Fireworks Safety Month.

LGBTQ Pride Month
The CDE encourages you to annually recognize June as LGBTQ Pride Month.

National Fresh Fruit and Vegetables Month
The CDE encourages you to annually recognize June as National Fresh Fruit and Vegetables Month.

National Safety Month
The CDE encourages you to annually recognize June as National Safety Month.

World Environment Day (6/5/2026)
The CDE encourages you to annually recognize June 5th as World Environment Day.

National Flag Day (6/14/26)
The CDE encourages you to recognize June 14 as National Flag Day.

National Flag Week (June 14–20, 2026)
The CDE encourages you to recognize June 14–20, 2026 as National Flag Week (36 *United States Code* 122).

Juneteenth (6/19/2026)
The CDE encourages you to annually recognize June 19 as Juneteenth. Juneteenth is observed each year, commemorating the emancipation of the enslaved African Americans back on June 19, 1865. President Joe Biden signed the Juneteenth National Independence Day Act into law on June 17, 2021.

Father’s Day (6/21/2026)
The CDE encourages you to recognize June 21, 2026 as Father's Day (36 *United States Code* 109).

July 2026

July 4th (07/04/2026)
July 4, 2026 is a public school holiday per California *Education Code* Section 37220. July 4, 2025 is also a state holiday per California Government Code Section 6700.

August 2026

Children's Eye Health and Safety Month
The CDE encourages you to annually recognize August as Children's Eye Health and Safety Month.

National Immunization Awareness Month
The CDE encourages you to annually recognize August as National Immunization Awareness Month.

Women's Equality Day (8/26/2026)
The CDE encourages you to annually recognize August 26 as Women's Equality Day.

September 2026

Library Card Sign-Up Month
The CDE encourages you to annually recognize September as Library Card Sign-Up Month.

National Preparedness Month
The CDE encourages you to annually recognize September as National Preparedness Month

National School Success Month
The CDE encourages you to annually recognize September as National School Success Month.

Labor Day (9/7/2026)
Labor Day is a public school holiday, per California *Education Code* Section 37220, recognized on the first Monday of September every year. It is also a state holiday per California Government Code Section 6700. The CDE will be closed on Monday, September 7, 2026.

International Literacy Day (9/8/2026)
The CDE encourages you to annually recognize September 8 as International Literacy Day.

California Admission Day (9/9/2026)
The CDE encourages you to annually recognize September 9 as California Admission Day. California Admission Day is celebrated on September 9 to commemorate the anniversary of the 1850 admission of California into the Union as the thirty-first state.

Patriot Day (9/11/2026)
The CDE encourages you to annually recognize September 11 as Patriot Day. In the United States, Patriot Day, observed as the National Day of Service and Remembrance, occurs on September 11 of each year in memory of the 2,977 people killed in the 2001 September 11 attacks. The flag of the United States is flown at half-staff from sunrise to sunset (36 United States Code 144).

Rosh HaShanah Begins (9/11/2026)**
Rosh Hashanah begins at sundown on September 11, 2026, and ends at nightfall on September 13, 2026. On Rosh Hashanah, Jews celebrate God's creation of the world. Rosh Hashanah lasts for 48 hours, and it usually occurs during the month of September but this year takes place in October.

Rosh HaShanah Ends (9/13/2026)**
Rosh Hashanah concludes at nightfall on September 13 , 2026.

National Hispanic Heritage Month (September 15-October 15, 2026)
The CDE encourages you to annually recognize September as National Hispanic Heritage Month from September 15-October 15 (36 United States Code 126).

Constitution and Citizenship Day (9/17/2026)
The CDE encourages you to annually recognize September 17 as Constitution and Citizenship Day (36 United States Code 106). Constitution and Citizenship Day on September 17 commemorates the formation and signing of the Constitution of the United States on September 17, 1787. It is dedicated to all American citizens.

Constitution Week (September 17–23, 2026)
The CDE encourages you to annually recognize September 17–23 as Constitution Week (36 United States Code 108).

California Native American Day (9/25/2026)
From California *Education Code* Section 37220.7: (a) In addition to the holidays prescribed in Section 37220, public schools may be closed on the fourth Friday in September, known as "Native American Day," if the governing board, pursuant to a memorandum of understanding reached pursuant to Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code, agrees to close schools for that purpose. (b) On the fourth Friday in September, or if schools are closed on that date as specified in subdivision (a), on an alternate day determined by the governing board, public schools and educational institutions throughout (California) may include exercises, funded through existing resources, commemorating and directing attention to the many contributions that Native Americans have made to this country. The State Board of Education may adopt a model curriculum guide to be available for use by public schools for exercises related to Native American Day.

Gold Star Mother's Day (9/27/2026)
The CDE encourages you to recognize Sunday, September 27, 2026 as Gold Star Mother's Day. Gold Star Mother's Day is observed in the United States on the last Sunday of September each year. It is a day for people to recognize and honor those who have lost a son or daughter while serving in the United States Armed Forces.

October 2026

California School Bus Safety Month
The CDE encourages you to recognize each October as California School Bus Safety Month.

Character Education Month
The CDE encourages you to recognize each October as Character Education Month.

Crime Prevention Month
The CDE encourages you to recognize each October as National Crime Prevention Month.

Filipino American History Month
The CDE encourages you to recognize each October as Filipino American History Month.

National Disability Employment Awareness Month
The CDE encourages you to recognize each October as National Disability Employment Awareness Month (36 United States Code 121).

National Energy Awareness Month
The CDE encourages you to recognize each October as National Energy Awareness Month.

National Fire Prevention Week (October 4–10, 2026)
The CDE encourages you to recognize October 4–10, 2026 as National Fire Prevention Week. It has been observed the week including October 9th since 1922.

World Teachers' Day (10/5/2026)
The CDE encourages you to annually recognize October 5 as World Teachers' Day. This day was first created by the United Nations Educational, Scientific, and Cultural Foundation (UNESCO) in 1966 and remains a holiday today, celebrated every year on October 5th.

Child Health Day (10/5/2026)
The CDE encourages you to recognize October 5, 2026 as Child Health Day (36 United States Code 105). Child Health Day is celebrated annually on the first Monday of October.

World Mental Health Day (10/10/2026)
The CDE encourages you to annually recognize October 10 as World Mental Health Day.

Week of the School Administrator (October 12–18, 2026)
The CDE encourages you to recognize October 12–18, 2026 as Week of the School Administrator (California *Education Code* Section 44015.1). 44015.1. In observance of the importance of educational leadership at the school, school district, and county levels, the second full week in the month of October of each year shall be designated as "Week of the School Administrator". Schools, school districts, and county superintendents of schools are encouraged to observe the week with public recognition of the contribution that school administrators make to successful pupil achievement.

Columbus Day (10/12/2026)
The CDE encourages you to recognize October 12, 2026 as Columbus Day (36 United States Code 107). Columbus Day is celebrated annually on the second Monday of October and is not recognized as a school holiday in California.

Digital Citizenship Week (October 19–23, 2026)
The CDE encourages you to recognize October 19–23, 2026 as Digital Citizenship Week. This event is one of many efforts in California to build capacity for students and families to make safe, smart, and ethical decisions in the digital world. Digital Citizenship Week is recognized the third week of October each year.

Indigenous People's Day* (10/12/2026)
The CDE encourages you to recognize October 12, 2026 as Indigenous People's Day. It is observed annually on the second Monday in October. Indigenous People's Day is a holiday in the United States that celebrates and honors Native American peoples and commemorates their histories and cultures.

National School Lunch Week (October 12–16, 2026)
The CDE encourages you to recognize October 12–16, 2026 as National School Lunch Week. The week beginning on the second Monday in October is recognized as National School Lunch Week. (36 United States Code Section 132).

White Cane Safety Day (10/15/2026)
The CDE encourages you to annually recognize October 15 as White Cane Safety Day (36 United States Code 142).

World Food Day (10/16/2026)
The CDE encourages you to annually recognize October 16 as World Food Day.

America's Safe Schools Week (October 16–22, 2026)
The CDE encourages you to recognize October 16–22, 2026 as America's Safe Schools Week. America's Safe Schools Week occurs annually during the third full week in October, starting on Saturday.

Diwali* (11/8/2026)
Diwali is a festival of lights and one of the major festivals celebrated by Hindus, Buddhists, Jains, and Sikhs.

National School Bus Safety Week (October 19–23, 2026)
The CDE encourages you to recognize October 19–23, 2026 as National School Bus Safety Week.

United Nations Day (10/24/2026)
The CDE encourages you to annually recognize October 24 as United Nations Day.

Make a Difference Day (10/24/2026)
The CDE encourages you to recognize October 24, 2026 as Make a Difference Day. Make a Difference Day has been celebrated on the fourth Saturday of October since 1992.

November 2026

California Sikh American Awareness and Appreciation Month
The CDE encourages you to annually recognize November as California Sikh American Awareness and Appreciation Month.

Good Nutrition Month
The CDE encourages you to recognize each November as Good Nutrition Month.

National Child Safety and Protection Month
The CDE encourages you to recognize each November as National Child Safety and Protection Month.

National Family Literacy Month
The CDE encourages you to annually recognize November as National Family Literacy Month. It's a celebration aimed at raising awareness and fostering family literacy by encouraging parents and guardians to read to their children.

National Native American Heritage Month
The CDE encourages you to annually recognize November as National Native American Heritage Month. President George H. W. Bush approved a joint resolution in 1990 designating November as National American Indian Heritage Month.

Retired Teachers Week (November 1–7, 2026)
The CDE encourages you to recognize November 1–7, 2026 as Retired Teachers Week. Since 1998, the California Retired Teachers Association has sponsored Retired Teachers Week as a way to not only spotlight members' extensive volunteerism but to encourage others to do the same.

National School Psychology Week (November 3–7, 2026)
The CDE encourages you to recognize November 3–7, 2026 as National School Psychology Week. National School Psychology Week, sponsored by the National Association of School Psychologists, is observed annually during the first week of November.

Veterans Day (11/11/2026)
Veterans Day is a public school holiday per California Education Code Section 37220(8). The CDE will be closed on Tuesday, November 11, 2026.

Ruby Bridges Walk to School Day (11/14/2026)
The CDE encourages you to annually recognize November 14 as Ruby Bridges Walk to School Day. This day honors Ruby Bridges, who in 1960 became the first African American student to integrate an all-white elementary school in the South, marking an important milestone in the Civil Rights Movement.

American Education Week (November 15–21, 2026)
The CDE encourages you to recognize November 15–21, 2026 as American Education Week. American Education Week happens the week prior to the week of Thanksgiving.

National Family Week (November 23–29, 2026)
The CDE encourages you to recognize November 23–29, 2026 as National Family Week. National Family Week has been observed during the week of Thanksgiving since 1987.

Thanksgiving Day (11/26/2026)
The CDE encourages you to recognize November 26, 2026 as Thanksgiving Day (California *Education Code* Section 37220). Thanksgiving Day is a United States national holiday celebrated annually on the fourth Thursday of November. All public schools and the CDE will be closed for the Thanksgiving Day holiday.

December 2026

National Special Education Day (12/2/2026)
The CDE encourages you to annually recognize December 2nd as National Special Education Day. National Special Education Day is dedicated to honoring the federal special education law instituted on December 2, 1972, and the students, teachers, and administration striving to make special education possible for special students.

Hanukkah Begins (12/5/2026)**
Hanukkah begins on the evening of December 5, 2026, and ends at sundown on December 12, 2026.

Computer Science Education Week (December 7–13, 2026)
The CDE encourages you to recognize December 7–13, 2026 as Computer Science Education Week. Computer Science Education Week is celebrated Monday through Sunday each year during the week of the 9th.

National Pearl Harbor Remembrance Day (12/7/2026)
The CDE encourages you to annually recognize December 7th as National Pearl Harbor Remembrance Day (36 United States Code 129).

Hanukkah Ends (12/12/2026)**
Hanukkah ends at sundown on December 12, 2026.

December 25 Christmas* (12/25/2025)
December 25 is annually designated as a public school holiday (California *Education Code* Section 37220).

Kwanzaa Begins* (12/26/2026)
Kwanzaa begins annually on December 26.

* Dates denoted by an asterisk represent major religious and cultural holidays.

** Dates denoted by two asterisks indicate the observance of major religious holidays that begin at sundown preceding the first or only day.

Religious holidays are listed solely to increase awareness for schedulers and to minimize conflicts for all families, and not to endorse any particular religion, or belief or nonbelief in general.The omission of any major religious holiday is not intended.All religious convictions, as well as nonbelief, should be treated with fairness and respect.

AGENDA ITEM

Agenda Title: Equipment Replacement Needs
Meeting Date: February 12, 2026
Item: Informational Only Items

WHAT *(the board is asked to discuss, receive, approve, or adopt)*
The Governing Board is asked to receive an update regarding equipment and vehicle replacement needs for the District.

WHY *(briefly explain why the action or discussion is important; and if applicable, how it is connected to site, district, or strategic plans)*
Capital equipment and vehicle needs have been identified across the District. A plan for replacing and/or upgrading items is needed for budgeting purposes and to ensure uninterrupted operations.

Strategic Design - Vision
Applied to the "Fiscal Integrity of the District" Portion of the Strategic Framework

HISTORY *(list previous staff or board action(s) with dates if possible)*
This is an annual report.

HOW MUCH *(list the revenue amount $ and/or the expense amount $)*
Estimated costs for replacing/purchasing equipment and vehicles are indicated in the Equipment Replacement Needs list. The list is based on current use and staffing levels. Changes in use or staffing levels may cause the need for revision to this list.

WHO *(list the name of the contact person(s), job title, and site location)*
Paul Ziegler, Assistant Superintendent of Business Services

ATTACHMENTS:
Description
Equipment Needs

Equipment Replacement Needs



Eureka City Schools

Transportation

School Buses	Estimated Cost	Term
District Share of Expected School Bus Replacement Grant	$75,000	1-3 years
Total Grant Funding	$375,000	
Total Cost of Replacing Bus 18	**$450,000**	
Upgrade Bus Camera System to include GPS Remote Viewing *(including tablets for buses with rear camera view and route display)*	$65,000	1-2 years

Motor Pool	Estimated Cost	Term
Replace 1953 Clark Forklift (Vehicle 109)* *(pending grant approval; potential grant funding $25,000 - $45,000)*	New $25,000 - $45,000	1-2 years
Replace PrimMover Forklift (Vehicle 104)* *(pending grant approval; potential grant funding $25,000 - $45,000)*	New $25,000 - $45,000	1-2 years

**contingent on receiving grant funding*

School Bus Fleet

BUS #	MAKE	YEAR	AVERAGE LIFE EXPECTANCY	ECS PROJECTED FLEET LIFE* IN YEARS
BUS 1	BLUEBIRD 78 PASS EV	2023	20 YEARS	20
BUS 2	BLUEBIRD 78 PASS EV	2023	20 YEARS	20
BUS 3	BLUEBIRD 78 PASS EV	2023	20 YEARS	20
BUS 4	BLUEBIRD 66 PASS EV	2023	20 YEARS	20
BUS 5	BLUEBIRD 81 PASS	2020	20 YEARS	16
BUS 6	BLUEBIRD 81 PASS EV	2021	20 YEARS	17
BUS 7	THOMAS 81 PASS	2012	20 YEARS	8
BUS 8	THOMAS 81 PASS	2012	20 YEARS	8
BUS 9	BLUEBIRD 66 PASS EV	2023	20 YEARS	20
BUS 10	BLUEBIRD 78 PASS EV	2023	20 YEARS	20
BUS 11	THOMAS 20 PASS (Does not qualify for HVIP grant)	1999	20 YEARS	PAST LIFE EXPECTANCY
BUS 12	THOMAS 25 PASS (Does not qualify for HVIP grant)	2001	20 YEARS	PAST LIFE EXPECTANCY
BUS 14	THOMAS 48 PASS *Field trip bus (and route bus, if necessary)*	2025	20 YEARS	20
BUS 16	BLUEBIRD 78 PASS	2023	20 YEARS	20
BUS 17	BLUEBIRD 78 PASS	2025	20 YEARS	20
BUS 18	GIRARDIN 24 PASS (HVIP grant application in progress)	2005	20 YEARS	1-2

**The ECS projected life is based upon condition and mileage*

Operations & Maintenance

Maintenance	Estimated Cost	Term
Trailer Boom Lift	$50,000	1 year
Single Man Lift	$20,000	1 year

Operations	Estimated Cost	Term
Replace Carpet Cleaners (2)	$11,000	1 year
Five (5) Vacuum Replacements	$5,300	1 year
Wet / Dry Vacuums (2)	$7,500	1 year

Food Services

Food Services	Estimated Cost	Term
Four (4) Table Top Freezer Units	$5,200	1 year
4-Well Salad Bar Units x 6	$49,000	1 year

Technology

Desktop Computers	Estimated Cost	Term
Replace Office Computers *(Replace 10% of fleet as needed)*	$50,000	2-3 years
Replace Teacher Computers *(Replace 10% of fleet as needed)*	$30,000	2-3 years
Replace Admin Laptops *(Pandemic era laptops aging out)*	$50,000	1-2 years

Planned Student Computer Replacements	Estimated Cost	Term
Student Chromebook Replacements – 400 Units	$160,000	Less than 1 year
Additonal Chromebook Replacements – Staff/Spares *(Needed for 2026-27 school year)*	$90,000	Less than 1 year

Classroom Equipment	Estimated Cost	Term
Classroom Projectors	$40,000	Less than 1 year
Document Cameras	$12,000	2-3 years
Classroom Speaker Systems	$30,000	2-3 years

Planned E-Rate: Infrastructure	Estimated Cost	Term
Firewall and Related *(E-Rate reimburses ~80%)*	$130,000*	Bids in process
UPS – Tech Dept. and EHS *(E-Rate reimburses ~80%)*	$400,000*	Bids in process
	**Estimated District Portion ~$100,000*	

Other Capital Technology Needs	Estimated Cost	Term
Copiers – Zane, Winship, District Office	$50,000	1-2 years
Phone System *(Two years left on contract. Hardware discontinued)*	$300,000	2-3 years

Sites

Alice Birney	Estimated Cost	Term
New Chairs and Racks (for events)	$9,100	1-2 years

AGENDA ITEM

Agenda Title:	Information on the Adult Education Program
Meeting Date:	February 12, 2026
Item:	Informational Only Items

WHAT *(the board is asked to discuss, receive, approve, or adopt)*
The Governing Board is being asked to receive an update on the District's Adult Education programs.

WHY *(briefly explain why the action or discussion is important; and if applicable, how it is connected to site, district, or strategic plans)*
This is part of an ongoing series highlighting District programs. Its purpose is to keep School Board members informed, including recent updates to Adult Education programs.

Strategic Design - Vision
Community Partnerships: Partnerships align academic, emotional, and social supports.

HISTORY *(list previous staff or board action(s) with dates if possible)*
Eureka City Schools Adult Education maintains a high-quality program that supports the diverse needs of adult learners in our district.

HOW MUCH *(list the revenue amount $ and/or the expense amount $)*
There is no cost associated with this item.

WHO *(list the name of the contact person(s), job title, and site location)*
Jennifer Johnson, Assistant Superintendent of Educational Services

ATTACHMENTS:
Description
Adulte Education Update.pdf

Eureka Adult Education Program

Current Enrollment (as of February 1, 2026):

- The High School Diploma program currently serves 108 registered adult students (registered = met with an instructor at least once)
- 20 students have graduated since July 1, 2026 with more expected
- Adult Education is on track to match last year's total of 50 graduates
- 10 students are currently enrolled in the Certified Nursing Assistant (CNA) course
- 15 students have completed the CNA program this school year

Class Schedules

Adult Education courses are offered during the regular school year. There are specific sessions for the Certified Nursing Assistant (CNA) program.

The High School Diploma program has open enrollment and is free to the public. Adult Education teachers hold drop-in times in addition to structured classes.

Updates to the Program

- Held an Adult Education High School Diploma graduation for the first time in over 10 years. The event was highly successful and will be repeated this June
- Began research into becoming a CNA testing facility to expand program offerings
- Recovered 2,200 student transcripts from an archived server
- Integrated Native American Studies Model Curriculum into course offerings
- Added an in-person evening Algebra course

Consortium Update

The Adult Education Consortium consists of four members (ECS, College of the Redwoods, Northern Humboldt UHSD, and Del Norte USD) that meet regularly to address funding and reporting requirements. Plans for future development will be communicated as they develop.

Staff:
Rebecca Twiss,
Adult Education Teacher
Angela Beeson,
CNA Program Coordinator
Paul Claussen,
Director, Adult Education Program