



Cutten School District

4182 Walnut Drive,
Eureka, CA 95503
(707) 441-3900 • Fax (707) 441-3906

Superintendent/Principal
Sue Ivey

Building a better world, one student at a time.

The Cutten School District, in partnership with our community, provides students with the academic and social skills necessary to become contributing members of a global community. We accomplish our mission by creating a joyful, student-centered, and consistent learning environment rich in the arts and sciences, where everyone knows they are respected members of the Cutten-Ridgewood family.

Board of Trustees

The Cutten School District Board of Trustees meets on the second Monday of the month at 6:30pm in the Ridgewood School Commons. Meeting agendas are posted at Ridgewood and Cutten Schools, as well as the district website (www.cuttensd.org). Regular meeting agendas are posted at least 72 hours in advance and special meeting agendas are posted at least 24 hours in advance. *Currently, all board meetings are held remotely via Zoom, with links available on all board agendas.*

Addressing the Board

You may speak on a matter not on the agenda at the beginning of a regular meeting during the time reserved for public comment. After being recognized by the President, you will be allowed three minutes to address the board. The Board may not take action on the matter at this meeting. You may speak on any item on the agenda when that item is being discussed. *During Zoom meetings please use the "raise hand" function found in the "participants" tab to be called on by the President.*

Regular Session

In order to address the Board, please wait for recognition by the President. Speakers are expected to be courteous and to avoid any remarks that reflect adversely on the character or motives of any person or on his or her race, religion, or political or economic views. The Board will hear public testimony on any given topic for a maximum of twenty (20) minutes. Each speaker will be limited to three (3) minutes. The Board may, by consensus and at its discretion, extend the time limit. *During Zoom meetings please use the "raise hand" function found in the "participants" tab to be called on by the President.*

Closed Session

While school board meetings must be open to the public, California law provides for closed sessions which are not open to the public when the Board is considering expulsions, suspensions or disciplinary actions in connection with any pupil; the appointment, employment or dismissal of a public officer or employee; or when the Board is hearing complaints or charges brought against a public officer or employee. The individual may, however, request a public hearing. In addition, the Board may hold a closed session to discuss certain aspects of negotiations with employees and pending litigation. All action taken by the board in closed session will be reported upon reconvening to open session.

Complaints

Complaints are to be addressed by first speaking with the person directly involved. If this does not resolve the issue, the complaint should be submitted in writing to the Superintendent. The Superintendent will investigate and respond in writing. Only after exhausting these levels can a written request be submitted asking that the issue be heard by the Board.



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CUTTEN ELEMENTARY SCHOOL DISTRICT BOARD OF TRUSTEES MEETING AGENDA

January 11, 2021 6:30 pm

Join Zoom Meeting

<https://zoom.us/j/92802989194?pwd=MlcrUURrUkICNjIYcStNTzFFRFJLQT09>

Meeting ID: 928 0298

Passcode: 035149

Join by telephone: +1 669 900 6833

1.0 CALL TO ORDER

2.0 CONSENT AGENDA

- 2.1 Approval of Minutes – December 14, 2020
- 2.2 Approval of Warrants and Payroll
- 2.3 Approval of Quarterly Report on Williams Uniform Complaints

3.0 VISITOR COMMENTS ON NON-AGENDA ITEMS

The Board reserves the right to limit speakers to three minutes only. The Board may comment but cannot take action at this time. The Board President may refer the matter to the Superintendent for review, if appropriate.

4.0 REPORTS

- 4.1 Cutten Ridgewood PTA Report
- 4.2 School Site Council Report
- 4.3 2021 - 2022 New Student Registration and IDT Update
- 4.4 HBTA Report

5.0 CORRESPONDENCE

- 5.1 Distribution of Statements of Economic Interests Forms to Board Members, Superintendent
- 5.2 Certification of 2019 – 2020 First Interim Report as Positive
- 5.3 County of Humboldt Interest Rates

6.0 INFORMATION / POSSIBLE ACTION ITEMS

- 6.1 Consider Approval of 2020 – 2021 Comprehensive Safe School Plan (CSSP)
- 6.2 Consider Adjustment of Program Aide Salary Schedule
- 6.3 Consider Covid-19 Reopening Metric for Decision Regarding Instructional Model
- 6.4 Consider Approval of Cutten and Ridgewood 2019 – 2020 Accountability Report Cards (SARC)
- 6.5 Consider Approval of Humboldt-Del Norte SELPA Local Plan 2020-21
- 6.6 Consider Adoption of Resolution 1021-04 to Commit District Funds
- 6.7 Consider Adoption of BP 4033 *Lactation Accommodation*; BP 4100 *Certificated Personnel*; AG 4112.1 *Contracts*; BP/AG 4112.2 *Certification*; AG 4112.22 *Staff Teaching Students of Limited English Proficiency*; AG 4112.23 *Special Education Staff*; AG 4112.3/4212.3/4312.3 and E 4112.3 *Oath or Affirmation*; AG 4112.4/4212.4/4312.4 *Health Examinations*; BP/E 4112.9/4212.9/4312.9 *Employee Notifications*; BP 4161.9/4261.9/4361.9 *Catastrophic Leave Program*; and BP/AG 6173 *Education for Homeless Children, Second Reading*
- 6.8 Consider Adoption of BP/AG 4115 *Evaluation Supervision*; BP/AG 4116 *Probationary/Permanent Status*; AG 4117.11/4317.11 *Preretirement Part-Time Employment*; BP 4117.2 *Resignation*; BP 4117.3 *Personnel Reduction*; AG 4117.5/4217.5/4317.5 *Termination Agreements*; AG 4117.6 *Decision Not to Rehire*; AG 4117.7 *Employment Status Report*; BP/AG 4118 *Dismissal/Suspension/Disciplinary Action*; BP 4119.1/4219.1/4319.1 *Civil and Legal Rights*; BP/E 4119.21/4219.21/4319.21 *Professional Standards*; BP 4119.23/4219.23/4319.23 *Unauthorized Release of Confidential/Privileged Information*; BP/AG 4119.25/4219.25/4319.25 *Political Activities of Employees, First Reading*



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7.0 SUPERINTENDENT / PRINCIPAL REPORT

8.0 BOARD MEMBER COMMENTS / COMMUNICATION

9.0 PUBLIC COMMENT ON CLOSED SESSION ITEM

10.0 CLOSED SESSION

With respect to every item of business to be discussed in closed session:

10.1 *PUBLIC EMPLOYMENT (GC § 54957)*

Title: Superintendent

10.2 *CONFERENCE WITH LABOR NEGOTIATOR (GC § 54957.6)*

Agency Negotiator: Board President

Unrepresented Employee: Superintendent

11.0 REPORT OUT FROM CLOSED SESSION

12.0 ADJOURNMENT

NOTICE: Any writing, not exempt from public disclosure under Government Code Section 6253.5, 6254, 6254.3, 6254.7, 6254.15, 6254.16, or 6254.22, which is distributed to all or a majority of the members of the governing board by any person in connection with a matter subject to discussion or consideration at an open meeting of the board is available for public inspection at Ridgewood School, 2060 Ridgewood Drive, Eureka CA.

CUTTEN SCHOOL DISTRICT Certified Staffing / Enrollment for 2020-2021
8/31/2020

Grade Level	Classroom Teacher	Classroom Aide	1st Day Class Size	Class Size	Grade	Grade Totals	School Totals
SDC	Rice, Delany	Cellis, Monica & Khan, Aliyah	10	10	SDC	10	
TK	Chastain, Amy	OKane, Taryn	14	14	TK	14	
K	Gabbert, Stacey	Thompson, Kristy	17	17			
K	Lemmon, Katrin	Thayer, Tracy	18	18			
K	Seghetti, Nadine	Filbey, Miranda	18	18			
K	Seymour, Melissa	Cardona, Camille	16	16	Kindergarten	69	Ridgewood
1	Dickinson, Lori	Klgore, Jessica	22	22			Total
1	Escutia, Liz	Moser, Shara	22	22			261
1	Kencke, Joe	Ender, Daphne	21	21			
1	Watkins, Lindsay	Pino, Karen	23	23	First	88	
2	Filbey, Audrea	Garrett, Sage	21	21			
2	Hinrichs, Dani	Hartridge, Catherine	20	20			
2	Rice, Suzanne	Blaisdel, Leina	19	19			
2	Richards, Mike	Lyon, Hilary	20	20	Second	80	
3	Ng, Christy	Hulstrom, Gidget	21	21			
3	Rutter, Darcie		21	21			
3	Sligh, Annette		21	21			
3	Watson, Harriet	Hulstrom, Mike	21	21	Third	84	Cutten
4	Bradbury, Sydney	Gutierrez, Teia	24	24			Total
4	Code, Jen	Brunton, Taunya	24	24			325
4	Ibbitson, Bethany		24	24			
4	Wheeler, Jesse		23	23	Fourth	95	
5	Benbow, Tracy	Wheeler, Sharon	26	26			
5	Hague, Jaime / Smith, Alicia	Chera, Judy	27	27			
5	Yip, Andrea	Baskin, Rachel	26	26	Fifth	79	
6	Cook, Kaycee		21	21			
6	Mitchell, Brandee	Stewart, Kristen	23	23			
6	Nelson, Scott	Willis, Molly	23	23	Sixth	67	
		Totals	586	586		586	District Total
			updated 8-31-2020				586

CUTTEN SCHOOL DISTRICT
BOARD MINUTES
December 14, 2020
6:30 p.m.
Via Zoom Videoconference

- 1.0 CALL TO ORDER – The meeting was called to order at 6:30 p.m.
 - 1.1 Board members in attendance: Becky Reece, Andy Sundquist, Mary DeWald
Beth Johnston and Dennis Reinholtsen
- 2.0 MATTERS OF THE BOARD
 - 2.1 Becky Reece and Beth Johnston took the Oath of Office as Newly Elected Trustees
- 3.0 CONSENT AGENDA

Motion by Becky Reece, second by Mary DeWald, to approve the consent agenda. Motion carried 5-0 by roll call vote.
- 4.0 VISITOR COMMENTS ON NON-AGENDA ITEMS – None Offered
- 5.0 REPORTS
 - 5.1 Cutten Ridgewood PTA Report – Sue Ivey reported that the auditor position on the PTA was ratified at the December 1st meeting. All board positions have been filled. Founder’s Day is February 11th and planning is underway. The spirit wear online store is open until Friday December 18th at midnight. The next meeting is scheduled for January 5, 2021 at 6:30 p.m. via Zoom.
 - 5.2 School Site Council Report – August Deshais reported that the next School Site Council Meeting is December 15th. Susie Smelser joined the council at the last meeting filling the vacant other staff representative position. Kami Edmonds is set to join the council as the new parent representative at the next meeting. The school site safety plan was approved at the last meeting and will be brought to the board in January.
 - 5.3 2021-22 New Student Registration Report – Sue Ivey reported that registration is different this year as there are not very many people coming to our campuses. As of last Thursday, the district had 1 TK form out and 1 returned, and 5 Kindergarten forms out and 2 returned. At this time last year there were 39 Kindergarten forms out and 20 returned. The district has put the registration forms online this year for the first time. The district has updated the TK/Kindergarten brochure and it is posted to the PTA website and August is also posting it to the district’s other social media. Registration is open until the 2021-22 school year starts, but interdistrict transfers have to be in by February 1st. The district is now able to advertise. The board directed the district to look into advertising with signs, radio and flyers to preschool and daycare centers.
 - 5.4 HBTA Report – Amy Chastain reported that the children are learning despite not being in traditional school. The teachers are making distance learning as positive as possible. Amy reported that teachers are using innovative ways to bring excitement and fun to the virtual classroom. One positive thing in distance learning is the attendance is very good and even when kids are missing class the parents have been good at letting the teachers know why. Everyone is missing traditional classroom learning and school events, but we are setting a good example to the students of being good citizens and protecting our community as much as possible.
- 6.0 CORRESPONDENCE
 - 6.1 Letter from CDE: Approval of LCAP Federal Addendum
- 7.0 INFORMATION/POSSIBLE ACTION ITEMS
 - 7.1 Consider Approval of 2020-2021 School Board Organization – Officers, Meeting Dates & Times – Motion by Dennis Reinholtsen to appoint Becky Reece as President, second by Mary DeWald. Motion carried 5-0 by roll call vote. Motion by Mary DeWald to appoint Dennis Reinholtsen as Clerk, second by Becky Reece. Motion carried 5-0 by roll call vote. Motion by Becky Reece to continue school board meetings the second Monday of the month at 6:30 p.m., second by Mary DeWald. Motion carried 5-0 by roll call vote.

- 7.2 Consider Approval of Certification of First Interim Report – Motion by Becky Reece to certify the First Interim Report as positive, second by Dennis Reinholtsen. Motion carried 5-0 by roll call vote.
- 7.3 Consider Approval of LCFF Budget Overview for Parents – Motion by Mary DeWald to approve the LCFF Budget Overview for parents with the addition of further labels on the graph if possible, second by Becky Reece. Motion carried 5-0 by roll call vote.
- 7.4 Consider Adoption of BP 4033 Lactation Accommodation; BP 4100 Certificated Personnel; AG 4112.1 Contracts; BP/AG 4112.2 Certification; AG 4112.22 Staff Teaching Students of Limited English Proficiency; AG 4112.23 Special Education Staff; AG 4112.3/4212.3/4312.3 and E 4112.3 Oath or Affirmation; AG 4112.4/4212.4/4312.4 Health Examinations; BP/E 4112.9/4212.9/4312.9 Employee Notifications; BP 4161.9/4261.9/4361.9 Catastrophic Leave Program; and BP/AG 6173 Education for Homeless Children, First reading – Trustees reviewed the policies and offered no changes. Policies will return for a second reading at the December school board meeting.
- 7.5 Consider Extending Long-term Substitute Position – Motion was made by Dennis Reinholtsen and seconded by Becky Reece to extend the log-term substitute position through the second trimester. Motion carried 5-0 by roll call vote.

8.0 SUPERINTENDENT/PRINCIPAL REPORT

8.1 Sue Ivey reported that HCOE is offering a Masters in Governance training for board members and administration. The cost of the course is \$2,000 but HCOE is covering half, so the cost to the district would be \$1,000 per participant. There are 5 classes, and each class is four hours. Board members should let Sue know if they are interested. August Deshais reported that the student council has been working on two projects this month. One is a canned food drive that ends this Friday, and the other is the spirit day schedule which kicks off this Friday with pajama day. Andrea Yip reported that the student council is excited about community service this year and is looking at possible distance fundraising opportunities to leave the school something to remember. August Deshais reported that the parent survey closed today, and he is in the process of sorting the data. The final results will be shared at the School Site Council meeting tomorrow. August shared some preliminary results of the survey. Sue Ivey reported that the benches have arrived and will be installed at both campuses. Touchless faucets have been ordered and should arrive any day. Short throw projectors and screens have been ordered. The drinking fountain grant project that began two years ago is finally at the installation stage, to be installed by Maples Service. The District received no bids on the HVAC project and will be flying the project again. Design Air is coming to reconfigure the HVAC in the portables to improve the air flow. Three teachers at Cutten have volunteered as the Yearbook Committee.

9.0 BOARD MEMBER COMMENTS/COMMUNICATION

9.1 Becky Reece commented that she has ordered spirit wear from the PTA.

10.0 PUBLIC COMMENT ON CLOSED SESSION – None Offered

11.0 CLOSED SESSION – 7:48 p.m.

With respect to every item of business to be discussed in closed session:

CONFERENCE WITH LABOR NEGOTIATOR 9GC SECTION 54957.6)

Agency Negotiator: Susan Ivey

Organization representing Employees: Humboldt Bay Teachers Association

12.0 RECONVENE TO OPEN SESSION – 8:25 p.m.

12.1 No reportable action was taken.

13.0 ADJOURNMENT – Meeting was adjourned at 8:25 p.m.

Respectfully submitted,


Sue Ivey

Secretary to the Board

ACCOUNTS PAYABLE - BOARD PAYMENT REPORT

Report Cover Sheet

General Settings

Report Name
Printed
District
Logon
Fiscal Year

ACCOUNTS PAYABLE - BOARD PAYMENT REPORT
1/6/2021 7:51:53 AM
09
tarwood
2021

Options

Report Title

DECEMBER AP BOARD REPORT

Filters

Transaction Type:
Board Meeting Date:
From Transmittal Number:
To Transmittal Number:
Audit Type:
Fiscal Year:
Sort By:
Print Description:
Include Vendor Address:
Page Break By Transmittal:
Include Voided Transmittal:

ALL
01/11/2021
21000022
21000026
ALL
2021
Vendor Name
Board Description
NO
NO
NO

HUMBOLDT COUNTY OFFICE OF EDUCATION
ACCOUNTS PAYABLE - BOARD PAYMENT REPORT

DECEMBER AP BOARD REPORT

Board of Trustees Meeting 01/11/2021

Fiscal Year: 2021

09 Cutten

Transmittal Number: 21000022-0 AUDIT

Reference	Vendor	Description	Amount
PV210444-001	(HARRIS) SHAFER'S ACE HARDWARE	ONGOING MAINTENANCE	83.69
PV210445-001	(HARRIS) SHAFER'S ACE HARDWARE	ONGOING MAINTENANCE	30.16
		Total Payment Amount	113.85
PV210446-001	ADVANCED SECURITY SYSTEM	ALARM MONITORING	121.50
		Total Payment Amount	121.50
PV210455-001	AT&T CALNET 2	PHONE SERVICE	137.16
PV210456-001	AT&T CALNET 2	PHONE SERVICE	139.15
		Total Payment Amount	276.31
PV210447-001	BCA ARCHITECTS	ARCHITECTURAL SERVICES BOND	514.11
		Total Payment Amount	514.11
PV210457-001	CAMPTON ELECTRIC	MAINTENANCE SUPPLIES	178.43
		Total Payment Amount	178.43
PV210448-001	CRYSTAL SPRINGS BOTTLED WATER	BOTTLED WATER SERVICE	8.00
		Total Payment Amount	8.00
PV210461-001	HUMB COMMUNITY SERVICES DIST	WATER/SEWER NOV 2020	61.42
PV210462-001	HUMB COMMUNITY SERVICES DIST	WATER/SEWER NOV 2020	51.12
PV210463-001	HUMB COMMUNITY SERVICES DIST	WATER/SEWER NOV 2020	282.66
		Total Payment Amount	395.20
PV210458-001	NATIONAL GEOGRAPHIC	RENEWAL NAT GEO FOR KIDS	45.00
		Total Payment Amount	45.00
PV210450-001	NCS PEARSON INC	SPECIAL ED SUPPLIES	88.00
PV210451-001	NCS PEARSON INC	SPECIAL ED SUPPLIES	690.14
		Total Payment Amount	778.14
PV210449-001	P G & E	PG&E NOVEMBER 2020	379.63
PV210464-001	P G & E	PG&E NOVEMBER 2020	3,937.81
		Total Payment Amount	4,317.44
PV210465-001	PIERSON BLDG CENTER	ONGOING MAINTENANCE	57.47
		Total Payment Amount	57.47

HUMBOLDT COUNTY OFFICE OF EDUCATION
ACCOUNTS PAYABLE - BOARD PAYMENT REPORT

DECEMBER AP BOARD REPORT

Board of Trustees Meeting 01/11/2021

Fiscal Year: 2021

09 Cutten

Transmittal Number: 21000022-0 AUDIT

Reference	Vendor	Description	Amount
PV210452-001	POWELL LANDSCAPING MATERIALS	SAND	30.92
		Total Payment Amount	30.92
PV210453-001	SECURITY LOCK & ALARM	CONVERT DOOR TO COMMERCIAL LEV	497.51
		Total Payment Amount	497.51
PV210467-001	SEYMOUR, MELISSA	REIMBURSE SEYMOUR - SUPPLIES	391.89
		Total Payment Amount	391.89
PV210468-001	T-MOBILE	MOBILE HOTSPOTS	600.00
		Total Payment Amount	600.00
PV210459-001	U.S. BANK EQUIPMENT FINANCE	PRINTER/COPIER AGREEMENT	99.91
PV210460-001	U.S. BANK EQUIPMENT FINANCE	PRINTER/COPIER AGREEMENT	30.44
		Total Payment Amount	130.35
PV210469-001	U.S. BANK	INSTRUCTIONAL MATERIALS	24.95
PV210470-001	U.S. BANK	PROFESSIONAL DEVELOPMENT	50.00
PV210471-001	U.S. BANK	MTSS SUPPLIES	92.35
PV210472-001	U.S. BANK	ZOOM SUBSCRIPTION	459.77
PV210473-001	U.S. BANK	MTSS SUPPLIES	647.48
PV210474-001	U.S. BANK	MUSIC SUPPLIES	9.35
PV210475-001	U.S. BANK	MUSIC SUPPLIES	24.76
PV210476-001	U.S. BANK	MTSS SUPPLIES	12.37
PV210477-001	U.S. BANK	TECHNOLOGY SUPPLIES	1,035.00
		Total Payment Amount	2,356.03
PV210466-001	VALLEY PACIFIC PETROLEUM SVCS	DIESEL FUEL	26.24
		Total Payment Amount	26.24
		Transmittal Total	10,838.39
		Fund Summary:	
		Fund 01	10,324.28
		Fund 21	514.11
		Total Payment Amount	22.20
		Total Payment Amount	22.20

Transmittal Number: 21000023-0 AUDIT

PV210478-001 AT&T CALNET 2

HUMBOLDT COUNTY OFFICE OF EDUCATION
ACCOUNTS PAYABLE - BOARD PAYMENT REPORT

DECEMBER AP BOARD REPORT

Board of Trustees Meeting 01/11/2021

Fiscal Year: 2021

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Transmittal Number: 21000023-0 AUDIT

Reference	Vendor	Description	Amount
PV210479-001	CRYSTAL SPRINGS BOTTLED WATER	BOTTLED WATER SERVICE	14.00
		Total Payment Amount	14.00
PV210492-001	DAVID L. MOONIE & CO. LLP	19-20 AUDITING SERVICES	1,600.00
		Total Payment Amount	1,600.00
PV210480-001	HUMB COMMUNITY SERVICES DIST	WATER/SEWER DEC 2020	237.60
		Total Payment Amount	237.60
PV210484-001	MENDES SUPPLY COMPANY	CUSTODIAL SUPPLIES	126.29
PV210485-001	MENDES SUPPLY COMPANY	CUSTODIAL SUPPLIES	723.61
		Total Payment Amount	849.90
PV210481-001	MENDES, ERIK	DL SUPPLIES/IT SERVICES	15,744.71
PV210482-001	MENDES, ERIK	DL SUPPLIES/IT SERVICES	6,205.68
PV210483-001	MENDES, ERIK	DL SUPPLIES	27,147.79
		Total Payment Amount	49,098.18
PV210486-001	MIRACLE PLAYSYSTEMS INC.	GROUNDS SUPPLIES	16,388.19
		Total Payment Amount	16,388.19
CM210014-001	PRO PACIFIC FRESH	RETURNED FOOD	(34.25)
PV210487-001	PRO PACIFIC FRESH	FOOD FOR CAFETERIA	358.54
		Total Payment Amount	324.29
PV210488-001	RAY MORGAN CO	COPIERS MAINTENANCE AGREEMENT	943.84
		Total Payment Amount	943.84
PV210489-001	ROSETTA STONE LTD	LANGUAGE SOFTWARE	345.00
		Total Payment Amount	345.00
PV210490-001	SYSCO SACRAMENTO	FOOD FOR CAFETERIA	466.26
		Total Payment Amount	466.26
PV210491-001	U.S. BANK EQUIPMENT FINANCE	PRINTER/COPIER AGREEMENT	111.55
		Total Payment Amount	111.55
PV210493-001	VIRCO MFG. CORPORATION	FURNITURE	499.74

HUMBOLDT COUNTY OFFICE OF EDUCATION
ACCOUNTS PAYABLE - BOARD PAYMENT REPORT

Board of Trustees Meeting 01/11/2021

09 Cutten

Fiscal Year: 2021

Transmittal Number: 2100023-0 AUDIT

Total Payment Amount 499.74

Transmittal Total 70,900.75

Fund Summary: Fund 01 70,110.20
 Fund 13 790.55

Transmittal Number: 2100024-0 AUDIT

Reference	Vendor	Description	Amount
PV210503-001	(HARRIS) SHAFER'S ACE HARDWARE	ONGOING MAINTENANCE	80.25
PV210504-001	(HARRIS) SHAFER'S ACE HARDWARE	ONGOING MAINTENANCE	72.87
PV210505-001	(HARRIS) SHAFER'S ACE HARDWARE	ONGOING MAINTENANCE	23.69
PV210506-001	(HARRIS) SHAFER'S ACE HARDWARE	ONGOING MAINTENANCE	5.38
		Total Payment Amount	182.19

PV210507-001	CLENDENEN'S CIDER WORKS	FOOD	38.00
		Total Payment Amount	38.00

PV210498-001	DESHAIS, AUGUST	REIMB-DESHAIS POSTAGE/SUPPLIES	106.81
		Total Payment Amount	106.81

PV210508-001	DESIGN AIR	INSPECT PORTABLE HVAC SYSTEMS	875.00
		Total Payment Amount	875.00

PV210494-001	ESCUTIA, ELIZABETH	DL CURRICULUM	115.45
PV210495-001	ESCUTIA, ELIZABETH	INSTRUCTIONAL SUPPLIES	239.32
		Total Payment Amount	354.77

PV210499-001	HAGUE, JAIME	COVID SUPPLIES	350.10
		Total Payment Amount	350.10

PV210500-001	IBBITSON, BETHANY	COVID SUPPLIES - PPE	200.00
		Total Payment Amount	200.00

PV210502-001	JENNIFER JOHNSTON	TOTES FOR DL FOOD SERVICE	137.48
		Total Payment Amount	137.48

PV210509-001	P G & E	PG&E DECEMBER 2020	1,089.04
		Total Payment Amount	1,089.04

HUMBOLDT COUNTY OFFICE OF EDUCATION
ACCOUNTS PAYABLE - BOARD PAYMENT REPORT

DECEMBER AP BOARD REPORT

Board of Trustees Meeting 01/11/2021

Fiscal Year: 2021

09 Cutten

Transmittal Number: 21000024-0 AUDIT

Reference	Vendor	Description	Amount
PV210510-001	PRO PACIFIC FRESH	FOOD FOR CAFETERIA	91.60
		Total Payment Amount	91.60
PV210496-001	SMITH, AMY	SMITH-CLASS SUPPLIES	81.67
PV210497-001	SMITH, AMY	SMITH-COVID 19 SUPPLIES	26.00
		Total Payment Amount	107.67
PV210511-001	SUDDENLINK	CABLE FOR CLASSROOM	32.32
		Total Payment Amount	32.32
PV210501-001	SUSAN IVEY	REIMB-SUE IVEY 12/7/20	1,295.70
		Total Payment Amount	1,295.70
		Transmittal Total	4,860.68

Fund Summary: Fund 01 Fund 13

4,731.08
129.60

Transmittal Number: 21000025-0 AUDIT

Reference	Vendor	Description	Amount
PV210512-001	DEPARTMENT OF JUSTICE	FINGERPRINTING NOV 20	96.00
		Total Payment Amount	96.00
PV210513-001	DESHAIS, AUGUST	REIMB-DESHAIS MTSS SUPPLIES	313.25
		Total Payment Amount	313.25
PV210514-001	FLORES, BRENDA	FLORES MILEAGE REIMBURSEMENT	106.72
		Total Payment Amount	106.72
PV210521-001	FRESZ, KRISTYN	REIMB-FRESZ MTSS CONFERENCE	250.00
		Total Payment Amount	250.00
PV210515-001	GREENWIRED	SOLAR INSTALLATION RIDGEWOOD	47,573.86
		Total Payment Amount	47,573.86
PV210516-001	MIRANDA JOHNSTON	MTSS CONFERENCE	250.00
		Total Payment Amount	250.00
PV210517-001	MISSION LINEN INDUST. SERV	LAUNDRY	191.43

HUMBOLDT COUNTY OFFICE OF EDUCATION
ACCOUNTS PAYABLE - BOARD PAYMENT REPORT

DECEMBER AP BOARD REPORT

Board of Trustees Meeting 01/11/2021

Fiscal Year: 2021

09 Cutten

Transmittal Number: 21000025-0 AUDIT

Reference	Vendor	Description	Amount
PV210518-001	MISSION LINEN INDUST. SERV	LAUNDRY	191.43
PV210519-001	MISSION LINEN INDUST. SERV	LAUNDRY	141.18
		Total Payment Amount	524.04

PV210520-001	PIERSON BLDG CENTER	BENCH INSTALLATION SUPPLIES	76.22
		Total Payment Amount	76.22

Transmittal Total

49,190.09

Fund Summary: Fund 01

49,190.09

Transmittal Number: 21000026-0 AUDIT

PV210523-001	(HARRIS) SHAFER'S ACE HARDWARE	ONGOING MAINTENANCE	45.21
PV210524-001	(HARRIS) SHAFER'S ACE HARDWARE	BENCH INSTALLATION SUPPLIES	22.17
		Total Payment Amount	67.38

PV210522-001	ADVANCED SECURITY SYSTEM	REPLACE MOTION SENSOR	239.48
		Total Payment Amount	239.48

PV210525-001	CARTER, ALVICE	INSTRUMENT REPAIR	17.60
PV210526-001	CARTER, ALVICE	INSTRUMENT REPAIR	22.00
PV210527-001	CARTER, ALVICE	INSTRUMENT REPAIR	17.00
		Total Payment Amount	56.60

PV210528-001	MENDES, ERIK	TECHNOLOGY SERVICES	1,345.99
		Total Payment Amount	1,345.99

PV210529-001	MTI	TRANSLATION SERVICES	68.75
		Total Payment Amount	68.75

PV210530-001	MULTIMEDIA CONSULTING SERVICES	PROJECTORS/WHITEBOARDS	69,283.76
		Total Payment Amount	69,283.76

PV210538-001	MURPHY'S MARKET	MILK FOR CAFETERIA	39.57
PV210539-001	MURPHY'S MARKET	MILK FOR CAFETERIA	112.05
PV210540-001	MURPHY'S MARKET	FOOD FOR CAFETERIA	9.96
PV210541-001	MURPHY'S MARKET	MILK FOR CAFETERIA	121.45
PV210542-001	MURPHY'S MARKET	FOOD FOR CAFETERIA	38.80

HUMBOLDT COUNTY OFFICE OF EDUCATION
ACCOUNTS PAYABLE - BOARD PAYMENT REPORT

DECEMBER AP BOARD REPORT

Board of Trustees Meeting 01/11/2021

09 Cutten

Fiscal Year: 2021

Transmittal Number: 21000026-0 AUDIT

Reference	Vendor	Description	Total Payment Amount	Amount
PV210531-001	P G & E	PG&E DECEMBER 2020	321.83	573.86
		Total Payment Amount		573.86
PV210534-001	REVOLVING CASH FUND	REVOLVING CASH REIMBURSEMENT	139.98	139.98
		Total Payment Amount		139.98
PV210532-001	SHAFERS HARDWARE	ONGOING MAINTENANCE	60.74	60.74
PV210533-001	SHAFERS HARDWARE	ONGOING MAINTENANCE	11.65	11.65
		Total Payment Amount		72.39
PV210535-001	SMART FOODSERVICE	CAFETERIA FOOD/SUPPLIES	183.33	183.33
PV210536-001	SMART FOODSERVICE	CAFETERIA FOOD/SUPPLIES	283.31	283.31
PV210537-001	SMART FOODSERVICE	CAFETERIA FOOD/SUPPLIES	305.02	305.02
		Total Payment Amount		771.66
		Transmittal Total	72,941.68	
		Fund Summary:		
		Fund 01	71,715.16	
		Fund 13	1,226.52	
		Grand Total:	208,731.59	
	Payment Count:	60	Transmittal Count:	5

The above Payable transactions have been issued in accordance with the District's policies and procedures. It is recommended that the Board of Trustees approve them.

 Authorized Agent

 Board Approval

LORI—CUT DEC

09 Cutten

Pay Cycle: 12 Cycle Type: R W-Date: 12/31/2020
Pay Cal: CEMEND, CLMEND

Fiscal Year: 2021

HUMBOLDT COUNTY OFFICE OF EDUCATION
Employee Payroll Earnings Prolist



Payroll Totals - District 09 83 First Time Paid Employees 1 STRS P/U 32.0 B/O 0.0 REG 0.0 RET 1

Total Employees Paid 15 DNP Payout only 0 PERS P/U 11.0 B/O 0.0 REG 0.0 RET 1

EFT Payments 68 EFT/Prenote Restriction 0 Non-Mem 20.0 ARS 0.0 REG 0.0

EFT/Prenote (Receiving Warrant)

Salary Totals Position 324,824.77 Longevity 0.00 Shift 0.00 Oth Base 400.00 Tot Base 325,224.77 Non-Base 11,435.48 GROSS 336,660.25

Totals By Pny	Position	Longevity	Shift	Oth Base	Tot Base	Non-Base	GROSS	PD	Position
P	POSITION- MAGIC				324,824.08		0.00	PD	POSITION DOCK
PR	POSITION- RETRO				0.00		0.69	PY	GENERATED ADJ 2
PZ	GENERATED ADJ 3				0.00		0.00	PU	GENERATED ADJ 5
PV	GENERATED ADJ 6				0.00		0.00	O	OTHER BASE EARN
OA	OTHER BASE ADJ				0.00		0.00	M	MANUAL PAY LINE
MD	MANUAL DOCK				0.00		2,202.30	C	CASH INLIEU
CA	CASH INLIEU ADJ				0.00				

Totals By Earn Type	ADD1*	ADD EARNPERS-STRS C	**DO NOT	ADD2	ADD EARNINGS/NON-CRE
125R	REFUND-RC125 CONTRI	0.00	DNP	0.00	MAST
CELL	CELL PHONE ALLOWANCE	280.00	DNP	0.00	MAST
NML	NORMAL PAY	330,892.75	OFFS	0.00	OT-1
OT-2	OT/PERS OVR HR WK/ST	0.00	PROF	0.00	STP1
STP2	STIPEND/PERS & STRS	2,600.00	SUB	2,487.50	SUB9
WC01	WORKERS COMP PAYMENT	0.00	SUBSTITUTE		SUBSTITUTE WORKOVER

Total Hours 286,7500 Total Days 14,5000

Employee Deductions	STRS GR	FICA GR	FIT	HW DED	SUBJ DNP
T403B	5,700.00	254,370.26	70,090.84	19,941.34	0.00
T457B	0.00	26,181.00	4,345.62	1,394.73	5,672.50
S125	27,671.63	57,986.12	308,988.62	5,550.18	0.00
NTX GR	0.00	4,059.02	4,480.37	751.00	0.00
NTX RET	30,240.02	0.00	0.00	0.00	0.00
FIT GR	273,048.60	273,048.60	0.00	0.00	0.00

Employer Costs	PERS	PERS B/O	ARS	FICA	MEDI	HSA
STRS	41,080.82	12,003.13	0.00	4,345.62	4,480.37	0.00
WC	6,952.27	154.51	49,745.63	308,988.62	308,988.62	118,762.35
TOTAL						



Cuttan School District

4182 Walnut Drive
 Eureka, California 95503
 (707) 441-3900 • Fax: (707) 441-3906

SUPERINTENDENT/PRINCIPAL
 Sue Ivey

Quarterly Report on Williams Uniform Complaints (Education Code §35186)

Quarterly Reporting Period (please check one)

- First Quarter 2020 January 1 through March 31, 2020
- Second Quarter 2020 April 1 through June 30, 2020
- Third Quarter 2020 July 1 through September 30, 2020
- Fourth Quarter 2020 October 1 through December 31, 2020

PLEASE CHECK THE BOX THAT APPLIES:

- No complaints were filed** with any school in the district during the quarter indicated above.
- Yes, complaints were filed** with schools in the district during the quarter indicated above. The following chart summarizes the nature and resolution of these complaints.

Area	Total # of Complaints	# Resolved	# Unresolved
Textbooks and Instructional Materials	0		
Teacher Vacancy or Mis assignment	0		
Facilities Conditions	0		
TOTALS	0		

Susan Ivey

(Print Name of District Superintendent)

(Signature of District Superintendent)

Please return hard copy to:
 Rosemarie Butler, School Support
 Humboldt County Office of Education
 or Fax: **707-445-7149**

by: Quarter 1 due: 04/15/2019
 Quarter 2 due: 07/15/2019
 Quarter 3 due: 10/15/2019
 Quarter 4 due: 01/15/2020

CUTTEN ELEMENTARY SCHOOL DISTRICT

School Site Council Minutes - DRAFT

December 15, 2020, 5:30 pm

Zoom Meeting Link: <https://zoom.us/j/92835061653> Meeting ID: 928 3506 1653

1. Call to Order
Council chair, Karen Bazzano, called the meeting to order at 5:33pm. Present: Karen Bazzano, Diana Baclagan, Amber Syvertson, Kami Edmonds, Kaycee Cook, Lori Dickinson, and August Deshais. Absent: Chris Mikkelsen and Audrea Filbey
2. Consider Approval of Agenda Order
Kaycee Cook moved /Diana Baclagan seconded to approve agenda order. Motion passed unanimously.
3. Consider Approval of October 27 and November 17, 2020 Minutes
Minutes approved without changes by unanimous consent.
4. Public Comment: *Persons wishing to address the school site council on non-agenda items (except personnel) are invited to do so at this time. In the interest of time and order, each speaker may be limited to three minutes (3) to address the school site council, with no more than twenty (20) minutes total of public comment.*
No public comment made.
5. Welcome New Parent Representative
The council formally welcomed Kami Edmonds as our newest parent representative.
6. District Report
August reported on current enrollment and the interdistrict transfer timeline, the success of picture day, the student council food drive and upcoming spirit day, and on several facilities projects currently underway at both sites.
7. Information/Discussion
 - a. LCAP Update
August shared that Sue Ivey is attending the first two LCAP coordinator meetings of the school year this week, and will attend the January site council meeting with information to share regarding the 2021-22 LCAP. August also let the council know a community LCAP input meeting will be held in January.
 - b. Review Results of Distance Learning Survey
August shared the results of the recent family survey regarding distance learning. Discussion regarding the results included:
 - **Teachers sharing writing support tips with families**
 - **The value of being able to connect with teachers, including 1-on-1**

- **Concerns about the overall academic and social progress of students**
 - **The results of the survey will be discussed further with the Leadership Team.**
- c. First Reading of 2020 Single Plan for Student Achievement Plan (Ridgewood and Cutten Schools)
August presented a draft SPSA for each site, discussing their role in clearly defining how Title funds are spent to support students. The council will further discuss the plans at the January meeting, considering adoption at that time.
8. Announcements
- a. Next Meeting- Tuesday, January 19, 2020 at 5:30 pm.
9. Adjournment
Meeting adjourned at 6:14pm

**Registration Report
January 2021**

TRANSITIONAL KINDERGARTEN				
YEAR	FORMS OUT	RETURNED	RESIDENT STILL OUT	NONRESIDENT STILL OUT
Jan 2021	6	6	0	0
Jan 2020	12	12	0	0
Jan 2019	18	12	4	2
Jan 2018	10	7	3	0
Jan 2017	14	9	5	0
Jan 2016	12	7	5	0
Jan 2015	9	6	2	1
KINDERGARTEN				
Jan 2021	14	7	3	4
Jan 2020	48 + 24 TK	36	19	1
Jan 2019	55 + 26 TK	29	15	11
Jan 2018	42 + 21 TK	26	10	6
Jan 2017	48 + 19 TK	29	9	10
Jan 2016	54 + 24 TK	30	17	7
TK & KINDERGARTEN - PREVIOUS YEARS' DATA				
YEAR	FORMS OUT	RETURNED	RESIDENT STILL OUT	NONRESIDENT STILL OUT
Jan 2014	53	36	11	6
Jan 2013	57	30	21	6
Jan 2012	54	28	20	6
Jan 2011	56	32	17	7

Based on numbers from this report:

14 TK in 2020-21
14 registered as of Jan.
 28 Kindergarten 21-22

REGISTRATION, GRADES 1 - 6

Grade	In dist	Returned	Out of dist	Returned
1	1	1	0	0
2	0	0	0	0
3	0	0	0	0
4	0	0	0	0
5	0	0	0	0
6	0	0	0	0

Comparative enrollment for first day of school

	SDC	TK	K	1	2	3	4	5	6	TOTAL
2020 - 21	10	14	69	88	80	84	95	79	67	586
2019 - 20	11	23	93	80	82	104	80	86	76	635
2018 - 19	10	27	81	77	88	83	81	86	76	609
2017 - 18	5	21	79	88	81	79	82	80	84	599
2016 - 17	NA	19	93	82	84	85	84	85	81	613
2015 - 16	NA	24	82	85	85	88	78	92	68	602
2014 - 15	NA	20	84	76	82	76	86	72	77	573
2013 - 14	NA	17	75	86	81	83	77	82	68	569
2012 - 13	NA	1	77	79	82	80	88	73	72	552
2011 - 12	NA	NA	82	92	80	83	78	71	64	550

**STATEMENT OF ECONOMIC INTERESTS
 COVER PAGE
 A PUBLIC DOCUMENT**

Date Initial Filing Received
 Filing Official Use Only

Please type or print in ink.

NAME OF FILER (LAST) (FIRST) (MIDDLE)

1. Office, Agency, or Court

Agency Name (Do not use acronyms)

Division, Board, Department, District, if applicable Your Position

► If filing for multiple positions, list below or on an attachment. (Do not use acronyms)

Agency: Position:

2. Jurisdiction of Office (Check at least one box)

- State
- Multi-County
- City of
- Judge, Retired Judge, Pro Tem Judge, or Court Commissioner (Statewide Jurisdiction)
- County of
- Other

3. Type of Statement (Check at least one box)

- Annual:** The period covered is January 1, 2020, through December 31, 2020.
- Leaving Office:** Date Left (Check one circle.)
- Assuming Office:** Date assumed
- Candidate:** Date of Election and office sought, if different than Part 1:
- The period covered is January 1, 2020, through the date of leaving office.
- The period covered is through the date of leaving office.

4. Schedule Summary (must complete) ► Total number of pages including this cover page:

Schedules attached

- Schedule A-1 - Investments** – schedule attached
- Schedule A-2 - Investments** – schedule attached
- Schedule B - Real Property** – schedule attached
- Schedule C - Income, Loans, & Business Positions** – schedule attached
- Schedule D - Income – Gifts** – schedule attached
- Schedule E - Income – Gifts – Travel Payments** – schedule attached

-or- **None - No reportable interests on any schedule**

5. Verification

MAILING ADDRESS STREET CITY STATE ZIP CODE
 (Business or Agency Address Recommended - Public Document)

DAYTIME TELEPHONE NUMBER EMAIL ADDRESS
 ()

I have used all reasonable diligence in preparing this statement. I have reviewed this statement and to the best of my knowledge the information contained herein and in any attached schedules is true and complete. I acknowledge this is a public document.

I certify under penalty of perjury under the laws of the State of California that the foregoing is true and correct.

Date Signed (month, day, year)

Signature (File the originally signed paper statement with your filing official.)

January 7, 2021

Sue Ivy, Superintendent
Cuttan School District
4182 Walnut Drive
Eureka, CA 95503

Subject: Certification of 2020-2021 First Interim Report

Dear Sue,

Thank you for the timely submission of the district's 2020-2021 First Interim Report. We acknowledge that you and the governing board have issued a positive certification of the district's financial status.

In accordance with Education Code Section 42131, we have completed our review and analysis of the district's First Interim Report. Given the assumptions underlying these budget projections, we concur with your positive certification.

In addition we have reviewed the board approved Budget Overview for Parents document and have no recommendations at this time.

We wish to acknowledge and express our appreciation to the district's staff, the governing board and the community for their continued diligence and hard work. If you have any questions regarding our review process, please feel free to contact our office.

Sincerely,

Corey Weber
Director of Fiscal Services

CW: hg

c: Chris N. Hartley, Ed. D., Superintendent, HCOE,
District School Board President



COUNTY OF HUMBOLDT

JOHN BARTHOLOMEW
TREASURER-TAX COLLECTOR

825 FIFTH STREET ROOM 125
EUREKA, CALIFORNIA 95501

PHONE: 707-476-2450

FAX: 707-445-7608

TOLL FREE: 877-448-6829

EMAIL: taxinfo@co.humboldt.ca.us

Subject: Interest Apportionment Rate and Other Considerations

July 1, 2020

Honorable Board Members,

Your fund balances in the County Treasury from October through December 2019 (Fiscal 19/20 2nd Quarter) earned an annualized interest rate of 1.70%. For comparison purposes, the LAIF (Local Agency Investment Fund) rate was 2.29%.

Sorry this report is later than normal, but this office can only apportion interest once the Auditor's office closes the books each quarter; hence the delay.

The 2nd quarter of the fiscal year seems to have been a long time ago considering all that has happened since then ... a mere 6 months back. During that quarter the Feds reduced rates once by 25 basis points (bps) on October 31, 2019 because the economy was beginning to show signs of weakness. See the following link for a historical perspective:
<https://www.federalreserve.gov/monetarypolicy/openmarket.htm>

The Feds then reduced the Fed Funds rate another 50bps on March 3, and 100bps on March 16 as COVID-19 was finally recognized as a severe economic threat. The Federal Government followed up the interest rate reduction by monetizing 3 Trillion dollars of debt through the Federal Reserve to prop up the economy when 'Shelter-in-Place' orders became mandated in most states.

These are difficult times, but we'll get through them; and the county investment pool is solid.

As always, our goals are Safety, Liquidity and Yield. Let us know how we may be of service.

Sincerely,

John Bartholomew
Treasurer-Tax Collector

Humboldt County Treasury Team:

Whitney Morgan – Treasury Assistant
Amy Christensen – Treasury Assistant

#09 Schools
Cash Transactions Detail Report
Sorted by Fund - Fund
January 1, 2020 - January 1, 2020

Investment #	Fund	Issuer	Transaction Date	Receipt Number	Comment	Deposits	Withdrawals	Interest Received	Balance
Cutten School District									
5080	5080	Fund Participant	01/01/2020		Interest Earnings			11,685.18	2,473,069.55
						0.00	0.00	11,685.18	2,484,754.73
					Subtotal and Ending Balance				2,484,754.73
Cutten Facilities									
5082	5082	Fund Participant	01/01/2020		Interest Earnings			-108.21	-40,993.40
						0.00	0.00	-108.21	-41,101.61
					Subtotal and Ending Balance				-41,101.61
Cutten Net Pay Clearing									
5085	5085	Fund Participant	01/01/2020		Interest Earnings			247.04	118,336.32
						0.00	0.00	247.04	118,583.36
					Subtotal and Ending Balance				118,583.36
Cutten Accts pay Clearing									
5086	5086	Fund Participant	01/01/2020		Interest Earnings			1,945.44	470,091.57
						0.00	0.00	1,945.44	472,037.01
					Subtotal and Ending Balance				472,037.01
Cutten Special Reserve									
5415	5415	Fund Participant	01/01/2020		Interest Earnings			5,470.50	1,277,836.74
						0.00	0.00	5,470.50	1,283,307.24
					Subtotal and Ending Balance				1,283,307.24
Cutten Cafeteria									
5540	5540	Fund Participant	01/01/2020		Interest Earnings			54.18	-10,009.89
						0.00	0.00	54.18	-9,955.71
					Subtotal and Ending Balance				-9,955.71
					Total	0.00	0.00	19,294.13	4,307,625.02



COUNTY OF HUMBOLDT

JOHN BARTHOLOMEW
TREASURER-TAX COLLECTOR

825 FIFTH STREET ROOM 125
EUREKA, CALIFORNIA 95501

PHONE: 707-476-2450
FAX: 707-445-7608
TOLL FREE: 877-448-6829
EMAIL: taxinfo@co.humboldt.ca.us

Subject: Interest Apportionment Rate and Other Considerations

September 3, 2020

Honorable Board Members,

Your fund balances in the County Treasury from January through March (Fiscal 19/20 3rd Quarter) earned an annualized interest rate of 1.59%. For comparison purposes, the LAIF (Local Agency Investment Fund) rate was 2.03%.

As a look back the Fed's reduced the Fed Funds rate 50bps on March 3, and 100bps on March 16 as COVID-19 was finally recognized as a severe economic threat. The Federal Government followed up the interest rate reduction by monetizing 3 Trillion dollars of debt through the Federal Reserve to prop up the economy when 'Shelter-in-Place' orders became mandated in most states.

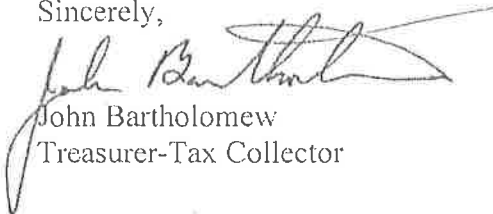
To give perspective on how interest rates effect authorized treasury pool investments, the longest-term maturity we can purchase per state code is 5 years, and as of today the 5 Year Treasury Rate is at 0.26%, compared to 1.35% last year. Incidentally, the long-term average of 5 Year rates is 3.89%.

Reducing interest rates has been the primary action, or tool, the Fed's have used for stimulating the economy during recent recessionary periods. They do this because lower interest rates make it less costly to borrow money, which in turn incentivizes people and industry to borrow more money or restructure existing debt. The Fed Funds rate on August 1, 2019 was 2.25%. Following the above reductions, the current "target rate" as of August 1, 2020 was 0.00 – 0.25%. Now what? These are difficult times.

Sorry this report is later than normal, but this office can only apportion interest once the Auditor's office closes the books each quarter; hence the delay.

As always, our goals are Safety, Liquidity and Yield. Let us know how we may be of service.

Sincerely,


John Bartholomew
Treasurer-Tax Collector

Humboldt County Treasury Team:

Whitney Morgan – Treasury Assistant
Amy Christensen – Treasury Assistant

#09 Schools
Cash Transactions Detail Report
Sorted by Fund - Fund
April 1, 2020 - April 1, 2020

Investment #	Fund	Issuer	Transaction Date	Receipt Number	Comment	Deposits	Withdrawals	Interest Received	Balance
Cutten School District									
5080	5080	Fund Participant	04/01/2020		Interest Earnings			10,869.09	2,268,423.63
						0.00	0.00	10,869.09	2,279,292.72
					Subtotal and Ending Balance				2,279,292.72
Cutten Facilities									
5082	5082	Fund Participant	04/01/2020		Interest Earnings			-162.86	-41,101.61
						0.00	0.00	-162.86	-41,264.47
					Subtotal and Ending Balance				-41,264.47
Cutten Net Pay Clearing									
5085	5085	Fund Participant	04/01/2020		Interest Earnings			521.12	198,255.57
						0.00	0.00	521.12	198,776.69
					Subtotal and Ending Balance				198,776.69
Cutten Accts pay Clearing									
5086	5086	Fund Participant	04/01/2020		Interest Earnings			1,869.38	446,074.24
						0.00	0.00	1,869.38	447,943.62
					Subtotal and Ending Balance				447,943.62
Cutten Special Reserve									
5415	5415	Fund Participant	04/01/2020		Interest Earnings			5,085.06	1,283,307.24
						0.00	0.00	5,085.06	1,288,392.30
					Subtotal and Ending Balance				1,288,392.30
Cutten Cafeteria									
5540	5540	Fund Participant	04/01/2020		Interest Earnings			38.72	-729.00
						0.00	0.00	38.72	-690.28
					Subtotal and Ending Balance				-690.28
					Total	0.00	0.00	18,220.51	4,172,450.58

**Cutten Elementary School District
Comprehensive School Safety Plan**

(Per Education Code Sections 32280-32289)

CDS Code

12-62745-000000

2020 - 2021

Contact Person: Susan Ivey

Position: Superintendent

Telephone Number: (707) 441-3930

E-Mail Address: sivey@cuttensd.org

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S.	Secure Campus	111
T.	Shelter in Place	113

I. GENERAL INFORMATION

A. School Site Council, Board of Trustees, School Administration, and Consulting Law Enforcement Representatives

School Site Council
Karen Bazzano, Chair Kaycee Cook, Second Chair Chris Mikkelsen, Secretary Diana Baclagan August Deshais Lori Dickinson Kami Edmonds Audrea Filbey Amber Syverston Susie Smelser
Board of Trustees
Mary DeWald Beth Johnston Becky Reece Dennis Reinholtsen Andrew Sundquist
School Administration
Susan Ivey, District Superintendent/Ridgewood School Principal August Deshais, Cutten School Principal
Consulting Law Enforcement Agencies
Humboldt Bay Fire Humboldt County Sheriff's Office

B. Recommendations and Assurances

The School Site Council (SSC) recommends this Comprehensive School Safety Plan to the district governing board for approval, and assures the board of the following:

1. The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law.
2. Under California Education Code 32281, the School Site Council or its delegates acts as the school safety planning committee, consisting of the following members:
 - The principal or the principal's designee
 - Three teachers who represent the certificated staff
 - Five parents or community members
 - One other employee who is a representative of non-classroom teaching staff
3. The School Site Council reviewed the content of the Comprehensive School Safety Plan and believes all legal requirements are met.
4. This plan was reviewed by staff in November 2020.
5. This plan was submitted to area law enforcement agencies for review in November 2020.
6. This school plan was adopted by the Cutten District School Site Council on November 17, 2020.
7. This school safety plan was approved by the board of trustees on January 11, 2021.

_____	_____	_____
Principal's Name	Principal Signature	Date
_____	_____	_____
School Site Council Chair Name	School Site Council Chair Signature	Date

C. District Profile

Cutten is a single-attendance elementary school district with students at two sites. Ridgewood School provides instruction for students in transitional kindergarten through second grade, and Cutten School serves students in grades three through six. We currently have a population of 583 students. Cutten School has a full-time principal, and the Ridgewood School principal is also the district superintendent. The staff totals 36 certificated and 45 classified employees. The Comprehensive School Safety Plan describes programs in place at our schools as well as strategies for continued improvement in providing a safe, orderly school environment conducive to learning.

D. School Vision and Mission

School Vision and Mission

Building a better world... one student at a time.

The Cutten School District, in partnership with our community, provides students with the academic and social skills necessary to become contributing members of a global community. We accomplish our mission by creating a joyful, student-centered, and consistent learning environment rich in the arts and sciences, where everyone knows they are respected members of the Cutten-Ridgewood family.

II. CURRENT STATUS

California Education Code Section 32282 requires schools include the current status of crime and related school-related functions.

A. Suspension Rate

School Crime Status and Reporting

Cutten Elementary School District complies with all federal regulations in the accumulation and reporting of data and statistics pertaining to expulsions, suspension, and truancy information to satisfy NCLB requirements. In accordance with those requirements it has been determined that Cutten District is NOT at risk of being classified as a persistently dangerous school. With an enrollment of 637 students in the 2019-20 school year, the district reported a total of zero (0) expulsions, and 0.3% suspensions (rate is the total number of incidents divided by the school's total enrollment for the year). There were no crime-related incidents at either school campuses or at school-related functions.

The below information is from the California School Dashboard (<https://www.caschooldashboard.org/>) on suspension rates from the 2018-19 school year (2019-20 school year data not available). For comparison, the statewide suspension rate is also included.

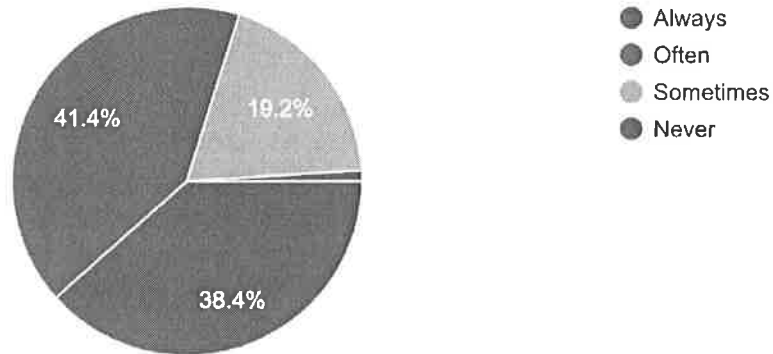
Cutten Elementary School	State of California
 <p data-bbox="410 1255 501 1287">Green</p> <p data-bbox="269 1341 643 1415">0.8% suspended at least once</p> <p data-bbox="329 1446 583 1478">Declined 0.5% ⬇️</p>	 <p data-bbox="1130 1255 1221 1287">Yellow</p> <p data-bbox="992 1341 1365 1415">3.4% suspended at least once</p> <p data-bbox="1045 1446 1312 1478">Maintained -0.1%</p>

B. Student Survey on School Climate

Students in grades three through six were surveyed in fall 2020 regarding their perception of connectedness and safety at school. These results will become part of our Local Control Accountability Plan local indicators. Included below are the results of two sample questions from the survey.

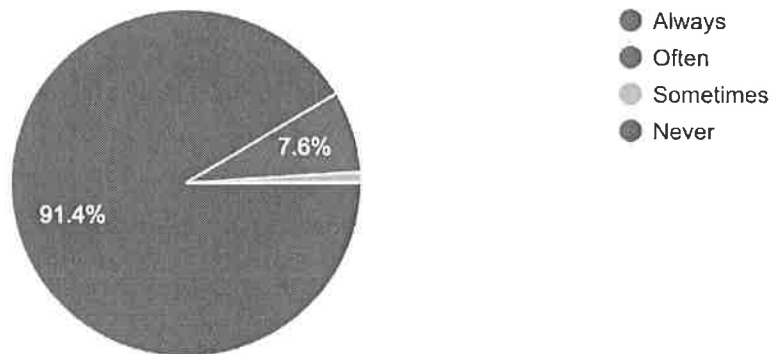
I like school.

198 responses



My school wants me to do well.

197 responses



III. DISTRICT ACTION PLAN

A. Component 1: People and Programs

GOAL: Cutten School District will promote a school climate of respect, responsibility, and emotional safety.	Assessment, Issues or Concerns	Program or Person Responsible
<p>Objective I: <u>Cutten School District will actively promote character development and values by:</u></p> <ol style="list-style-type: none"> 1. Implementing Positive Behavior Intervention Support (PBIS) 2. Promoting Safe, Respectful, and Responsible behavior across all school environments 3. Developing and implementing a reward system to recognize desired behaviors 4. Infusing character development through "TIGER PRIDE" 5. Inviting students, staff, and the community to all school activities 6. Recognizing students at Cutten School who exhibit desirable citizenship, scholarship, art, and ACE (Attitude, Citizenship and Effort) with monthly awards 7. Recognizing students at Ridgewood School who exhibit desired behaviors with "Bucket Filling" certificates 8. Recognizing students at Cutten School who exhibit desired behaviors with "Positive Paws" tickets 9. Modeling of desirable character traits and values by staff 10. Utilizing the Multi-Tiered System of Support (MTSS) to guide systems in place 11. Restorative Practice Training for all staff 12. Community building (e.g. Morning Meetings) 		<p>Site Administrators Certificated Staff Classified Staff School Social Workers School Climate Team</p>
<p>Objective II: <u>Cutten School District will actively cultivate respectful communication and supportive relationships among staff members, students, family, and community members by:</u></p> <ol style="list-style-type: none"> 1. Advertising family events involving the school district, PTA, and Cutten Ridgewood Student Foundation, that are both on-site and off-site 2. Informing the community and parents of activities, events and important issues through newspaper articles, weekly parent bulletins, marquee, social media, district website, and the district's mass notification system 3. Notifying families of available parenting workshops, trainings, or other appropriate educational opportunities 4. Sharing information about community "kid friendly" events 5. Inviting school and community members to at least two annual meetings to review and provide input for the Local Control Accountability Plan 	<p>Clear communication of details and family expectations</p>	<p>Site Administrators Certificated Staff Classified Staff School Social Workers School Climate Team PTA Newsletter Marquee Website Social Media</p>

<p><u>Objective III: Cutten School District will ensure all incoming students will have a safe and smooth transition into the district by:</u></p> <ol style="list-style-type: none"> 1. Providing a student/parent information packet which includes information on: <ol style="list-style-type: none"> a. Required forms to be completed b. School calendar c. Campus map d. Link to website e. Disciplinary procedures f. Positive Behavior Intervention Support (PBIS) program g. Student support service information h. Student medication procedure i. Welcome to Ridgewood/Cutten link on website j. Other information helpful to new students/families 2. Providing Kindergarten Orientations (three separate events) and kindergarten screening prior to entry 3. Conducting Class Study meetings to ensure all students' academic, social, and emotional needs are being addressed 4. Maintaining the cross-age buddy program to familiarize all students with both campuses and enhance peer relations 5. Leading a "Welcome Tour" to incoming Kindergartners and new students 6. Holding a transition day and an evening event for students entering 3rd grade at Cutten and exiting Cutten at 6th grade 	<p>Check in with all new students (entering after the first day of school), after 2 weeks, and periodically thereafter to evaluate transition.</p>	<p>Site Administrators Certificated Staff Classified Staff School Social Workers School Climate Team</p>
<p><u>Objective IV: Cutten School District will improve campus beautification by:</u></p> <ol style="list-style-type: none"> 1. Removing campus litter each day 2. Reminding students of their responsibility to take care of the school 3. Holding an annual "Campus Work Day" 4. Reporting facility problem areas in a timely fashion to the custodians 5. Maintaining grounds and garden area 6. Making other improvements / enhancements as funding allows 7. Painting the exterior of the schools 	<p>Ongoing</p>	<p>Site Administrators Certificated Staff Classified Staff School Social Workers School Climate Team Students Families and Guardians</p>

<p><u>Objective V: Cutten School District will ensure staff and students understand and appreciate diversity by:</u></p> <ol style="list-style-type: none"> 1. Promoting appreciation and acceptance of all learners regardless of ability 2. Incorporating diversity awareness across curriculum 3. Utilizing district-adopted ELA and social science curricula that emphasize diversity 4. Providing opportunities to learn multicultural songs and instrumentation in class and from the district music teacher 	<p>Library and display cases showcase literature & art which emphasize diversity of cultures. Assessments within curriculum</p>	<p>Site Administrators Certificated Staff Classified Staff School Social Workers School Climate Team PTA</p>
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Component 2: Physical Safety of Students and Staff

<p>GOAL: Cutten School District will ensure physical safety of students and staff.</p>	<p>Assessment, Issues or Concerns</p>	<p>Program or Person Responsible</p>
<p><u>Objective I: Cutten School District will improve campus safety by:</u></p> <ol style="list-style-type: none"> 1. Conducting a campus walk-through by JPA Risk Manager 2. Complying with findings of Physical Plant Safety Plan 3. Analyzing school crime mandated report (suspensions/ed code) 4. Updating automated emergency messaging system (SchoolWise) 5. Filling out incident reports for staff/student injuries 6. Completing California Healthy Kids Survey (CHKS) biennially 7. Maintaining security cameras at both school sites 8. Replacing outside lighting fixtures as necessary to provide adequate illumination 9. Installing perimeter fencing at both school sites 		<p>Site Administrators Certificated Staff Classified Staff School Social Workers</p>
<p><u>Objective II: Cutten School District will ensure readiness for campus emergencies and for the safety of students and staff by:</u></p> <ol style="list-style-type: none"> 1. Providing emergency supply kits as well as checking the kits yearly for adequate supplies. 2. Providing students and staff with training and practice in the emergency procedures: <ol style="list-style-type: none"> a. Earthquake Drill b. Fire Drills/Earthquake with evacuation 	<p>Ongoing First Aid supplies: office/classrooms Practice drills per plan. All drills will be critiqued by the school principal and secretary with input (on forms and verbal) and evaluation at the staff</p>	<p>Site Administrators Certificated Staff Classified Staff School Social Workers School Climate Team PTA Fire Department Sheriff's Office</p>

<ul style="list-style-type: none"> c. Shelter in place Modified Lockdown d. Lockdown Imminent Danger e. Threat Assessment Drill w/o school-wide action <p>3. Providing prevention education for students:</p> <ul style="list-style-type: none"> a. Health education classes address: nutrition, at risk behaviors, dental hygiene, physical exercise, body image b. Activities and counseling address: bullying, sexual harassment, hate motivated behavior, threats c. Complete grade appropriate Healthy Kids Survey <p>4. Providing Crisis Prevention Training for staff:</p> <ul style="list-style-type: none"> a. Crisis Prevention Intervention (CPI) training b. First Aid / CPR <p>5. Providing Risk Reduction Education for staff:</p> <ul style="list-style-type: none"> a. Mandated reporting b. Confidentiality c. Universal precautions/blood borne pathogens d. Safe equipment operation e. Employee and student injury reporting f. Sexual harassment policy g. Classroom management support h. Medication procedures i. Bullying prevention and intervention j. Communication of high risk students <p>6. Ensuring that Emergency Communication Protocols are clear to staff and ready to use:</p> <ul style="list-style-type: none"> a. Site intercom system b. Two-way radios c. District transmitter communication d. District Disaster Preparedness Plan e. Code words or bells for specific drills <p>7. Practicing bus safety:</p> <ul style="list-style-type: none"> a. At the beginning of each school year drivers will inform students of bus safety and acceptable bus behavior. b. Drivers conduct safety bus evacuations. c. Staff will review expectations of Safe, 	<p>meetings.</p> <p>Implement Solution Teams for bullying incidents and assess for effectiveness.</p> <p>Increase adult visibility In-services at the beginning of each school year and as needed.</p> <p>Update school facilities, hardware, and systems as necessary to ensure a safe campus.</p> <p>Update protocols on an annual basis.</p> <p>Evaluate incidences on buses using video recordings as necessary.</p>	
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<p>Respectful, and Responsible behavior on the buses.</p> <ul style="list-style-type: none">d. Explore Crisis Prevention Intervention training for bus driverse. Cameras are installed on buses. <p>8. Collaborating with the local Fire Dept. and Sheriff on the Safe School Plan</p> <p>9. Providing adequate safety equipment including window coverings, fire extinguishers, etc.</p>		
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IV. SCHOOL DISCIPLINE

A. District Procedures on School Discipline

Pursuant to Ed. Code 35291 – 35291.5

Every employee of the school is responsible for the enforcement of the discipline rules, included in this section, titled *Cutten School Tiger Pride* and *Ridgewood School Tiger Pride*.

The district shall submit the rules and procedures to the Board for review. The district shall provide the rules to each continuing student in the district at the beginning of the school year. New transfers or incoming students will receive copies as they enroll.

35291. The governing board of any school district shall prescribe rules not inconsistent with law or with the rules prescribed by the State Board of Education, for the government and discipline of the schools under its jurisdiction. The governing board of each school district which maintains any of grades 1 through 12, inclusive, may, at the time and in the manner prescribed by Sections 48980 and 48981, notify the parent or guardian of all pupils registered in schools of the district of the availability of rules of the district pertaining to student discipline.

35291.5(a) On or before December 1, 1987, and at least every four years thereafter, each public school may, at its discretion, adopt rules and procedures on school discipline applicable to the school. For schools that choose to adopt rules pursuant to this article, the school discipline rules and procedures shall be consistent with any applicable policies adopted by the governing board and state statutes governing school discipline. In developing these rules and procedures, each school shall solicit the participation, views, and advice of one representative selected by each of the following groups:

- (1) Parents.
- (2) Teachers.
- (3) School administrators.
- (4) School security personnel, if any.
- (5) For junior high schools and high schools, pupils enrolled in the school.

Meetings for the development of the rules and procedures should be developed and held within the school's existing resources, during non-classroom hours, and on normal schooldays.

The final version of the rules and procedures on school discipline with attendant regulations may be adopted by a panel comprised of the principal of the school, or his or her designee, and a representative selected by classroom teachers employed at the school.

It shall be the duty of each employee of the school to enforce the rules and procedures on school discipline adopted under this section.

(b) The governing board of each school district may prescribe procedures to provide written notice to continuing pupils at the beginning of each school year and to transfer pupils at the time of their enrollment in the school and to their parents or guardians regarding the school discipline rules and procedures adopted pursuant to subdivision (a).

(c) Each school may file a copy of its school discipline rules and procedures with the district superintendent of schools and governing board on or before January 1, 1988.

(d) The governing board may review, at an open meeting, the approved school discipline rules and procedures for consistency with governing board policy and state statutes.

B. School Rules

At Cutten and Ridgewood Schools, Self Control Is Our Goal!

	Be Safe	Be Respectful	Be Responsible
Everywhere & Always	<p>Keep hands, feet, and objects to yourself</p> <p>Stay in your assigned area</p> <p>Wear appropriate clothing and footwear</p>	<p>Be kind</p> <p>Take turns</p> <p>Use good manners</p> <p>Listen with attention</p> <p>Use appropriate voice level</p> <p>Remove hats and hoods indoors</p>	<p>Be honest and fair</p> <p>Accept consequences</p> <p>Follow directions quickly</p> <p>Leave gum and candy at home</p> <p>Use cell phones and electronics only after school or as assigned</p>
Classroom	<p>Use materials appropriately</p>	<p>Take care of school property</p>	<p>Be on time</p> <p>Stay on task</p> <p>Keep your area tidy</p>
Playground	<p>Face forward</p> <p>Walk to and from lunch</p>	<p>Keep your food to yourself</p> <p>Ask permission appropriately</p>	<p>Eat what you take</p> <p>Keep your area clean</p>
Lunch	<p>Face forward</p> <p>Walk to and from your lunch spot</p>	<p>Keep your food to yourself</p> <p>Ask permission appropriately</p>	<p>Eat what you take</p> <p>Keep your area clean</p>
Assemblies	<p>Face forward</p>	<p>Clap when appropriate</p>	<p>Ask questions only when prompted to do so</p>
Hallways	<p>Face forward</p> <p>Walk at all times</p> <p>Stay in line with your group</p>	<p>Walk quietly</p>	<p>Wait patiently</p>
Bathroom	<p>Wash and dry your hands</p> <p>Report problems to an adult immediately</p> <p>Use the bathroom only for its intended use</p>	<p>Respect privacy</p>	<p>Flush the toilet</p> <p>Use paper appropriately</p> <p>Conserve water; keep soap and water in the sink</p> <p>Return quickly to class</p>
Bus & Bus Stop	<p>Wait on the sidewalk and out of the street</p> <p>Stay still while the bus is pulling up, and board after the door is fully open</p> <p>Keep seatbelt buckled at all times</p>	<p>Respect private property at bus stops</p> <p>Select a seat quickly and quietly.</p>	<p>Hold your belongings</p> <p>When safe, exit promptly</p>
Arrival & Dismissal (RIDGEWOOD)	<p>Follow parking lot safety rules</p> <p>Walk your wheels on school grounds</p> <p>At dismissal, check with the teacher before leaving the class group.</p>	<p>Leave the classroom and school grounds promptly at the end of the school day</p>	<p>Arrive no earlier than 8:00 and go directly to the classroom or breakfast room</p> <p>Pay for meals before school</p>
Arrival & Dismissal (CUTTEN)	<p>Follow parking lot safety rules</p> <p>Walk your wheels on school grounds</p> <p>Exit the back of the school only</p> <p>Wait for your ride at the back fence bench or at the end of the first wing</p>	<p>Leave the classroom and school grounds promptly at the end of the school day</p>	<p>Arrive no earlier than 8:00 and go directly to the Multipurpose Room until 8:15</p> <p>Pay for meals before school</p>

D. Behavior Tracking Form

Cutten - Ridgewood Schools Behavior Tracking Form	
Student Info	
Student (Full Name): _____	Teacher _____ Grade _____
Reported by staff: _____	Incident Date _____ Time _____
Location	
<input type="checkbox"/> Classroom	<input type="checkbox"/> Bathroom
<input type="checkbox"/> Gate	<input type="checkbox"/> Playground
<input type="checkbox"/> Hallway	<input type="checkbox"/> Learning Lane
<input type="checkbox"/> Field Trip/Special Event	<input type="checkbox"/> Music Room
	<input type="checkbox"/> Bus
	<input type="checkbox"/> MPR/Commons
	<input type="checkbox"/> Parking Lot
	<input type="checkbox"/> Cafeteria
	<input type="checkbox"/> After-School Program
	<input type="checkbox"/> Assembly
	<input type="checkbox"/> Office
MAJOR Behavior:	
<input type="checkbox"/> Defiance/Insubordination/Non-Compliance	<input type="checkbox"/> Bullying
<input type="checkbox"/> Disrespect	<input type="checkbox"/> Fighting
<input type="checkbox"/> Disruption	<input type="checkbox"/> Inappropriate Location
<input type="checkbox"/> Physical Aggression	<input type="checkbox"/> Forgery/Theft/Plagiarism
<input type="checkbox"/> Abusive/Inappropriate Language	<input type="checkbox"/> Technology Violation
<input type="checkbox"/> Property Damage/Vandalism	<input type="checkbox"/> Inappropriate Display of Affection
<input type="checkbox"/> Lying/Cheating	<input type="checkbox"/> Harassment (specify type)
<input type="checkbox"/> Other: _____	<input type="checkbox"/> Gender
	<input type="checkbox"/> Religion
	<input type="checkbox"/> Race
<input type="checkbox"/> Ethnicity	<input type="checkbox"/> Sexual
	<input type="checkbox"/> Physical
	<input type="checkbox"/> Disability
Possible Motivation:	
<input type="checkbox"/> Obtain Peer Attention	<input type="checkbox"/> No one
<input type="checkbox"/> Avoid Peer Attention	<input type="checkbox"/> Teacher
<input type="checkbox"/> Obtain Adult Attention	<input type="checkbox"/> Peers
<input type="checkbox"/> Avoid Adult Attention	<input type="checkbox"/> Staff
<input type="checkbox"/> Obtain Items/Activities	<input type="checkbox"/> Substitute
<input type="checkbox"/> Avoid Tasks/Activities	<input type="checkbox"/> Unknown
	<input type="checkbox"/> Other: _____
Teacher/Office Actions for Major:	
<input type="checkbox"/> Referral to _____	<input type="checkbox"/> Parent Contact Date:
	<input type="checkbox"/> Left Message
	<input type="checkbox"/> Text
	<input type="checkbox"/> Email
Administration Actions:	
<input type="checkbox"/> Loss of privileges	<input type="checkbox"/> Peer intervention
<input type="checkbox"/> Conference w/ student	<input type="checkbox"/> Alternative placement
<input type="checkbox"/> Reteach program	<input type="checkbox"/> Individual instruction
<input type="checkbox"/> Apology	<input type="checkbox"/> Restorative practice
<input type="checkbox"/> Time in office	<input type="checkbox"/> Restitution
<input type="checkbox"/> Other: _____	<input type="checkbox"/> Suspension _____ days
	<input type="checkbox"/> Parent contact
	<input type="checkbox"/> Bus suspension
	<input type="checkbox"/> Community service
	<input type="checkbox"/> ASP suspension
	<input type="checkbox"/> Action Pending
Incident Summary:	
Student Signature _____	Parent Signature _____

E. Medical Emergency Protocol

Staff procedures for serious student injuries or illness:

Call 911.

1. Call office personnel to report a medical emergency:
▶ call ext. 100 secretary, ext.121(Cutten) 122 (Ridgewood) principal to report a medical emergency. IF YOU CANNOT MAKE CONTACT WITH THE EXTENSIONS SEND A RUNNER TO THE OFFICE.
2. Clear the area (or room if necessary) of all students and clear the space around the student. If back or neck injury is suspected, do not move student. Keep student on back if conscious. Place student in side-lying position if unconscious. Cover student with jacket and raise legs on backpack.

Response team will:

1. Call 911 if it hasn't been done and is deemed necessary. (Notify the secretary and principal if it hasn't been done.)
2. Ask for assistance as soon as possible. A recorder, a runner, and/or an assistant to help provide medical care may be needed. Students will not be assigned any of these roles unless school personnel or other adults are not available.
3. Stay with the student and administer emergency care. Follow the Emergency Procedures for injury or illness.
4. Contact parents/guardians or have secretary contact parents/guardians and give a brief description of the emergency. Tell parents 911 has been called.
5. Give report to arriving emergency personnel, and relinquish command to the higher trained medical responder that is first on the scene.
6. Document the following: the time the incident started, physical assessment, student's medical history, current medications, events preceding the medical emergency, the time 911 was called, the time of parent contact, the time and to whom you gave over command, and the time an ambulance arrived and left school.

B. School Secretary or chain of command responsibilities:

1. If needed call 911.
2. Send available support to help supervise class if needed.
3. Notify principal.
4. Verify that student's backpack/belongings were brought to the office.
5. Have a staff member stand outside and direct first responders to the scene.
6. The secretary or other school personnel will search the student's backpack, if deemed appropriate.
7. Check student's medical record in office for special conditions.
8. Have a copy of the student information card in office ready for ambulance personnel.

C. Directions for making 911 call:

1. Identify yourself and say: We have a medical emergency at:

Cutten School at 4182 Walnut Drive in Cutten (Eureka)

or

Ridgewood School 2060 Ridgewood Drive in Cutten (Eureka)

2. Be specific about which entry to come to and the location of the student.
3. Briefly identify the nature of the emergency such as drug reaction or overdose, rapid or slow heart rate, neck injury, asthma attack, anaphylactic reaction, etc.
4. Let the operator know if CPR is in progress or any other procedures like oxygen, neck restraints, etc.
5. Identify which emergency personnel are on the scene.
6. Ask for estimated time of arrival (ETA).

D. Equipment available on campus

1. First Aid Kit
2. Command Post Kit
3. Trauma Kit
4. Basic First Aid Supplies

E. Emergency First Aid Guidelines for California Schools

The purpose of these guidelines is to assist school staff to respond to medical emergencies until emergency medical professionals arrive on scene.

Staff members trained in CPR and Standard First Aid: School Secretary will keep a current list (updated yearly) of all staff members who are certified in CPR and First Aid.

Students with special medical conditions

A list of students with asthma, seizures, diabetes, and other medical conditions who may need staff assistance in the event of an emergency maintained.

The school secretary will keep a list of students with medical conditions. School nurse also maintains medical information for each student which is accessible in the office.

Trained staff members on Epipen: all certificated staff members are trained.

Trained staff members on seizure response: all certificated staff members are trained.

F. Threat Assessment

In the event staff suspect a student poses a threat to others a Threat Assessment and Response Protocol must be complete (available in both school offices). Parent/guardian and law enforcement may be contacted based on the findings of the assessment.

V. SAFETY POLICIES

A. Child Abuse Prevention and Reporting

Students

BP 5141.4

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 shall include age-appropriate and culturally sensitive child abuse prevention curriculum. This curriculum shall explain students' right to live free of abuse, include instruction in the skills and techniques needed to identify unsafe situations and react appropriately and promptly, inform students of available support resources, and teach students how to obtain help and disclose incidents of abuse.

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

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 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.

Child Abuse Prevention and Reporting

Students

AG 5141.4

Definitions

Child abuse or neglect includes the following (Penal Code 11165.5, 11165.6):

1. A physical injury or death inflicted by other than accidental means on a child by another person
2. Sexual abuse of a child, including sexual assault or sexual exploitation, as defined in Penal Code 11165.1
3. Neglect of a child as defined in Penal Code 11165.2
4. 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
5. Unlawful corporal punishment or injury as defined in Penal Code 11165.4

Child abuse or neglect does not include:

1. A mutual affray between minors (Penal Code 11165.6)
2. An injury caused by reasonable and necessary force used by a peace officer acting within the course and scope of his/her employment (Penal Code 11165.6)
3. 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 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)
4. An injury caused by a school employee's use of force that is reasonable and necessary to quell a disturbance threatening physical injury to persons or damage to property, to protect himself/herself, or to obtain weapons or other dangerous objects within the control of a student (Education Code 49001)
5. Physical pain or discomfort caused by athletic competition or other such recreational activity voluntarily engaged in by a student (Education Code 49001)
6. Homelessness or classification as an unaccompanied minor (Penal Code 11165.15)

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; administrators and employees of a licensed child day care facility; Head Start 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 his/her 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

A mandated reporter shall make a report using the procedures provided below whenever, in his/her professional capacity or within the scope of his/her employment, he/she 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 11166.05, 11167)

Any district employee who reasonably believes that he/she has 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 age 14 shall notify a peace officer. (Penal Code 152.3, 288)

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 he/she 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

1. 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 school 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)

Humboldt County Department of Health and Human Services

707-445-6180

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

2. Written Report

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

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

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

- a. The name, business address, and telephone number of the person making the report and the capacity that makes the person a mandated reporter
- b. The child's name and address, present location, and, where applicable, school, grade, and class
- c. The names, addresses, and telephone numbers of the child's parents/guardians
- d. The name, address, telephone number, and other relevant personal information about the person who might have abused or neglected the child
- e. 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 him/her. (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 his/her identity to his/her 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, the Superintendent or designee shall provide training on mandated reporting requirements to district employees and persons working on their behalf who are mandated reporters. Any school personnel hired during the school year shall receive such training within the first six weeks of employment. (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. (Education Code 44691)

The training shall include, but not necessarily be limited to, training in identification and reporting of child abuse and neglect. In addition, 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)

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 the Department of Social Services 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 him/her of the following requirements (Penal Code 11174.3):

1. The purpose of the selected person's presence at the interview is to lend support to the child and enable him/her to be as comfortable as possible.
2. The selected person shall not participate in the interview.
3. The selected person shall not discuss the facts or circumstances of the case with the child.
4. 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 at a school site 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 procedures, an interpreter shall be provided.

To file a complaint against a district employee or other person suspected of child abuse or neglect at a school site, 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 also is obligated pursuant to Penal Code 11166 to file a report himself/herself 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 4650.

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. The district also 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 his/her position shall sign a statement indicating that he/she has knowledge of the reporting obligations under Penal Code 11166 and will comply with those 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.

B. Notification to Teachers of Dangerous Pupils

Pursuant to Ed. Code 49079

The district shall provide information to the teacher based upon any records that the district maintains or receives from a law enforcement agency, regarding pupil(s) having engaged in, or is reasonably suspected to have engaged in, the provisions of Section 48900, "Conditions for Suspension, Expulsion," except for subdivision (h), (see Administrative Guide for Conditions for Suspension, Expulsion). For the 1996 – 1997 school year and each school year thereafter, the information provided shall be from the previous three school years.

Teachers shall consider such information confidential in the strictest professional sense, and shall not discuss it, or take overt action to reveal it to any person.

An employee of the district who knowingly fails to have provided information about a pupil is guilty of a misdemeanor.

No district officer or employee shall be civilly or criminally liable for providing information under this section unless it is proven that the officer or employee knew that the information was false.

49079. (a) A school district shall inform the teacher of each pupil who has engaged in, or is reasonably suspected to have engaged in, any of the acts described in any of the subdivisions, except subdivision (h), of Section 48900 or in Section 48900.2, 48900.3, 48900.4, or 48900.7 that the pupil engaged in, or is reasonably suspected to have engaged in, those acts. The district shall provide the information to the teacher based upon any records that the district maintains in its ordinary course of business, or receives from a law enforcement agency, regarding a pupil described in this section.

(b) A school district, or school district officer or employee, is not civilly or criminally liable for providing information under this section unless it is proven that the information was false and that the district or district officer or employee knew or should have known that the information was false, or the information was provided with a reckless disregard for its truth or falsity.

(c) An officer or employee of a school district who knowingly fails to provide information about a pupil who has engaged in, or who is reasonably suspected to have engaged in, the acts referred to in subdivision (a) is guilty of a misdemeanor, which is punishable by confinement in the county jail for a period not to exceed six months, or by a fine not to exceed one thousand dollars (\$1,000), or both.

(d) For the 1994-95 school year, the information provided shall be from the previous two school years. For the 1996-97 school year and each school year thereafter, the information provided shall be from the previous three school years.

(e) Any information received by a teacher pursuant to this section shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher.

C. Safe Ingress/Egress Procedures

Cutten School

Student Supervision

Parents are required to drop off and pick up students behind the school playing fields. (Traffic proceeds down Primrose Street to the back of the school and then past Foxwood Estates on Arbutus). All students are released out the back of the school at the end of the day. This circumvents the congestion on Walnut Drive. The district employs crossing guards to safely cross students at the Primrose Street crosswalk before and after school. The busses load and unload within the school grounds. Three teachers serve bus duty each day and monitor student safety at the back of the school, at the busses, and at the front of the school. The latter position is to remind drivers of the requirement to pick up students behind the school. There is concerted, ongoing communication with the Humboldt County Public Works Department regarding an easing of the traffic congestion on Walnut Drive at arrival and dismissal times. There is adequate off-street parking for staff. The traffic plan is reinforced intermittently throughout the school year in the family newsletters which go to every student.

On-Campus Visitors

This is addressed in Board Policy 1250, and reinforced throughout the school year in the family newsletters.

Ridgewood School

Student Supervision

Students are not allowed on campus each school day until supervision is available. Staff regularly supervises the parking lot at arrival time. Traffic cones and signs are placed in the parking lot to inform drivers of student drop-off and drive-through zones. Staff supervises the parking lot at dismissal time. Students who are taking the bus are escorted by staff to the bus door. Students who are being picked up are supervised on the school grounds, and are not permitted through the exit gate until they are picked up. Parking lot procedures for student drop-off and pick-up are communicated to parents annually and with follow-up reminders in the school newsletter. Emergency evacuation procedures are incorporated into the Site Disaster Plan. Each year, the Safe Routes to School Survey is completed by families. Staff reviewed data about student mobility to and from school including how students travel to school and areas of concern that inhibit or restrict mobility.

On-Campus Visitors

Many individuals visit the campus as volunteers or to participate in school events. To maintain a safe and secure environment, all parents and visitors are required to check in at the school office upon arrival, sign a visitor's log, obtain, and wear a visitor's badge, and then return to the school office upon departure to sign out.

D. Community Relations

Visitors

BP 1250

The Governing Board believes that it is important for parents/guardians and community members to take an active interest in the issues affecting district schools and students. Therefore, the Board encourages interested parents/guardians and community members to visit the schools and participate in the educational program.

To ensure the safety of students and staff and minimize interruption of the instructional program, the Superintendent or designee shall establish procedures which facilitate visits during regular school days. Visits during school hours should be arranged with the principal or designee. When a visit involves a conference with a teacher or the principal, an appointment should be scheduled during non-instructional time.

Any person who is not a student or staff member shall register immediately upon entering any school building or grounds when school is in session.

The principal or designee may provide a visible means of identification for all individuals who are not students or staff members while on school premises.

No electronic listening or recording device may be used by any person in a classroom without the teacher's and principal's permission. (Education Code 51512)

The Board encourages all individuals to assist in maintaining a safe and secure school environment by behaving in an orderly manner while on school grounds and by utilizing the district's complaint processes if they have concerns with any district program or employee. In accordance with Penal Code 626.7, the principal or designee may request that any individual who is causing a disruption, including exhibiting volatile, hostile, aggressive, or offensive behavior, immediately leave school grounds.

Presence of Sex Offender on Campus

Any person who is required to register as a sex offender pursuant to Penal Code 290, including a parent/guardian of a district student, shall request written permission from the principal before entering the school campus or grounds. As necessary, the principal shall consult with local law enforcement authorities before allowing the presence of any such person at school or other school activity. The principal also shall report to the Superintendent or designee anytime he/she gives such written permission.

Approved: September 14, 2015

The Superintendent or designee shall post at every entrance to each school and school grounds a notice describing registration requirements, school hours or hours during which registration is required, the registration location, the route to take to that location, and the penalties for violation of registration requirements. (Education Code 32211; Penal Code 627.6)

Unless otherwise directed by the principal or designee, a staff member shall accompany visitors while they are on school grounds.

Registration Procedure

In order to register, a visitor shall, upon request, furnish the principal or designee with the following information: (Penal Code 627.3)

1. His/her purpose for entering school grounds
2. Proof of identity, upon request of the principal or designee
3. Other information consistent with the provisions of law

Principal's Registration Authority

The principal or designee may refuse to register any visitor if he/she reasonably concludes that the individual's presence or acts would disrupt the school, students, or employees; would result in damage to property; or would result in the distribution or use of a controlled substance. The principal or designee or school security officer may revoke any outsider's registration if he/she has a reasonable basis for concluding that the individual's presence on school grounds would interfere or is interfering with the peaceful conduct of school activities or would disrupt or is disrupting the school, students, or staff. (Penal Code 627.4)

When a visitor fails to register, or when the principal or designee denies or revokes a visitor's registration privileges, the principal or designee may request that the individual promptly leave school grounds. When a visitor is directed to leave, the principal or designee shall inform him/her that if he/she reenters the school within seven days he/she may be guilty of a misdemeanor subject to a fine and/or imprisonment. (Penal Code 627.7)

Appeal Procedure

Any person who is denied registration or whose registration is revoked may appeal to the Superintendent or principal by submitting, within five days after the person's departure from school, a written request for a hearing. This request must state why he/she believes the denial or revocation was improper and must provide an address to which the hearing notice may be sent. Upon receipt of the request for a hearing, the Superintendent or principal shall promptly mail a notice of the hearing to the person requesting it. A hearing

before the Superintendent or principal shall be held within seven days after receipt of the request. (Penal Code 627.5)

Approved: September 14, 2015

E. Nondiscrimination/Harassment

Students

BP 5145.3

The Governing Board desires to provide a safe school environment that allows all students equal access and opportunities in the district's academic and other educational support programs, services, and activities. The Board prohibits, at any district school or school activity, unlawful discrimination, including discriminatory harassment, intimidation, and bullying of any student based on the student's actual or perceived race, color, ancestry, national origin, nationality, ethnicity, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, or gender expression or association with a person or group with one or more of these actual or perceived characteristics.

This policy shall apply to all acts related to school activity or to school attendance occurring within a district school. (Education Code 234.1)

Unlawful discrimination, including discriminatory harassment, intimidation, or bullying, includes physical, verbal, nonverbal, or written conduct based on any of the categories listed above. Unlawful discrimination also shall include the creation of a hostile environment when the 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 school programs or activities or the provision or receipt of educational benefits or services.

The Board also prohibits any form of retaliation against any individual who files or otherwise participates in the filing or investigation of a complaint or report regarding an incident of 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. He/she shall provide training and information on the scope and use of the policy and complaint procedures and take other measures designed to increase the school community's 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 educational program. He/she shall report his/her findings and recommendations to the Board after each review.

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 for behavior that is severe or pervasive as defined in Education Code 48900.4. Any employee who permits or engages in prohibited discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, shall be subject to disciplinary action, up to and including dismissal.

Nondiscrimination/Harassment

Students

AG 5145.3

The district designates the individual(s) identified below as the employee(s) responsible for coordinating the district's efforts to comply with state and federal civil rights laws, including Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and the Age Discrimination Act of 1975, and to answer inquiries regarding the district's nondiscrimination policies. The individual(s) shall also serve as the compliance officer(s) specified in AR 1312.3 - Uniform Complaint Procedures as the responsible employee to handle complaints regarding unlawful discrimination, including discriminatory harassment, intimidation, or bullying, based on actual race, color, ancestry, national origin, nationality, ethnicity, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or any other legally protected status; the 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. The coordinator/compliance officer(s) may be contacted at: (Education Code 234.1; 5 CCR 4621)

Superintendent

4182 Walnut Drive

Eureka, CA 95503

707-441-3930

Measures to Prevent Discrimination

To prevent unlawful discrimination, including discriminatory harassment, intimidation, retaliation, and bullying, of students at district schools or in school activities and to ensure equal access of all students to the educational program, the Superintendent or designee shall implement the following measures:

1. Publicize the district's nondiscrimination policy and related complaint procedures to students, parents/guardians, employees, volunteers, and the general public and post them on the district's web site and other locations that are easily accessible to students. (Education Code 234.1)

2. 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. (Education Code 234.1)
3. Annually notify all students and parents/guardians of the district's nondiscrimination policy. The notice shall inform students and parents/guardians of the possibility that students will participate in a sex-segregated school program or activity together with another student of the opposite biological sex, and that they may inform the compliance officer if they feel such participation would be against the student's religious beliefs and/or practices or a violation of his/her right to privacy. In such a case, the compliance officer shall meet with the student and/or parent/guardian who raises the objection to determine how best to accommodate that student. The notice shall inform students and parents/guardians that the district will not typically notify them of individual instances of transgender students participating in a program or activity.
4. The Superintendent or designee shall ensure that all students and parents/guardians, including students and parents/guardians 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.

5. Provide to students, employees, volunteers, and parents/guardians age-appropriate training and 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 guidelines for addressing issues related to transgender and gender-nonconforming students.
6. 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)
7. 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' privacy rights and ensure their safety from threatened or potentially discriminatory behavior

Enforcement of District Policy

The Superintendent or designee shall take appropriate actions to reinforce BP 5145.3 - Nondiscrimination/Harassment. As needed, these actions may include any of the following:

1. Removing vulgar or offending graffiti
2. Providing training to students, staff, and parents/guardians about how to recognize unlawful discrimination and how to respond
3. Disseminating and/or summarizing the district's policy and regulation regarding unlawful discrimination
4. Consistent with the laws regarding the confidentiality of student and personnel records, communicating the school's response to students, parents/guardians, and the community
5. Taking appropriate disciplinary action against perpetrators and anyone determined to have engaged in wrongdoing, including any student who is found to have made a complaint of discrimination that he/she knew was not true

Process for Initiating and Responding to Complaints

Any student who feels that he/she has been subjected to unlawful discrimination described above or in district policy is strongly encouraged to immediately contact the compliance officer, principal, or any other staff member. In addition, any student who observes any such incident is strongly encouraged to report the incident to the compliance officer or principal, whether or not the alleged victim files a complaint.

Any school 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 or principal within a school day, whether or not 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 any report of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, is submitted to or received by the principal or compliance officer, he/she shall inform the student or parent/guardian of the right to file a formal complaint pursuant to the provisions in AR 1312.3 - Uniform Complaint Procedures. Any report of unlawful discrimination involving the principal, compliance officer, or any other person to whom the complaint would ordinarily be reported or filed shall instead be submitted to the Superintendent or designee. Even if the student chooses not to file a formal complaint, the principal or compliance officer shall implement immediate measures necessary to stop the discrimination and to ensure all students have access to the educational program and a safe school environment.

Upon receiving a complaint of discrimination, the compliance officer shall immediately investigate the complaint in accordance with the district's uniform complaint procedures specified in AR 1312.3.

Transgender and Gender-Nonconforming Students

Gender identity means a student's gender-related identity, appearance, or behavior, whether or not 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 means a student's gender-related appearance and behavior, 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 student means a student whose gender expression differs from stereotypical expectations.

Transgender student means a student whose gender identity or gender expression is different from that traditionally associated with the assigned sex at birth.

Acts of verbal, nonverbal, or physical aggression, intimidation, or hostility that are based on sex, gender identity, or gender expression, regardless of whether they are sexual in nature, where the act 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 are prohibited under state and federal law. Examples of types of conduct which are prohibited in the district and which may constitute gender-based harassment include, but are not limited to:

1. Refusing to address a student by a name and the pronouns consistent with his/her gender identity
2. Disciplining or disparaging a transgender student because his/her mannerisms, hairstyle, or style of dress correspond to his/her gender identity, or a non-transgender student because his/her mannerisms, hairstyle, or style of dress do not conform to stereotypes for his/her gender or are perceived as indicative of the other sex
3. Blocking a student's entry to the bathroom that corresponds to his/her gender identity because the student is transgender or gender-nonconforming
4. Taunting a student because he/she participates in an athletic activity more typically favored by a student of the other sex
5. Revealing a student's transgender status to individuals who do not have a legitimate need for the information
6. Use of gender-specific slurs
7. Physical assault of a student motivated by hostility toward him/her because of his/her gender, gender identity, or gender expression

The district's uniform complaint procedures (AR 1312.3) shall be used to report and resolve complaints alleging discrimination against transgender and gender-nonconforming students. Examples of bases for complaints include, but are not limited to, the above list as well as improper rejection by the district of a student's asserted gender identity, denial of access to facilities that correspond with a student's gender identity, improper disclosure of a student's transgender status, discriminatory enforcement of a dress code, and other instances of gender-based harassment.

To ensure that transgender and gender-nonconforming students are afforded the same rights, benefits, and protections provided to all students by law and Board policy, the district shall address each situation on a case-by-case basis, in accordance with the following guidelines:

1. **Right to privacy:** A student's transgender or gender-nonconforming status is his/her private information and the district will only disclose the information to others with the student's prior written consent, except when the disclosure is otherwise required by law or when the district has compelling evidence that disclosure is necessary to preserve the student's physical or mental well-being. In the latter instance, the district shall limit disclosure to individuals reasonably believed to be able to protect the student's well-being. Any district employee to whom a student discloses his/her transgender or gender-nonconforming status shall seek the student's permission to notify the compliance officer. If the student refuses to give permission, the employee shall keep the student's information confidential, unless he/she is required to disclose or report the student's information pursuant to this procedure, and shall inform the student that honoring the student's request may limit the district's ability to meet the student's needs related to his/her status as a transgender or gender-nonconforming student. If the student permits the employee to notify the compliance officer, the employee shall do so within three school days.

As appropriate given the physical, emotional, and other significant risks to the student, the compliance officer may consider discussing with the student any need to disclose the student's transgender or gender-nonconformity status to his/her parents/guardians and/or others, including other students, teacher(s), or other adults on campus. The district shall offer support services, such as counseling, to students who wish to inform their parents/guardians of their status and desire assistance in doing so.

2. **Determining a Student's Gender Identity:** The compliance officer shall accept the student's assertion unless district personnel present a credible basis for believing that the student's assertion is for an improper purpose. In such a case, the compliance officer shall document the improper purpose and, within seven school days of receiving notification of the student's assertion, shall provide a written response to the student and, if appropriate, to his/her parents/guardians.
3. **Addressing a Student's Transition Needs:** The compliance officer shall arrange a meeting with the student and, if appropriate, his/her parents/guardians to identify potential issues, including transition-related issues, and to develop strategies for addressing them. The meeting shall discuss the transgender or gender-nonconforming student's rights and how those rights may affect and be affected by the rights of other students and shall address specific subjects related to the student's access to facilities and to academic or educational support programs, services, or activities,

including, but not limited to, sports and other competitive endeavors. In addition, the compliance officer shall identify specific school site employee(s) to whom the student may report any problem related to his/her status as a transgender or gender-nonconforming individual, so that prompt action could 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 student's arrangements are meeting his/her educational needs and providing equal access to programs and activities, educate appropriate staff about the student's transition, and serve as a resource to the student to better protect the student from gender-based discrimination.

4. **Accessibility to Sex-Segregated Facilities, Programs, and Activities:** The district may maintain sex-segregated facilities, such as restrooms and locker rooms, and sex-segregated programs and activities, such as physical education classes, intermural sports, and interscholastic athletic programs. A student shall be entitled to access facilities and participate in programs and activities consistent with his/her gender identity. If available and requested by any student, regardless of the underlying reason, the district shall offer options to address privacy concerns in sex-segregated facilities, such as 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, access to a staff member's office, or use of the locker room before or after the other students. However, the district shall not require a student to utilize these options because he/she is transgender or gender-nonconforming. In addition, a student shall be permitted to participate in accordance with his/her gender identity in other circumstances where students are separated by gender, such as for class discussions, yearbook pictures, and field trips. A student's right to participate in a sex-segregated activity in accordance with his/her gender identity shall not render invalid or inapplicable any other eligibility rule established for participation in the activity.
5. **Student Records:** A student's legal name or gender as entered on the mandatory student record required pursuant to 5 CCR 432 shall only be changed pursuant to a court order. However, at the written request of a student or, if appropriate, his/her parents/guardians, the district shall use the student's preferred name and pronouns consistent with his/her gender identity on all other district-related documents.
6. **Names and Pronouns:** If a student so chooses, district personnel shall be required to address the student by a name and the pronouns consistent with his/her gender identity, without the necessity of a court order or a change to his/her official district record. However, inadvertent slips or honest mistakes by district personnel in the use of the student's name and/or consistent pronouns shall not constitute a violation of this administrative regulation or the accompanying district policy.
7. **Uniforms/Dress Code:** A student has the right to dress in a manner consistent with his/her gender identity, subject to any dress code adopted on a school site.

Approved: March 14, 2016

F. Sexual Harassment

Students

BP 5145.7

The Governing Board is committed to maintaining a safe school environment that is free from harassment and discrimination. The Board prohibits sexual harassment of students at school or at school-sponsored or school-related activities. The Board also prohibits retaliatory behavior or action against any person who reports, files a complaint or testifies about, or otherwise supports a complainant in alleging sexual harassment.

The district strongly encourages any student who feels that he/she is being or has been sexually harassed on school grounds or at a school-sponsored or school-related activity by another student or an adult to immediately contact his/her teacher, the principal, or any other available school employee. Any employee who receives a report or observes an incident of sexual harassment shall notify the principal or a district compliance officer.

Complaints regarding sexual harassment shall be investigated and resolved in accordance with law and district procedures specified in AR 1312.3 - Uniform Complaint Procedures. Principals are responsible for notifying students and parents/guardians that complaints of sexual harassment can be filed under AR 1312.3 and where to obtain a copy of the procedures.

The Superintendent or designee shall take appropriate actions to reinforce the district's sexual harassment policy.

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:

1. What acts and behavior constitute sexual harassment, including the fact that sexual harassment could occur between people of the same sex and could involve sexual violence
2. A clear message that students do not have to endure sexual harassment under any circumstance
3. Encouragement to report observed incidents of sexual harassment even where the alleged victim of the harassment has not complained
4. A clear message that student safety is the district's primary concern, and that any separate rule violation involving an alleged victim or any other person reporting a sexual harassment incident will be addressed separately and will not affect the manner in which the sexual harassment complaint will be received, investigated, or resolved
5. Information about the district's procedure for investigating complaints and the person(s) to whom a report of sexual harassment should be made

6. Information about the rights of students and parents/guardians to file a civil or criminal complaint, as applicable

Disciplinary Actions

Any student who engages in sexual harassment or sexual violence at school or at a school-sponsored or school-related activity is in violation of this policy and 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.

Any staff member found to have engaged in sexual harassment or sexual violence toward any student shall be subject to discipline up to and including dismissal in accordance with applicable policies, laws, and/or collective bargaining agreements.

Record-Keeping

The Superintendent or designee shall maintain a record of all reported cases of sexual harassment to enable the district to monitor, address, and prevent repetitive harassing behavior in district schools.

Sexual Harassment

Students

AG 5145.7

The district designates the following individual(s) as the responsible employee(s) to coordinate its efforts to comply with Title IX of the Education Amendments of 1972 and California Education Code 234.1, as well as to investigate and resolve sexual harassment complaints under AR 1312.3 - Uniform Complaint Procedures. The coordinator/compliance officer(s) may be contacted at:

Superintendent

4182 Walnut Drive

Eureka, CA 95503

707-441-3930

Prohibited 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)

1. Submission to the conduct is explicitly or implicitly made a term or condition of a student's academic status or progress.

2. Submission to or rejection of the conduct by a student is used as the basis for academic decisions affecting the student.
3. 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.
4. 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.

Examples of types of conduct which are prohibited in the district and which may constitute sexual harassment include, but are not limited to:

1. Unwelcome leering, sexual flirtations, or proposition
2. Unwelcome sexual slurs, epithets, threats, verbal abuse, derogatory comments, or sexually degrading descriptions
3. Graphic verbal comments about an individual's body or overly personal conversation
4. Sexual jokes, derogatory posters, notes, stories, cartoons, drawings, pictures, obscene gestures, or computer-generated images of a sexual nature
5. Spreading sexual rumors
6. Teasing or sexual remarks about students enrolled in a predominantly single-sex class
7. Massaging, grabbing, fondling, stroking, or brushing the body
8. Touching an individual's body or clothes in a sexual way
9. Impeding or blocking movements or any physical interference with school activities when directed at an individual on the basis of sex
10. Displaying sexually suggestive objects
11. Sexual assault, sexual battery, or sexual coercion

Reporting Process and Complaint Investigation and Resolution

Any student who believes that he/she has been subjected to sexual harassment or who has witnessed sexual harassment is strongly encouraged to report the incident to his/her teacher, the principal, or any other available school employee. Within one school day of receiving such a report, the school employee shall forward the report to the principal or the district's compliance officer identified in AR 1312.3. In addition, any school employee who observes an incident of sexual harassment involving a student shall, within one school day, report his/her observation to the principal or a district compliance officer. The employee shall take these actions, whether or not the alleged victim files a complaint.

In any case of sexual harassment involving the principal, compliance officer, or any other person to whom the incident would ordinarily be reported or filed, the report may instead be submitted the Superintendent or designee.

When a report of sexual harassment is submitted, the principal or compliance officer shall inform the student or parent/guardian of the right to file a formal written complaint in accordance with the district's uniform complaint procedures.

If a complaint of sexual harassment is initially submitted to the principal, he/she shall, within two school days, forward the report to the compliance officer to initiate investigation of the complaint. The compliance officer shall contact the complainant and investigate and resolve the complaint in accordance with law and district procedures specified in AR 1312.3.

Confidentiality

All complaints and allegations of sexual harassment shall be kept confidential except as necessary to carry out the investigation or take other subsequent necessary action. (5 CCR 4964)

However, when a complainant or victim of sexual harassment notifies the district of the harassment but requests confidentiality, the compliance officer shall inform him/her that the request may limit the district's ability to investigate the harassment or take other necessary action. When honoring a request for confidentiality, the district will nevertheless take all reasonable steps to investigate and respond to the complaint consistent with the request.

When a complainant or victim of sexual harassment notifies the district of the harassment but requests that the district not pursue an investigation, the district will determine whether or not it can honor such a request while still providing a safe and nondiscriminatory environment for all students.

Response Pending Investigation

When an incident of sexual harassment is reported, the principal or designee, in consultation with the compliance officer, shall determine whether interim measures are necessary pending the results of the investigation. The principal/designee or compliance officer shall take immediate measures necessary to stop the harassment and protect students and/or ensure their access to the educational program. Such measures may include placing the individuals involved in separate classes or transferring a student to a class taught by a different teacher, in accordance with law and Board policy. The school should notify the individual who was harassed of his/her options to avoid contact with the alleged harasser and allow the complainant to change academic and extracurricular arrangements as appropriate. The school should also ensure that the complainant is aware of the resources and assistance, such as counseling, that are available to him/her. As appropriate, such actions shall be considered even when a student chooses to not file a formal complaint or the sexual harassment occurs off school grounds or outside school-sponsored or school-related programs or activities.

Notifications

A copy of the district's sexual harassment policy and regulation shall:

1. Be included in the notifications that are sent to parents/guardians at the beginning of each school year (Education Code 48980; 5 CCR 4917)
2. Be 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, including school web sites (Education Code 231.5)
3. Be provided as part of any orientation program conducted for new students at the beginning of each quarter, semester, or summer session (Education Code 231.5)
4. Appear 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)
5. Be included in the student handbook
6. Be provided to employees and employee organizations

Approved: March 14, 2016

G. Suspension and Expulsion / Due Process

Students

BP 5144.1

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 his/her 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))

1. While on school grounds
2. While going to or coming from school

3. During the lunch period, whether on or off the school campus
4. 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-6" of the accompanying administrative regulation, or when his/her 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 in grades K-3 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 for truancy, tardiness, or absenteeism from assigned school activities.

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 may 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)

1. 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

2. Selling or otherwise furnishing a firearm
3. Brandishing a knife at another person
4. Unlawfully selling a controlled substance listed in Health and Safety Code 11053-11058
5. Committing or attempting to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a, or 289, or committing a sexual battery as defined in Penal Code 243.4
6. Possessing an explosive as defined in 18 USC 921

For all other violations listed in the accompanying administrative regulation under "Grounds for Suspension and Expulsion: Grades K-6" and "Additional Grounds for Suspension and Expulsion: Grades 4-6," 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))

1. That other means of correction are not feasible or have repeatedly failed to bring about proper conduct
2. That due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others

A vote to expel a student shall be taken in a public session.

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)

Due Process

The Board shall provide for the fair and equitable treatment of students facing suspension and/or expulsion by affording them their 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 annually present to the Board a report of the outcome data which the district is required to collect pursuant to Education Code 48900.8 and 48916.1, including 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.

The report shall be disaggregated by school and by numerically significant student subgroups, including, but not limited to, ethnic subgroups, socioeconomically disadvantaged students, English learners, foster youth, and

students with disabilities. The report also shall include information about whether and how the district is meeting its goals for improving school climate as specified in its local control and accountability plan.

Suspension and Expulsion / Due Process

Students

AG 5144.1

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)

1. 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
2. Referral to a certificated employee designated by the principal to advise students
3. 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

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-6

Acts for which a student, including a student with disabilities, may be suspended or expelled shall be only those specified as follows:

1. 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))
2. 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))

3. Unlawfully possessed, used, sold, otherwise furnished, or was under the influence of any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind (Education Code 48900(c))
4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, 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 such controlled substance, alcoholic beverage, or intoxicant (Education Code 48900(d))
5. Committed or attempted to commit robbery or extortion (Education Code 48900(e))
6. Caused or attempted to cause damage to school property or private property (Education Code 48900(f))
7. Stole or attempted to steal school property or private property (Education Code 48900(g))
8. 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 his/her own prescription products (Education Code 48900(h))
9. Committed an obscene act or engaged in habitual profanity or vulgarity (Education Code 48900(i))
10. Unlawfully possessed, offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5 (Education Code 48900(j))
11. Knowingly received stolen school property or private property (Education Code 48900(l))
12. 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))

13. Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a, or 289, or committed a sexual battery as defined in Penal Code 243.4 (Education Code 48900(n))
14. 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))
15. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma (Education Code 48900(p))

16. 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))

17. 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 in fear of harm to himself/herself or his/her property; cause the student to experience a substantially detrimental effect on his/her physical or mental health; or cause the student to experience substantial interferences with his/her academic performance or ability to participate in or benefit from the services, activities, or privileges provided by a school. (Education Code 48900(r))

Bullying shall include 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 items #1-3 of "Additional Grounds for Suspension and Expulsion: Grades 4-6," that has any of the effects described above on a reasonable student.

Electronic act means the creation or transmission of a communication originated on or off school site, including, but not limited to, a message, text, sound, image, or post on a social network Internet web site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager. A post on a social network Internet web site shall include, but is not limited to, the posting or creation of a burn page or the creation of a credible impersonation or false profile for the purpose of causing a reasonable student any of the effects of bullying described above. (Education Code 48900(r))

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 his/her age, or for a person of his/her age with his/her disability. (Education Code 48900(r))

18. Aided or abetted the infliction or attempted infliction of physical injury on another person, as defined in Penal Code 31 (Education Code 48900(t))

19. 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 it out. (Education Code 48900.7)

Additional Grounds for Suspension and Expulsion: Grades 4-6

Any student in grades 4-6 may be suspended, but not expelled, for disrupting school activities or otherwise willfully defying the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. (Education Code 48900(k))

A student in grades 4-6 shall be subject to suspension or recommendation for expulsion when it is determined that he/she:

1. 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)

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)

3. 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, including a grade K-3 student, from class for the remainder of the day and the following day for disruption, willful defiance, or any of the other acts specified in Education Code 48900 and listed as items #1-18 under "Grounds for Suspension and Expulsion: Grades K-6" above. (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, he/she shall be appropriately supervised during the class periods from which he/she has been suspended. (Education Code 48910)

As soon as possible after the teacher decides to suspend the student, he/she 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 either the parent/guardian or teacher so requests. (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 he/she was suspended. (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 to have committed any of the acts listed in the Board policy under "Authority to Expel" and for which he/she is required to recommend expulsion. (Education Code 48915(c))

The Superintendent, principal, or designee may impose a suspension for a first offense if he/she determines that the student violated any of items #1-5 listed under "Grounds for Suspension and Expulsion: Grades K-6" 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 in the student. (Education Code 48900.5)

When other means of correction are implemented prior to imposing suspension or supervised suspension upon a student, the Superintendent, principal, or designee shall document the other means of correction used and retain them 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 continuation school or class for the purpose of adjustment, he/she 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:

1. 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, presented with the available evidence against him/her, and given the opportunity to present his/her version and evidence in support of his/her 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, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of the conference and the conference shall be held within two school days, unless the student waives his/her 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. (Education Code 48911)

2. 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)
3. Notice to Parents/Guardians: At the time of the suspension, a school employee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian 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 may state the date and time when the student may return to school.

4. Parent/Guardian Conference: Whenever a student is suspended, school officials may request 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, the notice may state that the law requires the parent/guardian to respond to such requests without delay. However, no penalties may be imposed on the student for the failure of the parent/guardian to attend such a conference. The student may not be denied reinstatement solely because the parent/guardian failed to attend the conference. (Education Code 48911)

5. 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)

- a. 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.

- b. 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. (Education Code 48911)

- c. If the student involved is a foster youth, the Superintendent or designee shall notify the district liaison for foster youth of the need to invite the student's attorney and a representative of the appropriate county child welfare agency to attend the meeting. (Education Code 48853.5, 48911, 48918.1)

- d. If the student involved is a homeless child or youth, 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 his/her behavior and keep him/her in school.

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)

1. The on-campus suspension classroom shall be staffed in accordance with law.

2. The student shall have access to appropriate counseling services.
3. The on-campus suspension classroom shall promote completion of schoolwork and tests missed by the student during the suspension.
4. The student shall be responsible for contacting his/her teacher(s) to receive assignments to be completed in the supervised suspension classroom. 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 in person or by telephone. When the assignment is for longer than one class period, this notification may 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, he/she shall recommend a student's expulsion for any of the following acts: (Education Code 48915)

1. Causing serious physical injury to another person, except in self-defense
2. Possession of any knife or other dangerous object of no reasonable use to the student
3. Unlawful possession of any controlled substance as listed in Health and Safety Code 11053-11058, except for (a) the first offense for the possession of not more than one ounce of marijuana, other than concentrated cannabis, or (b) the student's possession of over-the-counter medication for his/her use or other medication prescribed for him/her by a physician
4. Robbery or extortion
5. Assault or battery, as defined in Penal Code 240 and 242, upon any school employee

In determining whether or not 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 he/she 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 expellable offense, the Superintendent, principal, or designee shall offer the student and his/her parent/guardian 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 the student or his/her parent/guardian has been given written notice of the expulsion hearing pursuant to Education Code 48918.

The stipulation agreement shall be in writing and shall be signed by the student and his/her parent/guardian. The stipulation agreement shall include notice of all the rights that the student is waiving, including the waiving of his/her 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 and his/her parent/guardian 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, he/she shall give the complaining witness a copy of the district's suspension and expulsion policy and regulation and shall advise the witness of his/her right to: (Education Code 48918.5)

1. Receive five days' notice of his/her scheduled testimony at the hearing
2. Have up to two adult support persons of his/her choosing present at the hearing at the time he/she testifies
3. Have a closed hearing during the time he/she 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))

1. The date and place of the hearing
2. A statement of the specific facts, charges, and offense upon which the proposed expulsion is based
3. A copy of district disciplinary rules which relate to the alleged violation
4. 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).

5. The opportunity for the student or the student's parent/guardian to appear in person or be represented by legal counsel or by a non-attorney 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.

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

Additional Notice of Expulsion Hearing for Foster Youth and Homeless Students

If the student facing expulsion is a foster student, the Superintendent or designee shall also send notice of the hearing to the student's attorney and a representative of an appropriate child welfare agency at least 10 days prior to the hearing. (Education Code 48918.1)

If the student facing expulsion is a homeless student, the Superintendent or designee shall also send notice of the hearing to the district liaison for homeless students at least 10 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

1. 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 or not 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 have his/her testimony heard 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, videotaped deposition or contemporaneous examination in another place communicated to the hearing room by closed-circuit television. (Education Code 48918(c))

2. 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))
3. 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 #4 below. (Education Code 48918(i))

4. 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-6" and "Additional Grounds for Suspension and Expulsion: Grades 4-6" 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.

5. 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)
 - a. Any complaining witness shall be given five days' notice before being called to testify.
 - b. 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 his/her testimony.
 - c. Before a complaining witness testifies, support persons shall be admonished that the hearing is confidential.
 - d. The person presiding over the hearing may remove a support person whom he/she finds is disrupting the hearing.
 - e. If one or both support persons are also witnesses, the hearing shall be conducted in accordance with Penal Code 868.5.

- f. 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.
 - g. 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.
 - (1) The district shall provide a room separate from the hearing room for the use of the complaining witness before and during breaks in testimony.
 - (2) 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 he/she may leave the hearing room.
 - (3) The person conducting the hearing may:
 - (a) Arrange the seating within the hearing room so as to facilitate a less intimidating environment for the complaining witness
 - (b) Limit the time for taking the testimony of a complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours
 - (c) Permit one of the support persons to accompany the complaining witness to the witness stand
6. 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 his/her school of attendance, 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 his/her 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 public 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 act listed under "Mandatory Recommendation and Mandatory Expulsion" above, 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)

1. Periodic review, as well as assessment at the time of review, for readmission
2. 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:

1. 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 4-6" (Education Code 48900.8)
2. The fact that a description of readmission procedures will be made available to the student and his/her parent/guardian (Education Code 48916)
3. Notice of the right to appeal the expulsion to the County Board (Education Code 48918)
4. Notice of the alternative educational placement to be provided to the student during the time of expulsion (Education Code 48918)
5. 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:

1. The student's pattern of behavior
2. The seriousness of the misconduct
3. The student's attitude toward the misconduct and his/her willingness to follow a rehabilitation program.

The suspension of the enforcement of an expulsion shall be governed by the following:

1. 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)
2. During the period when enforcement of the expulsion order is suspended, the student shall be on probationary status. (Education Code 48917)
3. 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-6" or "Additional Grounds for Suspension and Expulsion: Grades 4-6" above or violates any of the district's rules and regulations governing student conduct. (Education Code 48917)
4. 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)
5. 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)
6. 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 his/us with the expelling district, pursuant to Education Code 48915.1(b). (Education Code 48918(j))
7. 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

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 also 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. In addition, law enforcement authorities shall be notified regarding any acts by students regarding 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 city or county 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)

1. Appropriately prepared to accommodate students who exhibit discipline problems
2. 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
3. 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-6" and items #1-3 under "Additional Grounds for Suspension and Expulsion: Grades 4-6" 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)

Readmission After Expulsion

Prior to the date set by the Board for the student's readmission:

1. The Superintendent or designee shall hold a conference with the parent/guardian 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 parent/guardian shall be asked to indicate in writing their willingness to comply with these regulations.
2. The Superintendent or designee shall transmit to the Board his/her recommendation regarding readmission. The Board shall consider this recommendation in closed session. If a written request

for open session is received from the parent/guardian or adult student, it shall be honored to the extent that privacy rights of other students are not violated.

3. If the readmission is granted, the Superintendent or designee shall notify the student and parent/guardian, by registered mail, of the Board's decision regarding readmission.
4. 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)
5. 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.
6. The Board shall provide written notice to the expelled student and parent/guardian 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. (Education Code 48916)

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)

Approved: March 14, 2016

H. Suspension and Expulsion / Due Process (Students with Disabilities)

Students

AG 5144.2

A student identified as an individual with disabilities pursuant to the Individuals with Disabilities Education Act (IDEA) is subject to the same grounds for suspension and expulsion which apply to students without disabilities.

Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been officially identified as a student with disabilities pursuant to IDEA and who has engaged in behavior that violated the district's code of student conduct may assert any of the protections under IDEA only if the district had knowledge that the student is disabled before the behavior that precipitated the disciplinary action occurred.

The district shall be deemed to have knowledge that the student has a disability if one of the following conditions exists:

1. The parent/guardian has expressed concern to district supervisory or administrative personnel in writing, or to a teacher of the student, that the student is in need of special education or related services.
2. The parent/guardian has requested an evaluation of the student for special education pursuant to 34 CFR 300.300-300.311.
3. The teacher of the student or other district personnel has expressed specific concerns directly to the district's director of special education or to other supervisory district personnel about a pattern of behavior demonstrated by the student.

The district would be deemed to not have knowledge that a student is disabled if the parent/guardian has not allowed the student to be evaluated for special education services or has refused services. In addition, the district would be deemed to not have knowledge if the district conducted an evaluation pursuant to 34 CFR 300.300-300.311 and determined that the student was not an individual with a disability. When the district is deemed to not have knowledge of the disability, the student shall be disciplined in accordance with procedures established for students without disabilities who engage in comparable behavior.

If a request is made for an evaluation of a student during the time period in which the student is subject to disciplinary measures pursuant to 34 CFR 300.530, the evaluation shall be conducted in an expedited manner. Until the evaluation is completed, the student shall remain in the educational placement determined by school authorities.

Suspension

The Superintendent or designee may suspend a student with a disability for up to 10 consecutive school days for a single incident of misconduct, and for up to 20 school days in a school year, as long as the suspension(s) does not constitute a change in placement pursuant to 34 CFR 300.536. (Education Code 48903; 34 CFR 300.530)

The principal or designee shall monitor the number of days, including portions of days, in which a student with a valid individualized education program (IEP) has been suspended during the school year.

The Superintendent or designee shall determine, on a case-by-case basis, whether a pattern of removals of a student from his/her current educational placement for disciplinary reasons constitutes a change of placement. A change of placement shall be deemed to have occurred under any of the following circumstances: (34 CFR 300.536)

1. The removal is for more than 10 consecutive school days.
2. The student has been subjected to a series of removals that constitute a pattern because of all of the following:
 - a. The series of removals total more than 10 school days in a school year.
 - b. The student's behavior is substantially similar to his/her behavior in previous incidents that resulted in the series of removals.
 - c. Additional factors, such as the length of each removal, the total amount of time the student has been removed, and the proximity of the removals to one another, indicate a change of placement.

If a student's removal is determined to be a change of placement as specified in items #1-2 above, or the student is suspended for more than 10 school days in the same school year, the student's IEP team shall determine the appropriate educational services. Such services shall be designed to enable the student to continue to participate in the general education curriculum in another setting, to progress toward meeting the goals set out in his/her IEP, and to address the student's behavior violation so that it does not recur. (20 USC 1412(a)(1)(A); 34 CFR 300.530)

If the IEP of a student with a disability requires the district to provide the student with transportation, the district shall provide the student with an alternative form of transportation at no cost to him/her or to his/her parent/guardian when he/she is to be excluded from school bus transportation. (Education Code 48915.5)

Interim Alternative Educational Placement Due to Dangerous Behavior

The district may unilaterally place a student with a disability in an appropriate interim alternative educational setting for up to 45 school days, without regard to whether the behavior is a manifestation of the student's disability, when the student commits one of the following acts while at school, going to or from school, or at a school-related function: (20 USC 1415(k)(1)(G); 34 CFR 300.530)

1. Carries or possesses a weapon, as defined in 18 USC 930.
2. Knowingly possesses or uses illegal drugs.
3. Sells or solicits the sale of a controlled substance as identified in 21 USC 812(c), Schedules I-V.
4. Inflicts serious bodily injury upon another person as defined in 18 USC 1365.

The student's interim alternative educational setting shall be determined by his/her IEP team. (20 USC 1415(k)(1)(G); 34 CFR 300.531)

On the date the decision to take disciplinary action is made, the parents/guardians of the student shall be notified of the decision and provided the procedural safeguards notice pursuant to 34 CFR 300.504. (20 USC 1415(k)(1)(H); 34 CFR 300.530)

A student who has been removed from his/her current placement because of dangerous behavior shall receive services to the extent necessary to allow him/her to participate in the general education curriculum and to progress toward meeting the goals set out in his/her IEP. As appropriate, the student shall also receive a functional behavioral assessment and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur. (20 USC 1415(k)(1)(D); 34 CFR 300.530)

Manifestation Determination

The following procedural safeguards shall apply when a student is suspended for more than 10 consecutive school days, when a series of removals of a student constitutes a pattern, or when a change of placement of a student is contemplated due to a violation of the district's code of conduct:

1. Notice: On the date the decision to take disciplinary action is made, the parents/guardians of the student shall be notified of the decision and provided the procedural safeguards notice pursuant to 34 CFR 300.504. (20 USC 1415(k)(1)(H); 34 CFR 300.530)
2. Manifestation Determination Review: Immediately if possible, but in no case later than 10 school days after the date the decision to take disciplinary action is made, a manifestation determination review shall be made of the relationship between the student's disability and the behavior subject to the disciplinary action. (20 USC 1415(k)(1)(E); 34 CFR 300.530)

At the manifestation determination review, the district, the student's parent/guardian, and relevant members of the IEP team (as determined by the district and parent/guardian) shall review all relevant information in the student's file, including the student's IEP, any teacher observations, and any relevant information provided by the parents/guardians, to determine whether the conduct in question was either of the following: (20 USC 1415(k)(1)(E); 34 CFR 300.530)

- a. Caused by or had a direct and substantial relationship to the student's disability.
- b. A direct result of the district's failure to implement the student's IEP, in which case the

district shall take immediate steps to remedy those deficiencies.

If the manifestation review team determines that a condition in either #a or #b above was met, the conduct shall then be determined to be a manifestation of the student's disability. (20 USC 1415(k)(1)(E); 34 CFR 300.530)

3. Determination that Behavior is a Manifestation of the Student's Disability: When the conduct has been determined to be a manifestation of the student's disability, the IEP team shall conduct a functional behavioral assessment, unless a functional behavioral assessment had been conducted before the occurrence of the behavior that resulted in the change of placement, and shall implement a behavioral intervention plan for the student. If a behavior intervention plan has already been developed, the IEP team shall review the behavioral intervention plan and modify it as necessary to address the behavior. (20 USC 1415(k)(1)(F); 34 CFR 300.530)

The student shall be returned to the placement from which he/she was removed, unless the parent/guardian and district agree to a change of placement as part of the modification of the behavioral intervention plan. (20 USC 1415(k)(1)(F); 34 CFR 300.530)

4. Determination that Behavior is Not a Manifestation of the Student's Disability: When it has been determined that the student's conduct was not a manifestation of his/her disability, the student may be disciplined in accordance with the procedures for students without disabilities. However, the student's IEP team shall determine services necessary to enable him/her to participate in the general education curriculum in another setting and to allow him/her to progress toward meeting the goals set out in his/her IEP. (20 USC 1415(k)(1)(D); 34 CFR 300.530)

As appropriate, the student also shall receive a functional behavioral assessment and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur. (20 USC 1415(k)(1)(D); 34 CFR 300.530)

Due Process Appeals

If the parent/guardian disagrees with any district decision regarding placement under 34 CFR 300.530 (suspension and removal for dangerous circumstances) or 34 CFR 300.531 (interim alternative placement), or the manifestation determination under 34 CFR 300.530(e), he/she may appeal the decision by requesting a hearing. The district may request a hearing if the district believes that maintaining the student's current placement is substantially likely to result in injury to the student or others. In order to request a hearing, the requesting party shall file a complaint pursuant to 34 CFR 300.507 and 300.508(a) and (b). (20 USC 1415(k)(3); 34 CFR 300.532)

Whenever a hearing is requested as specified above, the parent/guardian or the district shall have an opportunity for an expedited due process hearing consistent with requirements specified in 34 CFR 300.507, 300.508 (a)-(c), and 300.510-300.514.

If the student's parent/guardian or the district has initiated a due process hearing under 34 CFR 300.532 as detailed above, the student shall remain in the interim alternative educational setting pending the decision of

the hearing officer or until the expiration of the 45-day time period, whichever occurs first, unless the parent/guardian and district agree otherwise. (20 USC 1415(k)(4); 34 CFR 300.533)

Readmission

Readmission procedures for students with disabilities shall be the same as those used for all students. Upon readmission, an IEP team meeting shall be convened.

Decision Not to Enforce Expulsion Order

The Board's criteria for suspending the enforcement of an expulsion order shall be applied to students with disabilities in the same manner as they are applied to all other students. (Education Code 48917)

Notification to Law Enforcement Authorities

Law enforcement notification requirements involving students with disabilities shall be the same as those specified for all students in AR 5144.1 - Suspension and Expulsion/Due Process.

When giving any required notification concerning a student with disabilities to any law enforcement official, the principal or designee shall require the law enforcement official to certify in writing that he/she will not disclose the student's information or records to any other person without the prior written consent of the student's parent/guardian. (Education Code 49076)

Report to County Superintendent of Schools

The Superintendent or designee shall report to the County Superintendent when any special education student has been expelled or suspended for more than 10 school days. The report shall include the student's name, last known address, and the reason for the action. (Education Code 48203)

Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been determined to be eligible for special education and related services and who has violated the district's code of student conduct may nevertheless assert any of the protections under IDEA, if the district had knowledge of the student's disability. (20 USC 1415(k)(5); 34 CFR 300.534)

Knowledge means that, before the occurrence of the behavior that precipitated the disciplinary action, one of the following occurred: (20 USC 1415(k)(5); 34 CFR 300.534)

1. The parent/guardian, in writing, has expressed concern to district supervisory or administrative personnel, or to a teacher of the student, that the student is in need of special education or related services.
2. The parent/guardian has requested an evaluation of the student for special education pursuant to 20 USC 1414(a)(1)(B) or 34 CFR 300.300-300.311.

3. The teacher of the student or other district personnel has expressed specific concerns directly to the district's director of special education or other supervisory district personnel about a pattern of behavior demonstrated by the student.

However, the district shall not be deemed to have knowledge of a student's disability if the student's parent/guardian has not allowed him/her to be evaluated for special education services or has refused services or, after evaluating the student pursuant to 34 CFR 300.300-300.311, the district determined that he/she was not an individual with a disability.

When the district is deemed to not have knowledge of a student's disability, the student shall be disciplined in accordance with procedures established for students without disabilities who engage in comparable behavior. (20 USC 1415(k)(5); 34 CFR 300.534)

If a request is made for an evaluation of a student during the time period in which the student is subject to disciplinary measures pursuant to 34 CFR 300.530, the evaluation shall be conducted in an expedited manner. Until the evaluation is completed, the student shall remain in the educational placement determined by school authorities. (20 USC 1415(k)(5); 34 CFR 300.534)

Approved: March 14, 2016

I. Dress Code Policy

Students

BP 5132

DRESS AND GROOMING

The Board believes that appropriate dress and grooming contribute to a productive learning environment. The Board expects students to give proper attention to personal cleanliness and to wear clothes that are suitable for the school activities in which they participate. Students' clothing must not present a health or safety hazard or a distraction that would interfere with the educational process.

Students and parents/guardians shall be informed about dress and grooming standards at the beginning of the school year and whenever these standards are revised. A student who violates these standards shall be subject to appropriate disciplinary action.

Gang-Related Apparel

The principal, staff and parents/guardians at a school may establish a reasonable dress code that prohibits students from wearing gang-related apparel when there is evidence of a gang presence that disrupts or threatens to disrupt the school's activities. Such a dress code may be included as part of the school safety plan and must be presented to the Board for approval. The Board shall approve the plan upon determining that it is necessary to protect the health and safety of the school's students.

Approved: June 13, 2016

Dress Code Policy

Students

AG 5132

DRESS AND GROOMING

In cooperation with teachers, students and parents/guardians, the principal or designee shall 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.

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

In addition, the following guidelines shall apply to all regular school activities:

1. Shoes must be worn at all times. Open-toed or backless shoes are not acceptable.
2. Clothing, jewelry and personal items (backpacks, fanny packs, gym bags, water bottles etc.) shall be free of writing, pictures or any other insignia which are crude, vulgar, profane, violent or

sexually suggestive, which bear drug, alcohol or tobacco company advertising, promotions and likenesses, or which advocate racial, ethnic or religious prejudice.

3. Hats, caps and other head coverings shall not be worn indoors, except under special circumstances.
4. Clothes shall be sufficient to conceal undergarments at all times and shall fit appropriately. See-through or fish-net fabrics, halter tops, off-the-shoulder or low-cut tops, bare midriffs, and skirts or shorts shorter than mid-thigh are prohibited.

The principal, teachers, and coaches at each school may establish reasonable dress and grooming regulations for times when students are engaged in extracurricular or other school activities. The principal has the final say about the appropriateness of attire.

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 and updated whenever related information is received.

Approved: June 13, 2016

VI. EMERGENCY RESPONSE PROCEDURES

A. Purpose and Scope

The Cutten Elementary School District Comprehensive Safe School Plan (CSSP) provides guidance and direction to administration, faculty and staff who have Emergency Management Responsibilities (EMR). The Emergency Response Plan along with the Comprehensive Safe School Plan shall be used during an emergency incident involving at Cutten Elementary School.

Key Emergency Contact

After contacting 911, it is imperative during an emergency to contact the Superintendent as quickly as possible. S/he will respond immediately to the emergency and alert the appropriate members of the District School Safety Team.

Public Agency Use of School Buildings for Emergency Shelters

Through a coordinated effort with local emergency service providers, the district will provide temporary shelter through the use of all school facilities during a community disaster or emergency. District staff will work in a coordinated effort with emergency response providers to promote a safe shelter for community members in need. (California Education Code 32282)

B. Safe School Leadership Team (SSLT)

The Safe School Leadership Team (SSLT) will take charge of the emergency, respond effectively, protect the occupants of the facility and reduce the risk of physical injury, property damage and business interruption.

Standardized Emergency Management System (SEMS) is the system required by Government Code 8607(a) for managing response to multi-agency and multi-jurisdiction emergencies in California. SEMS consists of five organizational levels, which are activated as necessary:

- Field Response
- Local Government
- Operational Area
- Regional
- State

The SSLT carries out the Field Response level of crisis and emergency management. The District School Safety Team functions at the Local Government level in this system. By organizing our crisis response plans according to SEMS/NIMS, both school sites and the district are positioned to integrate services when an incident occurs on an area, regional or state level.

By standardizing key elements of the emergency management system, SEMS/NIMS is intended to:

- Facilitate the flow of information within and between levels of the system.
- Facilitate coordination among all responding agencies.

Use of SEMS/NIMS will improve the mobilization, deployment, utilization, tracking, and demobilization of needed mutual aid resources. Use of SEMS/NIMS will reduce the incident of poor coordination and communications, and reduce resource ordering duplication on multi-agency and multi-jurisdiction responses.

SEMS/NIMS is designed to be flexible and adaptable to varied disasters that occur in California, and to the needs of all emergency responders.

Essential Management Functions: SEMS/NIMS has five essential functions adapted from Incident Command System (ICS). The Field Response uses three primary ICS functions: Incident Command, Logistics, and Operations.

Under the SEMS/NIMS, tasks are delegated to members of the SSLT to handle critical incidents successfully. The SSLT member is then responsible for the task assigned and serves as the manager of the task. This type of delegation allows each manager to focus on just one or two aspects of the incident. These managers then provide information to the incident commander (principal) and assist them in making informed decisions. Using this organizational system during a critical incident creates clear communication channels that will reduce the amount of confusion and chaos. Permanently assigning specific areas of responsibility to members of the Safe School Leadership Team provides each member with the opportunity to specialize in the management of his/her area.

The SEMS/NIMS can also address the uncertainty of exactly who will be in the building during an emergency. When assigning the management of critical roles in the SEMS/NIMS, assign an alternate for each role to assure coverage at all times. This may require some individuals to be responsible for more than one task if the primary manager were out of the building. While the SEMS/NIMS identifies roles for the members of the SSLT, all school faculty members should know their specific functions during an emergency. Teachers with students in class will have specific functions, as will teachers not assigned a class when an emergency occurs. It is imperative to emergency operations that SEMS/NIMS roles and responsibilities are assigned and understood by the Safe School Leadership Team members. The Roles & Responsibilities outlined in this document, will also assist the Incident Commander System if one or more team members/alternates are not available. Local emergency responders use the SEMS/NIMS to manage emergency events. Because of this, a school with assigned roles for administrators and teachers will be able to work more efficiently with local agencies.

Safe School Leadership Team

Depending on staff available, team members may serve multiple roles. For example, the Principal may serve as both Incident Commander and Operations Officer, etc.

In the event of an emergency situation, the Safe School Leadership Team should immediately begin assigned duties. For additional information staff should report to the school office or temporary command center where they will be assigned duties to oversee and provide directions during the emergency situation. The principal and/or designee in charge are to facilitate the following: (1) secure the area, (2) check for damage, (3) assess injury situations, and (4) report findings Incident Command.

C. Personnel Duties and Responsibilities

In the event of a major disaster, there is no guarantee that 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.

State of California Government Code, Chapter 8, Division IV, Title I

The State of California Government Code states that all public employees become emergency service workers in the event of a declared emergency. This means that all school district employees will be required to work in this capacity in case a disaster occurs and a state of emergency is declared.

D. Ridgewood School

1. Safe School Leadership Team

Incident Command	Sue Ivey	Principal
	Joe Kencke	Alternate #1
	Amy Chastain	Alternate #2
Planning	Brenda Flores	School Secretary
	Carrie Carlson	Alternate
Operations	Sue Ivey	Principal
	Mike Richards	Alternate #1
	Lori Dickinson	Alternate #2
Logistics	Jay Seeger	Head of Maintenance
	Martin Tunzi	Alternate
Finance	Thor Arwood	Business Manager

2. Student Wellness Team

When a school identifies an individual or group that may pose potential harm to themselves or others, the school will convene their **Threat Assessment Management Team (TAMT)**. The task of the TAMT is to assess the level of threat posed, determine what level of response the school site will initiate, what district resources may be required and what response may be needed. This team should work with outside agencies when making referrals under Welfare and Institutions Code 5150. The team will oversee and document the school site's response to threats, 5150 referrals and plan for monitoring or services that may need to occur after the crisis has passed. When engaged in the 5150 referral process, this team becomes a

Student Wellness Team. The team may expand at that point to include other staff, parents or whoever else may be required to monitor the student's well-being when and if returned to school.

Primary		Alternate	
Sue Ivey	Principal	Carrie Carlson	Resource Teacher
Miranda Johnston	School Social Worker	Dani Hinrichs	Classroom Teachers
Chris Jenkins	School Resource Officer, Eureka Police Department		

Evacuation and Supervision	
Supervising Teacher:	Overseeing:
Katrin Lemmon and Amy Chastain	Lemmon, Chastain, and Kencke
Nadine Seghetti	Seghetti and Watkins
Delaney Rice	D Rice and Richards
Lori Dickinson	Dickinson and Gabbert
Suzanne Rice	S Rice and Hinrichs
Audrea Filbey	Filbey, Seymour, and Escutia

3. Emergency Response Team

Command Post Blacktop	Medical Center Adjacent to Bus Garage	Damage Assessment / Search and Rescue	
Sue Ivey	Melissa Seymour	Jay Seeger	Mike Richards
Miranda Johnston	Liz Escutia	Teresa Lee	Stacey Gabbert
Brenda Flores	Joe Kencke	Martin Tunzi	Dani Hinrichs
Carrie Carlson	Kim Blanc		
Lindsay Watkins			

4. Evacuation Plan

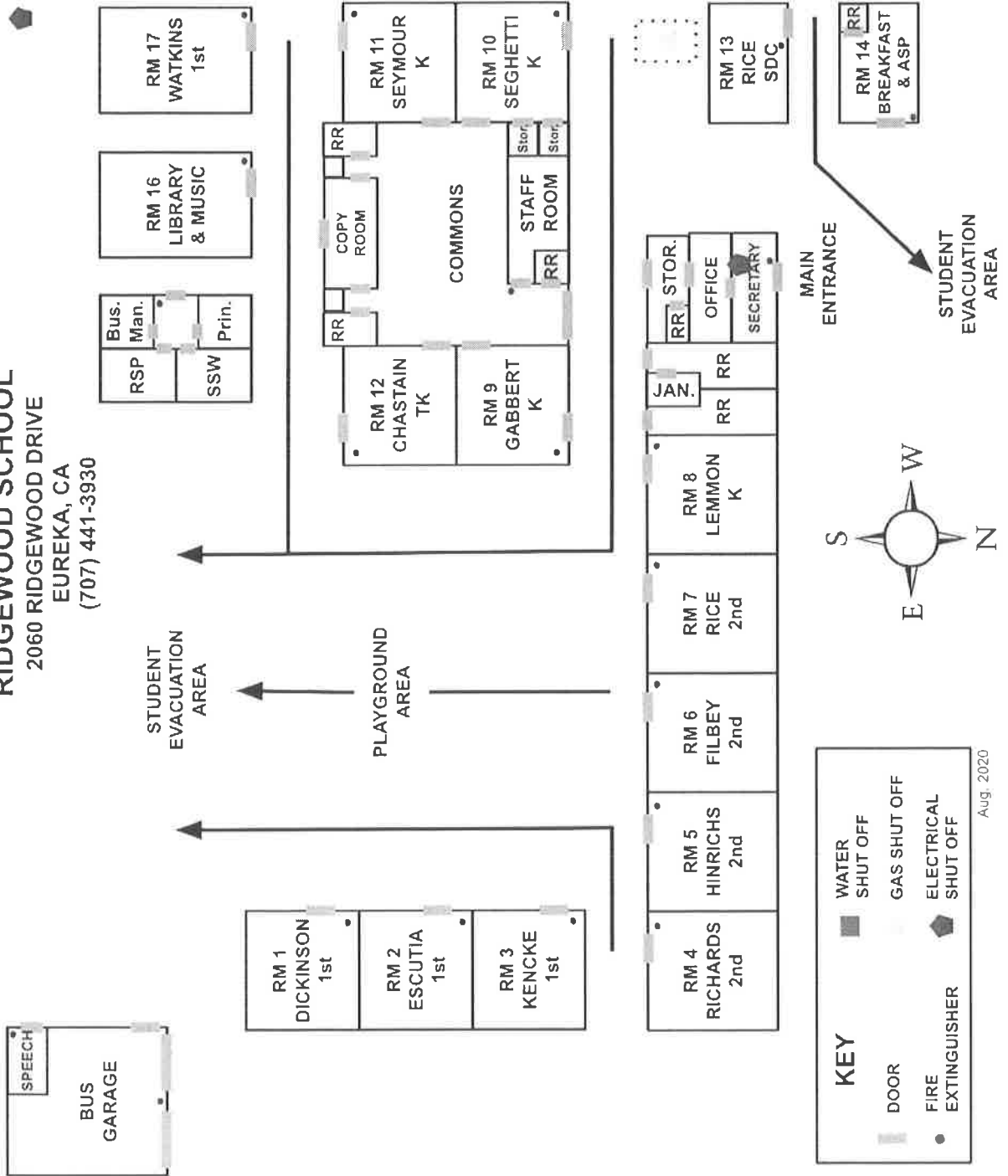
Stage One Evacuation: ON SITE: All students and staff are evacuated from buildings per route or alternative route and stationed on the playground in designated areas (see map, page 83).

Stage Two Relocation: OFF CAMPUS: At the direction of the District Incident Commander, all students and staff are relocated to a determined location off campus at time of event. Coordinate with district transportation department, Humboldt County Sheriff, and Humboldt No. 1 Fire Protection District (gas leak, fallen aircraft...)

- Evacuation Plan Checklist:
 - Detailed campus diagrams that show:
 - Evacuation routes
 - Designated areas for each teacher and class
 - Areas of supervision
 - Transportation points (for both buses and autos)
 - Student Release area
 - Press / information area
 - Teams
 - Command Post
 - Medical Center
 - Damage Assessment/Search and Rescue
 - Student Evacuation and Supervision

5. Ridgewood School Map

RIDGEWOOD SCHOOL
 2060 RIDGEWOOD DRIVE
 EUREKA, CA
 (707) 441-3930



Aug. 2020

6. Utility Shut Off Locations

- **Wrench located**
 - Inside the office storage room door to the right
- **Electrical shut offs**
 - **First wing (rooms 4 – 8) and the commons:**
 - Principal's office
 - Left-hand closet door
 - Left-hand panel
 - Lever labeled Main breaker 600 A
 - **Special Day Class Building:**
 - Principal's office
 - Right-hand closet door
 - Putty colored box
 - Upper left in closet
 - **Bus Garage, rooms 1, 2 & 3, 17, library, Learning Lane, and Kids Club:**
 - Freestanding unit south of room 17
 - Left-hand lock
 - Two-inch wide lever
- **Water shutoff**
 - Staff parking lot at the street
 - Lock closest to the school is our lock
 - Two levers - either will shut off water
- **Gas shutoff**
 - located in the hedge behind SDC building
 - far left vertical pipe, back of the pipe
 - use the wrench, half turn

7. Emergency/Crisis Disaster Log

Date of Incident: _____

FACILITY:

Electricity:

First Wing (Rooms 4-8) and the Commons

Special Day Class and Kids Club

Bus Garage, Rooms 1 - 3, Learning Lane, Library, Rom 17

Gas:

Behind SDC Building, in Hedge

Water:

Staff Parking Lot

BUILDINGS CLEAR:

Rooms 1 - 8

yes no

Rooms 9 - 12, Learning Lane, Library, Room 17, SDC, and Kids Club

yes no

STUDENTS:

Injuries:

yes no

If yes, location(s):

STAFF:

All classes accounted for:

yes no

All staff accounted for:

yes no

NOTE - DOORS NOT LOCKED:

8. Staff Order of Release

2020-2021

1. Alissa Morey	22. Dani Hinrichs
2. Jessica Kilgore	23. Carrie Carlson
3. Shara Moser	24. Lindsay Watkins
4. Taryn O’Kane	25. Liz Escutia
5. Kristy Thompson	26. Katri Pitts
6. Hilary Lyon	27. Katrin Lemmon
7. Leina Blaisdell	28. Nadine Seghetti
8. Tracy Thayer	29. Audrea Filbey
9. Monica Celis	30. Lori Dickinson
10. Sage Garrett	31. Suzanne Rice
11. Teia Gutierrez	32. Kim Goodman
12. Miranda Filbey	33. Delaney Rice
13. Daphne Endert	34. Thor Arwood
14. Camillia Seghetti	35. Teresa Lee
15. Aliyah Khan	36. Martin Tunzi
16. SDC aide (TBD)	37. Jay Seeger
17. Amy Chastain	38. Brenda Flores
18. Joe Kencke	39. Miranda Johnston
19. Melissa Seymour	40. Kim Blanc
20. Stacy Gabbert	41. Sue Ivey
21. Mike Richards	

E. Cutten School

1. Safe School Leadership Team

Incident Command	August Deshais	Principal
	Scott Nelson	Alternate #1
	Annette Sligh	Alternate #2
Planning	Sherrie Hurst	School Secretary
	Brandee Mitchell	Alternate
Operations	August Deshais	Principal
	Scott Nelson	Alternate #1
	Annette Sligh	Alternate #2
Logistics	Jay Seeger	Head of Maintenance
	Darold Ringler	Alternate
Finance	Thor Arwood	Business Manager

2. Student Wellness Team

When a school identifies an individual or group that may pose potential harm to themselves or others, the school will convene their **Threat Assessment Management Team. (TAMT)**. The task of the TAMT is to assess the level of threat posed, determine what level of response the school site will initiate, what district resources may be required and what response may be needed. This team should work with outside agencies when making referrals under Welfare and Intuitions Code 5150. The team will oversee and document the school site's response to threats, 5150 referrals and plan for monitoring or services that may need to occur after the crisis has passed. When engaged in the 5150 referral process, this team becomes a Student Wellness Team. The team may expand at that point to include other staff, parents or whoever else may be required to monitor the student's well-being when and if returned to school.

Primary		Alternate	
August Deshais	Principal	Janel Catelano	Resource Teacher
Kristyn Fresz	School Social Worker	Miranda Johnston	School Social Worker
Chris Jenkins	School Resource Officer, Eureka Police Department		

Evacuation and Supervision	
Supervising Teacher:	Overseeing:
Darcie Rutter	Annette Sligh
Bethany Ibbitson	Jen Code
Jesse Wheeler	Tracy Benbow
Andrea Yip	Jamie Hague / Alicia Smith
Christy Ng	Harriet Watson
Kaycee Cook	Scott Nelson
Sydney Bradbury	Brandee Mitchell

3. Emergency Response Team

Command Post Blacktop	Medical Center Adjacent to Bus Garage	Damage Assessment / Search and Rescue	
August Deshais	Jamie Hague	Annette Sligh	Scott Nelson
Kristyn Fresz	Alicia Smith	Jen Code	Jay Seeger
Sherrie Hurst	Susie Smelser	Jennifer Johnston	Tracy Benbow
Brandee Mitchell	Harriet Watson	Darold Ringler	Travis O'Brien

4. Evacuation Plan

Stage One Evacuation: ON SITE: All students and staff are evacuated from buildings per route or alternative route and stationed on the playground in designated areas (see map, page 83).

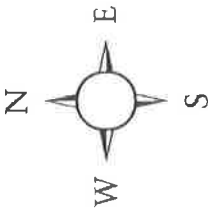
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- Evacuation Plan Checklist:
 - Detailed campus diagrams that show:
 - Evacuation routes
 - Designated areas for each teacher and class
 - Areas of supervision
 - Transportation points (for both buses and autos)

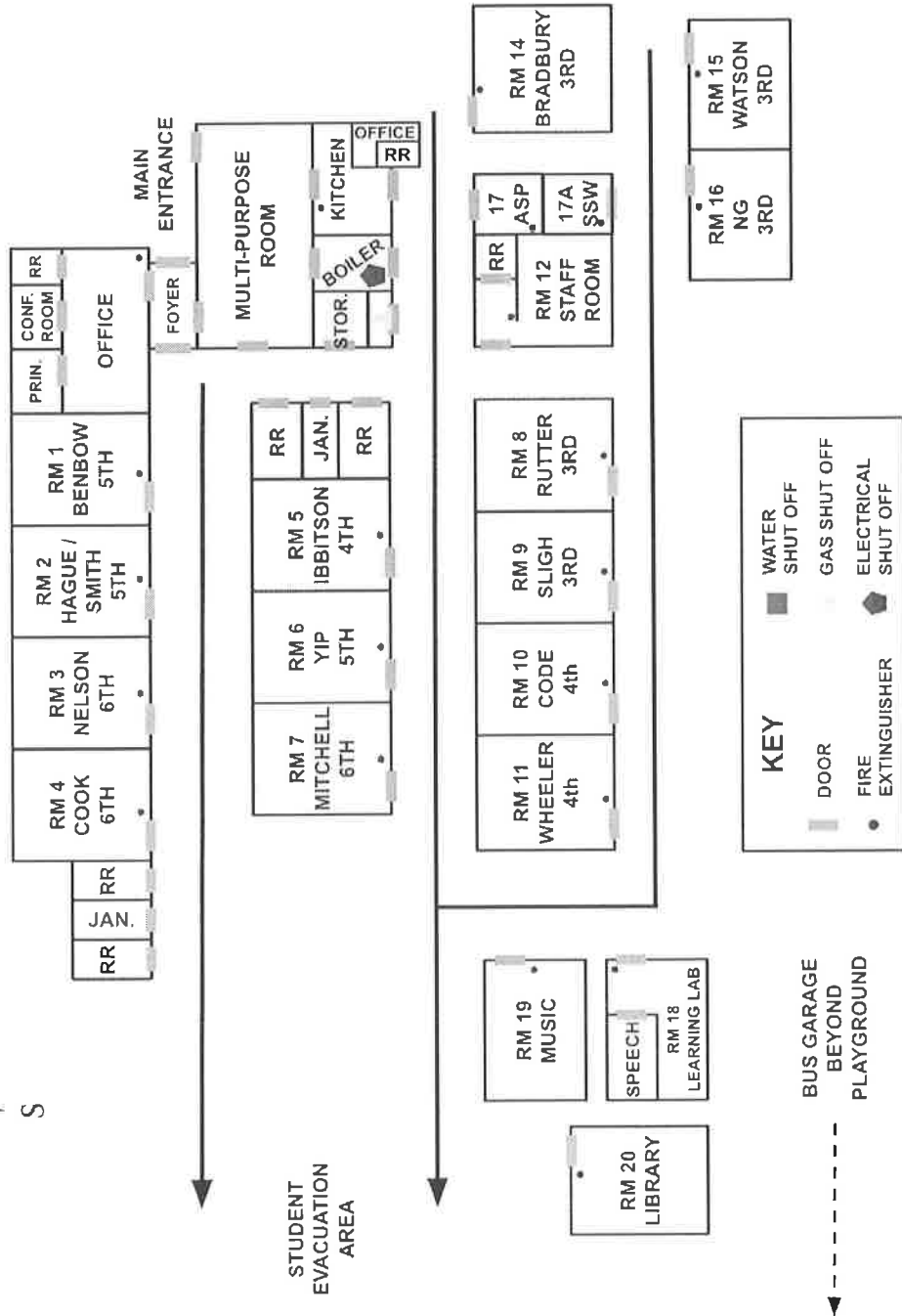
- Student Release area
- Press / information area
- Teams
 - Command Post
 - Medical Center
 - Damage Assessment/Search and Rescue
 - Student Evacuation and Supervision

5. Cutten School Map

CUTTEN SCHOOL
 4182 WALNUT DRIVE
 EUREKA, CA
 (707) 441-3900



ANNEX



Aug. 2020

6. Utility Shut Off Locations

- **Electrical shutoffs**
 - Boiler room adjacent to multi purpose room
 - Free standing unit east of Room 15
- **Water shutoff**
 - In lawn area at the front of school
- **Gas shutoff**
 - Accessed through door adjacent to exterior boiler room door

7. Emergency/Crisis Disaster Log

Date of Incident: _____

FACILITY:

Electricity:

Boiler Room adjacent to Multi Purpose Room

Freestanding Unit East of Room 15

Gas:

Door Adjacent to Exterior, Southern Boiler Room Door

Water:

Lawn in Front of the School

BUILDINGS CLEAR:

Rooms 8-11 and 15-16, Learning Lab, Music Room, and Library

yes no

Rooms 1-7, Multi Purpose Room, Kitchen, ASP, Room 14, Annex

yes no

STUDENTS:

Injuries:

yes no

If yes, location(s):

STAFF:

All classes accounted for:

yes no

All staff accounted for:

yes no

NOTE - DOORS NOT LOCKED:

8. Staff Order of Release

2020-2021

1. Betty Davenport	22. Alicia Smith
2. Rachael Baskin	23. Andrea Yip
3. Sharon Wheeler	24. Brandee Mitchell
4. Judy Ghera	25. Kristyn Fresz
5. Carol Sandretto-Unsinger	26. Jen Code
6. Taunya Brunton	27. Kaycee Cook
7. Kristen Stewart	28. Darcie Rutter
8. Molly Willis	29. Annette Sligh
9. Debbie Olson	30. Harriet Watson
10. Mike Hulstrom	31. Christy Ng
11. Kendall Boyett	32. Julie VanSickle
12. Catherine Hartridge	33. Tracy Benbow
13. Ashley Nettle	34. Scott Nelson
14. Lily Price	35. Janel Catalano
15. Jovanah Hoboo	36. Bethany Ibbitson
16. Anne Robbins	37. Jesse Wheeler
17. Susie Smelser	38. Sydney Bradbury
18. Jennifer Johnston	39. Miranda Johnston
19. Jamie Hague	40. Jay Seeger
20. Travis O'Brien	41. Sherrie Hurst
21. Darold Ringler	42. August Deshais

F. Drill Schedule

- **FIRE DRILL (1x /calendar month, unless alternate drill w/evacuation)**

The principal shall also hold fire drills at least once a month at the elementary level, four times every school year at the intermediate level, and not less than twice every school year at the secondary level. (Education Code 32001).

- The principal shall notify staff as to the schedule for fire drills.

- o Whenever a fire drill is held, all students, teachers and other employees shall be directed to leave the building.
- o Teachers shall ascertain that no student remains in the building.
- o Teachers shall be prepared to select alternate exits and shall direct their classes to these exits whenever the designated escape route is blocked.
- o The principal or designee shall keep a record of each fire drill conducted and file a copy of this record.

- **EARTHQUAKE DRILL (2x year)**
- **LOCKDOWN DRILL (at least once per year)**

G. District Emergency Phone Numbers

Superintendent/Ridgewood Principal – Sue Ivey

(707) 441-3930 (bus.); (707) 599-4999 (cell)

Cutten Principal – August Deshais

(707) 441-3900 (bus.); (707) 502-0584 (cell)

Thor Arwood – Business Manager

(707) 445-7280 (bus.); (707) 502-6778 (cell)

Sherrie Hurst – Cutten Secretary

(707) 441-3900 (bus.); (707) 496-2576 (cell)

Brenda Flores – Ridgewood Secretary

(707) 441-3930 (bus.); 707 498-6818 (cell)

Maintenance and School Site Utilities Location (water, power, gas)

Jay Seeger (707) 832-7374 (cell)

District School Social Workers and Social Work Assistants –

Miranda Johnston (503) 750-6168 (cell)

Kristyn Fresz (530) 410-9906 (cell)

District Bus Transportation –

Darold Ringler (707) 362-3619 (cell)

Martin Tunzi (707) 672-2292 (cell)

H. 2-Way Radio Use

IN CASE OF A BOMB THREAT, DO NOT ACTIVATE RADIOS, AS THE FREQUENCY MAY ACTIVATE THE BOMB.

Our district system is licensed and monitored by the Federal Communications Commission for school business use. In an emergency, effective communication is crucial. Follow these guidelines for radio use:

- Only one signal can be on the frequency at a time. Be sure to monitor the system before transmitting
- Minimize transmissions. Keep sentences short
- Key radio, wait 2 seconds then speak slowly, clearly, within two inches of the radio
- Use clear "sign-off" terms
- During normal use, use only the channel assigned to the school.

VII. EMERGENCY RESPONSE PLANS

A. General Procedures

Emergency Actions are a set of simple directives and alert level procedures that may be implemented across many emergency situations. When an emergency occurs, it is critical that staff members take immediate steps to protect themselves and others. With Emergency Actions in place, staff can follow specific directions without having to learn extensive protocols for each of several dozen different emergency situations. The Incident Commander will decide which Emergency Actions to implement, based on the situation.

The most common immediate emergency actions below are listed below. Staff members must become familiar with each emergency action and be prepared to perform assigned responsibilities. All students must be taught what to do when any of the common emergency actions are implemented.

Type	Definition
STATUS	ALL CLEAR communicates to students and staff that the emergency is over and normal school operations can resume.
	EMERGENCY DAMAGE ASSESSMENT is the inspection process used immediately following an emergency (typically while students and staff are under an EVACUATION order) to determine if it is safe to resume occupancy of school facilities. An EMERGENCY DAMAGE ASSESSMENT should be performed following any event with the potential to cause damage school facilities or equipment.
RESTRICTED MOVEMENT & ACCESS	<p>LOCKDOWN is initiated to isolate students and school staff from danger on or near the campus when movement within the school and within rooms on the campus might put students and staff in jeopardy. LOCKDOWN is used to prevent intruders from entering occupied areas of the buildings.</p> <ul style="list-style-type: none"> ● Lock the doors; ● Close and lock windows, and close blinds or cover windows; ● Turn off lights; ● Silence all electronic devices; ● Remain silent; ● Use strategies to silently communicate with first responders if possible, ● Hide along the wall closest to the exit but out of the view from the hallway (allowing for an ambush of the intruder and for possible escape if the intruder enters the room); and ● Remain in place until the release from lockdown by school administration or evacuated by law enforcement.
	SECURE CAMPUS is implemented as a precautionary measure to ensure the safety of students and staff when there is danger in the surrounding community or a bomb threat is made against the school. SECURE CAMPUS requires that all students and staff take shelter in school buildings and lock all exterior doors. Classroom instruction and/or activity may continue if all classroom and office doors are locked, and all students and staff remain inside through the duration of that event. The school perimeter should be secured.
	SHELTER IN PLACE is implemented when there is a need to isolate students and staff from the outdoor environment to prevent exposure to airborne contaminants. The procedures include closing and sealing doors, windows and vents; shutting down the classroom/building heating, ventilation and air conditioning systems to prevent exposure to the outside air; and turning off pilot lights. SHELTER IN PLACE allows for the free movement of staff and students within the building, although one should not leave the room until further instructions are received. Those in classrooms with exterior passageways must remain in the classroom while SHELTER IN PLACE

	<p>is instituted. It is appropriate for, but not limited to, gas leaks, external chemical release, dirty bombs and hazardous material spills.</p> <p>TAKE COVER is implemented when it is necessary to move to and take refuge in the best shielded areas within the school buildings. It is appropriate for, but not limited to, severe windstorms and tornados.</p> <ul style="list-style-type: none"> ● Move students and staff into the school’s permanent building. ● Group students/staff together at the furthest point away from windows on the floor. <ul style="list-style-type: none"> ✓ Face the wall with backs to the windows ✓ Crouch down on knees and elbows ✓ Hands covering the back of their head/neck ● If a tornado warning or potentially damaging windstorm occurs at dismissal, delay dismissal. <p>An order to TAKE COVER should remain in place until the National Weather Service has lifted the warning.</p> <p>DUCK, COVER AND HOLD ON is the action taken during an earthquake to protect students and staff from flying and falling debris. DUCK, COVER AND HOLD ON is an appropriate action for use during an earthquake or explosion. Immediate EVACUATION and an EMERGENCY DAMAGE ASSESSMENT must be performed prior to occupancy of any of the site’s buildings, following any event prompting the use of DUCK, COVER AND HOLD ON.</p>
EVACUATION	<p>EVACUATION is implemented when conditions make it unsafe to remain inside the building(s). This action provides for the orderly movement of students and staff along prescribed routes from inside school buildings to a designated outside area of safety.</p> <p>OFF-SITE EVACUATION is implemented when it is unsafe to remain on the school campus, and evacuation to an off-site assembly area is required. This action provides for the orderly movement of students and staff along prescribed routes from inside school buildings to a designated area of safety off campus. In some situations, OFF-SITE EVACUATION may require the use of busing. STRUCTURED REUNIFICATION should be used following any OFF-SITE EVACUATION.</p> <p>EARLY RELEASE Certain situations may require releasing students from school at a time when parents expect their children to be at the school site. EARLY RELEASE may be implemented when circumstances make keeping students at school inadvisable. EARLY RELEASE must be authorized by the district superintendent or designee. During an EARLY RELEASE, students follow normal dismissal procedures.</p>
REUNIFICATION	<p>STRUCTURED REUNIFICATION is the process used to reunify children with their parents, guardians or caregivers, following a school emergency. Regular dismissal procedures are not followed. STRUCTURED REUNIFICATION requires:</p> <ul style="list-style-type: none"> ● Maintaining accurate information on the location of each child. ● Preventing unauthorized individuals from having access to or removing children. ● Verifying the identity of individuals coming to take custody of children. ● Verifying everyone has the legal right to take custody the child for which they have asked. ● Keeping record of who each student is released to, the method used to verify their identity and the time of the pick-up.

B. Active Shooter/Armed Assailant

ACTIVE SHOOTER / ARMED ASSAILANT SITUATIONS

“Active shooter situations” are defined as those where an individual or individuals is “actively engaged in killing or attempting to kill people in a confined and populated area.” *Active shooters / armed assailants frequently use firearms, but attacks of this type can also be made with other types of weapons (knives, swords, etc.). These situations are unpredictable and evolve quickly. Because of this, individuals must be prepared to deal with an active shooter / armed assailant situation before law enforcement personnel arrive on the scene.*

No single response fits all *active shooter / armed assailant situations*; therefore, it is essential all members of the school staff know their options for response and are prepared to act decisively to protect their students and themselves.

ACTIONS – ALL SCHOOL STAFF

1. All employees are authorized to take immediate action to protect themselves and students if they see or hear anything that causes them to believe an active shooter / armed assailant situation is occurring or is about to occur.
 - a. Act immediately if you or your students:
 - hear a sound that might be gunfire.
 - see something that looks like a weapon being carried or used on or near the campus.
 - sense any other indication of active shooter / armed assailant threat.
 - b. Quickly evaluate which option (Run, Hide or Fight) will best protect you and your students.
 - c. Be decisive. Communicate your plan to your students and act quickly.
 - d. Call 911 and the School Office as soon as it is safe to do so.
2. Options: *Run, Hide or Fight*
 - a. RUN: If you can get yourself and your students safely away from danger, do so immediately.
 - Do not evacuate unless you...
 - o know with certainty, the exact location of assailant (do not trust unofficial, second hand accounts),
 - o and can visualize a route that will get your students and yourself safely off campus.
 - Don't carry anything with you.
 - o Police may mistake an item in your hands as a weapon.
 - o Leave everything behind.
 - If you encounter people along the way...
 - o Adults: Warn them and take them with you if you can but don't stop if they refuse to come.

- o Students: Warn any students you encounter and take them with if you. You may use reasonable force to take a student with you *if you can do so without endangering yourself or the other students in your care.*
 - Place terrain and buildings between you and the assailant to cover your escape.
 - Keep going until you are certain you are out of danger.
 - Keep your students with you. Call 911 to report your location and obtain instructions.
- b. HIDE: If you do not know the exact location of the assailant, get your students and yourself into the most secure location available and LOCKDOWN.
- Lock the doors
 - Close and lock windows and close blinds or cover windows;
 - Turn off lights;
 - Barricade the doors with heavy furniture; be sure your barricade covers any glass in or near the door;
 - Silence all electronic devices;
 - Remain silent;
 - Position occupants spread out and out of line of site from room entrance.
 - Prepare to act if the assailant attempts to get in the room;
 - Use text or email to communicate your location, the number of students or staff with you, if you have any wounded and the extent of the injuries;
 - Call 911 as soon as it is safe to do so.
 - Remain in place until evacuated by identifiable law enforcement officers.
- c. FIGHT: Never seek out confrontation with an active shooter / armed assailant. If you are confronted by an active shooter / armed assailant and you have no safer option, take immediate action to disrupt or incapacitate the assailant. If you choose the FIGHT option, commit to your actions.
- If you are in LOCKDOWN (Hide), prepare yourself and your students for the possibility that the assailant may attempt to get in the room you are in.
 - o Construct a strong barricade.
 - o If you have another way out (a window or back door) use it while the assailant is attempting to get in.
 - o If no other exit is available be prepared to disrupt the assailant by throwing objects at the assailant and running for the exit as soon as the assailant enters the room.
 - a. Use items in the environment as improvised weapons (fire extinguishers, staplers, books, cups, etc.)
 - Staff members may consider using aggressive and violent force to surprise and overwhelm the assailant.
3. Call 911 and initiate a school-wide LOCKDOWN announcement as soon as you can do so safely. Work with the people you are with to do both calls simultaneously if possible.

- a. Provide as much information as possible (slow down – be calm):
 - State the emergency: “I hear gunfire.” “I saw...”
 - Give information on people who are wounded.
 - Location of the assailant (if known):
 - Description of the assailant (if known):
 - Your precise location
 - The number of children with you:
- b. Keep the line open, even if you can’t talk, unless instructed by the dispatcher to end the call.

4. Special Topics

- a. Injuries: Your response to injured persons will need to vary given the specific circumstances that are present and the response option (Run, Hide or Fight) you are engaged in.
 - *Run* – If you encounter injured persons while you are trying to get out of danger...
 - o And you have children with you, you must place their safety ahead of the injured person. Take note of where the injured person is and report the location as soon as you get to safety.
 - *Hide* – If someone is injured where you are hiding, secure the room before tending to the wounded.
 - o As soon as it is safe to do so, apply first aid using any supplies that are available. If necessary, use articles of clothing as improvised dressing for wounds and apply direct pressure to control bleeding.
 - *Fight* – This is always the option of last resort because the probability of injury is highest when you are near the assailant. Commit to your plan. Do not stop to tend to the wounded until it is safe to do so.
 - o If your intention is to disrupt the assailant to allow as many people to escape as possible, stick to that plan.
 - o If your plan is to incapacitate the assailant, keep fighting until the assailant is incapacitated and the weapon and assailant are under control.
- b. Law Enforcement: If you encounter law enforcement officers...
 - Immediately raise your hands in the air and display your open palms.
 - Don’t run up to officers or attempt to hug or talk to them.
 - Don’t talk unless they ask you a question.
 - Do exactly what they tell you to do.
- c. Weapons: If the assailant loses control of a weapon, exercise extreme care when securing it:
 - Do not pick up the weapon. Law enforcement may shoot you if they see you holding a weapon.

- Secure the weapon by placing an empty trash can over it and sliding it to a location where it can be kept covered and under control until a law enforcement officer can take possession of it.
- d. Ongoing Communication: (School should develop means to safely provide updates to staff to keep them informed during the incident.)
- e. Extended Day Programs / After School Activities: Train all district / site staff involved with student activities and extracurricular programs.

PRINCIPAL OR DESIGNEE ACTIONS:

- Follow the All Staff guidance described above.
- Call 911 and initiate a **LOCKDOWN** announcement as soon as you can do so safely. Work with nearby staff to do them simultaneously if possible.
 - o Include as much actionable information on the announcement as possible.
 - *Example "LOCKDOWN, LOCKDOWN, LOCKDOWN. Man, with a gun on campus. LOCKDOWN now."*
- If possible, assist emergency personnel.
 - o Assist police in entering the school;
 - o Provide officers with keys, maps and any other information requested.

C. Biological Agent Release

This is an incident involving the discharge of a biological substance in a solid, liquid or gaseous state. Such incidents may include the release of radioactive materials. A biological agent can be introduced through:

- postal mail, via a contaminated letter or package
- a building's ventilation system
- a small explosive device to help it become airborne
- a contaminated item such as a backpack, book bag, or other parcel left unattended
- the food supplies
- aerosol release (for example, with a crop duster or spray equipment)

Defense against biological release (e.g. anthrax, smallpox, plague, ricin etc.) is difficult because usually appear after some time has lapsed. Indicators that may suggest the release of a biological or chemical substance include multiple victims suffering from: watery eyes, choking or breathing difficulty, twitching or the loss of coordination. Another indicator is the presence of distressed animals or dead birds. Determine which scenario applies and implement the appropriate response procedures.

Outside the building

STAFF ACTIONS:

1. Notify principal.
2. Move students away from immediate vicinity of danger (if outside, implement Take Cover).
3. Segregate individuals who have been topically contaminated by a liquid from unaffected individuals. Send affected individuals to a designated area medical attention.
4. Follow standard student assembly, accounting and reporting procedures.

PRINCIPAL OR DESIGNEE ACTIONS:

1. Initiate **SHELTER IN PLACE**.
2. Shut off HVAC units.
3. Move to central location where windows and doors can be sealed with duct tape.
4. Call 911. Provide location and nature of the emergency and school actions taken.
5. Turn on radio and listen for instructions.
6. Complete the Biological and Chemical Release Response Checklist
7. Remain inside the building until it is safe to leave.

Inside the building

STAFF ACTIONS:

1. Notify principal or site administrator.
2. Segregate individuals who have been topically contaminated by a liquid from unaffected individuals.
3. Implement **EVACUATION** or **OFF-SITE EVACUATION**, as appropriate. Send affected individuals to a designated area for medical attention.
4. Follow standard student assembly, accounting and reporting procedures.
5. Prepare a list of those who are in the affected area to provide to emergency response personnel.

PRINCIPAL OR DESIGNEE ACTIONS:

1. Initiate **EVACUATION** of building or **OFF-SITE EVACUATION** to move students away from immediate vicinity of danger.
2. Move up-wind from the potential danger.
3. Call 911. Provide exact location and nature of emergency.
4. Designate security team to isolate and restrict access to potentially contaminated areas.
5. Wait for instructions from emergency responders-- Health or Fire Department.
6. Complete the Biological and Chemical Release Response Checklist
7. Wait to return to the building until it has been declared safe by local HazMat or appropriate agency.

THOSE WHO HAVE DIRECT CONTACT WITH BIOLOGICAL AGENT:

1. Wash affected areas with soap and water.
2. Immediately remove and contain contaminated clothing

3. Do not use bleach on potentially exposed skins.
4. Remain in safe, but separate area, isolated from those who are unaffected, until emergency response personnel arrive.

D. Bomb Threat

If the school receives a bomb threat by telephone, follow the Bomb Threat Checklist on the next page to document information about the threat. Keep the caller on the telephone if possible and listen carefully to all information the caller provides. Make a note of any voice characteristics, accents, or background noises and complete the Bomb Threat Report as soon as possible.

PERSON RECEIVING THREAT BY TELEPHONE:

1. Listen. Do not interrupt caller.
2. Keep the caller on the line with statements such as *"I am sorry, I did not understand you. What did you say?"*
3. Alert someone else by prearranged signal to notify the telephone company to trace the call while the caller is on the line.
4. Complete the Bomb Threat Checklist.

Telephone Bomb Threats

- Remain calm/courteous.
- Read phone's visual display.
- Listen, don't interrupt.
- Keep caller talking. Pretend hearing difficulty.
- Notice details: background noises, voice description.
- Ask: When? Where? What? How?
- Don't touch any suspicious objects.

Call 911

PERSON RECEIVING THREAT BY MAIL:

1. Note the way the threat was delivered, where it was found and who found it.
2. Limit handling of item by immediately placing it in an envelope so that fingerprints may be detected. Written threats should be turned over to law enforcement.
3. Caution students against picking up or touching any strange objects or packages.
4. Notify principal or site administrator.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

1. Call 911.
2. If the caller is still on the phone, contact the phone company to trace the call. Tell the telephone operator the name of school, name of caller, phone number on which the bomb threat came in. This must be done quickly since the call cannot be traced once the caller has hung up.
3. Instruct staff and students to turn off any pagers, cellular phones or two-way radios. Do not use those devices during this threat since explosive devices can be triggered by radio frequencies.
4. Determine whether to evacuate the threatened building and adjoining buildings. If the suspected bomb is in a corridor, modify evacuation routes to bypass the corridor.

5. Use the intercom, personal notification by designated persons, or the PA system to evacuate the threatened rooms.
6. If it is necessary to evacuate the entire school, use the fire alarm.
7. Call sheriff to look for suspicious packages, boxes or foreign objects.
8. Do not return to the school building until it has been inspected and determined safe by proper authorities.
9. Avoid publicizing the threat any more than necessary.

STAFF ACTIONS:

1. Evacuate students as quickly as possible, using primary or alternate routes.
2. Upon arrival at the designated safe site, take attendance. Notify the principal or designee of any missing students.
3. Do not return to the building until emergency response officials determine it is safe.

E. Chemical Accident Procedure

This incident could be the result of spilled cleaning chemicals within the school building, in the school lab, a material a student brings to school, or a broken gas main. Any such accidents could endanger the students and staff. Hazardous material spills may occur inside a building, such as a spill in a chemistry lab.

PERSON DISCOVERING SPILL:

1. Alert others in the immediate area to leave the area.
2. Close windows and doors and restrict access to affected area(s).
3. Notify principal or designee.
4. DO NOT eat or drink anything or apply cosmetics.

PRINCIPAL OR DESIGNEE ACTIONS:

1. Notify Fire Department and the Department of Public Health. Provide the following information:
 - a. School name and address, including nearest cross street(s)
 - b. Location of the spill and/or materials released; name of substance, if known
 - c. Characteristics of spill (color, smell, visible gases)
 - d. Injuries, if any
 - e. Your name and telephone number
2. Notify Maintenance personnel to shut off mechanical ventilating systems.
3. If necessary, proceed with school **EVACUATION** using primary or alternate routes, avoiding exposure to the chemical fumes.
4. Post a notice on the school office door stating location of evacuation site.
5. Use Parent Telephone Alert System (One Call Now), if appropriate to send brief description of the emergency, how it was handled, and, if appropriate, what steps are being taken in its aftermath.

STAFF ACTIONS:

1. If **EVACUATION** is implemented, direct all students to report to nearest designated building or assembly area. Take class roster and emergency backpack and student kits. Check that all students have left the building. Students are not to be left unattended at any time during evacuation process. Students are to remain quiet during evacuation.
2. Upon arrival at evacuation site, take attendance. Notify principal or designee of any missing students.
3. Upon arrival at evacuation site, take roll and report attendance to Principal immediately. Notify emergency response personnel of any missing students.
4. Do not return to the building until emergency response personnel have determined it is safe.

F. Duck, Cover, and Hold On

DUCK, COVER AND HOLD ON is the action taken during an earthquake to protect students and staff from flying and falling debris. It is appropriate action for:

- Earthquake
- Explosion

ANNOUNCEMENT:

The following announcement will be made over the public-address system and by teachers in classrooms:

Example: "Attention please. **DUCK, COVER AND HOLD.** Get under a table or desk, away from windows and anything that could fall and hurt you. Hold that position until the shaking stops or until you receive further instructions."

STAFF AND STUDENT ACTIONS:

Inside

1. Instruct students to move away from windows.
2. Immediately drop to the floor under desks, chairs or tables. With back to windows, place head between knees, hold on to a table leg with one hand and cover the back of the neck with the other arm.
3. Remain in place until shaking stops or for at least 20 seconds. When quake is over, leave building. Do not run. Avoid routes with architectural overhangs. Do not re-enter building until declared safe by competent authority.

Outside

1. Instruct students to move away from buildings, trees, overhanging wires and **DUCK, COVER and HOLD ON.**
2. Upon the command **DUCK, COVER AND HOLD ON**, immediately move away from objects which might topple over, drop to the ground or get under a table close by, place head between knees, and cover back of neck with arms and hands.
3. Remain in place until shaking stops or for at least 20 seconds.

G. Earthquake Procedure

Earthquakes strike without warning. Fire alarms or sprinkler systems may be activated by the shaking. The effect of an earthquake from one building to another will vary. Elevators and stairways will need to be inspected for damage before they can be used. The major shock is usually followed by numerous aftershocks, which may last for weeks.

The major threat of injury during an earthquake is from falling objects, glass shards and debris. Many injuries are sustained while entering or leaving buildings. Therefore, it is important to quickly move away from windows, free-standing partitions and shelves and take the best available cover under a sturdy desk or table, in a doorway or against an inside wall. All other actions must wait until the shaking stops. If persons are protected from falling objects, the rolling motion of the earth may be frightening but not necessarily dangerous.

Inside Building

PRINCIPAL OR DESIGNEE ACTIONS:

1. Direct inspection and assessment of school buildings. Report building damage and suspected breaks in utility lines or pipes to fire department responders.
2. Send search and rescue team to look for trapped students and staff.
3. Instruct staff to keep students a safe distance away from building entrances to assure no one re-enters.
4. Determine who will inform public information media as appropriate.
5. Do NOT re-enter building until it is determined to be safe by appropriate facilities inspector.
6. Determine whether to close school. If school must be closed, notify staff members, students and parents.

STAFF ACTIONS:

1. Give **DROP, COVER and HOLD ON** command. Instruct students to move away from windows, bookshelves and heavy suspended light fixtures. Get under table or other sturdy furniture with back to windows.
2. Check for injuries, and render First Aid.
3. After shaking stops, **EVACUATE** building. Avoid evacuation routes with heavy architectural ornaments over the entrances. Do not return to the building. Bring attendance roster and emergency backpack.
4. Check attendance at the assembly area. Report any missing students to principal or designee.
5. Warn students to avoid touching electrical wires and keep a safe distance from any downed power lines.
6. Stay alert for aftershocks
7. Do NOT re-enter building until it is determined to be safe.

Outside Building

STAFF ACTIONS:

1. Move students away from buildings, trees, overhead wires, and poles. Get under table or other sturdy furniture with back to windows. If not near any furniture, 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. If notebooks or jackets are handy, hold over head for added protection. Maintain position until shaking stops.
2. After shaking stops, check for injuries, and render first aid.
3. Check attendance. Report any missing students to principal or designee.
4. Stay alert for aftershocks.
5. Keep a safe distance from any downed power lines
6. Do NOT re-enter building until it is determined to be safe.
7. Follow instructions of principal or designee.

During non-school hours

PRINCIPAL OR DESIGNEE ACTIONS:

1. Inspect school buildings with Maintenance personnel to assess damage and determine corrective actions.
2. Notify fire department and utility company of suspected breaks in utility lines or pipes.
3. If school must be closed, notify staff members, students and parents. Arrange for alternative learning arrangement such as portable classrooms if damage is significant and school closing will be of some duration.
4. Determine who will inform public information media as appropriate.

H. Evacuation (On-Site)

EVACUATION is implemented when conditions make it unsafe to remain in the building. This ACTION provides for the orderly movement of students and staff along prescribed routes from inside school buildings to a designated outside area of safety. **EVACUATION** is considered appropriate for, but is not limited to, the following types of emergencies:

- Fire
- Bomb threat
- Chemical accident
- Explosion or threat of explosion
- Post earthquake

See next page for how to assist those with disabilities during an evacuation.

See also: **OFF-SITE EVACUATION**, which is implemented when it is not safe to remain on the school campus and **REVERSE EVACUATION**, when it is unsafe to remain outside.

ANNOUNCEMENT:

1. Fire alarm.
2. Provided time is available, make an announcement over the public-address system:

Example: "Attention please. We need to EVACUATE all buildings. Teachers are to take their students to the Assembly Area. Students please remain with your teacher."

3. Implement Special Needs Evacuation Plan.
4. Use walkie-talkies to deliver additional instructions to teachers in hold areas.

PRINCIPAL OR DESIGNEE:

1. The Assembly Area should be a safe location on the school campus away from the building and emergency response equipment that may arrive at the school. If unsafe for the current emergency, designate an alternate Assembly Area.
2. When clearance to return to the buildings is determined or received from appropriate agencies, announce **ALL CLEAR** to return to classrooms and resume school activities.
3. Use Parent Telephone Alert System (One Call Now), if appropriate to send brief description of the emergency, how it was handled, and, if appropriate, what steps are being taken in its aftermath.

STAFF ACTIONS:

1. Instruct students to leave the building in an orderly manner using the designated evacuation routes and reassemble in the assigned Assembly Area.
2. Take the emergency backpack and student roster when leaving the building and take attendance when the class is reassembled in a safe location. Report attendance to the Incident Commander/designee.
3. Remain in the Assembly Area until further instructions are given.
4. Wait for another ACTION or the **ALL CLEAR** instruction to return to school buildings and normal class routine.

HOW TO ASSIST THOSE WITH DISABILITIES DURING AN EVACUATION

The needs and preferences of non-ambulatory individuals will vary. Some people may have minimal ability to move, and lifting may be dangerous. Some non-ambulatory people also have respiratory complications. Remove them from smoke and vapors immediately

To alert visually-impaired individuals

1. Announce the type of emergency.
2. Offer your arm for guidance.
3. Tell person where you are going, obstacles you encounter.
4. When you reach safety, ask if further help is needed.

To alert individuals with hearing limitations

1. Turn lights on/off to gain person's attention -OR-
2. Indicate directions with gestures -OR-
3. Write a note with evacuation directions.

To evacuate individuals using crutches, canes, walkers, or wheelchairs

1. Evacuate these individuals as injured persons.
2. Assist and accompany to evacuation site, if possible -OR-
3. Use a sturdy chair (or one with wheels) to move person -OR-
4. Help carry individual to safety if necessary.

I. Evacuation (Off-Site)

OFF-SITE EVACUATION is implemented when it is unsafe to remain on the school campus, and evacuation to an off-site assembly area is required. This ACTION provides for the orderly movement of students and staff along prescribed routes from inside school buildings to a designated area of safety. **OFF-SITE EVACUATION** is considered appropriate for, but is not limited to, the following types of emergencies:

- Fire
- Bomb threat
- Chemical accident
- Explosion or threat of explosion
- Post earthquake

OFF-SITE EVACUATION may require **DIRECTED TRANSPORTATION**.

See also **EVACUATION** and **REVERSE EVACUATION**, implemented when it is unsafe to remain outside.

ANNOUNCEMENT:

1. Fire alarm (bell or horn signal).
2. Make an announcement over the public-address system:

Example: "Attention please. We need to institute an OFF-SITE EVACUATION Teachers are to take their students to the designated offsite assembly area. Students are to remain with their teacher."

PRINCIPAL OR DESIGNEE ACTIONS:

1. Determine the safest method for evacuating the campus. This may include the use of school bus or simply walking to the designated off-site location.
2. Call 911. Provide school name and location of off-site evacuation, reason for evacuation, number of staff and students being evacuated.
3. When clearance is received from appropriate agencies, give the **ALL CLEAR** instruction and authorize students and staff to return to the classrooms.
4. Use Parent Telephone Alert System (One Call Now), if appropriate to send brief description of the emergency, how it was handled, and, if appropriate, what steps are being taken in its aftermath.

STAFF ACTIONS:

1. Take attendance before leaving campus. Instruct students to evacuate the building, following designated routes, and assemble in their assigned offsite Assembly Area. Bring along the emergency classroom backpack.
2. If walking to a nearby site, keep students lined up in an orderly fashion and walk away from the danger. The procession should follow the safest route to the evacuation site.
3. Take the student roster when leaving the building. Take attendance when the class is reassembled in a safe offsite location. Report attendance to Principal/designee.
4. Remain in place until further instructions are given.

Structured Reunification

STAFF ACTIONS:

1. Ensure student identification necklaces are distributed and worn by all students.
2. Students remain in classroom or at the Assembly Area with the classroom teacher or teacher buddy until the Reunification Team Member calls for specific student(s).
3. Reunification Team Member will escort student(s) to the designated Release Point.
4. Student will be released to parent/guardian or identified emergency contact.
5. Release Team will document each student as he/she is released; to whom the student(s) is released; and the time of release.

J. Explosion

Emergency response will depend on the type of explosion (smoke bomb, chemical lab incident, etc.) and proximity to the school. All students should be kept away from the explosion and under supervision.

PRINCIPAL OR DESIGNEE:

1. Determine whether site evacuation should be implemented. If so, sound fire alarm. This will automatically implement action to **EVACUATE** the building. **EVACUATION** may be warranted in some buildings, but others may be used for **SHELTER IN PLACE**.
2. Notify Fire Department (call 911). Provide school name, address, exact location within the building, your name and phone number and nature of the emergency.
3. Secure area to prevent unauthorized access until the Fire Department arrives.
4. Notify emergency response personnel of any missing students.
5. Notify utility company of breaks or suspected breaks in utility lines or pipes. Provide school name, address, location within building, your name and phone.
6. Direct a systematic, rapid and thorough approach to search the building and surrounding areas. Check classrooms and work areas, public areas (foyers, offices, bathrooms and stairwells), unlocked closets, exterior areas (shrubbery, trash cans, debris boxes) and power sources (computer rooms, gas valves, electric panels, telephone panels).
7. Determine if Student Release should be implemented. If so, notify staff, students and parents.

8. If damage requires the school to be closed, notify parents and staff of school status and alternate site for classroom instruction. Do not return to the school building until it has been inspected and determined safe by proper authorities.

STAFF ACTIONS:

1. Initiate **DROP, COVER AND HOLD ON**.
2. If explosion occurred inside the school building, **EVACUATE** to outdoor assembly area. Keep students and staff at a safe distance from the building(s) and away from fire-fighting equipment.
3. Check to be sure all students have left the school site. Remain with students throughout evacuation process.
4. Upon arrival at assembly area, check attendance. Report status to site administrator immediately.
5. Render first aid as necessary.
6. Do not return to the building until the emergency response personnel determine it is safe to do so.
7. If explosion occurred in the surrounding area, initiate **SHELTER IN PLACE**. Keep students at a safe distance from site of the explosion.

K. Fire

Should any fire endanger the students or staff, it is important to act quickly and decisively to prevent injuries and contain the spread of the fire. All doors leading to the fire should be closed. Do not re-enter the area for belongings. If the area is full of smoke, students and employees should be instructed to crawl along the floor, close to walls, which will make breathing easier and provide direction. Before opening any door, place a hand an inch from the door near the top to see if it is hot. Be prepared to close the door quickly at the first sign of fire. All fires, regardless of their size, which are extinguished by school personnel, require a call to the Fire Department to indicate that the "fire is out".

Within School Building

PRINCIPAL OR DESIGNEE ACTIONS:

1. Sound the fire alarm to implement **EVACUATION** of the building.
2. Immediately **EVACUATE** the school using the primary or alternate fire routes.
3. Notify the Fire Department (call 911).
4. Direct search and rescue team to be sure all students and personnel have left the building.
5. Ensure that access roads are kept open for emergency vehicles.
6. Notify appropriate utility company of suspected breaks in utility lines or pipes.
7. If needed, notify bus dispatch for **OFF-SITE EVACUATION**.
8. Do not allow staff and students to return to the building until the Fire Department declares that it is safe to do so.

STAFF ACTIONS:

1. **EVACUATE** students from the building using primary or alternate fire routes. Take emergency backpack and student kits. Maintain control of the students a safe distance from the fire and firefighting equipment.
2. Take attendance. Report missing students to the Principal/designee and emergency response personnel.
3. Maintain supervision of students until the Fire Department determines it is safe to return to the school building.

Near the School**PRINCIPAL OR DESIGNEE ACTIONS:**

1. Notify the Fire Department (call 911). The Fire Marshall will direct operations once on site.
2. Determine the need to implement an **EVACUATION**. If the fire threatens the school, execute the actions above. If not, continue with school routine.

L. Flood

Flooding could threaten the safety of students and staff whenever storm water or other sources of water threaten to inundate school grounds or buildings. Flooding may occur if a water pipe breaks or prolonged rainfall causes urban streams to rise. Flooding may also occur because of damage to water distribution systems such as failure of a dam or levee. If weather-related, an alert message will be broadcast over the weather radio station.

PRINCIPAL OR DESIGNEE ACTIONS:

1. Issue **STAND BY** instruction. Determine if evacuation is required.
2. Notify local police department of intent to **EVACUATE**, the location of the safe evacuation site and the route to be taken to that site.
3. Delegate a search team to assure that all students have been evacuated.
4. Issue **OFF SITE EVACUATION** instruction if students will be evacuated to a safer location by means of buses and cars.
5. Post a notice on the office door stating where the school has relocated.
6. Monitor AM radio weather station KINS for flood information.
7. Do not allow staff and students to return to the building until proper authorities have determined that it is safe to do so.

STAFF ACTIONS:

1. If warranted, **EVACUATE** students using evacuation plan. Take the class roster, emergency backpack and student comfort kits. Take attendance before leaving the campus.
2. Remain with students throughout the evacuation process.

3. Upon arrival at the safe site, take attendance. Report any missing students to principal or designee and emergency response personnel.
4. Do not return to school building until it has been inspected and determined safe by property authorities.

BUS DRIVER ACTIONS:

1. If evacuation is by bus, DO NOT drive through flooded streets and/or roads. DO NOT attempt to cross bridges, overpasses or tunnels that may be damaged by flooding.

M. Gas Odor/Fumes

All school personnel, including cafeteria managers and custodians, shall immediately report any gas odor or suspected gas leak to the principal. If an odor is detected outside the building, it may not be necessary to evacuate.

STAFF ACTIONS:

1. Notify principal.
2. Move students from immediate vicinity of danger.
3. Do not turn on any electrical devices such as lights, computers, fans, etc.
4. If odor is severe, leave the area immediately.
5. If the building is evacuated, take student attendance and report any missing students to Principal or designee.

PRINCIPAL OR DESIGNEE ACTIONS:

1. If gas leak is internal, evacuate the building immediately.
2. Call 911.
3. Notify utility company.
4. Determine whether to move to alternate building location.
5. If extended stay outdoors in inclement weather, contact transportation to provide bus to transport students to partner school or shelter students on buses.
6. Do not return to the building until it has been inspected and determined safe by proper authorities.

N. Hazardous Materials

The nature of the material and the proximity of the incident to the school site will determine which emergency ACTION should be implemented. Police, Fire or Public Health Department may order **EVACUATION** of the school. See also **BIOLOGICAL AGENT RELEASE** and **CHEMICAL ACCIDENT**.

PRINCIPAL OR DESIGNEE ACTIONS:

1. Call 911, if necessary.

2. If there is a threat of airborne toxicity, shut-off ventilation system in affected area.
3. Initiate **EVACUATION**. Any toxic cloud that can affect students in their classrooms would very likely affect them outside on the school grounds as well. If evacuating by foot, move crosswind to avoid fumes, never upwind or downwind.
4. Isolate anyone suspected of being contaminated with a substance that could be transferred to others until public safety personnel carry out decontamination procedures.
5. If time is available, initiate **OFF SITE EVACUATION**, which may include the use of busses. Move students and staff away from the path of the hazardous materials.
6. Wait for instructions from emergency responders-- Health or Fire Department.
7. Do not allow the return of students to the school grounds or buildings until public safety officials declare the area safe.
8. Upon return to school, ensure that all classrooms are adequately aired.

TEACHER ACTIONS:

1. Follow standard student assembly, accounting and reporting procedures.
2. Report names of missing students to office.
3. Do not take unsafe actions such as returning to the building before it has been declared safe.

O. Hostage Situation

Hostage situations may unfold rapidly in a variety of ways. Events may range from a single perpetrator with a single hostage to several perpetrators with many hostages. Specific actions by school staff will be limited pending arrival of law enforcement officers. It is their responsibility to bring the situation to a successful conclusion. When as much of the school has been evacuated as can be accomplished, school staff should focus on providing support as needed to the police department, communicating with parents, and providing counseling for students.

PRINCIPAL OR DESIGNEE ACTIONS

1. Call 911. Provide all known essential details of the situation:
2. Number of hostage takers and description
3. Type of weapons being used
4. Number and names of hostages
5. Any demands or instructions the hostage taker has given
6. Description of the area
7. Identify an assembly area for responding officers away from the hostage situation. Have school liaison wait at assembly area for police to arrive.
8. Protect building occupants before help arrives by initiating a **LOCKDOWN** or **EVACUATION** (or combination of both) for all or parts of the building.
9. Secure exterior doors from outside access.
10. When police arrive, assist them in a quiet, orderly evacuation away from the hostage situation.

11. Gather information on students and/or staff involved and provide the information to the police. If the parent of a student is involved, gather information about the child.
12. Identify media staging area, if appropriate. Implement a hotline for parents.
13. Account for students as they are evacuated.
14. Provide recovery counseling for students and staff.

STAFF ACTIONS:

1. If possible, assist in evacuating students to a safe area away from the danger. Protect students by implementing a **LOCKDOWN**.
2. Alert the principal or designee.
3. Account for all students.

P. Intruder Procedure

All public schools are required to post signs at points of entry to their campuses or buildings from streets and parking lots. The following statement should be used on signage:

All visitors entering school grounds on school days between 8:00 a.m. and 4:00 p.m. must register at the Main Office. Failure to do so may constitute a misdemeanor.

-- California Penal Code Title 15, Chapter 1.1 § 627.2

To prevent intruders on campus, keep doors secure, use sign-in sheets for visitors and cameras and staff to monitor entryways.

PRINCIPAL OR DESIGNEE ACTIONS:

Initiate **LOCKDOWN**.

1. Request intruder to leave campus. Remain calm. Be courteous and confident. Keep distance from the intruder. Speak in soft, non-threatening manner. Avoid hostile-type actions, except in cases when necessary to safeguard person or property. Listen to the intruder. Give him or her an opportunity to vent. Attempt to be helpful. When talking to the intruder, use phrases such as:
 - "What can we do to make this better?"*
 - "I understand the problem, and I am concerned."*
 - "We need to work together on this problem."*
2. As soon as the conversation or actions of the individual become threatening or violent, call 911 immediately. Provide description and location of intruder.
3. Keep subject in view until police or law enforcement arrives.
4. Take measures to keep subject away from students and building.
5. Designate a staff member to coordinate with public safety at their command post; provide a site map and keys to public safety personnel.
6. When scheduling a meeting with an individual known to be aggressive, arrange for another staff member or law enforcement officer to be present.
7. Be available to deal with the media and bystanders and keep site clear of visitors.

STAFF ACTIONS:

1. Notify the principal or designee. Provide description and location of the intruder. Visually inspect the intruder for indications of a weapon.
2. Keep intruder in view until police or law enforcement arrives. Stay calm. Do not indicate any threat to the intruder.
3. Isolate intruder from students. Lock classroom and office doors. Close blinds and stay clear of windows and panes of glass. Remain inside rooms until the **ALL CLEAR** instruction is announced.

Q. Lockdown

LOCKDOWN is initiated to isolate students and school staff from danger when there is a crisis inside the building and movement within the school might put students and staff in jeopardy. **LOCKDOWN** is used to prevent intruders from entering occupied areas of the building. The concept of **LOCKDOWN** is no one in, no one out. All exterior doors are locked, and students and staff must remain in the classrooms or designated locations always. Teachers and other school staff are responsible for accounting for students and ensuring that no one leaves the safe area. **LOCKDOWN** is not normally preceded with an announcement. This ACTION is considered appropriate for, but is not limited to, the following types of emergencies:

- Gunfire
- Rabid animal at large
- Extreme violence outside the classroom

LOCKDOWN differs from **SHELTER-IN-PLACE** because it does not involve shutting down the HVAC systems and does not allow for the free movement within the building.

ANNOUNCEMENT:

Make an announcement in person directly or over the public-address system:

Example: "Attention please. We have an emergency and must implement **LOCKDOWN** procedures. Students go immediately to the nearest classroom. Teachers lock classroom doors and keep all students inside the classroom until further notice. Do not open the door until notified by an administrator or law enforcement."

PRINCIPAL OR DESIGNEE ACTIONS:

1. Make the announcement. Instruct teachers and staff to immediately lock doors and remain in the classroom or secured area until further instructions are provided.
2. Call 911. Provide location, status of campus, all available details of situation.
3. When clearance is received from appropriate agencies, give the **ALL CLEAR** instruction to indicate that it is safe to unlock the doors and return to the normal class routine.
4. Use Parent Telephone Alert System (One Call Now), if appropriate to send brief description of the emergency, how it was handled, and, if appropriate, what steps are being taken in its aftermath.

STAFF ACTIONS:

1. If it is safe to clear the hallways, bathrooms and open areas, direct students to the closest safe classroom.
2. Immediately lock doors and instruct students to lie down on the floor.
3. Close any shades and/or blinds if it appears safe to do so.
4. Remain quiet and calm in the classroom or secured area until further instructions are provided by the principal or law enforcement.

STUDENT ACTIONS:

1. Move quickly and quietly to the closest safe classroom.
2. If rooms are locked, immediately hide in the closest safe zone: bathroom, janitorial closet, office area, Library. Lock the door or move furniture or trash can to bar access to the room. Remain quiet until further instructions are provided by the principal or police.

R. Power Outage (Planned and Unplanned)

Failure of any of the utilities (electricity, gas, water) during school hours constitutes a condition that must be dealt with on a situational basis. Advance notice may be received from a utility company regarding loss of service. In many cases, such loss of service will be of short duration and require no special action other than notifying staff of the temporary interruption of service.

PRINCIPAL OR DESIGNEE ACTIONS:

Notify utility company. Provide the following information:

- Affected areas of the school site
- Type of problem or outage
- Expected duration of the outage, if known
- Determine length of time service will be interrupted.
- Determine desired action, which may include relocation of students and staff, notification of parents, and alternate food service.
- If disruption in service will severely hamper school operation, notify students and staff by appropriate means.
- Use messengers with oral or written word as an alternate means of faculty notification.
- Notify District Office of loss of service.
- Implement plan to provide services without utilities or with alternate utilities.

Plan for Loss of Electricity

Phones: Fax line and/or cell phones will be used since main phone system is dependent on power.

Communication: School marquees, SchoolWise mass communication, and social media will be used to communicate plans with parents/guardians

Emergency Light: Battery powered lights are available in classrooms without sufficient natural light

Heating: Superintendent or designee will determine case by case if the temperature warrants closer due to low temperatures in the classrooms

Closure: School is cancelled on the second day of a power outage unless power is restored by 6:00am, or if the superintendent or designee determines school should not be in session during the outage.

S. Secure Campus

SECURE CAMPUS is implemented when the threat of violence or police action in the surrounding community requires precautionary measures to ensure the safety of staff and students. When a campus is in **SECURE CAMPUS** status, classroom instruction and/or activity may continue if all classroom and office doors are locked, and all students and staff remain inside through the duration of that event. Outer gates and other entrance/exit points can be closed (**NOT LOCKED**) to deter a potential perpetrator from entering school grounds.

This response is considered appropriate for, but not limited to, the following types of emergencies:

1. Potential threat of violence in the surrounding community
2. Police activity in the surrounding community

A **SECURE CAMPUS** response may be elevated to **LOCKDOWN** in which case, instruction immediately ceases, and students and staff follow **LOCKDOWN** procedures.

Secure Campus is a precautionary measure against the threat of potential violence in the surrounding community. Secure Campus requires locking all classroom/office doors and closing entrance and exit points on the school's perimeter. The objective is to protect against a potential community threat coming onto campus. Secure Campus differs from Lockdown in that it allows classroom instruction to continue.

SECURE CAMPUS:

1. Is intended to prevent a potential community threat from entering campus
2. Heightens school safety while honoring instructional time
3. Requires that all exterior classroom / office doors are locked
4. Requires that no one goes in or out for any reason
5. Requires that students and staff remain in Secure Campus status until **ALL CLEAR** is issued by administration

PRINCIPAL OR DESIGNEE ACTIONS:

Make public address announcement. Instruct teachers and staff to immediately lock doors and remain in the classroom or secured area until further instructions are provided

Example: "Your attention please. Due to reported police activity in the surrounding community, please implement SECURE CAMPUS procedures immediately."

- REPEAT -

1. Instruct Administrative Assistant to call law enforcement non-emergency number, inform them of campus status, and gather more specific information regarding the potential threat. If information is difficult to obtain, put administrator on the call and ask to speak with Dispatch/Communications Supervisor
2. Designate assigned individual to lock all doors leading into administration building
3. Designate assigned individual to close (**NOT LOCK**) all entrance and exit points on the campus perimeter
4. Maintain heightened state of readiness in case potential community threat intensifies and school elevates response to **LOCKDOWN**
5. If students are out at break, recess, or lunch and situation is deemed imminent, announce **SECURE CAMPUS** status and ask that all students return to assigned classrooms immediately
6. If students are out at break, recess, or lunch and situation is **NOT** deemed imminent, initiate **SECURE CAMPUS** immediately upon conclusion of break
7. If possible, provide periodic updates to staff via public address, e-mail, or other agreed upon means. Continue updates even if there is no change in the situation
8. Depending on the timing of the situation, consider deactivating the period bells. Students and staff must remain inside if the threat persists
9. After the emergency has been neutralized, initiate **ALL CLEAR**
10. Use Parent Telephone Alert System (One Call Now), if appropriate to send brief description of the emergency, how it was handled, and, if appropriate, what steps are being taken in its aftermath.

STAFF ACTIONS:

1. Move to the door and instruct any passing students to return to assigned classroom immediately
2. Close and lock the door
3. Continue class instruction or activity as normal
4. Enforce the no entrance; no exit protocol. Remain in classroom or secured area and wait for further instructions
5. Be alert to the possibility that response may elevate to **LOCKDOWN**
6. Do **NOT** call office to ask questions; Incident Command will send out periodic updates
7. Wait for another action or, if **ALL CLEAR** is issued, return to normal class routine

STAFF ACTIONS: IF STUDENTS ARE ENGAGED IN CLASS ACTIVITY ON AN OUTLYING FIELD (PE OR OTHER ACTIVITY):

1. Gather students together and organize into an orderly formation
2. Inform students that as part of **SECURE CAMPUS** procedures, the class will move immediately to a predetermined classroom location
3. Proceed to on-campus shelter location as quickly as possible
4. Once inside, take attendance to ensure all present students are accounted for
5. By classroom phone, cell phone, walkie-talkie, or 2-way radio, contact designated ICS Command to report class location and any absent or missing students
6. Implement all classroom policies and procedures for **SECURE CAMPUS** status

7. Maintain order in all areas of shelter or assembly. Do not release students to parent/guardian unless instructed by Incident Commander
8. Wait for another action or, if ALL **CLEAR** announcement is issued, return to normal class routine

T. Shelter in Place

SHELTER IN PLACE is a short-term measure implemented when there is a need to isolate students and staff from the outdoor environment to prevent exposure to airborne contaminants. The procedures include closing and sealing doors, windows and vents; shutting down the classroom/building heating, ventilation and air conditioning systems to prevent exposure to the outside air; and turning off pilot lights.

SHELTER IN PLACE allows for the free movement of staff and students within the building, although one should not leave the room until further instructions are received. Those in bungalows and buildings with exterior passageways must remain in the classroom while **SHELTER IN PLACE** is instituted. It is appropriate for, but not limited to, gas leaks, external chemical release, dirty bombs and hazardous material spills.

ANNOUNCEMENT:

Make an announcement in person directly or over the public-address system:

Example: "Attention please. We have a hazard in the community and are instituting **SHELTER IN PLACE** procedures. Students and staff should remain inside with windows and doors securely closed and air conditioning units turned off. Those who are outside should immediately move to the protection of an inside room. Do not go outdoors until you receive further instructions."

PRINCIPAL OR DESIGNEE ACTIONS:

1. Make an announcement on the public-address system. Give clear instructions, remain calm and convey reassurance that the situation is under control.
2. When clearance is received from appropriate agencies, give the **ALL CLEAR** instruction to indicate that the normal school routine can resume.

TEACHER and STAFF ACTIONS:

1. Immediately clear students from the halls. Stay away from all doors and windows.
2. Keep all students in the classroom until further instructions are received. Assist those needing special assistance.
3. Secure individual classrooms: a) close and lock doors and windows; b) shut down the classroom HVAC system; c) turn off local fans in the area; d) seal gaps under doors and windows with wet towels or duct tape; e) seal vents with aluminum foil or plastic wrap; and f) turn off sources of ignition, such as pilot lights.
4. Take attendance and call report in to administrative assistant. Wait for further instructions.

STUDENT ACTIONS:

Proceed to the classroom, if it is safe to do so. If not, follow teacher or staff directions to nearby classrooms or other rooms (e.g., auditorium, library, cafeteria, multi-purpose room). If these are unsafe, follow instructions to proceed to an alternative indoor location.

Cutten School District
 Minimum Wage Increase Scenarios
 2020-2021

METHOD	COST
Only Increase Employees (5) Not at Minimum Wage	\$ 1,007.79
Increase Aide Salary Schedule \$14/Hr Flow Through	\$ 10,673.49
Increase Aide Salary Schedule \$15/Hr Flow Through	\$ 27,621.75

Classified Aide Salary Schedule

CURRENT	
1	\$13.39
2	\$13.66
3	\$13.93
4	\$14.21
5	\$14.48
6	\$14.77
7	\$14.77
8	\$15.07
9	\$15.36
10	\$15.67
11	\$15.67
12	\$15.98
13	\$15.98
14	\$16.30
15	\$16.33
16	\$16.62
17	\$16.62
18	\$16.95

\$14/HR	
1	\$14.00
2	\$14.28
3	\$14.57
4	\$14.86
5	\$15.16
6	\$15.46
7	\$15.46
8	\$15.77
9	\$16.09
10	\$16.41
11	\$16.41
12	\$16.74
13	\$16.74
14	\$17.07
15	\$17.07
16	\$17.41
17	\$17.41
18	\$17.76

\$15/HR	
1	\$15.00
2	\$15.30
3	\$15.61
4	\$15.92
5	\$16.24
6	\$16.56
7	\$16.56
8	\$16.89
9	\$17.23
10	\$17.57
11	\$17.57
12	\$17.92
13	\$17.92
14	\$18.28
15	\$18.28
16	\$18.65
17	\$18.65
18	\$19.02

Cutten School District
 Min Wage Increase - \$14/Hr Only
 2020-2021

EMPLOYEE	Schedule	Old Rate	New Rate	Difference	Hrs/Day	Days		Hours Jan-June	Salary Diff Jan-June	PERS	FICA	0.0145		0.0005	0.0225		TOTAL
						Jan-June	Jan-June					MEDI	SUI		WC		
Boyett, Kendall	CLA-2	\$13.66	\$14.21	\$0.55	3.00	116.344	349.03	\$191.97	\$39.74	\$11.90	\$2.78	\$0.10	\$0.10	\$4.32	\$250.81		
Dean-Garrett, Sage	CLA-3	\$13.93	\$14.21	\$0.28	3.00	116.344	349.03	\$97.73	\$20.23	\$6.06	\$1.42	\$0.05	\$0.05	\$2.20	\$127.69		
Khan, Aliyah	CLA-3	\$13.93	\$14.21	\$0.28	3.00	116.344	349.03	\$97.73	\$20.23	\$6.06	\$1.42	\$0.05	\$0.05	\$2.20	\$127.69		
Nettle, Ashley	CLA-2	\$13.66	\$14.21	\$0.55	3.00	116.344	349.03	\$191.97	\$39.74	\$11.90	\$2.78	\$0.10	\$0.10	\$4.32	\$250.81		
Price, Liliyenne	CLA-2	\$13.66	\$14.21	\$0.55	3.00	116.344	349.03	\$191.97	\$39.74	\$11.90	\$2.78	\$0.10	\$0.10	\$4.32	\$250.81		
									\$771.37	\$159.67	\$47.82	\$11.18	\$0.39	\$17.36	\$1,007.79		

Cutten School District
 Min Wage Increase - \$14/Hr
 2020-2021

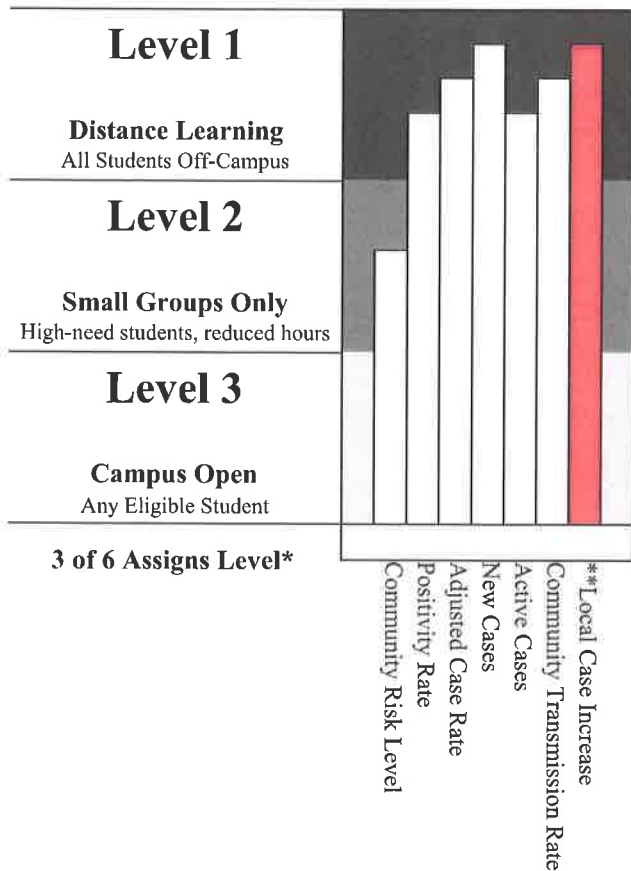
EMPLOYEE	Schedule	Old Rate	New Rate	Difference	Hrs/Day	Days Jan-June	Hours Jan-June	Salary Diff Jan-June	0.207		0.0145		0.0005		0.0225	
									PERS	FICA	MEDI	SUI	WC	TOTAL		
Baskin, Rachel	CLA-4	\$14.21	\$14.86	\$0.65	3.00	116.344	349.03	\$226.87	\$46.96	\$14.07	\$3.29	\$0.11	\$5.10	\$296.40		
Blaisdell, Leina	CLA-11	\$15.67	\$16.41	\$0.74	3.00	116.344	349.03	\$258.28	\$53.46	\$16.01	\$3.75	\$0.13	\$5.81	\$337.44		
Boyett, Kendall	CLA-2	\$13.66	\$14.28	\$0.62	3.00	116.344	349.03	\$216.40	\$44.79	\$13.42	\$3.14	\$0.11	\$4.87	\$282.73		
Brunton, Taunya	CLA-8	\$15.07	\$15.77	\$0.70	3.00	116.344	349.03	\$244.32	\$50.57	\$15.15	\$3.54	\$0.12	\$5.50	\$319.20		
Celis, Monica	CLA-5	\$14.48	\$15.16	\$0.68	5.05	116.344	587.54	\$399.53	\$82.70	\$24.77	\$5.79	\$0.20	\$8.99	\$521.98		
Davenport, Betty	CLA-14	\$16.30	\$17.07	\$0.77	2.50	116.344	290.86	\$223.96	\$46.36	\$13.89	\$3.25	\$0.11	\$5.04	\$292.61		
Dean-Garrett, Sage	CLA-3	\$13.93	\$14.57	\$0.64	3.00	116.344	349.03	\$223.38	\$46.24	\$13.85	\$3.24	\$0.11	\$5.03	\$291.85		
Enderst, Daphne	CLA-7	\$14.77	\$15.46	\$0.69	3.00	116.344	349.03	\$240.83	\$49.85	\$14.93	\$3.49	\$0.12	\$5.42	\$314.64		
Filbey, Miranda	CLA-4	\$14.21	\$14.86	\$0.65	3.00	116.344	349.03	\$226.87	\$46.96	\$14.07	\$3.29	\$0.11	\$5.10	\$296.40		
Ghera, Judith	CLA-8	\$15.07	\$15.77	\$0.70	3.00	116.344	349.03	\$244.32	\$50.57	\$15.15	\$3.54	\$0.12	\$5.50	\$319.20		
Gutierrez, Teia	CLA-4	\$14.21	\$14.86	\$0.65	3.00	116.344	349.03	\$226.87	\$46.96	\$14.07	\$3.29	\$0.11	\$5.10	\$296.40		
Hartridge, Catherine	CLA-18	\$16.95	\$17.76	\$0.81	3.00	116.344	349.03	\$282.72	\$58.52	\$17.53	\$4.10	\$0.14	\$6.36	\$369.37		
Huistrom, Gidget - Aide	CLA-10	\$15.67	\$16.41	\$0.74	3.00	116.344	349.03	\$258.28	\$53.46	\$16.01	\$3.75	\$0.13	\$5.81	\$337.44		
Huistrom, Gidget - X Guard	CLA-18	\$16.95	\$17.76	\$0.81	1.00	116.344	116.34	\$94.24	\$19.51	\$5.84	\$1.37	\$0.05	\$2.12	\$123.13		
Huistrom, Gidget - X Guard	CLA-18	\$16.95	\$17.76	\$0.81	1.00	116.344	116.34	\$94.24	\$19.51	\$5.84	\$1.37	\$0.05	\$2.12	\$123.13		
Huistrom, Mike	CLA-5	\$14.48	\$15.16	\$0.68	3.00	116.344	349.03	\$237.34	\$49.13	\$14.72	\$3.44	\$0.12	\$5.34	\$310.09		
Khan, Aliyah	CLA-3	\$13.93	\$14.57	\$0.64	3.00	116.344	349.03	\$223.38	\$46.24	\$13.85	\$3.24	\$0.11	\$5.03	\$291.85		
Kilgore, Jessica	CLA-5	\$14.48	\$15.16	\$0.68	3.00	116.344	349.03	\$237.34	\$49.13	\$14.72	\$3.44	\$0.12	\$5.34	\$310.09		
Lyon, Hilary	CLA-6	\$14.77	\$15.46	\$0.69	3.00	116.344	349.03	\$240.83	\$49.85	\$14.93	\$3.49	\$0.12	\$5.42	\$314.64		
Morey, Alissa	CLA-10	\$15.67	\$16.41	\$0.74	4.00	116.344	465.38	\$344.38	\$71.29	\$21.35	\$4.99	\$0.17	\$7.75	\$449.93		
Moser, Shara	CLA-9	\$15.36	\$16.09	\$0.73	3.00	116.344	349.03	\$254.79	\$52.74	\$15.80	\$3.69	\$0.13	\$5.73	\$332.88		
Nettle, Ashley	CLA-2	\$13.66	\$14.28	\$0.62	3.00	116.344	349.03	\$216.40	\$44.79	\$13.42	\$3.14	\$0.11	\$4.87	\$282.73		
O'Kane, Taryn	CLA-8	\$15.07	\$15.77	\$0.70	3.00	116.344	349.03	\$244.32	\$50.57	\$15.15	\$3.54	\$0.12	\$5.50	\$319.20		
Olson, Debra	CLA-18	\$16.95	\$17.76	\$0.81	5.00	116.344	581.72	\$471.19	\$97.54	\$29.21	\$6.83	\$0.24	\$10.60	\$615.61		
Pino, Karen	CLA-18	\$16.95	\$17.76	\$0.81	3.00	116.344	349.03	\$282.72	\$58.52	\$17.53	\$4.10	\$0.14	\$6.36	\$369.37		
Price, Lilyanne	CLA-2	\$13.66	\$14.28	\$0.62	3.00	116.344	349.03	\$216.40	\$44.79	\$13.42	\$3.14	\$0.11	\$4.87	\$282.73		
Robbins, Anne	CLA-18	\$16.95	\$17.76	\$0.81	3.00	116.344	349.03	\$282.72	\$58.52	\$17.53	\$4.10	\$0.14	\$6.36	\$369.37		
Sandretto-Unsinger, Carol	CLA-11	\$15.67	\$16.41	\$0.74	5.00	116.344	581.72	\$430.47	\$89.11	\$26.69	\$6.24	\$0.22	\$9.69	\$562.42		
Thayer, Tracy	CLA-12	\$15.98	\$16.74	\$0.76	3.00	116.344	349.03	\$265.26	\$54.91	\$16.45	\$3.85	\$0.13	\$5.97	\$346.57		
Thompson, Kristina	CLA-7	\$14.77	\$15.46	\$0.69	3.00	116.344	349.03	\$240.83	\$49.85	\$14.93	\$3.49	\$0.12	\$5.42	\$314.64		
Wheeler, Sharon	CLA-15	\$16.62	\$17.41	\$0.79	3.00	116.344	349.03	\$275.74	\$57.08	\$17.10	\$4.00	\$0.14	\$6.20	\$360.26		
Willis, Molly	CLA-8	\$15.07	\$15.77	\$0.70	3.00	116.344	349.03	\$244.32	\$50.57	\$15.15	\$3.54	\$0.12	\$5.50	\$319.20		
\$8,169.54									\$1,691.09	\$506.51	\$118.46	\$4.08	\$183.81	\$10,673.49		

Cutten School District
 Min Wage Increase - \$15/Hr
 2020-2021

EMPLOYEE	Schedule	Old Rate	New Rate	Difference	Hrs/Day	Days Jan-June	Hours Jan-June	Salary Diff Jan-June	0.207		0.0145		0.0005		0.0225		TOTAL
									PERS	FICA	MEDI	SUI	WC				
Baskin, Rachel	CLA-4	\$14.21	\$15.92	\$1.71	3.00	116.344	349.03	\$596.84	\$123.55	\$37.00	\$8.65	\$0.30	\$13.43	\$779.77			
Blaisdell, Leina	CLA-11	\$15.67	\$17.57	\$1.90	3.00	116.344	349.03	\$663.16	\$137.27	\$41.12	\$9.62	\$0.33	\$14.92	\$866.42			
Boyett, Kendall	CLA-2	\$13.66	\$15.30	\$1.64	3.00	116.344	349.03	\$572.41	\$118.49	\$35.49	\$8.30	\$0.29	\$12.88	\$747.86			
Brunton, Taunya	CLA-8	\$15.07	\$16.89	\$1.82	3.00	116.344	349.03	\$635.24	\$131.49	\$39.38	\$9.21	\$0.32	\$14.29	\$829.93			
Celis, Monica	CLA-5	\$14.48	\$16.24	\$1.76	5.05	116.344	587.54	\$1,034.07	\$214.05	\$64.11	\$14.99	\$0.52	\$23.27	\$1,351.01			
Davenport, Betty	CLA-14	\$16.30	\$18.28	\$1.98	2.50	116.344	290.86	\$575.90	\$119.21	\$35.71	\$8.35	\$0.29	\$12.96	\$752.42			
Dean-Garrett, Sage	CLA-3	\$13.93	\$15.61	\$1.68	3.00	116.344	349.03	\$586.37	\$121.38	\$36.35	\$8.50	\$0.29	\$13.19	\$766.08			
Endert, Daphne	CLA-7	\$14.77	\$16.56	\$1.79	3.00	116.344	349.03	\$624.77	\$129.33	\$38.74	\$9.06	\$0.31	\$14.06	\$816.27			
Filbey, Miranda	CLA-4	\$14.21	\$15.92	\$1.71	3.00	116.344	349.03	\$596.84	\$123.55	\$37.00	\$8.65	\$0.30	\$13.43	\$779.77			
Ghera, Judith	CLA-8	\$15.07	\$16.89	\$1.82	3.00	116.344	349.03	\$635.24	\$131.49	\$39.38	\$9.21	\$0.32	\$14.29	\$829.93			
Gutierrez, Teia	CLA-4	\$14.21	\$15.92	\$1.71	3.00	116.344	349.03	\$596.84	\$123.55	\$37.00	\$8.65	\$0.30	\$13.43	\$779.77			
Hartridge, Catherine	CLA-18	\$16.95	\$19.02	\$2.07	3.00	116.344	349.03	\$722.50	\$149.56	\$44.80	\$10.48	\$0.36	\$16.26	\$943.96			
Hulstrom, Gidget - Aide	CLA-10	\$15.67	\$17.57	\$1.90	3.00	116.344	349.03	\$663.16	\$137.27	\$41.12	\$9.62	\$0.33	\$14.92	\$866.42			
Hulstrom, Gidget - X Guard	CLA-18	\$16.95	\$19.02	\$2.07	1.00	116.344	116.34	\$240.83	\$49.85	\$14.93	\$3.49	\$0.12	\$5.42	\$314.64			
Hulstrom, Gidget - X Guard	CLA-18	\$16.95	\$19.02	\$2.07	1.00	116.344	116.34	\$240.83	\$49.85	\$14.93	\$3.49	\$0.12	\$5.42	\$314.64			
Hulstrom, Mike	CLA-5	\$14.48	\$16.24	\$1.76	3.00	116.344	349.03	\$614.30	\$127.16	\$38.09	\$8.91	\$0.31	\$13.82	\$802.59			
Khan, Aliyah	CLA-3	\$13.93	\$15.61	\$1.68	3.00	116.344	349.03	\$586.37	\$121.38	\$36.35	\$8.50	\$0.29	\$13.19	\$766.08			
Kilgore, Jessica	CLA-5	\$14.48	\$16.24	\$1.76	3.00	116.344	349.03	\$614.30	\$127.16	\$38.09	\$8.91	\$0.31	\$13.82	\$802.59			
Lyon, Hillary	CLA-6	\$14.77	\$16.56	\$1.79	3.00	116.344	349.03	\$624.77	\$129.33	\$38.74	\$9.06	\$0.31	\$14.06	\$816.27			
Morey, Alissa	CLA-10	\$15.67	\$17.57	\$1.90	4.00	116.344	465.38	\$884.21	\$183.03	\$54.82	\$12.82	\$0.44	\$19.89	\$1,155.21			
Moser, Shara	CLA-9	\$15.36	\$17.23	\$1.87	3.00	116.344	349.03	\$652.69	\$135.11	\$40.47	\$9.46	\$0.33	\$14.69	\$852.75			
Nettle, Ashley	CLA-2	\$13.66	\$15.30	\$1.64	3.00	116.344	349.03	\$572.41	\$118.49	\$35.49	\$8.30	\$0.29	\$12.88	\$747.86			
O'Kane, Taryn	CLA-8	\$15.07	\$16.89	\$1.82	3.00	116.344	349.03	\$635.24	\$131.49	\$39.38	\$9.21	\$0.32	\$14.29	\$829.93			
Olson, Debra	CLA-18	\$16.95	\$19.02	\$2.07	5.00	116.344	581.72	\$1,204.16	\$249.26	\$74.66	\$17.46	\$0.60	\$27.09	\$1,573.23			
Pino, Karen	CLA-18	\$16.95	\$19.02	\$2.07	3.00	116.344	349.03	\$722.50	\$149.56	\$44.80	\$10.48	\$0.36	\$16.26	\$943.96			
Price, Lilyanne	CLA-2	\$13.66	\$15.30	\$1.64	3.00	116.344	349.03	\$572.41	\$118.49	\$35.49	\$8.30	\$0.29	\$12.88	\$747.86			
Robbins, Anne	CLA-18	\$16.95	\$19.02	\$2.07	3.00	116.344	349.03	\$722.50	\$149.56	\$44.80	\$10.48	\$0.36	\$16.26	\$943.96			
Sandretto-Unsinger, Carol	CLA-11	\$15.67	\$17.57	\$1.90	5.00	116.344	581.72	\$1,105.27	\$228.79	\$68.53	\$16.03	\$0.55	\$24.87	\$1,444.04			
Thayer, Tracy	CLA-12	\$15.98	\$17.92	\$1.94	3.00	116.344	349.03	\$677.12	\$140.16	\$41.98	\$9.82	\$0.34	\$15.24	\$884.66			
Thompson, Kristina	CLA-7	\$14.77	\$16.56	\$1.79	3.00	116.344	349.03	\$624.77	\$129.33	\$38.74	\$9.06	\$0.31	\$14.06	\$816.27			
Wheeler, Sharon	CLA-16	\$16.62	\$18.65	\$2.03	3.00	116.344	349.03	\$708.53	\$146.67	\$43.93	\$10.27	\$0.35	\$15.94	\$925.69			
Willis, Molly	CLA-8	\$15.07	\$16.89	\$1.82	3.00	116.344	349.03	\$635.24	\$131.49	\$39.38	\$9.21	\$0.32	\$14.29	\$829.93			
								\$21,141.79	\$4,376.35	\$1,310.79	\$306.56	\$10.57	\$475.69	\$27,621.75			

Cutten School District

COVID-19 Dashboard



School Status as of:
1/5/2021

Level 1

Distance Learning
All Students Off-Campus

* Three (3) of six (6) Indicators in a particular Level denotes placement into that level. In the event of an even disbursement, the more restrictive level will be assigned.

****Special Indicator - Local Case Increase.** If this indicator reaches Level 2 an immediate Pause and Assess Process will begin, regardless of other indicator levels. This indicator is to identify a localized outbreak that may warrant a closure specifically to the Cutten community despite other county-wide data.

COVID-19 Indicators Metric for Re-Opening

Tier	Action	1 Community Risk Level	2 Positivity Rate	3 Adjusted Case Rate	4 Community Transmission Rate	5 New Cases (7 Day Avg)	6 Active Cases Net Increase (7 Day Avg)	** Local Cases Net Increase
Level 1	Return to Distance Learning	Widespread (Tier 1 / Purple)	> 8%	> 7	> 15%	> 10	> 10	
Level 2	Do Not Continue with Phase Progression	Substantial (Tier 2 / Red)	5%-8%	4-7	13%-15%	5-10	5-10	10
Level 3	Continue Phase Progression	Moderate (Tier 3 / Orange) Minimal (Tier 4 / Yellow)	< 4.9%	< 3.9	< 13%	< 5	< 5	

- 3 of 6 criteria above in a given Tier will denote placement in said tier. In the event of an even disbursement, the more restrictive tier will be assigned.
- Tier will be assigned (at minimum) weekly on Wednesdays using data reported Tuesday - Tuesday. This is to allow ample time to review data and initiate needed changes for the next school week. If the State releases updated tier assessments outside this schedule, MUSD will update to match.
- Data used will be that reported by the County of Humboldt Public Health Department, as agreed by the MUSD COVID-19 Indicators Committee. If at a later date, a credible information source with a faster update time is identified, the Committee may agree to migrate to that data after a careful review of the data source.
- This reopening metric is not to be construed as medical advice or as a recommendation for any specific individual to return to campus. Please consult your personal healthcare professional to determine your personal risk level.
- This metric does not supersede any local, state, or federal mandates/orders. State requirements for closure of sites and/or district in the event of positive cases will be observed. Those positive test requirements are currently: 5% of class = 14 day quarantine of class, 25% of site = closure of site, 25% of sites = closure of district
- ** Special Indicator: Local Case Count. If this Special Indicator reaches 10 (regardless of other indicator levels) an immediate PAUSE and ASSESS will begin. This indicator is to identify a localized outbreak that may warrant a closure specific to MUSD despite other County-wide data.

**Ridgewood Elementary School
School Accountability Report Card
Reported Using Data from the 2019-2020 School Year
Published During 2020-2021**

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF webpage at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

About This School

School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	Ridgewood Elementary School
Street	2060 Ridgewood Dr.
City, State, Zip	Eureka, Ca, 95503
Phone Number	707-441-3930
Principal	Susan Ivey
Email Address	sivey@cuttensd.org
Website	www.cuttensd.org
County-District-School (CDS) Code	12-62745-6007744

District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	Cutten Elementary School District
Phone Number	(707) 441-3900
Superintendent	Sue Ivey
Email Address	sivey@cuttensd.org
Website	www.cuttensd.org

School Description and Mission Statement (School Year 2020-2021)

Cutten is a single-attendance elementary school district with students at two sites. Ridgewood School provides instruction for students in kindergarten through second grades, and Cutten School serves students in third through sixth grades. We currently have a population of approximately 600 students. Cutten School has a full-time principal, and the Ridgewood School principal is also the district superintendent. The staff totals about 90 people. The Comprehensive School Safety Plan describes programs in place at our schools as well as strategies for continued improvement in providing a safe, orderly, school environment conducive to learning.

The Cutten School District, in partnership with our community, provides students with the academic and social skills necessary to become contributing members of a global community. We do this by creating a joyful, student-centered, and orderly learning environment rich in the arts and sciences, where everyone knows they are respected members of the "Cutten-Ridgewood Family".

Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Kindergarten	122
Grade 1	84
Grade 2	88
Total Enrollment	294

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	0.3
American Indian or Alaska Native	2.7
Asian	2.7
Hispanic or Latino	11.9
White	65.6
Two or More Races	16.7
Socioeconomically Disadvantaged	50.7
English Learners	2.4
Students with Disabilities	10.2
Foster Youth	4.8
Homeless	3.1

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	15	16	15	32
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
 *Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: September 2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	National Geographic Reach for Reading, 2017	Yes	0.0%
Mathematics	McGraw Hill My Math, 2014	Yes	0.0%
Science	Full Option Science System (FOSS), 2007 Piloting Amplify Science, 2019	Yes	0.0%
History-Social Science	Scott Foresman, 2006	Yes	0.0%
Foreign Language	N/A		0.0%
Health	SPARK PE, 2018		0.0%
Visual and Performing Arts	N/A		0.0%
Science Laboratory Equipment (grades 9-12)	N/A		0.0%

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

Ridgewood Elementary School provides a safe, clean, tobacco-free educational environment for students. One maintenance employee and two custodians ensure the good condition and cleanliness of our buildings, restrooms, and grounds. All classrooms and support services rooms are equipped with a telephone, an intercom system, and access to the Internet. A security system is present to protect every room.

Visitors are welcomed at Ridgewood School and sign in at the school office. Due to the close-knit nature of our school, unfamiliar visitors on campus are very rare and are immediately greeted by school personnel.

Ridgewood Elementary School was built in 1957. The school has 14 regular classrooms, a library, a multipurpose room (the commons, where assemblies take place two mornings each week), a student support resource room (the Learning Lane), and a breakfast room, which is also available for small group instruction and is leased to a private business to provide quality after-school care.

The playground has enjoyed recent equipment upgrades, and borders two baseball fields, a playing field, a wall ball court, and our own redwood forest. All facilities and equipment are designed for primary students.

School Facility Good Repair Status

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: December 2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Exemplary	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)		N/A		N/A		N/A
Mathematics (grades 3-8 and 11)		N/A		N/A		N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)		N/A		N/A		N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2019-2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019-2020 school year.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2020-2021)

If you would like to become involved as a school volunteer, our doors are wide open! Parent assistance is an important part of our school day, especially during language arts instruction and any other small group instruction. Parents sing along at assemblies and are very active in our award-winning Parent Teacher Association and the Cutten Ridgewood Student Foundation. Please feel free to contact Susan Ivey, Superintendent/Principal, at (707) 441-3930 for more information.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	0.3	0.3	1.3	0.8	3.5	3.5
Expulsions	0.0	0.0	0.2	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	.34	.31	
Expulsions	0.0	0.0	0.0

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

School Safety Plan (School Year 2020-2021)

The Comprehensive School Safety Plan was adopted by the Board of Trustees January 13, 2020. Key elements of the plan, including monthly fire drills, earthquake evacuation procedures, and lockdown policies are reviewed in early October each year, and are in effect throughout the year.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	15	4	3		14	4	4	5	20		1	
1	22		4		17	5			17	3	2	
2	20	2	2		23		4		22	3	1	1
Other**									286			1

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	0

*One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	.5
Psychologist	
Social Worker	1
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	0.4

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$9,747	\$2,268	\$7,479	\$64,384
District	N/A	N/A	\$7,525	\$66,431
Percent Difference - School Site and District	N/A	N/A	-0.6	-3.1
State	N/A	N/A	\$7,750	\$71,448
Percent Difference - School Site and State	N/A	N/A	-3.6	-10.4

Note: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2019-2020)

In the Cutten Elementary School District, in addition to regular classroom instruction, we fund the following programs and services for students:

- ** 0.30 FTE Gifted and Talented Education Teacher
- ** 1.0 FTE Music Teacher
- ** 1.5 FTE Library Technician
- ** Extensive technology access, plus 0.60 FTE Computer Tech
- ** 1.5 FTE School Social Worker
- ** Speech services via Teleconferencing with PresenceLearning
- ** 0.60 FTE Targeted Reading/Mathematics Support Coordinator
- ** 2.0 FTE Resource Specialist
- ** Bus transportation
- ** Three hour assistant in every classroom, daily
- ** 0.20 FTE PBIS Coordinator

** Services provided to both Ridgewood (grades TK – 2) and Cutten School (grades 3 – 6)

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$45,828	\$46,965
Mid-Range Teacher Salary	\$63,653	\$67,638
Highest Teacher Salary	\$82,792	\$88,785
Average Principal Salary (Elementary)	\$83,095	\$112,524
Average Principal Salary (Middle)		\$117,471
Average Principal Salary (High)		
Superintendent Salary	\$113,465	\$128,853
Percent of Budget for Teacher Salaries	35.0	30.0
Percent of Budget for Administrative Salaries	4.0	6.0

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

The Cutten District implemented the Leadership Team in 2014. Teachers apply to be on the team and receive an annual stipend of \$2,000. This Team, that includes both administrators, meets weekly to plan professional development opportunities for teacher and evaluate the effectiveness of professional development opportunities offered. Input is regularly sought from certificated staff to identify areas of focus for professional development. Professional development is offered during our preservice days at the beginning of each school year; during our early release collaborative Wednesdays; and several times a year, teachers are offered a stipend to extend their workday into the evening. T

The District reimburses teachers for registration to selected professional development opportunities offered through the County Office of Education, and other professional resources.

To evaluate our system for professional growth and improvement for teachers, we survey certificated staff, teachers meet in grade level teams to assess needs, and we meet as a district several times a year to examine student achievement data to help assess need for professional development. New teachers participate in the Teacher Induction Program, formerly known as BTSA and are mentored by veteran teachers. The North Coast School of Education's (NCSOE) North Coast Teacher Induction Program (NCTIP) is a two-year program that provides a link between the skills acquired in the Preliminary Credential Program to the experiences in the classroom. Candidates work with a Mentor Teacher to further develop the knowledge and skills needed to achieve competency in the California Standards. Mentors provide support, experiences, and professional development to help candidates meet the CCTC requirements for a Clear Credential. When a new teacher is hired, experienced teachers provide continual support in all aspects of the profession. Grade level teams meet regularly to provide assistance and support to our newest teachers.

Cutten Elementary School
School Accountability Report Card
Reported Using Data from the 2019-2020 School Year
Published During 2020-2021

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF webpage at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

About This School

School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	Cutten Elementary School
Street	4182 Walnut Dr.
City, State, Zip	Eureka, CA 95503
Phone Number	(707) 441-3900
Principal	August Deshais
Email Address	adeshais@cuttensd.org
Website	www.cuttensd.org
County-District-School (CDS) Code	12-62745-6007736

District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	Cutten School District
Phone Number	(707) 441-3900
Superintendent	Sue Ivey
Email Address	sivey@cuttensd.org
Website	www.cuttensd.org

School Description and Mission Statement (School Year 2020-2021)

Cutten is a single-attendance elementary school district with students at two sites. Ridgewood School provides instruction for students in kindergarten through second grades, and Cutten School serves students in third through sixth grades. We currently have a population of approximately 600 students. Cutten School has a full-time principal, and the Ridgewood School principal is also the district superintendent. The staff totals about 90 people. The Comprehensive School Safety Plan describes programs in place at our schools as well as strategies for continued improvement in providing a safe, orderly, school environment conducive to learning.

The Cutten School District, in partnership with our community, provides students with the academic and social skills necessary to become contributing members of a global community. We do this by creating a joyful, student-centered, and orderly learning environment rich in the arts and sciences, where everyone knows they are respected members of the "Cutten-Ridgewood Family".

Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Grade 3	102
Grade 4	85
Grade 5	79
Grade 6	79
Total Enrollment	345

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	0.3
American Indian or Alaska Native	7.2
Asian	3.5
Filipino	0.3
Hispanic or Latino	13.3
Native Hawaiian or Pacific Islander	0.6
White	62.6
Two or More Races	12.2
Socioeconomically Disadvantaged	45.5
English Learners	1.7
Students with Disabilities	10.1
Foster Youth	1.2
Homeless	0.6

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	16	17	17	32
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
 *Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: September 2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	National Geographic Reach for Reading, 2017	Yes	0.0%
Mathematics	McGraw Hill My Math (3-5), 2014 McGraw Hill California Math (6), 2014	Yes	0.0%
Science	Full Option Science System (FOSS) (3-5), 2007 Scott Foresman (6), 2006 Piloting Amplify Science, 2019-20	Yes	0.0%
History-Social Science	Scott Foresman (3-5), 2006 Teachers' Curriculum Institute (6), 2006	Yes	0.0%
Foreign Language	N/A		0.0%
Health	SPARK PE, 2018		0.0%
Visual and Performing Arts	N/A		0.0%
Science Laboratory Equipment (grades 9-12)	N/A		0.0%

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

Cutten School provides a safe, clean, tobacco-free educational environment for students. One maintenance employee and two custodians ensure the good condition and cleanliness of our buildings, restrooms, and grounds. All classrooms and support services rooms are equipped with a telephone, an intercom system, and access to the Internet. A security system is present to protect every room.

Visitors are welcomed at Cutten School and sign in at the school office. Due to the close-knit nature of our school, unfamiliar visitors on campus are very rare and are immediately greeted by school personnel.

Cutten Elementary School was built in 1951. The school has fourteen regular classrooms, a library, a multipurpose room, and facilities for student support resources, music, social services/counseling, speech and our after-school program. Facilities also include two baseball fields, a multi-dimensional playground structure, three wall ball courts, and a large athletic field. A new playground structure has been purchased and will be installed in the spring of 2020.

School Facility Good Repair Status

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: 12/16/20

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Fair	The south facing windows are single pane and leak slightly. The roll out roofing needs to be replaced soon.
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	52	N/A	52	N/A	50	N/A
Mathematics (grades 3-8 and 11)	43	N/A	43	N/A	39	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and High School

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	36	N/A	36	N/A	30	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2019-2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019-2020 school year.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2020-2021)

If you would like to become involved in PTA, the Cutten Ridgewood Student Foundation, or as a classroom volunteer, we welcome you! Parent participation in all aspects of the school program is a strength of our district. In addition, leadership opportunities for parents are available through our School Site Council, our award-winning Parent Teachers Association, and the Cutten Ridgewood Student Foundation. We are also always open to parent and community comments and suggestions. Please feel free to contact Sue Ivey, Superintendent/Principal, at (707) 441-3930 for more information.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	2.1	1.2	1.3	0.8	3.5	3.5
Expulsions	0.3	0.0	0.2	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	.28	.31	
Expulsions	0.0	0.0	0.0

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

School Safety Plan (School Year 2020-2021)

The Comprehensive School Safety Plan was adopted by the Board of Trustees January 13, 2020. Key elements of the plan, including monthly fire drills, earthquake evacuation procedures, and lockdown policies are reviewed in September each year, and are in effect throughout the year.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
3	20	4			21	2	2		20	2	3	
4	27		3		27		3		28		3	
5	26		3		29		3		35		2	1
6	28		3		25		3		26		3	
Other**									169			2

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	0

*One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.2
Resource Specialist (non-teaching)	
Other	0.2

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$9,759	\$2,193	\$7,566	\$69,445
District	N/A	N/A	\$7,525	\$66,431
Percent Difference - School Site and District	N/A	N/A	0.5	4.4
State	N/A	N/A	\$7,750	\$71,448
Percent Difference - School Site and State	N/A	N/A	-2.4	-2.8

Note: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2019-2020)

In the Cutten Elementary School District, in addition to regular classroom instruction, we fund the following programs and services for students:

- ** 0.30 FTE Gifted and Talented Education Teacher
- ** 1.0 FTE Music Teacher
- ** 1.5 FTE Library Technician
- ** Extensive technology access, plus 0.60 FTE Computer Tech
- ** 1.5 FTE School Social Worker
- ** Speech services via Teleconferencing with PresenceLearning
- ** 0.60 FTE Targeted Reading/Mathematics Support Coordinator
- ** 2.0 FTE Resource Specialist
- ** Bus transportation
- ** Three hour assistant in every classroom, daily
- ** 0.20 FTE PBIS Coordinator

** Services provided to both Ridgewood (grades TK – 2) and Cutten School (grades 3 – 6)

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$45,828	\$46,965
Mid-Range Teacher Salary	\$63,653	\$67,638
Highest Teacher Salary	\$82,792	\$88,785
Average Principal Salary (Elementary)	\$83,095	\$112,524
Average Principal Salary (Middle)		\$117,471
Average Principal Salary (High)		
Superintendent Salary	\$113,465	\$128,853
Percent of Budget for Teacher Salaries	35.0	30.0
Percent of Budget for Administrative Salaries	4.0	6.0

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

The Cutten District implemented the Leadership Team in 2014. Teachers apply to be on the team and receive an annual stipend of \$2,000. This Team, that includes both administrators, meets weekly to plan professional development opportunities for teacher and evaluate the effectiveness of professional development opportunities offered. Input is regularly sought from certificated staff to identify areas of focus for professional development. Professional development is offered during our preservice days at the beginning of each school year; during our early release collaborative Wednesdays; and several times a year, teachers are offered a stipend to extend their workday into the evening. T

The District reimburses teachers for registration to selected professional development opportunities offered through the County Office of Education, and other professional resources.

To evaluate our system for professional growth and improvement for teachers, we survey certificated staff, teachers meet in grade level teams to assess needs, and we meet as a district several times a year to examine student achievement data to help assess need for professional development. New teachers participate in the Teacher Induction Program, formerly known as BTSA and are mentored by veteran teachers. The North Coast School of Education’s (NCSOE) North Coast Teacher Induction Program (NCTIP) is a two-year program that provides a link between the skills acquired in the Preliminary Credential Program to the experiences in the classroom. Candidates work with a Mentor Teacher to further develop the knowledge and skills needed to achieve competency in the California Standards. Mentors provide support, experiences, and professional development to help candidates meet the CCTC requirements for a Clear Credential. When a new teacher is hired, experienced teachers provide continual support in all aspects of the profession. Grade level teams meet regularly to provide assistance and support to our newest teachers.

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LOCAL PLAN

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SPECIAL EDUCATION LOCAL PLAN AREA



California Department of Education

Special Education Division

January 2020

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California Education Code (EC) sections 56195 et seq. and 56205

Participating Local Educational Agencies

Participating local educational agencies (LEAs) included in the Special Education Local Plan Area (SELPA) local plan must be identified in Attachment I.

Special Education Local Plan Area—Local Plan Requirements

1. Describe the geographic service area covered by the local plan:

The Humboldt-Del Norte Special Education Local Plan Area (SELPA) is composed of 34 school districts within the geographic area of Humboldt and Del Norte counties and the Humboldt and Del Norte County Offices of Education. Together these LEA's have joined in a cooperative plan to provide special education programs and services for all individuals with disabilities, birth through the age of 21, who resides in Humboldt and Del Norte counties. The Humboldt County Office of Education has been designated the Administrative Unit (AU). (ED Code Section 56195.1 (c))

2. Describe the SELPA regional governance and administrative structure of the local plan. Clearly define the roles and structure of a multi-LEA governing body, or single LEA administration as applicable:

The governing body of the Humboldt-Del Norte SELPA is the Superintendents' Special Education Policy Council. Members of the Policy Council are responsible to the governing boards of the local education agencies (LEAs) in the SELPA.

In accordance with all applicable state and federal laws, the Humboldt- Del Norte SELPA shall be governed by a Superintendents' Special Education Policy Council composed of county, single district and regional voting members. The Policy Council conducts regular public meetings and is governed by a set of bylaws. The specific functions of the Policy Council necessary to carry out its responsibilities include, but are not necessarily limited to:

- Develops SELPA policies and agreements and reviews procedures for effective management and operation of special education programs and services throughout the SELPA;
- Develops SELPA policies and agreements and reviews procedures to assure individuals with disabilities equal access to special education programs and services and full educational opportunity and procedural safeguards for such individuals and their parents;
- Recommends to the governing boards the designations of the Administrative Unit (AU) as reflected in the Local Plan;
- Review and approve SELPA-wide services and related budgets including the SELPA administrative budget and the annual SELPA-wide budget and service plans;
- Directs the allocation of funding to members based upon Local Plan requirements, current pupil counts and

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- service priorities;
- Participates with the Humboldt County Office of Education (AU) in the hiring and evaluation of the SELPA Director;
 - Recommends and reviews the activities of special education programs and services within the SELPA;
 - Establishes committees as necessary to carry out the functions of the Policy Council;
 - Reviews special education issues and recommends effective solutions to governing boards;
 - Receives and considers recommendations from:
 - participating LEA governing boards,
 - the Community Advisory Committee,
 - other committees, task forces and advisory groups established by the Policy Council or the SELPA Director,
 - community agencies,
 - the SELPA Director and Regional Office staff, and
 - other individuals concerned with special education in Humboldt and Del Norte counties;
 - Promotes cooperation and communication among the LEAs and with the communities and community agencies; and
 - Reviews and develops the Local Plan as required and assures each LEA's compliance with that plan, and compliance with all applicable laws, rules, regulations and policies.

3. Describe the SELPA's regional policy making process. Clearly define the roles of a multi-LEA governing body, or single LEA administration as applicable related to the policy making process for coordinating and implementing the local plan:

The SELPA Director, under the direction of the Superintendents' Special Education Policy Council, provides administrative support and coordination of the implementation of the Local Plan. Each participating LEA agrees to carry out the responsibilities and functions assigned in the Local Plan. Each county/region/district voting representation will be based on the previous year CALPADS count. Regional designation with more than one vote may appoint more than one voting representative. Appointments will be determined by each region and voting representatives will not exceed the total number of votes. The SELPA Director shall serve as a non-voting member of the Council.

The Local Plan, or amendments to the Plan, shall be affected utilizing a voting structure agreed upon by the Policy Council which consists of regionalized votes based on ADA.

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4. Clearly define the roles of the County Office of Education (COE) as applicable, and/or any other administrative supports necessary to coordinate and implement the local plan:

The Humboldt County Office of Education (HCOE) is designated as the official administrative unit (AU) of the Humboldt- Del Norte SELPA to assure the implementation of the Local Plan and SELPA policies, agreements, and procedures of the SELPA Policy Council in cooperation with participating LEAs. The distribution of federal and state funds is the responsibility of HCOE in accordance with the Humboldt- Del Norte SELPA's Fiscal Allocation Plan and policies, agreements and procedures of the SELPA Policy Council.

The SELPA and the County Offices of Education work closely to align services, training and supports for all the member LEAs in accordance to the local plan.

5. Describe the policies and procedures of the SELPA that allow for the participation of charter schools in the local plan:

For the purposes of provision of special education services, charter schools shall be deemed either a public school within the chartering LEA or an LEA that receives funds and provides services independent of the chartering entity. All approved charter schools will be deemed public schools within the chartering entity until the charter school has been deemed an LEA following the decision making process in this Local Plan.

Public School within a School District or County Office of Education:

Charter schools that are deemed to be public schools within the chartering entity will participate in state and federal funding in the same manner as other schools or programs within the chartering entity. The chartering entity will be responsible for ensuring that all children with disabilities enrolled in the charter school receive special education and related services in a manner that is consistent with all applicable provisions of state and federal law. The chartering entity will determine the policies and procedures necessary to ensure that the protections of special education law extend to students in the charter school in the same manner as students enrolled in other schools or programs administrated by the chartering entity.

The chartering entity will receive all applicable special education funds as specified in the SELPA's approved funding allocations.

The chartering entity and the charter school may enter into business agreements or contracts whereby the charter school agrees to pay for the excess costs associated with providing special education services to identified students, including the administration of special education programs. When the chartering entity is a district, the charter school should be held fiscally responsible for a fair share of any encroachment on district general funds that is created by the provision of special education services throughout the district.

Charter School as an LEA Within the SELPA:

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A charter school that was chartered by or assigned to a SELPA member may apply to the Policy Council to become an LEA for the provision of special education services. Once granted LEA status, a charter school will participate on an equal basis with other members in the governance of the SELPA. The independent charter shall be assigned to the region in which the school/operation is located within the SELPA. Like other members of the SELPA, the charter school will be represented on the Policy Council by the individual chosen to represent that region.

The applicant charter school will be deemed an LEA if the Policy Council determines that the charter school has met all requirements to be included as a member LEA of the SELPA as specified in this Local Plan.

Participation of Charter Schools in the Local Plan:

A charter school may participate in the SELPA in one of two ways depending upon their governance structure. If the charter school is recognized as another public school within the LEA which serve special education students or in accordance with the charter school's MOU with an existing LEA SELPA member, then the charter will be represented by, and receive funding from, the existing LEA in the same manner as all other schools with the LEA. If the charter school is independent in all matters, including fiscal and governance, then the charter school will be deemed to be a separate LEA within the SELPA and will participate in the same manner as all other LEAs as described in this Local Plan.

A charter school which applies to be an independent LEA within the SELPA must conform to all of the policies and regulations of the Local Plan, and all applicable federal and state laws.

6. Identify and describe the representation and participation of the SELPA community advisory committee (CAC) pursuant to EC Section 56190 in the development of the local plan:

Feedback and involvement from the Community Advisory Committee (CAC) is an important component of the development of the local plan. The CAC acts as an advisory body to the policy and administrative entity in the development, amendment, and review of the Local Plan. The Local Plan for special education shall be updated cooperatively by a committee of representatives of special and general education teachers and administrators selected by the groups they represent and with participation by parent members of the CAC, or parents selected by the CAC.

7. Describe the SELPA's process for regular consultations regarding the plan development with representative of special education and regular education teachers, and administrators selected by the groups they represent and parent members of the CAC:

The SELPA regularly seeks out guidance, input and feedback from individuals from LEAs including representation from General Education, Special Education, Administration as well as parent members of the CAC. These representatives are encouraged to attend meetings and provide input dedicated to the development, revision or updating of the local plan.

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8. Identify and describe the responsible local agency (RLA), Administrative Unit (AU), or other agency who is responsible for performing tasks such as the receipt and distribution of funds, provision of administrative support, and coordination and implementation of the plan:

The selection of the Humboldt County Office of Education as the AU of the Humboldt-Del Norte SELPA is based upon an agreement between the Humboldt-Del Norte SELPA Policy Council, the individual school districts within the boundaries of the SELPA and the Humboldt County Superintendent of Schools. The AU shall continue on a year to year basis with the mutual agreement of the parties. The AU shall be responsible for performing the following functions:

- Delegating administrative support and coordination of the implementation of the Local Plan to the SELPA Director
- Serving as the employing agency for the SELPA Director and the SELPA staff and developing procedures, policies, job descriptions and other necessary provisions that, with approval of the Policy Council, enables the SELPA to operate as a special program within the structure of the County Office;
- Receiving and distributing the special education funds to LEA accounts for special education program and services in accordance with the annual recommendations made by the Policy Council.
- Establishing appropriate fiscal record-keeping procedures in accordance with state and federal requirements, maintaining accurate fiscal accounting records and submitting required fiscal reports to the appropriate authorities;
- Maintaining accountability for the SELPA AU budget and expenditures in accordance with state and federal requirement and Policy Council recommendations;
- Coordinating with, and auditing the participating LEAs, the certification of fiscal, attendance, transportation and student management information systems;
- Certifying that each participating LEA meets all applicable state and federal laws pertaining to the education of individuals with disabilities.

9. Describe the contractual agreements and the SELPA's system for determining the responsibility of participating agency for the education of each student with special needs residing within the geographical area served by the plan:

Each participating LEA shall carry out the duties and responsibilities assigned to it within the plan. Each agency shall provide special education and services to all eligible students within its boundaries, including students attending charter schools where a LEA of the SELPA has granted that charter, unless stated otherwise in the charter. In addition, each agency shall cooperate to the maximum extent possible with other agencies to serve individuals with disabilities who cannot be served in the LEA of residence programs. Such cooperation ensures that a continuum of program options is available throughout Humboldt and Del Norte counties.

The SELPA will facilitate agreements for the provision and coordination of services by other public agencies that are funded to serve children with disabilities. The SELPA Director shall develop, agree to and maintain Interagency agreements and/or memorandums of understanding necessary to support the implementation of the Local Plan.

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10. For multi-LEA local plans, specify:

a. The responsibilities of each participating COE and LEA governing board in the policymaking process:

The governing board of each District is responsible for the education of all individuals with disabilities, who are properly enrolled within the LEA's jurisdiction in accordance with state and federal requirements and policies, agreements and procedures described in the Local Plan. The specific functions of the governing board necessary for carrying out that responsibility include, but may not necessarily be limited to:

- Approving its district's participation within the SELPA. Includes complying with the adopted Local Plan and all subsequent revisions of the Local Plan or notifying the Policy Council, at least one year prior, of its intent to elect an alternative option;
- Delegating the administrative policy-making process and procedures for carrying out its responsibility to the Policy Council;
- Designating the district's superintendent to either assist in the selection of the regional representative for the region in which the district is located or to appoint a district representative if the district is considered a single district in the membership designation;
- Advising the Policy Council through its representative;
- Selecting, compensating and determining the duties of special education teachers, instructional aides and other personnel needed to provide those special education programs and services it has contracted to operate;
- Developing and maintaining budgets for those special education programs and services it has contracted to operate;
- Ensuring its district's adherence to all applicable state and federal laws and policies of the Policy Council;
- Adopting district determined necessary procedures for the operation of those special education programs and services it has contracted to operate which are not in conflict with the state or federal requirements or policies, agreements and procedures described in the Local Plan;
- Providing facilities for regionalized programs for special education services it has contracted to operate;
- Providing or arranging for required special transportation;
- Cooperating with the governing boards of Humboldt-Del Norte SELPA LEAs to assure the availability of special education services to all individuals with disabilities regardless of their district of residence;
- Encouraging representation to the Community Advisory Committee.

b. The responsibilities of the superintendents of each participating LEA and COE in the implementation of the local plan:

The superintendent of each participating local school district is responsible for assuring the provision of appropriate special education programs and services for students with disabilities for whom the district is responsible in

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accordance with the policies, agreements and procedures established by the governing board and those described in the Local Plan. The specific functions of the district superintendents necessary for carrying out that responsibility include, but are not necessarily limited to:

- Representing, or appointing a designated representative of that educational agency, or selecting a representative to act on behalf of the educational agency if the district is in a regional designation, the district as a member of the SELPA Policy Council and carrying out the functions of the Policy Council as described in the Local Plan;
- Acting as a liaison between the governing board and the Policy Council;
- Providing leadership within the district in support of special education programs and services;
- Advising the governing board of policies adopted by the Policy Council;
- Recommending to the governing board the development and adoption of local policies for special education programs and services;
- Recommending to the governing board any revisions of special education programs and services which are necessary to meet the changing needs of the district and which should be considered in the SELPA budget planning process;
- Developing and maintaining fiscal accounting records and information compatible with procedures established by the Policy Council and the Humboldt County Office of Education and in a manner that facilitates an audit by a certified public accountant, the California Department of Education or the Policy Council;
- Collecting information on the district's special education program operation and reporting such information to the SELPA Director;
- Supporting and cooperating in SELPA regional activities, such as:
 - personnel development,
 - coordination of curriculum,
 - program evaluation, and
 - student management information systems;
- Consulting with the SELPA Director regarding actions involving the due process, a complaint or a major programmatic change affecting the SELPA;
- Implementing and monitoring actions directed by administrative hearing officers or compliance officers, and
- Providing oversight to all special education programs and services within the district in order to ensure maintenance of standards and adherence to all relevant laws, rules, regulations and policies.

c. The responsibilities of each LEA and COE for coordinating the administration of the local plan:

The responsibilities of each LEA and COE for coordination and administration of the local plan include, but are not necessarily limited to:

- Advising the superintendent and governing board regarding the status, accomplishments and needs of the

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- special education programs and services operating within the LEA;
- Gathering, interpreting and reporting data regarding the implementation, administration and operation of the Local Plan within the LEA;
 - Monitoring the assessment, instructional planning, placement and review procedures of individuals with disabilities;
 - Serving as the administrator for IEP team meetings, as necessary;
 - Supervising the development and implementation of appropriate curriculum and instruction for individuals with disabilities, including modification of the regular core curriculum;
 - Coordinating child find activities at the local level;
 - Assisting in or directing the development and monitoring of the special education budget for the LEA;
 - Assisting in or providing the supervision and evaluation of special education personnel;
 - Monitoring special education programs and services to ensure their provision in the least restrictive environment and in appropriate facilities;
 - Working cooperatively with other SELPA LEAs in the planning and implementation of the full continuum of programs and services on a regional bases;
 - Assisting in the identification of personnel development needs and inservice education programs;
 - Advising the development of local and SELPA-wide policies and procedures;
 - With the assistance of parents and staff, identifying potential candidates for membership on the Community Advisory Committee (CAC) to submit for governing board selection, and;
 - Coordinating California Department of Education evaluation activities within the LEA.

11. Identify the respective roles of the RLA/AU, the SELPA administrator, and the individual LEAs associated with the SELPA related to:

a. The hiring, supervision, evaluation, and discipline of the SELPA administrator and staff employed by the AU in support of the local plan:

- The Policy Council shall approve positions necessary for the operation of the SELPA functions according to this Local Plan and based upon the recommendations from the SELPA Director.
- The AU is responsible for serving as the employing agency for the SELPA Director and the SELPA staff and developing procedures, policies, job descriptions and other necessary provisions that, with approval of the Policy Council, enables the SELPA to operate as a special program within the structure of the County Office.
 - The AU is responsible for the recruitment and hiring of the SELPA Director and staff.
 - The Superintendents' Council shall jointly supervise and evaluate the SELPA Director's performance, including implementing disciplinary action as may be necessary.

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- The SELPA Director oversees the recruitment, supervision and evaluation of SELPA staff.

b. The local method used to distribute federal and state funds to the SELPA RLA/AU and to LEAs within the SELPA:

All federal and state special education funds shall be allocated to the SELPA AU for allocation to LEAs according to an approved Special Education Funding Allocation Plan. Any changes to the allocation plan of federal and state special education funds shall be made by the Policy Council and approved by the LEA governing boards (Del Norte County/District shall be considered one governing board).

The governing boards of the LEAs participating in the SELPA have agreed that students with disabilities will be provided with appropriate special education services. The Policy Council has been designated the authority to verify the distribution of all federal and state special education funds in order for local education agencies to carry out their responsibilities. The AU shall be responsible for the distribution of the funds according to the approved Special Education Funding Allocation Plan. The SELPA Director is responsible to ensure that the funds are distributed in accordance with the funding allocation plan.

The Superintendents' Special Education Policy Council shall annually review and allocate the special education funds to all the participating LEAs in the SELPA according to the allocation model described in this Local Plan.

c. The operation of special education programs: education programs:

It is the intention of the SELPA to provide a full continuum of services to students with disabilities, including students in charter schools, throughout the geographic region of the SELPA. Access to services is through each of the LEAs. The referral, assessment and IEP processes are utilized to identify the needs of each individual student with disabilities. The LEAs shall assure that students will have their rights to appropriate services provided in the least restrictive environment.

Role of the AU/RLA:

The AU shall be responsible for receipt of and distribution of any funds for the operation of special education programs in accordance with the provisions of the Education Code Section 56836.

In order to ensure that a full continuum of appropriate services are available on a regional basis throughout the SELPA, the AU shall be authorized to enter into agreements with one or more LEAs to develop and operate program services and to recover the costs associated with providing those services in accordance with the approved Local Plan and Program Reimbursement Matrix.

Role of the SELPA Administrator:

- Coordinate implementation of all components of the Local Plan;
- Develop and maintain interagency agreements with appropriate public agencies to ensure a full range of special education programs and services;
- Monitor and ensure appropriate use of federal, state, and local funds allocated for special education operations;

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- Provide LEA program staff with a venue for sharing ideas regarding issues such as IEP development and implementation, curriculum scope and sequence, student performance targets, assessments, instructional best practices, and day-to-day operations.

Role of the LEA:

Each LEA shall utilize one or more of the following options to provide special education and services and to assure full educational opportunity:

- Provide a full continuum of special education programs within their district;
- Contract with another LEA within the SELPA for special education programs/services, if applicable;
- Refer for placement in programs and/or services provided by nonpublic schools or agencies or residential treatment centers;
- Refer for diagnostic services and/or placement in State Special Schools.

d. Monitoring the appropriate use of federal, state, and local funds allocated for special education programs:

It is the intent of the SELPA that the needs of students with disabilities as identified in their IEPs shall be met through the appropriate use of special education funds. To ensure the appropriate use of special education funds the following steps shall be followed:

Role of the RLA/AU:

The AU, as the grantee of federal funds from the California Department of Education (CDE), shall distribute all or part of the federal funds received to the SELPA. The AU will provide consultation and support to the SELPA related to the monitoring of the appropriate use of federal, state and local funds used for special education programs.

Role of the SELPA Administrator:

The SELPA Director or designee shall be responsible to monitor, at a minimum annually, the appropriate use of all funds allocated for special education programs and services. Final determination and monitoring regarding the appropriate use of special education funds shall be made through the required annual MOE reports and Annual Budget Plan submitted to the CDE.

Role of the LEA:

The individual LEAs, along with support from the SELPA Director, shall ensure that the funds received from part B of the IDEA will be expended in accordance with the applicable provisions of the IDEA; will be used to supplement state, local, and other Federal funds and not to supplant those funds; and will not be used to reduce the level of local funds and/or combined level of local and state funds expended for the education of students with disabilities except as provided in Federal law and regulations.

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12. Describe how specialized equipment and services will be distributed within the SELPA in a manner that minimizes the necessity to serve students in isolated sites and maximizes the opportunities to serve students in the least restrictive environments:

The SELPA and individual LEAs will ensure that specialized equipment is accessible to students and in alignment with federal and state law. Specialized equipment and services will be provided at the site where the Individualized Education Program (IEP) team has determined provides the program/services where the student with a free and appropriate public education is served in the least restrictive environment.

Low Incidence funds may be used for all pupils with low incidence disabilities as defined in law (hearing impairments, visual impairments, severe orthopedic impairments or any combination thereof) where an IEP team has determined the student meets eligibility requirements for a low incidence disability and the specialized equipment and/or services are recommended in the student's IEP.

The LEA is responsible for providing a student with disabilities who requires the use of an assistive technology device, as noted in their IEP, with continued access to that device, or to a comparable device, when the student, because of enrollment in another LEA, ceases to be enrolled in that LEA. This responsibility is in force until alternative arrangements for providing the student with continuous access to the assistive technology device, or to a comparable device, can be made or until two months have elapsed from the date that the student ceased to be enrolled in that LEA, whichever occurs first (EC 56040.3).

Policies, Procedures, and Programs

Pursuant to EC sections 56122 and 56205(a), the SELPA ensures conformity with Title 20 United States Code (USC) and in accordance with Title 34 Code of Federal Regulations (CFR) Section 300.201 and has in effect policies, procedures, and programs. For each of the following 23 areas, identify whether, or not each of the following provisions of law are adopted as stated. If the policy is not adopted as stated, briefly describe the SELPA's policy for the given area. In all cases, provide the SELPA policy and procedure numbers; the document title; and the physical location where the policy can be found.

1. Free Appropriate Public Education: 20 USC Section 1412(a)(1)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that a free appropriate public education is available to all children with disabilities residing in the LEA between the ages of 3 and 21, inclusive, including children with disabilities who have been suspended or expelled from school." The policy is adopted by the SELPA

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as stated:

Yes No

2. Full Educational Opportunity: 20 USC Section 1412(a)(2)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that all children with disabilities have access to educational programs, non-academic programs, and services available to non-disabled children." The policy is adopted by the SELPA as stated:

Yes No

3. Child Find: 20 USC Section 1412(a)(3)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that all children with disabilities residing in the State, including children with disabilities who are homeless or are wards of the State and children with disabilities attending private schools, regardless of the severity of their disabilities, who are in need of special education and related services, are identified, located, and evaluated. A practical method has been developed and implemented to determine which children with disabilities are currently receiving needed special education and related services." The policy is adopted by the SELPA as stated:

Yes No

**4. Individualized Education Program (IEP) and Individualized Family Service Plan (IFSP):
20 USC Section 1412(a)(4)**

Policy/Procedure Number:

Document Title:

Document Location:

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"It shall be the policy of this LEA that an IEP, or an IFSP that meets the requirements of 20 USC Section 1436 (d), is developed, implemented, reviewed, and revised for each child with a disability who requires special education and related services in accordance with 20 USC Section 1414 (d). It shall be the policy of this LEA that a of an IEP will be conducted on at least an annual basis to review a student's progress and make appropriate revisions." The policy is adopted by the SELPA as stated:

Yes No

5. Least Restrictive Environment: USC Section 1412(a)(5)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that to the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are not disabled. Special classes, separate schooling, or other removal of children with disabilities from the general educational environment, occurs only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily." The policy is adopted by the SELPA as stated:

Yes No

6. Procedural Safeguards: 20 USC Section 1412(a)(6)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that children with disabilities and their parents shall be afforded all procedural safeguards according to state and federal laws and regulations." The policy is adopted by the SELPA as stated:

Yes No

7. Evaluation: 20 USC Section 1412(a)(7)

Policy/Procedure Number:

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Document Title:

Document Location:

"It shall be the policy of this LEA that a reassessment of a child with a disability shall be conducted at least once every three years or more frequently, if appropriate." The policy is adopted by the SELPA as stated:

Yes No

8. Confidentiality: 20 USC Section 1412(a)(8)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that the confidentiality of personally identifiable data, information, and records maintained by the LEA relating to children with disabilities and their parents and families shall be protected pursuant to the Family Educational Rights and Privacy Act, non-academic programs, and services available to non-disabled children." The policy is adopted by the SELPA as stated:

Yes No

9. Part C to Part B Transition: 20 USC Section 1412(a)(9)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that children participating in early intervention programs under the Individuals with Disabilities Education Act (IDEA), Part C, and who will participate in preschool programs, experience a smooth and effective transition to preschool programs in a manner consistent with 20 USC Section 1437(a)(9). The transition process shall begin prior to the child's third birthday." The policy is adopted by the SELPA as stated:

Yes No

10. Private Schools: 20 USC Section 1412(a)(10)

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"It shall be the policy of this LEA to assure that children with disabilities voluntarily enrolled by their parents in private schools shall receive appropriate special education and related services pursuant to LEA coordinated procedures. The proportionate amount of federal funds will be allocated for the purpose of providing special education services to children with disabilities voluntarily enrolled in private school by their parents." The policy is adopted by the SELPA as stated:

Yes No

11. Local Compliance Assurances: 20 USC Section 1412(a)(11)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that the local plan shall be adopted by the appropriate local board(s) (district/county) and is the basis for the operation and administration of special education programs, and that the agency(ies) herein represented will meet all applicable requirements of state and federal laws and regulations, including compliance with the IDEA; the Federal Rehabilitation Act of 1973, Section 504 of Public Law; and the provisions of the California EC, Part 30." The policy is adopted by the SELPA as stated:

Yes No

12. Interagency: 20 USC Section 1412(a)(12)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that interagency agreements or other mechanisms for interagency coordination are in effect to ensure services required for free appropriate public education are provided, including the continuation of services during an interagency dispute resolution process." The policy is adopted by the SELPA as stated:

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Yes No

13. Governance: 20 USC Section 1412(a)(13)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA to support and comply with the provisions of the governance bodies and any necessary administrative support to implement the local plan. A final determination that an LEA is not eligible for assistance under this part will not be made without first affording that LEA with reasonable notice and an opportunity for a hearing through the State Education Agency." The policy is adopted by the SELPA as stated:

Yes No

14. Personnel Qualifications

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA to ensure that personnel providing special education related services are appropriately and adequately prepared and trained, and that those personnel have the content knowledge and skills to serve children with disabilities. This policy shall not be construed to create a right of action on behalf of an individual student for the failure of a particular LEA staff person to be highly qualified or to prevent a parent from filing a State complaint with the California Department of Education (CDE) about staff qualifications." The policy is adopted by the SELPA as stated:

Yes No

15. Performance Goals and Indicators: 20 USC Section 1412(a)(15)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA to comply with the requirements of the performance goals and

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indicators developed by the CDE and provide data as required by the CDE." The policy is adopted by the SELPA as stated:

Yes No

16. Participation in Assessments: 20 USC Section 1412(a)(16)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that all students with disabilities shall participate in state and district-wide assessment programs described in 20 USC Subsection 6311. The IEP team determines how a student will access assessments with or without accommodations, or access alternate assessments where necessary and as indicated in their respective Reps.." The policy is adopted by the SELPA as stated:

Yes No

17. Supplementation of State, Local, and Federal Funds: 20 USC Section 1412(a)(17)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA to provide assurances that funds received from Part B of the IDEA will be expended in accordance with the applicable provisions of the IDEA, and will be used to supplement and not to supplant state, local, and other federal funds." The policy is adopted by the SELPA as stated:

Yes No

18. Maintenance of Effort: 20 USC Section 1412(a)(18)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that federal funds will not be used to reduce the level of local funds

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and/or combined level of local and state funds expended for the education of children with disabilities except as provided in federal laws and regulations." The policy is adopted by the SELPA as stated:

Yes No

19. Public Participation: 20 USC Section 1412(a)(19)

Policy/Procedure Number:

Policy/Procedure Title:

Document Location:

"It shall be the policy of this LEA that public hearings, adequate notice of the hearings, and an opportunity for comments are available to the general public, including individuals with disabilities and parents of children with disabilities, and are held prior to the adoption of any policies and/or regulations needed to comply with Part B of the IDEA." The policy is adopted by the SELPA as stated:

Yes No

20. Suspension and Expulsion: 20 USC Section 1412(a)(22)

Policy/Procedure Number:

Document Title:

Document Location:

"The LEA assures that data on suspension and expulsion rates will be provided in a manner prescribed by the CDE. When indicated by data analysis, the LEA further assures that policies, procedures, and practices related to the development and implementation of the IEPs will be revised." The policy is adopted by the SELPA as stated:

Yes No

21. Access to Instructional Materials: 20 USC Section 1412(a)(23)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA to provide instructional materials to blind students or other students with print disabilities in a timely manner according to the state-adopted National

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Instructional Materials Accessibility Standard." The policy is adopted by the SELPA as stated:

Yes No

22. Over-identification and Disproportionality: 20 USC Section 1412(a)(24)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA to prevent the inappropriate over-identification or disproportionate representation by race and ethnicity of children as children with disabilities." The policy is adopted by the SELPA as stated:

Yes No

23. Prohibition on Mandatory Medicine: 20 USC Section 1412(a)(25)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA to prohibit school personnel from requiring a student to obtain a prescription for a substance covered by the Controlled Substances Act as a condition of attending school or receiving a special education assessment and/or services." The policy is adopted by the SELPA as stated:

Yes No

Administration of Regionalized Operations and Services

Pursuant to EC sections 56195.7(c), 56205(a)(12)(B), 56368, and 56836.23, describe the regionalized operation and service functions. Descriptions must include an explanation of the direct instructional support provided by program specialists; and the respective roles of the RLA/AU, the SELPA administrator, and the individual LEAs associated with the SELPA. Information provided should include the reference number, document title, and the location (e.g., SELPA office) for each function:

1. Coordination of the SELPA and the implementation of the local plan:

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Reference Number:

Document Title:

Document Location:

Description:

2. Coordinated system of identification and assessment:

Reference Number:

Document Title:

Document Location: