



Hydesville Elementary School District

3050 Johnson Rd. • Hydesville, CA • 95547-0551

Board of Trustees Meeting Agenda

Monday, October 10th, 2022 • 6:00 pm (Closed Session) 6:30 PM (Regular Session)

Hydesville Elementary Cafeteria/Gym

1.0 Call to Order

2.0 Public Comment on Closed Session Items *Members of the public may comment on non-agenda matters related to District business. No action may be taken on topics not listed on the agenda. Individual speakers shall be allowed three (3) minutes to address the Board. The Board shall limit the total time for public input on each item to twenty (20) minutes.*

3.0 Convene to Closed Session *With respect to every item of business to be discussed in closed session pursuant to Government Code Section 54945.5.*

3.1 Conference with Labor Negotiators (Gov. Code §54957)

4.0 Reconvene to Open Session

4.1 Report Action Taken During Closed Session

4.2 Flag Salute

5.0 Approval of Agenda Order *The Board of Trustees reserves the right to change the order in which agenda items are discussed and/or acted upon at this meeting. Subject to further action by the Board, this meeting will proceed as provided in this agenda. Items may be added to this agenda for discussion or action only as permitted by law.*

6.0 Public Comment *Members of the public may comment on non-agenda matters related to District business. No action may be taken on topics not listed on the agenda. Individual speakers shall be allowed three (3) minutes to address the Board. The Board shall limit the total time for public input on each item to twenty (20) minutes.*

7.0 Consent Agenda

7.1 Approval of Minutes, September 12th, 2022 Regular Board Meeting (Attachment 1)

7.2 Approval of Warrants (Attachment 1)

7.3 Approval of 2022 Q3 Williams Report (Attachment 1)

8.0 Community Comment Related to LCAP - *Members of the community may provide input and discussion pertaining to the Local Control Accountability Plan in an effort to address State Priority 8 (increase opportunities for parents and families to be involved in school decision-making processes).*

9.0 Reports

9.1 Superintendent-Principal

9.2 Business Manager (Attachment 2)

9.3 Staff

9.4 Hydesville Parent Group



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- 9.5 Hydesville Sports Booster Club
- 9.6 Communications

10.0 Information Items

- 10.1 Attendance and Enrollment Update (Attachment 3)
- 10.2 CAASPP Results Presentation (Attachment 4)
- 10.3 Presentation on Disciplinary Results and Methods (Attachment 5)

11.0 Discussion/Possible Action Items

- 11.1 Consider and Discuss Sufficiency of Instructional Materials Resolution (Attachment 6)
- 11.2 Consider and Discuss Possible Approval of Comprehensive School Safety Plan (Attachment 7)

12.0 Board Member Comments

13.0 Announcements

13.1 Upcoming Calendar of Events:

Great California Shakeout	October 20th
Halloween Parade	8:45am October 28th
HPG Fall Carnival	October 28th

13.2 Next Board Meeting: November 14th, 2022. Begins at 5:30 PM

13.3 Recommended additions to the agenda can be submitted to the board president or Superintendent seven (7) days prior to the next regular meeting date.

14.0 Adjournment

NOTICE: Any writing, not exempt from public disclosure under the California Public Records Act, 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 the Hydesville Elementary School office.

NOTICE: Hydesville Elementary School adheres to the Americans with Disabilities Act. Should you require special accommodations or auxiliary aids and services in order to participate in the Board meeting, please contact the Superintendent.



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ADDRESSING THE BOARD	REGULAR SESSION
<p><i>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 for your presentation. The Board will take no action on the matter at this meeting. You may speak on any item on the agenda when that item is being discussed.</i></p>	<p><i>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.</i></p> <p><i>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.</i></p>
COMPLAINTS	CLOSED SESSION
<p><i>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.</i></p>	<p><i>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.</i></p>
<p><u>BOARD OF TRUSTEES</u> Dave Fisch, President Mandy Marquez, Clerk Laurie Newman, Member Mollie Holmgren, Member Clint Victorine, Member Kevin Trone, Superintendent</p>	

Attachment 1

Hydesville Elementary School District
SUPERINTENDENT'S RECOMMENDATION FOR BOARD ACTION

Agenda Item # 7.1, 7.2, 7.3 **Date:** October 10th, 2022

Consent Agenda

- 7.1 Approval of minutes from September 12th, 2022 Board meeting
- 7.2 Approval of Warrants
- 7.3 Approval of 2020 Q3 Williams report

Action requested:

Approve the Consent Agenda

Background Information and/or Statement of need:

None

Fiscal Information:

None

Contact Person:

Kevin Trone, Superintendent/Principal



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Board of Trustees Meeting Minutes

Monday, September 12th, 2022 • 6:00 pm (Closed Session) 6:30 PM (Regular Session)

Hydesville Elementary Cafeteria/Gym

1.0 Call to Order

Meeting called to order at 6:00pm.

2.0 Public Comment on Closed Session Items *Members of the public may comment on non-agenda matters related to District business. No action may be taken on topics not listed on the agenda. Individual speakers shall be allowed three (3) minutes to address the Board. The Board shall limit the total time for public input on each item to twenty (20) minutes.* **No Public Comment, meeting adjourned to closed session at 6:01**

3.0 Convene to Closed Session *With respect to every item of business to be discussed in closed session pursuant to Government Code Section 54945.5.*

3.1 Conference with Labor Negotiators (Gov. Code §54957)

4.0 Reconvene to Open Session-Dave reconvened at 6:30 PM

4.1 Report Action Taken During Closed Session- **None**

4.2 Flag Salute

5.0 Approval of Agenda Order *The Board of Trustees reserves the right to change the order in which agenda items are discussed and/or acted upon at this meeting. Subject to further action by the Board, this meeting will proceed as provided in this agenda. Items may be added to this agenda for discussion or action only as permitted by law.* - **Mollie motioned to approve the agenda order with the addition of 11.5 the 2022-2023 Consolidated application for funding. Mandy seconded Passed 4/0**

6.0 Public Comment *Members of the public may comment on non-agenda matters related to District business. No action may be taken on topics not listed on the agenda. Individual speakers shall be allowed three (3) minutes to address the Board. The Board shall limit the total time for public input on each item to twenty (20) minutes.* **None**

7.0 Consent Agenda

7.1 Approval of Minutes, August 8th, 2022 Regular Board Meeting (Attachment 1)

7.2 Approval of Warrants (Attachment 1)

7.3 Approval of LCAP revisions (Attachment 1)-**Mandy motioned to approve the consent agenda with questions regarding the warrants. Clint seconded with asking that August Agenda 10.2 be changed from a special board meeting to board meeting. Passed 4/0**

8.0 Community Comment Related to LCAP - *Members of the community may provide input and discussion pertaining to the Local Control Accountability Plan in an effort to address State Priority 8 (increase opportunities for parents and families to be involved in school decision-making processes).* - **None**



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9.0 Reports

- 9.1 Superintendent-Principal- **Kevin reported**
- 9.2 Business Manager (Attachment 2)-**Michelle reported**
- 9.3 Staf-f**Melissa reported**
- 9.4 Hydesville Parent Group-**Sharon Valterria reported**
- 9.5 Hydesville Sports Booster Club- **Clint reported**
- 9.6 Communications-**Kevin reported**

10.0 Information Items

- 10.1 Attendance and Enrollment Update (Attachment 3)- **Kevin reported**
- 10.2 Draft School Safety Plan (Attachment 4)-**Kevin reported**
- 10.3 Public Hearing Sufficiency of Instructional Materials (Attachment 5)-**Kevin reported**
- 10.4 Brown Act Review (Attachment 6)-**Kevin reported**

11.0 Discussion/Possible Action Items-**Kevin reported on all items**

- 11.1 Consider and Discuss Possible Certification of Unaudited Actuals (Attachment 7)-**CLint motioned to approve the certification of unaudited actuals Dave seconded Passed 4/0**
- 11.2 Consider and Discuss Governance Calendar (Attachment 8)-**Mandy motioned to approve the Governance Calendar Clint seconded. Passed 4/0**
- 11.3 Consider and Discuss Governance Handbook (Attachment 9)-**Clint motioned to approve the GOVERNANCE Handbook. Dave seconded Passed 4/0**
- 11.4 Consider and Discuss Possible Approval of the Gann Limit (Attachment 10)- **Mollie motioned to approve the Gann Limit. Dave seconded. Passed 4/0**
- 11.5 Consider and Discuss Possible Approval of the 2022-2023 Consolidated Application for Funding. **Mollie motioned to approve the 2022-2023 Consolidated Application for FUnDing. Dave seconded Passed 4/0**

12.0 Board Member Comments-**Clint is happy to see the enrollment increase and Dave commented that everything at school seems to be going smoothly.**

13.0 Announcements

13.1 Upcoming Calendar of Events:

School Dance	September 16th
HPG Meeting	2pm October 5th

13.2 Next Board Meeting: October 10, 2022. Begins at 5:30 PM



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13.3 Recommended additions to the agenda can be submitted to the board president or Superintendent seven (7) days prior to the next regular meeting date.

14.0 Adjournment- Dave adjourned at 7:30 PM

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BOARD OF TRUSTEES

Dave Fisch, President
Mandy Marquez, Clerk
Laurie Newman, Member
Mollie Holmgren, Member
Clint Victorine, Member
Kevin Trone, Superintendent

Checks Dated 09/12/2022 through 10/05/2022

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3000180081	09/15/2022	ALLISON ANDERSON	01-8699	AFTER SCHOOL BILL OVER PAYMENT		310.40
3000180082	09/15/2022	AT&T/CALNET 2	01-5909	AUGUST/SEPTEMBER BILL		109.58
3000180083	09/15/2022	Bartlett, Melissa A	01-4310	SUPPLIES		295.90
3000180084	09/15/2022	CRYSTAL CREAMERY	13-4710	CAFETERIA-FOOD		432.03
3000180085	09/15/2022	FORTUNA ACE HARDWARE	01-4310	SOFTBALL- PRY BAR		9.75
3000180086	09/15/2022	FRANZ FAMILY BAKERIES SPRINGFIELD DIVISION	13-4710	CAFETERIA-FOOD		5.75
3000180087	09/15/2022	Hesch, Summer	01-4310	AFTER SCHOOL- SNACKS		25.83
3000180088	09/15/2022	HOUGHTON MIFFLIN	01-4310	CURRICULUM- K, 1ST, 3RD, 4TH, 5TH		1,254.12
3000180089	09/15/2022	P G & E	01-5520	MONTHLY BILL- JULY/AUGUST		1,504.47
3000180090	09/15/2022	Rosser, Karen C	01-4310	CLASSROOM FUNDS- SUPPLIES		368.01
3000180091	09/15/2022	SCHOLASTIC BOOK FAIRS	01-4310	CURRICULUM- K, 1ST, 2ND		614.26
3000180092	09/15/2022	SYSCO FOODS OF SACRAMENTO	01-4310	AFTER SCHOOL- SNACKS	130.76	
			13-4396	CAFETERIA- SUPPLIES	60.21	
			13-4710	CAFETERIA- FOOD	1,211.75	1,402.72
3000180093	09/15/2022	U.S.BANK CORPORATE PAYMENT CTR	01-4310	CIRRICULUM- 3RD GRADE	59.28	
				CIRRICULUM- WRITING PROCESS	46.85	
				CLASSROOM FUNDS- GENERATION GENIUS	175.00	
				CLASSROOM FUNDS- SNACKS	149.43	
				CLASSROOM FUNDS- SUPPLIES	64.61	
				CLASSROOM FUNDS-SUPPLIES	64.84	
				COVID- MONTHLY ZOOM BILL	14.99	
				CURRICULUM- 2ND GRADE	117.00	
				CURRICULUM- 3RD GRADE	10.88	
				CURRICULUM- SECRET STORIES	72.15	
				CURRICULUM- TK	494.58	
				LIBRARY- BOOKS	169.05	
				OFFICE SUPPLIES- LABEL MAKER	32.80	
				SPED- SUPPLIES	176.16	
				STUDENT RECOGNITION- RAFFLE DRUM	134.68	
				SUPPLIES- DRY ERASE LAPBOARDS	84.00	
				SUPPLIES- FILE HOLDER	23.69	
				SUPPLIES- SCISSORS	12.95	
				SUPPLY CABINET- DESK PLATES	17.48	
				SUPPLY CLOSET- CRAYONS	21.99	
				TECHNOLOGY-MULTIPOINT ADAPTER	21.54	
			01-4351	OFFICE SUPPLIES- BATTERIES	37.10	
				OFFICE SUPPLIES- CHAIR MATS	57.30	

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

ESCAPE **ONLINE**

Checks Dated 09/12/2022 through 10/05/2022

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3000180093	09/15/2022	U.S.BANK CORPORATE PAYMENT CTR	01-4351	OFFICE SUPPLIES- LAMINATING ROLL	161.77	
				OFFICE SUPPLIES- QUICKEN RENEWAL	83.88	
			01-4374	CUSTODIAL- CARPET CLEANER	566.38	
			01-5210	PROFESSIONAL DEVELOPMENT- COLOR CODE	2,475.00	
			01-5950	POSTAGE	8.95	
			13-4396	CAFETERIA- GASKET	116.75	
				CAFETERIA- SUPPLIES	184.51	
				CAFETERIA- THERMOMETER	150.82	
			13-4400	CAFETERIA- WORK TABLE WITH STEEL BASE	686.36	
			13-4710	CAFETERIA- FOOD	127.61	6,620.38
3000181678	09/29/2022	ASAP LOCK & KEY	01-5800	MAINTENANCE- SERVICE CALL		84.00
3000181679	09/29/2022	Bartlett, Melissa A	01-4310	CLASSROOM FUNDS- SNACKS		58.08
3000181680	09/29/2022	FRANZ FAMILY BAKERIES SPRINGFIELD DIVISION	13-4710	CAFETERIA- FOOD		91.00
3000181681	09/29/2022	GO GUARDIAN LIMINEX, INC	01-5800	TECHNOLOGY- LICENSES		3,400.00
3000181682	09/29/2022	Henderson, Lindsay L	13-5201	MILEAGE REIMBURSEMENT		37.50
3000181683	09/29/2022	Hesch, Summer	01-4310	AFTER SCHOOL- SNACKS	88.85	
				AFTER SCHOOL- SUPPLIES	106.92	195.77
3000181684	09/29/2022	OPTIMUM	01-5909	SEPTEMBER/OCTOBER BILL		248.38
3000181685	09/29/2022	OWSLEY ELECTRIC	01-5800	MAINTENANCE- ELECTRICAL IN NEW WALLS		1,499.06
3000181686	09/29/2022	Pinkerton, Amanda C	01-4310	HEF GRANT- EASEL		424.98
3000181687	09/29/2022	SECURITY LOCK & ALARM	01-5800	FIRE ALARM INSPECTION	578.51	
				QUARTERLY MONITOR SERVICE	93.00	671.51
3000181688	09/29/2022	SPURR	01-5511	JULY/AUGUST BILL		112.97
3000181689	09/29/2022	STUDIES WEEKLY	01-4341	ONLINE- SPANISH		14.95
3000181690	09/29/2022	SYSCO FOODS OF SACRAMENTO	01-4310	AFTERSCHOOL- FOOD	161.57	
			13-4396	CAFETERIA-SUPPLIES	145.61	
			13-4710	CAFETERIA-FOOD	1,633.07	1,940.25
Total Number of Checks					26	21,731.65

Fund Summary

Fund	Description	Check Count	Expensed Amount
01	GENERAL FUND	22	16,848.68

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

ESCAPE 

Checks Dated 09/12/2022 through 10/05/2022

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

<u>Fund</u>	<u>Description</u>	<u>Check Count</u>	<u>Expensed Amount</u>
13	CAFETERIA FUND	7	4,882.97
	Total Number of Checks	26	21,731.65
	Less Unpaid Sales Tax Liability		.00
	Net (Check Amount)		21,731.65

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

ESCAPE **ONLINE**

Attachment 2

Fund 01 - GENERAL FUND

Fiscal Year 2022/23 Through October 2022

Object	Description	Adopted Budget	Revised Budget	Revenue	Balance	% Rcvd
Revenue Detail						
LCFF Revenue Sources						
8011	REVENUE LIMIT ST AID-CURR YR	904,148.00	904,148.00	424,008.00	480,140.00	46.90
8012	REVENUE LIMIT-EPA	375,805.00	375,805.00		375,805.00	
8021	HOME OWNERS EXEMPTION	5,367.00	5,367.00		5,367.00	
8022	TIMBER YIELD TAX	5,632.00	5,632.00		5,632.00	
8041	SECURED TAX ROLLS	517,176.00	517,176.00		517,176.00	
8042	UNSECURED ROLL TAXES	20,346.00	20,346.00		20,346.00	
8043	PRIOR YEARS' TAXES	248.00	248.00		248.00	
8044	SUPPLEMENTAL TAXES	9,887.00	9,887.00		9,887.00	
8045	ED REV AUGMENT FUND (ERAF)	22,176.00	22,176.00		22,176.00	
	Total LCFF Revenue Sources	1,860,785.00	1,860,785.00	424,008.00	1,436,777.00	22.79
Federal Revenue						
8181	SP ED-ENTITLEMENT PER UDC	31,025.00	31,025.00		31,025.00	
8290	ALL OTHER FEDERAL REVENUES	81,836.00	81,836.00	34,484.00	47,352.00	42.14
8295	ALL FEDERAL REV PRIOR YEAR	227,684.00	227,684.00		227,684.00	
	Total Federal Revenue	340,545.00	340,545.00	34,484.00	306,061.00	10.13
Other State Revenues						
8550	MANDATED COST REIMBURSEMENTS	6,304.00	6,304.00		6,304.00	
8560	STATE LOTTERY REVENUE	44,004.00	44,004.00		44,004.00	
8590	ALL OTHER STATE REVENUES	133,902.00	133,902.00	56,095.00	77,807.00	41.89
	Total Other State Revenues	184,210.00	184,210.00	56,095.00	128,115.00	30.45
Other Local Revenue						
8660	INTEREST	3,465.00	3,465.00		3,465.00	
8699	ALL OTHER LOCAL REVENUES	43,564.00	43,564.00	310.40-	43,874.40	-0.71
8792	TRANS OF APPORTION FROM COE	79,610.00	79,610.00	15,127.00	64,483.00	19.00
	Total Other Local Revenue	126,639.00	126,639.00	14,816.60	111,822.40	11.70
	Total Year To Date Revenues	2,512,179.00	2,512,179.00	529,403.60	1,982,775.40	21.07

Object	Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
Expenditure Detail							
Certificated Salaries							
1100	TEACHERS SALARIES - REGULAR	718,771.00	718,771.00	648,617.31	103,831.18	33,677.49-	14.45
1102	MUSIC TEACHER	14,103.00	14,103.00	12,944.43	1,833.34	674.77-	13.00
1104	SPECIAL ED TEACHER	49,393.00	49,393.00	45,334.08	6,499.92	2,441.00-	13.16

Selection Grouped by Account Type - Sorted by Org, Fund, Object, Filtered by (Org = 24, Starting Period = 1, Ending Account Period = 0, Stmt Option? = , Zero Amounts? = N, SACS? = N, Restricted? = Y, Fund = 01,13,17)

ESCAPE ONLINE

Fund 01 - GENERAL FUND

Fiscal Year 2022/23 Through October 2022

Object	Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
Expenditure Detail (continued)							
Certificated Salaries (continued)							
1140	TEACHER SALARY - SUBSTITUTES	14,000.00	14,000.00		150.00	13,850.00	1.07
1150	TEACHER SALARY - OTHER PAY	7,110.00	7,110.00		4,738.41	2,371.59	66.64
1205	GUIDE, WELFARE ATTND PRSNL	48,217.00	48,217.00	44,524.62	5,763.35	2,070.97-	11.95
1301	SUPERINTENDENT	31,212.00	31,212.00	23,877.00	7,959.00	624.00-	25.50
1303	PRINCIPAL	72,828.00	72,828.00	55,713.06	18,571.02	1,456.08-	25.50
	Total Certificated Salaries	955,634.00	955,634.00	831,010.50	149,346.22	24,722.72-	15.63
Classified Salaries							
2100	CLASS INSTR AIDE SAL-REGULAR	85,498.00	85,498.00	95,881.59	15,223.26	25,606.85-	17.81
2103	CLASS INSTR AIDE SAL-SPEC ED	6,204.00	6,204.00	5,670.36	835.27	301.63-	13.46
2150	CLASS INSTR AIDE-OTHER PAY	14,749.00	14,749.00	12,451.95	6,733.87	4,436.82-	45.66
2160	COACHES & ADVISORS	7,000.00	7,000.00		750.00	6,250.00	10.71
2203	DRIVER	17,282.00	17,282.00	15,782.67	2,404.91	905.58-	13.92
2213	MAINTENANCE/CUSTODL/OPERATNS	40,612.00	40,612.00	31,069.44	11,562.96	2,020.40-	28.47
2214	CUSTODIAN	25,056.00	25,056.00	22,881.78	3,384.42	1,210.20-	13.51
2216	LIBRARY AIDE/CLRK/TECHNICIAN	9,702.00	9,702.00	8,766.99	1,323.97	388.96-	13.65
2250	CLASS PUPIL SUPPORT-OTH PAY	6,700.00	6,700.00		9,334.36	2,634.36-	139.32
2307	COORDINATOR	13,877.00	13,877.00	14,087.97	1,976.45	2,187.42-	14.24
2309	ADMINISTRATIVE ASSISTANT	41,489.00	41,489.00	31,742.82	11,813.10	2,066.92-	28.47
2350	CLS SUPRVSR & ADMN-OTHER PAY	4,000.00	4,000.00		224.88	3,775.12	5.62
2400	CLASS CLER & OFFICE SAL-REG	70,000.00	70,000.00	52,500.06	17,500.02	.08-	25.00
2439	CLASS CLER & OFFICE-XTR HIRE				116.08	116.08-	NO BDGT
2900	OTHER CLASS SALARIES-REGULAR	11,136.00	11,136.00	10,291.68	1,337.15	492.83-	12.01
2950	OTHER CLASS SALARIES-OTH PAY	1,000.00	1,000.00			1,000.00	
	Total Classified Salaries	354,305.00	354,305.00	301,127.31	84,520.70	31,343.01-	23.86
Employee Benefits							
3101	STRS - CERTIFICATED	266,076.00	266,076.00	158,723.01	27,953.61	79,399.38	10.51
3202	PERS - CLASSIFIED	90,133.00	90,133.00	76,396.05	19,753.61	6,016.66-	21.92
3311	SOCIAL SECURITY-CERTIFICATED				4.65	4.65-	NO BDGT
3312	SOCIAL SECURITY-CLASSIFIED	21,000.00	21,000.00	18,000.00	5,019.60	2,019.60-	23.90
3331	MEDICARE-CERTIFICATED	13,576.00	13,576.00	11,785.59	2,136.21	345.80-	15.74
3332	MEDICARE-CLASSIFIED	4,912.00	4,912.00	4,209.75	1,177.92	475.67-	23.98
3411	HEALTH & WELFARE BENEFITS-CRT	142,092.00	142,092.00	130,433.40	15,942.60	4,284.00-	11.22
3412	HEALTH & WELFARE BENEFITS-CLS	46,135.00	46,135.00	44,133.80	12,678.76	10,677.56-	27.48
3501	ST UNEMPLOYMENT INS-CERTIF	4,682.00	4,682.00	4,064.31	736.64	118.95-	15.73
3502	ST UNEMPLOYMENT INS-CLASSIFD	1,693.00	1,693.00	1,451.70	406.25	164.95-	24.00

Selection Grouped by Account Type - Sorted by Org, Fund, Object, Filtered by (Org = 24, Starting Period = 1, Ending Account Period = 0, Stmt Option? = , Zero Amounts? = N, SACS? = N, Restricted? = Y, Fund = 01,13,17)

ESCAPE 

Fund 01 - GENERAL FUND

Fiscal Year 2022/23 Through October 2022

Object	Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
Expenditure Detail (continued)							
Employee Benefits (continued)							
3601	WORKER'S COMP-CERTIFICATED	22,095.00	22,095.00	21,783.06	3,948.29	3,636.35-	17.87
3602	WORKER'S COMP-CLASSIFIED	7,992.00	7,992.00	7,780.59	2,176.99	1,965.58-	27.24
	Total Employee Benefits	620,386.00	620,386.00	478,761.26	91,935.13	49,689.61	14.82
Books and Supplies							
4110	TEXTBOOKS	5,000.00	5,000.00			5,000.00	
4310	MATERIALS & SUPPLIES	138,654.00	138,654.00		36,457.62	102,196.38	26.29
4341	COMP SOFTWARE & RELATE EXP	100.00	100.00		14.95	85.05	14.95
4351	OFFICE SUPPLIES	1,500.00	1,500.00		358.36	1,141.64	23.89
4362	PARTS FOR REPAIR OF VEHICLE	491.00	491.00			491.00	
4364	GASOLINE	500.00	500.00			500.00	
4365	DIESEL	3,960.00	3,960.00		12.00	3,948.00	0.30
4374	CUSTODIAL SUPPLIES	9,600.00	9,600.00		1,358.69	8,241.31	14.15
4377	GROUNDS SUPPLIES	650.00	650.00		592.61	57.39	91.17
4381	BUILDING MAINTENANCE SUPPLS	6,500.00	6,500.00		9,633.41	3,133.41-	148.21
4392	MEDICAL SUPPLIES	550.00	550.00			550.00	
4400	EQUIPMENT	1,535.00	1,535.00			1,535.00	
	Total Books and Supplies	169,040.00	169,040.00	.00	48,427.64	120,612.36	28.65
Services and Other Operating Expenditures							
5201	EMPLOYEE MILEAGE	350.00	350.00		232.50	117.50	66.43
5207	REGISTRATION FEES	120.00	120.00			120.00	
5210	TRAVEL & CONFERENCES	14,580.00	14,580.00		4,950.00	9,630.00	33.95
5300	DUES & MEMBERSHIPS	4,250.00	4,250.00		4,323.00	73.00-	101.72
5450	OTHER INSURANCE	18,463.00	18,463.00			18,463.00	
5511	NATURAL GAS SERVICES	10,289.00	10,289.00		372.99	9,916.01	3.63
5520	ELECTRICITY SERVICES	21,174.00	21,174.00		2,985.74	18,188.26	14.10
5530	WATER SERVICES	3,804.00	3,804.00		270.00	3,534.00	7.10
5560	WASTE DISPOSAL	6,009.00	6,009.00		1,198.48	4,810.52	19.94
5623	RENTALS AND LEASES-EQUIPMENT	1,925.00	1,925.00			1,925.00	
5628	RENTALS AND LEASES-OTHER	2,334.00	2,334.00			2,334.00	
5634	INTERDISTRICT BUS MAINTENANCE	6,853.00	6,853.00			6,853.00	
5637	MAINTENANCE AGREEMENTS	12,751.00	12,751.00		2,374.99	10,376.01	18.63
5800	CONTRACTED SERVICES	97,426.00	97,426.00		74,921.42	22,504.58	76.90
5801	STUDENT TRAVEL/FIELDTRIPS	5,444.00	5,444.00			5,444.00	
5805	PRINTING SERV-OUTSIDE VENDOR	1,827.00	1,827.00		72.00	1,755.00	3.94
5811	CO-OP CONTRACT	2,077.00	2,077.00			2,077.00	

Selection Grouped by Account Type - Sorted by Org, Fund, Object, Filtered by (Org = 24, Starting Period = 1, Ending Account Period = 0, Stmt Option? = , Zero Amounts? = N, SACS? = N, Restricted? = Y, Fund = 01,13,17)

ESCAPE 

Fund 01 - GENERAL FUND

Fiscal Year 2022/23 Through October 2022

Object	Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
Expenditure Detail (continued)							
Services and Other Operating Expenditures (continued)							
5812	LIBRARY CONTRACT	3,400.00	3,400.00			3,400.00	
5819	OTHER INTER-LEA CONTRACTS	50,430.00	50,430.00			50,430.00	
5821	ELECTION COSTS	760.00	760.00			760.00	
5822	AUDIT FEES	13,000.00	13,000.00		2,900.00	10,100.00	22.31
5823	LEGAL FEES	7,000.00	7,000.00		6,840.00	160.00	97.71
5831	ADVERTISEMENT	100.00	100.00			100.00	
5845	INFORMTN NETWORK SERV CONTR	7,517.00	7,517.00			7,517.00	
5847	COMPUTER TECHNOLOGY SUPPORT	6,962.00	6,962.00			6,962.00	
5861	FINGERPRINTING	700.00	700.00			700.00	
5864	TB AND PHYSICAL EXAMS	100.00	100.00			100.00	
5866	DRUG TESTING	180.00	180.00			180.00	
5881	OTHER CHARGES/FEES	747.00	747.00			747.00	
5884	LICENSE, PERMIT, USE FEE, TX	8,601.00	8,601.00		7,738.48	862.52	89.97
5886	BANK CHARGE	200.00	200.00			200.00	
5888	OTHER OPERATING EXPENSE	138,706.00	138,706.00			138,706.00	
5909	TELEPHONE/COMMUNICATIONS	17,922.00	17,922.00		3,830.29	14,091.71	21.37
5950	POSTAGE	1,050.00	1,050.00		68.95	981.05	6.57
	Total Services and Other Operating Expenditures	467,051.00	467,051.00	.00	113,078.84	353,972.16	24.21
Tuition							
7142	OTH TUITN, EXCESS CSTS> COE	58,222.00	58,222.00		741.00	57,481.00	1.27
	Total Tuition	58,222.00	58,222.00	.00	741.00	57,481.00	1.27
	Total Year To Date Expenditures	2,624,638.00	2,624,638.00	1,610,899.07	488,049.53	525,689.40	18.59

Object	Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
Other Financing Uses							
Interfund Transfers Out							
7616	FROM GENRL FUND TO CAFETERIA	19,466.00	19,466.00			19,466.00	
	Total Interfund Transfers Out	19,466.00	19,466.00	.00	.00	19,466.00	
	Total Year To Date Other Financing Uses	19,466.00	19,466.00	.00	.00	19,466.00	

Fund 01 - GENERAL FUND

Fiscal Year 2022/23 Through October 2022

Object	Description	Beginning Balance	Year to Date Activity	Ending Balance
Fund Reconciliation				
Assets				
9110	CASH IN COUNTY TREASURY	492,324.28	231,870.42-	260,453.86
9130	REVOLVING CASH ACCOUNT	1,000.00		1,000.00
9201	ACCOUNTS RECEIVABLE-PRIOR YR	185,758.76	32,472.01-	153,286.75
	Total Assets	679,083.04	264,342.43-	414,740.61
Liabilities				
9510	ACCOUNTS PAYABLE-PRIOR YEAR	298,890.94	295,006.94-	3,884.00
9537	EMPLOYER H&W SUSPENSE ACCNT	632.02	21,163.52-	20,531.50-
9540	EMPLOYER S.U.I. SUSP ACCNT	2,200.29	1,477.12-	723.17
9555	DEFERRED NET PAY SUSP ACCT		11,965.08	11,965.08
9580	SALES TAX LIABILITY ACCOUNT	13.20	14.00-	.80-
9650	UNEARNED REVENUE	73,496.25		73,496.25
	Total Liabilities	375,232.70	305,696.50-	69,536.20
	Calculated Fund Balance	303,850.34	41,354.07	345,204.41
Beginning Fund Balance				
9791	BEGINNING BALANCE-ADPTD BDGT	303,850.34		303,850.34
	Beginning Fund Balance Proof	.00	41,354.07	41,354.07
Change in Fund Balance - Excess Revenues (Expenditures)			41,354.07	

Memo Only - Ending Fund Balance Accounts

	Adopted	Revised
Reserves		
9720 RESERVE FOR ENCUMBRANCES		1,610,899.07
Other Designations		
9790 UNDESIGNATED/UNAPPROPRIATED	263,161.00	171,926.00

Fund 01 - GENERAL FUND

Fiscal Year 2022/23 Through October 2022

Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Budget Balance	% of Budget
Revenues, Expenditures, and Changes in Fund Balance						
A. Revenues	2,512,179.00	2,512,179.00		529,403.60	1,982,775.40	21.07
B. Expenditures	2,624,638.00	2,624,638.00	1,610,899.07	488,049.53	525,689.40	18.59
C. Subtotal (Revenue LESS Expense)	112,459.00-	112,459.00-		41,354.07	1,457,086.00	
D. Other Financing Sources and Uses						
Sources						
LESS Uses	19,466.00	19,466.00			19,466.00	
E. Net Change in Fund Balance	131,925.00-	131,925.00-		41,354.07	1,437,620.00	
F. Fund Balance:						
Beginning Balance (9791)	395,086.00	303,851.00		303,850.34		
Audit Adjustments (9793)						
Other Restatements (9795)						
Adjusted Beginning Balance	395,086.00	303,851.00		303,850.34		
G. Calculated Ending Balance	263,161.00	171,926.00		345,204.41		
*Components of Ending Fund Balance						
Legally Restricted (9740)						
Other Designations (9780)						
Undesig/Unapprop (9790)	263,161.00	171,926.00				
Other				1,610,899.07		

Fund 13 - CAFETERIA FUND

Fiscal Year 2022/23 Through October 2022

Object	Description	Adopted Budget	Revised Budget	Revenue	Balance	% Rcvd
Revenue Detail						
Federal Revenue						
8220	CHILD NUTRITION PROGRAMS	55,000.00	55,000.00	9,461.24	45,538.76	17.20
8223	FEDERAL SCHOOL SNACKS	2,800.00	2,800.00		2,800.00	
Total Federal Revenue		57,800.00	57,800.00	9,461.24	48,338.76	16.37
Other State Revenues						
8520	CHILD NUTRITION	2,000.00	2,000.00		2,000.00	
Total Other State Revenues		2,000.00	2,000.00	.00	2,000.00	
Other Local Revenue						
8660	INTEREST	95.00	95.00		95.00	
Total Other Local Revenue		95.00	95.00	.00	95.00	
Total Year To Date Revenues		59,895.00	59,895.00	9,461.24	50,433.76	15.80

Object	Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
Expenditure Detail							
Classified Salaries							
2210	FOOD SERVICE PERSONNEL	27,920.00	27,920.00	25,503.84	3,762.87	1,346.71-	13.48
2250	CLASS PUPIL SUPPORT-OTH PAY	1,000.00	1,000.00		394.17	605.83	39.42
Total Classified Salaries		28,920.00	28,920.00	25,503.84	4,157.04	740.88-	14.37
Employee Benefits							
3202	PERS - CLASSIFIED	7,344.00	7,344.00	6,470.28	1,035.23	161.51-	14.10
3312	SOCIAL SECURITY-CLASSIFIED	1,791.00	1,791.00	1,581.21	257.72	47.93-	14.39
3332	MEDICARE-CLASSIFIED	419.00	419.00	369.81	60.20	11.01-	14.37
3412	HEALTH & WELFARE BENEFITS-CLS	13,200.00	13,200.00	11,912.40	1,323.60	36.00-	10.03
3502	ST UNEMPLOYMENT INS-CLASSIFD	144.00	144.00	127.53	20.71	4.24-	14.38
3602	WORKER'S COMP-CLASSIFIED	682.00	682.00	683.46	111.41	112.87-	16.34
Total Employee Benefits		23,580.00	23,580.00	21,144.69	2,808.87	373.56-	11.91
Books and Supplies							
4396	FOOD SERVICE SUPPLIES	3,980.00	3,980.00		797.18	3,182.82	20.03
4400	EQUIPMENT				9,533.03	9,533.03-	NO BDGT
4710	FOOD	20,500.00	20,500.00		7,753.27	12,746.73	37.82
Total Books and Supplies		24,480.00	24,480.00	.00	18,083.48	6,396.52	73.87
Services and Other Operating Expenditures							
5201	EMPLOYEE MILEAGE	500.00	500.00		37.50	462.50	7.50
5210	TRAVEL & CONFERENCES	114.00	114.00			114.00	

Selection Grouped by Account Type - Sorted by Org, Fund, Object, Filtered by (Org = 24, Starting Period = 1, Ending Account Period = 0, Stmt Option? = , Zero Amounts? = N, SACS? = N, Restricted? = Y, Fund = 01,13,17)

ESCAPE 

Fund 13 - CAFETERIA FUND

Fiscal Year 2022/23 Through October 2022

Object	Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
Expenditure Detail (continued)							
Services and Other Operating Expenditures (continued)							
5800	CONTRACTED SERVICES	866.00	866.00			866.00	
5884	LICENSE, PERMIT, USE FEE, TX	466.00	466.00			466.00	
Total Services and Other Operating Expenditures		1,946.00	1,946.00	.00	37.50	1,908.50	1.93
Total Year To Date Expenditures		78,926.00	78,926.00	46,648.53	25,086.89	7,190.58	31.79

Object	Description	Adopted Budget	Revised Budget	Actual	Balance	% Used
Other Financing Sources						
Other Financing Sources						
8916	TO CAFETERIA, FROM GNRAL FUND	19,466.00	19,466.00		19,466.00	
Total Other Financing Sources		19,466.00	19,466.00	.00	19,466.00	
Total Year To Date Other Financing Sources		19,466.00	19,466.00	.00	19,466.00	

Fund 13 - CAFETERIA FUND		Fiscal Year 2022/23 Through October 2022		
Object	Description	Beginning Balance	Year to Date Activity	Ending Balance
Fund Reconciliation				
Assets				
9110	CASH IN COUNTY TREASURY	4,473.37	12,497.62	16,970.99
9201	ACCOUNTS RECEIVABLE-PRIOR YR	29,075.87	29,075.87-	
9320	STORES	697.31		697.31
	Total Assets	34,246.55	16,578.25-	17,668.30
Liabilities				
9510	ACCOUNTS PAYABLE-PRIOR YEAR	952.60	952.60-	
	Calculated Fund Balance	33,293.95	15,625.65-	17,668.30
Beginning Fund Balance				
9791	BEGINNING BALANCE-ADPTD BDGT	33,293.95		33,293.95
	Beginning Fund Balance Proof	.00	15,625.65-	15,625.65-
Change in Fund Balance - Excess Revenues (Expenditures)			(15,625.65)	

Memo Only - Ending Fund Balance Accounts				
		Adopted	Revised	
Reserves				
9720	RESERVE FOR ENCUMBRANCES			46,648.53
Other Designations				
9790	UNDESIGNATED/UNAPPROPRIATED	6,784.00	33,729.00	

Fund 13 - CAFETERIA FUND

Fiscal Year 2022/23 Through October 2022

Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Budget Balance	% of Budget
Revenues, Expenditures, and Changes in Fund Balance						
A. Revenues	59,895.00	59,895.00		9,461.24	50,433.76	15.80
B. Expenditures	78,926.00	78,926.00	46,648.53	25,086.89	7,190.58	31.79
C. Subtotal (Revenue LESS Expense)	19,031.00-	19,031.00-		15,625.65-	43,243.18	
D. Other Financing Sources and Uses						
Sources	19,466.00	19,466.00			19,466.00	
LESS Uses						
E. Net Change in Fund Balance	435.00	435.00		15,625.65-	62,709.18	
F. Fund Balance:						
Beginning Balance (9791)	6,349.00	33,294.00		33,293.95		
Audit Adjustments (9793)						
Other Restatements (9795)						
Adjusted Beginning Balance	6,349.00	33,294.00		33,293.95		
G. Calculated Ending Balance	6,784.00	33,729.00		17,668.30		
*Components of Ending Fund Balance						
Legally Restricted (9740)						
Other Designations (9780)						
Undesig/Unapprop (9790)	6,784.00	33,729.00				
Other				46,648.53		

Fund 17 - SPECIAL RESERVE FUND

Fiscal Year 2022/23 Through October 2022

Object	Description	Adopted Budget	Revised Budget	Revenue	Balance	% Rcvd
Revenue Detail						
Other Local Revenue						
8660	INTEREST	2,200.00	2,200.00		2,200.00	
Total Other Local Revenue		2,200.00	2,200.00	.00	2,200.00	
Total Year To Date Revenues		2,200.00	2,200.00	.00	2,200.00	

Fund 17 - SPECIAL RESERVE FUND

Fiscal Year 2022/23 Through October 2022

Object	Description	Beginning Balance	Year to Date Activity	Ending Balance
Fund Reconciliation				
Assets				
9110	CASH IN COUNTY TREASURY	437,959.50		437,959.50
9201	ACCOUNTS RECEIVABLE-PRIOR YR	2,526.34		2,526.34
	Total Assets	440,485.84	.00	440,485.84
	Calculated Fund Balance	440,485.84	.00	440,485.84
Beginning Fund Balance				
9791	BEGINNING BALANCE-ADPTD BDGT	440,485.84		440,485.84
	Beginning Fund Balance Proof	.00	.00	.00
Change in Fund Balance - Excess Revenues (Expenditures)			.00	

Memo Only - Ending Fund Balance Accounts

Other Designations	Adopted	Revised
9790 UNDESIGNATED/UNAPPROPRIATED	239,201.00	442,686.00

Fund 17 - SPECIAL RESERVE FUND Fiscal Year 2022/23 Through October 2022

Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Budget Balance	% of Budget
Revenues, Expenditures, and Changes in Fund Balance						
A. Revenues	2,200.00	2,200.00			2,200.00	
B. Expenditures						
C. Subtotal (Revenue LESS Expense)	2,200.00	2,200.00		.00	2,200.00	
D. Other Financing Sources and Uses						
Sources						
LESS Uses						
E. Net Change in Fund Balance	2,200.00	2,200.00		.00	2,200.00	
F. Fund Balance:						
Beginning Balance (9791)	237,001.00	440,486.00		440,485.84		
Audit Adjustments (9793)						
Other Restatements (9795)						
Adjusted Beginning Balance	237,001.00	440,486.00		440,485.84		
G. Calculated Ending Balance	239,201.00	442,686.00		440,485.84		
*Components of Ending Fund Balance						
Legally Restricted (9740)						
Other Designations (9780)						
Undesig/Unapprop (9790)	239,201.00	442,686.00				
Other						

Attachment 3

Hydesville Elementary School District
SUPERINTENDENT'S RECOMMENDATION FOR BOARD ACTION

Agenda Item # 10.1 **Date:** October 10th, 2022

Attendance and Enrollment Update

Action requested:

No Action Requested. Information only

Background Information and/or Statement of need:

None

Fiscal Information:

None

Contact Person:

Kevin Trone, Superintendent/Principal

Hydesville Elementary School Class Counts 2022-2023



Ms. Rosser	TK	9
Ms. Bartlett	K	21
Mrs. Patmore	1	27
Mrs. Pinkerton	2	26
Ms. Perez	3	25
Mrs. Sturdevant	4	21
Mrs. Newell	5	27
Ms. MacMillan	6	22
Mr. Williams	7	22
Mrs. Carter	8	17
Total		217

Hydesville Elementary Monthly Attendance Report

Beginning: 09/12/2022 - Ending: 10/07/2022

Current School

Days Taught: 20

Section Id	Teacher	Enrolled Last Day Prev Mon	Last Day Drops	First Day Adds	Begin Count	Add	Drop	Last Day Count	1st Day Next Month	Max. Enroll.	Days Not Enroll	Days of Absence	Actual Attend	% of Actual Attend	I. S. Credit	I. S. No Credit	I.S. Pend	Total For School	% of Total Attend	ADA Total / Days Taught
Grade0K-A - Bartlett		20	0	0	20	1	0	21	21	21	10	25	382	93.17	3	0	0	385	93.90	19.250
Grade 00K		20	0	0	20	1	0	21	21	21	10	25	382	93.17	3	0	0	385	93.90	19.250
Grade0TK-A - Rosser		9	0	0	9	0	0	9	9	9	0	6	174	96.66	0	0	0	174	96.66	8.700
Grade 00TK		9	0	0	9	0	0	9	9	9	0	6	174	96.66	0	0	0	174	96.66	8.700
Grade1-A - Patmore		27	0	0	27	0	0	27	27	27	0	29	500	92.59	11	0	0	511	94.62	25.550
Grade 01		27	0	0	27	0	0	27	27	27	0	29	500	92.59	11	0	0	511	94.62	25.550
Grade2-A - Pinkerton		26	0	0	26	0	0	26	26	26	0	38	474	91.15	5	0	3	479	92.11	23.950
Grade 02		26	0	0	26	0	0	26	26	26	0	38	474	91.15	5	0	3	479	92.11	23.950
Grade3-A - Perez-Granados		25	0	0	25	0	0	25	25	25	0	15	480	96.00	0	0	5	480	96.00	24.000
Grade 03		25	0	0	25	0	0	25	25	25	0	15	480	96.00	0	0	5	480	96.00	24.000
Sub Total GRADES 0K-3		107	0	0	107	1	0	108	108	108	10	113	2,010	93.48	19	0	8	2,029	94.37	101.450
Grade4-A - Sturdevant		21	0	0	21	0	0	21	21	21	0	21	391	93.09	8	0	0	399	95.00	19.950
Grade 04		21	0	0	21	0	0	21	21	21	0	21	391	93.09	8	0	0	399	95.00	19.950
Grade5-A - Newell		27	0	0	27	0	0	27	27	27	0	33	507	93.88	0	0	0	507	93.88	25.350
Grade 05		27	0	0	27	0	0	27	27	27	0	33	507	93.88	0	0	0	507	93.88	25.350
Grade6-A - MacMillan		22	0	0	22	0	0	22	22	22	0	25	413	93.86	0	0	2	413	93.86	20.650
Grade 06		22	0	0	22	0	0	22	22	22	0	25	413	93.86	0	0	2	413	93.86	20.650
Sub Total GRADES 4-6		70	0	0	70	0	0	70	70	70	0	79	1,311	93.64	8	0	2	1,319	94.21	65.950

Hydesville Elementary Monthly Attendance Report

Beginning: 09/12/2022 - Ending: 10/07/2022

Current School

Days Taught: 20

Section Id	Teacher	Enrolled Last Day Prev Mon	Last Day Drops	First Day Adds	Begin Count	Add	Drop	Last Day Count	1st Day Next Month	Max. Enroll.	Days Not Enroll	Days of Absence	Actual Attend	% of Actual Attend	I. S. Credit	I. S. No Credit	I.S. Pend	Total For School	% of Total Attend	ADA Total / Days Taught
Grade 7 - Williams		22	0	0	22	1	1	22	23	23	20	13	427	97.04	0	0	0	427	97.04	21.350
Grade 07		22	0	0	22	1	1	22	23	23	20	13	427	97.04	0	0	0	427	97.04	21.350
Grade8-A - Carter		18	0	0	18	0	1	17	18	18	6	11	341	96.32	0	0	2	341	96.32	17.050
Grade 08		18	0	0	18	0	1	17	18	18	6	11	341	96.32	0	0	2	341	96.32	17.050
Sub Total GRADES 7-8		40	0	0	40	1	2	39	41	41	26	24	768	96.72	0	0	2	768	96.72	38.400
School Totals:		217	0	0	217	2	2	217	219	219	36	216	4,089	94.12	27	0	12	4,116	94.75	205.800

Signature _____ Date _____

To the best of my knowledge and belief this State School Register report has been kept as required by law and in accordance with the instruction of the Superintendent of Public Instruction.

Attachment 4

Hydesville Elementary School District
SUPERINTENDENT'S RECOMMENDATION FOR BOARD ACTION

Agenda Item # 10.2 **Date:** October 12th, 2022

CAASPP Results Presentation

Action requested:

Information only. No action requested.

Background Information and/or Statement of need:

Presentation by the Superintendent on District performance on the CAASPP tests for 2021-22

Fiscal Information:

None

Contact Person:

Kevin Trone, Superintendent/Principal

Attachment 5

Hydesville Elementary School District
SUPERINTENDENT'S RECOMMENDATION FOR BOARD ACTION

Agenda Item # 10.3 **Date:** October 10th, 2022

Presentation on Disciplinary Results and Methods

Action requested:

Information only. No action requested.

Background Information and/or Statement of need:

Superintendent Presentation on Disciplinary Results and Methods

Fiscal Information:

None

Contact Person:

Kevin Trone, Superintendent/Principal

Attachment 6

Hydesville Elementary School District
SUPERINTENDENT'S RECOMMENDATION FOR BOARD ACTION

Agenda Item # 11.1 **Date:** October 10th, 2022

Consider and Discuss Sufficiency of Instructional Materials Resolution

Action requested:

Approve the Resolution

Background Information and/or Statement of need:

Requirement to ensure that there are sufficient instructional materials for all students prior to the 8th week of school.

Fiscal Information:

None

Contact Person:

Kevin Trone, Superintendent/Principal



Hydesville Elementary School District

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RESOLUTION REGARDING SUFFICIENCY OR INSUFFICIENCY OF INSTRUCTIONAL MATERIALS:

Whereas, the governing board of Hydesville Elementary School district, in order to comply with the requirements of *Education Code* Section 60119 held a public hearing on Monday September 12h, at 6:30pm, which is on or before the eighth week of school (between the first day that students attend school and the end of the eighth week from that day) and which did not take place during or immediately following school hours, and;

Whereas, the governing board provided at least 10 days notice of the public hearing posted in at least three public places within the district that stated the time, place, and purpose of the hearing, and;

Whereas, the governing board encouraged participation by parents, teachers, members of the community, and bargaining unit leaders (if the district or county office has a bargaining unit) in the public hearing, and;

FOR A FINDING OF SUFFICIENT INSTRUCTIONAL MATERIALS:

Whereas, information provided at the public hearing and to the governing board at the public meeting detailed the extent to which textbooks and instructional materials were provided to all students, including English learners, in the district/county office of education, and;

Whereas, the definition of "sufficient textbooks or instructional materials" means that each pupil has a textbook or instructional materials, or both, to use in class and to take home, and;

Whereas, sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in the following subjects:

- Mathematics – K-5: Houghton Mifflin Harcourt, *Go Math!*, 2014
6-8: Big Ideas Learning, *Big Ideas Math*, 2014



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- Science - K-8: Amplify Education, *Amplify Science: California Integrated Course Model*
- History-social science - K-5: TCI - Social Studies
Harcourt School Publishers, *Reflections: California Series*
6-8: TCI - Social Studies
Pearson Prentice Hall, *Prentice Hall Social Studies*
- English/language arts, including the English language development component of an adopted program - Alternative Current Materials, *Fountas and Pinnel; Sadlier*

Whereas, sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, and;

Whereas, laboratory science equipment was available for science laboratory classes offered in grades 9-12, inclusive;

Therefore, it is resolved that for the 2022-2023 school year, the Hydesville Elementary School district has provided each pupil with sufficient textbooks and instructional materials aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks.

Attachment 7

Hydesville Elementary School District
SUPERINTENDENT'S RECOMMENDATION FOR BOARD ACTION

Agenda Item # 11.2 **Date:** October 10th, 2022

Consider and Discuss Possible Approval of Comprehensive School Safety Plan

Action requested:

Approve the CSSP

Background Information and/or Statement of need:

The CSSP must be approved annually. This is the resolution of an audit finding from last year.

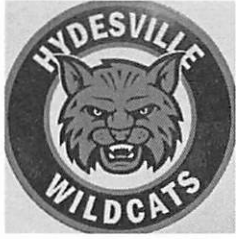
The district is also implementing a plan to ensure timely completion in the future.

Fiscal Information:

None

Contact Person:

Kevin Trone, Superintendent/Principal



2021-2022 Comprehensive School Safety Plan



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Section 1 – Introduction

SB 187 & AB 1747 Compliant Document

Preface

This comprehensive school safety plan is evaluated, and amended as needed, no less than once per year per Education Code section 35294.2(e)). This plan is available for public inspection during normal business hours at the Hydesville School District office located at 3050 Johnson Rd, Hydesville, CA 95547. For questions regarding this plan please call (707) 768-3610.

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

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

Hydesville School CSSP

School Stakeholders

- **School Site Council representative:**
- **Teachers:**
- **Support Staff:**
- **Administrators:**
- **Parents:**

Law Enforcement, Fire Department, Emergency Response

- **Sheriff, Police:**
- **Fire Department:**

Vision and Mission Statement

All students at Hydesville Elementary School will participate in a challenging, problem solving, integrated, multi-modality instructional program to ensure their academic and social success. This child-centered learning environment will empower all participants to become lifelong learners and productive members of society.

At Hydesville we are committed to providing a learning environment that promotes high expectations for academic achievement at appropriate student learning levels, aligned with state standards.

The school shall provide equal educational opportunities for all students through a balanced, stimulating and challenging curriculum.

We value a climate that is safe, consistent, pleasant, and orderly. We promote relationships based on clear communication, mutual respect, trust, and caring. Students, parents, staff, and community work in cooperation to help develop responsible, concerned, confident and productive citizens whose continual self-motivation to learn and grow will greatly contribute to our society.

Meeting Minutes

Section 2 – Policies and Procedures

(Policies and Procedures have been excerpted and reformatted for this document. Code and Legal References have been removed. For access to documents in their original and approved form please contact the District office at (707) 768-3610.

Child Abuse Prevention And Reporting – 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} (cf. 0450 - Comprehensive Safety Plan)

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.



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

[Print Form](#) [Clear Form](#)

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

CASE NAME: _____
 CASE NUMBER: _____

A. REPORTING PARTY	NAME OF MANDATED REPORTER		TITLE		MANDATED REPORTER CATEGORY	
	REPORTER'S BUSINESS/AGENCY NAME AND ADDRESS Street City Zip				DID MANDATED REPORTER WITNESS THE INCIDENT? <input type="checkbox"/> YES <input type="checkbox"/> NO	
	REPORTER'S TELEPHONE (DAYTIME)		SIGNATURE		TODAY'S DATE	
B. REPORT NOTIFICATION	<input type="checkbox"/> LAW ENFORCEMENT <input type="checkbox"/> COUNTY PROBATION		AGENCY			
	<input type="checkbox"/> COUNTY WELFARE / CPS (Child Protective Services)		ADDRESS Street City Zip		DATE/TIME OF PHONE CALL	
	OFFICIAL CONTACTED - NAME AND TITLE				TELEPHONE	
C. VICTIM One report per victim	NAME (LAST, FIRST, MIDDLE)		BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY	
	ADDRESS Street City Zip		TELEPHONE			
	PRESENT LOCATION OF VICTIM		SCHOOL	CLASS	GRADE	
	<input type="checkbox"/> PHYSICALLY DISABLED? <input type="checkbox"/> YES <input type="checkbox"/> NO		<input type="checkbox"/> DEVELOPMENTALLY DISABLED? <input type="checkbox"/> YES <input type="checkbox"/> NO		OTHER DISABILITY (SPECIFY)	
	<input type="checkbox"/> IN FOSTER CARE? <input type="checkbox"/> YES <input type="checkbox"/> NO		IF VICTIM WAS IN OUT OF HOME CARE AT TIME OF INCIDENT CHECK TYPE OF CARE <input type="checkbox"/> DAY CARE <input type="checkbox"/> CHILD CARE CENTER <input type="checkbox"/> FOSTER FAMILY HOME <input type="checkbox"/> FAMILY FRIEND <input type="checkbox"/> GROUP HOME OR INSTITUTION <input type="checkbox"/> RELATIVE'S HOME		TYPE OF ABUSE (CHECK ONE OR MORE): <input type="checkbox"/> PHYSICAL <input type="checkbox"/> MENTAL <input type="checkbox"/> SEXUAL <input type="checkbox"/> NEGLECT <input type="checkbox"/> OTHER (SPECIFY)	
	RELATIONSHIP TO SUSPECT		PHOTOS TAKEN? <input type="checkbox"/> YES <input type="checkbox"/> NO		DID THE INCIDENT RESULT IN THIS VICTIM'S DEATH? <input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> UNK	
D. INVOLVED PARTIES	VICTIM'S SIBLINGS					
	1. NAME BIRTHDATE SEX ETHNICITY		3. NAME BIRTHDATE SEX ETHNICITY			
	2. _____		4. _____			
	VICTIM'S PARENTS/GUARDIANS					
NAME (LAST, FIRST, MIDDLE)		BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY		
ADDRESS Street City Zip		HOME PHONE		BUSINESS PHONE		
NAME (LAST, FIRST, MIDDLE)		BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY		
ADDRESS Street City Zip		HOME PHONE		BUSINESS PHONE		
SUSPECT						
SUSPECT'S NAME (LAST, FIRST, MIDDLE)		BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY		
ADDRESS Street City Zip		TELEPHONE				
OTHER RELEVANT INFORMATION						
E. INCIDENT INFORMATION	IF NECESSARY, ATTACH EXTRA SHEET(S) OR OTHER FORM(S) AND CHECK THIS BOX <input type="checkbox"/> IF MULTIPLE VICTIMS, INDICATE NUMBER: _____					
	DATE/TIME OF INCIDENT		PLACE OF INCIDENT			
	NARRATIVE DESCRIPTION (What victim(s) said/what the mandated reporter observed/what person accompanying the victim(s) said/similar or past incident(s) involving the victim(s) or suspect)					

DO NOT submit a copy of this form to the Department of Justice (DOJ). The investigating agency is required under Penal Code section 11169 to submit to DOJ a Child Abuse or Severe Neglect Indexing Form BCIA 8563 if (1) an active investigation was conducted and (2) the incident was determined to be substantiated.



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 Page 2 of 2

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

DEFINITIONS AND GENERAL INSTRUCTIONS FOR COMPLETION OF FORM BCIA 8572

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

I. MANDATED CHILD ABUSE REPORTERS

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

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

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

III. REPORTING RESPONSIBILITIES

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

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

IV. INSTRUCTIONS

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

IV. INSTRUCTIONS (continued)

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

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

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

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

V. DISTRIBUTION

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

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

ETHNICITY CODES

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

Suspension and Expulsion/Due Process – BP 5144.1

The Board of Trustees 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-12" 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 /Principal 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 connection 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 reconunendation 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 concunence
2. Selling or otherwise furnishing a firearm
3. Brandishing a knife at another person
4. Unlawfully selling a controlled substance listed 111 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-12" and "Additional Grounds for Suspension and Expulsion: Grades 4-12," 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 an open session of a Board meeting.

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

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

No child enrolled in a preschool program shall be expelled except under limited circumstances as specified in AR 5148.3 - Preschool/Early Childhood Education.

Due Process

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

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

Suspension and Expulsion/Due Process – AR 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 where the student will receive continuing instruction for the length of day prescribed by the Board of Trustees 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 Superintendent/Principal shall ensure that all students and parents/guardians are notified in writing of all school rules related to discipline, including suspension and expulsion. (Education Code 35291, 48900.1, 48980)

Grounds for Suspension and Expulsion: Grades K-12

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

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 the school. (Education Code 48900(r))

Bullying includes any act of sexual harassment, hate violence, or harassment, threat, or intimidation, as defined in Education Code 48900.2, 48900.3, or 48900.4 and below in items #1-3 of "Additional Grounds for Suspension and Expulsion: Grades 4-12," that has any of the effects described above on a reasonable student.

Bullying also includes an act of cyber sexual bullying by a student through the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording that depicts a nude, semi-nude, or sexually explicit photograph or other visual recording of an identifiable minor, when such dissemination is to another student or to school personnel by means of an electronic act and has or can be reasonably predicted to have one or more of the effects of bullying described above. Cyber sexual bullying does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

Electronic act means the creation or transmission originated on or off the school site by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication including, but not limited to: (Education Code 48900(r))

- a. A message, text, sound, video, or image
- b. A post on a social network Internet web site, including, but not limited to, posting to or creating a burn page or creating a credible impersonation or false profile for the purpose of causing a reasonable student any of the effects of bullying described above.

Reasonable student means a student, including, but not limited to, a student who has been identified as a student with a disability, who exercises average care, skill, and judgment in conduct for a person of 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)

Notify 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.

- (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.

Nondiscrimination/Harassment – BP 5145.3

The Board of Trustees desires to provide a safe school environment that allows all students equal access and opportunities in the district's academic, extracurricular, and other educational support programs, services, and activities. The Board prohibits, at school or any school activity, unlawful discrimination, including discriminatory harassment, intimidation, and bullying, targeted at any student by anyone, based on the student's actual or perceived race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, marital status, pregnancy, parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, 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 in the district and to acts which occur off campus or outside of school-related or school-sponsored activities but which may have an impact or create a hostile environment at school.

Unlawful discrimination, including discriminatory harassment, intimidation, or bullying, may result from physical, verbal, nonverbal, or written conduct based on any of the categories listed above. Unlawful discrimination also includes the creation of a hostile environment through prohibited conduct that 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 reports or participates in the reporting of unlawful discrimination, files or participates in the filing of a complaint, or investigates or participates in the investigation of a complaint or report alleging unlawful discrimination. Retaliation complaints shall be investigated and resolved in the same manner as a discrimination complaint.

The Superintendent/Principal 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/Principal or designee shall regularly review the implementation of the district's nondiscrimination policies and practices and, as necessary, shall take action to remove any identified

barrier to student access to or participation in the district's educational program. He/she shall report his/her findings and recommendations to the Board after each review.

Regardless of whether a complainant complies with the writing, timeline, and /or other formal filing requirements, all complaints alleging unlawful discrimination, including discriminatory harassment, intimidation, or bullying, shall be investigated and prompt action taken to stop the discrimination, prevent recurrence, and address any continuing effect on students.

Students who engage in unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, in violation of law, Board policy, or administrative regulation shall be subject to appropriate consequence or discipline, which may include suspension or expulsion when the behavior is severe or pervasive as defined in Education Code 48900.4. Any employee who permits or engages in prohibited discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, shall be subject to disciplinary action, up to and including dismissal.

Record-Keeping

The Superintendent /Principal or designee shall maintain a record of all reported cases of unlawful discrimination, including discriminatory harassment, intimidation, or bullying, to enable the district to monitor, address, and prevent repetitive prohibited behavior in the district.

Nondiscrimination/Harassment – AR 5145.3

The district designates the individual(s) identified below as the employee(s) responsible for coordinating the district's efforts to comply with applicable 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 alleging unlawful discrimination targeting a student, including discriminatory harassment, intimidation, or bullying, based on the student's actual or perceived race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, marital status, pregnancy, parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, genetic information, or any other legally protected status 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 CCR4621)

Superintendent/Principal 3050 Johnson Rd
Hydesville, CA 95547
(707) 768-3610

Measures to Prevent Discrimination

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

1. Publicize the district's nondiscrimination policy and related complaint procedures, including the coordinator /compliance officer's contact information, to students, parents/guardians, employees, volunteers, and the general public by posting them on the district's web site and other prominent locations and providing easy access to them through district-supported social media, when available.
2. Post in a prominent and conspicuous location on the district web sites information regarding Title IX prohibitions against discrimination based on a student's sex, gender, gender identity, pregnancy, and parental status, including the following: (Education Code 221.61)
 - a. The name and contact information of the district's Title IX coordinator, including the phone number and email address
 - b. The rights of students and the public and the responsibilities of the district under Title IX, including a list of rights as specified in Education Code 221.8 and web links to

information about those rights and responsibilities located on the web sites of the Office for Equal Opportunity and the U.S. Department of Education's Office for Civil Rights (OCR)

- c. A description of how to file a complaint of noncompliance with Title IX in accordance with AR 1312.3 - Uniform Complaint Procedures, which shall include:
 - (1) An explanation of the statute of limitations within which a complaint must be filed after an alleged incident of discrimination has occurred and how a complaint may be filed beyond the statute of limitations
 - (2) An explanation of how the complaint will be investigated and how the complainant may further pursue the complaint, including web links to this information on the OCR's web site
 - (3) A web link to the OCR complaints form and the contact information for the office, including the phone number and email address for the office
3. 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)
4. Annually notify all students and parents /guardians of the district's nondiscrimination policy, including its responsibility to provide a safe, nondiscriminatory school environment for all students, including transgender and gender-nonconforming students. The notice shall inform students and parents /guardians that they may request to meet with the compliance officer to determine how best to accommodate or resolve concerns that may arise from the district's implementation of its nondiscrimination policies. The notice shall also inform all students and parents/guardians that, to the extent possible, the district will address any individual student's interests and concerns in private.
5. The Superintendent/Principal or designee shall ensure that students and parents/guardians, including those with limited English proficiency, are notified of how to access the relevant information provided in the district's nondiscrimination policy and related complaint procedures, notices, and forms in a language they can understand.

If 15 percent or more of students enrolled in the district 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.

6. 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 details of guidelines the district may use to provide a discrimination-free environment for all district students, including transgender and gender-nonconforming students.

7. 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)
8. At the beginning of each school year, inform each principal or designee of the district's responsibility to provide appropriate assistance or resources to protect students from threatened or potentially discriminatory behavior and ensure their privacy rights.

Enforcement of District Policy

The Superintendent /Principal 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, how to report it or file a complaint, and how to respond
3. Disseminating and/or summarizing the district's policy and regulation regarding unlawful discrimination
4. Consistent with laws regarding the confidentiality of student and personnel records, communicating to students, parents/guardians, and the community the school's response plan to unlawful discrimination or harassment
5. Taking appropriate disciplinary action against students, employees, and anyone determined to have engaged in wrongdoing in violation of district policy, including any student who is found to have filed 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 a verbal report of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, is made to or received by the principal or compliance officer, he/she shall make a note of the report and encourage the student or parent/guardian to file the complaint in writing, pursuant to the provisions in AR 1312.3 - Uniform Complaint Procedures. Once notified verbally or in writing, the principal or compliance officer shall begin the investigation and shall implement immediate measures necessary to stop the discrimination and ensure that all students have access to the educational program and a safe school environment. Any interim measures adopted to address unlawful discrimination shall, to the extent possible, not disadvantage the complainant or a student who is the victim of the alleged unlawful discrimination.

Any report or complaint alleging unlawful discrimination by the principal, compliance officer, or any other person to whom a report would ordinarily be made or complaint filed shall instead be made to or filed with the Superintendent /Principal or designee who shall determine how the complaint will be investigated.

Transgender and Gender-Nonconforming Students

Gender identity of a student means the student's gender-related identity, appearance, or behavior as determined from the student's internal sense of his/her gender, 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-non conforming student means a student whose gender expression differs from stereotypical expectations.

Transgender student means a student whose gender identity is different from the gender he/she was assigned at birth.

Regardless of whether they are sexual in nature, acts of verbal, nonverbal, or physical aggression, intimidation, or hostility that are based on sex, gender identity, or gender expression, or that have the purpose or effect of producing a negative impact on the student's academic performance or of creating an intimidating, hostile, or offensive educational environment are prohibited. Examples of the 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 student or excluding him/her from participating in activities for behavior or appearance that is consistent with his/her gender identity or that does not conform to stereotypical notions of masculinity or femininity, as applicable
3. Blocking a student's entry to the restroom that corresponds to his/her gender identity
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, without the student's consent
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 shall 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 any case, the district shall only allow disclosure of a student's personally identifiable information to employees with a legitimate educational interest as determined by the district pursuant to 34 CFR

99.31. Any district employee to whom a student's transgender or gender-nonconforming status is disclosed shall keep the student's information confidential. When disclosure of a student's gender identity is made to a district employee by a student, the employee 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 administrative regulation, 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 student's need for support, the compliance officer may discuss with the student any need to disclose the student's transgender or gender-nonconformity status or gender identity or gender expression 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 of his/her gender identity and begin to treat the student consistent with his/her gender identity unless district personnel present a credible and supportable basis for believing that the student's assertion is for an improper purpose.
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 and develop strategies for ensuring that the student's access to education programs and activities is maintained. 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 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 can be taken to address it. Alternatively, if appropriate and desired by the student, the school may form a support team for the student that will meet periodically to assess whether the arrangements for the student are 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:** When the district maintains sex-segregated facilities, such as restrooms and locker rooms, or offers sex-segregated programs and activities, such as physical education classes, intermural sports, and interscholastic athletic programs, students shall be permitted to access facilities and participate in programs and activities consistent with their gender identity. To address any student's privacy concerns in using sex-segregated facilities, the district shall offer available options 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 with proper documentation. 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. Such preferred name may be added to the student's record and official documents as permitted by law.

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 will, in general, 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 by the district.

Hate Motivated Behavior – BP 5145.9

The Board of Trustees is committed to providing a safe learning environment that protects students from discrimination, harassment, intimidation, bullying, and other behavior motivated by a person's hostility toward s another person's real or perceived ethnicity, national origin, immigrant status, sex, gender, sexual orientation, religious belief, age, disability, or any other physical or cultural characteristic. The Superintendent/Principal or designee shall design strategies to promote harmonious relationships among students, prevent incidents of hate-motivated behavior to the extent possible, and address such incidents if they occur.

The Superintendent/Principal or designee shall collaborate with regional programs and community organizations to promote safe environments for youth . Such collaborative efforts shall focus on ensuring an efficient use of district and community resources, developing effective prevention strategies and response plans, providing assistance to students affected by hate-motivated behavior, and/or educating students who have perpetrated hate-motivated acts.

The district shall provide students with age-appropriate instruction that includes the development of social-emotional learning, promotes their understanding of and respect for human rights, diversity, and acceptance in a multicultural society, and provides strategies to manage conflicts constructively.

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

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

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

Complaint Process

A student or parent/guardian who believes the student is a victim of hate-motivated behavior is strongly encouraged to report the incident to a teacher, the principal, or other staff member.

Any staff member who is notified that hate-motivated behavior has occurred, observes such behavior, or otherwise becomes aware of an incident shall immediately contact the principal

or the compliance officer responsible for coordinating the district's response to complaints and complying with state and federal civil rights laws. As appropriate, he/she shall also contact law enforcement.

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

Safe Ingress/Egress

Recommend

School Discipline

Recommend

Bullying

Recommend

Positive Behavioral Interventions and Supports (PBIS)

Recommend

Emailed Super, 1/12

Emergency Operations Plan

Purpose and Scope

The Hydesville 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 Hydesville Elementary School.

Key Emergency Contact

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

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 school site Safe School Leadership Team {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 the five primary ICS functions: Command, Operations, Planning/Intelligence, Logistics, and Finance/Administration. The term management is used instead of command at all levels except Field Response. The titles of the other functions remain the same at all levels.

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.

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.

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. Safe School Leadership Team is listed below.

Safe School Leadership Teams

Threat Assessment Management Team {TAMT}

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.

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

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, Fortuna Fire District (gas leak, fallen aircraft, etc.)

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.

Principal (Incident Commander) / Safe School Leadership Team Leader responsibilities:

1. Acts as the liaison between the media, school site and district office and maintains communication with appropriate district staff and/or local law enforcement agencies, fire department, and medical assistance agencies as appropriate.
2. Posts and regularly updates Safe School Leadership Team information and the emergency phone numbers, emergency first aid responders, and chemical inventory lists.
3. Ensures Safe School Leadership Team members (Operations) are knowledgeable of the location of shut-off valves and how to turn them off. Do not attempt to turn utilities back on yourself.

4. Ensures that teachers are trained to carry out responsibilities during disaster and drill procedures, depending on the emergency.
5. Establishes a communications system consisting of the following elements:
 - a. System of specific disaster warning signals that are well known to staff and students and includes both bell and voice signals.
 - b. Alternate system for written communication with staff in the event voice-to-voice communication is not available .
 - c. Educate parents not to call in during an emergency situation so that personnel are available to respond to the emergency and to ensure telephone lines are available for outgoing and emergency calls.
 - d. Prepare a statement (script) for designated staff to be used for communication.
 - e. Include a sign-in sheet for all media to complete.
 - f. The Superintendent informs the Humboldt County Office of Education, the Board of Trustees, and neighboring schools district s.
 - g. Follow the directions of the Superintendent. Only the Incident Commander, Superintendent, or alternate is authorized to release information. All other personnel should cordially refer the media to the office or incident command at 707-768-3610.
 - h. Designate a person to record incidents for documentation purposes including debriefing.
6. Establishes a student release system that will facilitate an organized method to release individual students to authorized adults only.
7. Oversees collection of data confirming location of all students and staff.
8. Principal assigns the following duties to school staff:
 - a. Patrol entrances to direct emergency personnel; parents, district staff, and media to appropriate areas; and prohibit unauthorized persons from entering campus.
 - b. Monitor/supervise halls and corridors to maintain a safe and secure environment.
 - c. Conduct search-and-rescue operations to systematically search specific rooms in order to assist and locate trapped/injured persons and to recover critical supplies and equipment.
 - d. Establish/coordinate Communication Center.
 - e. Administer first aid.
 - f. Work with emergency medical triage teams to identify injured students and staff and to record ambulance destinations.

- g. Supervise Student Release Procedures.
 - h. Check building utility systems and appliances for damage.
9. Principal schedules regular emergency drills and reviews the emergency plan with staff, students, and parents.
 10. Principal oversees regular site inspections for safety hazards and takes corrective action on identified hazards.
 11. Plans for alternate classroom evacuation routes, in the event standard routes are obstructed.
 12. Ensures that other personnel who provide services to students and staff are aware of emergency procedures.
 13. Reviews and updates the site-level plan annually, with particular attention to the unique characteristics of the site.

Drill Schedule

- Fire Drill (1x /calendar month, unless alternate drill w/evacuation}

The principal shall cause the fire alarm signal to be sounded at least once every month. (Education Code 32001)

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.
- Whenever a fire drill is held, all students, teachers and other employees shall be directed to leave the building. (5 CCR 550)
- Teachers shall ascertain that no student remains in the building.
- Teachers shall be prepared to select alternate exits and shall direct their classes to these exits whenever the designated escape route is blocked.
- The principal or designee shall keep a record of each fire drill conducted and file a copy of this record with the office of the Superintendent or designee.
- Earthquake Drill (2x year}
- Lockdown Drill (at least once per year}

District Emergency Phone Numbers

Administration

Superintendent/Principal - Kevin Trone

(707) 768-3610 (office)

(707) 223-3773 (cell)

Administrative Assistant - Arlene Polansky

(707) 768-3610 (office)

(707) 498-6546 (cell)

Maintenance

Dave Wrisley

(---) (cell)

School Counselor

Ashlee Byrd

(541) 521-4832 (cell)

Transportation

Kim Fontaine

(---) (cell)

Emergency Response Procedures

Site specific response procedures should be included for the following:

1. 1. Earthquake- Duck, Cover and Hold
2. 2. Fire/Earthquake- Building Evacuation
3. 3. Modified Lockdown- Shelter In Place
4. 4. Lockdown/Imminent Danger- Shelter In Place
5. 5. Threat Assessment w/o school wide action

Each procedure should always be announced with clear, simple words describing the incident.

If the incident is a fire then the fire alarm must be activated.

2-Way Radio Procedures

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 a clear "sign-off" word, such as "over".
- During normal use. use only the channel assigned to the school.

Duck, Cover and Hold On

To be used in the event of:

- Earthquake
- Fallen Aircraft
- Possible Explosion
- Tornado/Severe Storm

Procedure

1. DROP to the ground
2. Take COVER by getting under a sturdy desk or table, and
3. HOLD ON to it until the shaking stops
4. If you are outside, move away from the buildings and sit down

Teachers:

- When the shaking has stopped, take ten seconds to look around, make a mental note of damage and dangers, and check to see if any students are injured. If immediate help can be given to open an airway, stop serious bleeding, or put out a small fire, do so.
- Evacuate students from buildings to the field area behind the school.
- Use the BUDDY SYSTEM. Take a few seconds to check briefly with your buddy teacher and be prepared to take your buddy's class if necessary.
- If an aftershock occurs while you are exiting, Drop, Cover, and Hold On until the shaking stops.
- Escort students not in regular classrooms at the time of the emergency to their regular classroom teacher in the field.
- Take roll and report the names of missing students to the command post. Display either a green card meaning "all OK", a yellow card indicating assistance is needed, but it is not critical, or a red card meaning "immediate help is required."
- Adults report to their assigned response team (after the cards are displayed) and the supervising buddy teacher assumes student supervision responsibilities.
- Students:
 - Move quickly away from windows, bookshelves, or unsecured carts and equipment
 - Duck under table or desk, kneel with head resting at knees, arms covering back of head
 - Remain in place and wait for instructions from teacher

The Principal or Alternate:

- Determine the level of response required for the incident
- Establish an incident command center and medical center, if necessary
- Provide supervision of students. Release students to parents and guardians
- Assess damage (determine status of gas, water, electricity, etc.)
- Search for and rescue missing/injured persons
- Prepare materials for emergency response personnel

Building Evacuation

To be used in the event of:

- Fire - Chemical spill (on campus)
- Severe Earthquake (evacuation after initial Duck, Cover, and Hold)

Teachers:

1. Pick up emergency bag
2. Close classroom door after ensuring that all students are out of the room
3. Escort students out of the building by the assigned (or safest) route to the assigned location on the playground
4. Take roll once all students have arrived at the assigned area
5. Await further instructions from Crisis Response Team

Students:

- File out of classrooms in a quiet orderly manner as directed by teachers
- Assemble in the designated area for their classroom
- Permit the teacher to take roll in a quiet and orderly manner
- Await further instructions from their teacher

Crisis Response Team:

- Determine the level of response required for the incident
- Establish an incident command center and medical center, if necessary
- Provide supervision of students. Release students to parents and guardians
- Assess damage (determine status of gas, water, electricity, etc.)
- Search for and rescue missing/injured persons
- Prepare materials for emergency response personnel

Shelter In Place

To be used in the event of:

- Armed Intruder
- Hostage Crisis

Teachers:

1. Lock classroom door and cover door window with paper
2. Close all windows, blinds, and curtains
3. Instruct students to lie on the floor or take cover
4. Turn off lights and heater
5. Instruct students to remain silent, take roll
6. Check email/text for explanation of incident and for updates
7. Keep telephone lines clear- if possible, office will make contact with classrooms
8. Await further instruction from Crisis Response Team or Police

Students:

- Immediately drop to the floor, away from doors or windows

- Remain silent
- Await further instructions from teacher

Crisis Response Team:

- Establish communication with appropriate law enforcement agency
- Establish an incident command center and medical center, if necessary
- Notify other school site
- Prepare materials for emergency response personnel

Lockdown Procedure Modified

Determined by Incident Commander/Principal or designee

- Appointed staff will email, and/or use the intercom to contact classrooms, and if necessary, go door-to-door informing staff to keep students in rooms and lock the door. Responding staff will notify all classrooms, counseling/speech/IT room, library, resource room, kitchen, staff room, and after school program.
- Staff is notified to remain in classrooms with students, resume classroom activities, and wait for further instructions.
- When it is determined to be "all clear" the appointed staff will inform the same rooms that they originally notified.

Triage Plan

Adapted from Planning and Triage in the Disaster Scenario *Ciro Ugarte | Ribka Amsalu |
Jacobó Adrián Tieffenberg | Lou E. Romig | Tien T. Vu*

Triage is a system that allows establishing priorities for care and transporting to save as many lives as possible. It is performed during the rescue phase, and uses priority criteria for the care of the wounded, distinguishing those requiring immediate stabilization and transport from those who can wait. Primary triage consists of a quick evaluation so that all the victims can be examined in a short period of time and decisions can be made regarding treatment priorities.

Once the victims are brought to the collection point, the staff responsible for triage must quickly assess each victim, and refrain from providing treatment other than hemorrhage control and brief airway repositioning.

During evaluation, each victim is identified with a specific color-coded tag, tape or marker to indicate the level of medical urgency needed. Decisions are made exclusively based on the victim's clinical condition. Patients are classified according to severity as green (uninjured or minimally injured), yellow (moderately injured or urgent), Red (severely injured or emergent), and Black (deceased). Field triage is performed on three levels:

On-Site Triage Classifies the victims to identify those who need to be taken immediately to the advanced medical post. First aid providers or medical emergency technicians usually do this on-site triage. When in doubt classify the victims in the "yellow" and "red" groups together as one. Using this approach, the percentage of incorrect classifications declines significantly.

Medical Triage Determines the required level of care. An emergency physician, anesthesiologist, or surgeon should oversee this type of triage.

Medical Triage Levels:

Red: Immediate stabilization is required. This applies to victims who have:

- Shock due to any cause
- Breathing difficulty with possible respiratory failure
- Profuse external bleeding
- Head trauma with signs of altered consciousness, such as:
 - disorientation (cannot obey simple commands)
 - unconsciousness (cannot respond to verbal and/or painful stimuli)
 - asymmetrical pupils (sign of cerebral hernia)
- Stabilize these patients so they can receive further care. After stabilization, reclassify.

Yellow. Delayed treatment may be appropriate. Monitor closely, insert a line if uncertain about circulatory status, but defer care initially. This category includes victims who, despite

not fulfilling the criteria for inclusion in the red group, have

- Shock risk (e.g., heart attack, abdominal trauma)
- Open fractures
- Femur or pelvis fracture
- Severe burns
- Head trauma but responsive to verbal or painful stimuli
- Uncertain diagnoses

Green: These victims can wait or do not require treatment. This category includes those who are ambulatory and have:

- Minor fractures
- Minor wounds or burns

After on-site care has been completed, transport victims who have been classified as yellow or red to a hospital. They should be re-triaged on arrival.

Black: Deceased.

Medical Emergency Protocol

A. Staff procedures for serious student injuries or illness:

Call 911.

1. *Call office (via phone or walkie-talkie) to report a medical emergency:*
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 office 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 ambulance arrived and left school.

B. 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: Hydesville School at 4182 Walnut Drive in Hydesville (Eureka) or Hydesville School 2060 Hydesville Drive in Hydesville (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.

Disaster Response Procedures

GENERAL EMERGENCY ACTIONS

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.

	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 is instituted. It is appropriate for, but not limited to, gas leaks, external chemical release, dirty
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EMERGENCY ACTION

ALL CLEAR

ALL CLEAR is used to conclude other immediate actions taken upon an emergency to notify staff and students that normal school operations can resume. **ALL CLEAR** signifies that the emergency is over. This is the final **ACTION** used to conclude the following actions:

- **DUCK, COVER and HOLD ON**
- **EVACUATION and REVERSE EVACUATION**
- **LOCKDOWN**
- **SHELTER IN PLACE**
- **STANDBY**
- **TAKE COVER**

ANNOUNCEMENT:

1. Make the following announcement in person directly or over the public-address system:

Example: "Your attention please. (Pause) **ALL CLEAR.** (Pause) **ALL CLEAR.** (Pause) **ALL CLEAR.** (Pause). It is now OK to resume normal school activities. Thank you all for your cooperation."

2. Use messengers with oral or written word as an alternate means of staff notification.
3. Use Parent Telephone Notification System (One Call Now), if appropriate.

PRINCIPAL OR DESIGNEE ACTIONS:

- Determine that the emergency is over, and it is safe to resume classes. It may be necessary to talk to first responders to make this determination.
- Make the **ALL CLEAR** announcement.
- 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:

- As soon as the **ALL CLEAR** announcement has been made, return to the classroom or to desks and chairs, unlock doors and windows, and immediately begin discussions and activities in classrooms to assist students in addressing fear, anxiety and other concerns.

EMERGENCY ACTION Emergency Damage Assessment

If there is an indication of structural damage (broken windows or cracks in the wall or flooring), then shut off the electricity, water, and check to see if gas is shut off immediately.

Check all classrooms, multipurpose room, kitchen, office, portable building, bathrooms, bus garage, grounds for damage.

Room	Initial if OK	Damage Noted
Office		
Staff Lounge		
Gym		
Kindergarten		
2 nd Grade		
Counseling/Speech		
3 rd Grade		
1 st Grade		
Primary Bathrooms		
Janitor Closet		
After School Room		
8 th Grade		
7 th Grade		
6 th Grade		
4-8 th Bathrooms		
Staff Bathroom		
Library		
RSP Room		
5 th Grade		
4 th Grade		
Kitchen		
Storage Room		
Bus Garage		
Grounds		

EMERGENCY ACTION

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:

1. 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:

- Make the announcement. Instruct teachers and staff to immediately lock doors and remain in the classroom or secured area until further instructions are provided.
- Call 911. Provide location, status of campus, all available details of situation.
- 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.
- 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:

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

STUDENT ACTIONS:

- Move quickly and quietly to the closest safe classroom.

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.

EMERGENCY ACTION

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:

- Potential threat of violence in the surrounding community
- 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:

- Is intended to prevent a potential community threat from entering campus
- Heightens school safety while honoring instructional time
- Requires that all exterior classroom / office doors are locked

- Requires that no one goes in or out for **any** reason
- Requires that students and staff remain in Secure Campus status until **ALL CLEAR** is issued by administration

PRINCIPAL OR DESIGNEE ACTIONS:

- Assume Incident Command role
- 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-

- 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
- Designate assigned individual to lock all doors leading into administration building
- Designate assigned individual to close (**NOT LOCK**) all entrance and exit points on the campus perimeter
- Maintain heightened state of readiness in case potential community threat intensifies and school elevates response to **LOCKDOWN**
- 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
- If students are out at break, recess, or lunch and situation is **NOT** deemed imminent, initiate **SECURE CAMPUS** immediately upon conclusion of break
- 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
- Depending on the timing of the situation, consider deactivating the period bells. Students and staff must remain inside if the threat persists
- After the emergency has been neutralized, initiate **ALL CLEAR**

STAFF ACTIONS:

- Move to the door and instruct any passing students to return to assigned classroom immediately
- Close and lock the door
- Continue class instruction or activity as normal
- Enforce the no entrance; no exit protocol. Remain in classroom or secured area and wait for further instructions
- Be alert to the possibility that response may elevate to **LOCKDOWN**
- Do **NOT** call office to ask questions; Incident Command will send out periodic updates
- 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):

- Gather students together and organize into an orderly formation
- Inform students that as part of **SECURE CAMPUS** procedures, the class will move immediately to a pre-determined classroom location
- Proceed to on-campus shelter location as quickly as possible
- Once inside, take attendance to ensure all present students are accounted for
- 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
- Implement all classroom policies and procedures for **SECURE CAMPUS** status
- Maintain order in all areas of shelter or assembly. Do not release students to parent/guardian unless instructed by Incident Commander
- Wait for another action or, if **ALL CLEAR** announcement is issued, return to normal class routine

EMERGENCY ACTION

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:

1. 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:

- Make an announcement on the public-address system. Give clear instructions, remain calm and convey reassurance that the situation is under control.
- 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:

- Immediately clear students from the halls. Stay away from all doors and windows.
- Keep all students in the classroom until further instructions are received. Assist those needing special assistance.
- 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.

- 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.

EMERGENCY ACTION

TAKE COVER

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, the following:

- Actual enemy attack or imminent threat of attack
- Severe windstorm with little or no warning

Enemy Attack

ANNOUNCEMENT:

1. A three (3) minute siren tone will sound for schools near an Attack Warning Siren.
2. If not near an Attack Warning Siren, make the following announcement in person directly or over the school public address system:

Example: "Attention please. (Pause) **TAKE COVER** (Pause) **TAKE COVER**. (Pause) **TAKE COVER** (Pause) **Enemy attack imminent.**"

3. Sound continuing short buzzer or bell signals.
4. Use messengers with oral or written word as an alternate means of faculty notification.

Natural Disasters

ANNOUNCEMENT:

1. Make the following announcement in person directly or over the school public address system:

Example: "Attention please. (Pause) **TAKE COVER** (Pause) **TAKE COVER**. (Pause) **TAKE COVER** (Pause) **Severe windstorm imminent.**"

3. Use messengers with oral or written word as an alternate means of faculty notification.

EMERGENCY ACTION

EVACUATION

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:

- ❑ 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.
- ❑ 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.
- ❑ 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:

- Instruct students to leave the building in an orderly manner using the designated evacuation routes and reassemble in the assigned Assembly Area.
- 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.
- Remain in the Assembly Area until further instructions are given.
- 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

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

To alert individuals with hearing limitations

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

To evacuate individuals using crutches, canes or walkers

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

To evacuate individuals using wheelchairs

- Give priority assistance to wheelchair users with electrical respirators

EMERGENCY ACTION

OFF-SITE EVACUATION

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:

- ❑ 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.
- ❑ Call 911. Provide school name and location of off-site evacuation, reason for evacuation, number of staff and students being evacuated.
- ❑ When clearance is received from appropriate agencies, give the **ALL CLEAR** instruction and authorize students and staff to return to the classrooms.
- ❑ 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:

- ❑ 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.
- ❑ 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.

Stay out of damaged buildings and those surrounded by water. Tsunami water can undermine foundations and cause walls and floors to collapse.

Determine whether school will be closed or remain open.

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.

Post school status on school website.

Arrange with authorities to check for broken or leaking gas lines, flooded electrical circuits, furnaces or electrical appliances. Flammable or explosive materials may come from upstream.

Check food supplies and test drinking water. Discard food that has come in contact with flood waters. It may be contaminated and should be thrown out. Use tap water only if local health officials advise it is safe.

Photograph the damage, both building and its contents, for insurance claims.

STAFF ACTIONS:

If there is a coastal earthquake, initiate **TAKE COVER** with students in the shielded areas within the building. Stay away from windows.

When the shaking stops, quickly move students and staff to higher ground, at least 100 feet above sea level and two miles inland. Buildings located in low-lying coastal areas are not safe. Do NOT stay in such buildings if there is a tsunami warning. Be careful to avoid downed power lines.

Take attendance. Report any missing students to principal or designee.

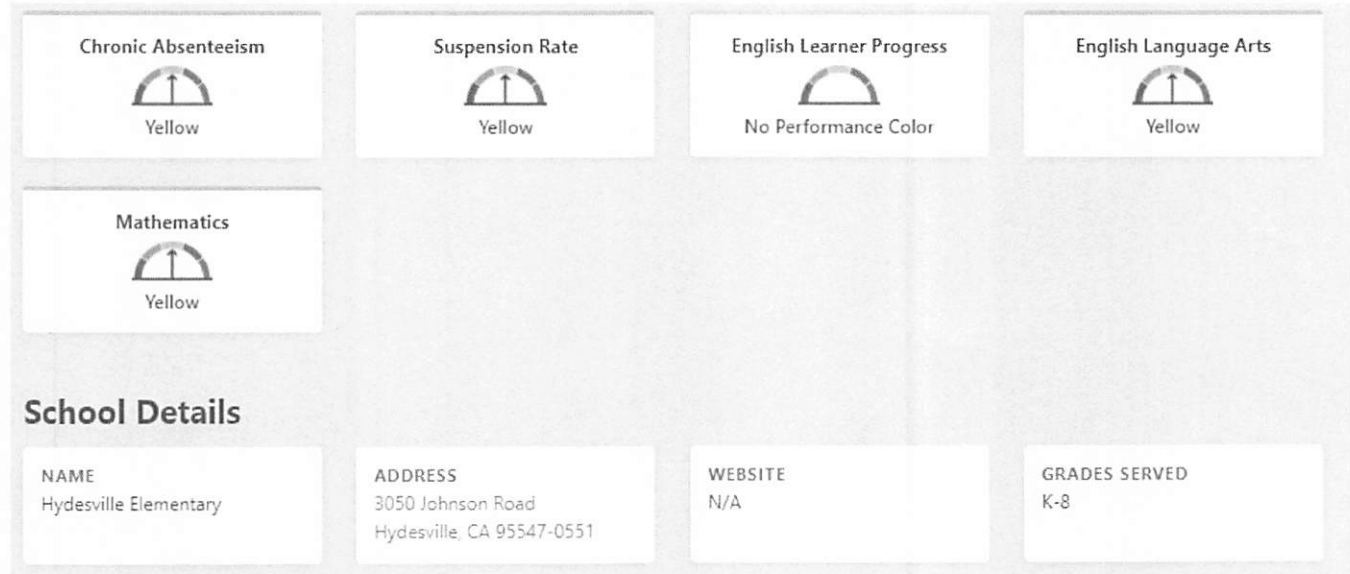
Keep students and staff away from the beach. Watching a tsunami from the beach or cliffs could put them in grave danger. A second wave may be more destructive than the initial one. A tsunami can move faster than a person can escape it.

Return to school only if authorities advise it is safe to do so.

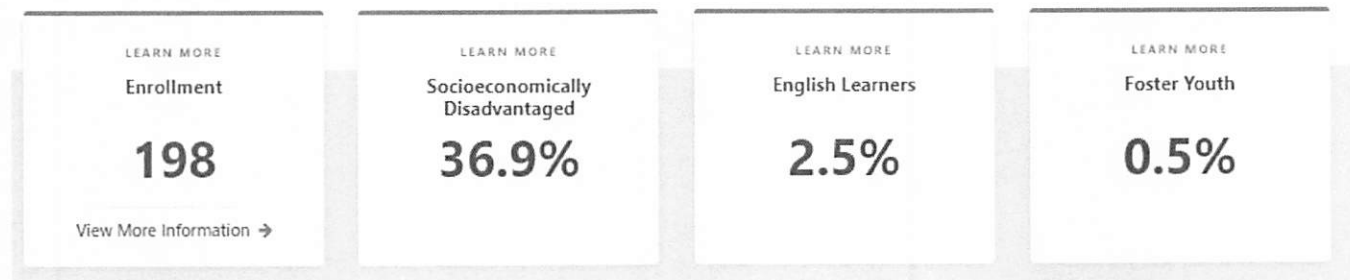
Section 3 – Data Analysis

School Performance Overview Dashboard

School Performance Overview



Student Population



Academic Performance

LEARN MORE English Language Arts

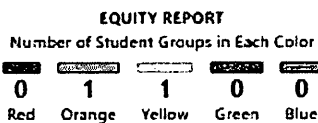
All Students State



Yellow

0.6 points below standard

Declined 21.9 Points Ⓞ



[View More Details →](#)

LEARN MORE Mathematics

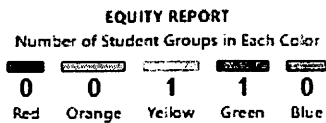
All Students State



Yellow

3.3 points below standard

Declined 6.7 Points Ⓞ



[View More Details →](#)

LEARN MORE English Learner Progress


All Students State


Less than 11 students - data not displayed for privacy

[View More Details →](#)

Academic Engagement

LEARN MORE
Chronic Absenteeism

 State



Yellow

7% chronically absent

Maintained -0.1%

EQUITY REPORT
Number of Student Groups in Each Color

Red	Orange	Yellow	Green	Blue
0	0	0	2	0

[View More Details →](#)

Conditions and Climate

ANNUAL PERFORMANCE REPORTS BY THE BOARD OF SUPERVISORS

LEARN MORE Suspension Rate

All Students State



Yellow

2% suspended at least once

Maintained 0%

EQUITY REPORT

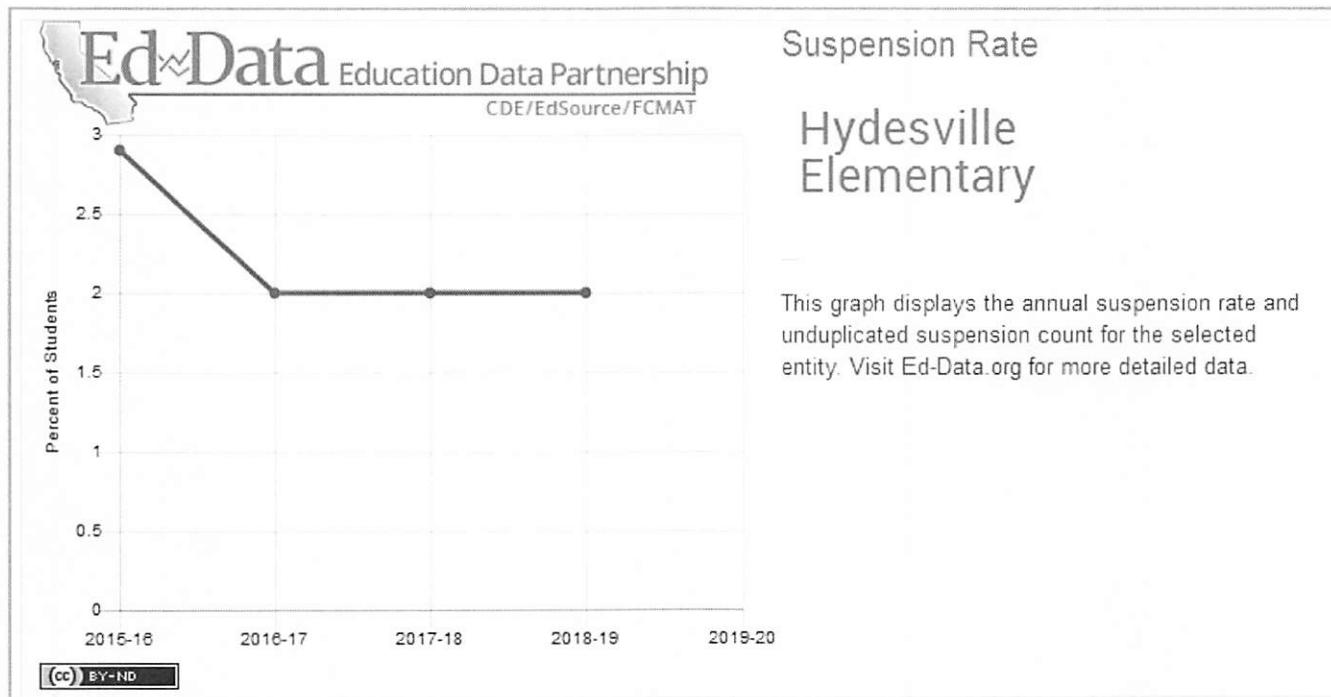
Number of Student Groups in Each Color

0	0	2	0	0
Red	Orange	Yellow	Green	Blue

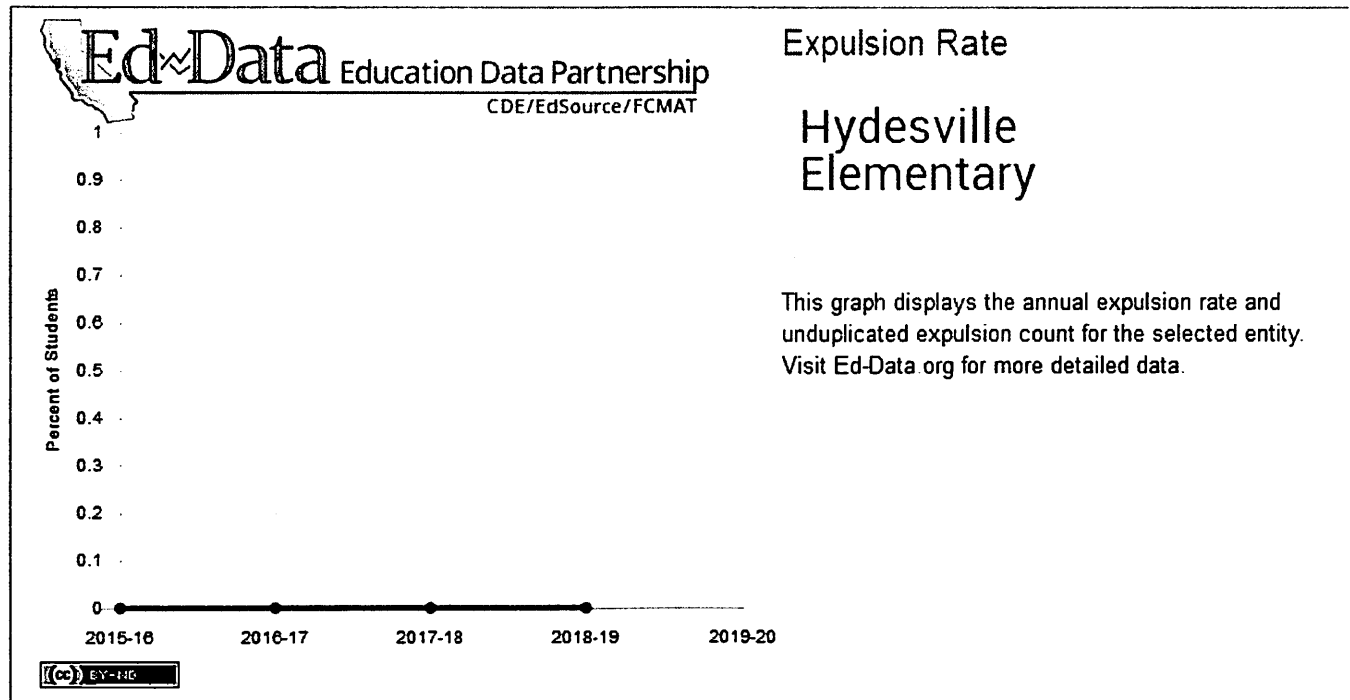
[View More Details](#) →

Suspension/Expulsion Data

Suspension Rate



Expulsion Rate



Section 4 – Action Plan

Action Plan

Areas of Pride/Accomplishments

-

Findings & Desired Improvements

-

Priorities/Goals

-

Overall Strategies for the 2020/2021 School Year

Component 1 (Physical Environment):

-

Component 2 (School Climate):

-