HAMILTON UNIFIED SCHOOL DISTRICT REGULAR BOARD MEETING AGENDA Hamilton High School Library/Zoom/Facebook Live 620 Canal Street, Hamilton City, CA 95951 Wednesday, February 26, 2025 www.husdschools.org

5:30 p.m.	Public session for purposes of opening the meeting only
5:30 p.m.	Closed session to discuss closed session items listed below (For Board Only)
6:00 p.m.	Reconvene to open session no later than 6:30 p.m.

Hamilton Unified School District Board Meetings are open to the public. Please join the meeting by attending in person or via the livestream on Facebook Live on the District's Facebook Group page or through the below Zoom link or dial by phone as listed below:

Join Zoom Meeting

https://us02web.zoom.us/j/4968739639?pwd=RUw1Qk5hZFVNTHd3RVFuMm9tVDBCQT09

Meeting ID: 496 873 9639 Passcode: 123456789

Dial by phone: +1 669 900 6833 US Meeting ID: 496 873 9639 Passcode: 123456789



1.0 OPENING BUSINESS:

a. Call to order and roll call

Hubert "Wendell" Lower, President	Rod Boone, Clerk	Gabriel Leal
Genaro Reyes	Ray Odom	

2.0 IDENTIFY CLOSED SESSION ITEMS:

3.0 PUBLIC COMMENT ON CLOSED SESSION ITEMS: Public comment will be heard on any closed session items. The board may limit comments to no more than three minutes per speaker and 15 minutes per item.

4.0 ADJOURN TO CLOSED SESSION: To consider qualified matters.

- Government Code Section 54956.8, Conference with Real Property Negotiators Property: 325 Capay Avenue (adjacent to Hamilton Elementary School) Agency Negotiators: Dr. Jeremy Powell, Superintendent; Kristen Hamman, Chief Business Official Negotiating Parties: Olivarez Family and Hamilton Unified School District Under Negotiation: Price and Terms of Payment
- B. Government Code Section 54956.8, Conference with Real Property Negotiators Property: 470 6th Street Agency Negotiators: Dr. Jeremy Powell, Superintendent; Kristen Hamman, Chief Business Official Negotiating Parties: Bains Properties LP and Hamilton Unified School District Under Negotiation: Price and Terms of Payment
- c. Government Code Section 54957, Personnel Issue. To consider public employee, evaluation, reassignment, resignation, release, dismissal, or discipline of a classified and/or certificated employee.
- d. Government Code Section 54957.6, Labor Negotiations. To confer with the District's Labor Negotiator, Superintendent Jeremy Powell regarding Hamilton Teachers Association (HTA) and CSEA negotiations.

e. Public Employee Performance Evaluation. Government Code section 54957, subdivision (b)(1). Superintendent.

Report out action taken in closed session.

5.0 PUBLIC SESSION/FLAG SALUTE:

6.0 ADOPT THE AGENDA: (M)

7.0 COMMUNICATIONS/REPORTS:

- a. Board Member Comments/Reports
- b. ASB President and Student Council President Reports
 - i. Hamilton High School Isabel Rivera
 - ii. Hamilton Elementary School Jayla Hernandez
- c. District Reports (written)
 - i. Technology Report by Frank James (p. 4)
 - ii. Nutrition Services Report by Erendida Moreno (handout with presentation)
 - iii. Operations Report by Alan Joksch (p. 5)
- d. Principal and Dean of Student Reports (written)
 - i. Ulises Tellechea, Hamilton Elementary School Principal (p. 6)
 - ii. Maria Reyes, District Dean of Students (p. 8)
 - iii. Cris Oseguera, Hamilton High School Principal (handout)
 - iv. Silvia Robles, Adult School (p. 9)
- e. Chief Business Official Report by Kristen Hamman (written) (p. 10)
- f. Superintendent Report by Jeremy Powell (written) (p. 11)

8.0 PRESENTATIONS:

- a. Maintenance, Transportation & Operations by Alan Joksch (handout)
- b. Nutrition by Erendida Moreno (handout)

9.0 CORRESPONDENCE:

a. Notice of Retirement – C. Devries (p. 12)

10.0 INFORMATION ITEMS:

- a. HUSD Enrollment History for 5 years (p. 13)
- b. Bond Status: Fund 21 Update (p. 15)
- c. Mid-Year LCAP Report (p. 16)

11.0 DISCUSSION ITEMS:

- a. Educator Hall of Fame (p. 31)
- b. CSBA Policies review for first readings for discussion (p. 33)
 - i. Board Policy 5144.1 Suspension and Expulsion/Due Process
 - ii. Board Policy 6163.4 Student Use of Technology
 - iii. Board Bylaw 9010 Public Statements
 - iv. Board Bylaw 9012 Board Member Electronic Communications
- 12.0 PUBLIC COMMENT: Public comment on any item of interest to the public that is within the Board's jurisdiction will be heard (agenda and non-agenda items). The Board may limit comments to no more than three minutes per speaker and 15 minutes per topic. Public comment will also be allowed on each specific action item prior to board action thereon.

13.0 ACTION ITEMS:

- a. Accept Hamilton Unified School District June 30, 2024 Audit Report (p. 35)
- b. Approve CSEA Intention to Negotiate with HUSD "Sunshine" Requirements for the 2025-26 School Year Consistent with Government Code Section 3547 "Sunshine" Requirements (p. 125)
- c. Pre-Approve Project Requests and Facilities Update (p. 126)
- d. Approve 2024-25 Comprehensive School Safety Plans:
 - i. Hamilton Elementary School (p. 154)

- ii. Hamilton High School (p. 210)
- 14.0 CONSENT AGENDA: Items in the consent agenda are considered routine and are acted upon by the Board in one motion. There is no discussion of these items prior to the Board vote and unless a member of the Board, staff, or public request specific items be discussed and/or removed from the <u>consent</u> agenda. Each item on the consent agenda approved by the Board shall be deemed to have been considered in full and adopted as recommended.
 - a. Minutes from Regular Board Meeting on January 22, 2025 (p. 267)
 - b. Williams Quarterly January 2025 (p. 271)
 - c. Warrants and Expenditures (p. 282)
 - d. Interdistrict Transfers (new only; elementary students reapply annually).
 - i. Out
 - 1. Hamilton Elementary School

a. None

2. Hamilton High School

a. None

ii. In

- 1. Hamilton Elementary School
- a. None
- 2. Hamilton High School
 - a. None
- e. Personnel Actions as Presented:

New Hires:

Josefina Rosales RamirezBraves Training Table Nutrition LeadTiffney SimsonJV Girls Basketball Coach

Resignations/Retirement/ Release/Position:

JV Volleyball Coach
JV Girls Basketball Coach
Art Teacher (effective 6/6/25)
District Athletic Director (effective 2/14/25)
Business Services Technician (effective 1/5/26)

15.0 ADJOURNMENT:

Technology Report

Board Meeting on February 26th 2025

Frank James, Director of Technology

Completed and in Progress Tasks

- Completing Tech tickets and troubleshooting of any technical issues.
- Completed Chromebook repairs in house and through warranty company.
- Working with HR and Laserfiche for our current document repository system and utilization needs.
- Completed Firewall updates.
 - Applied additional security measures and processes to our network for added threat protection.
- Continuing to reconfigure all servers and equipment at both HES and HHS locations for better efficiency.
 - Working on E-Rate projects and documents for 25-26 School Year.
 - T-Mobile Hotspot Service/Devices
 - Possible additional WIFI upgrades
 - Possible wireless network upgrades to connect current and future buildings that are without wired network service.
 - Equipment maintenance, software and hardware upgrades along with support and protection plans.
 - Ongoing Professional Development Plans for Tech trainings.
- District wide: Setting up new devices for staff and updating tech in classrooms and offices.
- Upgraded our Next-Generation Firewall to the newest security version and reviewed all security measures.
- Implemented single sign on and integration between our user database and the new Finalsite website. This allows a streamlined login process for staff.

MOT February 2025

Maintenance:

- With the rains returning, we have been dealing with clogged gutters and a few leaks we will be addressing.
- Juan, our new custodial sub, has been painting trim at the Elementary. Areas of the dark brown have become faded and chipped. He is helping make the school look much better.
- We tuned up some locks at the high school that were showing their age.
- We repaired a couple of electrical issues at the high school in rooms 7 and 8.
- We set up a charging and storage station for our new Ego powered equipment.
- We have begun the transition to baseball, setting up batting cages and prepping the fields.
- We are working on the summer maintenance schedule.

Operations:

- There have been many away sports trips, our new sub has been quite instrumental in helping us keep up on our custodial duty's.
- We set up the Gym for the final season games of the HES boys, and HHS teams, and the Boys first playoff match.
- We prepped the soccer field for the last season games.

Transportation:

- We replaced the rear Dual tires on Bus 4, as they had neared the minimum tread depth.
- We replaced a cracked windshield on bus 2, after a rock in a construction zone cracked it.
- We transported teams to 12 away games this month.
- We transported 5 field trips.
- Vans will be used for baseball and softball scrimmages.

HAMILTON ELEMENTARY SCHOOL

February 26, 2025

Submitted by

Ulises Tellechea, Principal

Grade	Percentage	Grade	Percentage
TK-24	TK- 90.20%	5-48	5-94.85%
K-25	K- 94.66%	6-47	6 -94.53%
1-28	1 -96.43%	7-44	7-91.83 %
2-34	2 -94.34%	8-46	8-96.80%
3-49	3 -93.48%	Enrollment: 398	
4-53	4 - 94.20%	Updated 02/18/25	

On February 2nd, we celebrated the 100th day of school—a milestone that seemed to arrive in the blink of an eye! But the excitement of February didn't stop there.

Students in grades 3-5 had the opportunity to attend a Ballet Performance at Chico's Laxson Auditorium, an enriching field trip made possible through the HES VAPA program. Many students were captivated by the performance, expressing excitement about the music, movement, and storytelling on stage. Meanwhile, our middle school students participated in Ag Day at the high school and Career Day at the Orland Fairgrounds. Both events sparked curiosity and enthusiasm, with students eager to share what they learned about agriculture and potential career paths.

Parents have also been actively engaged this month. Many took part in APTT nights to support their child's learning, and with February Parent-Teacher Conferences approaching, even more opportunities for collaboration are on the horizon. Additionally, a parent workshops will be held before the month ends.

Our staff has been just as busy with professional development. Teachers have participated in Instructional Rounds and training for Renaissance programs, including Freckle, MyOn, and Lalilo. Math teachers have also been invited to a workshop focused on the new Mathematics Framework.

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February has been a month filled with growth, learning, and collaboration for our entire school community, and it's been wonderful to see students so engaged and excited about these opportunities. We look forward to even more enriching experiences ahead!

We have several engaging activities for students, staff and parents in the coming weeks:

The classroom experience:

- Academic achievement is on the rise at HES! When comparing fall and winter testing results, we've seen promising growth across the school. We hope to maintain this momentum and see continued progress during State Testing.
- Speaking of State Testing, the English Language Proficiency Assessment for California (ELPAC) is now underway at HES. By mid-May, all K-8 ELD students will have completed their assessments.
- Looking ahead, we are beginning to develop instructional goals and professional development plans for the next school year. This important work will be done in collaboration with our GCOE partners and Dr. Claudia Rodriguez-Mojica to ensure continued success in our academic programs.

Campus News

ASB Events:

- Middle School Dance February 28
- National Reading Month Activities Throughout March

Field Trips:

- 7th graders visit Sacramento State's Planetarium February 19
- 4th graders explore the California Academy of Sciences in San Francisco

Athletics:

- The 7th and 8th grade boys' basketball season has officially wrapped up. A big thank you to Coach Heyl for his dedication, and congratulations to the players on an exciting season—you were fun to watch!
- Up next, the 6th grade boys' and girls' basketball season will kick off in the next couple of weeks. We look forward to cheering them on!

Parents:

• February 27 – Parent Workshop on Oral Health, hosted by the Glenn County Health Department

Alternative Education Report

Board Meeting on Wednesday, February 28, 2024

Maria Reyes, Dean of Students

Greetings from Alternative Ed

The spring semester is off to a smooth start. On Thursday, February 20th, we hosted a successful Financial Aid Assistance Night with support from Chico State, Butte College, and Trio Programs. Seniors received valuable guidance in completing their FAFSA applications.

In addition, a few students from the VAPA class had the exciting opportunity to travel to San Francisco to attend a live theater performance—an inspiring experience for all involved.

Looking ahead, Parent-Teacher Conferences are scheduled for Thursday, February 27th. Our goal is to encourage all parents to connect with at least one of their student's teachers.

Enrollment:

12 grade = 4

11 grade = 7

10 grade = 2

13

Hamilton Adult Education

Board Meeting Report-February, 2025

Silvia Robles/Director

Completed and in Progress Tasks – February, 2025

- 1. Enrollment and students served to date for all programs: **121**
- Networking with the Alliance for Workforce Development Partners, nonprofit organizations, local businesses, and employers for the new Heavy Equipment Training (Backhoe and Forklift).
- 3. In coordination with AMPLA Clinic, an informational meeting was provided as part of Community Services awareness.
- 4. EL Civics student interest survey to be completed for third quarter.
- Currently running advertisement for a computer Teacher to teach All in One Microsoft Office, and Introduction to Computers, with the intent to continue with Google Certification Level I, Level II course.

Hamilton Unified School District General Fund - Unrestricted and Restricted February 26, 2025 Board Report

	F	2024-25 irst Interim Budget	2024-25 ear To Date of 2/17/25	F	2023-24 irst Interim Budget	2023-24 ear To Date of 2/17/24
Revenues						
LCFF Sources	\$	10,900,256	\$ 6,081,083	\$	10,580,737	\$ 5,864,406
All Other Federal Revenue	\$	269,291	\$ 210,016	\$	589,000	\$ 241,092
Other State Revenue	\$	1,678,048	\$ 1,028,263	\$	1,607,273	\$ 984,060
Other Local Revenue	\$	199,767	\$ 150,804	\$	63,148	\$ 161,176
Other Financing Sources	\$	-	\$ -	\$	-	\$ -
Total Revenues	\$	13,047,362	\$ 7,470,166	\$	12,840,158	\$ 7,250,734
Expenditures						
Certificated Personnel Salaries	\$	4,473,277	\$ 2,420,420	\$	4,380,441	\$ 2,313,732
Classified Personnel Salaries	\$	1,764,565	\$ 1,032,210	\$	1,704,109	\$ 960,293
Employee Benefits	\$	2,619,500	\$ 1,467,329	\$	2,543,314	\$ 1,396,962
Books and Supplies	\$	848,118	\$ 352,310	\$	691,078	\$ 347,308
Travel and Conferences	\$	148,372	\$ 54,146	\$	160,038	\$ 50,401
Dues and Memberships	\$	19,836	\$ 22,013	\$	19,836	\$ 19,450
Other Insurance	\$	206,467	\$ 204,004	\$	174,631	\$ 183,899
All Other Utilities	\$	345,000	\$ 187,142	\$	330,000	\$ 207,102
Rents/Leases/Repairs	\$	61,975	\$ 44,896	\$	68,975	\$ 101,032
Other Operating Expenditures	\$	557,694	\$ 347,735	\$	687,269	\$ 352,165
Capital Outlay	\$	858,458	\$ 327,160	\$	296,434	\$ 157,929
Other Outgo	\$	1,852,565	\$ 1,056,985	\$	1,642,192	\$ 305,716
Interfund Transfers Out	\$	525,000	\$ -	\$	525,000	\$ -
Total Expenditures	\$	14,280,827	\$ 7,516,350	\$	13,223,317	\$ 6,395,989
Net Increase (Decrease) in Fund	\$	(1,233,465)	\$ (46,184)	\$	(383,159)	\$ 854,745
Beginning Fund Balance 7/1/24 from 23/24 Unaudited Actuals as of 6/30/24	\$	5,750,856				
Projected Ending Fund Balance 6/30/25	\$	4,517,391				

HUSD Superintendent Report

Board Meeting on February 26, 2025

Jeremy Powell, Ed. D.

District Target Goals:

- Focus on Dual Immersion-Bilingual/Biliterate/Bicultural
- All students at Standard and Achievement Gap Closed
- Graduates who are College and Career Ready

Hamilton Unified continues to move forward with providing our students with the best possible education and learning environment we can! As you walk around our campuses, you see a vibrance and enthusiasm that exudes a thriving District and Community! We are working hard with an eye towards the end of the 3rd Quarter and end of the year activities. Our fair animals are growing and various projects are being created.

District Highlights for January & February:

- Our HHS Winter Sports are wrapping up! Each team competed well and showed pride and honor on and off the court and pitch! We are excited to have two league champions in our Boys and Girls Soccer!!
- The HHS Ag department hosted our incoming 8th graders during our annual Ag Day! It was a tremendous success with over 100 8th graders from Glenn, Butte, and Tehama counties attending! We look forward to welcoming our next class of Freshman in the Fall!
- We are working hard and focusing on student achievement as state testing is right around the corner. Our Intervention Teachers (Mrs. Cox and Mrs. Funderburk) and their staff are focused on providing academic support that is needed for our most at risk students!
- Mr. Langan and Mrs. Reyes continue to provide counseling services to our middle school students on a weekly basis! They are doing a tremendous job helping our students be successful this year, as well as, focusing on their success as they transition into Hamilton High School!
- Multiple projects throughout the District are deep into planning. We are looking into how our Extended Learning Opportunity Program (ELOP) Funding can best be spent to support our students in their extended days and summer program. We have provided funding to the Boys and Girls Club to eliminate the wait-list and are now serving over 150 students daily!

Upcoming District Events:

- 2/27: SSDA Governing Board Zoom Training Session 4 @ 5:30 at HHS Library Lab
- 3/20: SSDA Governing Board Zoom Training Session 5 @ 5:30 at HHS Library Lab
- 4/6: 1/16: SSDA Governing Board in Person Training 6 @ 9:00-11:10 @ SSDA Conference
- 4/6-4/8: SSDA Annual State Conference @ Sacramento Sheraton Grand Hotel

February 13, 2025

1.14

To: Board members of Hamilton Unified School District

Gentlemen, it is with much excitement and a little sorrow, I am writing in regards to the culmination of my 'season' here with Hamilton City.

20 plus years doesn't sound like a long time, ... but in the short time I have been at Hamilton, I have experienced 2 districts, 3 superintendents, and 4 CBOs. It has been a great job for me. Much has changed over the last two decades. I now have 3 grandchildren, and have become a senior citizen, lol. Hamilton will always hold many happy memories for me.

It has been said "there is a time for everything, and a season for every activity under the heavens", and I believe my season with Hamilton is coming to a close. I would like to inform the board of my desire to retire next year: Specifically, January 5, 2026, after Christmas break. Kristen picked my 'out' date, I told her... June? Or December?

It has been a real roller coaster of an adventure in Hamilton City. I don't regret even a minute of it. When I was hired at 14 hours a week, as Gerry's replacement, I would never have believed how large a part, Hamilton would become a part of my story. Yet, here we are.

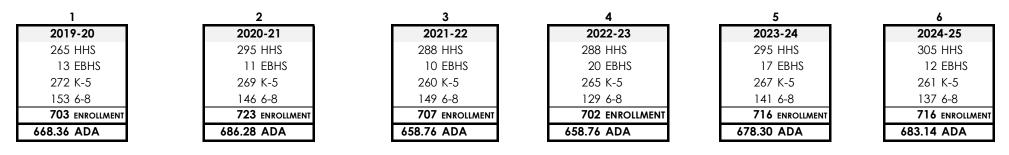
I have never regretted transferring my son here for his high school years. I think if you asked him, he would agree. This is the best school district in the tri state area, in my opinion.

Thank you all so much for this time,

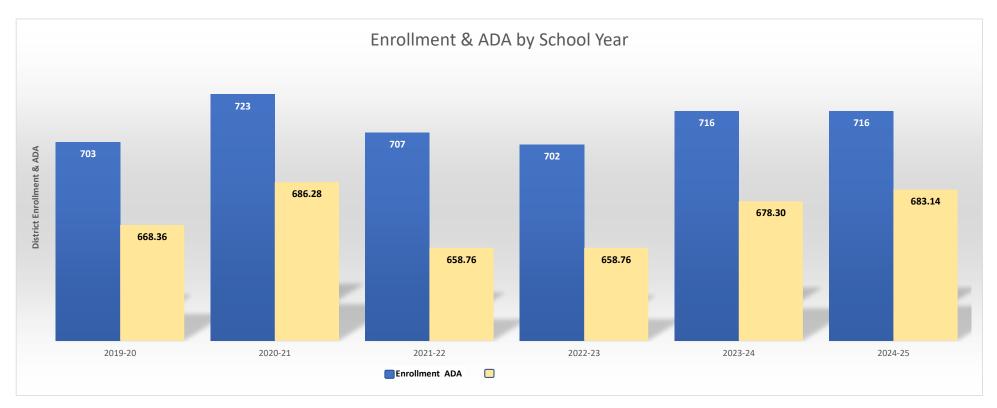
Respectfully,

BS Tech Hamilton Unified School District 2004-2026

HUSD ENROLLMENT OVER SIX YEARS 2018-2024



Enrollment and ADA totals above are based on P2 Data Reporting except current year based on current reporting



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HUSD ENROLLMENT OVER SIX YEARS 2018-2024

2024-25			
8/5/	2024		
#STU	GRADE		
23	TK		
26	K		
29	1		
34	2		
49	3		
54	4		
47	5		
46	6		
45	7		
43	8		
91	9		
68	10		
96	11		
67	12		
718 TOTAL			

	202		
	8/5/24-		
	#STU	GRADE	
	23	TK	22.14
	26	K	25
	29	1	27.64
	34	2	33.21
	49	3	47.79
Γ	54	4	52.71
	47	5	45.71
	46	6	44.36
	45	7	43.07
	43	8	41.57
	91	9	85.85
	68	10	64.86
	96	11	94.35
	67	12	61.43
	718	689.69	

202		
9/2/24	ADA	
#STU	GRADE	
23	TK	22.33
26	K	25.33
28	1	27.73
34	2	33.24
49	3	47.82
54	4	52.82
47	5	45.79
45	6	43.97
45	7	43.30
43	8	42.12
89	9	85.91
67	10	64.11
96	11	93.61
64	12	60.29
710	TOTAL	688.37

2024		
10/28/24-	ADA	
#STU	GRADE	
23	TK	22.31
26	K	25.23
28	1	27.51
34	2	32.90
49	3	47.59
54	4	52.56
48	5	45.83
45	6	43.45
45	7	43.18
44	8	42.10
90	9	85.10
67	10	63.78
97	11	91.82
63	12	59.96
713	683.32	

202	ADA		
11/25/24	11/25/24-12/20/24		
#STU	GRADE		
23	TK	21.99	
26	K	25.06	
28	1	27.26	
33	2	32.41	
49	3	47.27	
54	4	52.03	
48	5	45.57	
45	6	43.47	
45	7	43.05	
44	8	42.51	
90	9	85.34	
67	10	63.50	
96	11	91.69	
63	12	60.27	
711	681.42		

2024-25		ADA
#STU	GRADE	
	TK	
	K	
	1	
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
	11	
	12	
0	TOTAL	0.00

202			
12/23/24	12/23/24-1/17/25		
#STU	GRADE		
24	TK	22.07	
25	K	24.98	
28	1	27.29	
33	2	32.32	
49	3	47.32	
53	4	52.02	
48	5	45.64	
46	6	43.41	
45	7	43.05	
46	8	42.64	
89	9	85.44	
68	10	63.35	
96	11	95.77	
63	12	60.32	
713	TOTAL	685.62	

20	24-25		
1/20/2	25-2/14/25 AD		
#STU	GRADE		
24	TK	22.01	
25	K	24.66	
28	1	27.24	
34	2	32.17	
49	3	47.16	
53	4	51.66	
48	5	45.62	
47	6	43.45	
44	7	42.52	
46	8	42.94	
89	9	85.29	
67	10	63.08	
99	11	95.84	
63	12	59.5	
716	TOTAL	683.14	

2024	2024-25					
		ADA				
#STU	GRADE					
	TK					
	K					
	1					
	23					
	4					
	5					
	6					
	7					
	8					
	9					
	10					
	11					
	12					
0	TOTAL	0.00				

202	2024-25					
#STU	GRADE	ADA				
	TK					
	K					
	1					
	2					
	3					
	4					
	5					
	6					
	7					
	8					
	9					
	10					
	11					
	12					
0	TOTAL	0.00				

Building Fund 21 (Bond) Expenditures for 2024-25 For February 26, 2025 HUSD Board Meeting Total Expenditures through February 19, 2025

PO #	Date	Vendor	Description	Amount
PO25-00072	7/1/2024 Ba	nk of New York Mellon	Paying Agent Fee; RE: Election of 2018, GO Bonds, Series A	\$ 825.00
n/a	9/27/2024 Sti	fel, Nicolaus & Company, Incorporated	Underwriters Discount Fee (Cost of Issuance)	\$ 48,000.00
n/a	9/27/2024 DV	VK, BNY Mellon, Isom Advisors, AVIA Communications,	Cost of Issuance	\$ 155,000.00
	S&	P Global Ratings		
n/a	9/27/2024 As	sured Guaranty Inc.	Bond Insurance Premium	\$ 12,141.19
n/a	10/30/2024 Ba	nk of New York Mellon	Paying Agent Fees for new issuance of bonds	\$ 1,250.00
PO25-00345	12/4/2024 Ro	bertson Erickson Inc.	Surveying and Schmatic Phase for HHS tennis court area	\$ 1,925.00
PO25-00345	12/18/2024 Ro	bertson Erickson Inc.	Surveying and Schmatic Phase for HHS tennis court area	\$ 962.50
PO25-00341	12/18/2024 Ro	bertson Erickson Inc.	Master Plan Mapping HHS	\$ 4,900.00
n/a	12/20/2024 BN	IY Mellon	Refund of Underwriter Fee (Cost of Issuance)	\$ (12,768.40)
PO25-00345	1/22/2025 Ro	bertson Erickson Inc.	Surveying and Schmatic Phase for HHS tennis court area	\$ 385.00
PO25-00341	1/22/2025 Ro	bertson Erickson Inc.	Master Plan Mapping HHS	\$ 2,450.00
n/a	1/30/2025 Ba	nk of New York Mellon	Refund for Paying Agent Fees for new issuance of bonds	\$ (1,250.00)
PO25-00345	2/19/2025 Ro	bertson Erickson Inc.	Surveying and Schmatic Phase for HHS tennis court area	\$ 577.50
PO25-341	2/19/2025 Ro	bertson Erickson Inc.	Master Plan Mapping HHS	\$ 2,450.00

Total expenditures through 2/19/25 \$ 216,847.79



Monitoring Goals, Actions, and Resources for the 2024-25 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2024-25 LCAP template and instructions should be consulted when completing required documents.

(6) (A) The superintendent of the school district shall present a report on the annual update to the local control and accountability plan and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled meeting of the governing board of the school district. (B) The report shall include both of the following: (i) All available midyear outcome data related to metrics identified in the current year's local control and accountability plan. (ii) All available midyear expenditure and implementation data on all actions identified in the current year's local control and accountability plan.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Hamilton Unified School District	Jeremy Powell, Ed.D. Superintendent	jpowell@husdschools.org 530 826 3261

Goal Description

Hamilton Unified School District will enhance academic performance for all students, ensuring they are well-prepared for success in high school and beyond. Special focus will be given to supporting students from Low Socio-Economic backgrounds, English Learners, Foster Youth, Homeless, Special Education students, and those who are academically struggling.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
1.1	Priority 1: Local Indicator/Teacher credential	100% of teachers at HUSD are highly qualified in core content areas	100% of teachers at HUSD are highly qualified in core content areas		100% of teachers at HUSD are highly qualified in core content areas	100% of teachers at HUSD are highly qualified in core content areas
1.2	Priority 1: Instructional materials	100% of students will have access to Common Core aligned instructional materials in Mathematics, ELA, Social Studies, and Science.			100% of students will have access to Common Core aligned instructional materials in Mathematics, ELA, Social Studies, and Science.	100% of students will have access to Common Core aligned instructional materials in Mathematics, ELA, Social Studies, and Science.
1.3	Priority 1: Facilities in good repair	FIT Reports referenced in the SARC for all campuses all have a good rating			FIT Reports referenced in the SARC for all campuses all have a good rating	FIT Reports referenced in the SARC for all campuses all have a good rating
1.4	Priority 2: Implementation of State adopted academic content for all students leading to EL proficiency	Full Implementation of State Board adopted programs and services with a focus on allowing English Learners access to Common Core Standards English language proficiency.			Full Implementation of State Board adopted programs and services with a focus on allowing English Learners access to Common Core Standards English language proficiency.	Full Implementation of State Board adopted programs and services with a focus on allowing English Learners access to Common Core Standards
1.5	Priority 4: Statewide Assessment ELA	ELA % Meeting or Exceeding Standard Grades 3-8: 17.65% Grade 11: 42.64%			ELA % Meeting or Exceeding Standard Grades 3-8: 19.13% Grade 11: 48.22%	ELA % Meeting or Exceeding Standard Grade 3-8: 26.65% Grade 11: 50.56%
1.6	Priority 4: Statewide Assessment Math	Math % Meeting or Exceeding Standard:			Math % Meeting or Exceeding Standard:	Math % Meeting or Exceeding Standard

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Monitoring Goals, Actions, and Resources for the 2024-25 LCAP for Hamilton Unified School District

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		CAASPP Grades 3-8: 13.41% Grade 11: 21.74%			CAASPP Grades 3-8: 15.55% Grade 11: 18.19%	Grade 3-8: 22.41% Grade 11: 30.74%
1.7	Priority 4: Statewide Assessment California Science Test (CAST)	CAST % Meeting or Exceeding Standard: CAASPP Grades 3-8: 13.25% Grade 11: 25.78%			CAST % Meeting or Exceeding Standard: CAASPP Grades 3-8: 16.83% Grade 11: 10%	CAST % Meeting or Exceeding Standard Grade 3-8: 22.25% Grade 11: 34.78%
1.8	Priority 4: A-G Completion Rate	HUSD: 37%			Data not available	HUSD: 46%
1.9	Priority 4: CTE Pathway completion Rate	HUSD: 28.4%			Data not available	HUSD: 37%
1.10	Priority 4: A-G Completion and CTE Pathway Completion Rate	HUSD: 17.9%			Data not available	HUSD: 26.9%
1.12	Priority 4: English Language Progress Indicator	HUSD 53.1% Making Progress			HUSD 47.2% Making Progress	HUSD: 62.1% Making Progress
1.13	Priority 4: Reclassification rates	HUSD: 10.11%.			Data not available	HUSD: Maintain 10% reclassification rates.
1.14	Priority 4: AP Passage rate	AP Spanish Language- 11/12 = 92% AP English Language- 6/10 = 60% AP English Literature: 7/10 = 70% AP Stats- N/A			Data not available	AP Spanish Language- Maintain 100% AP English Language- Increase to 25% AP Stats- Maintain over 70%
1.15	Priority 4: EAP ELA & Math	Grade 11: 42.64%			Data not available	Grade 11: 50.56%
1.16	Priority 7: Broad Course of Study	100% of students have access to a broad course of study.			100% of students have access to a broad course of study.	100% of students have access to a broad course of study
1.18	Priority 8: College/Career Indicator (HS only)	41.8% Prepared 20.9% Approaching 37.3% Not Prepared			25% Prepared 47% Approaching 28% Not Prepared	56.8% Prepared 20.9% Approaching 22.3% Not Prepared
1.20						

Monitoring Goals, Actions, and Resources for the 2024-25 LCAP for Hamilton Unified School District

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Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.1	Learning Labs Learning Labs are at both HES and HHS providing a full-time Certificated staff and two part-time para-educators with a focus on intervention including one-on-one instruction, small group instruction, and whole class support (as needed) curriculum.	No	Partially Implemented			\$209,000.00	\$100,000
1.2	Enhanced MTSS Approaches Multi-Tier System of Success (MTSS) is a proven strategy that works to support All students learn at high levels by providing additional supports based on need with an escalation of various supports as the academic needs increase including.	No	Partially Implemented			\$50,000.00	\$25,000
1.3	Focused Writing Emphasis An area of great need throughout HUSD is in our writing. We will be exploring and implementing a K-12 writing structure focused on our unduplicated students.	Yes	Partially Implemented			\$50,000.00	\$20000
1.4	Library Update Update library facilities at both the HES and HHS with new books,	No	Partially Implemented			\$85,000.00	\$10,000

Monitoring Goals, Actions, and Resources for the 2024-25 LCAP for Hamilton Unified School District

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Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	computer software, other updated resources, and facility improvements that encourage literacy for our unduplicated pupils.						
1.5	Bilingual Para Educators Primarily focus is support of English Learners, support students in one- on-one, small group, and whole group instruction within and outside of the classroom providing additional instruction for struggling students.	Yes	Partially Implemented			\$95,000.00	\$35,000
1.6	Safe and Secure School Facilities Provide services and maintenance of District facilities to maintain a safe and secure facility at all school sites. Buildings and other infrastructure added as enrollment, staffing, and needs of the District dictate.	No	Partially Implemented			\$400,000.00	\$50,000
1.7	Small Class Sizes To support our unduplicated students, HUSD strives to have small class sizes throughout HES and HHS.	Yes	Partially Implemented			\$2,260,000.00	\$1,000,000

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.8	Para Educators Primarily focus is to support students in one-on-one, small group, and whole group instruction within and outside of the classroom providing additional instruction for struggling students.	No	Partially Implemented			\$142,000.00	\$70,000
1.9	Increased Course Offerings Increase offerings to allow a broad course of study principally directed at the unduplicated students. Proposed courses include but not limited to Spanish 6-8; CTE, and additional math support. Costs may include certificated/classified staff, curriculum, professional development, materials, and capital outlay for facility upgrades for full implementation.	No	Partially Implemented			\$50,000.00	\$20,000
1.10	Access to Technology Continue to provide access to technology; including hardware, software, staff development training.	No	Partially Implemented			\$100,000.00	\$50,000
1.11	Enhanced Counseling and Career Awareness Maintain current levels of support for counseling with a focus on college/career success, A-G completion, Dual enrollment course	Yes	Partially Implemented			\$300,000.00	\$150,000

Monitoring Goals, Actions, and Resources for the 2024-25 LCAP for Hamilton Unified School District

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Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	completion, and other student academic and socio-emotional needs. A specific focus primarily directed for our unduplicated students.						
1.12	Extended Day and School Year HUSD will provide additional time before school, after school, and during Summer Break to provide additional academic and socio and emotional support with a specific focus primarily directed for our unduplicated students.	No	Partially Implemented			\$650,000.00	\$225,000
1.13	Professional Development In order to support our unduplicated and Special Education students with the most up to date and relevant support, Certificated and Classified Staff Professional Development throughout and beyond the school year is a priority.	Yes	Partially Implemented			\$30,000.00	\$10,000

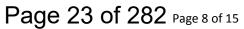
Goal Description

HUSD strives to cultivate a welcoming, safe, and engaging atmosphere at each school site, where the social and emotional needs of students are prioritized. This environment will foster a strong sense of connection to the school and positive school culture, with additional support provided for students who have experienced trauma and/or mental health issues.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
2.1	Priority 5: School attendance rates	HUSD: 96% . HHS & EBHS: 95% HES: 96%			HUSD: 96% . HHS & EBHS: 96% HES: 96%	HUSD: 97% . HHS & EBHS: 97% HES: 97%
2.2	Priority 5: Chronic absenteeism rates	HUSD:10.6% HES: 9.4% HHS: 12.3%			Data not available	HUSD: 8% HES at 8% HHS at 8%
2.4	Priority 5: Middle school dropout rate	HES: 0%			0%	HES: 0%
2.5	Priority 5: High school dropout rate	HUSD: 6% (4 total students)			0%	HUSD: 0%
2.6	Priority 5: High School Graduation Rate	HUSD: 97%.			Data not available	HUSD: 100%.
2.7	Priority 6: State Indicator/Student Suspension Indicator	HUSD: 31 suspensions totaling 3.5% HHS: 3 suspensions totaling 1.0% EBH: 0% suspensions HES: 28 suspensions totaling 5.5%			Data not available	HUSD: 3% HHS: 3% EBH: 3% HES: 3%
2.8	Priority 6: Local Metric/Expulsion rate	HUSD: 0% Expulsions HHS: 0% Expulsions EBH:0% Expulsions HES: 0% Expulsions			HUSD: 0% Expulsions HHS: 0% Expulsions EBH:0% Expulsions HES: 0% Expulsions	HUSD: 0 Expulsions HHS: 0 Expulsions EBH:0 Expulsions HES: 0 Expulsions
2.10	Priority 6: Local tool for school climate	% of Students and Certificated Staff completing the Healthy Kids Survey: 7th Grade: 100%			Data not available	% of Students and Certificated Staff completing the Healthy Kids Survey: 7th Grade: 100%

Monitoring Goals, Actions, and Resources for the 2024-25 LCAP for Hamilton Unified School District



Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		9th Grade: 100% 11th Grade:100% Staff: 100%				9th Grade: 100% 11th Grade:100% Staff: 100% 11th Grade:100%
2.11	Priority 6: Local tool for school climate	% of Families completing Strategic Planning/LCAP Survey: 30%			Data not available	% of Families completing Strategic Planning/LCAP Survey: 35%

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.1	School based counseling Maintain school based counseling services primarily directed for the unduplicated students.	Yes	Partially Implemented			\$75,000.00	\$30,000
2.2	Nursing Services Provide for the health and safety of students	No	Partially Implemented			\$40,000.00	\$15,000
2.3	Social/Emotional Focused Professional Development Professional Development focused on social and emotional needs of students (including Capturing Kids Hearts Training)	Yes	Partially Implemented			\$40,000.00	\$0
2.4	Enhanced PBIS Approaches	No	Partially Implemented			\$10,000.00	\$5,000

Monitoring Goals, Actions, and Resources for the 2024-25 LCAP for Hamilton Unified School District

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Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	Positive Behavioral Interventions and Supports (PBIS) is an evidence-based, tiered framework for supporting students' behavioral, academic, social, emotional, and mental health. A focus for our PBIS implementation will be for our unduplicated students.						
2.5	Student Social/Emotional Support HUSD will continue to provide counseling via digital media (including Clayful) for 3-12 with a focus on our unduplicated students.	Yes	Partially Implemented			\$40,000.00	\$20,000
2.6	Safe Environment. To employ classified staff to provide supervision to maintain a safe environment.	No	Partially Implemented			\$70,000.00	\$30,000
2.7	Positive School Culture To promote a positive, cohesive school climate among staff through the prominent display of the Mission statement, LCAP goals, school logo, color and mascot (District Branding)	No	Partially Implemented			\$15,000.00	\$5,000

Monitoring Goals, Actions, and Resources for the 2024-25 LCAP for Hamilton Unified School District

Goal Description

HUSD will engage parents, families, and community members as essential partners in the educational journey of students, emphasizing the critical role parents play in their children's academic success.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
3.1	Priority 3: Parent Input and Participation	% of Families completing Strategic Planning/LCAP Survey: 22%			Data not available	% of Families completing Strategic Planning/LCAP Survey: 30%
3.2	Priority 3: Parent Input and Participation	APTT (Academic Parent Teacher Teams) parent attendance will include 25% of all exceptional Needs Students.			Data not available	APTT (Academic Parent Teacher Teams) parent attendance will include 25% of all exceptional Needs Students.

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.1	Family Resource Center Provide ongoing support for families in need with a focus on providing support with healthcare, nutrition services, and parental support.	No	Planned			\$200,000.00	\$0
3.2	Parent outreach events Primarily for our unduplicated students, maintain parent outreach events, for example: Parent Conferences, HES Parent Lunch, ELAC/DELAC, Coffee with the Principal, SSC, Student Celebrations, PTO/Boosters, DAC (HES), Senior Projects, 10th Grade	Yes	Partially Implemented			\$35,000.00	\$10,000

Monitoring Goals, Actions, and Resources for the 2024-25 LCAP for Hamilton Unified School District

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	Counseling, Clubs and Organizations, Back to School, Open House, Adult Education, News Letters, HUSD Web Site with funding for child care and refreshments.						
3.3	Academic Parent Teacher Teams (APTT) These will be directed primarily for the unduplicated students and their families to have regular interactions with their child's teacher focused on upcoming academics, additional available supports, and any other needs families may have.	Yes	Partially Implemented			\$15,000.00	\$5,000

Goal Description

To meet the unique needs at Ella Barkley High School we will increase attendance and graduation rate by hiring additional staff to support and monitor student learning.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
4.1	Priority 1: Local Indicator/Teacher credential	100% of teachers at Ella Barkley High School are highly qualified in core content areas			100% of teachers at Ella Barkley High School are highly qualified in core content areas	100% of teachers at Ella Barkley High School are highly qualified in core content areas

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
4.1	Hire additional staff Ella Barkley will hire additional staff to support all students at Ella Barkley High School with attendance, academics, and social/emotional well being.	Yes	Planned			\$50,000.00	\$0
4.2	Hire additional staff (Equity Multiplier Funding) Using equity multiplier funding, Ella Barkley will hire additional staff to support all students at Ella Barkley High School with attendance, academics, and social/emotional well being.	No	Planned			\$50,000.00	\$0

Goal Description

Expected Annual Measurable Objectives

Metric # Metric Baseline Year 1 Outcome Year 2 Outcome Mid-Year Outcome Data Desired Outcome for 2026-2027
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Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures	
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Impact to the Budget Overview for Parents

Item	As adopted in Budget Overview for Parents	Mid-Year Update
Total LCFF Funds		
LCFF Supplemental/Concentration Grants		



Office of the Superintendent

311 S. Villa Avenue, Willows CA 95988 (530) 934-6575 www.glenncoe.org • rbentz@glenncoe.org

Ryan Bentz, Superintendent

February 5, 2025

We are excited to begin the selection process for outstanding educators from your district to be honored in Glenn County's Educators Hall of Fame. Attached, you will find a list of past honorees for your reference.

The Glenn County Office of Education will provide individual plaques for each district's recipient, along with a commemorative plaque featuring all 2025 honorees, to be showcased at the Glenn County Fair.

Important Dates & Details

- Deadline: April 4, 2025 Please notify Erin Johnson at GCOE of your district's selected recipient.
- Selection Criteria Determined by each district's Board of Trustees. Honorees may come from any facet of education, including teaching, trusteeship, administration, secretarial roles, custodial services, etc.
- Submission Deadline: April 18, 2025 Please send the following information to Erin Johnson:
 - Brief biographical sketch of the recipient
 - Recipient's photograph (for inclusion in the display binder)
 - Recipient's name and address
- Number of Recipients
 - Capay School: 1
 - Hamilton Unified: 2
 - Lake School: 1
 - Plaza School: 1
 - Orland Unified: 2
 - Princeton Unified: 1
 - Stony Creek Unified: 1
 - Willows Unified: 2
 - Glenn County Office of Education: 2
 - Walden Academy: 1

Ceremony Information

The ceremony will take place on Wednesday, May 7, 2025, at 6:30 PM in the Glenn Success Square Conference Room, located at 131 E. Walker Street, Orland.

To ensure efficiency, we kindly request that inductees limit their presentations to 5 minutes.

We appreciate your participation in recognizing and celebrating the dedicated educators who make a lasting impact in Glenn County!

Sincerely,

Ryan Bentz

"Glenn County Office of Education is an Equal Opportunity Provider and Employer"

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	HAMILTON HIGH		HAMILTON ELEMENTARY		HAMILTON UNIFIED
1979	Ella McLaughlin Barkely	1981	Irma Stratton	2011	Ray Odom
1979	James Cameron	1983	Ruth Reager Stanley	2012	William (Bill) Boone
1979	Winifred Hook	1986	Joe Billiou	2013	Lui Tuato'o
1979	Hans J. Reines	1987	Paula James	2014	Cyndee Staley
1979	Fred K. Walker	1988	Nellie Hanks	2014	Darlene Odom
1979	Thelma Ahsley Watson	1990	Gerald F. Tipping	2015	Susan Lohse
1981	Donald R. Prusia	1991	Chester Walker	2016	Ken Mason
1983	Arvel V. Allread	1991	Margaret Mason	2016	Greg Felton
1984	Maynard Strong	1992	Edna Curtis	2017	Ralph Brand Jr.
1984	Pete Panchesson	1993	Dale Anderson	2017	Tom Conwell
1985	Emerson Carter	1994	Bryant Odom	2018	Keith Dietle
1985	Neal Butler	1995	Tomasa Murgia	2018	Shelley Hutchens
1986	Bernice Loveall Fox	1996	Esther Sabin	2019	Leslie Anderson
1987	Hilmer Finne	1997	Beulah Cyr	2019	Marc Eddy
1989	Oscar Carpenter	1998	Alice Donovan	2020	Janice Boeger
1990	Emma Uhl Roney	1999	Daniel O. Paul	2020	Maria Elena Diaz
1992	Charles Haines	2000	Sarah Odom	2021	Wendy Robinson
1993	Prentice Ross	2001	Fred L. Shanks	2021	Helen Muriel Pope
1994	Bill Rankin	2002	Marge Howard	2022	Tony Robertson
1995	Patricia Kaiser	2003	Sharon Talk	2022	Sandra Estrada
1996	Gail Zimmerman	2004	Mike Thomas	2023	Naomi Hernandez
1997	Marta Coleman	2004	Judy Mulvany	2023	Betty Mercado
1998	Paul Houser	2005	Ruthie Holland	2024	Margrit Vogelesang
1999	Scott D. Johnson	2006	Jenell Cook		
2000	Hubert Lower	2007	John Kissam		
2001	Rae Turnbull	2008	Eva Perez		
2002	Maxine Bigler	2008	Pamela Radke		
2003	Frederick Sturzen	2009	Lili Hands		
2003	Jeanette Sturzen	2010	Dan White		
2004	Sonya Reynier				
2005	Jeannie Robinson				
2006	Fred Freitas				
2007	Coleen Parker				
2008	Otto Lohse				
2009	Jill R. Kortie				
2010	Blanca Carrillo				

CSBA POLICY GUIDE SHEET

September 2024

Note: Descriptions below identify revisions made to CSBA's sample board policies, administrative regulations, board bylaws, and/or exhibits. Editorial changes have also been made. Districts and county offices of education should review the sample materials and modify their own policies accordingly.

Board Policy 5144.1 - Suspension and Expulsion/Due Process

Policy updated to reflect NEW LAW (SB 274, 2023) which (1) extends the prohibition from suspending a student for disruption or willful defiance, formerly applicable to students in grades K-8, to all students, with the prohibition being effective until July 1, 2029, and (2) prohibits a district from suspending or expelling a student solely on the fact that they are truant, tardy, or otherwise absent from school activities. Additionally, policy updated to clarify that no preschool student may be expelled or unenrolled except in accordance with law and as specified in administrative regulation, and to reflect NEW LAW (SB 114, 2023) which defines numerically significant subgroups to include long-term English learners.

Board Policy 6163.4 - Student Use of Technology

Policy updated to provide guidance related to the appropriate use of artificial intelligence (AI). Additionally, policy updated to expand the Governing Board's philosophical statement to include the effective use of technology; promotion of digital citizenship; access to the latest digital tools; the alignment of technological resources with district goals, objectives and academic standards; and the use of technology to augment Board adopted instructional materials. In addition, policy updated to include "software as a service" and "AI apps" in the definition of "district technology," and provide that student use of technology be in accordance with district policies on academic honesty, data privacy, nondiscrimination, and copyright laws. Policy also updated to add material related to the regular review of current guidance regarding cybersecurity, data privacy, and digital media awareness and incorporate recommended practices into the districts processes and procedures.

Board Bylaw 9010 - Public Statements

Bylaw updated to focus on public statements by Governing Board spokespersons made on behalf of the Board or by individual Board members. Additionally, bylaw updated to permit a Board spokesperson to disclose confidential information or information received in closed session when authorized by law. In addition, bylaw updated to reflect NEW COURT DECISION (Lindke v. Freed), in which the U.S. Supreme Court held that a district official who limits or prevents critics from speaking, such as by blocking them on social media or deleting their posts, violates the First Amendment only if the official (1) has been granted the power to speak on behalf of the district and (2) claims to be actually exercising that power. Bylaw also updated to suggest that a Board member make clear when they are speaking as an individual, and not on behalf of the district, such as by adding a disclaimer to the member's social media page.

Board Bylaw 9012 - Board Member Electronic Communications

Bylaw updated to reference suggestions regarding how to avoid Governing Board member electronic communications that violate the Brown Act. Additionally, bylaw updated to provide that Board members shall make every effort to ensure that their electronic communications conform to Board Bylaw 9010 - Public Statements. In addition, bylaw updated to reference that the Public Records Act applies even to Board member electronic communications regarding district business sent or received on a Board members' personal account or device. Bylaw also updated to reflect NEW COURT DECISION (Lindke v. Freed), in which the U.S. Supreme Court held that a district official who limits or prevents critics from speaking, such as by blocking them on social media or deleting their posts, violates the First Amendment only if the official (1) has been granted the power to speak on behalf of the district and (2) claims to be actually exercising that power, and provide that the bylaw does not apply to Board member electronic communications not related to district business or not conducted by a Board member in the Board member's official capacity.



January 29, 2025

Board of Education Hamilton Unified School District Hamilton City, California

We have audited the financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of Hamilton Unified School District for the year ended June 30, 2024. Professional standards require that we provide you with information about our responsibilities under generally accepted auditing standards (and, if applicable, Government Auditing Standards and the Uniform Guidance), as well as certain information related to the planned scope and timing of our audit. We have communicated such information in our letter to you dated April 18, 2025. Professional standards also require that we communicate to you the following information related to our audit.

Significant Audit Matters

Qualitative Aspects of Accounting Practices

Management is responsible for the selection and use of appropriate accounting policies. The significant accounting policies used by Hamilton Unified School District are described in Note 1 to the financial statements. No new accounting policies were adopted and the application of existing policies was not changed during 2024. We noted no transactions entered into by Hamilton Unified School District during the year for which there is a lack of authoritative guidance or consensus. All significant transactions have been recognized in the financial statements in the proper period.

Accounting estimates are an integral part of the financial statements prepared by management and are based on management's knowledge and experience about past and current events and assumptions about future events. Certain accounting estimates are particularly sensitive because of their significance to the financial statements and because of the possibility that future events affecting them may differ significantly from those expected. The most sensitive estimate(s) affecting the financial statements were:

Management's estimate of depreciation of capital assets is based on historical estimates of each capitalized item's useful life. We evaluated the key factors and assumptions used to develop the depreciation of capital assets in determining that it is reasonable in relation to the financial statements taken as a whole.

Management's estimate of the net pension liability and related deferred outflows of resources and deferred inflows of resources are based on actuarial valuations and pension contributions made during the year. We evaluated the key factors, assumptions, and proportionate share calculations used to develop the net pension liability and related deferred outflows of resources and deferred inflows of resources in determining that it is reasonable in relation to the financial statements taken as a whole.

Management's estimate of total other postemployment benefits (OPEB) obligation is based on an actuarial valuation. We evaluated the key factors and assumptions used to develop the total OPEB obligation in determining that it is reasonable in relation to the financial statements taken as a whole.

> 348 Olive Street San Diego, CA 92103

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Significant Audit Matters (continued)

Qualitative Aspects of Accounting Practices (continued)

Certain financial statement disclosures are particularly sensitive because of their significance to financial statement users. The most sensitive disclosure(s) affecting the financial statements were:

The disclosure of capital assets in Note 4 to the financial statements is based on historical information which could differ from actual useful lives of each capitalized item.

The disclosure of the pension plans, net pension liability and related deferred outflows of resources and deferred inflows of resources in Note 11 to the financial statements represents management's estimates based on actuarial valuations and pension contributions made during the year. Actual results could differ depending on the key factors, and assumptions and proportionate share calculations used to develop the net pension liability and related deferred outflows of resources and deferred inflows of resources.

The disclosure of other postemployment benefits and the total OPEB obligation in Note 10 to the financial statements represents management's estimate based on an actuarial valuation. Actual results could differ depending on the key factors and assumptions used for the actuarial valuation.

The financial statement disclosures are neutral, consistent, and clear.

Difficulties Encountered in Performing the Audit

We encountered no significant difficulties in dealing with management in performing and completing our audit.

Corrected and Uncorrected Misstatements

Professional standards require us to accumulate all known and likely misstatements identified during the audit, other than those that are clearly trivial, and communicate them to the appropriate level of management. Management has corrected all such misstatements. In addition, none of the misstatements detected as a result of audit procedures and corrected by management were material, either individually or in the aggregate, to each opinion unit's financial statements taken as a whole.

Disagreements with Management

For purposes of this letter, a disagreement with management is a financial accounting, reporting, or auditing matter, whether or not resolved to our satisfaction, that could be significant to the financial statements or the auditor's report. We are pleased to report that no such disagreements arose during the course of our audit.

Management Representations

We have requested certain representations from management that are included in the management representation letter dated January 29, 2025.

Management Consultations with Other Independent Accountants

In some cases, management may decide to consult with other accountants about auditing and accounting matters, similar to obtaining a "second opinion" on certain situations. If a consultation involves application of an accounting principle to Hamilton Unified School District's financial statements or a determination of the type of auditor's opinion that may be expressed on those statements, our professional standards require the consulting accountant to check with us to determine that the consultant has all the relevant facts. To our knowledge, there were no such consultations with other accountants.

Other Audit Findings or Issues

We generally discuss a variety of matters, including the application of accounting principles and auditing standards, with management each year prior to retention as Hamilton Unified School District's auditors. However, these discussions occurred in the normal course of our professional relationship and our responses were not a condition to our retention.

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Other Matters

We applied certain limited procedures to management's discussion and analysis and the required supplementary information section, which are (is) required supplementary information (RSI) that supplements the basic financial statements. Our procedures consisted of inquiries of management regarding the methods of preparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We did not audit the RSI and do not express an opinion or provide any assurance on the RSI.

We were engaged to report on the supplementary information, which accompany the financial statements but are not RSI. With respect to this supplementary information, we made certain inquiries of management and evaluated the form, content, and methods of preparing the information to determine that the information complies with accounting principles generally accepted in the United States of America, the method of preparing it has not changed from the prior period, and the information is appropriate and complete in relation to our audit of the financial statements. We compared and reconciled the supplementary information to the underlying accounting records used to prepare the financial statements or to the financial statements themselves.

We were not engaged to report on the Local Education Agency Organization Structure, which accompany the financial statements but are not RSI. Such information has not been subjected to the auditing procedures applied in the audit of the basic financial statements, and accordingly, we do not express an opinion or provide any assurance on it.

Restriction on Use

This information is intended solely for the information and use of the Board of Education and management of Hamilton Unified School District and is not intended to be, and should not be, used by anyone other than these specified parties.

Very truly yours,

Christy White, Inc.

Christy White, Inc. San Diego, California

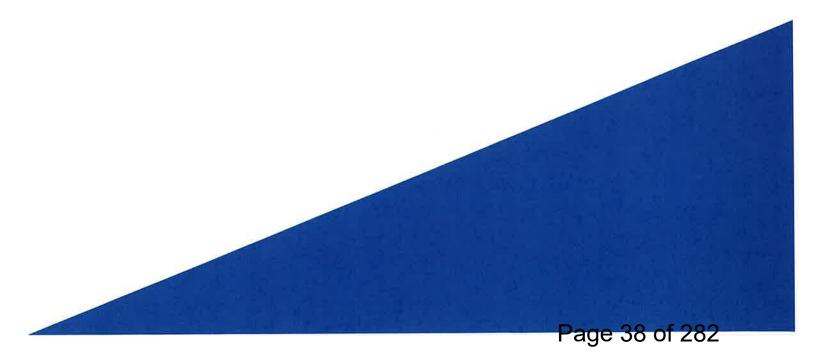
HAMILTON UNIFIED SCHOOL DISTRICT

AUDIT REPORT JUNE 30, 2024

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Hamilton Unified School District



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FINANCIAL SECTION

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REPORT ON THE AUDIT OF THE FINANCIAL STATEMENTS

Independent Auditors' Report

Governing Board Hamilton Unified School District Hamilton City, California

Report on the Audit of the Financial Statements

Opinions

We have audited the accompanying financial statements of the governmental activities, the major fund, and the aggregate remaining fund information of the Hamilton Unified School District, as of and for the year ended June 30, 2024, and the related notes to the financial statements, which collectively comprise the Hamilton Unified School District's basic financial statements as listed in the table of contents.

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities, the major fund, and the aggregate remaining fund information of the Hamilton Unified School District, as of June 30, 2024, and the respective changes in financial position for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Basis for Opinions

We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in Government Auditing Standards, issued by the Comptroller General of the United States. Our responsibilities under those standards are further described in the Auditors' Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of the Hamilton Unified School District and to meet our other ethical responsibilities. in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

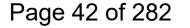
Responsibilities of Management for the Financial Statements

Management is responsible for the preparation and fair presentation of the financial statements in accordance with accounting principles generally accepted in the United States of America, and for the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the Hamilton Unified School District's ability to continue as a going concern for twelve months beyond the financial statement date, including any currently known information that may raise substantial doubt shortly thereafter.

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Auditor's Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinions. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with generally accepted auditing standards and *Government Auditing Standards* will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user of the financial statements.

In performing an audit in accordance with generally accepted auditing standards and Government Auditing Standards, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are
 appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of
 the Hamilton Unified School District's internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.
- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about the Hamilton Unified School District's ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control-related matters that we identified during the audit.

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the required supplementary information, such as management's discussion and analysis, budgetary comparison information, schedule of changes in total OPEB liability and related ratios, schedules of proportionate share of net pension liability, and schedules of district contributions for pensions be presented to supplement the basic financial statements. Such information is the responsibility of management and, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Supplementary Information

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the Hamilton Unified School District's basic financial statements. The supplementary information listed in the table of contents, including the schedule of expenditures of federal awards, as required by Title 2 U.S. *Code of Federal Regulations (CFR)* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards,* is presented for purposes of additional analysis and is not a required part of the basic financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the basic financial statements. The information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the supplementary information is fairly stated, in all material respects, in relation to the basic financial statements as a whole.

Other Information

Management is responsible for the other information included in the annual report. The other information comprises the Local Education Agency Organization Structure but does not include the basic financial statements and our auditor's report thereon. Our opinions on the basic financial statements do not cover the other information, and we do not express an opinion or any form of assurance thereon.

In connection with our audit of the basic financial statements, our responsibility is to read the other information and consider whether a material inconsistency exists between the other information and the basic financial statements, or the other information otherwise appears to be materially misstated. If, based on the work performed, we conclude that an uncorrected material misstatement of the other information exists, we are required to describe it in our report.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated January 29, 2025 on our consideration of the Hamilton Unified School District's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the Hamilton Unified School District's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Hamilton Unified School District's internal control over financial reporting and compliance.

hristy White, Inc.

San Diego, California January 29, 2025

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HAMILTON UNIFIED SCHOOL DISTRICT MANAGEMENT'S DISCUSSION AND ANALYSIS

INTRODUCTION

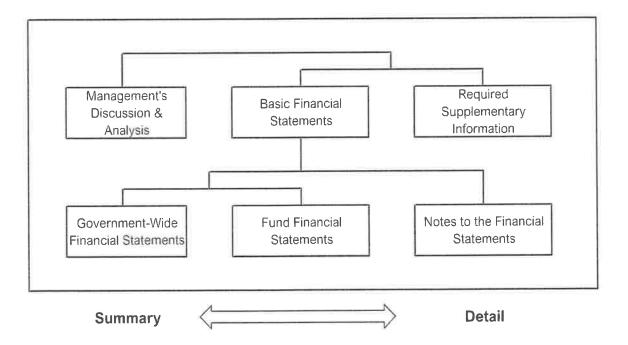
Our discussion and analysis of Hamilton Unified School District's (District) financial performance provides an overview of the District's financial activities for the fiscal year ended June 30, 2024. It should be read in conjunction with the District's financial statements, which follow this section.

FINANCIAL HIGHLIGHTS

- The District's net position was \$6,505,533 at June 30, 2024. This was an increase of \$629,072 from the prior year.
- > Overall revenues were \$15,405,656 which exceeded expenses of \$14,776,584.

OVERVIEW OF FINANCIAL STATEMENTS

Components of the Financial Section



OVERVIEW OF FINANCIAL STATEMENTS (continued)

Components of the Financial Section (continued)

This annual report consists of three parts – Management's Discussion and Analysis (this section), the basic financial statements, and required supplementary information. The three sections together provide a comprehensive overview of the District. The basic financial statements are comprised of two kinds of statements that present financial information from different perspectives:

- **Government-wide financial statements**, which comprise the first two statements, provide both short-term and long-term information about the entity's overall financial position.
- **Fund financial statements** focus on reporting the individual parts of District operations in more detail. The fund financial statements comprise the remaining statements.
 - Governmental Funds provide a detailed short-term view that helps you determine whether there are more or fewer financial resources that can be spent in the near future to finance the District's programs.

The financial statements also include notes that explain some of the information in the statements and provide more detailed data. The basic financial statements are followed by a section of required and other supplementary information that further explain and support the financial statements.

Government-Wide Statements

The government-wide statements report information about the District as a whole using accounting methods similar to those used by private-sector companies. The statement of net position includes all of the government's assets and liabilities. All of the current year's revenues and expenses are accounted for in the statement of activities, regardless of when cash is received or paid.

The two government-wide statements report the District's net position and how it has changed. Net position is one way to measure the District's financial health or position. Over time, increases or decreases in the District's net position are an indicator of whether its financial health is improving or deteriorating, respectively.

The government-wide financial statements of the District include governmental activities. All of the District's basic services are included here, such as regular education, food service, maintenance and general administration. Local control formula funding and federal and state grants finance most of these activities.

FINANCIAL ANALYSIS OF THE ENTITY AS A WHOLE

Net Position

The District's net position was \$6,505,533 at June 30, 2024, as reflected in the table below. Of this amount, \$(4,072,685) was unrestricted. Restricted net position is reported separately to show legal constraints from debt covenants and enabling legislation that limit the Governing Board's ability to use that net position for day-to-day operations.

		Governmental Activities					
		2024		2023		Net Change	
ASSETS							
Current and other assets	S	10,379,404	\$	9,177,206	\$	1,202,198	
Capital assets		10,462,996		10,424,895		38,101	
Total Assets		20,842,400		19,602,101		1,240,299	
DEFERRED OUTFLOWS OF RESOURCES		5,016,096		3,789,837		1,226,259	
LIABILITIES							
Current liabilities		1,966,395		1,421,656		544,739	
Long-term liabilities		15,894,593		13,974,620		1,919,973	
Total Liabilities		17,860,988	-	15,396,276		2,464,712	
DEFERRED INFLOWS OF RESOURCES		1,491,975		2,119,201		(627,226)	
NET POSITION							
Net investment in capital assets		6,040,699		5,871,149		169,550	
Restricted		4,537,519		4,046,653		490,866	
Unrestricted		(4,072,685)		(4,041,341)		(31,344)	
Total Net Position	\$	6,505.533	\$	5,876,461	\$	629,072	

FINANCIAL ANALYSIS OF THE ENTITY AS A WHOLE (continued)

Changes in Net Position

The results of this year's operations for the District as a whole are reported in the Statement of Activities. The table below takes the information from the Statement and rearranges it slightly, so you can see our total revenues and expenses for the year.

		Governmental Activities				
		2024		2023		Net Change
REVENUES						
Program revenues						
Charges for services	\$	192,236	\$	280,686	\$	(88,450)
Operating grants and contributions		3,735,050		5,308,253		(1,573,203)
General revenues						
Property taxes		2,100,348		2,239,037		(138,689)
Unrestricted federal and state aid		9,020,281		8,005,749		1,014,532
Other		357,741		77,370		280,371
Total Revenues		15,405,656		15,911,095		(505,439)
EXPENSES						
Instruction		7,523,179		5,410,531		2,112,648
Instruction-related services		1,532,325		1,229,805		302,520
Pupil services		1,588,905		1,383,859		205,046
General administration		1,049,241		824,185		225,056
Plant services		1,368,096		1,083,098		284,998
Ancillary services		388,635		318,039		70,596
Debt service		134,459		138,344		(3,885)
Other outgo		1,191,744		1,018,196		173,548
Total Expenses		14,776,584		11,406,057		3,370,527
Change in net position		629,072		4,505,038		(3,875,966)
Net Position - Beginning		5,876,461		1,371,423		4,505,038
Net Position - Ending	S	6,505,533	\$	5,876,461	S	629,072

The cost of all our governmental activities this year was \$14,776,584 (refer to the table above). The amount that our taxpayers ultimately financed for these activities through taxes was only \$2,100,348 because a portion of the cost was paid by other governments and organizations who subsidized certain programs with grants and contributions.

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FINANCIAL ANALYSIS OF THE ENTITY AS A WHOLE (continued)

Changes in Net Position (continued)

In the table below, we have presented the net cost of each of the District's functions. Net cost shows the financial burden that was placed on the District's taxpayers by each of these functions. Providing this information allows our citizens to consider the cost of each function in comparison to the benefits they believe are provided by that function.

	Net Cost of Services					
		2024		2023		
Instruction	\$	5,239,019	\$	1,890,703		
Instruction-related services		1,301,433		979,372		
Pupil services		715,184		438,849		
General administration		1,006,702		685,384		
Plant services		1,365,224		779,956		
Ancillary services		23,662		(31,451)		
Debt service		134,459		138,344		
Transfers to other agencies		1,063,615		935,961		
Total	\$	10,849,298	S	5,817,118		

FINANCIAL ANALYSIS OF THE DISTRICT'S MAJOR FUNDS

The financial performance of the District as a whole is reflected in its governmental funds as well. As the District completed this year, its governmental funds reported a combined fund balance of \$8,680,780, which is more than last year's ending fund balance of \$8,056,777. The District's General Fund had \$527,908 more in operating revenues than expenditures for the year ended June 30, 2024.

CURRENT YEAR BUDGET 2023-2024

During the fiscal year, budget revisions and appropriation transfers are presented to the Board for their approval on a periodic basis to reflect changes to both revenues and expenditures that become known during the year. In addition, the Board of Education approves financial projections included with the Adopted Budget, First Interim, and Second Interim financial reports. The Unaudited Actuals reflect the District's financial projections and current budget based on State and local financial information.

CAPITAL ASSETS AND LONG-TERM LIABILITIES

Capital Assets

By the end of 2023-2024 the District had invested \$10,462,996 in capital assets, net of accumulated depreciation,

	Governmental Activities					
	 2024		2023		Net Change	
CAPITAL ASSETS						
Land	\$ 1,486,608	\$	1,486,608	\$		
Construction in progress	796,845		708,364		88,481	
Land improvements	726,796		726,796			
Buildings & improvements	10,795,350		10,727,311		68,039	
Furniture & equipment	6,048,776		5,425,691		623,085	
Less: Accumulated depreciation	(9,391.379)		(8,649,875)		(741,504)	
Total	\$ 10,462,996	\$	10,424,895	\$	38,101	

Long-Term Liabilities

At year-end, the District had \$15,894,593 in long-term liabilities, an increase of 13.74% from last year – as shown in the table below. More detailed information about the District's long-term liabilities is presented in footnotes to the financial statements.

	Governmental Activities					
		2024		2023		Net Change
LONG-TERM LIABILITIES						
Total general obligation bonds	\$	1,967,766	\$	1,971,858	\$	(4,092)
Financed purchases		2,648,244		2,821,413		(173,169)
Early retirement incentive		69,821		144,936		(75,115)
Compensated absences		39,827		38,565		1,262
Total OPEB liability		3,463,556		2,172,592		1,290,964
Net pension liability		7,942,400		7,095,733		846,667
Less: current portion of long-term liabilities		(237,021)		(270,477)		33,456
Total	\$	15,894,593	\$	13,974,620	\$	1,919,973

ECONOMIC FACTORS AND NEXT YEAR'S BUDGET

Several economic factors could impact California school district funding and the District's budget in the next fiscal year:

Long-term Declining Enrollment: Lower birth rates and increased migration out of state have resulted in long-term declining enrollment across California schools. Enrollment can fluctuate due to factors such as population growth, competition from private and parochial schools, inter-district transfers in or out, economic conditions, and housing values. Losses in enrollment will cause a school district to lose operating revenues without necessarily permitting the district to adjust fixed operating costs.

HAMILTON UNIFIED SCHOOL DISTRICT MANAGEMENT'S DISCUSSION AND ANALYSIS, continued FOR THE YEAR ENDED JUNE 30, 2024

ECONOMIC FACTORS AND NEXT YEAR'S BUDGET (continued)

<u>Revenue Uncertainties:</u> Proposition 98 guarantees have improved over the 2023-24 fiscal year, but the prior 2022-23 revenues fell short of estimates, reducing the guarantee and resulting in the use of Proposition 98 reserves. California faced a significant budget deficit due to a severe revenue decline in 2022-23, driven mainly by lower income tax collections and economic downturns. However, recent tax forecasts show that actual revenues surpass projections. Surpluses could help fund more Proposition 98 revenue for school districts.

<u>Underfunded Pension Liabilities:</u> The District participates in state employee pension plans, California State Teachers' Retirement System (CalSTRS) and California Public Employees' Retirement System (CalPERS) and both are underfunded. The District's proportionate share of the liability is reported in the Statement of Net Position as of June 30, 2024. The amount of the liability is material to the District's financial position. The CalSTRS projected employer contribution rate for 2024-25 is 19.10 percent. The CalPERS projected employer contribution rate for 2024-25 is 27.05 percent. The projected increased pension costs to school employers remain a significant fiscal factor.

Economic Downturn: Higher borrowing costs and reduced investment have slowed economic activity, particularly affecting sectors like technology and startups, which are crucial to California's economy. The unemployment rate is up but might reverse with future jobs in the technology and aerospace industries.

Federal Reserve Actions: The Federal Reserve's interest rate hikes have increased borrowing costs, reducing investment and economic growth.

<u>Stock Market Performance</u>: The steep decline in the stock market in prior years has negatively impacted income tax collections from high-income Californians and corporations. Overall, market performance in 2024 is trending in a positive direction.

These factors contribute to a challenging fiscal environment, potentially affecting the state's ability to maintain or increase funding for school districts. All these factors were considered in preparing the District's 2024-25 fiscal year budget.

CONTACTING THE DISTRICT'S FINANCIAL MANAGEMENT

This financial report is designed to provide our citizens, taxpayers, students, and investors and creditors with a general overview of the District's finances and to show the District's accountability for the money it receives. If you have questions about this report or need any additional financial information, contact the District's Business Office, Hamilton Unified School District, 620 Canal Street, PO Box 488; Hamilton City, CA 95951.

	Governmental Activities
ASSETS	
Cash and investments	\$ 9,724,415
Accounts receivable	647,075
Inventory	894
Prepaid expenses	7,020
Capital assets, not depreciated	2,283,453
Capital assets, net of accumulated depreciation	8,179,543
Total Assets	20,842,400
DEFERRED OUTFLOWS OF RESOURCES	
Deferred outflows related to pensions	3,072,512
Deferred outflows related to OPEB	1,943,584
Total Deferred Outflows of Resources	5,016.096
LIABILITIES	
Accrued liabilities	1,401,693
Unearned revenue	327,681
Long-term liabilities, current portion	237,021
Long-term liabilities, non-current portion	15,894,593
Total Liabilities	17,860.988
DEFERRED INFLOWS OF RESOURCES	
Deferred inflows related to pensions	715,124
Deferred inflows related to OPEB	776.85
Total Deferred Inflows of Resources	1,491,975
NET POSITION	
Net investment in capital assets	6,040,699
Restricted:	
Capital projects	629.02
Debt service	443,184
Educational programs	2,864,292
Food service	405,455
Associated student body	195,565
Unrestricted	(4,072,685
Total Net Position	\$ 6,505.533

HAMILTON UNIFIED SCHOOL DISTRICT STATEMENT OF ACTIVITIES FOR THE YEAR ENDED JUNE 30, 2024

				Program			Re	t (Expenses) evenues and Changes in et Position
						Operating	<u> </u>	overnmental
				arges for ervices	-	rants and ntributions		Activities
Function/Programs GOVERNMENTAL ACTIVITIES		Expenses		ervices	00	Intributions	-	Activities
Instruction	\$	7,523,179	\$	11,581	\$	2,272,579	S	(5,239,019)
Instruction-related services	Ψ	1,020,110	Ŷ	11,001	Ψ	2121 2101 0	+	(-)
Instructional supervision and administration		509).ā:		-		(509)
Instructional library, media, and technology		293,042		29,005		12,644		(251,393)
School site administration		1,238,774		678		188,565		(1,049,531)
Pupil services		.,,						
Home-to-school transportation		303,468				215		(303,253)
Food services		862,592		2,655		850,166		(9,771)
All other pupil services		422,845				20,685		(402,160)
General administration								
All other general administration		1,049,241		77		42,462		(1,006,702)
Plant services		1,368,096		1,182		1,690		(1,365,224)
Ancillary services		388,635		147,058		217,915		(23,662)
Interest on long-term debt		134,459		-				(134,459)
Other outgo		1,191,744				128,129	-	(1,063,615)
Total Governmental Activities	\$	14,776,584	\$	192,236	\$	3,735,050		(10,849,298)
	Tax Pi Pi Fi Inte	eral revenues kes and subvent roperty taxes, le roperty taxes, le ederal and state prest and investi scellaneous	evied for evied for aid not	debt service restricted for		fic purposes		1,906,866 193,482 9,020,281 248,233 109,508
		otal, General F	Revenue	9			5	11,478,370
		NGE IN NET PC						629,072
	Net	Position - Begi	nning				0	5,876,461

Net Position - Ending

The accompanying notes are an integral part of these financial statements.

6,505,533

\$

HAMILTON UNIFIED SCHOOL DISTRICT GOVERNMENTAL FUNDS BALANCE SHEET JUNE 30, 2024

	Ger	neral Fund	G	Non-Major overnmental Funds	G	Total overnmental Funds
ASSETS						
Cash and investments	\$	7,579,311	\$	2,145,104	\$	9,724,415
Accounts receivable		479,835		167,240		647,075
Due from other funds		11,917		045		11,917
Stores inventory				894		894
Prepaid expenditures		3,830		3,190		7,020
Total Assets	\$	8,074,893	\$	2,316,428	\$	10,391,321
LIABILITIES						
Accrued liabilities	\$	1,303,282	\$	67,661	\$	1,370,943
Due to other funds	*			11,917		11,917
Unearned revenue		318,924		8,757		327,681
Total Liabilities		1,622,206		88,335		1,710,541
FUND BALANCES						
Nonspendable		13,830		4,134		17,964
Restricted		2,592,205		2,168,952		4,761,157
Committed		201		55,007		55,007
Assigned		766,682		2		766,682
Unassigned		3,079,970		ê		3,079,970
Total Fund Balances		6,452,687		2,228,093		8,680,780
Total Liabilities and Fund Balances	\$	8,074,893	\$	2,316,428	\$	10,391,321

HAMILTON UNIFIED SCHOOL DISTRICT RECONCILIATION OF THE GOVERNMENTAL FUNDS BALANCE SHEET TO THE STATEMENT OF NET POSITION JUNE 30, 2024

Total Fund Balance - Governmental Funds	\$ 8,680,780
Amounts reported for assets and liabilities for governmental activities in the statement of net position are different from amounts reported in governmental funds because:	
Capital assets: In governmental tunds, only current assets are reported. In the statement of net position, all assets are reported, including capital assets and accumulated depreciation: Capital assets Accumulated depreciation (9,391,379)	
Unmatured interest on long-term debt: In governmental tunds, interest on long-term debt is not recognized until the period in which it matures and is paid. In the government-wide statement of activities, it is recognized in the period that it is incurred. The additional liability for unmatured interest owing at the end of the period was:	
Long-term liabilities: In governmental funds, only current liabilities are reported. In the statement of net position, all liabilities, including long-term liabilities, are reported. Long-term liabilities relating to governmental activities consist of: Total general obligation bonds \$ 1,967,766 Financed purchases 2,648,244 Early retirement incentive 69,821 Compensated absences 39,827 Total OPEB liability 3,463,556 Net pension liability 7,942,400	
Deferred outflows and inflows of resources relating to pensions: In governmental funds, deferred outflows and inflows of resources relating to pensions are not reported because they are applicable to future periods. In the statement of net position, deferred outflows and inflows of resources relating to pensions are reported. Deferred outflows of resources relating to pensions are reported. Deferred outflows of resources related to pensions S 3,072,512 Deferred inflows of resources related to pensions	I
Deferred outflows and inflows of resources relating to OPEB: In governmental funds, deferred outflows and inflows of resources relating to OPEB are not reported because they are applicable to future periods. In the statement of net position, deferred outflows and inflows of resources relating to OPEB are reported. Deferred outflows of resources related to OPEB S 1,943,584 Deferred inflows of resources related to OPEB (776,851)	1
Total Net Position - Governmental Activities	S 6,505,533

HAMILTON UNIFIED SCHOOL DISTRICT GOVERNMENTAL FUNDS STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCES FOR THE YEAR ENDED JUNE 30, 2024

	Ge	eneral Fund		on-Major vernmental Funds	G	Total overnmental Funds
REVENUES						
LCFF sources	\$	10,592,074	\$	75,000	\$	10,667,074
Federal sources		605,465		579,341		1,184,806
Other state sources		2,167,527		799,743		2,967,270
Other local sources		383,068		600,126		983,194
Total Revenues		13,748,134		2,054,210		15,802,344
EXPENDITURES						
Current						
Instruction		7,381,786		349,798		7,731,584
Instruction-related services						
Instructional supervision and administration		509				509
Instructional library, media, and technology		291,944		(.		291,944
School site administration		1,166,967		111,337		1,278,304
Pupil services		5, 5				
Home-to-school transportation		167,545				167,545
Food services		97,360		760,763		858,123
All other pupil services		432,824		1.53		432,824
General administration						
All other general administration		927,959		11,917		939,876
Plant services		1,104,139		173,767		1,277,906
Facilities acquisition and construction		206,279		101,348		307,627
Ancillary services		13,250		375,385		388.635
Transfers to other agencies		1,191,744		÷		1,191,744
Debt service						
Principal		173,169		2		173,169
Interest and other		64,751		73,800		138,551
Total Expenditures		13,220,226		1,958,115		15,178,341
Excess (Deficiency) of Revenues						
Over Expenditures		527,908		96,095		624,003
Other Financing Sources (Uses)	-					
Transfers in		2		450,000		450,000
Transfers out		(450.000	ý			(450,000
Net Financing Sources (Uses)		(450,000)		450,000		,
NET CHANGE IN FUND BALANCE		77,908		546,095		624,003
		6,374,779		1,681,998		8,056,777
Fund Balance - Beginning	Ŝ	6,452,687	S	2,228,093	S	8,680,780
Fund Balance - Ending		0,402,007	0	2,220,030	U	0,000,100

HAMILTON UNIFIED SCHOOL DISTRICT RECONCILIATION OF THE GOVERNMENTAL FUNDS STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCES TO THE STATEMENT OF ACTIVITIES FOR THE YEAR ENDED JUNE 30, 2024

Net Change in Fund Balances - Governmental Funds	S	624,003
Amounts reported for governmental activities in the statement of activities are different from amounts reported in governmental funds because:		
Capital outlay: In governmental funds, the costs of capital assets are reported as expenditures in the period when the assets are acquired. In the statement of activities, costs of capital assets are allocated over their estimated useful lives as depreciation expense. The difference between capital outlay expenditures and depreciation expense for the period is: Expenditures for capital outlay: Depreciation expense: * 779,605 (741,504)		38,101
Debt service: In governmental funds, repayments of long-term debt are reported as expenditures. In the government-wide statements, repayments of long-term debt are reported as reductions of		173,169
liabilities. Expenditures for repayment of the principal portion of long-term debt were: Compensated absences: In governmental funds, compensated absences are measured by the amounts paid during the period. In the statement of activities, compensated absences are measured by the amount earned. The difference between compensated absences paid and compensated absences earned, was:		(1,262)
Postemployment benefits other than pensions (OPEB):		
In governmental funds, OPEB expenses are recognized when employer OPEB contributions are made. In the statement of activities, OPEB expenses are recognized on the accrual basis. This year, the difference between OPEB expenses and actual employer OPEB contributions was:		(355,793)
Pensions:		
In governmental funds, pension costs are recognized when employer contributions are made. In the government-wide statement of activities, pension costs are recognized on the accrual basis. This year, the difference between accrual-basis pension costs and employer contributions was:		71,647
(continued on next page)		

(continued on next page)

HAMILTON UNIFIED SCHOOL DISTRICT RECONCILIATION OF THE GOVERNMENTAL FUNDS STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCES TO THE STATEMENT OF ACTIVITIES, continued FOR THE YEAR ENDED JUNE 30, 2024

Other liabilities not normally liquidated with current financial resources: In the government-wide statements, expenses must be accrued in connection with any		
liabilities incurred during the period that are not expected to be liquidated with current financial resources. Examples include special termination benefits such as retirement incentives financed over time, and structured legal settlements. This year, expenses	t	
incurred for such obligations were:		75,115
Amortization of debt issuance premium or discount:		
In governmental funds, if debt is issued at a premium or at a discount, the premium or discount is recognized as an Other Financing Source or an Other Financing Use in the period it is incurred. In the government-wide statements, the premium or discount is	9	
amortized over the life of the debt. Amortization of premium or discount for the period is:		4,092
Change in Net Position of Governmental Activities	\$	629,072

NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

A. Financial Reporting Entity

The Hamilton Unified School District (the "District") accounts for its financial transactions in accordance with the policies and procedures of the Department of Education's *California School Accounting Manual*. The accounting policies of the District conform to generally accepted accounting principles as prescribed by the Governmental Accounting Standards Board (GASB) and the American Institute of Certified Public Accountants (AICPA).

The District operates under a locally elected Board form of government and provides educational services to grades K-12 as mandated by the state. A reporting entity is comprised of the primary government, component units, and other organizations that are included to ensure the financial statements are not misleading. The primary government of the District consists of all funds, departments and agencies that are not legally separate from the District. For the District, this includes general operations, food service, and student-related activities.

B. Component Units

Component units are legally separate organizations for which the District is financially accountable. Component units may also include organizations that are fiscally dependent on the District in that the District approves their budget, the issuance of their debt or the levying of their taxes. In addition, component units are other legally separate organizations for which the District is not financially accountable but the nature and significance of the organization's relationship with the District is such that exclusion would cause the District's financial statements to be misleading or incomplete. The District has no such component units.

C. Basis of Presentation

Government-Wide Statements. The statement of net position and the statement of activities display information about the primary government (the District). These statements include the financial activities of the overall government. Eliminations have been made to minimize the double-counting of internal activities. Governmental activities generally are financed through taxes, intergovernmental revenue, and other non-exchange transactions.

The statement of activities presents a comparison between direct expenses and program revenue for each function of the District's governmental activities. Direct expenses are those that are specifically associated with a program or function and, therefore, are clearly identifiable to a particular function. Indirect expense allocations that have been made in the funds have been reserved for the statement of activities. Program revenues include charges paid by the recipients of the goods or services offered by the programs and grants and contributions that are restricted to meeting of operational or capital requirements of a particular program. Revenues that are not classified as program revenues are presented as general revenues. The comparison of program revenues and expenses identifies the extent to which each program or business segment is self-financing or draws from the general revenues of the District.

Fund Financial Statements. The fund financial statements provide information about the District's funds. Separate statements for each fund category are presented. The emphasis of fund financial statements is on major governmental funds, each displayed in a separate column. All remaining governmental funds are aggregated and reported as non-major funds.

Governmental funds are used to account for activities that are governmental in nature. Governmental activities are typically tax-supported and include education of pupils, operation of food service and child development programs, construction and maintenance of school facilities, and repayment of long-term debt.

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C. Basis of Presentation (continued)

Major Governmental Funds

General Fund: The General Fund is the main operating fund of the District. It is used to account for all activities except those that are required to be accounted for in another fund. In keeping with the minimum number of funds principle, all of the District's activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. A District may have only one General Fund.

Non-Major Governmental Funds

Special Revenue Funds: Special revenue funds are used to account for and report the proceeds of specific revenue sources that are restricted or committed to expenditures for specified purposes other than debt service or capital projects. The District maintains the following special revenue funds:

Student Activity Fund: This fund may be used to account for student body activities that do not meet the fiduciary criteria established in GASB Statement No. 84.

Adult Education Fund: This fund is used to account separately for federal, state, and local revenues for adult education programs. Money in this fund shall be expended for adult education purposes only. Moneys received for programs other than adult education shall not be expended for adult education (Education Code Sections 52616[b] and 52501.5[a]).

Child Development Fund: This fund is used to account separately for federal, state, and local revenues to operate child development programs. All moneys received by the District for, or from the operation of, child development services covered under the Child Care and Development Services Act (*Education Code Section* 8200 *et seq.*) shall be deposited into this fund. The moneys may be used only for expenditures for the operation of child development programs. The costs incurred in the maintenance and operation of child development services shall be paid from this fund, with accounting to reflect specific funding sources (*Education Code Section* 8328).

Cafeteria Fund: This fund is used to account separately for federal, state, and local resources to operate the food service program (*Education Code Sections* 38090–38093). The Cafeteria Fund shall be used only for those expenditures authorized by the governing board as necessary for the operation of the District's food service program (*Education Code Sections* 38091 and 38100).

Deferred Maintenance Fund: This fund is used to account separately for state apportionments and the District's contributions for deferred maintenance purposes (Education Code Sections 17582–17587). In addition, whenever the state funds provided pursuant to Education Code Sections 17584 and 17585 (apportionments from the State Allocation Board) are insufficient to fully match the local funds deposited in this fund, the governing board of a school district may transfer the excess local funds deposited in this fund to any other expenditure classifications in other funds of the District (Education Code Sections 17582 and 17583).

C. Basis of Presentation (continued)

Non-Major Governmental Funds (continued)

Capital Project Funds: Capital project funds are established to account for financial resources to be used for the acquisition or construction of major capital facilities (other than those financed by proprietary funds and trust funds).

Building Fund: This fund exists primarily to account separately for proceeds from the sale of bonds (*Education Code Section* 15146) and may not be used for any purposes other than those for which the bonds were issued. Other authorized revenues to the Building Fund are proceeds from the sale or lease-with-option-to-purchase of real property (*Education Code Section* 17462) and revenue from rentals and leases of real property specifically authorized for deposit into the fund by the governing board (*Education Code Section* 41003).

Capital Facilities Fund: This fund is used primarily to account separately for moneys received from fees levied on developers or other agencies as a condition of approving a development (*Education Code Sections* 17620–17626). The authority for these levies may be county/city ordinances (*Government Code Sections* 65970–65981) or private agreements between the District and the developer. Interest earned in the Capital Facilities Fund is restricted to that fund (*Government Code Section* 66006).

Special Reserve Fund for Capital Outlay Projects: This fund exists primarily to provide for the accumulation of General Fund moneys for capital outlay purposes (*Education Code Section* 42840).

Debt Service Funds: Debt service funds are established to account for the accumulation of resources for and the payment of principal and interest on general long-term debt.

Bond Interest and Redemption Fund: This fund is used for the repayment of bonds issued for the District (*Education Code Sections* 15125–15262). The board of supervisors of the county issues the bonds. The proceeds from the sale of the bonds are deposited in the county treasury to the Building Fund of the District. Any premiums or accrued interest received from the sale of the bonds must be deposited in the Bond Interest and Redemption Fund of the District. The county auditor maintains control over the District's Bond Interest and Redemption Fund. The principal and interest on the bonds must be paid by the county treasurer from taxes levied by the county auditor-controller.

D. Basis of Accounting – Measurement Focus

Government-Wide Financial Statements

The government-wide financial statements are reported using the economic resources measurement focus. The government-wide financial statements are reported using the accrual basis of accounting. Revenues are recorded when earned and expenses are recorded at the time liabilities are incurred, regardless of when the related cash flows take place.

Net Position equals assets and deferred outflows of resources minus liabilities and deferred inflows of resources. Net investment in capital assets consists of capital assets, net of accumulated depreciation, reduced by the outstanding balances of any borrowings used for the acquisition, construction or improvement of those assets. The net position should be reported as restricted when constraints placed on its use are either externally imposed by creditors (such as through debt covenants), grantors, contributors, or laws or regulations of other governments or imposed by law through constitutional provisions or enabling legislation. The net position restricted for other activities results from special revenue funds and the restrictions on their use.

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D. Basis of Accounting - Measurement Focus (continued)

Governmental Funds

Basis of accounting refers to when revenues and expenditures are recognized in the accounts and reported in the financial statements. Governmental funds use the modified accrual basis of accounting.

Revenues – Exchange and Non-Exchange Transactions

Revenue resulting from exchange transactions, in which each party gives and receives essentially equal value, is recorded under the accrual basis when the exchange takes place. On a modified accrual basis, revenue is recorded in the fiscal year in which the resources are measurable and become available. "Available" means the resources will be collected within the current fiscal year or are expected to be collected soon enough thereafter to be used to pay liabilities of the current fiscal year. Generally, "available" means collectible within the current period or within 60 days after year-end. However, to achieve comparability of reporting among California school districts and so as not to distort normal revenue patterns, with specific respect to reimbursements grants and corrections to State-aid apportionments, the California Department of Education has defined available for school districts as collectible within one year.

Non-exchange transactions, in which the District receives value without directly giving equal value in return, include property taxes, grants, and entitlements. Under the accrual basis, revenue from property taxes is recognized in the fiscal year for which the taxes are levied. Revenue from the grants and entitlements is recognized in the fiscal year in which all eligibility requirements have been satisfied.

Eligibility requirements include timing requirements, which specify the year when the resources are to be used or the fiscal year when use is first permitted; matching requirements, in which the District must provide local resources to be used for a specific purpose; and expenditure requirements, in which the resources are provided to the District on a reimbursement basis. Under the modified accrual basis, revenue from non-exchange transactions must also be available before it can be recognized.

Unearned Revenue

Unearned revenue arises when potential revenue does not meet both the "measurable" and "available" criteria for recognition in the current period or when resources are received by the District prior to the incurrence of qualifying expenditures. In subsequent periods, when both revenue recognition criteria are met, or when the District has a legal claim to the resources, the liability for unearned revenue is removed from the balance sheet and revenue is recognized.

Certain grants received that have not met eligibility requirements are recorded as unearned revenue. On the governmental fund financial statements, receivables that will not be collected within the available period are also recorded as unearned revenue.

Expenses/Expenditures

On the accrual basis of accounting, expenses are recognized at the time a liability is incurred. On the modified accrual basis of accounting, expenditures are generally recognized in the accounting period in which the related fund liability is incurred, as under the accrual basis of accounting. However, under the modified accrual basis of accounting, debt service expenditures, as well as expenditures related to compensated absences and claims and judgments, are recorded only when payment is due. Allocations of cost, such as depreciation and amortization, are not recognized in the governmental funds. When both restricted and unrestricted resources are available for use, it is the District's policy to use restricted resources first, then unrestricted resources as they are needed.

E. Assets, Deferred Outflows of Resources, Liabilities, Deferred Inflows of Resources, Fund Balance and Net Position

Cash and Cash Equivalents

The District's cash and cash equivalents consist of cash on hand, demand deposits and short-term investments with original maturities of three months or less from the date of acquisition.

Investments

Investments with original maturities greater than one year are stated at fair value. Fair value is estimated based on quoted market prices at year-end. All investments not required to be reported at fair value are stated at cost or amortized cost. Fair values of investments in county and State investment pools are determined by the program sponsor.

Inventories

Inventories are valued at historical cost using the first-in/first-out (FIFO) method. The costs of governmental fundtype inventories are recorded as expenditures when consumed rather than when purchased.

Capital Assets

The accounting and reporting treatment applied to the capital assets associated with a fund is determined by its measurement focus. Capital assets are reported in the governmental activities column of the government-wide statement of net position, but are not reported in the fund financial statements.

Capital assets are capitalized at cost (or estimated historical cost) and updated for additions and retirements during the year. Donated fixed assets are recorded at their fair acquisition value as of the date received. The District maintains a capitalization threshold of \$5,000. The District does not own any infrastructure as defined in GASB Statement No. 34. Improvements are capitalized; the costs of normal maintenance and repairs that do not add to the value of the asset or materially extend an asset's life are not capitalized. All reported capital assets, except for land and construction in progress, are depreciated. Improvements are depreciated over the remaining useful lives of the related capital assets.

Depreciation is computed using the straight-line method over the following estimated useful lives:

Asset Class	Estimated Useful Life
Buildings and Improvements	25 – 50 years
Furniture and Equipment	15 – 20 years
Vehicles	8 years

Interfund Balances

On fund financial statements, receivables and payables resulting from short-term interfund loans are classified as "Due from other funds/Due to other funds." These amounts are eliminated in the governmental activities columns of the statement of net position.

Compensated Absences

Accumulated unpaid employee vacation benefits are accrued as a liability as the benefits are earned. The entire compensated absence liability is reported on the government-wide financial statements. For governmental funds, the current portion of unpaid compensated absences is recognized upon the occurrence of relevant events such as employee resignations and retirements that occur prior to year-end that have not yet been paid with expendable available financial resource. These amounts are recorded in the fund from which the employees who have accumulated leave are paid.

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E. Assets, Deferred Outflows of Resources, Liabilities, Deferred Inflows of Resources, Fund Balance and Net Position (continued)

Compensated Absences (continued)

Accumulated sick leave benefits are not recognized as liabilities of the District. The District's policy is to record sick leave as an operating expense in the period taken because such benefits do not vest, nor is payment probable; however, unused sick leave is added to the creditable service period for calculation of retirement benefits when the employee retires.

Accrued Liabilities and Long-Term Obligations

All payables, accrued liabilities, and long-term obligations are reported in the government-wide financial statements. In general, governmental fund payables and accrued liabilities that, once incurred, are paid in a timely manner and in full from current financial resources are reported as obligations of the funds.

Postemployment Benefits Other Than Pensions (OPEB)

For purposes of measuring the total OPEB liability, deferred outflows of resources related to OPEB and deferred inflows of resources related to OPEB, and OPEB expense have been determined by an independent actuary. For this purpose, benefit payments are recognized when currently due and payable in accordance with the benefit terms.

Generally accepted accounting principles require the reported results must pertain to liability and asset information within certain defined timeframes. For this report, the following timeframes are used:

Valuation Date	June 30, 2023
Measurement Date	June 30, 2023
Measurement Period	July 1, 2022 to June 30, 2023

Gains and losses related to changes in total OPEB liability are recognized in OPEB expense systematically over time. The first amortized amounts are recognized in OPEB expense for the year the gain or loss occurs. The remaining amounts are categorized as deferred outflows and deferred inflows of resources related to OPEB and are to be recognized in future OPEB expense. The amortization period differs depending on the source of gain or loss. The difference between projected and actual earnings is amortized on a straight-line basis over five years. All other amounts are amortized on a straight-line basis over the average expected remaining service lives of all members that are provided with benefits (active, inactive, and retired) at the beginning of the measurement period.

Premiums and Discounts

In the government-wide financial statements, long-term obligations are reported as liabilities in the statement of net position. Bond premiums and discounts are deferred and amortized over the life of the bonds using the straight-line method.

Deferred Outflows/Deferred Inflows of Resources

In addition to assets, the District will sometimes report a separate section for deferred outflows of resources. This separate financial statement element, deferred outflows of resources, represents a consumption of net position that applies to a future period and so will not be recognized as an outflow of resources (expense/expenditure) until then.

In addition to liabilities, the District will sometimes report a separate section for deferred inflows of resources. This separate financial statement element, deferred inflows of resources, represents an acquisition of net position that applies to a future period and so will not be recognized as an inflow of resources (revenue) until that time.

E. Assets, Deferred Outflows of Resources, Liabilities, Deferred Inflows of Resources, Fund Balance and Net Position (continued)

Pensions

For purposes of measuring the net pension liability, deferred outflows of resources and deferred inflows of resources related to pensions, and pension expense, information about the fiduciary net position of the defined benefit pension plans (the Plans) of the California State Teachers' Retirement System (CalSTRS) and the California Public Employees' Retirement System (CalPERS) and additions to/deductions from the Plans' fiduciary net position have been determined on the same basis as they are reported by the Plans. For this purpose, benefit payments (including refunds of employee contributions) are recognized when due and payable in accordance with the benefit terms. Investments are reported at fair value.

Fund Balance

Fund balance is divided into five classifications based primarily on the extent to which the District is bound to observe constraints imposed upon the use of the resources in the governmental funds. The classifications are as follows:

Nonspendable - The nonspendable fund balance classification reflects amounts that are not in spendable form. Examples include inventory, lease receivables (net of related deferred inflows), prepaid items, the long-term portion of loans receivable, and nonfinancial assets held for resale. This classification also reflects amounts that are in spendable form but that are legally or contractually required to remain intact, such as the principal of a permanent endowment.

Restricted - The restricted fund balance classification reflects amounts subject to externally imposed and legally enforceable constraints. Such constraints may be imposed by creditors, grantors, contributors, or laws or regulations of other governments, or may be imposed by law through constitutional provisions or enabling legislation.

Committed - The committed fund balance classification reflects amounts subject to internal constraints selfimposed by formal action of the Governing Board. The constraints giving rise to committed fund balance must be imposed no later than the end of the reporting period. The actual amounts may be determined subsequent to that date but prior to the issuance of the financial statements. In contrast to restricted fund balance, committed fund balance may be redirected by the government to other purposes as long as the original constraints are removed or modified in the same manner in which they were imposed, that is, by the same formal action of the Governing Board.

Assigned - The assigned fund balance classification reflects amounts that the government *intends* to be used for specific purposes. Assignments may be established either by the Governing Board or by a designee of the governing body, and are subject to neither the restricted nor committed levels of constraint. In contrast to the constraints giving rise to committed fund balance, constraints giving rise to assigned fund balance are not required to be imposed, modified, or removed by formal action of the Governing Board. The action does not require the same level of formality and may be delegated to another body or official. Additionally, the assignment need not be made before the end of the reporting period, but rather may be made any time prior to the issuance of the financial statements.

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E. Assets, Deferred Outflows of Resources, Liabilities, Deferred Inflows of Resources, Fund Balance and Net Position (continued)

Fund Balance (continued)

Unassigned - In the General Fund only, the unassigned fund balance classification reflects the residual balance that has not been assigned to other funds and that is not restricted, committed, or assigned to specific purposes. However, deficits in any fund, including the General Fund that cannot be eliminated by reducing or eliminating amounts assigned to other purposes are reported as negative unassigned fund balance.

The District applies restricted resources first when expenditures are incurred for purposes for which either restricted or unrestricted (committed, assigned and unassigned) amounts are available. Similarly, within unrestricted fund balance, committed amounts are reduced first followed by assigned, and then unassigned amounts when expenditures are incurred for purposes for which amounts in any of the unrestricted fund balance classifications could be used.

F. Interfund Activity

Exchange transactions between funds are reported as revenues in the seller funds and as expenditures/expenses in the purchaser funds. Flows of cash or goods from one fund to another without a requirement for repayment are reported as interfund transfers. Interfund transfers are reported as other financing sources/uses in governmental funds. Repayments from funds responsible for particular expenditures/expenses to the funds that initially paid for them are not presented in the financial statements. Interfund transfers are eliminated in the governmental activities columns of the statement of activities.

G. Estimates

The preparation of the financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the amounts reported in the financial statements and accompanying notes. Actual results may differ from those estimates.

H. Budgetary Data

The budgetary process is prescribed by provisions of the California Education Code and requires the governing board to hold a public hearing and adopt an operating budget no later than July 1 of each year. The District governing board satisfied these requirements. The adopted budget is subject to amendment throughout the year to give consideration to unanticipated revenue and expenditures primarily resulting from events unknown at the time of budget adoption with the legal restriction that expenditures cannot exceed appropriations by major object account.

The amounts reported as the original budgeted amounts in the budgetary statements reflect the amounts when the original appropriations were adopted. The amounts reported as the final budgeted amounts in the budgetary statements reflect the amounts after all budget amendments have been accounted for. For purposes of the budget, on-behalf payments have not been included as revenue and expenditures as required under generally accepted accounting principles.

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I. Property Tax

Secured property taxes attach as an enforceable lien on property as of January 1. Taxes are payable in two installments on November 1 and February 1 and become delinquent on December 10 and April 10, respectively. Unsecured property taxes are payable in one installment on or before August 31. The County Auditor-Controller bills and collects the taxes on behalf of the District. Local property tax revenues are recorded when received.

J. New Accounting Pronouncements

GASB Statement No. 99 – In April 2022, GASB issued Statement No. 99, *Omnibus 2022*. The objectives of this statement are to enhance comparability in accounting and financial reporting and to improve the consistency of authoritative literature by addressing (1) practice issues that have been identified during implementation and application of certain GASB Statements and (2) accounting and financial reporting for financial guarantees. The statement addresses various practice issues, including: (a) clarification of provisions in Statement No. 87, *Leases*, as amended, related to the determination of the lease term, classification of a lease as a short-term lease, recognition and measurement of a lease liability and a lease asset, and identification of lease incentives, (b) disclosures related to nonmonetary transactions; clarification of provisions in Statement No. 34, *Basic Financial Statements—and Management's Discussion and Analysis—for State and Local Governments*, as amended, related to the government-wide financial statements, (c) terminology updates related to certain provisions of Statement No. 63, *Financial Reporting of Deferred Outflows of Resources, Deferred Inflows of Resources, and Net Position*, and (d) terminology used in Statement 53 to refer to resource flows statements. A portion of this statement was effective upon issuance, while the remaining portions of this statement were effective for periods beginning after June 15, 2022 and for periods beginning after June 15, 2023. The District has fully implemented this Statement as of June 30, 2024.

GASB Statement No. 100 – In June 2022, GASB issued Statement No. 100, Accounting Changes and Error Corrections – an amendment of GASB Statement No. 62. The primary objective of this statement is to enhance accounting and financial reporting requirements for accounting changes and error corrections to provide more understandable, reliable, relevant, consistent, and comparable information for making decisions or assessing accountability. This statement is effective for periods beginning after June 15, 2023. The District has fully implemented this Statement as of June 30, 2024.

GASB Statement No. 101 – In June 2022, GASB issued Statement No. 101, *Compensated Absences*. The objective of this statement is to better meet the information needs of financial statement users by updating the recognition and measurement guidance for compensated absences. That objective is achieved by aligning the recognition and measurement guidance under a unified model and by amending certain previously required disclosures. This statement is effective for periods beginning after December 15, 2023. The District has not yet determined the impact on the financial statements.

GASB Statement No. 102 – In December 2023, GASB issued Statement No. 102, *Certain Risk Disclosures.* This Statement requires a government to assess whether a concentration or constraint makes the primary government reporting unit or other reporting units that report a liability for revenue debt vulnerable to the risk of a substantial impact. Additionally, this Statement requires a government to assess whether an event or events associated with a concentration or constraint that could cause the substantial impact have occurred, have begun to occur, or are more likely than not to begin to occur within 12 months of the date the financial statements are issued. This statement is effective for periods beginning after June 15, 2024. The District has not yet determined the impact on the financial statements.

J. New Accounting Pronouncements (continued)

GASB Statement No. 103 – In April 2024, GASB issued Statement No. 103, *Financial Reporting Model Improvements*. The objective of this Statement is to improve key components of the financial reporting model to enhance its effectiveness in providing information that is essential for decision making and assessing a government's accountability. This Statement also addresses certain application issues. The statement is effective for periods beginning after June 15, 2025. The District has not yet determined the impact on the financial statements.

NOTE 2 - CASH AND INVESTMENTS

A. Summary of Cash and Investments

	Governmental			
	Activities			
Investment in county treasury	\$	9,479,290		
Cash on hand and in banks		235,075		
Cash in revolving fund		10,050		
Total	\$	9,724,415		

B. Policies and Practices

The District is authorized under California Government Code to make direct investments in local agency bonds, notes, or warrants within the state; U.S. Treasury instruments; registered state warrants or treasury notes; securities of the U.S. Government, or its agencies; bankers acceptances; commercial paper; certificates of deposit placed with commercial banks and/or savings and loan companies; repurchase or reverse repurchase agreements; medium term corporate notes; shares of beneficial interest issued by diversified management companies, certificates of participation, obligations with first priority security; collateralized mortgage obligations; and the County Investment Pool.

Investment in County Treasury – The District maintains substantially all of its cash in the County Treasury in accordance with *Education Code Section* 41001. The Glenn County Treasurer's pooled investments are managed by the County Treasurer who reports on a monthly basis to the board of supervisors. In addition, the function of the County Treasury Oversight Committee is to review and monitor the County's investment policy. The committee membership includes the Treasurer and Tax Collector, the Auditor-Controller, Chief Administrative Officer, Superintendent of Schools Representative, and a public member. The fair value of the District's investment in the pool is based upon the District's pro-rata share of the fair value provided by the County Treasurer for the entire portfolio (in relation to the amortized cost of that portfolio). The balance available for withdrawal is based on the accounting records maintained by the County Treasurer, which is recorded on the amortized cost basis.

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NOTE 2 - CASH AND INVESTMENTS (continued)

C. General Authorizations

Except for investments by trustees of debt proceeds, the authority to invest District funds deposited with the county treasury is delegated to the County Treasurer and Tax Collector. Additional information about the investment policy of the County Treasurer and Tax Collector may be obtained from its website. The table below identifies the investment types permitted by California Government Code.

	Maximum Remaining	Maximum Percentage of	Maximum Investment in
Authorized Investment Type	Maturity	Portfolio	One Issuer
Local Agency Bonds, Notes, Warrants	5 years	None	None
Registered State Bonds, Notes, Warrants	5 years	None	None
U. S. Treasury Obligations	5 years	None	None
U. S. Agency Securities	5 years	None	None
Banker's Acceptance	180 days	40%	30%
Commercial Paper	270 days	25%	10%
Negotiable Certificates of Deposit	5 years	30%	None
Repurchase Agreements	1 year	None	None
Reverse Repurchase Agreements	92 days	20% of base	None
Medium-Term Corporate Notes	5 years	30%	None
Mutual Funds	N/A	20%	10%
Money Market Mutual Funds	N/A	20%	10%
Mortgage Pass-Through Securities	5 years	20%	None
County Pooled Investment Funds	N/A	None	None
Local Agency Investment Fund (LAIF)	N/A	None	None
Joint Powers Authority Pools	N/A	None	None

D. Interest Rate Risk

Interest rate risk is the risk that changes in market interest rates will adversely affect the fair value of an investment. Generally, the longer the maturity of an investment, the greater the sensitivity of its fair value to changes in market interest rates. The District manages its exposure to interest rate risk by investing in the County Treasury. The District maintains a pooled investment with the County Treasury with a fair value of approximately \$9,342,620 and an amortized book value of \$9,479,290. The average weighted maturity for this pool was not available.

E. Credit Risk

Credit risk is the risk that an issuer of an investment will not fulfill its obligation to the holder of the investment. This is measured by the assignment of a rating by a nationally recognized statistical rating organization. The investments in the County Treasury are not required to be rated. As of June 30, 2024, the pooled investments in the County Treasury were rated not rated.

NOTE 2 - CASH AND INVESTMENTS (continued)

F. Custodial Credit Risk - Deposits

This is the risk that in the event of a bank failure, the District's deposits may not be returned to it. The District does not have a policy for custodial credit risk for deposits. However, the California Government Code requires that a financial institution secure deposits made by state or local governmental units by pledging securities in an undivided collateral pool held by a depository regulated under state law. The market value of the pledged securities in the collateral pool must equal at least 110 percent of the total amount deposited by the public agencies. California law also allows financial institutions to secure public deposits by pledging first trust deed mortgage notes having a value of 150 percent of the secured public deposits and letters of credit issued by the Federal Home Loan Bank of San Francisco having a value of 105 percent of the secured deposits. As of June 30, 2024, the District's bank balance was not exposed to custodial credit risk.

G. Fair Value

The District categorizes the fair value measurements of its investments based on the hierarchy established by generally accepted accounting principles. The fair value hierarchy is based on the valuation inputs used to measure an asset's fair value. The following provides a summary of the hierarchy used to measure fair value:

Level 1 - Quoted prices (unadjusted) in active markets for identical assets.

Level 2 - Observable inputs other than Level 1 prices such as quoted prices for similar assets in active markets, quoted prices for identical or similar assets in markets that are not active, or other inputs that are observable, either directly or indirectly.

Level 3 - Unobservable inputs should be developed using the best information available under the circumstances, which might include the District's own data. The District should adjust that data if reasonable available information indicates that other market participants would use different data or certain circumstances specific to the District are not available to other market participants.

Uncategorized - Investments in the Glenn County Treasury Investment Pool are not measured using the input levels above because the District's transactions are based on a stable net asset value per share. All contributions and redemptions are transacted at \$1.00 net asset value per share.

The District's fair value measurements at June 30, 2024 were as follows:

Uncategorized				
\$	9,342,620			
S	9,342,620			
	\$ S			

NOTE 3 – ACCOUNTS RECEIVABLE

Accounts receivable at June 30, 2024 consisted of the following:

	Gen	eral Fund	Non-Major overnmental Funds	Governmental Activities		
Federal Government						
Categorical aid	\$	18,410	\$ 91,204	\$	109,614	
State Government						
Apportionment		205,969	1.00		205,969	
Categorical aid		1.00	62,538		62,538	
Lottery		104,269	19 A		104,269	
Local Government						
Other local sources		151,187	13,498		164,685	
Total	\$	479,835	\$ 167,240	\$	647,075	

NOTE 4 – CAPITAL ASSETS

Capital asset activity for the year ended June 30, 2024 was as follows:

		Balance Iy 01, 2023	Additions	Dele	etions Ju	Balance June 30, 2024	
Governmental Activities							
Capital assets not being depreciated							
Land	\$	1,486,608 \$		- \$	\$	1,486,608	
Construction in progress	5	708,364	88,48	1	•	796,845	
Total capital assets not being depreciated		2,194,972	88,48	1	· · · · ·	2,283,453	
Capital assets being depreciated							
Land improvements		726,796		£	125	726,796	
Buildings & improvements		10,727,311	68,03	9	342	10,795,350	
Furniture & equipment		5,425,691	623,08	5	15:	6,048,776	
Total capital assets being depreciated		16,879,798	691,12	4		17,570,922	
Less: Accumulated depreciation							
Land improvements		561,471	26,98	5		588,456	
Buildings & improvements		6,106,503	297,90	6	=)	6,404,409	
Furniture & equipment		1,981,901	416,61	3		2,398,514	
Total accumulated depreciation		B.649.875	741,50		+:	9,391,379	
Total capital assets being depreciated, net		8.229.923	(50,38			8,179,543	
Governmental Activities			(10.012.0				
Capital Assets, net	\$	10,424,895	\$ 38,10)1 \$	- \$	10,462,996	

Depreciation expense is allocated to governmental functions as follows:

Governmental Activities	
Instruction	\$ 457,866
Home-to-school transportation	135,372
Food services	53,189
All other pupil services	15,646
All other general administration	22,902
Plant services	 56,529
Total	\$ 741,504

NOTE 5 – INTERFUND TRANSACTIONS

A. Interfund Receivables/Payables (Due From/Due To)

Individual interfund receivable and payable balances at June 30, 2024 consisted of the Non-Major Adult Education Fund owing the General Fund \$11,917 for indirect costs.

B. Operating Transfers

The interfund transfers for the year ended June 30, 2024 consisted of the following:

		Interfund Transfers In				
		on-Major ernmental				
Interfund Transfers Out		Funds	Total			
General Fund	\$	450,000	\$	450,000		
Total	S	450,000	\$	450,000		
The General Fund transferred to the Non-Major Building Fund for expenditures.	r reimbursemer	nt of	\$	50,000		
The General Fund transferred to the Non-Major Special Reserve	Fund for Capita	al Outlay				
Projects for future construction projects.		,		400,000		
Total			\$	450,000		

NOTE 6 – ACCRUED LIABILITIES

Accrued liabilities at June 30, 2024 consisted of the following:

	Non-Major Governmental					Governmental			
	Ger	General Fund Funds			District-Wide			Activities	
Payroll	\$	266,488	S	15,243	\$	2	\$	281,731	
Construction				36,800		÷		36,800	
Vendors payable		1,033,351		15,618				1,048,969	
Unmatured interest				175		30,750		30,750	
Due to grantor government		3,443						3,443	
Total	\$	1,303,282	\$	67,661	S	30,750	\$	1,401,693	

NOTE 7 – UNEARNED REVENUE

Unearned revenue at June 30, 2024 consisted of the following:

			Non-Major		
			Governmental		
	Gei	neral Fund	Funds		Activities
Federal sources	\$	10,995	\$	\$	10,995
State categorical sources		307,929	8,757		316,686
Total	\$	318,924	\$ 8,757	\$	327,681

NOTE 8 - LONG-TERM LIABILITIES

A schedule of changes in long-term liabilities for the year ended June 30, 2024 consisted of the following:

	Balance July 01, 2023 Additions Deduction		Deductions		Balance June 30, 2024				Balance Due In One Year
Governmental Activities									
General obligation bonds	5	1,845,000	S		s -	S	1,845,000	S	350
Unamortized premium		126,858			4,092	_	122,766		4,092
Total general obligation bonds		1,971,858		553	4,092		1,967 766		4,092
Financed purchases	-	2,321,413		543	173,169		2,648,244		177,143
Early retirement incentive		144,936		1.0	75,115		69,821		55,786
Compensated absences		38,565		1,262	*		39,827		587
Total OPEB liability		2,172,592		1,290,964	8		3,463,556		- F
Net pension liability		7,095,733		846,667			7,942,400		
Total	\$	14,245,097	S	2,138,893	\$ 252,376	S	16,131,614	S	237,021

- Payments for general obligation bonds are made in the Bond Interest and Redemption Fund.
- Payments for financed purchases are made in the General Fund.
- Payments for early retirement incentive are made in the General Fund.
- Payments for compensated absences are typically liquidated in the General Fund and the Non-Major Governmental Funds.

A. Bonded Debt

						Bonds							Bonds
	Issue	Maturity	Interest	Original		itstanding Iv 01: 2023		Additions		Deductions			utstanding ine 30, 2024
Series	Date	Date	Rate	Issue	Ju	-france in some some		Additions	-	Deductions	-		
2018 Election, 201	June 5, 2019	August 1, 2053	4.00%	\$ 2,200,000	S	1,845,000	S		3		-	S	1,345,000
					S	1,845,000	Ş		Ş			\$	1,845,000

NOTE 8 - LONG-TERM LIABILITIES (continued)

A. Bonded Debt (continued)

Election 2018

In an election held November 6, 2018, the voters authorized the District to issue and sell \$7,000,000 of principal amount of general obligation bonds. These bonds were issued to finance the acquisition, construction, furnishing and equipping of District facilities.

There has been one issuance under this election, Series 2019A, which was issued on June 5, 2019 with a stated interest rate of 4.00%. The original issuance consisted of \$645,000 in current interest serial bonds and \$1,555,000 in current interest term bonds. Interest on the bonds is payable on February 1 and August 1 of each year, commencing February 1, 2020. Principal is payable annually on August 1, commencing August 1, 2020 through the final maturity date of August 1, 2053. The principal balance outstanding on June 30, 2024 amounted to \$1,845,000.

B. Debt Service Requirements to Maturity - Bonds

The bonds mature through 2054 as follows:

Year Ended June 30,	Pi	rincipal	Interest			Total
2025	\$	240	\$	73,800	S	73,800
2026		380		73,800		73,800
2027		277		73,800		73,800
2028				73,800		73,800
2029		2		73,800		73,800
2030 - 2034		65,000		364,500		429,500
2035 - 2039		175,000		340,500		515,500
2040 - 2044		320,000		292,000		612,000
2045 - 2049		510,000		209,400		719,400
2050 - 2054		775,000		32,300		857,300
Total	S	1,845,000	ŝ	1,657,700	S	3,502,700

C. Financed Purchases

The District entered into financed purchases with payments due through 2037. Future minimum payments are as follows:

Year Ended June 30,	f	Payment
2025	\$	237,920
2026		237,920
2027		237,920
2028		237,920
2029		237,920
2030 - 2034		1,189,600
2035 - 2037		713,760
Total minimum payments		3,092,960
Less amount representing interest		(444,716)
Present value of minimum payments	\$	2,648,244

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NOTE 8 - LONG-TERM LIABILITIES (continued)

D. Early Retirement Incentives

The District entered into a supplementary retirement plan with the California State Teachers' Retirement System (CaISTRS) whereby 10 employees (2 in the 2010-11 fiscal year, 2 in the 2011-12 fiscal year, 4 in the 2014-15 fiscal year, and 2 in the 2018-19 fiscal year) of the District elected to take early retirement in exchange for supplementary retirement benefits.

The District entered into a supplementary retirement plan with the California Public Employees' Retirement System (CalPERS) whereby 7 employees (1 in the 2014-15 fiscal year and 6 in the 2018-19 fiscal year) of the District elected to take early retirement in exchange for supplementary retirement benefits.

Future payments for the early retirement plans are as follows:

P	ayment
\$	55,786
	19,042
	17,800
	92,628
	(22,807)
\$	69,821
	\$ \$

E. Compensated Absences

Total unpaid employee compensated absences as of June 30, 2024 amounted to \$39,827. This amount is included as part of long-term liabilities in the government-wide financial statements.

F. Other Postemployment Benefits

The District's beginning total OPEB liability was \$2,172,592 and increased by \$1,290,964 during the year ended June 30, 2024. The ending total OPEB liability at June 30, 2024 was \$3,463,556. See Note 10 for additional information regarding the total OPEB liability.

G. Net Pension Liability

The District's beginning net pension liability was \$7,095,733 and increased by \$846,667 during the year ended June 30, 2024. The ending net pension liability at June 30, 2024 was \$7,942,400. See Note 11 for additional information regarding the net pension liability.

NOTE 9 – FUND BALANCES

Fund balances were composed of the following elements at June 30, 2024:

	General Fund		Non-Major Governmental Funds	G	Total overnmental Funds
Non-spendable	Gen	erarrunu	T unus		T unus
Revolving cash	\$	10,000	\$ 50	\$	10,050
Stores inventory	U	10,000	894	-	894
5		3,830	3,190		7,020
Prepaid expenditures		13,830			17,964
Total non-spendable		13,030	4,134		17,504
Restricted		2 502 205	272,087	,	2,864,292
Educational programs		2,592,205			
Food service		171	405,453		405,453
Associated student body		-	195,565		195,565
Capital projects		-	821,913		821,913
Debt service			473,934		473,934
Total restricted		2,592,205	2,168,952	<u> </u>	4,761,157
Committed					
Deferred maintenance			55,007	7	55,007
Total committed		-	55,007	7	55,007
Assigned					
Postemployment benefits		232,248		2	232,248
Other assignments		534,434			534,434
Total assigned	31	766,682		-	766,682
Unassigned	3	3,079,970			3,079,970
Total	S	6,452,687	\$ 2,228,093	3 \$	8,680,780

The District is committed to maintaining a prudent level of financial resources to protect against the need to reduce service levels because of temporary revenue shortfalls or unpredicted expenditures. The District's Minimum Fund Balance Policy requires a Reserve for Economic Uncertainties, consisting of unassigned amounts, equal to no less than 4 percent of General Fund expenditures and other financing uses.

NOTE 10 - POSTEMPLOYMENT BENEFITS OTHER THAN PENSIONS (OPEB)

A. Plan Description

The Hamilton Unified School District administers a single employer defined benefit OPEB plan that provides medical, dental and vision insurance benefits to eligible retirees. No assets are accumulated in a trust that meets the criteria in paragraph 4 of GASB Statement 75.

B. Benefits Provided

The District provides medical, dental, and vision benefits to eligible retirees up to an annual cap of \$12,370 for Certificated participants and \$14,870 for all other participants as of July 1, 2023.

Certificated, Classified, and Classified Management employees attaining age 55 are eligible for benefits upon completing 15 years of service with the District.

Classified Confidential employees attaining age 50 are eligible for benefits upon completing 10 years of service with the District.

Superintendents attaining age 55 are eligible for benefits upon completing 5 years of service with the District.

District-paid benefits for all groups end at age 65.

C. Contributions

For the measurement period ended June 30, 2023, the District contributed \$57,902 to the Plan, all of which was used for current premiums.

D. Plan Membership

Membership of the Plan consisted of the following:

	Number of participants
Inactive employees receiving benefits	3
Inactive employees entitled to but not receiving benefits*	8
Participating active employees	65
Total number of participants**	68
Total number of participants**	

*Information not provided **As of the June 30, 2023 valuation date

E. Total OPEB Liability

The Hamilton Unified School District's total OPEB liability of \$3,463,556 was measured as of June 30, 2023 and was determined by an actuarial valuation as of that date.

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NOTE 10 - POSTEMPLOYMENT BENEFITS OTHER THAN PENSIONS (OPEB) (continued)

F. Actuarial Assumptions and Other Inputs

The total OPEB liability as of June 30, 2024, was determined by an actuarial valuation as of June 30, 2023 using the following actuarial assumptions and other inputs, applied to all periods included in the measurement and rolled forward to the measurement date of June 30, 2023.

Assumptions:	
Salary increases	3.00%
Inflation rate	2.50%
Discount rate	3.86%
Healthcare cost trend rate	5.20% for 2023 through 2034; 5.00% for 2035 through 2049; 4.50%
	for 2050 through 2064; and 4.00% for 2065 and later years.

Mortality rates, for Certificated employees, were based on the most recent experience study for CaISTRS members. Mortality rates, for non-Certificated employees, were based on the most recent experience study for CaIPERS members. The actuarial assumptions used in the June 30, 2023 valuation were based on a review of plan experience during the period July 1, 2021 to June 30, 2023.

G. Changes in Total OPEB Liability

	Jui	ne 30, 2024
Total OPEB Liability		
Service cost	\$	165,216
Interest on total OPEB liability		85,207
Difference between expected and actual experience		221,665
Changes of assumptions		876,778
Benefits payments		(57,902)
Net change in total OPEB liability		1,290,964
Total OPEB liability - beginning		2,172,592
Total OPEB liability - ending	S	3,463,556
Covered-employee payroll	\$	5,270,704
	Ŷ	0,2.0,1.01
District's total OPEB liability as a percentage of covered-employee payroll		65,71%

H. Sensitivity of the Total OPEB Liability to Changes in the Discount Rate

The following presents the total OPEB liability of the Hamilton Unified School District, as well as what the District's total OPEB liability would be if it were calculated using a discount rate that is one percentage point lower or one percentage point higher than the current discount rate:

			\	/aluation			
	1% Decrease		Dis	count Rate	1% Increase (4.86%)		
		(2.86%)		(3.86%)			
Total OPEB liability	S	3,758,726	S	3,463,556	S	3,188,756	

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NOTE 10 - POSTEMPLOYMENT BENEFITS OTHER THAN PENSIONS (OPEB) (continued)

I. Sensitivity of the Total OPEB Liability to Changes in the Healthcare Cost Trend Rate

The following presents the total OPEB liability of the Hamilton Unified School District, as well as what the District's total OPEB liability would be if it were calculated using a healthcare cost trend rate that is one percentage point lower or one percentage point higher than the current healthcare cost trend rate:

			Hea	Ithcare Cost			
	1% Decrease		т	rend Rate	1% Increase (6.20%)		
		(4.20%)		(5.20%)			
Total OPEB liability	\$	3,077,404	\$	3,463,556	\$	3,917,999	

J. OPEB Expense and Deferred Outflows and Deferred Inflows of Resources Related to OPEB

For the year ended June 30, 2024, the Hamilton Unified School District recognized OPEB expense of \$412,488. At June 30, 2024, the Hamilton Unified School District reported deferred outflows of resources related to OPEB from the following sources:

	 Deferred Outflows of Resources		rred Inflows Resources
Differences between expected and			
actual experience	\$ 721,495	\$	533,065
Changes in assumptions	1,058,641		243,786
District contributions subsequent			
to the measurement date	 163,448		÷
Total	\$ 1,943,584	\$	776,851

The \$163,448 reported as deferred outflows of resources related to OPEB resulting from District contributions subsequent to the measurement date will be recognized as a reduction of the total OPEB liability in the year ended June 30, 2025. The remaining deferred outflows of resources related to OPEB and deferred inflows of resources related to OPEB will be recognized in OPEB expense as follows:

	Deferred Outflows		Defer	red Inflows
Year Ended June 30,	of F	Resources	of F	Resources
2025	S	245,022	S	82,957
2026		245,022		82,957
2027		245,022		82,957
2028		245,022		82,957
2029		179,993		82,957
Thereafter		620,055		362,066
Total	\$	1,780,136	S	776,851

NOTE 11 – PENSION PLANS

Qualified employees are covered under multiple-employer contributory retirement plans maintained by agencies of the State of California. Certificated employees are members of the California State Teachers' Retirement System (CalSTRS), and classified employees are members of the California Public Employees' Retirement System (CalPERS). The District reported its proportionate share of the net pension liabilities, pension expense, deferred outflow of resources, and deferred inflow of resources for each of the above plans as follows:

	et pension liability	outf	Deferred lows related pensions	re	rred inflows elated to ensions	Pens	ion expense
STRS Pension	\$ 4,745,113	\$	1,925,845	\$	554,757	\$	769,893
PERS Pension Total	\$ 3,197,287 7,942,400	\$	1,146,667 3,072,512	\$	160,367 715,124	\$	500,901 1,270,794

A. California State Teachers' Retirement System (CalSTRS)

Plan Description

The District contributes to the California State Teachers' Retirement System (CalSTRS); a cost-sharing multiple employer public employee retirement system defined benefit pension plan administered by CalSTRS. The plan provides retirement and disability benefits and survivor benefits to beneficiaries. Benefit provisions are established by state statutes, as legislatively amended, within the State Teachers' Retirement Law. CalSTRS issues a separate comprehensive annual financial report that includes financial statements and required supplementary information. Copies of the CalSTRS annual financial report may be obtained from CalSTRS, 7919 Folsom Blvd., Sacramento, CA 95826.

Benefits Provided

The CalSTRS defined benefit plan has two benefit formulas:

- 1. CaISTRS 2% at 60: Members first hired on or before December 31, 2012, to perform service that could be creditable to CaISTRS. CaISTRS 2% at 60 members are eligible for normal retirement at age 60, with a minimum of five years of credited service. The normal retirement benefit is equal to 2.0 percent of final compensation for each year of credited service. Early retirement options are available at age 55 with five years of credited service or as early as age 50 with 30 years of credited service. The age factor for retirements after age 60 increases with each quarter year of age to 2.4 percent at age 63 or older. Members who have 30 years or more of credited service receive an additional increase of up to 0.2 percent to the age factor, known as the career factor. The maximum benefit with the career factor is 2.4 percent of final compensation.
- 2. CaISTRS 2% at 62: Members first hired on or after January 1, 2013, to perform service that could be creditable to CaISTRS. CaISTRS 2% at 62 members are eligible for normal retirement at age 62, with a minimum of five years of credited service. The normal retirement benefit is equal to 2.0 percent of final compensation for each year of credited service. An early retirement option is available at age 55. The age factor for retirement after age 62 increases with each quarter year of age to 2.4 percent at age 65 or older.

Contributions

Active plan CaISTRS 2% at 60 and 2% at 62 members are required to contribute 10.25% and 10.205% of their salary for fiscal year 2024, respectively, and the District is required to contribute an actuarially determined rate. The actuarial methods and assumptions used for determining the rate are those adopted by CaISTRS Teachers' Retirement Board. The required employer contribution rate for fiscal year 2024 was 19.10% of annual payroll. The contribution requirements of the plan members are established by state statute. Contributions to the plan from the District were \$855,332 for the year ended June 30, 2024.

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A. California State Teachers' Retirement System (CaISTRS) (continued)

On-Behalf Payments

The District was the recipient of on-behalf payments made by the State of California to CalSTRS for K-12 education. These payments consist of state general fund contributions of approximately \$363,672 to CalSTRS.

Pension Liabilities, Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions

At June 30, 2024, the District reported a liability for its proportionate share of the net pension liability that reflected a reduction for State pension support provided to the District. The amount recognized by the District as its proportionate share of the net pension liability, the related State support, and the total portion of the net pension liability that was associated with the District were as follows:

District's proportionate share of the	
net pension liability	\$ 4,745,113
State's proportionate share of the net	
pension liability associated with the District	 2,273,558
Total	\$ 7,018,671

The net pension liability was measured as of June 30, 2023, and the total pension liability used to calculate the net pension liability was determined by applying update procedures to an actuarial valuation as of June 30, 2022 and rolling forward the total pension liability to June 30, 2023. The District's proportion of the net pension liability was based on a projection of the District's long-term share of contributions to the pension plan relative to the projected contributions of all participating school districts, actuarially determined. At June 30, 2023, the District's proportion was 0.006 percent, which did not change from its proportion measured as of June 30, 2022.

For the year ended June 30, 2024, the District recognized pension expense of \$769,893. In addition, the District recognized pension expense and revenue of \$(33,016) for support provided by the State. At June 30, 2024, the District reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

 	Deferred Inflows of Resources	
		00.014
\$ -	\$	20,311
372,888		253,888
27,476		-
670,149		280,558
 855,332	_	•
\$ 1,925,845	S	554,757
	372,888 27,476 670,149 855,332	<u>of Resources</u> <u>of R</u> \$-\$ 372,888 27,476 670,149 <u>855,332</u>

A. California State Teachers' Retirement System (CaISTRS) (continued)

Pension Liabilities, Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions (continued)

The \$855,332 reported as deferred outflows of resources related to pensions resulting from District contributions subsequent to the measurement date will be recognized as a reduction of the net pension liability in the year ended June 30, 2025. Other amounts reported as deferred outflows of resources and deferred inflows of resources related to pensions will be recognized in pension expense as follows:

Year Ended June 30,	 rred Outflows Resources	rred Inflows Resources
2025	\$ 238,767	\$ 290,445
2026	208,659	373,931
2027	201,179	(261,129)
2028	176,009	136,619
2029	176,006	14,891
2030	69,893	
Total	\$ 1,070,513	\$ 554,757

Actuarial Assumptions

The total pension liability was determined by applying update procedures to an actuarial valuation as of June 30, 2022, and rolling forward the total pension liability to June 30, 2023 using the following actuarial assumptions, applied to all periods included in the measurement:

Consumer Price Inflation	2.75%
Investment Rate of Return*	7.10%
Wage Inflation	3.50%

* Net of investment expenses, but gross of administrative expenses.

CaISTRS uses custom mortality tables to best fit the patterns of mortality among its members. These custom tables are based on MP-2016 series tables adjusted to fit CaISTRS experience.

The actuarial assumptions used in the June 30, 2022 valuation were based on the results of an actuarial experience study for the period July 1, 2015 through June 30, 2018.

A. California State Teachers' Retirement System (CaISTRS) (continued)

Actuarial Assumptions (continued)

The long-term expected rate of return on pension plan investments was determined using a building-block method in which best-estimate ranges of expected future real rates of return (expected returns, net of pension plan investment expense and inflation) are developed for each major asset class. The best-estimate ranges were developed using capital market assumptions from CalSTRS general investment consultant (Pension Consulting Alliance–PCA) as an input to the process. The actuarial investment rate of return assumption was adopted by the board in January 2023 in conjunction with the most recent experience study. For each current and future valuation, CalSTRS' independent consulting actuary (Milliman) reviews the return assumption for reasonableness based on the most current capital market assumptions. Best estimates of expected 20-year geometrically linked real rates of return and the assumed asset allocation for each major asset class as of June 30, 2023, are summarized in the following table:

Asset Class	Assumed Asset Allocation	Long-Term Expected Real Rate of Return*
Public Equity	38%	5.25%
Real Estate	15%	4.05%
Private Equity	14%	6.75%
Fixed Income	14%	2.45%
Risk Mitigating Strategies	10%	2.25%
Inflation Sensitive	7%	3.65%
Cash/Liquidity	2%	0.05%
	100%	

*Real return is net of assumed 2.75% inflation.

Discount Rate

The discount rate used to measure the total pension liability was 7.10 percent. The projection of cash flows used to determine the discount rate assumed that contributions from plan members and employers will be made at statutory contribution rates in accordance with the rate increases per AB 1469. Projected inflows from investment earnings were calculated using the long-term assumed investment rate of return (7.10 percent) and assuming that contributions, benefit payments, and administrative expense occur midyear. Based on those assumptions, the Plan's fiduciary net position was projected to be available to make all projected future benefit payments to current plan members. Therefore, the long-term assumed investment rate of return was applied to all periods of projected benefit payments to determine the total pension liability.

Sensitivity of the District's Proportionate Share of the Net Pension Liability to Changes in the Discount Rate

The following presents the District's proportionate share of the net pension liability calculated using the discount rate of 7.10 percent, as well as what the District's proportionate share of the net pension liability would be if it were calculated using a discount rate that is 1-percentage-point lower (6.10 percent) or 1-percentage-point higher (8.10 percent) than the current rate:

		1%	Current		1%
	-	Decrease (6.10%)	 count Rate (7.10%)	·	Increase (8.10%)
District's proportionate share of the net pension liability	Ŝ	7,959,548	\$ 4,745,113	\$	2,075,150

A. California State Teachers' Retirement System (CalSTRS) (continued)

Pension Plan Fiduciary Net Position

Detailed information about the pension plan's fiduciary net position is available in the separately issued CalSTRS financial report.

B. California Public Employees' Retirement System (CalPERS)

Plan Description

The District contributes to the School Employer Pool under the California Public Employees' Retirement System (CalPERS); a cost-sharing multiple-employer public employee retirement system defined benefit pension plan administered by CalPERS. The plan provides retirement and disability benefits, annual cost-of-living adjustments, and death benefits to plan members and beneficiaries. Benefit provisions are established by state statutes, as legislatively amended, within the Public Employees' Retirement Laws. CalPERS issues a separate comprehensive annual financial report that includes financial statements and required supplementary information. Copies of the CalPERS annual financial report may be obtained from the CalPERS Executive Office, 400 P Street, Sacramento, CA 95811.

Benefits Provided

The benefits for the defined benefit plan are based on members' years of service, age, final compensation, and benefit formula. Benefits are provided for disability, death, and survivors of eligible members or beneficiaries. Members become fully vested in their retirement benefits earned to date after five years of credited service.

Contributions

Active plan members who entered into the plan prior to January 1, 2013, are required to contribute 7.0% of their salary. The California Public Employees' Pension Reform Act (PEPRA) specifies that new members entering into the plan on or after January 1, 2013, shall pay the higher of fifty percent of normal costs or 8.0% of their salary. Additionally, for new members entering the plan on or after January 1, 2013, the employee contribution to CalPERS unless the employer payment of the member's contribution is specified in an employment agreement or collective bargaining agreement that expires after January 1, 2013.

The District is required to contribute an actuarially determined rate. The actuarial methods and assumptions used for determining the rate are those adopted by the CaIPERS Board of Administration. The required employer contribution rate for fiscal year 2024 was 26.68% of annual payroll. Contributions to the plan from the District were \$487,109 for the year ended June 30, 2024.

Pension Liabilities, Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions

At June 30, 2024, the District reported a liability of \$3,197,287 for its proportionate share of the net pension liability. The net pension liability was measured as of June 30, 2023, and the total pension liability used to calculate the net pension liability was determined by applying update procedures to an actuarial valuation as of June 30, 2022 and rolling forward the total pension liability to June 30, 2023. The District's proportion of the net pension liability was based on a projection of the District's long-term share of contributions to the pension plan relative to the projected contributions of all participating school districts, actuarially determined. At June 30, 2023, the District's proportion was 0.009 percent, which was an increase of 0.001 percent from its proportion measured as of June 30, 2022.

B. California Public Employees' Retirement System (CalPERS) (continued)

Pension Liabilities, Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions (continued)

For the year ended June 30, 2024, the District recognized pension expense of \$500,901. At June 30, 2024, the District reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

		red Outflows Resources	Deferred Inflows of Resources		
Differences between projected and actual earnings on plan investments	5	341,516	\$	-	
Differences between expected and		- ,-			
actual experience		116,678		49,106	
Changes in assumptions		147,298		5	
Changes in proportion and differences					
between District contributions and					
proportionate share of contributions		54,066		111,261	
District contributions subsequent					
to the measurement date	2	487,109		-	
Total	\$	1,146,667	\$	160,367	

The \$487,109 reported as deferred outflows of resources related to pensions resulting from District contributions subsequent to the measurement date will be recognized as a reduction of the net pension liability in the year ended June 30, 2025. Other amounts reported as deferred outflows of resources and deferred inflows of resources related to pensions will be recognized in pension expense as follows:

Deferi	red Outflows	Defer	red Inflows
of	Resources	of F	lesources
\$	202,171	\$	111,724
	167,480		48,643
	279,279		
	10,628		
Ş	659,558	\$	160,367
		167,480 279,279 10,628	of Resources of F \$ 202,171 \$ 167,480 279,279 10,628

Actuarial Assumptions

The total pension liability was determined by applying update procedures to an actuarial valuation as of June 30, 2022, and rolling forward the total pension liability to June 30, 2023 using the following actuarial assumptions, applied to all periods included in the measurement:

Inflation	2.30%
Discount Rate	6.90%
Salary Increases	Varies by Entry Age and Service

CalPERS uses custom mortality tables to best fit the patterns of mortality among its members. These custom tables are derived using CalPERS' membership data for all funds. The table includes 15 years of mortality improvements using the Society of Actuaries Scale 80% of scale MP 2020.

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B. California Public Employees' Retirement System (CalPERS) (continued)

Actuarial Assumptions (continued)

The actuarial assumptions used in the June 30, 2022, valuation were based on the results of an actuarial experience study for the period from 2000 to 2019.

The long-term expected rate of return on pension plan investments was determined using a building block method in which best estimate ranges of expected future real rates of return (expected returns, net of pension plan investment expense and inflation) are developed for each major asset class. In determining the long-term expected rate of return, both short-term and long-term market return expectations as well as the expected pension fund cash flows were taken into account. Such cash flows were developed assuming that both members and employers will make their required contributions on time and as scheduled in all future years. Using historical returns of all the funds' asset classes, expected compound (geometric) returns were calculated over the short-term (first 10 years) and the long-term (11+ years) using a building block approach. Using the expected nominal returns for both short-term and long-term, the present value of benefits was calculated for each fund. The expected rate of return was set by calculating the single equivalent expected return that arrived at the same present value of benefits for cash flows as the one calculated using both short-term and long-term returns. The expected rate of return was then set equivalent to the single equivalent rate calculated above and adjusted to account for assumed administrative expenses.

The table below reflects long-term expected real rate of return by asset class. The rate of return was calculated using the capital market assumptions applied to determine the discount rate and asset allocation. These geometric rates of return are net of administrative expenses.

Asset Class	Assumed Asset Allocation	Real Return Years 1 – 10*
Global Equity – cap-weighted	30.0%	4.54%
Global Equity - non-cap-weighted	12.0%	3.84%
Private Equity	13.0%	7.28%
Treasury	5.0%	0.27%
Mortgage-backed securities	5.0%	0.50%
Investment grade corporates	10.0%	1.56%
High yield	5.0%	2.27%
Emerging market debt	5.0%	2.48%
Private debt	5.0%	3.57%
Real assets	15.0%	3.21%
Leverage	(5.0)%	(0.59)%
-	100.0%	

*An expected inflation of 2.30% used for this period. Figures are based on the 2021-22 CalPERS Asset Liability Management Study

Discount Rate

The discount rate used to measure the total pension liability was 6.90 percent. A projection of the expected benefit payments and contributions was performed to determine if assets would run out. The test revealed the assets would not run out. Therefore, the long-term expected rate of return on pension plan investments was applied to all periods of projected benefit payments to determine the total pension liability for the Schools Pool. The results of the crossover testing for the Schools Pool are presented in a detailed report that can be obtained at CaIPERS' website.

B. California Public Employees' Retirement System (CalPERS) (continued)

Sensitivity of the District's Proportionate Share of the Net Pension Liability to Changes in the Discount Rate

The following presents the District's proportionate share of the net pension liability calculated using the discount rate of 6.90 percent, as well as what the District's proportionate share of the net pension liability would be if it were calculated using a discount rate that is 1-percentage-point lower (5.90 percent) or 1-percentage-point higher (7.90 percent) than the current rate:

	1%		Current		1%
	Decrease (5.90%)	Dis	count Rate (6.90%)	×	Increase (7.90%)
District's proportionate share of					
the net pension liability	\$ 4,622,450	\$	3,197,287	\$	2,019,422

Pension Plan Fiduciary Net Position

Detailed information about the pension plan's fiduciary net position is available in the separately issued CalPERS financial report.

NOTE 12 – COMMITMENTS AND CONTINGENCIES

A. Grants

The District received financial assistance from federal and state agencies in the form of grants. The disbursement of funds received under these programs generally requires compliance with terms and conditions specified in the grant agreements and are subject to audit by the grantor agencies. Any disallowed claims resulting from such audits could become a liability of the General Fund or other applicable funds. However, in the opinion of management, any such disallowed claims will not have a material adverse effect on the overall financial position of the District at June 30, 2024.

B. Litigation

The District is involved in various litigation arising from the normal course of business. In the opinion of management and legal counsel, the disposition of all other litigation pending is not expected to have a material adverse effect on the overall financial position of the District at June 30, 2024.

C. Construction Commitments

As of June 30, 2024, the District had no construction commitments with respect to unfinished capital projects.

NOTE 13 - PARTICIPATION IN JOINT POWERS AUTHORITIES

The District is a member of two joint powers authorities (JPAs). The first is the California's Valued Trust to provide health and welfare benefits, and the other is the Golden State Risk Management Authority to provide property and liability insurance and workers' compensation insurance. The relationship is such that the JPAs are not component units of the District for financial reporting purposes.

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NOTE 14 - DEFERRED OUTFLOWS/INFLOWS OF RESOURCES

A. Pension Plans

Pursuant to GASB Statement No. 68, *Accounting and Financial Reporting for Pensions*, the District recognized deferred outflows of resources related to pensions and deferred inflows of resources related to pensions in the District-wide financial statements. Further information regarding the deferred outflows of resources and deferred inflows of resources can be found at Note 11. At June 30, 2024, total deferred outflows related to pensions was \$3,072,512 and total deferred inflows related to pensions was \$715,124.

B. Other Postemployment Benefits

Pursuant to GASB Statement No. 75, Accounting and Financial Reporting for Postemployment Benefits Other Than Pensions, the District recognized deferred outflows of resources related to other postemployment benefits and deferred inflows of resources related to other postemployment benefits in the District-wide financial statements. Further information regarding the deferred outflows of resources and deferred inflows of resources can be found at Note 10. At June 30, 2024, total deferred outflows related to other postemployment benefits was \$1,943,584 and total deferred inflows related to OPEB was \$776,851.

REQUIRED SUPPLEMENTARY INFORMATION

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HAMILTON UNIFIED SCHOOL DISTRICT GENERAL FUND – BUDGETARY COMPARISON SCHEDULE FOR THE YEAR ENDED JUNE 30, 2024

		Budgeted Am	ounts		Actual*	Va	riances -
	-	Original	Final	(Buc	Igetary Basis)	Fina	I to Actual
REVENUES							
LCFF sources	S	10,592,668 \$	10,792,910	\$	10,867,074	\$	(125,836)
Federal sources		617,718	609,154		605,465		(3,689)
Other state sources		645,016	1,648,809		1,803,855		155,046
Other local sources		60,957	100,368		360,851		260,483
Total Revenues	-	11,916,359	13,151,241	_	13,437,245	_	286,004
EXPENDITURES							
Certificated salaries		4,334,027	4,385,187		4,430,687		(45,500)
Classified salaries		1,724,401	1,665,864		1,662,440		3,424
Employee benefits		2,576,560	2,600,228		2,615,431		(15,203)
Books and supplies		744,574	673,285		681,561		(8,276)
Services and other operating expenditures		1,346,217	1,339,267		1,370,028		(30,761)
Capital outlay		255,025	453,448		678,660		(225,212)
Other outgo							
Excluding transfers of indirect costs		1,663,180	1,653,155		1,429,664		223,491
Transfers of indirect costs		(10,963)	(10,963)		(11,917)		954
Total Expenditures		12,633,021	12,759,471		12,856,554		(97,083)
Excess (Deficiency) of Revenues	_						
Over Expenditures		(716,662)	391,770		580,691		188,921
Other Financing Sources (Uses)	-						
Transfers out		(125,000)	(525,000)		(525,000)		
Net Financing Sources (Uses)		(125,000)	(525,000)		(525,000)		
NET CHANGE IN FUND BALANCE		(841,662)	(133,230)		55,691		188,921
Fund Balance - Beginning		5,235,462	5,695,166		5,695,166		S.#3
Fund Balance - Ending	S	4,393,800 \$	5,561,936	\$	5,750,857	S	188,921

* The actual amounts reported on this schedule do not agree with the amounts reported on the Statement of Revenues, Expenditures, and Changes in Fund Balance for the following reasons:

- On-behalf payments of \$363,672 are not included in the actual revenues and expenditures reported in this schedule.
- Amounts on the Statement of Revenues, Expenditures, and Changes in Fund Balance include the financial activity of the Special Reserve Fund for Other Than Capital Outlay Projects and the Special Reserve Fund for Postemployment Benefits, in accordance with the fund type definitions promulgated by GASB Statement No. 54.
- Medi-Cal Administrative Activities are reported as Federal revenues on this schedule but have been reclassified to local sources on the Schedule of Revenues, Expenditures, and Changes in Fund Balance.

HAMILTON UNIFIED SCHOOL DISTRICT SCHEDULE OF CHANGES IN TOTAL OPEB LIABILITY AND RELATED RATIOS FOR THE YEAR ENDED JUNE 30, 2024

	Jur	ne 30, 2024	Ju	ne 30, 2023	Ju	ne 30, 2022	Ju	ne 30, 2021	Ju	ne 30, 2020	Jur	ne 30, 2019	Jur	ne 30, 2018
Total OPEB Liability														
Service cost	\$	165,216	\$	180,674	\$	128,805	\$	157,365	\$	136,970	\$	59,372	\$	57,643
Interest on total OPEB liability		85,207		46,991		69,509		81,491		45,377		34,889		35,569
Difference between expected and actual experience		221,665		25		(708,799)		×		1,092,942		(36,932)		
Changes of assumptions		876,778		(292,544)		143,934		134,839		142,459		(m)		×
Benefits payments		(57,902)		(58,313)	-	(91,359)		(131,353)		(45,447)	_	(65,379)		(163,783)
Net change in total OPEB liability		1,290,964		(123,192)		(457,910)		242,342		1,372,301		(8,050)		(70,571)
Total OPEB liability - beginning		2,172,592	-	2,295,784		2,753,694		2,511,352		1,139,051		1,147,101		1,217,672
Total OPEB liability - ending	\$	3,463,556	\$	2,172,592	\$	2,295,784	\$	2,753,694	\$	2,511,352	\$	1,139,051	\$	1,147,101
Covered-employee payroll	\$	5,270,704	\$	5,043,125	\$	4,446,821	\$	4,723,409	\$	4,699,030	\$	4,907,547	\$	4,720,386
District's total OPEB liability as a percentage of covered-employee payroll		65.71%		43.08%		51.63%		58_30%		53.44%		23.21%		24.30%

HAMILTON UNIFIED SCHOOL DISTRICT SCHEDULE OF THE DISTRICT'S PROPORTIONATE SHARE OF THE NET PENSION LIABILITY - CALSTRS FOR THE YEAR ENDED JUNE 30, 2024

	Ju	ne 30, 2024	Jur	ne 30, 2023	Jun	e 30, 2022	Ju	ine 30, 2021	ปเ	ine 30, 2020	JL	ine 30, 2019	Ju	ne 30, 2018	Ju	ne 30, 2017]	une 30, 2016	Ju	ne 30, 2015
District's proportion of the net pension liability		0 006%		0 006%		0.006%		0 006%		0 006%		0.006%		0 006%		0,006%		0.006%		0 006%
District's proportionate share of the net pension liability	\$	4,745,113	\$	4,316,577	\$	2,711,190	\$	6,280,750	\$	5,660,584	5	5,724,627	\$	5,517,090	\$	4,929,244	69	4,289,136	\$	3,454,068
State's proportionate snare of the net pension liability associated with the District Total	ęş	2,273,558	\$	2,161,754	07	1,364,194 4,075,384	\$	3,237,702 9,518,452	\$	3,088,251 8,748,835	69	3,277,633 9,002,260	\$	3,263,891 8,780,981	\$	7,806,545 12,735,789	\$	2,268,474 6,557,610	\$	2,086,715 5,540,783
District's covered payroll	\$	3,927,335	\$	2,969,515	\$	3,293,589	\$	3,520,694	\$	3,394,579	\$	3,327,082	\$	3,193,611	\$	3,041,124	\$	2,952,115	\$	2,632,667
District's proportionale share of the net pension liability as a percentage of its covered payroli		120.8%		145,4%		82 3%		1/8,4%		166.8%		172 1%		172,8%		162,1%		145 3%		131 2%
Plan fiduciary net position as a percentage of the total pension liability		80 6%		81/2%		87 2%		/1.8%		72 6%		71 0%		69,5%		70.0%		74 0%		76.5%

The amounts presented for each fiscal year were determined as of the year end that occurred one year prior

HAMILTON UNIFIED SCHOOL DISTRICT SCHEDULE OF THE DISTRICT'S PROPORTIONATE SHARE OF THE NET PENSION LIABILITY - CALPERS FOR THE YEAR ENDED JUNE 30, 2024

	Jur	ne 30, 2024	Ju	ne 30, 2023	Ju	ne 30, 2022	Ju	ne 30, 2021	J	une 30, 2020	J	une 30, 2019	Ju	ne 30, 2018	Ju	ine 30, 2017	Ju	ine 30, 2016	Ju	ne 30, 2015
District's proportion of the net pension liability		0 009%		0.008%		0 009%		0 009%		0.011%		0 D11%		0 009%		0 009%		0,009%		0.009%
District's proportionale share of the net pension liability	5	3,197,287	\$	2,779,156	\$	1,747,085	8	2,899,813	5	3,186,416	5	2,810,059	\$	2,255,628	S	1,829,810	s	1,380,963	5	1,064,892
District's covered payroll	\$	1,557,598	\$	1,137,275	\$	1,233,857	\$	1,363,897	5	1,512,968	\$	1,393,304	S	1,207,955	5	1,113,685	\$	1,030,826	\$	984,697
District's proportionate share of the net pension liability as a percentage of its covered payroll		205 3%		244 4%		141,6%		212.6%		210 6%		201 7%		186 /%		164 3%		134 0%		108_1%
Plan fiduciary net position as a percentage of the total pension liability		/0 0%		69 8%		81.0%		70.0%		70,0%		70.8%		71 9%		73 9%		79.4%		83 4%

The amounts presented for each liscal year were determined as of the year-end that occurred one year prior

HAMILTON UNIFIED SCHOOL DISTRICT SCHEDULE OF DISTRICT CONTRIBUTIONS - CALSTRS FOR THE YEAR ENDED JUNE 30, 2024

	Ju	ne 30, 2024	Ju	ne 30, 2023	Jı	une 30, 2022	Ji	ine 30, 2021	 lune 30, 2020	J	une 30, 2019	J	ine 30, 2018	Jı	me 30, 2017	Jı	une 30, 2016	Ju	ne 30, 2015
Contractually required contribution	S	855,332	5	756,073	5	617,226	\$	533,532	\$ 597,873	\$	568,939	\$	480,098	\$	400,723	\$	327,759	\$	262,013
Contributions in relation to the contractually required contribution*		(855,332)		(756,073)		(617,226)		(533,532)	(597,873)		(568,939)		(480,098)		(400,723)		(327,759)		(262,013)
Contribution deficiency (excess)	\$		\$		5		\$		\$	\$		\$		\$		\$		\$	
District's covered payroll	5	4,489,615	\$	3,927,335	5	2,969,515	5	3,293,589	\$ 3,520,694	\$	3,394,579	\$	3,327,082	\$	3,193,611	\$	3,041,124	\$	2,952,115
Contributions as a percentage of covered payroll		19 05%		19 25%		20 79%		16:20%	16,98%		16,76%		14.43%		12 55%		10 78%		8 88%

*Amounts do not include ou-behalf contributions

HAMILTON UNIFIED SCHOOL DISTRICT SCHEDULE OF DISTRICT CONTRIBUTIONS - CALPERS FOR THE YEAR ENDED JUNE 30, 2024

	Jur	ie 30, 2024	Jun	ie 30, 2023	Ju	ne 30, 2022	Jur	e 30, 2021	Jur	ie 30, 2020	Jui	ne 30, 2019	Ju	ne 30, 2018	Jur	ne 30, 2017	Jui	ne 30, 2016	Jun	e 30, 2015
Contractually required contribution	\$	487,109	\$	396,195	\$	312,736	\$	255,411	5	268,410	\$	273,239	\$	216,394	\$	167,570	\$	131,477	\$	121,898
Contributions in relation to the contribution*		(487,109)		(396,195)		(312,736)		(255,411)		(268,410)		(273,239)		(216,394)		(167,570)		(131,477)		(121,898)
Contribution deficiency (excess)	5		\$		S		\$		\$		\$		\$		5		\$		\$	
District's covered payroll	\$	1,808,721	\$	1,557,598	\$	1,137,275	\$	1,233,857	\$	1,363,897	\$	1,512,968	\$	1,393,304	\$	1,207,955	\$	1,113,685	\$	1,030,826
Contributions as a percentage of covered payroll		26 93%		25 44%		27.50%		20 70%		19 68%		18.06%		15 53%		13.87%		11.81%		11.83%

*Amounts do not include on-behalt contributions

NOTE 1 – PURPOSE OF SCHEDULES

Budgetary Comparison Schedule

This schedule is required by GASB Statement No. 34 as required supplementary information (RSI) for the General Fund and for each major special revenue fund that has a legally adopted annual budget. The budgetary comparison schedule presents both (a) the original and (b) the final appropriated budgets for the reporting period as well as (c) actual inflows, outflows, and balances, stated on the District's budgetary basis. A separate column to report the variance between the final budget and actual amounts is also presented, although not required.

Schedule of Changes in Total OPEB Liability and Related Ratios

This 10-year schedule is required by GASB Statement No. 75 for all sole and agent employers that provide other postemployment benefits (OPEB). Until a full 10-year trend is compiled, the schedule will only show those years under which GASB Statement No. 75 was applicable. The schedule presents the sources of change in the total OPEB liability, and the components of the total OPEB liability and related ratios, including the total OPEB liability as a percentage of covered-employee payroll.

Changes in Benefit Terms

There were no changes in benefit terms since the previous valuation for OPEB.

Changes in Assumptions

The discount rate changed from 3.69% to 3.86% since the previous valuation for OPEB.

Schedule of the District's Proportionate Share of the Net Pension Liability

This 10-year schedule is required by GASB Statement No. 68 for each cost-sharing pension plan. Until a full 10-year trend is compiled, the schedule will only show those years under which GASB Statement No. 68 was applicable. The schedule presents the District's proportion (percentage) of the collective net pension liability, the District's proportionate share (amount) of the collective net pension liability, the District's covered payroll, the District's and the pension plan's fiduciary net position as a percentage of the total pension liability.

Changes in Benefit Terms

There were no changes in benefit terms since the previous valuations for CalSTRS or CalPERS.

Changes in Assumptions

There were no changes in economic assumptions since the previous valuations for CalSTRS or CalPERS.

Schedule of District Contributions

This 10-year schedule is required by GASB Statement No. 68 for each cost-sharing pension plan. Until a full 10-year trend is compiled, the schedule will only show those years under which GASB Statement No. 68 was applicable. The schedule presents the District's statutorily or contractually required employer contribution, the amount of contributions recognized by the pension plan in relation to the statutorily or contractually required employer contribution and the amount of contributions recognized by the pension plan in relation to the statutorily or contractually required employer contribution and the amount of contributions recognized by the pension plan in relation to the statutorily or contractually required employer contribution and the amount of contribution, the District's covered payroll, and the amount of contributions recognized by the pension plan in relation to the statutorily or contractually required employer contribution to the statutorily or contractually required employer contribution and the amount of the statutorily or contractually required employer contributions recognized by the pension plan in relation to the statutorily or contractually required employer contributions recognized by the pension plan in relation to the statutorily or contractually required employer contributions recognized by the pension plan in relation to the statutorily or contractually required employer contributions recognized by the pension plan in relation to the statutorily or contractually required employer contributions recognized by the pension plan in relation to the statutorily or contractually required employer contributions recognized by the pension plan in relation to the statutorily or contractually required employer contributions as a percentage of the District's covered payroll.

NOTE 2 – EXCESS OF EXPENDITURES OVER APPROPRIATIONS

For the year ended June 30, 2024, the District incurred an excess of expenditures over appropriations in individual major funds presented in the Budgetary Comparison Schedule by major object code, as follows:

		Expe	ndit	ures and Other	Use	s
		Budget		Actual		Excess
General Fund	2					
Certificated salaries	S	4,385,187	\$	4,430,687	\$	45,500
Employee benefits	\$	2,600,228	\$	2,615,431	\$	15,203
Books and supplies	\$	673,285	\$	681,561	\$	8,276
Services and other operating expenditures	\$	1,339,267	\$	1,370,028	\$	30,761
Capital outlay	\$	453,448	\$	678,660	\$	225,212

SUPPLEMENTARY INFORMATION

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HAMILTON UNIFIED SCHOOL DISTRICT SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS FOR THE YEAR ENDED JUNE 30, 2024

Federal Grantor/Pass-Through Grantor/Program or Cluster	AL Number	Pass-Through Entity Identifying Number		Federal enditures
s. DEPARTMENT OF EDUCATION:	Hamber			
Passed through California Department of Education:				
Title I, Part A, Basic Grants Low-Income and Neglected	84.010	14329	\$	137,353
Adult Education				
Adult Education: Adult Basic Education & ESL	84.002A	14508		23,204
Adult Education: Adult Secondary Education	84,002	13978		4,708
Subtotal Adult Education				27,912
Title II, Part A, Supporting Effective Instruction Local Grants	84.367	14341	-	24,137
Title III				
Title III, English Learner Student Program	84,365	14346		44,977
Title III, Immigrant Education Program	84.365	15146		5,115
Subtotal Title III				50,092
Title IV, Part A, Student Support and Academic Enrichment Grants	84.424	15396	-	28,192
Special Education Cluster				
IDEA Mental Health Average Daily Attendance (ADA) Allocation, Part B, Sec 611	84.027A	15197		8,666
IDEA Local Assistance, Comprehensive Coordinated Early Intervening Service (CCEIS)	84,027	*		16,388
Subtotal Special Education Cluster				25,054
Strengthening Career and Technical Education for the 21st Century (Perkins V)	84.048	14894		6,601
COVID-19 Emergency Acts Funding/Education Stabilization Fund Discretionary Grants:				
Elementary and Secondary School Emergency Relief III (ESSER III) Fund	84.425	15559		250,989
Elementary and Secondary School Emergency Relief III (ESSER III) Fund: Learning Loss	84.425U	10155		69,939
Subtotal Education Stabilization Fund Discretionary Grants				320,928
Total U. S. Department of Education			_	620,269
J. S. DEPARTMENT OF AGRICULTURE:				
Passed through California Department of Education:				
Child Nutrition Cluster				
School Breakfast Program - Needy	10.553	13526		131,100
National School Lunch Program	10.555	13391		273,201
USDA Commodities	10.555	>#\$3		32,349
Summer Food Service Program for Children	10.559	13004		8,167
Subtotal Child Nutrition Cluster				444,817
Forest Reserve Funds	10.665	10044	_	2,920
Passed through California Department of Social Services:				
Child and Adult Care Food Program (CACFP)				
CACFP Claims - Centers and Family Day Care	10,558	13393		106,612
Total U. S. Department of Agriculture				554,349

* - Pass-Through Entity Identifying Number not available or not applicable

HAMILTON UNIFIED SCHOOL DISTRICT SCHEDULE OF AVERAGE DAILY ATTENDANCE (ADA) FOR THE YEAR ENDED JUNE 30, 2024

	Second Period Report	Annual Report
SCHOOL DISTRICT		
TK/K through Third		
Regular ADA	165.99	166.40
Fourth through Sixth		
Regular ADA	130.14	129.96
Seventh through Eighth		
Regular ADA	91.09	91.73
Ninth through Twelfth		
Regular ADA	294.13	292.34
TOTAL SCHOOL DISTRICT	681.35	680.43

HAMILTON UNIFIED SCHOOL DISTRICT SCHEDULE OF INSTRUCTIONAL TIME FOR THE YEAR ENDED JUNE 30, 2024

		2023-24		
	Minutes	Actual	Number	
Grade Level	Requirement	Minutes	of Days	Status
Kindergarten	36,000	54,015	180	Complied
Grade 1	50,400	54,015	180	Complied
Grade 2	50,400	54,015	180	Complied
Grade 3	50,400	54,015	180	Complied
Grade 4	54,000	54,015	180	Complied
Grade 5	54,000	54,015	180	Complied
Grade 6	54,000	61,845	180	Complied
Grade 7	54,000	61,845	180	Complied
Grade 8	54,000	61,845	180	Complied
Grade 9	64,800	65,136	180	Complied
Grade 10	64,800	65,136	180	Complied
Grade 11	64,800	65,136	180	Complied
Grade 12	64,800	65,136	180	Complied

See accompanying note to supplementary information.

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HAMILTON UNIFIED SCHOOL DISTRICT SCHEDULE OF FINANCIAL TRENDS AND ANALYSIS FOR THE YEAR ENDED JUNE 30, 2024

	20	25 (Budget)	202	24		2023	2022
General Fund - Budgetary Basis** Revenues And Other Financing Sources Expenditures And Other Financing Uses	\$	13,040,573 \$ 13,712,795		3,437,245 3.381,554	\$	14,333,887 11,092,077	\$ 10,760,347 10,064,063
Net change in Fund Balance	\$	(672,222) \$		55,691	S	3,241,810	\$ 696,284
Ending Fund Balance	\$	5,078,635 \$	5	5,750,857	\$	5,695,166	\$ 2,453,356
Available Reserves*	S	2,654,548 \$	3	3,079,970	\$	1,190,345	\$ 1,724,183
Available Reserves As A Percentage Of Outgo		19.36%		23.02%		10.73%	17.13%
Long-term Liabilities	\$	15,894,593 \$	i 16	6,131,614	\$	14,245,097	\$ 12,011,497
Average Daily Attendance At P-2		677		681		679	660

The General Fund ending fund balance has increased by \$3,297,501 over the past two years. However, the fiscal year 2024-25 budget projects a decrease of \$672,222. For a District this size, the State recommends available reserves of at least 4% of General Fund expenditures, transfers out, and other uses (total outgo).

The District has incurred operating surpluses in each of the past three years but anticipates incurring an operating deficit during the 2024-25 fiscal year. Total long-term obligations have increased by \$4,120,117 over the past two years.

Average daily attendance has increased by 21 ADA over the past two years. However, a decrease of 4 ADA is anticipated during the 2024-25 fiscal year.

*Available reserves consist of all unassigned fund balance within the General Fund.

**The actual amounts reported in this schedule are for the General Fund only, and do not agree with the amounts reported on the Statement of Revenues, Expenditures, and Changes in Fund Balances because the amounts on that schedule include the financial activity of the Special Reserve Fund for Other Than Capital Outlay Projects and the Special Reserve Fund for Postemployment Benefits funds, in accordance with the fund type definitions promulgated by GASB Statement No. 54.

On-behalf payments of \$363,672 are not included in the actual revenues and expenditures reported in this schedule.

HAMILTON UNIFIED SCHOOL DISTRICT RECONCILIATION OF ANNUAL FINANCIAL AND BUDGET REPORT WITH AUDITED FINANCIAL STATEMENTS FOR THE YEAR ENDED JUNE 30, 2024

	G	General Fund		cial Reserve d for Other an Capital lay Projects	Special Reserv for Post- Employment Benefits Fund		
June 30, 2024, annual financial and budget report fund balance	\$	5,750,857	\$	469,582	\$	232,248	
Adjustments and reclassifications: Increase (decrease) in total fund balances:							
Fund balance transfer (GASB 54)		701,830		(469,582)		(232,248)	
Net adjustments and reclassifications		701,830		(469,582)		(232,248)	
June 30, 2024, audited financial statement fund balance	\$	6,452,687	\$	05	S	-	

See accompanying note to supplementary information.

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HAMILTON UNIFIED SCHOOL DISTRICT COMBINING BALANCE SHEET JUNE 30, 2024

	Stu	dent Activity Fund	Ad	ult Education Fund	D	Child evelopment Fund	С	afeteria Fund	ŗ	Deferred Maintenance Fund		Building Fund	Cap	oital Facilities Fund	Fu	ecial Reserve nd for Capital utlay Projects		I Interest and emption Fund		lon-Major overnmental Funds
ASSETS Cash and investments	\$	195,565	s	202,488	s	83,897	\$	286,762	\$	91,590	\$	191,940	s	227,602	\$	400,000	\$	465,260	s	2,145,104
Accounts receivable	~			8,521	Ŧ	17,602		129,707		217		948		1,423		12		8,822		167,240
Stores inventory		- *						894						÷		52		5		894
Prepaid expenditures				2,365						i		825		-	_		·	4		3,190
Total Assets	\$	195,585	\$	213,374	ŝ	101,499	\$	417,363	S.	91,807	S	193,713	\$	229,025	\$	400,690	S	474,082	ŝ	2,316,428
LIABILITIES																				
Accrued liabilities	s	2	5	10,821	\$	8,926	5	10,966	\$	36,800	\$	25	5	Ø.	S	3	\$	148	\$	67,661
Due to other funas				11,917		10		100				7.57		1		5				11,917
Unearned revenue		14				8,757							_		_		-		_	8,757
Total Liabilities	_		_	22,738	_	17,683	_	10,966	_	36,800	-		-		_			148	-	88,335
FUND BALANCES																				
Non-spendable		19		2,365				944		2		825								4,134
Restricted		195,565		188,271		83,816		405,453				192,888		229,025		400,000		473,934		2,168,952
Committed								5		55,007			_	~						55,007
Total Fund Balances		195,565		190,636		83,816		406,397		55,007		193,/13		229,025		400,009		473,934		2,228,093
Total Liabilities and Fund Balances	5	195,565	S	213,374	S	101,499	S	417,383	\$	91,807	S	193,713	S.	229,025	ŝ	400,000	5	474,682	S	2,316,428

HAMILTON UNIFIED SCHOOL DISTRICT COMBINING STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCES FOR THE YEAR ENDED JUNE 30, 2024

	Stud	ent Activity Fund	Adult Education Fund	Child Development Fund	Caleteria Fund	Deferred Maintenance Fund	Building Fund	Capital Facilities Fund	Special Reserve Fund for Capital Outlay Projects	Bond Interest and Redemption Fund	Non-Major Governmental Funds
REVENUES			an		×	5 75,000	c	5		5	\$ 75,000
LCFF sources	5		5	3	5 551,429	3 15,000	Þ	φ	3	-	579,341
federal sources			27,912	259,599	285,112					937	/99,743
Other state sources		100 C	251,095		8,459	1,072	5,536	15,666		205,226	500,125
Other local sources		355,245	5,582	3,499						206,163	2,054,210
Total Revenues		355,245	284,389	263,098	848,040	/6,072	0,030	12,000		246,195	2,004,210
EXPENDITURES											
Current				100 00 5							349,798
Instruction			154,443	195,355						÷	040,100
lostruction related services.											111.337
School site administration			111,337								11,337
Pupil services											760,763
Food services					760,763						/00,/03
General administration											11.917
All other general administration			11,91/								
Plant services			4/7			173,290					173,767
Facilities acquisition and construction				2			101,348				101,348
Ancillary services		375,385									375,385
Debl service											
Interest and other										23,800	/3,800
Total Expenditures		375,385	278,174	195,355	760,763	173,290	101,348			73,800	1,958,115
Excess (Deticiency) of Revenues											
Over Expanditures		(20, 139)	6,215	67 743	87,277	(97.218	(95,812) 15,666		132,363	96,095
Other Financing Sources (Uses)											
I ransfers in							50,000				450,000
Net Financing Sources (Uses)		-					50,000		400,000		450,000
NET CHANGE IN FUND BALANCE		(20,139)	6,215	67,743	87,277	(97,218) (45,812		400,000		546,095
Fund Balance - Beginning		215,704	284,421	16,073	319,120	152,225	239,525			341,571	1,681,998
Fund Balance - Ending	5	195,565	\$ 190,635	\$ 83,816	5 406,397	\$ 55,007	5 193,713	\$ 229,025	5 400,000	S 473,934	\$ 2,228,093

HAMILTON UNIFIED SCHOOL DISTRICT NOTES TO SUPPLEMENTARY INFORMATION JUNE 30, 2024

NOTE 1 – PURPOSE OF SCHEDULES

Schedule of Expenditures of Federal Awards

The accompanying Schedule of Expenditures of Federal Awards includes the Federal grant activity of the District and is presented on the modified accrual basis of accounting. The information in this schedule is presented in accordance with the requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Therefore, some amounts presented in this schedule may differ from amounts presented in, or used in the preparation of, the financial statements.

The District has not elected to use the 10 percent de minimis indirect cost rate.

Schedule of Average Daily Attendance (ADA)

Average daily attendance (ADA) is a measurement of the number of pupils attending classes of the District. The purpose of attendance accounting from a fiscal standpoint is to provide the basis on which apportionments of state funds are made to school districts. This schedule provides information regarding the attendance of students at various grade levels and in different programs.

Schedule of Instructional Time

This schedule presents information on the amount of instructional time offered by the District and whether the District complied with article 8 (commencing with section 46200) of chapter 2 of part 26 of the *Education Code*.

Schedule of Financial Trends and Analysis

This schedule discloses the District's financial trends by displaying past years' data along with current year budget information. These financial trend disclosures are used to evaluate the District's ability to continue as a going concern for a reasonable period of time.

Reconciliation of Annual Financial and Budget Report with Audited Financial Statements

This schedule provides the information necessary to reconcile the fund balance of all funds reported on the Annual Financial and Budget Report Unaudited Actuals to the audited financial statements.

Combining Statements - Non-Major Funds

These statements provide information on the District's non-major funds.

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OTHER INFORMATION

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HAMILTON UNIFIED SCHOOL DISTRICT LOCAL EDUCATION AGENCY ORGANIZATION STRUCTURE JUNE 30, 2024

The Hamilton Unified School District was established on July 1, 2009 upon the unification of Hamilton High School District and Hamilton Elementary School District. The boundaries of the former districts changed in accordance with the approved plan of unification. The District is located in Glenn County and is currently operating one high school, one elementary school, two community day schools, one continuation high school, one preschool, and an adult education program. There were no boundary changes during the fiscal year.

	GOVERNING BOARD									
Member	Office	Term Expires								
Hubert "Wendell" Lower	President	December 2024								
Rod Boone	Clerk	December 2024								
Gabriel Leal	Member	December 2024								
Ray Odom	Member	December 2026								
Genaro Reyes	Member	December 2026								

DISTRICT ADMINISTRATORS

Jeremy Powell, Ed.D. Superintendent

Kristen Hamman Chief Business Official

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OTHER INDEPENDENT AUDITORS' REPORTS

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Certified Public Accountants serving Schools throughout California

REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH **GOVERNMENT AUDITING STANDARDS**

Independent Auditors' Report

Governing Board Hamilton Unified School District Hamilton City, California

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in Government Auditing Standards issued by the Comptroller General of the United States, the financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of Hamilton Unified School District, as of and for the year ended June 30, 2024, and the related notes to the financial statements, which collectively comprise the Hamilton Unified School District's basic financial statements, and have issued our report thereon dated January 29, 2025.

Report on Internal Control over Financial Reporting

In planning and performing our audit of the financial statements, we considered Hamilton Unified School District's internal control over financial reporting (internal control) as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of Hamilton Unified School District's internal control. Accordingly, we do not express an opinion on the effectiveness of Hamilton Unified School District's internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A material weakness is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected, on a timely basis. A significant deficiency is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses or significant deficiencies may exist that were not identified.

Report on Compliance and Other Matters

As part of obtaining reasonable assurance about whether Hamilton Unified School District's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the financial statements. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly. we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under Government Auditing Standards.

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Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

hristy White, Inc.

San Diego, California January 29, 2025



REPORT ON COMPLIANCE FOR EACH MAJOR FEDERAL PROGRAM; AND REPORT ON INTERNAL CONTROL OVER COMPLIANCE REQUIRED BY THE UNIFORM GUIDANCE

Independent Auditors' Report

Governing Board Hamilton Unified School District Hamilton City, California

Report on Compliance for Each Major Federal Program

Opinion on Each Major Federal Program

We have audited Hamilton Unified School District's compliance with the types of compliance requirements identified as subject to audit in the OMB Compliance Supplement that could have a direct and material effect on each of Hamilton Unified School District's major federal programs for the year ended June 30, 2024. Hamilton Unified School District's major federal programs are identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs.

In our opinion, Hamilton Unified School District complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2024.

Basis for Opinion on Each Major Federal Program

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America: the standards applicable to financial audits contained in Government Auditing Standards, issued by the Comptroller General of the United States; and the audit requirements of Title 2 U.S. Code of Federal Regulations (CFR) Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance). Our responsibilities under those standards and the Uniform Guidance are further described in the Auditor's Responsibilities for the Audit of Compliance section of our report.

We are required to be independent of Hamilton Unified School District and to meet our other ethical responsibilities, in accordance with relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion on compliance for each major federal program. Our audit does not provide a legal determination of Hamilton Unified School District's compliance with the compliance requirements referred to above.

Responsibilities of Management for Compliance

Management is responsible for compliance with the requirements referred to above and for the design, implementation, and maintenance of effective internal control over compliance with the requirements of the laws, statutes, regulations, rules, and provisions of contracts or grant agreements applicable to Hamilton Unified School District's federal programs.

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Auditor's Responsibilities for the Audit for Compliance

Our objectives are to obtain reasonable assurance about whether material noncompliance with the compliance requirements referred to above occurred, whether due to fraud or error, and express an opinion on Hamilton Unified School District's compliance based on our audit. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with generally accepted auditing standards, *Government Auditing Standards*, and the Uniform Guidance will always detect a material noncompliance when it exists. The risk of not detecting a material noncompliance resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Noncompliance with the compliance requirements referred to above is considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user of the report on compliance about Hamilton Unified School District's compliance with the requirements of each major federal program as a whole.

In performing an audit in accordance with generally accepted auditing standards and *Government Auditing Standards*, and the Uniform Guidance, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material noncompliance, whether due to fraud or error, and design and
 perform audit procedures responsive to those risks. Such procedures include examining, on a test basis,
 evidence regarding Hamilton Unified School District's compliance with compliance requirements referred to
 above and performing such other procedures as we considered necessary in the circumstances.
- Obtain an understanding of Hamilton Unified School District's internal control over compliance relevant to the audit in order to design audit procedures that are appropriate in the circumstances and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of Hamilton Unified School District's internal control over compliance. Accordingly, no such opinion is expressed.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and any significant deficiencies and material weaknesses in internal control over compliance that we identified during the audit.

Report on Internal Control Over Compliance

A deficiency in internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. A material weakness in internal control over compliance is a deficiency, or combination of deficiencies, in internal control over compliance possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. A significant deficiency in internal control over compliance is a deficiency, or a combination of deficiencies, in internal control over compliance is a deficiency, or a combination of deficiencies, in internal control over compliance is a deficiency, or a combination of deficiencies, in internal control over compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Report on Internal Control Over Compliance (continued)

Our consideration of internal control over compliance was for the limited purpose described in the Auditor's Responsibilities for the Audit of Compliance section above and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies in internal control over compliance. Given these limitations, during our audit we did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses, as defined above. However, material weaknesses or significant deficiencies in internal control over compliance that we consider to be material weaknesses, as defined above. However, material weaknesses or significant deficiencies in internal control over compliance may exist that were not identified.

Our audit was not designed for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, no such opinion is expressed.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.

hristy White, Inc.

San Diego, California January 29, 2025



REPORT ON STATE COMPLIANCE AND ON INTERNAL CONTROL OVER COMPLIANCE FOR STATE PROGRAMS

Independent Auditors' Report

Governing Board Hamilton Unified School District Hamilton City, California

Report on State Compliance

Opinion on State Compliance

We have audited Hamilton Unified School District's compliance with the requirements specified in the 2023-2024 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting applicable to Hamilton Unified School District's state program requirements as identified in the table in the Auditor's Responsibilities for the Audit of State Compliance section of our report for the year ended June 30. 2024.

In our opinion, Hamilton Unified School District complied, in all material respects, with the laws and regulations of the applicable laws and regulations of the applicable state programs for the year ended June 30, 2024.

Basis for Opinion on State Compliance

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in Government Auditing Standards, issued by the Comptroller General of the United States; and the 2023-2024 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting (the K-12 Audit Guide). Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of State Compliance section of our report.

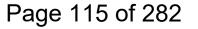
We are required to be independent of Hamilton Unified School District and to meet our other ethical responsibilities, in accordance with relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion. Our audit does not provide a legal determination of Hamilton Unified School District's compliance with the compliance requirements referred to above.

Responsibilities of Management for Compliance

Management is responsible for compliance with the requirements referred to above and for the design, implementation, and maintenance of effective internal control over compliance with the requirements of the laws, statutes, regulations, rules, and provisions of contracts or grant agreements applicable to Hamilton Unified School District's state programs.

> 348 Olive Street San Diego, CA 92103

0:619-270-8222 F: 619-260-9085 christywhite.com



Auditor's Responsibilities for the Audit of State Compliance

Our objectives are to obtain reasonable assurance about whether material noncompliance with the state compliance requirements referred to above occurred, whether due to fraud or error, and express an opinion on Hamilton Unified School District's compliance based on our audit. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with generally accepted auditing standards, *Government Auditing Standards*, and the K-12 Audit Guide will always detect a material noncompliance when it exists. The risk of not detecting a material noncompliance resulting from fraud is higher than for that resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Noncompliance with the compliance requirements referred to above is considered material if there is a substantial likelihood that, individually or in the aggregate, it would influence the judgment made by a reasonable user of the report on compliance about Hamilton Unified School District's compliance with the requirements of the applicable state programs as a whole.

In performing an audit in accordance with generally accepted auditing standards and *Government Auditing Standards*, and the K-12 Audit Guide, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit;
- Identify and assess the risks of material noncompliance, whether due to fraud or error, and design and
 perform audit procedures responsive to those risks. Such procedures include examining, on a test basis,
 evidence regarding Hamilton Unified School District's compliance with compliance requirements referred to
 above and performing such other procedures as we considered necessary in the circumstances;
- Obtain an understanding of Hamilton Unified School District's internal control over compliance relevant to the
 audit in order to design audit procedures that are appropriate in the circumstances and to test and report on
 internal control over compliance in accordance with the K-12 Audit Guide, but not for the purpose of
 expressing an opinion on the effectiveness of Hamilton Unified School District's internal control over
 compliance. Accordingly, we express no such opinion; and

Select and test transactions and records to determine Hamilton Unified School District's compliance with the
state laws and regulations applicable to the following items:

PROGRAM NAME	PROCEDURES PERFORMED
Local Education Agencies Other Than Charter Schools	
Attendance	Yes
Teacher Certification and Misassignments	Yes
Kindergarten Continuance	Yes
Independent Study	Not Applicable
Continuation Education	Yes
Instructional Time	Yes
Instructional Materials	Yes
Ratio of Administrative Employees to Teachers	Yes
Classroom Teacher Salaries	Yes
Early Retirement Incentive	Not Applicable
Gann Limit Calculation	Yes
School Accountability Report Card	Yes
Juvenile Court Schools	Not Applicable
Middle or Early College High Schools	Not Applicable
K-3 Grade Span Adjustment	Yes
Apprenticeship: Related and Supplemental Instruction	Not Applicable
Comprehensive School Safety Plan	Yes
District of Choice	Not Applicable
Home to School Transportation Reimbursement	Yes

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PROGRAM NAME	PROCEDURES PERFORMED
School Districts, County Offices of Education, and Charter Schools	
Proposition 28 Arts and Music in Schools	Yes
After/Before School Education and Safety Program	Not Applicable
Proper Expenditure of Education Protection Account Funds	Yes
Unduplicated Local Control Funding Formula Pupil Counts	Yes
Local Control and Accountability Plan	Yes
Independent Study-Course Based	Not Applicable
Immunizations	Yes
Educator Effectiveness	Yes
Expanded Learning Opportunities Grant (ELO-G)	Yes
Career Technical Education Incentive Grant	Yes
Expanded Learning Opportunities Program	Yes
Transitional Kindergarten	Yes
Charter Schools	
Attendance; for charter schools	Not Applicable
Mode of Instruction; for charter schools	Not Applicable
Nonclassroom-Based Instruction/Independent Study;	
for charter schools	Not Applicable
Determination of Funding for Nonclassroom-Based	
Instruction; for charter schools	Not Applicable
Annual Instructional Minutes - Classroom Based	Not Applicable
Charter School Facility Grant Program	Not Applicable

Auditor's Responsibilities for the Audit of State Compliance (continued)

The term "Not Applicable" is used above to mean either the District did not offer the program during the current fiscal year, the District did not participate in the program during the current fiscal year, or the program applies to a different type of local education agency.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and any significant deficiencies and material weaknesses in internal control over compliance that we identify during the audit.

Report on Internal Control Over Compliance

A deficiency in internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance on a timely basis. A material weakness in internal control over compliance is a deficiency, or combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that a material noncompliance with a compliance requirement will not be prevented, or detected and corrected, on a timely basis. A significant deficiency in internal control over compliance is a deficiency, or a combination of deficiencies, in internal control over compliance that is less severe than a material weakness in internal control over compliance.

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Report on Internal Control Over Compliance (continued)

Our consideration of internal control over compliance was for the limited purpose described in the Auditor's Responsibilities for the Audit of State Compliance section and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies in internal control over compliance. Given these limitations, during our audit we did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses, as defined above. However, material weaknesses or significant deficiencies in internal control over significant deficiencies in internal control over compliance that we consider to be material weaknesses, as defined above. However, material weaknesses or significant deficiencies in internal control over compliance may exist that were not identified.

Our audit was not designed for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, no such opinion is expressed.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the K-12 Audit Guide. Accordingly, this report is not suitable for any other purpose.

Christy White, Inc.

San Diego, California January 29, 2025

SCHEDULE OF FINDINGS AND QUESTIONED COSTS

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FINANCIAL STATEMENTS		
Type of auditors' report issued:		Unmodified
Internal control over financial reporting:		
Material weakness(es) identified?		No
Significant deficiency(ies) identified?		None Reported
Non-compliance material to financial stateme	ents noted?	No
FEDERAL AWARDS		
Internal control over major program:		
Material weakness(es) identified?		No
Significant deficiency (ies) identified?		None Reported
Type of auditors' report issued:		Unmodified
Any audit findings disclosed that are required with Uniform Guidance 2 CFR 200.516(a)?	d to be reported in accordance	No
Identification of major programs:		
AL Number(s)	Name of Federal Program or Cluster	
	Child Nutrition Cluster	
Dollar threshold used to distinguish between	Type A and Type B programs:	\$ 750,000
Auditee qualified as low-risk auditee?		Yes
STATE AWARDS		
Internal control over state programs:		N
Material weaknesses identified?		No Norte Deserted
Significant deficiency(ies) identified?		None Reported
Any audit findings disclosed that are required		Ne
with 2023-24 Guide for Annual Audits of C	-	<u> </u>
Type of auditors' report issued on complianc	e for state programs:	

FIVE DIGIT CODE 20000 30000 AB 3627 FINDING TYPE Inventory of Equipment Internal Control

There were no financial statement findings for the year ended June 30, 2024.

HAMILTON UNIFIED SCHOOL DISTRICT FEDERAL AWARD FINDINGS AND QUESTIONED COSTS FOR THE YEAR ENDED JUNE 30, 2024

FIVE DIGIT CODE 50000 AB 3627 FINDING TYPE Federal Compliance

There were no federal award findings or questioned costs for the year ended June 30, 2024.

HAMILTON UNIFIED SCHOOL DISTRICT STATE AWARD FINDINGS AND QUESTIONED COSTS FOR THE YEAR ENDED JUNE 30, 2024

FIVE DIGIT CODE	AB 3627 FINDING TYPE		
10000	Attendance		
40000	State Compliance		
42000	Charter School Facilities Programs		
43000	Apprenticeship: Related and Supplemental Instruction		
60000	Miscellaneous		
61000	Classroom Teacher Salaries		
62000	Local Control Accountability Plan		
70000	Instructional Materials		
71000	Teacher Misassignments		
72000	School Accountability Report Card		

There were no state award findings or questioned costs for the year ended June 30, 2024.

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HAMILTON UNIFIED SCHOOL DISTRICT SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS FOR THE YEAR ENDED JUNE 30, 2024

There were no findings or questioned costs for the year ended June 30, 2023.

INITIAL PROPOSAL from the CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION and its HAMILTON CITY CHAPTER #623 ("CSEA") to the HAMILTON UNIFIED SCHOOL DISTRICT ("DISTRICT") regarding 2025-2026 REOPENER NEGOTIATIONS

The California School Employees Association and its Hamilton City Chapter #623 ("CSEA") hereby proposes to open the following articles of the collective bargaining agreement:

Article 4: Organizational Rights

CSEA proposes modifications to the language including, but not limited to, dues deductions and membership information.

Article 9: Hours and Overtime

CSEA proposes modifications to the language including, but not limited to, trainings.

Article 10: Pay and Allowances

CSEA proposes a fair and equitable increase to the salary schedule.

Article 12: Holidays

CSEA proposes modifications to the language including, but not limited to, Bolt Days.

Article 21: Classification and Salary Assessments

CSEA proposes a study for the following classifications:

- Student Services and Library
- Universal Maintenance and Transportation
- Business Serves
- Information Systems Technician

Agenda Item Number: 13.c	Date: February 26, 2025			
Agenda Item Description: Facilities Update and Project Pre-Approval Request				
Background: District Staff and Team of Professionals have been active in planning fo activities have resulted in the following:	r Facilities improvements. These			
<u>HHS Pre-school Shade Structure</u> : The project is ready for bidding and consoling as the Spring Semester ends and contractors can have access to the shade structure and it is scheduled for manufacture.				
HHS Athletics Master Planning: Consultants have completed the topog Conceptual planning is now occurring according to phases established				
It is requested that the following projects be considered for Pre-Appro deadlines of the various funding sources. Please reference the spread				
<u>#1 HHS Cafeteria Roof/HVAC Project:</u> The roof on the Hamilton High Sc exceeded its useful life and needs to be replaced. Multiple leaks are or is a health and safety concern. The condition of the roof has been fully findings is attached for your review. Additionally, it is prudent to repair the cafeteria during this roof replacement. The unit has not functioned primarily needed for cooling the kitchen for staff.	ccurring in the kitchen area and this investigated and a report on the or replace the Air Handler Unit for			
The project will be bid using the Informal Bidding Procedures detailed i Construction Cost Accounting Act in combination with directly purchas cooperative purchasing agreement (Piggy-back).				
<u>#2 HHS Classroom #9 Renovation:</u> Classroom #9 was previously utilized built-in tables and countertops to support its previous use. The District flexible space to utilize as the Community Schools Services room. Spain provided a quote to renovate the room and add a new exterior door to attached for your review.	t desires to create an open and nhower Building Services has			
<u>#3 HES TK-2 Play Structure Renovation:</u> The project will remove existing structure and replace with new fun and active pieces, the existing port primed and repainted so that the entire structure looks refreshed and it will be tightened or replaced if needed. The existing rubber tile surface with a pour-in-place rubber surface that is inclusive and accessible for a attached.	ions will be stripped, sanded, inviting. All bolts and connections es will be removed and replaced			

<u>#4 HES 3-5 Play Structure Renovation:</u> Similar to the TK-2 Structure Renovation, the 3-5 Play Structure will replace elements, refresh the existing pieces and provide the pour-in-place surfacing needed for inclusiveness and accessibility for all students. Please see attached quote..

Status: The funding sources for these projects have strict deadlines to meet. Pre-Approval of the overall construction costs for these projects will help to ensure timeliness and the District's ability to make use of the important funding sources.

Fiscal Impact:

PROJECTED EXPENSES

Project #	Construction	Soft Cost	Contingency	Total Project	Funding
_	Budget	Budget		Cost	Source
#1	\$125,000.00	\$3,000.00	\$6,250.00	\$134,250.00	KIT**
#2	\$52,000.00	\$6,000.00	\$2,600.00	\$60,600.00	Community
					Schools
					Grant
#3	\$184,000.00	\$3,250.00	\$9,200.00	\$196,450.00	ELOP*
#4	\$51,719.00	\$2,250.00	\$2,600.00	\$56,850.00	ELOP*

* District match portion based on % of use by regular school day vs. after-school program use, will be supplemented with General Fund.

** If all available KIT funds are exhausted for this project, Fund 13 (Cafeteria Funds) will be used to supplement the funding in order to complete the work.

Educational Impact:

Recommendation:

Authorize the Superintendent or Designee to enter into contracts or purchase orders with responsive bidders in order to proceed with construction and meet the various funding deadlines. All bid results will be brought back to the Board for ratification at the first scheduled meeting after the bids are received.

The Garland Company, Inc.

Roof Asset Management Program





Hamilton Unified School District - Structural Inspection + Updated Solutions RAMP 1/31/25

Prepared By Bailey Holliman

> Prepared For Alan Joksch

February 03, 2025

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Table of Contents

Hamilton Unified School District / Client Data	3
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High School / Cafeteria Mechanical Well / Construction Details	6
High School / Cafeteria Mechanical Well / Inspection: Jan 31, 2025	7
High School / Cafeteria Mechanical Well / Solution: 2025 Replace	.17



Client Data



HAMILTON UNIFIED SCHOOL DISTRICT 620 CANAL ST HAMILTON CITY , CALIFORNIA 95951



Client Data

Name	Hamilton Unified School District		
Address 1	620 Canal St		
City	Hamilton City	State	California
ZIP	95951	Country	United States

Contact Info			
Contact Person	Alan Joksch	Title	-
Mobile Phone:	-	Office Phone:	530-228-5550
Email:	ajoksch@husdschools.org		



Facility Summary



HAMILTON UNIFIED SCHOOL DISTRICT 620 CANAL ST HAMILTON CITY , CALIFORNIA 95951

FACILITY: High School

Facility Map



Facility Data	
Address 1	620 Canal Rd
City	Hamilton City
State	California
ZIP	95951
Type of Facility	School
Contact Person	Alan Joksch

Asset Information					
Name	Date Installed	Square Footage	Roof Access		
Cafeteria Mechanical Well		2,152	Internal Roof Hatch		
Entire School	20+ years	67,785	Internal Roof Hatch		
Gymnasium	1995	15,500	Ladder Needed		
Library Mechanical Well	2000	-	Ladder Needed		
Main Office Mechanical Well	1980	-	Ladder Needed		



Construction Details



HAMILTON UNIFIED SCHOOL DISTRICT 620 CANAL ST HAMILTON CITY , CALIFORNIA 95951

FACILITY: High School

ROOF SECTION: Cafeteria Mechanical Well

Asset Map



Information			
Year Installed	-	Square Footage	2,152
Slope Dimension	1:12	Eave Height	15
Roof Access	Internal Roof Hatch	System Type	Built Up Roof (BUR)



Inspection Report



HAMILTON UNIFIED SCHOOL DISTRICT 620 CANAL ST HAMILTON CITY , CALIFORNIA 95951

FACILITY: High School

ROOF SECTION: Cafeteria Mechanical Well

DATE: 01/31/2025

Мар



Inspection Information			
Inspection Date	01/31/2025	Core Data	No
Inspection Type	Visual Inspection	Leakage	No
Deck Conditions	Fair		

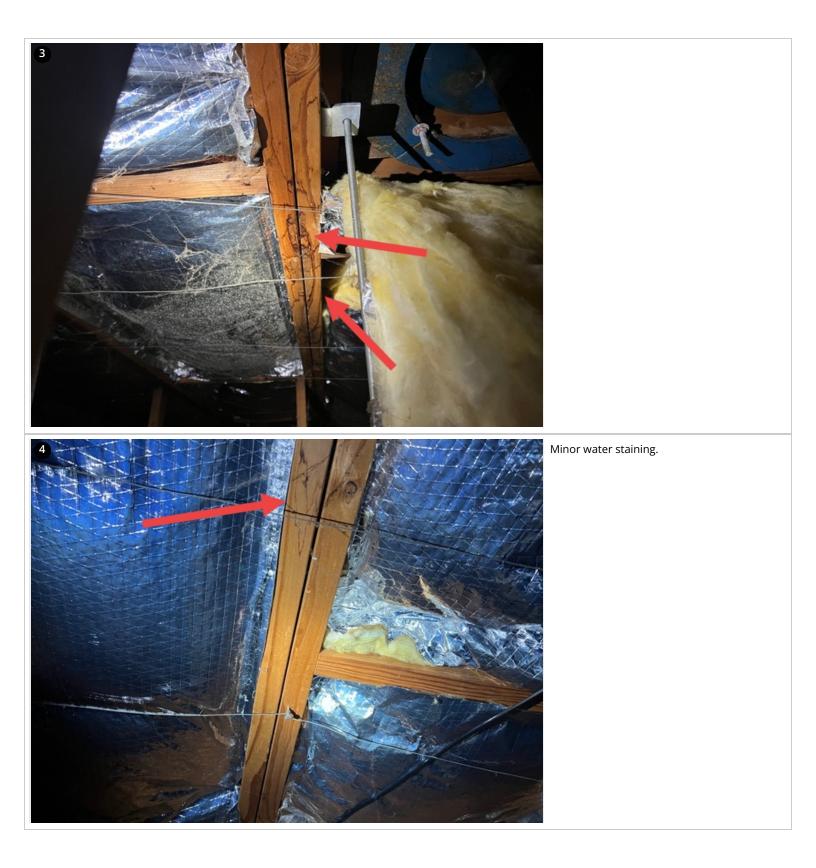
Flashing Conditions			
Perimeter	N/A	Wall	-
Projections	-	Counterflashing	-



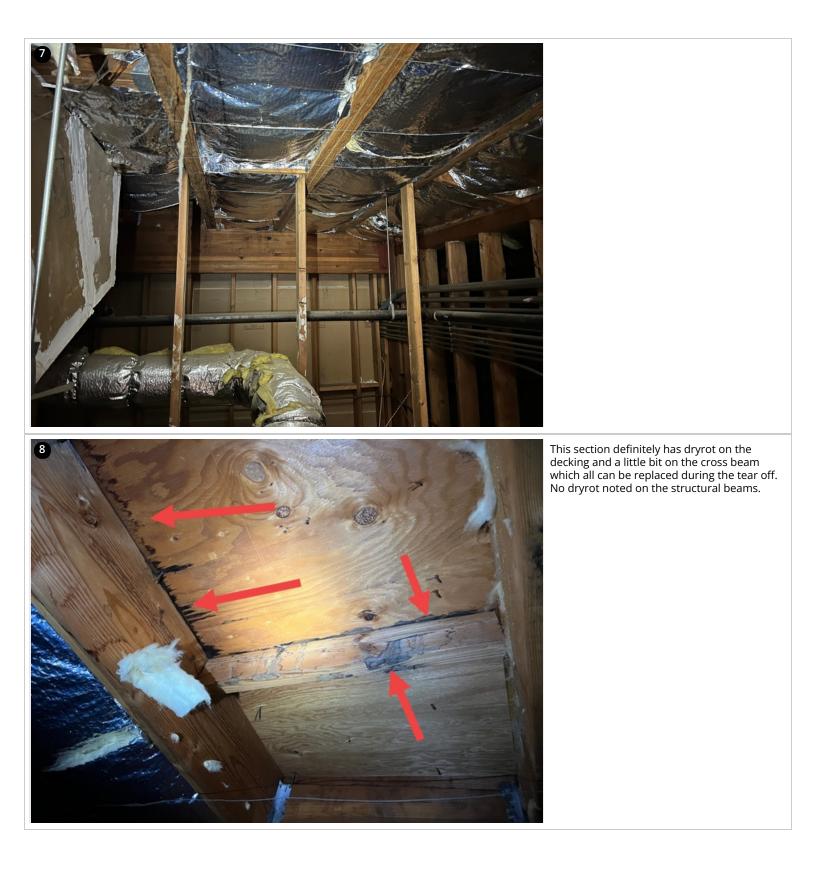
East side drain, minor water staining around the drain. This drain had been a leak problem many times but not often coming through the roof or top of the drain, most of the time it was coming from the connection point farther down the drain pipe.

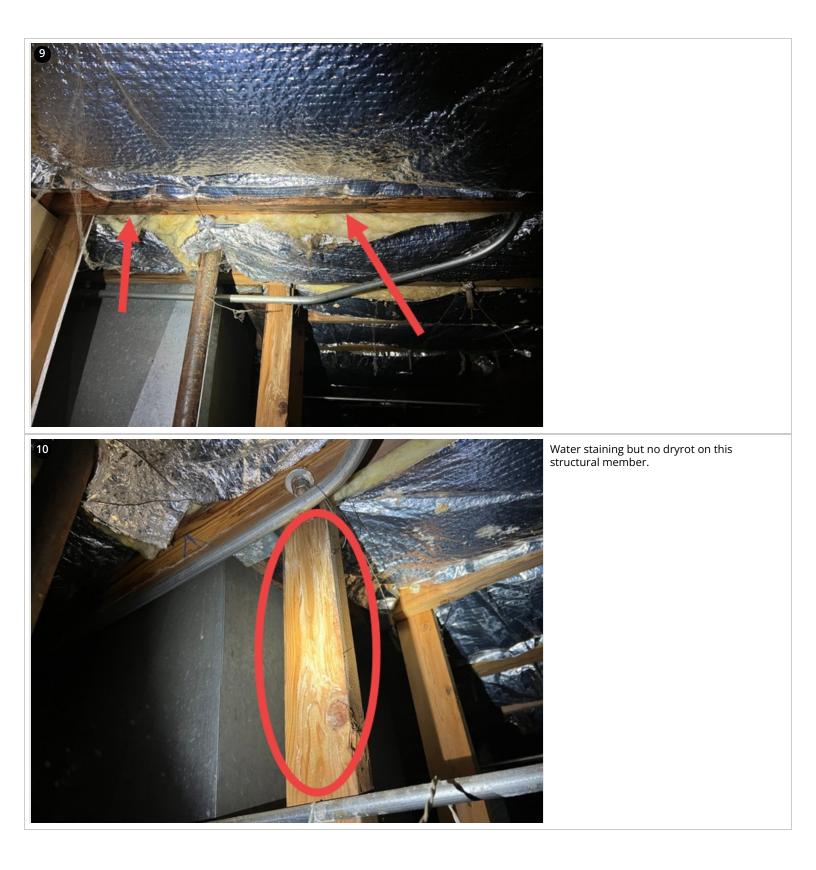


Decking shows the majority of the water staining and dry-rot. All areas of water staining on the structural members did not consist of dry rot, of what we could see.











In the photos it is hard to tell, but many of the areas on the wood that look to have moisture are simply just sap coming out of the wood. During my inspection I was able to identify these because the light on the sap produced a shiny effect whereas the water staining would not.

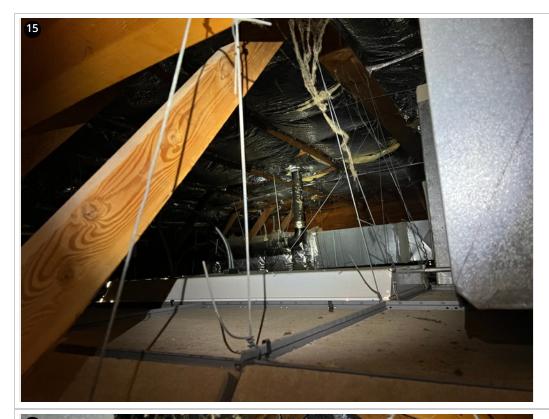
<image>



This is the area we were able to get a ladder to look around on the other side of the cafeteria. Due to there being no actual structural crawl space, all we could inspect was visually from afar. I would mention that this side of the structure being very likely to have the same conditions as the other side.



The areas of leaking were difficult to get to, this entire section is drop ceiling with tiles.





This is either the middle west or the southwest drain, leaking has been reported in this area although the tiles that had water stains were about 5 feet closer to where I am standing, not directly below the drain.



Leaks in the past have caused major drywall damage and repairs noted to have come from water following this conduit pipe down through the other side of the wall.



Solution Options



HAMILTON UNIFIED SCHOOL DISTRICT 620 CANAL ST HAMILTON CITY , CALIFORNIA 95951

FACILITY: High School	ROOF SECTION: Cafeteria Mechanical Well	TITLE: Solution for Cafeteria	DATE: 01/31/2025
Report Data			
Report Date	e 01/31/2025		
Title	e Solution for Cafeteria		

Square footage includes 4' parapet walls, total of 704 sq ft

Replace Options			
Solution Option:	Replace 🥥	Action Year:	2025
Square Footage:	2,152	Expected Life (Years):	30
Budget Range:	\$59,607.00 - \$68,864.00		

Solution #1: Full tear off and replacement with Garland 2 Ply Modified Bitumen Roofing System in hot asphalt adhesive. Fully coated with Pyramic Plus LO to meet CA Title 24 energy efficiency compliance and Cool-Sil HB in areas of ponding water.

- Expected Life: 30 Years+
- Warranty: 30 Years
- Expected Cost: \$59,607

Solution #2: Full tear off and replacement with Garland 2 Ply Modified Bitumen Roofing System in Garland 0 VOC Green-Lock adhesive. Fully coated with Pyramic Plus LO to meet CA Title 24 energy efficiency compliance and Cool-Sil HB in areas of ponding water.

- Expected Life: 30 Years+
- Warranty: 30 Years
- Expected Cost: \$72,016

THIS IS FOR BUDGETING PURPOSES ONLY, THIS IS NOT A BID.

Prepared For

A-Line HSUD Hamilton City, Ca

Spainhower building Services	Estimate #	1229
4335 Calernbar Rd	Date	01/26/2025
Paradise, Ca 95969	Business / Tax #	license #799355
Phone: (530) 762-8552		
Email: Ctssbs2@gmail.com@gmail.com		

ESTIMATE

Description	Total
Bldg 200 classroom remodel Demo- tables and countertops, existing carpet, upper cabinets at new door location, electrical raceway under tables. Relocate exterior lockers at new door location. Saw cut and demo CMU for new door opening. Install new hollow metal frame, door and hardware. Paint walls and new frame and door. Insta new LVT flooring. Install 6" rubber base. Replace stained or damaged ceiling tiles. Install upper cabinet locks. Install 2 electrical floor boxes.	
Surface mounted electrical raceway Install new 5" electrical raceway at lower elevation than existing.	\$4,750.00

Subtotal	\$39,585.00
Total	\$39,585.00

Notes:

Electrical raceway option- reuse existing raceway and paint. \$3,500

By signing this document, the customer agrees to the services and conditions outlined in this document.

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Gourley Construction LIC #384458 462 Appian Way El Sobrante, CA 94803 510-243-7445 pacificplayground@gmail.com Pacificplayground.com

ADDRESS

SHIP TO

Hamilton Unified School District Mike Watson 277 Capay Ave, Hamilton City, CA 95951 Hamilton Unified School District Mike Watson 277 Capay Ave, Hamilton City, CA 95951

Estimate 1560

DATE 11/25/2024

PROJECT NAME

Repairs + Pip

PRODUCT/SERVICE	DESCRIPTION	QTY	RATE	AMOUNT
Project Description	Make repairs to the existing play structure manufactured by Miracle Play Systems located at 277 Capay Ave, Hamilton City, CA 95951. Also, to provide and install materials for poured-in-place rubber surfacing at 3.5" depth.	1	0.00	0.00
	PREVAILING WAGE			
	Demo			
Remove and Dispose:Remove and Dispose	Remove and Dispose of two existing climbers and the existing spiral slide with staircase.(As shown on drawing)	1	16,163.20	16,163.20
Remove Rubber Tiles	Remove and Dispose of Existing Rubber Tiles 3.5" Depth	3,900	3.75	14,625.00
	Replacement Components			
Playground	Wiggly Worm Climber (714-974-8)	1	3,017.00	3,017.00T
Playground	Climbing Pole (714-808)	1	1,364.00	1,364.00T
Playground	360 Typhoon II Slide Domed Wave (714-748-69U)	1	12,070.00	12,070.00T
installation	Replacement Components Installation	1	12,338.00	12,338.00
	Repairs			
Repairs	Strip, sand, prime, and paint steel play structure	1	8,900.00	8,900.00
Pressure Wash Surface	Pressure wash structure	1	2,800.00	2,800.00
	Surfacing			

This does not reflect the cost or acquisition of any permits unless specifically itemized.

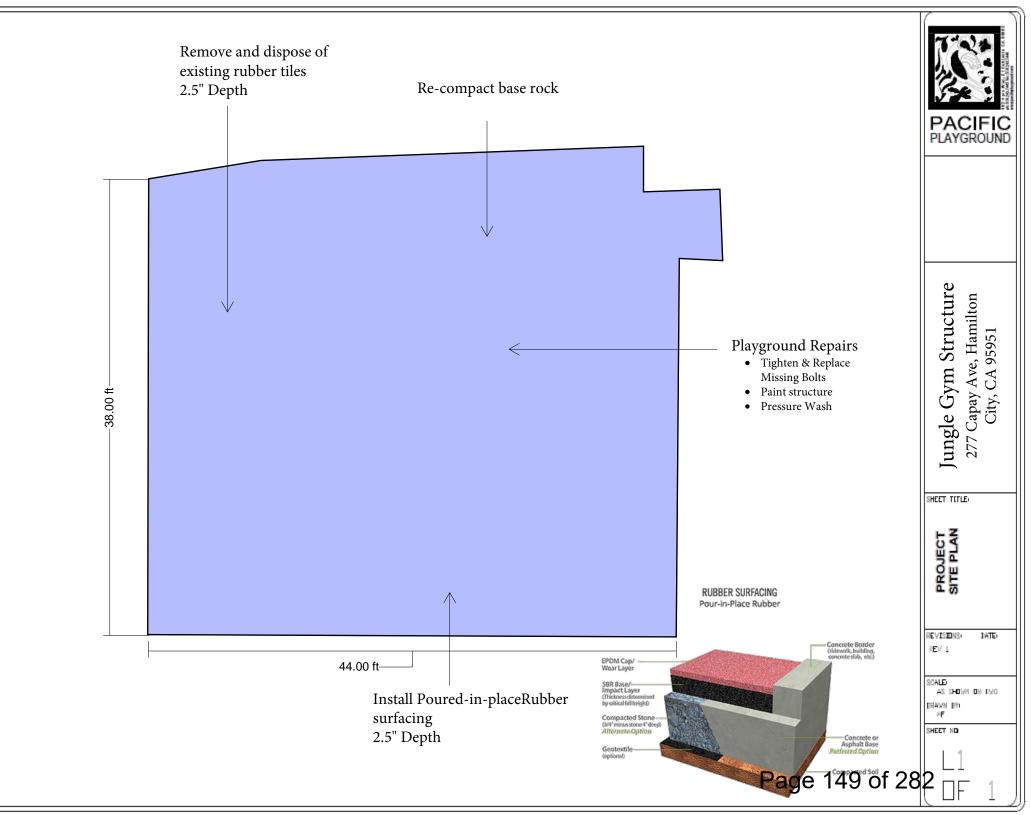
PRODUCT/SERVICE	DESCRIPTION		QTY	RATE	AMOUNT	
3.5" Poured in Place Rubber	3.5" Total thickness Poured in Place rubber surfacing for a 7' fall height 3" of base coat and 1/2" of topcoat with 100% color of clients choice		3,900	25.50	99,450.00	
Travel Cost	Overnight Travel Cost		1	7,500.00	7,500.00	
*An advance deposit is	SUBTOTAL			178,227.20		
placed. If you have not received an invoice for your advance deposit please contact the office immediately.		TAX			1,192.70	
		SHIPPING			4,600.00	
		TOTAL		\$184	1,019.90	

Accepted By

Accepted Date

This does not reflect the cost or acquisition of any permits unless specifically itemized.







Codes and Colors

Size 1 – 4mm Size 0.5 - 1.5mm also available upon request



RH31 Cream



RH50 Orange



RH21 Purple



RH26 Turquoise



RH32 Brown



RH30 Beige



RH41

RH02

RH22

RH10

Standard Green

Light Blue

Bright Red

Bright Yellow

RH01 Standard Red



RH20 Standard Blue



RH12 Dark Green



RH60 Dark Grey





RH61 Light Grey



RH40 Mustard



RH90 Funky Pink



RH23 Azure



RH11 Bright Green



RH65_ Pale Grey



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Color Disclaimer:

The colors printed are for guidance only

Gourley Construction LIC #384458 462 Appian Way El Sobrante, CA 94803 510-243-7445 pacificplayground@gmail.com Pacificplayground.com

ADDRESS

SHIP TO

Hamilton Unified School District Attn: Mike Watson 277 Capay Ave, Hamilton City, CA 95951 Hamilton Unified School District Attn: Mike Watson 277 Capay Ave, Hamilton City, CA 95951 Estimate 1576

DATE 12/09/2024

\$51,719.00

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PROJECT NAME

Jungle Gym Repairs + Pip

PRODUCT/SERVICE	DESCRIPTION		QTY	RATE	AMOUNT	
Project Description	To make repairs on the play structure adjacent to the newly installed fitnes area. Also, to remove and replace the existing tiles with new poured-in-place rubber surfacing.		1	0.00	0.00	
Remove Rubber Tiles	Remove and Dispose of Existing Rul	ober Tiles	1,748	3.75	6,555.00	
Base rock	Recompact baserock		1	2,500.00	2,500.00	
2.5" Poured In Place Rubber	2.5" Total Thickness Poured in Place rubber surfacing for a 5' fall height. 2" of base coat and 1/2" of topcoat. 50% black and 50% color area to be covered			18.00	31,464.00	
Repairs	Tighten and replace loose/missing bolts		1	300.00	300.00	
24 Paint	Strip, sand, prime, and paint structur	е	1	4,450.00	4,450.00	
Pressure Wash Surface	Pressure Wash Surface		1	1,400.00	1,400.00	
Travel Cost	Overnight Travel Cost		1	4,200.00	4,200.00	
	*An advance deposit is required before any order can be placed. If you have not received an invoice for your advance				50,869.00	
deposit please contact the	•	TAX			0.00	
	-	SHIPPING			850.00	

This does not reflect the cost or acquisition of any permits unless specifically itemized.

TOTAL

Accepted By

Accepted Date

This does not reflect the cost or acquisition of any permits unless specifically itemized.



Comprehensive School Safety Plan

2024-2025 School Year

School:	Hamilton Elementary School
CDS Code:	11765626007447
District:	Hamilton Unified School District
Address:	277 Capay Avenue Hamilton City, CA 95951
Date of Adoption:	February 26, 2025
Date of Update:	February 26, 2025
Date of Review:	
- with Staff	

- with Law Enforcement
- with Fire Authority

Approved by:

Name	Title	Signature	Date
Ulises Tellechea	Principal		
Maggie Sawyer	Assistant Principal		
Lupita Esquivel	Teacher		
Shelly Whittaker	Teacher		
Jocelyn Duenas	Teacher		
Eden Wylie	Education Specialist	Education Specialist	
Jazmin Martinez	Administrative Assistant		
Dianna Camarena	Social Services Coordinator		
Rosa Vargas	School Site Council Parent rep		
Sera Lozano	School Site Council Parent rep		

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Comprehensive School Safety Plan Purpose

Effective January 1, 2019, Assembly Bill 1747 (Rodriguez), School Safety Plans, became law. This bill requires that during the writing and development of the comprehensive school safety plan (CSSP), the school site council or safety committee consult with a fire department and other first responder entities in addition to currently required entities. It requires the CSSP and any updates made to the plan to be shared with the law enforcement agency, the fire department, and the other first responder entities.

The California Education Code (sections 32280-32288) outlines the requirements of all schools operating any kindergarten and any grades 1 to 12, inclusive, to write and develop a school safety plan relevant to the needs and resources of that particular school.

In 2004, the Legislature and Governor recast and renumbered the Comprehensive School Safety Plan provisions in SB 719 and AB 115. It is the intent of the Legislature in enacting the provisions to support California public schools as they develop their mandated comprehensive safety plans that are the result of a systematic planning process, that include strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on school campuses.

The historical requirement of the Comprehensive School Safety Plan was presented in Senate Bill 187, which was approved by the Governor and chaptered in 1997. This legislation contained a sunset clause that stated that this legislation would remain in effect only until January I, 2000. Senate Bill 334 was approved and chaptered in 1999 and perpetuated this legislation under the requirement of the initial legislation.

Comprehensive School Safety Plans are required under SB 719 & AB 115 and contains the following elements:

Assessment of school crime committed on school campuses and at school-related functions

- Child abuse reporting procedures
- Disaster procedures
- Suspension and expulsion policies
- Procedures to notify teachers of dangerous pupils
- Discrimination and harassment policies
- School wide dress code policies
- Procedures for safe ingress and egress
- Policies enacted to maintain a safe and orderly environment
- Rules and procedures on school discipline
- Hate crime reporting procedures

The Comprehensive School Safety Plan will be reviewed and updated by March 1st every year. In July of every year, the school will report on the status of its school safety plan including a description of its key elements in the annual school accountability report card.

620 Canal Street, Hamilton City, CA 95951 and <u>https://www.husdschools.org/</u> A copy of the Comprehensive School Safety Plan is available for review at .

Safety Plan Vision

The vision of the Hamilton Unified School District Safety Plan is to be proactive in providing an organized and explicit plan to ensure that all people on campus are safe. We aim to create teams of committed adults and students who are fully vested and informed of their roles in making sure that the plans and procedures are carried out in an unanticipated emergency.

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Components of the Comprehensive School Safety Plan (EC 32281)

Hamilton Elementary School Safety Committee

The school site council is responsible for developing the school site safety plan or for delegating the responsibility to a school safety planning committee. Ed. Code 35294.1

The school site safety committee shall be composed of the following members: the principal or designee, one teacher who is a representative of the recognized certificated employee organization; one parent/guardian whose child attends the school; one classified employee who is a representative of the recognized classified employee organization; other members if desired. (Ed Code 35294.1)

HUSD schools designate the high school site council and elementary school site council to serve as the site safety committee.

The School Site Council of Hamilton Elementary School will serve as site safety committee for all programs hosted on that campus.

Local law enforcement has been consulted (Ed. Code 39294.1). Other local agencies, such as health care and emergency services, may be consulted if desired. (Ed Code 39294.2)

Other members of the school or community may provide valuable insights as members of the School Safety Planning Committee.

Additional members may include: A representative from the local law enforcement agency School Resource Officers Guidance counselor Special Education Department Chairperson One or more key community service providers Student representative(s) Disciplinary team member Staff leaders Additional parent representatives

Assessment of School Safety

Every effort is being taken to ensure the safety of all students on the school campus. All staff are being updated on current policy and procedures. Safety drills are held monthly and reviewed by the task force for efficiency and completeness. Data informing assessment of school safety includes:

- Site Drill Logs
- Suspension/Expulsion Data
- Student Assessment and Progress Reports
- Law Enforcement Interventions and Crime Reports
- Staff / Student / Community Survey Responses
- Property Loss, vandalism and insurance reports
- HUSD FIT Report

Strategies and Programs to Provide and Maintain a High Level of Safety (EC 32281(a)1, items A-J) EMERGENCY PHASES

- Positive Behavior Intervention Systems
- Wellness Team and Resources
- Community Liaison
- Threat Assessment Protocols
- Funding Sources: LCFF, Title I, grants, and other local, State, and Federal funding

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(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166)

Board Policy Manual Hamilton Unified School District Policy 5141.4: Child Abuse Prevention And Reporting Status: ADOPTED Original Adopted Date: 02/22/2017 | Last Revised Date: 08/25/2021 | Last Reviewed Date: 08/25/2021

Board Policy Manual Hamilton Unified School District Policy 5141.4: Child Abuse Prevention And Reporting Status: ADOPTED Original Adopted Date: 02/22/2017 | Last Revised Date: 08/25/2021 | Last Reviewed Date: 08/25/2021

The Board of Trustees 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.

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.

DEFINITIONS:

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

- 1. A physical injury or death inflicted by other than accidental means on a child by another person
- 2. Sexual abuse of a child, including sexual assault or sexual exploitation, as defined in Penal Code 11165.1
- 3. Neglect of a child as defined in Penal Code 11165.2
- 4. Willful harming or injuring of a child or the endangering of the person or health of a child as defined in Penal Code 11165.3
- 5. Unlawful corporal punishment or injury as defined in Penal Code 11165.4

Child abuse or neglect does not include:

1. A mutual affray between minors (Penal Code 11165.6)

2. An injury caused by reasonable and necessary force used by a peace officer acting within the course and scope of his/her employment (Penal Code 11165.6)

(cf. 3515.3 - District Police/Security Department)

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

4. An injury caused by a school employee's use of force that is reasonable and necessary to quell a disturbance threatening physical injury to persons or damage to property, to protect himself/herself, or to obtain weapons or other dangerous objects within the control of a student (Education Code 49001)

5. Physical pain or discomfort caused by athletic competition or other such recreational activity voluntarily engaged in by a student (Education Code 49001)

6. Homelessness or classification as an unaccompanied minor (Penal Code 11165.15)

Mandated reporters include, but are not limited to, teachers; instructional aides; teacher's aides or assistants; classified employees; certificated pupil personnel employees; administrative officers or supervisors of child attendance; athletic coaches, administrators, and directors; administrators and employees of a licensed child day care facility; Head Start teachers; district police or security officers; licensed nurses or health care providers; and administrators, presenters, and counselors of a child abuse prevention program. (Penal Code 11165.7)

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

REPORTABLE OFFENSES

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A mandated reporter shall make a report using the procedures provided below whenever, in his/her professional capacity or within the scope of his/her employment, he/she has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect. (Penal Code 11166)

Any mandated reporter who has knowledge of or who reasonably suspects that a child is suffering serious emotional damage or is at a substantial risk of suffering serious emotional damage, based on evidence of severe anxiety, depression, withdrawal, or untoward aggressive behavior toward self or others, may make a report to the appropriate agency. (Penal Code 11166.05, 11167) Any district employee who reasonably believes that he/she has observed the commission of a murder, rape, or lewd or lascivious act by use of force, violence, duress, menace, or fear of immediate and unlawful bodily injury against a victim who is a child under age 14 shall notify a peace officer. (Penal Code 152.3, 288)

RESPONSIBILITY FOR REPORTING

The reporting duties of mandated reporters are individual and cannot be delegated to another person. (Penal Code 11166) When two or more mandated reporters jointly have knowledge of a known or suspected instance of child abuse or neglect, the report may be made by a member of the team selected by mutual agreement and a single report may be made and signed by the selected member of the reporting team. Any member who has knowledge that the member designated to report has failed to do so shall thereafter make the report. (Penal Code 11166)

No supervisor or administrator shall impede or inhibit a mandated reporter from making a report. (Penal Code 11166) Any person not identified as a mandated reporter who has knowledge of or observes a child whom he/she knows or reasonably suspects has been a victim of child abuse or neglect may report the known or suspected instance of child abuse or neglect to the appropriate agency. (Penal Code 11166)

REPORTING PROCEDURES

1. Initial Telephone Report - Immediately or as soon as practical after knowing or observing suspected child abuse or neglect, a mandated reporter shall make an initial report by telephone to any police department (excluding a school district police/security department), sheriff's department, county probation department if designated by the county to receive such reports, or county welfare department. (Penal Code 11165.9, 11166) Placer County Child and Family Services (916) 872-6549. When the initial telephone report is made, the mandated reporter shall note the name of the official contacted, the date and time contacted, and any instructions or advice received.

2. Written Report - Within 36 hours of knowing or observing the information concerning the incident, the mandated reporter shall then prepare and either send, fax, or electronically submit to the appropriate agency a written follow-up report, which includes a completed Department of Justice form (SS 8572). (Penal Code 11166, 11168). Forms are located in the front office and are available online as well.

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

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

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

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

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

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

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

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

TRAINING

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Within the first six weeks of each school year, the Superintendent or designee shall provide training on mandated reporting requirements to district employees and persons working on their behalf who are mandated reporters. Any school personnel hired during the school year shall receive such training within the first six weeks of employment. (Education Code 44691; Penal Code 11165.7). The Superintendent or designee shall use the online training module provided by the California Department of Social Services. (Education Code 44691). The training shall include, but not necessarily be limited to, training in the identification and reporting of child abuse and neglect. In addition, the training shall include information that failure to report an incident of known or reasonably suspected child abuse or neglect as required by law is a misdemeanor punishable by imprisonment and/or a fine as specified. (Education Code 44691; Penal Code 11165.7). The Superintendent or designee shall code 11165.7). The Superintendent or designee shall obtain and retain proof of each mandated reporter's completion of the training. (Education Code 44691)

In addition, at least once every three years, school personnel may receive training in the prevention of child abuse, including sexual abuse, on school grounds, by school personnel, or in school-sponsored programs. (Education Code 44691)

VICTIM INTERVIEWS BY SOCIAL SERVICES

Whenever the Department of Social Services or another government agency is investigating suspected child abuse or neglect that occurred within the child's home or out-of-home care facility, the student may be interviewed by an agency representative during school hours, on school premises. The Superintendent or designee shall give the student the choice of being interviewed in private or in the presence of any adult school employee or volunteer aide selected by the student. (Penal Code 11174.3). A staff member or volunteer aide selected by a child may decline to be present at the interview. If the selected person accepts, the principal or designee shall inform him/her of the following requirements: (Penal Code 11174.3)

1. The purpose of the selected person's presence at the interview is to lend support to the child and enable him/her to be as comfortable as possible.

2. The selected person shall not participate in the interview.

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

4. The selected person is subject to the confidentiality requirements of the Child Abuse and Neglect Reporting Act, a violation of which is punishable as specified in Penal Code 11167.5.

If a staff member agrees to be present, the interview shall be held at a time during school hours when it does not involve an expense to the school. (Penal Code 11174.3)

RELEASE OF CHILD TO A PEACE OFFICER

When a child is released to a peace officer and taken into custody as a victim of suspected child abuse or neglect, the Superintendent or designee and/or principal shall not notify the parent/guardian, but rather shall provide the peace officer with the address and telephone number of the child's parent/guardian. (Education Code 48906) (cf. 5145.11- Questioning and Apprehension by Law Enforcement)

PARENT/GUARDIAN COMPLAINTS

Upon request, the Superintendent or designee shall provide parents/guardians with procedures for reporting suspected child abuse occurring at a school site to appropriate agencies. For parents/guardians whose primary language is not English, such procedures shall be in their primary language and, when communicating orally regarding those procedures, an interpreter shall be provided. To file a complaint against a district employee or other person suspected of child abuse or neglect at a school site, parents/guardians may file a report by telephone, in person, or in writing with any appropriate agency identified above under "Reporting Procedures." If a parent/guardian makes a complaint about an employee to any other employee, the employee receiving the information shall notify the parent/guardian of procedures for filing a complaint with the appropriate agency. The employee also is obligated pursuant to Penal Code 11166 to file a report himself/herself using the procedures described above for mandated reporters. In addition, if the child is enrolled in special education, a separate complaint may be filed with the California Department of Education pursuant to 5 CCR 4650.

NOTIFICATIONS

The Superintendent or designee shall provide to all new employees who are mandated reporters a statement that informs them of their status as mandated reporters, their reporting obligations under Penal Code 11166, and their confidentiality rights under Penal Code 11167. The district also shall provide these new employees with a copy of Penal Code 11165.7, 11166, and 11167. (Penal Code 11165.7, 11166.5). Before beginning employment, any person who will be a mandated reporter by virtue of his/her position shall sign a statement indicating that he/she has knowledge of the reporting obligations under Penal Code 11166and will comply with those provisions. The signed statement shall be retained by the Superintendent or designee. (Penal Code 11166.5) Employees who work with dependent adults shall be notified of legal responsibilities and reporting procedures pursuant to Welfare and Institutions Code 15630-15637.

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The Superintendent or designee also shall notify all employees that:

1. A mandated reporter who reports a known or suspected instance of child abuse or neglect shall not be held civilly or criminally liable for making a report and this immunity shall apply even if the mandated reporter acquired the knowledge or reasonable suspicion of child abuse or neglect outside of his/her professional capacity or outside the scope of his/her employment. Any other person making a report shall not incur civil or criminal liability unless it can be proven that he/she knowingly made a false report or made a report with reckless disregard of the truth or falsity of the report. (Penal Code 11172)

2. If a mandated reporter fails to timely report an incident of known or reasonably suspected child abuse or neglect, he/she may be guilty of a crime punishable by a fine and/or imprisonment. (Penal Code 11166)

3. No employee shall be subject to any sanction by the district for making a report unless it can be shown that he/she knowingly made a false report or made a report with reckless disregard of the truth or falsity of the report. (Penal Code 11166)

(B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100)

Disaster Plan (See Appendix C-F)

Details for the HUSD Disaster Plan, including protocols for various disaster scenarios are found in Appendices C through F of this document.

Safety Task Force Groups and recommended Members:

INCIDENT COMMANDER:

• Site or District Administration

STUDENT/STAFF SAFETY TEAM

- Site Administration
- Two other staff members

STUDENT RELEASE/CROWD CONTROL TEAM

- Administrative Assistant
- Two other staff members

FACILITIES TEAM

- Director of MTO
- Two other members of MTO Team
- Evening-Need one team member

COMMUNICATIONS TEAM

- District Executive Assistant
- Two other staff members

FIRST AID/BASIC NEEDS TEAM

• Three school staff members

CRISIS RESPONSE TEAM

- District Dean of Students
- Two other counseling trained personnel

DISTRICT COMMAND CENTER

- Superintendent
- 2 other District Personnel

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Hamilton Elementary School's Disaster Procedures are designed to ensure the safety and well-being of students, staff, and visitors in the event of an emergency. These procedures are in accordance with the California Comprehensive School Safety Plan and state regulations.

1. Emergency Response Plan

- Hamilton Elementary maintains a detailed emergency response plan, which includes protocols for various types of disasters, including:
- Earthquakes (Drop, Cover, and Hold On procedures, evacuation routes)
- Fires (Fire alarms, evacuation routes, designated assembly areas)
- Floods (Emergency shelter locations, response coordination)
- Hazardous Materials Incidents (Shelter-in-place, decontamination procedures)
- Active Shooter/Lockdown Situations (Run-Hide-Fight protocol, lockdown procedures)
- Power Outages (Backup lighting, communication procedures)
- Pandemic/Health Crisis (Health screenings, personal protective equipment, social distancing guidelines)

2. Emergency Communications

- The school administration will use a multi-tiered communication system, including automated alerts, phone trees, intercom announcements, emails, and text messages, to notify students, staff, and parents of emergencies.
- Emergency notifications will also be communicated via local law enforcement and emergency services.

3. Evacuation Procedures

- The school has designated evacuation routes and assembly areas that are clearly marked and updated annually.
- Teachers are responsible for escorting students to safety, conducting roll calls, and reporting missing students to administrators.
- Special provisions are in place for students with disabilities or those requiring medical assistance.
- 4. Shelter-in-Place and Lockdown Procedures
 - In the event of an environmental hazard or security threat, students and staff will be directed to designated shelter areas.
 - Doors will be locked, windows covered, and lights turned off until an all-clear signal is given.
 - Teachers and staff are trained in lockdown and shelter-in-place drills annually.

5. Coordination with Emergency Services

- Hamilton High School collaborates with local fire, police, and emergency management agencies for joint training and response exercises.
- The school has memorandums of understanding (MOUs) with local emergency services to facilitate rapid deployment of resources.

6. Drills and Training

The school conducts regular emergency drills in accordance with state and district policies:

- Fire Drills: Monthly
- Earthquake Drills: Twice per year
- Lockdown Drills: Twice per year
- Evacuation Drills: Once per semester
- All faculty and staff receive annual emergency response training, including CPR/First Aid certification for designated personnel.

7. Reunification Center Protocols (Staffed by STUDENT RELEASE / CROWD CONTROL TEAM)

- In the event of an emergency, a parent-student reunification process will be implemented at a designated safe location.
- A member of the Student Release / Crowd Control Team, with proper identification, will be sent to release students individually with teacher support.
- Teachers keep students in designated secure areas until notification that student is being released to an authorized adult.
- ALL person picking up any student must show picture I.D. and sign the student out on the back of the emergency card
- ALL adult picking up a student must be listed on the emergency card.

• When notified, the teacher in the student secure area checks off the student, noting on roll sheet the time of release. Comprehensive School Safety Plan 2/19/25 2/19/25



- STUDENT/STAFF SAFETY TEAM will consolidate classes as they become smaller.
- Staff members will be released by the Principal as soon as they are no longer needed as Disaster Service Workers. (Cal. Govt. code, Sec. 3100)

8. Emergency Supply Stockpile

Hamilton High School maintains an emergency cache including:

- First aid supplies
- Water and non-perishable food items
- Flashlights and batteries
- Sanitation supplies

9. Post-Disaster Recovery and Support

- A crisis response team will be available to provide mental health support to students and staff after an emergency.
- The school will work with community partners to assist families in recovery efforts.

Adaptations for Students with Disabilities

The safety of all students is the highest priority of the district. Adaptations of the HUSD disaster plan for students with disabilities are developed by school administrators, teachers, the student's parents/guardians, and other members of their IEP/504 team, are outlined in each student's Individual Education Plan (IEP) or 504 Plan, and include individuals responsible for ensuring the safety of the student.

Public Agency Use of School Buildings for Emergency Shelters

HUSD offers our schools for use as public shelters in case of a natural disaster or pandemic event. We cooperate with the Glenn County Emergency Response Team as well as the Red Cross. If our buildings are used as shelters during the school day, non-students are supervised to protect the safety of our students and staff. The school district or Glenn County Office of Education shall cooperate with the public agency in furnishing and maintaining the services as the school district or Glenn County Office of Education may deem necessary to meet the needs of the community (Ed Code 32282 B (V ii))

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

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 at the 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

The 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 TK-3 may be suspended for disruption or willful defiance, except by a teacher pursuant to Education Code 48910. (Education Code 48900)

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

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

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

As required by law, the Superintendent shall recommend expulsion and the Board shall expel any student found to have committed any of the following "mandatory recommendation and mandatory expulsion" acts at school or at a school activity off school grounds: (Education Code 48915)

1. Possessing a firearm which is not an imitation firearm, as verified by a certificated employee, unless the student had obtained prior written permission to possess the item from a certificated school employee, with the Superintendent or designee's concurrence

2. Selling or otherwise furnishing a firearm

3. Brandishing a knife at another person

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

5. Committing or attempting to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a, or 289, or committing a sexual battery as defined in Penal Code 243.4 6. Possessing an explosive as defined in 18 USC 921

For all other violations listed in the accompanying administrative regulation under "Grounds for Suspension and Expulsion: Grades K12" and "Additional Grounds for Suspension and Expulsion: Grades 4-12," the Superintendent or designee shall have the discretion to recommend expulsion of a student. If expulsion is recommended, the Board shall order the student expelled only if it makes a finding of either or both of the following: (Education Code 48915(b) and (e))

1. That other means of correction are not feasible or have repeatedly failed to bring about proper conduct

2. That due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others

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

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

No chlid enrolled in a preschool program shall be expelled except under limited circumstances as specified in AR 5149.3 Preschool/Early Childhood Education.

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

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

Maintenance and Monitoring of Outcome Data

The Superintendent or designee shall annually present to the Board a report of the outcome data which the district is required to collect pursuant to Education Code 48900.8 and 48916.1, including the number of students recommended for expulsion, the grounds for each recommended expulsion, the actions taken by the Board, the types of referral made after each expulsion, and the disposition of the students after the expulsion period.

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The report shall be disaggregated by the school's numerically significant student subgroups, including, but not limited to, ethnic subgroups, socioeconomically disadvantaged students, English learners, foster youth, and students with disabilities. The report also shall include information about whether and how the district is meeting its goals for improving school climate as specified in its local control and accountability plan.

(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079)

The Superintendent or designee shall inform the teacher(s) of each student who has engaged in, or is reasonably suspected of, any act during the previous three school years which could constitute grounds for suspension or expulsion under Education Code 48900, with the exception of the possession or use of tobacco products, or Education Code 48900.2, 48900.3, 48900.4, or 48900.7. This information shall be based upon district records maintained in the ordinary course of business or records received from a law enforcement agency. (Education Code 49079)

Upon receiving a transfer student's record regarding acts committed by the student that resulted in his/her suspension or expulsion, the Superintendent or designee shall inform the student's teacher(s) that the student was suspended or expelled from his/her former district and of the act that resulted in the suspension or expulsion. (Education Code 48201)

Information received by teacher(s) shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher. (Education Code 49079)

Notice Regarding Student Offenses Committed While Outside School Jurisdiction

When a minor student has been found by a court of competent jurisdiction to have illegally used, sold, or possessed a controlled substance or committed specified crimes involving serious acts of violence, local law enforcement may provide written notification to the Superintendent. (Welfare and Institutions Code 828.1)

When informed by the court that a minor student has been found by a court to have committed any felony or any misdemeanor involving curfew, gambling, alcohol, drugs, tobacco products, carrying of weapons, a sex offense listed in Penal Code 290, assault or battery, larceny, vandalism, or graffiti, the Superintendent or designee shall so inform the school principal. (Welfare and Institutions Code 827)

The principal shall disseminate this information to any counselor who directly supervises or reports on the student's behavior or progress. The principal also may inform any teacher or administrator he/she thinks may need the information so as to work with the student appropriately, avoid being needlessly vulnerable, or protect others from vulnerability. (Welfare and Institutions Code 827)

Any court-initiated information that a teacher, counselor, or administrator receives shall be kept confidential and used only to rehabilitate the student and protect other students and staff. The information shall be further disseminated only when communication with the student, parent/guardian, law enforcement staff, and probation officer is necessary to rehabilitate the student or to protect students and staff. (Welfare and Institutions Code 827)

When a student is removed from school as a result of his/her offense, the Superintendent shall hold the court's information in a separate confidential file until the student is returned to the district. If the student is returned to a different district, the Superintendent shall transmit the information provided by the student's parole or probation officer to the superintendent of the new district of attendance. (Welfare and Institutions Code 827)

Any confidential file of court-initiated information shall be kept until the student becomes 18, graduates from high school, or is released from juvenile court jurisdiction, whichever occurs first, and shall then be destroyed. (Welfare and Institutions Code 827)

Procedures to Maintain Confidentiality of Student Offenses: In order to maintain confidentiality when providing information about student offenses to counselors and teachers of classes/programs to which a student is assigned, the principal or designee shall send the staff member a written notification that one of his/her students has committed an offense that requires his/her review of a student's file in the school office. This notice shall not name or otherwise identify the student. The staff member may be asked to initial the notification and return it to the principal or designee.

The staff member shall also initial the student's file when reviewing it in the school office. Once the district has made a good faith effort to comply with the notification requirement of Education Code 49079 and Welfare and Institutions Code 827, an employee's failure to review the file constitutes district compliance with the requirement to provide notice to the teacher.

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(E) Sexual Harassment Policies (EC 212.6 [b])

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

The district strongly encourages students who feel that they are being or have been sexually harassed on school grounds or at a school-sponsored or school-related activity by another student or an adult, or who have experienced off-campus sexual harassment that has a continuing effect on campus, to immediately contact their teacher, the principal, the district's Title IX Coordinator, or any other available school employee. Any employee who receives a report or observes an incident of sexual harassment shall notify the Title IX Coordinator. Once notified, the Title IX Coordinator shall ensure the complaint or allegation is addressed through AR 5145.71 - Title IX Sexual Harassment Complaint Procedures or BP/AR 1312.3 - Uniform Complaint Procedures, as applicable. Because a complaint or allegation that is dismissed or denied under the Title IX complaint procedure may still be subject to consideration under state law, the Title IX Coordinator shall ensure that any implementation of AR 5145.71 concurrently meets the requirements of BP/AR 1312.3.

The Title IX Coordinator shall offer supportive measures to the complainant and respondent, as deemed appropriate under the circumstances.

The Superintendent or designee shall inform students and parents/guardians of the district's sexual harassment policy by disseminating it through parent/guardian notifications, publishing it on the district's web site, and including it in student and staff handbooks. All district staff shall be trained regarding the policy.

INSTRUCTION / INFORMATION

The Superintendent or designee shall ensure that all district students receive age-appropriate information on sexual harassment. Such instruction and information shall include:

1. What acts and behavior constitute sexual harassment, including the fact that sexual harassment could occur between people of the same sex and could involve sexual violence

2. A clear message that students do not have to endure sexual harassment under any circumstance

3. Encouragement to report observed incidents of sexual harassment even when the alleged victim of the harassment has not complained

4. A clear message that student safety is the district's primary concern, and that any separate rule violation involving an alleged victim or any other person reporting a sexual harassment incident will be addressed separately and will not affect the manner in which the sexual harassment complaint will be received, investigated, or resolve

5. A clear message that, regardless of a complainant's noncompliance with the writing, timeline, or other formal filing requirements, every sexual harassment allegation that involves a student, whether as the complainant, respondent, or victim of the harassment, shall be investigated and action shall be taken to respond to harassment,

prevent recurrence, and address any continuing effect on students

6. Information about the district's procedures for investigating complaints and the person(s) to whom a report of sexual harassment should be made

7. Information about the rights of students and parents/guardians to file a civil or criminal complaint, as applicable, including the right to file a civil or criminal complaint while the district investigation of a sexual harassment complaint continues

8. A clear message that, when needed, the district will implement supportive measures to ensure a safe school environment for a student who is the complainant or victim of sexual harassment and/or other students during an investigation Disciplinary Actions

Upon completion of an investigation of a sexual harassment complaint, any student found to have engaged in sexual harassment or sexual violence in violation of this policy shall be subject to disciplinary action. For students in grades 4-12, disciplinary action may include suspension and/or expulsion, provided that, in imposing such discipline, the entire circumstances of the incident(s) shall be taken into account.

Upon investigation of a sexual harassment complaint, any employee found to have engaged in sexual harassment or sexual violence toward any student shall be subject to disciplinary action, up to and including dismissal, in accordance with law and the applicable collective bargaining agreement.

RECORD KEEPING

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In accordance with law and district policies and regulations, the Superintendent or designee shall maintain a record of all reported cases of sexual harassment to enable the district to monitor, address, and prevent repetitive harassing behavior in district schools. BP 4119.11, 4219.11 and 4319.11 PERSONNEL - Sexual Harassment

The Board of Trustees prohibits sexual harassment of district employees. The Board also prohibits retaliatory behavior or action against district employees or other persons who complain, testify, or otherwise participate in the complaint process established pursuant to this policy and accompanying administrative regulation. This policy shall apply to all district employees and, when applicable, to interns, volunteers, and job applicants.

The Superintendent or designee shall take all actions necessary to ensure the prevention, investigation, and correction of sexual harassment, including but not limited to:

1. Providing training to employees in accordance with law and administrative regulation

- 2. Publicizing and disseminating the district's sexual harassment policy to staff
- 3. Ensuring prompt, thorough, and fair investigation of complaints

4. Taking timely and appropriate corrective/remedial action(s), which may require interim separation of the complainant and the alleged harasser and subsequent monitoring of developments

All complaints and allegations of sexual harassment shall be kept confidential to the extent necessary to carry out the investigation or to take other subsequent necessary actions. (2 CCR 11023)

Any district employee who feels that he/she has been sexually harassed or who has knowledge of any incident of sexual harassment by or against another employee shall immediately report the incident to his/her supervisor, the principal, district administrator, or Superintendent.

A supervisor, principal, or other district administrator who receives a harassment complaint shall promptly notify the Superintendent or designee. Complaints of sexual harassment shall be filed in accordance with AR 4030 - Nondiscrimination in Employment. An employee may bypass his/her supervisor in filing a complaint where the supervisor is the subject of the complaint. Any district employee who engages or participates in sexual harassment or who aids, abets, incites, compels, or coerces another to commit sexual harassment in violation of this policy is subject to disciplinary action, up to and including dismissal.

DEFINITIONS:

Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, unwanted requests for sexual favors, or other unwanted verbal, visual, or physical conduct of a sexual nature made against another person of the same or opposite sex in the work or educational setting when: (Education Code 212.5; Government Code 12940; 2 CCR 11034)

- 1. Submission to the conduct is made explicitly or implicitly a term or condition of the individual's employment.
- 2. Submission to or rejection of the conduct is used as the basis for an employment decision affecting the individual.

3. Submission to or rejection of the conduct is used as the basis for any decision affecting the individual regarding benefits, services, honors, programs, or activities available at or through the district.

Prohibited sexual harassment also includes conduct which, regardless of whether or not it is motivated by sexual desire, is so severe or pervasive as to unreasonably interfere with the victim's work performance or create an intimidating, hostile, or offensive work environment.

Examples of actions that might constitute sexual harassment in the work or educational setting, whether committed by a supervisor, a co-worker, or a non-employee, include, but are not limited to:

1. Unwelcome verbal conduct such as sexual flirtations or propositions; graphic comments about an individual's body; overly personal conversations or pressure for sexual activity; sexual jokes or stories; unwelcome sexual slurs, epithets, threats, innuendoes, derogatory comments, sexually degrading descriptions, or the spreading of sexual rumors

2. Unwelcome visual conduct such as drawings, pictures, graffiti, or gestures; sexually explicit emails; displaying sexually suggestive objects

3. Unwelcome physical conduct such as massaging, grabbing, fondling, stroking, or brushing the body; touching an individual's body or clothes in a sexual way; cornering, blocking, leaning over, or impeding normal movements

TRAINING

The Superintendent or designee shall ensure that all employees receive training regarding the district's sexual harassment policies when hired and periodically thereafter. The training shall include the procedures for reporting and/or filing complaints involving an employee, employees' duty to use the district's complaint procedures, and employee obligations when a sexual harassment report involving a student is made to the employee.

Every two years, the Superintendent or designee shall ensure that supervisory employees receive at least two hours of classroom or other effective interactive training and education regarding sexual harassment. All such newly hired or promoted employees shall receive training within six months of their assumption of the new position. (Government Code 12950.1)

A supervisory employee is any employee having the authority, in the interest of the district, to hire, transfer, suspend, lay off, promote, discharge, assign, reward, or discipline other employees, or the responsibility to direct them, adjust their grievances, or effectively recommend such action, when the exercise of the authority is not of a merely routine or clerical nature, but requires the use of independent judgment. (Government Code 12926)

The district's sexual harassment training and education program for supervisory employees shall be aimed at assisting them in preventing and effectively responding to incidents of sexual harassment, as well as implementing mechanisms to promptly address and correct wrongful behavior. The training shall include, but is not limited to, the following: (Government Code 12950.1; 2 CCR 11024)

1. Information and practical guidance regarding federal and state laws on the prohibition, prevention, and correction of sexual harassment, the remedies available to sexual harassment victims in civil actions, and potential district and/or individual exposure or liability

2. The types of conduct that constitute sexual harassment and practical examples which illustrate sexual harassment, discrimination, and retaliation using training modalities such as role plays, case studies, and group discussions, based on factual scenarios taken from case law, news and media accounts, and hypotheticals based on

workplace situations and other sources 3. A supervisor's obligation to report sexual harassment, discrimination, and retaliation of which he/she becomes aware and what to do if the supervisor himself/herself is personally accused of harassment

3. Strategies for preventing harassment, discrimination, and retaliation and appropriate steps to ensure that remedial measures are taken to correct harassing behavior, including an effective process for investigation of a complaint

4. The essential elements of the district's anti-harassment policy, including the limited confidentiality of the complaint process and resources for victims of unlawful sexual harassment, such as to whom they should report any alleged sexual harassment, and how to use the policy if a harassment complaint is filed

5. A copy of the district's sexual harassment policy and administrative regulation, which each participant shall acknowledge in writing that he/she has received

6. The definition and prevention of abusive conduct that addresses the use of derogatory remarks, insults, or epithets, other verbal or physical conduct that a reasonable person would find threatening, intimidating, or humiliating, and the gratuitous sabotage or undermining of a person's work performance

The Superintendent or designee shall retain for at least two years the records of any training provided to supervisory employees.

Such records shall include the names of trained employees, date of the training, the type of training, and the name of the training provider. (2 CCR 11024)

NOTIFICATIONS

A copy of the Board policy and this administrative regulation shall: (Education Code 231.5)

1. Be displayed in a prominent location in the main administrative building, district office, or other area of the school where notices of district rules, regulations, procedures, and standards of conduct are posted

2. Be provided to every district employee at the beginning of the first quarter or semester of the school year or whenever a new employee is hired

3. Appear in any school or district publication that sets forth the school's or district's comprehensive rules, regulations, procedures, and standards of conduct

All employees shall receive either a copy of information sheets prepared by the California Department of Fair Employment and Housing (DFEH) or a copy of district information sheets that contain, at a minimum, components on: (Government Code 12950) 1. The illegality of sexual harassment

2. The definition of sexual harassment under applicable state and federal law

3. A description of sexual harassment, with examples

4. The district's complaint process available to the employee

5. The legal remedies and complaint process available through DFEH and the Equal Employment Opportunity Commission (EEOC)6. Directions on how to contact DFEH and the EEOC

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7. The protection against retaliation provided by 2 CCR 11021 for opposing harassment prohibited by law or for filing a complaint with or otherwise participating in an investigation, proceeding, or hearing conducted by DFEH and the EEOC

In addition, the district shall post, in a prominent and accessible location, DFEH's poster on discrimination in employment and the illegality of sexual harassment. (Government Code 12950)

Retaliation Prohibited: The district prohibits retaliatory behavior against any complainant or any participant in the complaint process. The initiation of a complaint of sexual harassment will not negatively reflect on the employee who initiates the complaint, nor will it affect the employee's job assignment, status, rights, privileges, or benefits.

(F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183)

The Board of Trustees believes that appropriate dress and grooming contribute to a productive learning environment. The Board expects students to wear clothing that is suitable for school activities in which they participate. Students shall not wear clothing that presents a health or safety hazard, or causes substantial disruption to the educational program.

GANG RELATED APPAREL

Education Code 35183 authorizes the Governing Board to approve a site-initiated plan that prohibits the school's students from wearing gang-related apparel. The definition of "gang-related apparel" must be limited to apparel that reasonably could be determined to threaten the health and safety of the school environment, and the Board's approval must be based on a determination the policy is necessary for the health and safety of the school environment. In Marvin H. Jeglin et al. v. San Jacinto Unified School District et al., a federal district court held that in order to justify a gang-related dress code, there must be evidence of a gang presence at a school and actual or threatened disruption or material interference with a school activity. Education Code 32282 specifies that for the purpose of establishing a schoolwide dress code, gang-related apparel shall not be considered a protected form of speech pursuant to Education Code 48950.

District policy should not include a districtwide prohibition against wearing gang related apparel. Pursuant to Education Code 35183, such a dress code must be initiated at the school-site level and apply only to the school where it is initiated. The principal, staff, and parents/guardians at a school may establish a reasonable dress code that prohibits students from wearing gang-related apparel when there is evidence of a gang presence that disrupts or threatens to disrupt the school's activities. Such a proposed dress code shall be presented to the Board, which shall approve the plan upon determining that it is necessary to protect the health and safety of the school environment. The dress code policy may be included in the school's comprehensive safety plan. (Education Code 35183)

When determining specific items of clothing that may be defined as gang apparel, the school shall ensure that the determination is free from bias based on race, ethnicity, national origin, immigration status, or other protected characteristics.

(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2):

Hamilton Unified School District promotes safe and orderly ingress and egress for all students, parents, staff and visitors at all sites. Parents will park and drop off their students at the appropriate designated drop-off zones at all sites. HUSD bus drivers will park and drop off students at the designated bus drop-off zones. All parents will park, check-in and sign out their student at the site administration offices. All parents and visitors will sign in at the administration offices before entering schools.

Beyond planning for daily ingress/egress routes and emergency evacuation routes, schools must plan for assisting students, staff and visitors with disabilities. Under the Americans with Disabilities Act of 1990, individuals who are deaf/hard of hearing, blind/partially sighted, mobility impaired and/or cognitively/emotionally impaired must be assisted.

A. Schools must include plans for:

- Identifying the population of people with disabilities
- Determining proper signage and equipment
- Training staff to assist individuals with disabilities
- Coordinating with emergency response personnel

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B. Planning

It is recommended that schools identify the location of potential evacuation sites based on the potential circumstances that may cause movement/relocation of the school population in the event of an emergency.

On-Campus Evacuation/Assembly Location

Review your school site layout and determine where the safest outdoor location is on campus to assemble your students and staff.

Off-Campus Evacuation/Assembly Location

Determine if there is a facility close to your school that can potentially house your staff and student body.

Prior to an event:

a. Identify off-campus evacuation site(s).

b. Establish a memorandum of agreement with the evacuation site(s). Provide the addresses of at least two off-campus locations that have agreed to provide an assembly area for your school population.

(H) A Safe and Orderly School Environment Conducive to Learning (EC 35294.2)

Component:

HES will continue to enforce our school-wide discipline and safety practices.

Element: School- Wide Safety

Opportunity for Improvement:

Continuous data reflection at both staff and committee meetings (PBIS) to ensure school-wide safety.

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Objectives	Action Steps	Resources	Lead Person	Evaluation
DISTRICT COUNSELORS/DEAN OF STUDENTS: Will work with students and families to provide interventions, social emotional support, and academic incentives.	social and emotional interventions for individuals. When appropriate, our District Counselor/Dean of	of Students utilize Second Step Curriculum and SEL supports for individual counseling and group counseling. They also create classroom presentations and get the approved by admin	District Counselor/Dean of Students	Infraction/Referral Data; Counselor Logs
CHARACTER BUILDING SKILLS/ SEL Master schedule allocates time daily to teach social emotional lessons, time for community circles, and training for Focus, 5 occurs.	Teachers were given training to enhance how we teach social emotional development with our students.	Teachers integrate a social, emotional and academic curriculum that will teach skills to regulate emotions, foster high levels of social and emotional competency, and create self-advocacy.	District Counselor/Dean of Students and Classroom Teachers	Infraction/Referral Data Teachers progress monitor emotional wellbeing of students
ACADEMIC AND SOCIAL SKILL DEVELOPMENT: To enrich and support the academic achievement and social emotional development of students through assemblies and activities scheduled throughout the school year.	HES students will participate and attend various assemblies such as (but not limited to): Anti-bullying, Character Assemblies, College and Career Day, Stranger Danger, Coping Skills and Academic Awards Assemblies. All students will participate in field trips that are directly linked to the grade level curriculum, arts integration, and college and career readiness.	Local businesses/vendors, California universities, junior colleges, and vocational schools.	District Counselor/Dean of Students	Infraction/Referral Data Academic growth (i- Ready, BPST, ELPAC)

Objectives	Action Steps	Resources	Lead Person	Evaluation
SAFETY DRILLS: Students and staff will participate in all of our annual safety drills to practice procedures to ensure the safety of all students and staff in an emergency situation.	All teachers were given an emergency backpack which includes all necessary materials needed in the event of an emergency situation. We have implemented A.L.I.C.E. as a method of response to optimize student safety.	ALICE training	Director of Maintenance, Operations, and Transportation; Site Administrators	Log Documentation
PLAYGROUND AND CAFETERIA SUPERVISION: Administrators, teachers, campus supervisor, and paraeducators will supervise students on school campus to ensure the safety of all students.	We increased the hours for our student supervisors to ensure we have an appropriate number of paraeducators on each yard during recess.	We want ALL students to be mindful of their responsibility to command their learning, set goals, build character, social skills, problem solving, and restoring harm through conflict resolution. Paraeducators and campus supervisors received training.	Site Adminstration	Infraction/Referral Data; Nurse/ Incident Report data

Component:

Hamilton Elementary School will continue to enforce the importance of attendance. These practices are firmly implemented in TK-8th Grade.

Element:

Attendance and Communication

Opportunity for Improvement:

Working closely with parents, district social service coordinator and site admin, our attendance rates will increase.

Objectives	Action Steps	Resources	Lead Person	Evaluation
ATTENDANCE: To increase student attendance, school staff will encourage parents to make appointments for students during non- school hours and to bring/log-in students on time each day.	Students who have an excessive absences or who are consistently late will be referred to meet with the District Social Service Coordinator or Site Administration. If the attendance does not improve, the school will refer to the School Attendance Review Board (SARB) as mandated. For students who are chronically absent, the attendance clerk monitors and schedules immediate meetings with the site administration on the subsequent day of an absence.	Weekly Chronically absent data	District Social Service Coordinator	Chronic Absenteeism data; Trends in AERIES data
TRUANCY MEETINGS: Decrease the need for these meetings as attendance rates improve.	Meeting set up with the attendance secretary and the principal or assistant principal to find out from the parent why the student is having difficulties with attendance.	District Social Service Coordinator; GCOE SARB Coordinator; District Attorney	District Social Service Coordinator	Chronically Absent Data; Individual student attendance data
COMMUNICATION: HES uses various forms of communication to reach out to our families to maintain open communication and to better serve our students' academic needs.	Some of the methods used at HES are: Newsletter, Parent Square, Marquee, School Messenger, School Website, Report Cards, Progress Reports, Parent Conferences, Letters, Flyers and Home Visits.	Parent Square Notification Platform; Monthly Newsletters; Phone Calls; Emails; In- person appointments; Community Liaisons; School Website	Site Administrators; Office Staff; Attendance Clerk; Classroom Teachers	Parent Square Data; Parent Participation Logs
PARENT ENGAGEMENT AND LEADERSHIP: To create a positive school-home partnership, HHS will invite parents to attend events on campus or via zoom.	Parents participate in various activities, projects, and committees throughout the school year such as but not limited to: School Site Council (SSC), ELAC, PTA, Fieldtrips, Parent-Teacher Conferences, Back to School Night, Open House.	Academic Parent Teacher Training (APTT) events; Second Step	Site Administrators; District Social Service Coordinator; Teachers	Participation Logs/Sign- in sheets from events and meetings

Component:

On-site supervision

Element:

Safety on campus

Opportunity for Improvement:

Increase campus security

Objectives	Action Steps	Resources	Lead Person	Evaluation
PROFESSIONAL DEVELOPMENT: Site Administrators and selected staff will be trained yearly and kept abreast of any safety trainings/new information.	natural disaster. Site	Situational Awareness Training; A.L.I.C.E. Training	Site Administrators	Attendance sheets; Re- train as necessary
HAMILTON UNIFIED LEADERSHIP COMMITTEE Monthly Hamilton Unified Leadership Committee meetings should occur to address issues and topics of concern.	School staff will be fully trained to ensure safety rules and procedures are being followed. Frequent meetings as needed to address the Restorative Justice approach to student behavior.	PBIS Handbook; District- Wide Threat Assessment; Restorative Justice	Site Administrators	Decrease of infractions during recess and lunch.
PROFESSIONAL DEVELOPMENT FOR ADMIN: Emergency Operations Center Training	Ongoing situational training occurs during the school year offered through Glenn County Sheriff Department and Glenn County Office of Education.	District-Wide Threat Assessment	Site Administrators	Improved response and support during emergency drills and measured by survey results.

(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5)

Hamilton Elementary School Student Conduct Code

General School Behavior Expectations:

- Follow all school rules and staff instructions promptly.
- Treat peers, staff, and visitors with respect and kindness.
- Avoid physical or verbal aggression, bullying, or harassment.
- Keep hallways and common areas clear and safe.
- Report any suspicious activity or unsafe behavior to staff.
- Follow emergency procedures calmly and efficiently.
- Use electronic devices only in designated areas and times.

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Multipurpose Room Behavior Expectations:

- Wait your turn in line and be patient.
- Speak at a reasonable volume—no yelling or disruptive behavior.
- Clean up after yourself and dispose of trash properly.
- Keep food and drinks in the cafeteria.
- Respect cafeteria staff and follow their directions.
- Avoid running, pushing, or playing in eating areas.
- Report spills or messes to staff for quick cleanup.
- Clean up and put equipment away after use.
- Respect personal space and avoid rough play.
- Use gym equipment only as intended.
- Keep hands and feet to yourself at all times.
- Report any injuries or safety hazards immediately.

Outside Area Behavior Expectations

- Stay within designated areas during break and lunch periods.
- Use appropriate language and behavior in all outdoor spaces.
- Keep hands, feet, and objects to yourself—no roughhousing or throwing items.
- Dispose of trash in proper bins to maintain a clean campus.
- Follow supervision instructions and school rules at all times.
- Report unsafe conditions, fights, or concerning behavior to staff.

Classroom Behavior Expectations

- Arrive on time and be prepared with necessary materials.
- Follow teacher directions and actively participate in learning.
- Respect classmates' right to learn—avoid disruptions.
- Use respectful language and tone when speaking.
- Keep cell phones and electronic devices stored unless permitted.
- Stay seated unless given permission to move.
- Follow all safety guidelines for lab or hands-on activities.

Conduct Code Procedures

Hamilton Elementary School is committed to maintaining a safe, respectful, and productive learning environment for all students, staff, and visitors. The following Conduct Code Procedures outline the expectations and responses to behavior across different areas of campus.

General Procedures for Conduct Code Enforcement:

Awareness & Education:

- All students will be informed of behavior expectations at the beginning of the school year and as needed.
- Staff will model appropriate behavior and reinforce expectations consistently.

Monitoring & Supervision:

- School personnel will actively monitor behavior in classrooms, hallways, restrooms, cafeterias, gymnasiums, and outdoor areas.
- Any unsafe or disruptive behavior will be addressed immediately.

Intervention & Correction:

- Minor infractions will be addressed with verbal warnings, redirection, or reminders.
- Repeated or more serious violations may result in loss of privileges, detention, parent contact, or restorative interventions.

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Reporting & Documentation:

- Staff will document significant behavior infractions and report them to administration when necessary.
- Students are encouraged to report any unsafe behavior to a trusted staff member.

Consequences & Accountability:

- Consequences will align with the severity and frequency of the behavior, following the school's discipline policies.
- Possible disciplinary actions may include detention, suspension, parent meetings, or other corrective measures.
- Restorative practices may be used to resolve conflicts and repair harm when appropriate.

(K) Hate Crime Reporting Procedures and Policies

BP 5145.9 STUDENTS - Hate-Motivated Behavior

The Governing Board 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 towards 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 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 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 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 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.

(J) Procedures to Prepare for Active Shooters

An Active Shooter on Campus involves one or more individuals on school grounds who is armed with a firearm and has already killed or wounded someone with the firearm AND at least one of the following applies: Comprehensive School Safety Plan 24 of 56 2/19/25

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- Continues to shoot others
- Actively seeks or attacks others
- Has access to additional victims

Procedure

- Upon first indication of an active shooter, personnel should immediately notify the school administrator.
- The school administrator will initiate the recommended appropriate Immediate Response Action(s), which is LOCKDOWN; Glenn County Sheriff will initiate Active Shooter protocol
- The school administrator will call "911" to provide the exact location and nature of the incident.
- The school administrator should designate a person to remain online with police if safe to do so (if applicable).
- If the school resource officer is on campus, they shall be notified.
- If the phone system has been used, a designated Safety Team Member will alert all staff and school affiliates
- Per Glenn County Sherriff, if safely possible, use the intercom system to announce and describe the intruder with as much detail as possible.

Principal or designee will:

- Contact the District Office to request assistance.
- Prepare a message for parents to be sent on Parent Square.
- Prepare to communicate with classrooms using email, school phones, cell phones, or radios. Establish a means of keeping all classrooms informed.

Each staff member will ensure that all students, staff and visitors are safely secured behind locked doors, close blinds if safe to do so, and spread out as safely as possible, staying away from windows and doors; initiate ALICE protocol. Staff should take steps to calm and control students with regular P A announcements and if safe to do so, attempt to maintain separation between students and the perpetrator.

The Safety Team Member - School Secretary will begin the process of accounting for all students and staff.

If there is an active shooter and students are in imminent danger, the administrator may initiate RELOCATION if that does not place students in the path of the gunman. This action may apply to the entire campus, or just an affected portion.

The school administrator will:

- Maintain communication with emergency personnel and district office
- Encourage students and staff to quickly leave by any safe and available exit. If leaving campus, the established offsite relocation point is the preferred destination, if the route is safe.
- Inform emergency personnel and district office of the decision to leave campus and the destination. Keep emergency personnel and district office updated with information about any students and staff who do not arrive at the designated relocation point.
- Calm students, create a perimeter to separate the school population from others who may be present and re-establish Incident Command teams with available staff.

In response to the school's notification, the superintendent or designee will:

- Dispatch emergency personnel as required
- Ensure community/school partners are aware of the emergency
- Provide point-of-contact for other District resources who need to know the location of the command post and open routes to the relocation point.
- Prepare parent/community communications
- Dispatch support personnel to the relocation point to advise and support the school administrator/School Incident Commander
- Dispatch a district representative to work with emergency personnel to gather intelligence for the schools.
- Inform the site administrator/School's Incident Commander of what is known about the incident and provide the name and arrival time of emergency personnel
- Compile names and locations of those unable to get to the relocation point, and dispatch assistance to facilitate those persons in rejoining the rest of the school population.

Glenn County Sherriff Officers dispatched to the scene will:

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- Establish a liaison with the site administrator/School Incident Commander and/or the Hamilton Unified School District Office and determine the threat to the school and its immediate community.
- Provide guidance to the School Incident Commander about the ongoing threat level to students and staff.
- Maintain a perimeter at the offsite relocation point between the school population and others.
- Patrol the area near the school to find students and staff who may have become separated from the group. Officers will communicate to the School Secretary the names and locations of anyone found and assist in rejoining those separated with the rest of the school population.

The Glenn County Emergency Center Operations Coordinator will:

- Connect with the school Incident Commander in person, by phone or radio and provide resources from the Educational Service Center that might include the following:
- Dispatch the Educational Service Center Crisis Team to the school relocation point.
- Arrange for transportation assets and a second (receiving) school so the students can be moved to a safe location at another school.
- Send out a message via School Messenger to parents from the Newcastle District Office with additional information.
- Meet with parents at a safe staging location, outside the secured relocation point perimeter, and keep the parents informed using bilingual support staff from the District Office.
- Assist with reunification.

The FIRST AID/MEDICAL TEAM will work with local authorities to ensure injured students and staff receive medical attention.

The school administrator will prepare a verified list of any wounded, and the locations to which they were transported.

The school administrator will confer with the Crisis Team and the Psychological First Aid Team to ensure notification of parents and family members of the wounded.

All media inquiries will be referred to the designated COMMUNICATIONS TEAM.

The school administrators will debrief staff and school police officers.

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Procedures for Preventing Acts of Bullying and Cyber-bullying

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

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

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

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

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

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

EXAMPLES OF PROHIBITED CONDUCT

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

Cyberbullying includes the electronic creation or transmission of harassing communications, direct threats, or other harmful texts, sounds, or images. Cyberbullying also includes breaking into another person's electronic account or assuming that person's online identity in order to damage that person's reputation.

Examples of the types of conduct that may constitute bullying and are prohibited by the district include, but are not limited to:

- Physical bullying: An act that inflicts harm upon a person's body or possessions, such as hitting, kicking, pinching, spitting, tripping, pushing, taking or breaking someone's possessions, or making cruel or rude hand gestures
- Verbal bullying: An act that includes saying or writing hurtful things, such as teasing, name-calling, inappropriate sexual comments, taunting, or threats to cause harm
- Social/relational bullying: An act that harms a person's reputation or relationships, such as leaving a person out of an
 activity on purpose, influencing others not to be friends with someone, spreading rumors, or embarrassing someone in
 public
- Cyberbullying: An act such as sending demeaning or hateful text messages or emails, spreading rumors by email or by posting on social networking sites, or posting or sharing embarrassing photos, videos, web site, or fake profiles MEASURES TO PREVENT BULLYING

The Superintendent or designee shall implement measures to prevent bullying in district schools, including, but not limited to, the following:

- Ensuring that each school establishes clear rules for student conduct and implements strategies to promote a positive, collaborative school climate
- Providing information to students, through student handbooks, district and school web sites and social media, and other
 age-appropriate means, about district and school rules related to bullying, mechanisms available for reporting incidents
 or threats, and the consequences for engaging in bullying

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• Encouraging students to notify school staff when they are being bullied or when they suspect that another student is being bullied, and providing means by which students may report threats or incidents confidentially and anonymously Conducting an assessment of bullying incidents at each school and, if necessary, increasing

supervision and security in areas where bullying most often occurs, such as playgrounds, hallways, restrooms, and cafeterias

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

STAFF DEVELOPMENT

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

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

- Discuss the diversity of the student body and school community, including their varying immigration experiences
- Discuss bullying prevention strategies with students, and teach students to recognize the behavior and characteristics of bullying perpetrators and victims
- Identify the signs of bullying or harassing behavior
- Take immediate corrective action when bullying is observed
- Report incidents to the appropriate authorities, including law enforcement in instances of criminal behavior

INFORMATION AND RESOURCES

The Superintendent or designee shall post on the district's web site, in a prominent location and in a manner that is easily accessible to students and parents/guardians, information on bullying and harassment prevention which includes the following: (Education Code 234.6)

- The district's policy on student suicide prevention, including a reference to the policy's age appropriateness for students enrolled.
- The definition of sex discrimination and harassment as described in Education Code 230, including the rights set forth in Education Code 221.8
- Title IX information included on the district's web site pursuant to Education Code 221.61, and a link to the Title IX information included on CDE's web site pursuant to Education Code 221.6
- District policies on student sexual harassment, prevention and response to hate violence, discrimination, harassment, intimidation, bullying, and cyberbullying
- A section on social media bullying that includes all of the references described in Education Code 234.6 as possible forums for social media
- A link to statewide resources, including community-based organizations, compiled by CDE pursuant to Education Code 234.5.
- Any additional information the Superintendent or designee deems important for preventing bullying and harassment

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STUDENT INSTRUCTION

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

The district shall also educate students about the negative impact of bullying, discrimination, intimidation, and harassment based on actual or perceived immigration status, religious beliefs and customs, or any other individual bias or prejudice. Students should be taught the difference between appropriate and inappropriate behaviors, how to advocate for themselves, how to help another student who is being bullied, and when to seek assistance from a trusted adult. As role models for students, staff shall be expected to demonstrate effective problem-solving and anger management skills.

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

REPORTING AND FILING COMPLAINTS

Any student, parent/guardian, or other individual who believes that a student has been subjected to bullying or who has witnessed bullying may report the incident to a teacher, the principal, a compliance officer, or any other available school employee. When a report of bullying is submitted, the principal or a district compliance officer shall inform the student or parent/guardian of the right to file a formal written complaint in accordance with AR 1312.3 - Uniform Complaint Procedures. The student who is the alleged victim of the bullying shall be given an opportunity to describe the incident, identify witnesses who may have relevant information, and provide other evidence of bullying.

Within one business day of receiving such a report, a staff member shall notify the principal of the report, whether or not a uniform complaint is filed. In addition, any school employee who observes an incident of bullying involving a student shall, within one business day, report such observation to the principal or a district compliance officer, whether or not the alleged victim files a complaint.

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

When the circumstances involve cyberbullying, individuals with information about the activity shall be encouraged to save and print any electronic or digital messages that they feel constitute cyberbullying and to notify a teacher, the principal, or other employee so that the matter may be investigated. When a student uses a social networking site or service to bully or harass another student, the Superintendent or designee may file a request with the networking site or service to suspend the privileges of the student and to have the material removed.

DISCIPLINE / CORRECTIVE ACTIONS

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

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

SUPPORT SERVICES

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

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



Opioid Prevention and Life-Saving Response Procedures

SB 10 requires school safety plans for schools serving students in grades TK-8 to include a protocol for responding to a student's opioid overdose. To meet the requirements of this bill, HUSD is in the process of adding another life-saving rescue medication to our school site, with the provision of Naloxone (NARCAN) nasal spray.

It is important to know that our school site currently has a number of emergency and rescue measures at our disposal, including an automated external defibrillator machine (AED) to restart heart rhythms, epinephrine auto-injectors in the case of a severe allergic reaction, and now Naloxone nasal spray in the event of a suspected opioid overdose.

While HUSD will take every action to educate our students about the dangers of substance use, we are also taking proactive measures to protect lives. As an additional resource for this addition we have partnered with GCOE in developing the protocols for the administration of Naloxone on our campus.

Response Procedures for Dangerous, Violent, or Unlawful Activities

To reduce the risk of an incident of targeted violence on our campus through the formalization of a comprehensive protocol for the Hamilton Unified School District that helps identify individuals whose behavior causes concern and facilitates communication of those concerns to the involved parties. Once identified and communicated, the involved parties will collaborate to conduct a threat assessment and refer the individual to appropriate services.

Our response includes the following prevention, mitigation, response, and recovery strategies in Comprehensive School Safety Plans.

PREVENTION STRATEGIES

1. Designate a district safety coordinator or designee to participate in annual coordination meetings with community stakeholders, including but not limited to Hamilton Unified School District, law enforcement representatives, and the Psychiatric Emergency Response Team (PERT).

2. To facilitate access to student information and designated emergency contacts in the event of targeted school violence, utilize the school emergency contact application, which consists of three major interfaces:

- After-hours emergency contacts for each school within the district, as well as the district itself. These contacts should only be used in the event of an emergency when school is not in session.
- Law enforcement agencies and other emergency personnel (i.e., PERT) emergency contact information during critical after-hours, weekends, and holidays.
- Individual school users enables schools to provide law enforcement the ability to contact individual school officials during critical after-hour emergency situations.
- 3. Adopt an anonymous student reporting system and application and implement the following steps:
 - Feature a link to the anonymous reporting site prominently on the school district website's homepage and on the school website's homepage.
 - Install the anonymous reporting app on all school-issued devices.
 - Promote the use of anonymous reporting applications on an ongoing basis and in communications related to school safety.

4. Establish procedures to document events that could aid a threat assessment team in identifying potential warning signs:

- Document in the student's discipline record all reports of suspected warning signs or threats, and the school's response, including those threats determined to be transient. These incidents may reveal a pattern of escalation.
- Document in the victim's student record the circumstances and the response of the school to any reports of bullying, harassment, or intimidation, regardless of the outcome. These incidents may reveal a real or perceived loss or wrong/grievance.

5. Adopt the following violence prevention programs available from Sandy Hook Promise:

- Start with Hello: Start with Hello teaches students in grades K through 12 the skills they need to reach out to and include those who may be dealing with chronic social isolation and create a culture of inclusion and connectedness within their school.
- Say Something: Say Something teaches students in grades 6 and up how to look for warning signs, signals, and threats, especially in social media, of an individual who may be a threat to themselves or others and to say something to a trusted adult to get help.

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- 6.Train all school employees to recognize and report the warning signs associated with an escalation toward violence, which are identified in Comprehensive School Threat Assessment Guidelines: Intervention and Support to Prevent Violence (Cornell, 2018) Train staff on the circumstances that warrant a report directly to 911.
- Train staff to report all warning signs and threats to their school administrator.

MITIGATION STRATEGIES

- Incorporate the following in Acceptable Use of Technology policies and agreements: "Users of the Hamilton Unified School District network must be aware that information accessed, created, sent, received, or stored on network or its school sites are the property of the Hamilton Unified School District. Account users do not have any right to or expectation of privacy regarding such materials. Hamilton Unified School District reserves the right to monitor all traffic on the Hamilton Unified School District network."
- Train all school employees in Options-Based Responses (Run, Hide or Fight) to Active Assailant Situations.
- Conduct the following drills with design input or observation feedback from a law enforcement or safety professional:
- At least one lockdown drill annually on each school campus.
- At least one drill annually on each school campus to practice reunification procedures.
- To assist occupants in identifying their exact location in an emergency, label the interior of every room, classroom, bathroom, and common area with the room number or name.

Instructional Continuity Plan

The Instructional Continuity Plan ensures that learning continues in the event of an emergency or disruption. The plan includes communication strategies, alternate instructional methods, student engagement expectations, and academic support to maintain educational access for all students.

Two-Way Communication with Families and Students:

- Utilize centralized communication platforms such as Aeries Communication, district email, and text messaging to provide emergency updates.
- Ensure families and students can respond to messages for feedback, questions, or assistance.
- Maintain clear lines of communication between students, teachers, and school staff to address any instructional concerns.

Timelines for Communication

- Initial Notification: Communication will be sent within 24 hours of an emergency to inform families of the situation.
- Follow-Up Updates: Updates on instructional continuity plans, timelines, and available support will be provided within five calendar days.
- Ongoing Communication: Regular updates will be sent to families and students regarding changes, expectations, and available resources.

Alternate Modes of Instruction

- Emergency Remote Instruction
- Primary Platforms: Utilize Google Classroom and Zoom to provide structured schedules, assignments, and clear instructions for students.
- Technology Distribution: Ensure students have access to district-issued devices, such as Chromebooks, and provide training on their use.
- Internet Access Support: Offer district-issued hotspots or partner with local internet providers to support students who lack internet access.

Hard Copy Materials

- Instructional Packets: Provide printed learning materials for students without internet access.
- Distribution System: Establish safe pickup/drop-off locations (e.g., district office, community centers) for students to receive and return assignments.

In-Person and Remote Options

• Alternate Sites: If facilities remain operational, designate Hamilton High School gymnasium or classrooms as emergency learning spaces.

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- Collaboration with Other Districts: Work with nearby districts or county education offices to temporarily reassign students when necessary.
- Community Learning Hubs: Utilize local libraries or community centers as instructional hubs when appropriate.

Engagement and Support

- Student Engagement Within Five Days
- Teachers and staff will check in with students via phone, email, or virtual platforms to ensure participation and address any challenges.
- School counselors will reach out to students who require additional social-emotional or academic support.

Instructional Continuity Within Ten Days

- Remote or alternate instruction will begin no later than 10 school days after the onset of an emergency.
- Teachers will provide live or recorded lessons, assignments, and feedback to ensure continued academic progress.
- Social-Emotional and Academic Support

Virtual Counseling Sessions: School counselors will offer online support services through the Hamilton High School counseling team.

- Social-Emotional Learning (SEL): SEL activities will be integrated into lesson plans to support students' mental health and well-being.
- Accommodations & Individualized Support: Students with IEPs or 504 plans will receive necessary modifications to ensure equitable access to instruction.
- Contingency for Infrastructure Challenges

In case of infrastructure failures, Hamilton Elementary School will:

- Use local radio stations to provide instructional updates.
- Distribute learning materials via community sites, mail, or other available methods.

Compliance and Monitoring

- The school will document compliance with instructional time standards through the J-13A submission process, ensuring that alternative instruction meets state requirements.
- The instructional continuity plan will be reviewed annually to incorporate feedback, address gaps, and improve emergency learning procedures.

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Safety Plan Review, Evaluation and Amendment Procedures

The Comprehensive School Safety Plan (CSSP) for Hamilton Unified School District will be reviewed, evaluated, and updated through a structured process to ensure its relevance and effectiveness. The following table outlines the key activities, their descriptions, and timelines:

Safety Plan Review and Evaluation

- Conducted during the summer months (June/July).
- Focuses on assessing the overall effectiveness of the current safety plan.
- Includes input from the principal and Safety Committee members.
- Key outcomes include identifying areas for improvement and preliminary amendments.

Staff In-Service Professional Development

- Held in August during a dedicated professional development day.
- Ensures all staff are familiar with the components of the CSSP.
- Allows for staff feedback and discussion on safety procedures and protocols.

School Site Council (SSC) Meetings

- Conducted in September/October to review and finalize updates to the CSSP.
- Includes input from stakeholders, such as parents, teachers, and community representatives.
- Finalized amendments are documented and approved as necessary.

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Safety Plan Appendices

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Emergency Contact Numbers

Utilities, Responders and Communication Resources

Туре	Vendor	Number	Comments
School District	Hamilton Unified School District	(530) 826-3261	620 Canal Street, Hamilton City, CA 95951
School District	Hamilton Elementary School	(530) 826-32474	620 Canal Street, Hamilton City, CA 95951
Law Enforcement/Fire/Paramed ic	Hamilton City Fire Department	(530) 826-3355	420 1st St, Hamilton City, CA 95951
Law Enforcement/Fire/Paramed ic	Glenn County Sheriff Office	(530) 934-6431	543 W Oak St, Willows, CA 95988
Local Hospitals	Enloe Medical Center	(530) 332-7300	W. Fifth and, 1531 Esplanade, Magnolia Ave, Chico, CA 95926
City Services	Hamilton City Community Services District	(530) 826-3208	211 Main St, Hamilton City, CA 95951

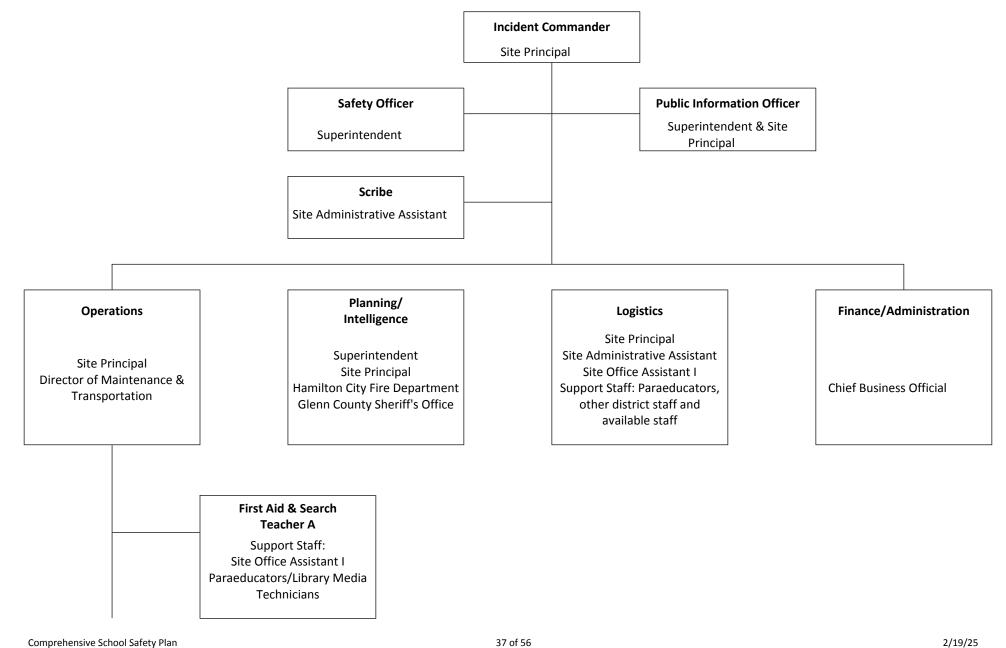
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Safety Plan Review, Evaluation and Amendment Procedures

Activity Description (i.e. review steps, meetings conducted, approvals, etc)	Date and Time	Attached Document (description and location)
Safety Plan Review and Evaluation	June/July	Description: Planning Meeting Location: School Site
Staff In-Service Professional Development	August	Description: Staff In-Service Professional Development Day. During this PD Day, components of the safety plan were reviewed with staff. Location: Hamilton Unified School District/Hamilton High School.
Review plan at School Site Council (SSC) Meetings	September/October	Description: Review and determine updates as necessary Location: various meeting locations at school site

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Hamilton Elementary School Incident Command System



Student Release & Accountability TeacherB Site Principal

Site Administrative Assistant Site Office Assistant I Support Staff: Paraeducators/Library Media Technicians, other district staff and available staff



Incident Command Team Responsibilities

Standardized Emergency Response Management System Overview

The California Standardized Emergency Management System (SEMS) is designed to centralize and coordinate emergency response through the use of standardized terminology and processes. This greatly facilitates the flow of information and resources among the agencies participating in response to an emergency. SEMS consists of five functions:

Management

During an emergency, the Incident Commander directs response actions from a designated Command Post. To effectively do this, the Incident Commander must constantly assess the situation, and develop and implement appropriate strategies. The Incident Commander must be familiar with the available resources, accurately document all response actions, and effectively communicate response strategies to others participating in the response. This function is typically filled by the school principal. The principal is assisted in carrying out this function by a Public Information & Liaison Officer and Safety Officer.

Planning & Intelligence

Planning and Intelligence involves the use of various methods to efficiently gather information, weigh and document the information for significance, and actively assess the status of the emergency. This understanding and knowledge about the situation at hand is vital to the effective management of a response. These activities are performed by a single person who reports directly to the Incident Commander.

Operations

All response actions are implemented under by Operations. This includes staff performing first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students.

Logistics

Logistics supports the response by coordinating personnel; assembling and deploying volunteers; providing supplies, equipment, and services; and facilitating communications among emergency responders.

Finance & Administration

Finance & Administration involves the purchasing of all necessary materials, tracking financial records, timekeeping for emergency responders, and recovering school records following an emergency. These activities are performed by a single person who reports directly to the Incident Commander.



Emergency Response Guidelines

Step One: Identify the Type of Emergency

See emergency response section for exact instructions on how to respond In the event of fire or other emergency and HHS must be used as an evacuation site/shelter, superintendent or team member in charge will coordinate with OEMS to prepare site for incoming families and community members.

Step Two: Identify the Level of Emergency

Level 1 is a major disaster or imminent threat involving the entire campus and/or surrounding community. Level 2 is a major incident or potential threat that disrupts sizable portions of the campus community. Level 3 is a minor, localized department or building incident that is resolved quickly with existing school/district resources or limited outside help.

Step Three: Determine the Immediate Response Action

Call 911 Notify SERS and GCOE EMS protocols (if Level 2 or Level 3 emergency) See the specific list of Types of Emergencies and Specific Procedures outlined on the following page for appropriate response action details.

Step Four: Communicate the Appropriate Response Action

The Superintendent/Communications Team will communicate with staff, students and the community via various platforms, coordinating with SERS, OEMS and GCOE.

Depending on the type, level and response actions in play, parents/guardians will receive information on evacuation, lock-down, shelter-in-place status, as well a the reunification plan.

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Types of Emergencies & Specific Procedures

Aircraft Crash

REMAIN CALM – EVALUATE THE SITUATION – TAKE ACTION IN THE EVENT OF AN AIRCRAFT EMERGENCY, ADMINISTRATION WILL CALL 911.

Be prepared for potential for explosions, hazardous fumes or fire hazards related to aircraft incidents.

Classroom Teachers

- Immediately remove all people who may be in immediate danger away from the area of impact, and away from debris or damaged buildings.
- NOTIFY ADMINISTRATION, who will determine to what extent evacuation is indicated and/or summon emergency personnel.
- If evacuation is necessary, CHECK CLASSROOM DOOR for signs of fire (hot to touch, visible smoke or flames) to determine whether planned evacuation route is passable. If the primary evacuation route is unsafe or impassable, proceed to the nearest available alternate exit to EVACUATE. Note that off-site evacuation may be necessary. Do not run. Take Emergency Backpack.
- ADMINISTER FIRST AID as necessary.
- TAKE ROLL to account for all students and staff. Report missing or injured individuals by using RED / GREEN signal system or by sending runners to command center when it is safe to do so Inform students that they are to remain with you. If a student leaves, record the student's name, destination and the time he/she leaves.
- Remain with students until you are instructed by authorities to release them. Be alert to the possibility of explosion or fire resulting from the aircraft disaster.
- Be aware that emergency response personnel and equipment (firefighters, paramedics, and ambulance) may need to use various routes to gain access to threatened buildings and/or injured individuals. Keep students at a safe distance from debris or fires, and away from emergency equipment and fire lanes.
- When ALL CLEAR has been signaled, lead students back to the classroom.

INCIDENT COMMANDER (OR DESIGNEE): Site Administration

- Call 911 to report emergency.
- Activate Incident Command Center. Deploy Emergency Response Teams as indicated.
- Contact the Superintendent to make the final decision to dismiss classes. Contact the MOT immediately in the event that school is dismissed or closed, to ensure coordination of student transportation.
- Work with School Psychologist or Director of Special Projects to determine need for, and if necessary, activate Crisis Counseling Team to provide psychological support to students, staff, and/or families.
- Initiate any other action(s) deemed necessary, or announce ALL CLEAR to direct staff to return to normal routine.
- When incident has subsided, complete & submit incident report form.

STUDENT/STAFF SAFETY TEAM:

• Coordinate Search & Rescue operations as needed.

FIRST AID / BASIC NEEDS TEAM:

• Establish First Aid station and administer aid as needed.

FACILITIES TEAM:

- Assess damage to facilities. Report to Site Incident Commander & District Command Center.
- Post guards a safe distance away from building entrances to prevent access to damaged buildings.

STUDENT RELEASE / CROWD CONTROL TEAM:

- Implement student release procedures upon direction by Incident Commander. (Limit release to authorized adults; keep record of students released.)
- Ensure that parents have completed the "Reunification Information" Card before release.

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DISTRICT COMMAND CENTER: District Administration

- Declare school closure(s) as warranted and communicate with parents and community.
- Handle all media inquires/communication.
- Coordinate financing of recovery operations.

Animal Disturbance

This procedure should be implemented when the presence of a dog, coyote, mountain lion or any other wild animal is deemed a threat by school administration to the safety of students and staff.

Classroom Teachers

- Keep students away from the animal (return to classroom, secure all entrances to classroom, etc.)
- Implement Classroom lockdown procedures
- Contact Site Administrator
- Remain in lockdown with students until "ALL CLEAR" is announced.

INCIDENT COMMANDER (OR DESIGNEE): Site Administration

- Call 911 and/or Animal Control
- Attempt to isolate the animal from students, if it is safe to do so. If the animal is outside students will be kept inside. If the animal is inside, students will remain outside in an area away from the animal.
- Once animal is deemed to be contained, announce "ALL CLEAR".

FIRST AID / BASIC NEEDS TEAM:

• Establish First Aid station and administer aid as needed.

FACILITIES TEAM:

• Work with Incident Commander to determine appropriate isolation area for animal (if possible)

DISTRICT COMMAND CENTER: District Administration

• Handle all media inquires/communication.

Armed Assault on Campus REMAIN CALM – EVALUATE THE SITUATION – TAKE ACTION

Classroom Teachers

IF YOU ARE INSIDE SCHOOL BUILDING:

- Close and lock all windows and doors. Draw blinds. Turn off lights.
- Once classrooms have been secured, DO NOT allow entry for any student or staff, instruct them to another location or off campus rally point.
- Remain indoors, and keep all students in class unless otherwise directed by emergency personnel.
- Doors must remain closed and locked at all times during lockdown.
- No students are to be released from or admitted to class for any reason.
- TAKE ROLL to account for all students and staff. Report missing or injured individuals by emailing the office.
- Send runners only when we cannot use a computer, cell phone, or walkie to communicate.
- ADMINISTER FIRST AID as necessary.
- Inform students that they are to remain with you.
- Be prepared for transportation disruptions, and/or the possibility of authorities establishing extended shelter operations
- EVACUATE only only when directed by Authorized Personnel.

IF YOU ARE OUTSIDE OF SCHOOL BUILDING:

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- Proceed immediately to a classroom (away from problem)
- Help direct students into nearest supervised rooms
- Supervise areas outside classrooms until students are all inside
- Lock doors and close curtains/shades
- If GUNSHOTS are heard: Implement DROP AND COVER immediately
- If unable to enter safety, when deemed safe, take all students to designated site rally point.

INCIDENT COMMANDER (OR DESIGNEE): Site Administration

- Activate Incident Command Center. Deploy Emergency Response Teams as indicated.
- Initiate any other action(s) deemed necessary, once all clear, unlock classroom doors manually to direct staff to return to normal routine.

STUDENT/STAFF SAFETY TEAM

• Coordinate Search & Rescue operations as needed.

FIRST AID / BASIC NEEDS TEAM:

• Establish First Aid station and administer aid as needed.

FACILITIES TEAM:

- Check all utilities and shut off electric, water or gas systems as needed.
- Assess damage to facilities. Report to Incident Commander & District Command Center.
- Post guards a safe distance away from building entrances to prevent access to damaged buildings.

COMMUNICATIONS TEAM:

- Call 911- to report incident to Law Enforcement Agencies
- Refer media inquires to District Info Officer.
- Monitor all law enforcement communications
- Communicate as necessary with law enforcement

STUDENT RELEASE/CROWD CONTROL TEAM:

- Implement student release procedures upon direction by Incident Commander. (Limit release to authorized adults; keep record of students released.)
- Ensure that parents have completed the "Reunification Information" Card before release.

District Administration

- Coordinate evacuations/sheltering
- Coordinate priority release of staffing
- Declare school closure(s) as warranted and communicate with parents and community.
- Handle all media inquires/communication.
- Coordinate financing of recovery operations.

Biological or Chemical Release

REMAIN CALM - EVALUATE THE SITUATION - TAKE ACTION:

In the event of a chemical or biological attack, instructions will be provided by local public health and safety officials on personal protection, decontamination and health warnings via the Emergency Broadcast System, transmitted over radio and television as well as through print media.

Biological Threats A biological attack is the deliberate release of germs or other biological substances that can make you sick. Most of these must be inhaled, enter through a cut in the skin or be eaten to make you sick. Some biological agents, such as anthrax, do not cause contagious diseases. Others, like the smallpox virus, can result in diseases you can catch from other people.

Unlike an explosion, a biological attack may or may not be immediately obvious. While it is possible that you will see signs of a biological attack, as was sometimes the case with the anthrax mailings, it is perhaps more likely that local healthcare workers will report a pattern of unusual illness or there will be a wave of sick people seeking emergency medical attention. You will probably learn of the danger through an emergency radio or TV broadcast, or some other signal used in your community. You might get a telephone call or emergency response workers may come to the school site.

Chemical Threat/Attack: A chemical attack is the deliberate release of a toxic gas, liquid or solid that can poison people and the environment. Signs of a chemical threat include: many people suffering from watery eyes, twitching, choking, having trouble breathing or losing coordination. Other signs include many sick or dead birds. Fish or small animals are also cause for suspicion.

Classroom Teachers:

IN CASE OF A BIOLOGICAL THREAT:

(or if you detect a strange and suspicious substance)

- Quickly get students away from the substance and away from air currents that may spread particles.
- Protect yourself and students. Cover your mouth and nose with a filtration mask, or with layers of fabric that can filter the air but still allow breathing (e.g., 2 -3 layers of cotton such as a t-shirt, handkerchief, towel, several layers of tissue or paper towels).
- Wash exposed skin with soap and water. Use common sense: practice good hygiene and cleanliness to avoid spreading germs.
- NOTIFY ADMINISTRATION and seek emergency medical attention.

IN CASE OF A CHEMICAL ATTACK:

- Find clean air quickly.
- Determine what area is affected, and identify the source of the chemicals, if possible.
- NOTIFY ADMINISTRATION and seek emergency medical attention / ADMINISTER FIRST AID as necessary. (See FIRST AID GUIDELINES in appendix, below.)
- Take immediate action to get away from toxic chemicals.

If the chemical is inside a building where you are, EVACUATE the building without passing through the contaminated area, if possible. If you can't evacuate the building or find clean air without passing through the area where you see signs of a chemical attack, it may be better to move as far away as possible and SHELTER IN PLACE.

If you are outside, quickly decide what the fastest way to find clean air is: getting out of the affected area or going inside the closest building to SHELTER IN PLACE.

IF YOU THINK YOU OR YOUR STUDENTS HAVE BEEN EXPOSED TO A CHEMICAL: Note: If your eyes are watering, your skin is stinging, and you are having trouble breathing, you may have been exposed to a chemical. People exposed should immediately strip off their clothes and wash. Look for a hose, fountain, or any source of water, and wash with soap if possible; be sure you do NOT scrub the chemical into your skin.

INCIDENT COMMANDER (OR DESIGNEE): Site Administration

- Activate Incident Command Center. Deploy Emergency Response Teams as indicated.
- Follow instructions of doctors and other public health officials and ensure that they are communicated appropriately to staff (particularly First Aid / Basic Needs Team), students and parents.

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- Make arrangements to refer families to specific sites for medical evaluation and treatment.
- Contact the Superintendent to make the final decision whether to dismiss classes / close the school. Contact MOT immediately in the event that school is dismissed or closed, to ensure coordination of student transportation. Initiate any other action(s) deemed necessary, or announce ALL CLEAR to direct staff to return to normal routine.
- When incident has subsided, complete & submit incident report form.

COMMUNICATIONS TEAM:

- Monitor Emergency Broadcast System for official updates from public health officials to determine the following,: Are you in the group or area that authorities consider in danger? What are the signs and symptoms of the disease? Are medications or vaccines being distributed? ? Where? Who should get them?
- Communicate findings to Incident Commander.

FIRST AID / BASIC NEEDS TEAM:

• Establish first aid station and administer aid as needed.

FACILITIES TEAM:

- Assess damage to facilities. Report to Incident Commander & District Command Center.
- Work with emergency response personnel to erect barricades and/or post guards a safe distance away from contaminated areas to prevent unauthorized access.

STUDENT RELEASE / CROWD CONTROL TEAM:

- Implement student release procedures upon direction by Incident Commander. (Limit release to authorized adults; keep record of students released.)
- Ensure that parents have completed the "Reunification Information" Card before release.

DISTRICT COMMAND CENTER: District Administration

- Decide whether to close school or only some areas. Handle all media inquires/communication. Coordinate financing of recovery operations.
- Give instructions to staff on how to Shelter In Place. Plan for necessary evacuations.

Bomb Threat/ Threat Of violence

REMAIN CALM – EVALUATE THE SITUATION – TAKE ACTION

A BOMB THREAT exists when a suspected bomb or explosive device has been reported, but not located. A BOMB EMERGENCY exists if a bomb has been located, or an explosion has occurred. Both situations require prompt action in order to avoid or minimize injuries and property damage.

During any situation involving bombs, DO NOT USE RADIOS OR CELL PHONES. These may detonate the bomb. Use only land-line phones or runners to communicate. If a bomb threat is made in writing, the note should be turned over as soon as possible to investigators. If deemed credible, the threat should be reported immediately by calling 911. If a bomb threat is made by phone, the caller should be kept on the line as long as possible.

Be respectful and attentive, and try to get the following information from the caller:

• detonation time location of bomb(s) number & type of bomb(s) reason(s) for the bomb threat.

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Have another person call 911, telling the dispatcher: "This is (name of caller) from (name of school). We are receiving a bomb threat on another line. Please trace the call." (This must happen quickly, as a call cannot be traced once the caller has hung up.)

Take note of the caller's voice/speech characteristics (e.g., accent, tone of voice, choice of words) and any background noises that may help investigators identify the caller or his/her location. The person receiving the call (or receiving the note) should complete a Bomb Threat Report form as soon as possible, detailing as much information as possible about the bomb(s) and the person making the threat.

Classroom Teachers

IN THE EVENT OF A BOMB EXPLOSION:

- Direct students to DROP and take cover during explosion(s).
- EVACUATE the area surrounding the explosion and all damaged buildings, as directed by authorities (or if immediate danger...). Do not run. Take Emergency Kit if available.
- ADMINISTER FIRST AID as necessary. (See FIRST AID GUIDELINES)
- TAKE ROLL to account for all students and staff. Report missing or injured individuals by using RED / GREEN signal system or by sending runners to the Office when it is safe to do so.
- Be alert to possibility of subsequent explosions, fire, or potential additional explosive devices. Stay away from explosion area and buildings or vehicles. Open areas are best location for gathering/accounting procedures.
- Consider alternate evacuation routes and/or off-site evacuation.
- Be aware that emergency response personnel and equipment (firefighters, paramedics, & ambulance) may need to use various routes to gain access to threatened buildings and/or injured individuals. Keep students at a safe distance from the explosion site, and away from emergency equipment and fire lanes.
- Return to the buildings only when the ALL CLEAR signal is given.

IN THE EVENT OF A BOMB THREAT:

- If no apparent danger exists, teachers are to remain with the students in the classroom (or present location) until directed otherwise by the Incident Commander or emergency service providers. Be prepared to evacuate if necessary.
- If directed to EVACUATE, quickly move students to designated assembly area, maintaining a maximum safe distance from the buildings and/or location of suspected bomb. Do not run. Take Emergency Backpack.
- Do NOT use 2-way radios or cell phones, which may ignite an explosive device. Only use land-line phones or runners for communication.
- Do NOT touch, move, or in any way handle a suspected explosive device.
- Stay clear of buildings, trash cans, vehicles and lockers; warn others to do the same.

INCIDENT COMMANDER (OR DESIGNEE): Site Administration

- Activate Incident Command Center. Deploy Emergency Response Teams as indicated.
- Issue order to EVACUATE.
- Call 911. Dispatcher will ask for information about your location, the type of device in question, etc. Police will dispatch officers and emergency services to the scene.
- Activate Incident Command Center. Deploy Emergency Response Teams as indicated.
- Contact the Superintendent to make the final decision whether to dismiss classes / close the school. Contact MOT immediately in the event that school is dismissed or closed, to ensure coordination of student transportation.
- Initiate any other action(s) deemed necessary, or announce ALL CLEAR to direct staff to return to normal routine.
- When incident has subsided, complete & submit incident report form.

STUDENT/STAFF SAFETY TEAM:

• Coordinate Search & Rescue operations as needed. FACILITIES TEAM: When it is safe to do so, assess damage to facilities. Report to Incident Commander & District Command Center.

FIRST AID / BASIC NEEDS TEAM:

• Establish first aid station and administer aid as needed.

STUDENT RELEASE / CROWD CONTROL TEAM:

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- Implement student release procedures upon direction by Incident Commander. (Limit release to authorized adults; keep record of students released.)
- Ensure that parents have completed the "Reunification Information" Card before release.

DISTRICT COMMAND CENTER: District Administration

- Declare school closure(s) as warranted and communicate with parents and community.
- Provide support necessary to the site's incident commander.
- Handle all media inquires/communication.
- Coordinate financing of recovery operations.

Bus Disaster

Classroom Teachers:

- Follow the Bus Drivers instructions and if appropriate call 911.
- Do not move any victim unless he/she is in imminent danger (e.g., burning car) as this could cause additional injuries.
- ADMINISTER FIRST AID as necessary.
- NOTIFY ADMINISTRATION using radio, phone or messenger, and request emergency personnel and/or equipment as needed.
- Be alert to the possibility of explosion or fire resulting from the accident
- Be aware that emergency response personnel and equipment (firefighters, paramedics, and ambulance) may need to gain access to damaged buildings and/or injured individuals. Keep students at a safe distance from debris or fires, and away from emergency equipment.
- If possible, TAKE ROLL to account for all students and staff. Report missing or injured individuals to school administration.

INCIDENT COMMANDER (OR DESIGNEE): Site Administration

- Call 911 to request police and/or emergency medical aid and/or to report accident to police.
- Activate Incident Command Center. Deploy Crisis Teams as indicated.
- Notify District Administration
- When incident has subsided, complete & submit incident report form.

STUDENT RELEASE / CROWD CONTROL TEAM:

- Implement student release procedures upon direction by Incident Commander. (Limit release to authorized adults; keep record of students released.)
- Ensure that parents have completed the "Reunification Information" Card before release.

DISTRICT COMMAND CENTER: District Administration:

- Handle all media inquires/communication.
- Collect all appropriate reports
- Conduct appropriate follow up with staff and families
- Coordinate financing of recovery operations.

Disorderly Conduct

Disorderly Conduct may involve a student, staff member, or other school stakeholder exhibiting threatening or irrational behavior.

Classroom Teachers:

• Isolate the people involved in the dispute, apart from other students if possible. Attempt to defuse tensions by: o Identifying key players and their concerns,

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- Isolating key players in a neutral area,
- Conferencing with players, and
- Listening to student concerns.

If the dispute becomes violent:

- NOTIFY ADMINISTRATION immediately.
- Keep the people involved in the dispute separate from one another and under adult supervision

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• ADMINISTER FIRST AID as necessary.

INCIDENT COMMANDER (OR DESIGNEE): Site Administration

- Activate Incident Command Center. Deploy Emergency Response Teams as indicated.
- If necessary, CALL 911 to notify law enforcement and request assistance.
- Notify parents of students involved in any violent conflict; solicit their support in disciplining students, and resolving disputes.
- When incident has subsided, complete & submit incident report form.

DISTRICT COMMAND CENTER: District Administration:

- Handle all media inquires/communication.
- Make decisions about evacuations/shelters.
- Make decisions about discipline and follow up
- Release staff by priority of release

Earthquake

Classroom Teachers

IF YOU ARE INSIDE SCHOOL BUILDING:

- Implement DROP AND COVER until shaking stops. Instruct students to take shelter under desks, tables, door frames, etc.
- Stay away from windows, bricks, shelves, hanging light fixtures and other items that may fall during a quake or aftershock.
- EVACUATE as necessary, but only after determining that designated evacuation route is safe. Do not run. Take Emergency Backpack.

IF YOU ARE OUTSIDE OF SCHOOL BUILDING:

- Do not enter buildings.
- Implement DROP AND COVER until shaking stops.
- Be alert to dangers that may demand a move to a safer location.
- Remain with students in the open, at least 50 feet away from potential falling objects (e.g.; trees, portable backstops, power lines, buildings, etc.) until the earthquake is over and you are instructed by authorities to return to buildings.

IN ANY LOCATION:

- Advise students not to touch exposed electrical wires.
- Avoid using matches and lighters until the area has been declared safe.
- TAKE ROLL to account for all students and staff. Report missing or injured individuals by using RED / GREEN signal system or by sending runners to command center when it is safe to do so.
- ADMINISTER FIRST AID as necessary.
- Inform students that they are to remain with you. If a student leaves, record the student's name, destination and the time he/she leaves.
- Be alert for aftershocks, gas leaks or power failures, fires or explosions. The risk of flooding is small, but could result from the failure of upstream dams,
- Be prepared for transportation disruptions, and/or the possibility of authorities establishing extended shelter operations
- Resume normal operations after the ALL CLEAR signal has been given.

INCIDENT COMMANDER (OR DESIGNEE): Site Administration

- Activate Incident Command Center. Deploy Emergency Response Teams as indicated.
- Initiate any other action(s) deemed necessary, or announce "ALL CLEAR "to direct staff to return to normal routine.

STUDENT/STAFF SAFETY TEAM

• Coordinate Search & Rescue operations as needed.

FIRST AID / BASIC NEEDS TEAM:

Establish First Aid station and administer aid as needed.

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FACILITIES TEAM:

Check all utilities and shut off electric, water or gas systems as needed.

- Assess damage to facilities. Report to Incident Commander & District Command Center.
- Post guards a safe distance away from building entrances to prevent access to damaged buildings.

COMMUNICATIONS TEAM:

- Begin monitoring the Emergency Broadcast System for information about post-earthquake hazards and community emergency response.
- Notify appropriate utility company and/or emergency response agencies of breaks or suspected breaks in utility lines or pipes.
- Refer media inquires to District Info Officer.

STUDENT RELEASE/CROWD CONTROL TEAM:

- Implement student release procedures upon direction by Incident Commander. (Limit release to authorized adults; keep record of students released.)
- Ensure that parents have completed the "Reunification Information" Card before release.

DISTRICT COMMAND CENTER: District Administration

- Coordinate evacuations/sheltering Coordinate priority release of staffing
- Declare school closure(s) as warranted and communicate with parents and community.
- Handle all media inquires/communication.
- Coordinate financing of recovery operations

Explosion or Risk Of Explosion

Fire in Surrounding Area

DISTRICT COMMAND CENTER: District Administration:

- Declare school closure(s) as warranted and communicate with parents and community.
- Handle all media inquires/communication. Initiate "Shelter In Place", if the air quality is extreme.

Fire on School Grounds

Teachers

IF YOU SEE FIRE, OR SEE OR SMELL SMOKE:

- Remove any persons from the area who may be in immediate danger.
- Sound the alarm by voice and/or activating electronic fire alarm. Notify Administration (or have an assistant do this while you handle the fire). Administration will determine to what extent evacuation is indicated.
- If it can be done without endangering life, fight the fire as appropriate with fire extinguishers.

IF THE FIRE ALARM SOUNDS:

- CHECK CLASSROOM DOOR and surrounding area for signs of fire (hot to touch, visible smoke or flames) to determine whether planned evacuation route is passable.
- Shelter in place until you either observe smoke/fire or are notified by Incident Commander to evacuate classroom.
- If possible, once directed EVACUATE the building and walk to designated area. If the primary evacuation route is unsafe or impassable, proceed to the nearest available alternate exit. Do not run. Take Emergency Backpack.
- Rooms should be left with the lights out and the door closed and locked to confine the fire and smoke.
- Once outside students and staff should remain at least 50 feet away from the building until given further instructions.
- ADMINISTER FIRST AID as necessary.
- TAKE ROLL to account for all students and staff. Report missing or injured individuals by using RED / GREEN signal system or by sending runners to command center when it is safe to do so.

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- Inform students that they are to remain with you. If a student leaves, record the student's name, destination and the time he/she leaves.
- Remain with students until you are instructed by authorities to release them.
- Be aware that emergency response personnel and equipment (firefighters, paramedics, and ambulance) may need to use various routes to gain access to threatened buildings and/or injured individuals.
- Keep students at a safe distance from the fire, and away from emergency equipment and fire lanes.
- When ALL CLEAR has been signaled, lead students back to the classroom.

INCIDENT COMMANDER (OR DESIGNEE): Site Administration

- Call 911 to report emergency.
- Activate Incident Command Center. Deploy Crisis Teams as indicated.
- Determine the need for evacuation and sound alarm.
- Initiate any other action(s) deemed necessary, or announce ALL CLEAR to direct staff to return to normal routine.
- When incident has subsided, complete & submit incident report form.

STUDENT/STAFF SAFETY TEAM:

• Coordinate Search & Rescue operations as needed.

FIRST AID / BASIC NEEDS TEAM:

• Establish First Aid station and administer aid as needed.

FACILITIES TEAM:

- Check all utilities and shut off systems as needed.
- Assess damage to facilities. Report to Incident Commander & District Command Center.
- Post guards a safe distance away from building entrances to prevent access to damaged buildings.

COMMUNICATIONS TEAM:

- Call 911- to report ALL fires to the Fire Department (if not already contacted by Incident Commander).
- Notify appropriate utility company and/or emergency response agencies of breaks or suspected breaks in utility lines or pipes.

STUDENT RELEASE / CROWD CONTROL TEAM:

- Implement student release procedures upon direction by Incident Commander. (Limit release to authorized adults; keep record of students released.)
- Ensure that parents have completed the "Reunification Information" Card before release.

DISTRICT COMMAND CENTER: District Administration

- Coordinate evacuations/sheltering
- Coordinate priority release of staffing
- Declare school closure(s) as warranted and communicate with parents and community.
- Handle all media inquires/communication.
- Coordinate financing of recovery operations.

Flooding

Classroom Teachers

In the event of sudden flooding:

Immediately NOTIFY ADMINISTRATION of ruptured pipes, other sources of sudden flooding.

- EVACUATE impacted facilities as directed by school authorities or emergency response personnel. Do not run. Take Emergency Backpack.
- TAKE ROLL to account for all students and staff. Report missing or injured individuals by using RED / GREEN signal system or by sending runners to command center when it is safe to do so. ADMINISTER FIRST AID as necessary.
- Instruct students not to play or come into contact with standing water (which may have been contaminated by sewage) or flowing water (which may have been contaminated, or may indicate flash flooding).

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- Remain with students until you are instructed by authorities to release them or return to buildings.
- Be prepared for the possibility of flash flooding, school closure, transportation disruptions, and/or the possibility of authorities establishing extended shelter operations on site in the event of severe flooding.

INCIDENT COMMANDER (OR DESIGNEE): Site Administration

- Activate Incident Command Center. Deploy Crisis Teams as indicated.
- Notify all staff immediately of the need to discontinue use of ruptured or contaminated plumbing lines.
- Initiate other action(s) deemed necessary, or announce ALL CLEAR to direct staff to return to normal routine.
- When incident has subsided, complete & submit incident report form.

STUDENT/STAFF SAFETY TEAM:

• Coordinate Search & Rescue operations as needed.

FIRST AID / BASIC NEEDS TEAM:

• Establish First Aid station and administer aid as needed.

FACILITIES TEAM:

- Shut off electricity to flooded areas.
- Place sandbags at threatened facilities. Monitor and reinforce as needed.
- Assess damage to facilities. Report to Incident Commander & District Command Center.
- Post guards a safe distance away from building entrances to prevent access to damaged buildings.

COMMUNICATIONS TEAM:

- Monitor Emergency Broadcast System for flood-related warnings and information.
- Notify appropriate utility company and/or emergency response agencies of breaks or suspected breaks in utility lines or pipes.
- Refer media inquires to District Command Center.

STUDENT RELEASE / CROWD CONTROL TEAM:

- Implement student release procedures upon direction by Incident Commander. (Limit release to authorized adults; keep record of students released.)
- Ensure that parents have completed the "Reunification Information" Card before release.

DISTRICT COMMAND CENTER: District Administration

- Coordinate evacuations/sheltering Coordinate priority release of staffing
- Declare school closure(s) as warranted and communicate with parents and community.
- Handle all media inquires/communication.
- Coordinate financing of recovery operations.

Loss or Failure Of Utilities

GAS, HEAT, POWER, WATER

CLASSROOM TEACHERS

- During normal business hours, NOTIFY ADMINISTRATION of systems failures.
- If school is to be closed, teachers will be notified by administration.

POWER FAILURE

NOTIFY ADMINISTRATION office using radio, cell phone or messenger.

Keep students together, remain in classrooms; follow normal schedule.

EXPOSED ELECTRICAL HAZARDS

- Remove students and staff to a safe distance away from downed power lines. Assume all power lines are carrying a live current. Refrain, and instruct students to refrain, from touching / approaching exposed wires.
- NOTIFY ADMINISTRATION using radio, phone or messenger.

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BURST WATER PIPES

- Remove students and staff to a safe distance from the source, and keep them away from spilled water or sewage.
- NOTIFY ADMINISTRATION using radio, phone or messenger.
- Direct students to alternate sanitation facilities if required.

NATURAL GAS LEAK

- Immediately EVACUATE the area. Do not run. Take Emergency Backpack.
- USE LAND LINE PHONE to NOTIFY ADMINISTRATION.

DO NOT USE CELLULAR PHONES, which may ignite leaking gas.

Any type of incident

- ADMINISTER FIRST AID as necessary.
- TAKE ROLL to account for all students and staff. Report missing or injured individuals by using RED / GREEN signal system or by sending runners to the Office when it is safe to do so.
- When ALL CLEAR has been signaled, lead students back to the classroom.

INCIDENT COMMANDER (OR DESIGNEE): Site Administration

- At onset of power outage, contact MOT
- Consult with the Superintendent's and MOT to determine the extent of the outage.
- Activate Incident Command Center. Deploy Crisis Teams
- Contact the Superintendent to make the final decision about whether to dismiss classes/close the school.
- Contact the MOT immediately if school is dismissed or closed, to ensure coordination of student transportation.
- When incident has subsided, complete & submit incident report form.

FACILITIES TEAM:

- Get keys from office to gain access and turn off the main power, water or gas line(s) as needed.
- Assess damage to facilities. Report to Site Incident Commander & District Command Center.
- Post guards a safe distance away from building entrances to prevent access to damaged buildings.
- For prolonged water/sewage interruptions, establish and maintain alternate sanitation facilities as directed.

COMMUNICATIONS TEAM:

 Notify appropriate utility company and/or emergency response agencies of breaks or suspected breaks in utility lines or pipes

STUDENT RELEASE / CROWD CONTROL TEAM:

- Implement student release procedures upon direction by Incident Commander. (Limit release to authorized adults; keep record of students released.)
- Ensure that parents have completed the "Reunification Information" Card before release.

DISTRICT COMMAND CENTER: District Administration

- Coordinate evacuations/sheltering
- Coordinate priority release of staffing
- Declare school closure(s) as warranted and communicate with parents and community.
- Handle all media inquires/communication.
- Coordinate financing of recovery operations.

Motor Vehicle Crash

Classroom Teachers

- Immediately remove all people who may be in immediate danger away from the area of impact, and away from debris or damaged buildings.
- Assess injuries to people, and damage to vehicles and/or property.
- Do not move any victim unless he/she is in imminent danger (e.g., burning car) as this could cause additional injuries.

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- ADMINISTER FIRST AID as necessary.
- NOTIFY ADMINISTRATION using radio, phone or messenger, and request emergency personnel and/or equipment as needed.
- Be alert to the possibility of explosion or fire resulting from the accident
- Be aware that emergency response personnel and equipment (firefighters, paramedics, and ambulance) may need to gain access to damaged buildings and/or injured individuals. Keep students at a safe distance from debris or fires, and away from emergency equipment.
- If possible, TAKE ROLL to account for all students and staff. Report missing or injured individuals by using RED / GREEN signal system or by sending runners to command center (Front Office) when it is safe to do so.
- When ALL CLEAR has been signaled, lead students back to the classroom

INCIDENT COMMANDER (OR DESIGNEE): Site Administration

- Call 911 to request police and/or emergency medical aid and/or to report accident to police.
- Activate Incident Command Center. Deploy Crisis Teams as indicated.
- Initiate any other action(s) deemed necessary, or announce ALL CLEAR to direct staff to return to normal routine.
- When incident has subsided, complete & submit incident report form.

STUDENT/STAFF SAFETY TEAM:

• Initiate search and rescue operations as needed.

FACILITIES TEAM

- Assess damage to facilities. Report to Site Incident Commander & District Command Center.
- Post guards a safe distance away from the accident to prevent access to damaged buildings and/or vehicle wreckage.

FIRST AID / BASIC NEEDS TEAM:

• Establish first aid station and administer aid as needed.

STUDENT RELEASE / CROWD CONTROL TEAM:

- Implement student release procedures upon direction by Incident Commander. (Limit release to authorized adults; keep record of students released.)
- Ensure that parents have completed the "Reunification Information" Card before release.

DISTRICT COMMAND CENTER: District Administration:

• Declare school closure(s) as warranted and communicate with parents and community.

Pandemic

HUSD will follow all State and Federal regulations.

Psychological Trauma

TRAUMATIC EVENT: (e.g., Mass Casualties, Death of Family Member or Fellow Student) REMAIN CALM – EVALUATE THE SITUATION – TAKE ACTION:

A traumatic event is an extraordinary situation that is potentially damaging to individuals and/or the educational environment. A stress reaction can develop in response to a traumatic event or unexpected death or injury to students, staff, family members, community persons or well known national figures. Examples include, but are not limited to: death of a classmate or teacher, witnessing violence on or near the school grounds suicide attempts or completions, hostage situations, drive-by shootings, sexual assaults, or natural disasters. The following principles are intended to assist school personnel in responding to a tragic event. The overall direction for these guidelines is the maintenance of a calm, orderly school atmosphere that reflects professional sensitivity in coping with the trauma of a tragic event. This plan can be used to address traumatic events affecting a single classroom, a group of students or an entire school population. Remember that people may respond in various ways during and after an emergency. If you become aware of any development that may potentially affect your campus population, notify your administrator(s). ;

GUIDELINES FOR TEACHERS TO HELP STUDENTS COPE WITH TRAUMA:

- Develop an environment in which students feel safe to ask questions, and confident of receiving an honest answer.
- Use correct terminology related to death. (i.e. avoid euphemisms such as "passed away")

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- Listen and empathize. Make sure you hear what is said and not what you think the student ought to say.
- Allow the students to express as much grief as they are able or willing to share with you.
- Share your own feelings and memories of the student but don't idealize the dead student.
- Say "I don't know" when you don't know.
- Recognize that classroom routines and management may be disrupted. This is natural be flexible.
- Maintain a sympathetic attitude toward the student's age-appropriate responses. (Be prepared for a strong reaction.)
- Organize activities to allow students to tangibly express their grief (e.g., memorials, letters, etc.) Don't force a child to participate in a discussion about death.
- Never link suffering and death with guilt, punishment and sin. Don't be judgmental; don't lecture. It's all too tempting to make a point or moralize.
- Don't say "I know how you feel" unless you truly do.
- Don't force others to look for something positive in the situation. Don't expect "adult responses" from children or youth. Their grief responses may seem inappropriate to you. (i.e. giggling).
- Don't force a "regular day" upon grieving students, but at the same time don't allow the class to be totally unstructured. Offer choices of activities, e.g., letters, journals, and discussions. Return to as normal a schedule as possible, while being empathetic to the emotional needs of students and staff.

GUIDELINES FOR ADMINISTRATORS:

- Keep things calm and orderly. The principal, with the support of emergency response personnel, should provide leadership to minimize anxiety and create an atmosphere of sympathetic calm.
- Focus on accurate data. All pertinent facts must be verified with parents/guardians, police and other reliable sources. Rumor is not an acceptable source of information.
- Keep staff informed. Staff will need an overall understanding of the grieving process and their role in the tragic events plan. Parents must be kept informed about the situation and the information being provided to their children. Stress is increased if individuals are not informed of the pertinent details.
- Get approved communications (letter templates) from the District Office.

Suspected Contamination of Food or Water

INCIDENT COMMANDER (OR DESIGNEE): Site Administrator

- Activate Incident Command Center. Deploy Emergency Response Teams as indicated.
- Isolate students and staff from water and food. Make the necessary announcements.
- Call 911 to report emergency. Activate Incident Command Center. Deploy Emergency Response Teams as indicated.
- Contact the Superintendent to make the final decision to dismiss classes.
- Contact the MOT immediately in the event that school is dismissed or closed, to ensure coordination of student transportation. Administer First Aid when instructed by county or state emergency personnel.

DISTRICT COMMAND CENTER: District Administration:

• Declare school closure(s) as warranted and communicate with parents and community.

Tactical Responses to Criminal Incidents

The Superintendent or designees shall ensure that an updated file of all safety-related plans and materials is readily available for inspection by the public. (Education Code 32282). However, those portions of the comprehensive safety plan that include tactical responses to criminal incidents shall not be publicly disclosed.

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Unlawful Demonstration or Walkout

Campus unrest may result when students move about in large groups, challenging authority, committing acts of vandalism, gang activity, etc., to the point where the Principal determines that the safety of students and staff is jeopardized. The goal is to protect students and all school personnel from injury or harassment until proper help can be summoned, and to keep property losses and damages to a minimum.

Three general categories of events can be considered civil disturbances:

- Peaceful demonstrations
- Disputes between individuals or small groups (which have the potential to turn violent) and large scale riots or acts of civil disobedience. Instances of civil disturbance pose a risk for both property damage (broken windows, fences or play structures knocked over or torn down, vandalized cars, trash bins set afire, etc.),
- Personal injuries (either accidental or intentional).

In any situation, staff should be watchful for potential violence, and be prepared to usher uninvolved bystanders to safety.

If a LOCKDOWN is required, all staff will be notified by the Incident Commander (Principal or designee).

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Emergency Evacuation Map

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Comprehensive School Safety Plan

2024-2025 School Year

School: Ham	ilton High School
CDS Code: 1176	5621133701
District: Ham	ilton Unified School District
	Canal Street ilton City, CA 95951
Date of Adoption: Febr	uary 26, 2025
Date of Update: Febr	uary 26, 2025
Date of Review:	
- with Staff	

- with Law Enforcement
- with Fire Authority

Approved by:

Name	Title	Signature	Date
Cris Oseguera	Hamilton High School Principal		
	SSC Representative or School Safety Planning Committee Member		
Justin Gibbs	Glenn County Sheriff		
Jeremy Powell	Superintendent		

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Comprehensive School Safety Plan Purpose

Effective January 1, 2019, Assembly Bill 1747 (Rodriguez), School Safety Plans, became law. This bill requires that during the writing and development of the comprehensive school safety plan (CSSP), the school site council or safety committee consult with a fire department and other first responder entities in addition to currently required entities. It requires the CSSP and any updates made to the plan to be shared with the law enforcement agency, the fire department, and the other first responder entities.

The California Education Code (sections 32280-32288) outlines the requirements of all schools operating any kindergarten and any grades 1 to 12, inclusive, to write and develop a school safety plan relevant to the needs and resources of that particular school.

In 2004, the Legislature and Governor recast and renumbered the Comprehensive School Safety Plan provisions in SB 719 and AB 115. It is the intent of the Legislature in enacting the provisions to support California public schools as they develop their mandated comprehensive safety plans that are the result of a systematic planning process, that include strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on school campuses.

The historical requirement of the Comprehensive School Safety Plan was presented in Senate Bill 187, which was approved by the Governor and chaptered in 1997. This legislation contained a sunset clause that stated that this legislation would remain in effect only until January I, 2000. Senate Bill 334 was approved and chaptered in 1999 and perpetuated this legislation under the requirement of the initial legislation.

Comprehensive School Safety Plans are required under SB 719 & AB 115 and contains the following elements:

Assessment of school crime committed on school campuses and at school-related functions

- Child abuse reporting procedures
- Disaster procedures
- Suspension and expulsion policies
- Procedures to notify teachers of dangerous pupils
- Discrimination and harassment policies
- School wide dress code policies
- Procedures for safe ingress and egress
- Policies enacted to maintain a safe and orderly environment
- Rules and procedures on school discipline
- Hate crime reporting procedures

The Comprehensive School Safety Plan will be reviewed and updated by March 1st every year. In July of every year, the school will report on the status of its school safety plan including a description of its key elements in the annual school accountability report card.

620 Canal Street, Hamilton City, CA 95951 and <u>https://www.husdschools.org/</u> A copy of the Comprehensive School Safety Plan is available for review at .

Safety Plan Vision

The vision of the Hamilton Unified School District Safety Plan is to be proactive in providing an organized and explicit plan to ensure that all people on campus are safe. We aim to create teams of committed adults and students who are fully vested and informed of their roles in making sure that the plans and procedures are carried out in an unanticipated emergency.

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Components of the Comprehensive School Safety Plan (EC 32281)

Hamilton High School Safety Committee

The school site council is responsible for developing the school site safety plan or for delegating the responsibility to a school safety planning committee. Ed. Code 35294.1

The school site safety committee shall be composed of the following members: the principal or designee, one teacher who is a representative of the recognized certificated employee organization; one parent/guardian whose child attends the school; one classified employee who is a representative of the recognized classified employee organization; other members if desired. (Ed Code 35294.1)

Hamilton High School site council shall be the controlling safety committee for the following schools:

- Ella Barkley High School
- HUSD Adult School
- HUSD State Preschool and the Glenn County Office of Education Infant and Toddler Center
- HUSD Community Day school when the school is open

Local law enforcement has been consulted (Ed. Code 39294.1). Other local agencies, such as health care and emergency services, may be consulted if desired. (Ed Code 39294.2)

Other members of the school or community may provide valuable insights as members of the School Safety Planning Committee.

Additional members may include: A representative from the local law enforcement agency School Resource Officers Guidance counselor Special Education Department Chairperson One or more key community service providers Student representative(s) Disciplinary team member Staff leaders Additional parent representatives

Assessment of School Safety

Every effort is being taken to ensure the safety of all students on the campus. All staff are being updated on current policy and procedures. Safety drills are held monthly and reviewed by the task force for efficiency and completeness. Data informing assessment of school safety includes:

- Site Drill Logs
- Suspension/Expulsion Data
- Student Assessment and Progress Reports
- Law Enforcement Interventions and Crime Reports
- Staff / Student / Community Survey Responses
- Property Loss, vandalism and insurance reports
- HUSD FIT Report

Strategies and Programs to Provide and Maintain a High Level of Safety (EC 32281(a)1, items A-J) EMERGENCY PHASES

- Positive Behavior Intervention Systems
- Wellness Team and Resources
- Community Liaison
- Threat Assessment Protocols
- Funding Sources: LCFF, Title I, grants, and other local, State, and Federal funding

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(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166)

Board Policy Manual Hamilton Unified School District Policy 5141.4: Child Abuse Prevention And Reporting Status: ADOPTED Original Adopted Date: 02/22/2017 | Last Revised Date: 08/25/2021 | Last Reviewed Date: 08/25/2021

The Board of Trustees 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.

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.

DEFINITIONS:

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

1. A physical injury or death inflicted by other than accidental means on a child by another person

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

3. Neglect of a child as defined in Penal Code 11165.2

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

5. Unlawful corporal punishment or injury as defined in Penal Code 11165.4

Child abuse or neglect does not include:

1. A mutual affray between minors (Penal Code 11165.6)

2. An injury caused by reasonable and necessary force used by a peace officer acting within the course and scope of his/her employment (Penal Code 11165.6)

(cf. 3515.3 - District Police/Security Department)

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

4. An injury caused by a school employee's use of force that is reasonable and necessary to quell a disturbance threatening physical injury to persons or damage to property, to protect himself/herself, or to obtain weapons or other dangerous objects within the control of a student (Education Code 49001)

5. Physical pain or discomfort caused by athletic competition or other such recreational activity voluntarily engaged in by a student (Education Code 49001)

6. Homelessness or classification as an unaccompanied minor (Penal Code 11165.15)

Mandated reporters include, but are not limited to, teachers; instructional aides; teacher's aides or assistants; classified employees; certificated pupil personnel employees; administrative officers or supervisors of child attendance; athletic coaches, administrators, and directors; administrators and employees of a licensed child day care facility; Head Start teachers; district police or security officers; licensed nurses or health care providers; and administrators, presenters, and counselors of a child abuse prevention program. (Penal Code 11165.7)

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

REPORTABLE OFFENSES

A mandated reporter shall make a report using the procedures provided below whenever, in his/her professional capacity or within the scope of his/her employment, he/she has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect. (Penal Code 11166)

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

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Any district employee who reasonably believes that he/she has observed the commission of a murder, rape, or lewd or lascivious act by use of force, violence, duress, menace, or fear of immediate and unlawful bodily injury against a victim who is a child under age 14 shall notify a peace officer. (Penal Code 152.3, 288)

RESPONSIBILITY FOR REPORTING

The reporting duties of mandated reporters are individual and cannot be delegated to another person. (Penal Code 11166) When two or more mandated reporters jointly have knowledge of a known or suspected instance of child abuse or neglect, the report may be made by a member of the team selected by mutual agreement and a single report may be made and signed by the selected member of the reporting team. Any member who has knowledge that the member designated to report has failed to do so shall thereafter make the report. (Penal Code 11166)

No supervisor or administrator shall impede or inhibit a mandated reporter from making a report. (Penal Code 11166) Any person not identified as a mandated reporter who has knowledge of or observes a child whom he/she knows or reasonably suspects has been a victim of child abuse or neglect may report the known or suspected instance of child abuse or neglect to the appropriate agency. (Penal Code 11166)

REPORTING PROCEDURES

1. Initial Telephone Report - Immediately or as soon as practical after knowing or observing suspected child abuse or neglect, a mandated reporter shall make an initial report by telephone to any police department (excluding a school district police/security department), sheriff's department, county probation department if designated by the county to receive such reports, or county welfare department. (Penal Code 11165.9, 11166) Placer County Child and Family Services (916) 872-6549. When the initial telephone report is made, the mandated reporter shall note the name of the official contacted, the date and time contacted, and any instructions or advice received.

2. Written Report - Within 36 hours of knowing or observing the information concerning the incident, the mandated reporter shall then prepare and either send, fax, or electronically submit to the appropriate agency a written follow-up report, which includes a completed Department of Justice form (SS 8572). (Penal Code 11166, 11168). Forms are located in the front office and are available online as well.

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

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

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

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

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

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

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

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

TRAINING

Within the first six weeks of each school year, the Superintendent or designee shall provide training on mandated reporting requirements to district employees and persons working on their behalf who are mandated reporters. Any school personnel hired during the school year shall receive such training within the first six weeks of employment. (Education Code 44691; Penal Code 11165.7). The Superintendent or designee shall use the online training module provided by the California Department of Social Services. (Education Code 44691). The training shall include, but not necessarily be limited to, training in the identification and reporting of child abuse and neglect. In addition, the training shall include information that failure to report an incident of known or reasonably suspected child abuse or neglect as required by law is a misdemeanor punishable by imprisonment and/or a fine as specified. (Education Code 44691; Penal Code 11165.7). The Superintendent or designee shall code 11165.7). The Superintendent or designee shall obtain and retain proof of each mandated reporter's completion of the training. (Education Code 44691)

In addition, at least once every three years, school personnel may receive training in the prevention of child abuse, including sexual abuse, on school grounds, by school personnel, or in school-sponsored programs. (Education Code 44691)

VICTIM INTERVIEWS BY SOCIAL SERVICES

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Whenever the Department of Social Services or another government agency is investigating suspected child abuse or neglect that occurred within the child's home or out-of-home care facility, the student may be interviewed by an agency representative during school hours, on school premises. The Superintendent or designee shall give the student the choice of being interviewed in private or in the presence of any adult school employee or volunteer aide selected by the student. (Penal Code 11174.3). A staff member or volunteer aide selected by a child may decline to be present at the interview. If the selected person accepts, the principal or designee shall inform him/her of the following requirements: (Penal Code 11174.3)

1. The purpose of the selected person's presence at the interview is to lend support to the child and enable him/her to be as comfortable as possible.

2. The selected person shall not participate in the interview.

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

4. The selected person is subject to the confidentiality requirements of the Child Abuse and Neglect Reporting Act, a violation of which is punishable as specified in Penal Code 11167.5.

If a staff member agrees to be present, the interview shall be held at a time during school hours when it does not involve an expense to the school. (Penal Code 11174.3)

RELEASE OF CHILD TO A PEACE OFFICER

When a child is released to a peace officer and taken into custody as a victim of suspected child abuse or neglect, the Superintendent or designee and/or principal shall not notify the parent/guardian, but rather shall provide the peace officer with the address and telephone number of the child's parent/guardian. (Education Code 48906) (cf. 5145.11- Questioning and Apprehension by Law Enforcement)

PARENT/GUARDIAN COMPLAINTS

Upon request, the Superintendent or designee shall provide parents/guardians with procedures for reporting suspected child abuse occurring at a school site to appropriate agencies. For parents/guardians whose primary language is not English, such procedures shall be in their primary language and, when communicating orally regarding those procedures, an interpreter shall be provided. To file a complaint against a district employee or other person suspected of child abuse or neglect at a school site, parents/guardians may file a report by telephone, in person, or in writing with any appropriate agency identified above under "Reporting Procedures." If a parent/guardian makes a complaint about an employee to any other employee, the employee receiving the information shall notify the parent/guardian of procedures for filing a complaint with the appropriate agency. The employee also is obligated pursuant to Penal Code 11166 to file a report himself/herself using the procedures described above for mandated reporters. In addition, if the child is enrolled in special education, a separate complaint may be filed with the California Department of Education pursuant to 5 CCR 4650.

NOTIFICATIONS

The Superintendent or designee shall provide to all new employees who are mandated reporters a statement that informs them of their status as mandated reporters, their reporting obligations under Penal Code 11166, and their confidentiality rights under Penal Code 11167. The district also shall provide these new employees with a copy of Penal Code 11165.7, 11166, and 11167. (Penal Code 11165.7, 11166.5). Before beginning employment, any person who will be a mandated reporter by virtue of his/her position shall sign a statement indicating that he/she has knowledge of the reporting obligations under Penal Code 11166and will comply with those provisions. The signed statement shall be retained by the Superintendent or designee. (Penal Code 11166.5) Employees who work with dependent adults shall be notified of legal responsibilities and reporting procedures pursuant to Welfare and Institutions Code 15630-15637.

The Superintendent or designee also shall notify all employees that:

1. A mandated reporter who reports a known or suspected instance of child abuse or neglect shall not be held civilly or criminally liable for making a report and this immunity shall apply even if the mandated reporter acquired the knowledge or reasonable suspicion of child abuse or neglect outside of his/her professional capacity or outside the scope of his/her employment. Any other person making a report shall not incur civil or criminal liability unless it can be proven that he/she knowingly made a false report or made a report with reckless disregard of the truth or falsity of the report. (Penal Code 11172)

2. If a mandated reporter fails to timely report an incident of known or reasonably suspected child abuse or neglect, he/she may be guilty of a crime punishable by a fine and/or imprisonment. (Penal Code 11166)

3. No employee shall be subject to any sanction by the district for making a report unless it can be shown that he/she knowingly made a false report or made a report with reckless disregard of the truth or falsity of the report. (Penal Code 11166)

(B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100)

Disaster Plan (See Appendix C-F)

Details for the HUSD Disaster Plan, including protocols for various disaster scenarios are found in Appendices C through F of this document.

Safety Task Force Groups and recommended Members:

INCIDENT COMMANDER:

• Site or District Administration

STUDENT/STAFF SAFETY TEAM

- Site Administration
- Two other staff members

STUDENT RELEASE/CROWD CONTROL TEAM

- Administrative Assistant
- Two other staff members

FACILITIES TEAM

- Director of MTO
- Two other members of MTO Team
- Evening-Need one team member

COMMUNICATIONS TEAM

- District Executive Assistant
- Two other staff members

FIRST AID/BASIC NEEDS TEAM

• Three school staff members

CRISIS RESPONSE TEAM

- District Dean of Students
- Two other counseling trained personnel

DISTRICT COMMAND CENTER

- Superintendent
- 2 other District Personnel

Hamilton High School's Disaster Procedures are designed to ensure the safety and well-being of students, staff, and visitors in the event of an emergency. These procedures are in accordance with the California Comprehensive School Safety Plan and state regulations.

1. Emergency Response Plan

- Hamilton High School maintains a detailed emergency response plan, which includes protocols for various types of disasters, including:
- Earthquakes (Drop, Cover, and Hold On procedures, evacuation routes)
- Fires (Fire alarms, evacuation routes, designated assembly areas)
- Floods (Emergency shelter locations, response coordination)
- Hazardous Materials Incidents (Shelter-in-place, decontamination procedures)
- Active Shooter/Lockdown Situations (Run-Hide-Fight protocol, lockdown procedures)
- Power Outages (Backup lighting, communication procedures)
- Pandemic/Health Crisis (Health screenings, personal protective equipment, social distancing guidelines)

2. Emergency Communications

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- The school administration will use a multi-tiered communication system, including automated alerts, phone trees, intercom announcements, emails, and text messages, to notify students, staff, and parents of emergencies.
- Emergency notifications will also be communicated via local law enforcement and emergency services.

3. Evacuation Procedures

- The school has designated evacuation routes and assembly areas that are clearly marked and updated annually.
- Teachers are responsible for escorting students to safety, conducting roll calls, and reporting missing students to administrators.
- Special provisions are in place for students with disabilities or those requiring medical assistance.

4. Shelter-in-Place and Lockdown Procedures

- In the event of an environmental hazard or security threat, students and staff will be directed to designated shelter areas.
- Doors will be locked, windows covered, and lights turned off until an all-clear signal is given.
- Teachers and staff are trained in lockdown and shelter-in-place drills annually.

5. Coordination with Emergency Services

- Hamilton High School collaborates with local fire, police, and emergency management agencies for joint training and response exercises.
- The school has memorandums of understanding (MOUs) with local emergency services to facilitate rapid deployment of resources.

6. Drills and Training

The school conducts regular emergency drills in accordance with state and district policies:

- Fire Drills: Quarterly
- Earthquake Drills: Twice per year
- Lockdown Drills: Twice per year
- Evacuation Drills: Once per semester
- All faculty and staff receive annual emergency response training, including CPR/First Aid certification for designated personnel.

7. Reunification Center Protocols (Staffed by STUDENT RELEASE / CROWD CONTROL TEAM)

- In the event of an emergency, a parent-student reunification process will be implemented at a designated safe location.
- A member of the Student Release / Crowd Control Team, with proper identification, will be sent to release students individually with teacher support.
- Teachers keep students in designated secure areas until notification that student is being released to an authorized adult.
- ALL person picking up any student must show picture I.D. and sign the student out on the back of the emergency card
- ALL adult picking up a student must be listed on the emergency card.
- When notified, the teacher in the student secure area checks off the student, noting on roll sheet the time of release.
- STUDENT/STAFF SAFETY TEAM will consolidate classes as they become smaller.
- Staff members will be released by the Principal as soon as they are no longer needed as Disaster Service Workers. (Cal. Govt. code, Sec. 3100)

8. Emergency Supply Stockpile

Hamilton High School maintains an emergency cache including:

- First aid supplies
- Water and non-perishable food items
- Flashlights and batteries
- Sanitation supplies

9. Post-Disaster Recovery and Support

- A crisis response team will be available to provide mental health support to students and staff after an emergency.
- The school will work with community partners to assist families in recovery efforts.

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Adaptations for Students with Disabilities

The safety of all students is the highest priority of the district. Adaptations of the HUSD disaster plan for HHS students with disabilities are developed by school administrators, teachers, the student's parents/guardians, and other members of their IEP/504 team, are outlined in each student's Individual Education Plan (IEP) or 504 Plan, and include individuals responsible for ensuring the safety of the student.

Public Agency Use of School Buildings for Emergency Shelters

HUSD offers our schools for use as public shelters in case of a natural disaster or pandemic event. We cooperate with the Glenn County Emergency Response Team as well as the Red Cross. If our buildings are used as shelters during the school day, non-students are supervised to protect the safety of our students and staff. The school district or Glenn County Office of Education shall cooperate with the public agency in furnishing and maintaining the services as the school district or Glenn County Office of Education may deem necessary to meet the needs of the community (Ed Code 32282 B (V ii))

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

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 at the 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

The 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 TK-3 may be suspended for disruption or willful defiance, except by a teacher pursuant to Education Code 48910. (Education Code 48900)

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

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

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

As required by law, the Superintendent shall recommend expulsion and the Board shall expel any student found to have committed any of the following "mandatory recommendation and mandatory expulsion" acts at school or at a school activity off school grounds: (Education Code 48915)



1. Possessing a firearm which is not an imitation firearm, as verified by a certificated employee, unless the student had obtained prior written permission to possess the item from a certificated school employee, with the Superintendent or designee's concurrence

2. Selling or otherwise furnishing a firearm

3. Brandishing a knife at another person

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

5. Committing or attempting to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a, or 289, or committing a sexual battery as defined in Penal Code 243.4 6. Possessing an explosive as defined in 18 USC 921

For all other violations listed in the accompanying administrative regulation under "Grounds for Suspension and Expulsion: Grades K12" and "Additional Grounds for Suspension and Expulsion: Grades 4-12," the Superintendent or designee shall have the discretion to recommend expulsion of a student. If expulsion is recommended, the Board shall order the student expelled only if it makes a finding of either or both of the following: (Education Code 48915(b) and (e))

1. That other means of correction are not feasible or have repeatedly failed to bring about proper conduct

2. That due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others

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

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

No chlid enrolled in a preschool program shall be expelled except under limited circumstances as specified in AR 5149.3 Preschool/Early Childhood Education.

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

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

Maintenance and Monitoring of Outcome Data

The Superintendent or designee shall annually present to the Board a report of the outcome data which the district is required to collect pursuant to Education Code 48900.8 and 48916.1, including the number of students recommended for expulsion, the grounds for each recommended expulsion, the actions taken by the Board, the types of referral made after each expulsion, and the disposition of the students after the expulsion period.

The report shall be disaggregated by the school's numerically significant student subgroups, including, but not limited to, ethnic subgroups, socioeconomically disadvantaged students, English learners, foster youth, and students with disabilities. The report also shall include information about whether and how the district is meeting its goals for improving school climate as specified in its local control and accountability plan.

(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079)

The Superintendent or designee shall inform the teacher(s) of each student who has engaged in, or is reasonably suspected of, any act during the previous three school years which could constitute grounds for suspension or expulsion under Education Code 48900, with the exception of the possession or use of tobacco products, or Education Code 48900.2, 48900.3, 48900.4, or 48900.7. This information shall be based upon district records maintained in the ordinary course of business or records received from a law enforcement agency. (Education Code 49079)

Upon receiving a transfer student's record regarding acts committed by the student that resulted in his/her suspension or expulsion, the Superintendent or designee shall inform the student's teacher(s) that the student was suspended or expelled from his/her former district and of the act that resulted in the suspension or expulsion. (Education Code 48201)

Information received by teacher(s) shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher. (Education Code 49079)

Comprehensive School Safety Plan

2/19/25

Notice Regarding Student Offenses Committed While Outside School Jurisdiction

When a minor student has been found by a court of competent jurisdiction to have illegally used, sold, or possessed a controlled substance or committed specified crimes involving serious acts of violence, local law enforcement may provide written notification to the Superintendent. (Welfare and Institutions Code 828.1)

When informed by the court that a minor student has been found by a court to have committed any felony or any misdemeanor involving curfew, gambling, alcohol, drugs, tobacco products, carrying of weapons, a sex offense listed in Penal Code 290, assault or battery, larceny, vandalism, or graffiti, the Superintendent or designee shall so inform the school principal. (Welfare and Institutions Code 827)

The principal shall disseminate this information to any counselor who directly supervises or reports on the student's behavior or progress. The principal also may inform any teacher or administrator he/she thinks may need the information so as to work with the student appropriately, avoid being needlessly vulnerable, or protect others from vulnerability. (Welfare and Institutions Code 827)

Any court-initiated information that a teacher, counselor, or administrator receives shall be kept confidential and used only to rehabilitate the student and protect other students and staff. The information shall be further disseminated only when communication with the student, parent/guardian, law enforcement staff, and probation officer is necessary to rehabilitate the student or to protect students and staff. (Welfare and Institutions Code 827)

When a student is removed from school as a result of his/her offense, the Superintendent shall hold the court's information in a separate confidential file until the student is returned to the district. If the student is returned to a different district, the Superintendent shall transmit the information provided by the student's parole or probation officer to the superintendent of the new district of attendance. (Welfare and Institutions Code 827)

Any confidential file of court-initiated information shall be kept until the student becomes 18, graduates from high school, or is released from juvenile court jurisdiction, whichever occurs first, and shall then be destroyed. (Welfare and Institutions Code 827)

Procedures to Maintain Confidentiality of Student Offenses: In order to maintain confidentiality when providing information about student offenses to counselors and teachers of classes/programs to which a student is assigned, the principal or designee shall send the staff member a written notification that one of his/her students has committed an offense that requires his/her review of a student's file in the school office. This notice shall not name or otherwise identify the student. The staff member may be asked to initial the notification and return it to the principal or designee.

The staff member shall also initial the student's file when reviewing it in the school office. Once the district has made a good faith effort to comply with the notification requirement of Education Code 49079 and Welfare and Institutions Code 827, an employee's failure to review the file constitutes district compliance with the requirement to provide notice to the teacher.

(E) Sexual Harassment Policies (EC 212.6 [b])

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

The district strongly encourages students who feel that they are being or have been sexually harassed on school grounds or at a school-sponsored or school-related activity by another student or an adult, or who have experienced off-campus sexual harassment that has a continuing effect on campus, to immediately contact their teacher, the principal, the district's Title IX Coordinator, or any other available school employee. Any employee who receives a report or observes an incident of sexual harassment shall notify the Title IX Coordinator. Once notified, the Title IX Coordinator shall ensure the complaint or allegation is addressed through AR 5145.71 - Title IX Sexual Harassment Complaint Procedures or BP/AR 1312.3 - Uniform Complaint Procedures, as applicable. Because a complaint or allegation that is dismissed or denied under the Title IX complaint procedure may still be subject to consideration under state law, the Title IX Coordinator shall ensure that any implementation of AR 5145.71 concurrently meets the requirements of BP/AR 1312.3.

The Title IX Coordinator shall offer supportive measures to the complainant and respondent, as deemed appropriate under the circumstances.

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The Superintendent or designee shall inform students and parents/guardians of the district's sexual harassment policy by disseminating it through parent/guardian notifications, publishing it on the district's web site, and including it in student and staff handbooks. All district staff shall be trained regarding the policy.

INSTRUCTION / INFORMATION

The Superintendent or designee shall ensure that all district students receive age-appropriate information on sexual harassment. Such instruction and information shall include:

1. What acts and behavior constitute sexual harassment, including the fact that sexual harassment could occur between people of the same sex and could involve sexual violence

2. A clear message that students do not have to endure sexual harassment under any circumstance

3. Encouragement to report observed incidents of sexual harassment even when the alleged victim of the harassment has not complained

4. A clear message that student safety is the district's primary concern, and that any separate rule violation involving an alleged victim or any other person reporting a sexual harassment incident will be addressed separately and will not affect the manner in which the sexual harassment complaint will be received, investigated, or resolve

5. A clear message that, regardless of a complainant's noncompliance with the writing, timeline, or other formal filing requirements, every sexual harassment allegation that involves a student, whether as the complainant, respondent, or victim of the harassment, shall be investigated and action shall be taken to respond to harassment, and address any continuing effect on students.

prevent recurrence, and address any continuing effect on students

6. Information about the district's procedures for investigating complaints and the person(s) to whom a report of sexual harassment should be made

7. Information about the rights of students and parents/guardians to file a civil or criminal complaint, as applicable, including the right to file a civil or criminal complaint while the district investigation of a sexual harassment complaint continues

8. A clear message that, when needed, the district will implement supportive measures to ensure a safe school environment for a student who is the complainant or victim of sexual harassment and/or other students during an investigation Disciplinary Actions

Upon completion of an investigation of a sexual harassment complaint, any student found to have engaged in sexual harassment or sexual violence in violation of this policy shall be subject to disciplinary action. For students in grades 4-12, disciplinary action may include suspension and/or expulsion, provided that, in imposing such discipline, the entire circumstances of the incident(s) shall be taken into account.

Upon investigation of a sexual harassment complaint, any employee found to have engaged in sexual harassment or sexual violence toward any student shall be subject to disciplinary action, up to and including dismissal, in accordance with law and the applicable collective bargaining agreement.

RECORD KEEPING

In accordance with law and district policies and regulations, the Superintendent or designee shall maintain a record of all reported cases of sexual harassment to enable the district to monitor, address, and prevent repetitive harassing behavior in district schools. BP 4119.11, 4219.11 and 4319.11 PERSONNEL - Sexual Harassment

The Board of Trustees prohibits sexual harassment of district employees. The Board also prohibits retaliatory behavior or action against district employees or other persons who complain, testify, or otherwise participate in the complaint process established pursuant to this policy and accompanying administrative regulation. This policy shall apply to all district employees and, when applicable, to interns, volunteers, and job applicants.

The Superintendent or designee shall take all actions necessary to ensure the prevention, investigation, and correction of sexual harassment, including but not limited to:

1. Providing training to employees in accordance with law and administrative regulation

2. Publicizing and disseminating the district's sexual harassment policy to staff

3. Ensuring prompt, thorough, and fair investigation of complaints

4. Taking timely and appropriate corrective/remedial action(s), which may require interim separation of the complainant and the alleged harasser and subsequent monitoring of developments

All complaints and allegations of sexual harassment shall be kept confidential to the extent necessary to carry out the investigation or to take other subsequent necessary actions. (2 CCR 11023)

Any district employee who feels that he/she has been sexually harassed or who has knowledge of any incident of sexual harassment by or against another employee shall immediately report the incident to his/her supervisor, the principal, district administrator, or Superintendent.

A supervisor, principal, or other district administrator who receives a harassment complaint shall promptly notify the Superintendent or designee. Complaints of sexual harassment shall be filed in accordance with AR 4030 - Nondiscrimination in Employment. An employee may bypass his/her supervisor in filing a complaint where the supervisor is the subject of the complaint. Any district employee who engages or participates in sexual harassment or who aids, abets, incites, compels, or coerces another to commit sexual harassment in violation of this policy is subject to disciplinary action, up to and including dismissal.

DEFINITIONS:

Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, unwanted requests for sexual favors, or other unwanted verbal, visual, or physical conduct of a sexual nature made against another person of the same or opposite sex in the work or educational setting when: (Education Code 212.5; Government Code 12940; 2 CCR 11034)

1. Submission to the conduct is made explicitly or implicitly a term or condition of the individual's employment.

2. Submission to or rejection of the conduct is used as the basis for an employment decision affecting the individual.

3. Submission to or rejection of the conduct is used as the basis for any decision affecting the individual regarding benefits, services, honors, programs, or activities available at or through the district.

Prohibited sexual harassment also includes conduct which, regardless of whether or not it is motivated by sexual desire, is so severe or pervasive as to unreasonably interfere with the victim's work performance or create an intimidating, hostile, or offensive work environment.

Examples of actions that might constitute sexual harassment in the work or educational setting, whether committed by a supervisor, a co-worker, or a non-employee, include, but are not limited to:

1. Unwelcome verbal conduct such as sexual flirtations or propositions; graphic comments about an individual's body; overly personal conversations or pressure for sexual activity; sexual jokes or stories; unwelcome sexual slurs, epithets, threats, innuendoes, derogatory comments, sexually degrading descriptions, or the spreading of sexual rumors

2. Unwelcome visual conduct such as drawings, pictures, graffiti, or gestures; sexually explicit emails; displaying sexually suggestive objects

3. Unwelcome physical conduct such as massaging, grabbing, fondling, stroking, or brushing the body; touching an individual's body or clothes in a sexual way; cornering, blocking, leaning over, or impeding normal movements

TRAINING

The Superintendent or designee shall ensure that all employees receive training regarding the district's sexual harassment policies when hired and periodically thereafter. The training shall include the procedures for reporting and/or filing complaints involving an employee, employees' duty to use the district's complaint procedures, and employee obligations when a sexual harassment report involving a student is made to the employee.

Every two years, the Superintendent or designee shall ensure that supervisory employees receive at least two hours of classroom or other effective interactive training and education regarding sexual harassment. All such newly hired or promoted employees shall receive training within six months of their assumption of the new position. (Government Code 12950.1)

A supervisory employee is any employee having the authority, in the interest of the district, to hire, transfer, suspend, lay off, promote, discharge, assign, reward, or discipline other employees, or the responsibility to direct them, adjust their grievances, or effectively recommend such action, when the exercise of the authority is not of a merely routine or clerical nature, but requires the use of independent judgment. (Government Code 12926)

The district's sexual harassment training and education program for supervisory employees shall be aimed at assisting them in preventing and effectively responding to incidents of sexual harassment, as well as implementing mechanisms to promptly address and correct wrongful behavior. The training shall include, but is not limited to, the following: (Government Code 12950.1; 2 CCR 11024)

1. Information and practical guidance regarding federal and state laws on the prohibition, prevention, and correction of sexual harassment, the remedies available to sexual harassment victims in civil actions, and potential district and/or individual exposure or liability

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2. The types of conduct that constitute sexual harassment and practical examples which illustrate sexual harassment, discrimination, and retaliation using training modalities such as role plays, case studies, and group discussions, based on factual scenarios taken from case law, news and media accounts, and hypotheticals based on

workplace situations and other sources 3. A supervisor's obligation to report sexual harassment, discrimination, and retaliation of which he/she becomes aware and what to do if the supervisor himself/herself is personally accused of harassment

3. Strategies for preventing harassment, discrimination, and retaliation and appropriate steps to ensure that remedial measures are taken to correct harassing behavior, including an effective process for investigation of a complaint

4. The essential elements of the district's anti-harassment policy, including the limited confidentiality of the complaint process and resources for victims of unlawful sexual harassment, such as to whom they should report any alleged sexual harassment, and how to use the policy if a harassment complaint is filed

5. A copy of the district's sexual harassment policy and administrative regulation, which each participant shall acknowledge in writing that he/she has received

6. The definition and prevention of abusive conduct that addresses the use of derogatory remarks, insults, or epithets, other verbal or physical conduct that a reasonable person would find threatening, intimidating, or humiliating, and the gratuitous sabotage or undermining of a person's work performance

The Superintendent or designee shall retain for at least two years the records of any training provided to supervisory employees.

Such records shall include the names of trained employees, date of the training, the type of training, and the name of the training provider. (2 CCR 11024)

NOTIFICATIONS

A copy of the Board policy and this administrative regulation shall: (Education Code 231.5)

1. Be displayed in a prominent location in the main administrative building, district office, or other area of the school where notices of district rules, regulations, procedures, and standards of conduct are posted

2. Be provided to every district employee at the beginning of the first quarter or semester of the school year or whenever a new employee is hired

3. Appear in any school or district publication that sets forth the school's or district's comprehensive rules, regulations, procedures, and standards of conduct

All employees shall receive either a copy of information sheets prepared by the California Department of Fair Employment and Housing (DFEH) or a copy of district information sheets that contain, at a minimum, components on: (Government Code 12950) 1. The illegality of sexual harassment

2. The definition of sexual harassment under applicable state and federal law

- 3. A description of sexual harassment, with examples
- 4. The district's complaint process available to the employee

5. The legal remedies and complaint process available through DFEH and the Equal Employment Opportunity Commission (EEOC)

6. Directions on how to contact DFEH and the EEOC

7. The protection against retaliation provided by 2 CCR 11021 for opposing harassment prohibited by law or for filing a complaint with or otherwise participating in an investigation, proceeding, or hearing conducted by DFEH and the EEOC

In addition, the district shall post, in a prominent and accessible location, DFEH's poster on discrimination in employment and the illegality of sexual harassment. (Government Code 12950)

Retaliation Prohibited: The district prohibits retaliatory behavior against any complainant or any participant in the complaint process. The initiation of a complaint of sexual harassment will not negatively reflect on the employee who initiates the complaint, nor will it affect the employee's job assignment, status, rights, privileges, or benefits.

(F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183)

The Board of Trustees believes that appropriate dress and grooming contribute to a productive learning environment. The Board expects students to wear clothing that is suitable for school activities in which they participate. Students shall not wear clothing that presents a health or safety hazard, or causes substantial disruption to the educational program.

GANG RELATED APPAREL

Education Code 35183 authorizes the Governing Board to approve a site-initiated plan that prohibits the school's students from wearing gang-related apparel. The definition of "gang-related apparel" must be limited to apparel that reasonably could be determined to threaten the health and safety of the school environment, and the Board's approval must be based on a determination the policy is necessary for the health and safety of the school environment. In Marvin H. Jeglin et al. v. San Jacinto Unified School District et al., a federal district court held that in order to justify a gang-related dress code, there must be evidence of a gang presence at a school and actual or threatened disruption or material interference with a school activity. Education Code 32282 specifies that for the purpose of establishing a schoolwide dress code, gang-related apparel shall not be considered a protected form of speech pursuant to Education Code 48950.

District policy should not include a districtwide prohibition against wearing gang related apparel. Pursuant to Education Code 35183, such a dress code must be initiated at the school-site level and apply only to the school where it is initiated. The principal, staff, and parents/guardians at a school may establish a reasonable dress code that prohibits students from wearing gang-related apparel when there is evidence of a gang presence that disrupts or threatens to disrupt the school's activities. Such a proposed dress code shall be presented to the Board, which shall approve the plan upon determining that it is necessary to protect the health and safety of the school environment. The dress code policy may be included in the school's comprehensive safety plan. (Education Code 35183)

When determining specific items of clothing that may be defined as gang apparel, the school shall ensure that the determination is free from bias based on race, ethnicity, national origin, immigration status, or other protected characteristics.

(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2)

Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2):

Hamilton Unified School District promotes safe and orderly ingress and egress for all students, parents, staff and visitors at all sites. Parents will park and drop off their students at the appropriate designated drop-off zones at all sites. HUSD bus drivers will park and drop off students at the designated bus drop-off zones. All parents will park, check-in and sign out their student at the site administration offices. All parents and visitors will sign in at the administration offices before entering schools.

Beyond planning for daily ingress/egress routes and emergency evacuation routes, schools must plan for assisting students, staff and visitors with disabilities. Under the Americans with Disabilities Act of 1990, individuals who are deaf/hard of hearing, blind/partially sighted, mobility impaired and/or cognitively/emotionally impaired must be assisted.

A. Schools must include plans for:

- Identifying the population of people with disabilities
- Determining proper signage and equipment
- Training staff to assist individuals with disabilities
- Coordinating with emergency response personnel

B. Planning

It is recommended that schools identify the location of potential evacuation sites based on the potential circumstances that may cause movement/relocation of the school population in the event of an emergency.

On-Campus Evacuation/Assembly Location

Review your school site layout and determine where the safest outdoor location is on campus to assemble your students and staff.

Off-Campus Evacuation/Assembly Location

Determine if there is a facility close to your school that can potentially house your staff and student body. Prior to an event:

a. Identify off-campus evacuation site(s).

b. Establish a memorandum of agreement with the evacuation site(s). Provide the addresses of at least two off-campus locations that have agreed to provide an assembly area for your school population.

(H) A Safe and Orderly School Environment Conducive to Learning (EC 35294.2)

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Component:

HES will continue to enforce our school-wide discipline and safety practices.

Element:

School- Wide Safety

Opportunity for Improvement:

Continuous data reflection at both staff and committee meetings (PBIS) to ensure school-wide safety.

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Objectives	Action Steps	Resources	Lead Person	Evaluation
STUDENTS: Will work with students and families to provide	District Counselor/Dean of Students provide Tier 1 and Tier II support for individuals and groups. Our District Counselor/Dean of Students and behavior specialist provide Tier III social and emotional interventions for individuals. When appropriate, District Counselor/Dean of Students will co-teach with classroom teacher for SEL and character traits of the month.	District Counselor/Dean of Students utilize Second Step Curriculum and SEL supports for individual counseling and group counseling. They also create classroom presentations and get the approved by admin before presenting.	District Counselor/Dean of Students	Infraction/Referral Data; Counselor Logs
CHARACTER BUILDING SKILLS/ SEL Master schedule allocates time daily to teach social emotional lessons, time for community circles, and training for Focus, 5 occurs.	Teachers were provided training to enhance the teaching of social- emotional development with our students.	Teachers integrate a social, emotional and academic curriculum that will teach skills to regulate emotions, foster high levels of social and emotional competency, and create self-advocacy.	District Counselor/Dean of Students and Classroom Teachers	Infraction/Referral Data Teachers progress monitor emotional wellbeing of students
ACADEMIC AND SOCIAL SKILL DEVELOPMENT: To enrich and support the academic achievement and social emotional development of students through assemblies and activities scheduled throughout the school year.	HES students will participate and attend various assemblies such as (but not limited to): Anti-bullying, Character Assemblies, College and Career Day, Stranger Danger, Coping Skills and Academic Awards Assemblies. All students will participate in field trips that are directly linked to the grade level curriculum, arts integration, and college and career readiness.	Local businesses/vendors, California universities, junior colleges, and vocational schools.	District Counselor/Dean of Students	Infraction/Referral Data Academic growth (i- Ready, BPST, ELPAC)

Objectives	Action Steps	Resources	Lead Person	Evaluation
SAFETY DRILLS: Students and staff will participate in all of our annual safety drills to practice procedures to ensure the safety of all students and staff in an emergency situation.	All teachers were given an emergency backpack which includes all necessary materials needed in the event of an emergency situation. We have implemented A.L.I.C.E. as a method of response to optimize student safety.	ALICE training	Director of Maintenance, Operations, and Transportation; Site Administrators	Log Documentation
PLAYGROUND AND CAFETERIA SUPERVISION: Administrators, teachers, campus supervisor, and paraeducators will supervise students on school campus to ensure the safety of all students.	We increased the hours for our student supervisors to ensure we have an appropriate number of paraeducators on each yard during recess.	We want ALL students to be mindful of their responsibility to command their learning, set goals, build character, social skills, problem solving, and restoring harm through conflict resolution. Paraeducators and campus supervisors received training.		Infraction/Referral Data; Nurse/ Incident Report data

Component:

Hamilton Elementary School will continue to enforce the importance of attendance. These practices are firmly implemented in TK-8th Grade.

Element:

Attendance and Communication

Opportunity for Improvement:

Working closely with parents, district social service coordinator and site admin, our attendance rates will increase.

Objectives	Action Steps	Resources	Lead Person	Evaluation
attendance, school staff will encourage parents to make appointments	improve, the school will refer to the School Attendance Review Board (SARB) as	Attendance Matters Information; Weekly Chronically absent data	District Social Service Coordinator	Chronic Absenteeism data; Trends in AERIES data
TRUANCY MEETINGS: Decrease the need for these meetings as attendance rates improve.	Meeting set up with the attendance secretary and the principal or assistant principal to find out from the parent why the student is having difficulties with attendance.	District Attorney	District Social Service Coordinator	Chronically Absent Data; Individual student attendance data
COMMUNICATION: HHS uses various forms of communication to reach out to our families to maintain open communication and to better serve our students' academic needs.	Communication Methods include: Newsletter, Parent Square, Marquee, School Messenger, School Website, Report Cards, Progress Reports, Parent Conferences, Letters, Flyers and Home Visits.	Parent Square Notification Platform; Monthly Newsletters; Phone Calls; Emails; In- person appointments; Home visits; Community Liaisons; School Website	Site Administrators; Office Staff; Attendance Clerk; Classroom Teachers	Parent Square Data; Parent Participation Logs
PARENT ENGAGEMENT AND LEADERSHIP: To create a positive school-home partnership, HHS will invite parents to attend events on campus or via zoom.	Parents participate in various activities, projects, and committees throughout the school year such as but not limited to: School Site Council (SSC), ELAC, PTA, Fieldtrips, Parent-Teacher Conferences, Back to School Night, Open House.	Parent Information Nights	Site Administrators; District Social Service Coordinator; Teachers	Participation Logs/Sign- in sheets from events and meetings

Component:

On-site supervision

Element:

Safety on campus

Opportunity for Improvement:

Increase campus security

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Objectives	Action Steps	Resources	Lead Person	Evaluation
PROFESSIONAL DEVELOPMENT: Our Site Administrators and Campus Supervisors will be trained yearly and kept abreast of any safety trainings/new information.	 School staff will be fully trained on how to respond to an emergency, safety drills, and in the event of a natural disaster. Site Administrato rs and campus supervisors received Situational Awareness Comprehensive Training. 	Situational Awareness Training A.L.I.C.E. Training	Site Administrators	Attendance sheets Re- train as necessary
HAMILTON UNIFIED LEADERSHIP COMMITTEE Monthly Hamilton Unified Leadership Committee meetings should occur to address issues and topics of concern.	 School staff will be fully trained to ensure safety rules and procedures are being followed. Frequent meetings as needed to address the Restorative Justice approach to student behavior. 	PBIS Handbook; District- Wide Threat Assessment; Restorative Justice Training	Site Administrators	Decrease of infractions during recess and lunch.
PROFESSIONAL DEVELOPMENT FOR ADMIN: Emergency Operations Center Training	Ongoing situational training occurs during the school year.	District-Wide Threat Assessment	Site Administrators	Improved response and support during emergency drills as measured by survey results.

(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5)

Hamilton High School Student Conduct Code

General School Behavior Expectations:

- Follow all school rules and staff instructions promptly.
- Treat peers, staff, and visitors with respect and kindness.

- Avoid physical or verbal aggression, bullying, or harassment.
- Keep hallways and common areas clear and safe.
- Report any suspicious activity or unsafe behavior to staff.
- Follow emergency procedures calmly and efficiently.
- Use electronic devices only in designated areas and times.

Gym Behavior Expectations

- Wear proper athletic attire and shoes for all activities.
- Follow coach/teacher instructions for safe participation.
- Respect personal space and avoid rough play.
- Use gym equipment only as intended.
- Keep hands and feet to yourself at all times.
- Report any injuries or safety hazards immediately.
- Clean up and put equipment away after use.

Cafeteria Behavior Expectations

- Wait your turn in line and be patient.
- Speak at a reasonable volume—no yelling or disruptive behavior.
- Clean up after yourself and dispose of trash properly.
- Keep food and drinks in the cafeteria.
- Respect cafeteria staff and follow their directions.
- Avoid running, pushing, or playing in eating areas.
- Report spills or messes to staff for quick cleanup.

Outside Area Behavior Expectations

- Stay within designated areas during break and lunch periods.
- Use appropriate language and behavior in all outdoor spaces.
- Keep hands, feet, and objects to yourself—no roughhousing or throwing items.
- Dispose of trash in proper bins to maintain a clean campus.
- Follow supervision instructions and school rules at all times.
- Report unsafe conditions, fights, or concerning behavior to staff.

Classroom Behavior Expectations

- Arrive on time and be prepared with necessary materials.
- Follow teacher directions and actively participate in learning.
- Respect classmates' right to learn—avoid disruptions.
- Use respectful language and tone when speaking.
- Keep cell phones and electronic devices stored unless permitted.
- Stay seated unless given permission to move.
- Follow all safety guidelines for lab or hands-on activities.

Conduct Code Procedures

Hamilton High School is committed to maintaining a safe, respectful, and productive learning environment for all students, staff, and visitors. The following Conduct Code Procedures outline the expectations and responses to behavior across different areas of campus.

General Procedures for Conduct Code Enforcement:

Awareness & Education:

- All students will be informed of behavior expectations at the beginning of the school year and as needed.
- Staff will model appropriate behavior and reinforce expectations consistently.

Monitoring & Supervision:

• School personnel will actively monitor behavior in classrooms, hallways, restrooms, cafeterias, gymnasiums, and outdoor areas.

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• Any unsafe or disruptive behavior will be addressed immediately.

Intervention & Correction:

- Minor infractions will be addressed with verbal warnings, redirection, or reminders.
- Repeated or more serious violations may result in loss of privileges, detention, parent contact, or restorative interventions.

Reporting & Documentation:

- Staff will document significant behavior infractions and report them to administration when necessary.
- Students are encouraged to report any unsafe behavior to a trusted staff member.

Consequences & Accountability:

- Consequences will align with the severity and frequency of the behavior, following the school's discipline policies.
- Possible disciplinary actions may include detention, suspension, parent meetings, or other corrective measures.
- Restorative practices may be used to resolve conflicts and repair harm when appropriate.

(K) Hate Crime Reporting Procedures and Policies

BP 5145.9 STUDENTS - Hate-Motivated Behavior

The Governing Board 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 towards 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 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 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 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 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.

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(J) Procedures to Prepare for Active Shooters

An Active Shooter on Campus involves one or more individuals on school grounds who is armed with a firearm and has already killed or wounded someone with the firearm AND at least one of the following applies:

- Continues to shoot others
- Actively seeks or attacks others
- Has access to additional victims

Procedure

- Upon first indication of an active shooter, personnel should immediately notify the school administrator.
- The school administrator will initiate the recommended appropriate Immediate Response Action(s), which is LOCKDOWN; Glenn County Sheriff will initiate Active Shooter protocol
- The school administrator will call "911" to provide the exact location and nature of the incident.
- The school administrator should designate a person to remain online with police if safe to do so (if applicable).
- If the school resource officer is on campus, they shall be notified.
- If the phone system has been used, a designated Safety Team Member will alert all staff and school affiliates
- Per Glenn County Sherriff, if safely possible, use the intercom system to announce and describe the intruder with as much detail as possible.

Principal or designee will:

- Contact the District Office to request assistance.
- Prepare a message for parents to be sent on Parent Square.
- Prepare to communicate with classrooms using email, school phones, cell phones, or radios. Establish a means of keeping all classrooms informed.

Each staff member will ensure that all students, staff and visitors are safely secured behind locked doors, close blinds if safe to do so, and spread out as safely as possible, staying away from windows and doors; initiate ALICE protocol. Staff should take steps to calm and control students with regular P A announcements and if safe to do so, attempt to maintain separation between students and the perpetrator.

The Safety Team Member - School Secretary will begin the process of accounting for all students and staff. If there is an active shooter and students are in imminent danger, the administrator may initiate RELOCATION if that does not place students in the path of the gunman. This action may apply to the entire campus, or just an affected portion.

The school administrator will:

- Maintain communication with emergency personnel and district office
- Encourage students and staff to quickly leave by any safe and available exit. If leaving campus, the established offsite relocation point is the preferred destination, if the route is safe.
- Inform emergency personnel and district office of the decision to leave campus and the destination. Keep emergency personnel and district office updated with information about any students and staff who do not arrive at the designated relocation point.
- Calm students, create a perimeter to separate the school population from others who may be present and re-establish Incident Command teams with available staff.

In response to the school's notification, the superintendent or designee will:

- Dispatch emergency personnel as required
- Ensure community/school partners are aware of the emergency
- Provide point-of-contact for other District resources who need to know the location of the command post and open routes to the relocation point.
- Prepare parent/community communications
- Dispatch support personnel to the relocation point to advise and support the school administrator/School Incident Commander
- Dispatch a district representative to work with emergency personnel to gather intelligence for the schools.
- Inform the site administrator/School's Incident Commander of what is known about the incident and provide the name and arrival time of emergency personnel
- Compile names and locations of those unable to get to the relocation point, and dispatch assistance to facilitate those persons in rejoining the rest of the school population.

Comprehensive School Safety Plan

Glenn County Sherriff Officers dispatched to the scene will:

- Establish a liaison with the site administrator/School Incident Commander and/or the Hamilton Unified School District Office and determine the threat to the school and its immediate community.
- Provide guidance to the School Incident Commander about the ongoing threat level to students and staff.
- Maintain a perimeter at the offsite relocation point between the school population and others.
- Patrol the area near the school to find students and staff who may have become separated from the group. Officers will communicate to the School Secretary the names and locations of anyone found and assist in rejoining those separated with the rest of the school population.

The Glenn County Emergency Center Operations Coordinator will:

- Connect with the school Incident Commander in person, by phone or radio and provide resources from the Educational Service Center that might include the following:
- Dispatch the Educational Service Center Crisis Team to the school relocation point.
- Arrange for transportation assets and a second (receiving) school so the students can be moved to a safe location at another school.
- Send out a message via School Messenger to parents from the Newcastle District Office with additional information.
- Meet with parents at a safe staging location, outside the secured relocation point perimeter, and keep the parents informed using bilingual support staff from the District Office.
- Assist with reunification.

The FIRST AID/MEDICAL TEAM will work with local authorities to ensure injured students and staff receive medical attention.

The school administrator will prepare a verified list of any wounded, and the locations to which they were transported.

The school administrator will confer with the Crisis Team and the Psychological First Aid Team to ensure notification of parents and family members of the wounded.

All media inquiries will be referred to the designated COMMUNICATIONS TEAM.

The school administrators will debrief staff and school police officers.

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Procedures for Preventing Acts of Bullying and Cyber-bullying

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

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

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

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

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

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

EXAMPLES OF PROHIBITED CONDUCT

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

Cyberbullying includes the electronic creation or transmission of harassing communications, direct threats, or other harmful texts, sounds, or images. Cyberbullying also includes breaking into another person's electronic account or assuming that person's online identity in order to damage that person's reputation.

Examples of the types of conduct that may constitute bullying and are prohibited by the district include, but are not limited to:

- Physical bullying: An act that inflicts harm upon a person's body or possessions, such as hitting, kicking, pinching, spitting, tripping, pushing, taking or breaking someone's possessions, or making cruel or rude hand gestures
- Verbal bullying: An act that includes saying or writing hurtful things, such as teasing, name-calling, inappropriate sexual comments, taunting, or threats to cause harm
- Social/relational bullying: An act that harms a person's reputation or relationships, such as leaving a person out of an activity on purpose, influencing others not to be friends with someone, spreading rumors, or embarrassing someone in public
- Cyberbullying: An act such as sending demeaning or hateful text messages or emails, spreading rumors by email or by posting on social networking sites, or posting or sharing embarrassing photos, videos, web site, or fake profiles MEASURES TO PREVENT BULLYING

The Superintendent or designee shall implement measures to prevent bullying in district schools, including, but not limited to, the following:

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

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- Providing information to students, through student handbooks, district and school web sites and social media, and other age-appropriate means, about district and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for engaging in bullying
- Encouraging students to notify school staff when they are being bullied or when they suspect that another student is being bullied, and providing means by which students may report threats or incidents confidentially and anonymously Conducting an assessment of bullying incidents at each school and, if necessary, increasing

supervision and security in areas where bullying most often occurs, such as playgrounds, hallways, restrooms, and cafeterias

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

STAFF DEVELOPMENT

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

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

- Discuss the diversity of the student body and school community, including their varying immigration experiences
- Discuss bullying prevention strategies with students, and teach students to recognize the behavior and characteristics of bullying perpetrators and victims
- Identify the signs of bullying or harassing behavior
- Take immediate corrective action when bullying is observed
- Report incidents to the appropriate authorities, including law enforcement in instances of criminal behavior

INFORMATION AND RESOURCES

The Superintendent or designee shall post on the district's web site, in a prominent location and in a manner that is easily accessible to students and parents/guardians, information on bullying and harassment prevention which includes the following: (Education Code 234.6)

- The district's policy on student suicide prevention, including a reference to the policy's age appropriateness for students in grades 9-12.
- The definition of sex discrimination and harassment as described in Education Code 230, including the rights set forth in Education Code 221.8
- Title IX information included on the district's web site pursuant to Education Code 221.61, and a link to the Title IX information included on CDE's web site pursuant to Education Code 221.6
- District policies on student sexual harassment, prevention and response to hate violence, discrimination, harassment, intimidation, bullying, and cyberbullying
- A section on social media bullying that includes all of the references described in Education Code 234.6 as possible forums for social media
- A link to statewide resources, including community-based organizations, compiled by CDE pursuant to Education Code 234.5.
- Any additional information the Superintendent or designee deems important for preventing bullying and harassment

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STUDENT INSTRUCTION

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

The district shall also educate students about the negative impact of bullying, discrimination, intimidation, and harassment based on actual or perceived immigration status, religious beliefs and customs, or any other individual bias or prejudice. Students should be taught the difference between appropriate and inappropriate behaviors, how to advocate for themselves, how to help another student who is being bullied, and when to seek assistance from a trusted adult. As role models for students, staff shall be expected to demonstrate effective problem-solving and anger management skills.

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

REPORTING AND FILING COMPLAINTS

Any student, parent/guardian, or other individual who believes that a student has been subjected to bullying or who has witnessed bullying may report the incident to a teacher, the principal, a compliance officer, or any other available school employee. When a report of bullying is submitted, the principal or a district compliance officer shall inform the student or parent/guardian of the right to file a formal written complaint in accordance with AR 1312.3 - Uniform Complaint Procedures. The student who is the alleged victim of the bullying shall be given an opportunity to describe the incident, identify witnesses who may have relevant information, and provide other evidence of bullying.

Within one business day of receiving such a report, a staff member shall notify the principal of the report, whether or not a uniform complaint is filed. In addition, any school employee who observes an incident of bullying involving a student shall, within one business day, report such observation to the principal or a district compliance officer, whether or not the alleged victim files a complaint.

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

When the circumstances involve cyberbullying, individuals with information about the activity shall be encouraged to save and print any electronic or digital messages that they feel constitute cyberbullying and to notify a teacher, the principal, or other employee so that the matter may be investigated. When a student uses a social networking site or service to bully or harass another student, the Superintendent or designee may file a request with the networking site or service to suspend the privileges of the student and to have the material removed.

DISCIPLINE / CORRECTIVE ACTIONS

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

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

SUPPORT SERVICES

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

If any student involved in bullying exhibits warning signs of suicidal thought or intention or of intent to harm another person, the Superintendent or designee shall, as appropriate, implement district intervention protocols which may include, but are not limited

Comprehensive School Safety Plan



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to, referral to district or community mental health services, other health professionals, and/or law enforcement.

Opioid Prevention and Life-Saving Response Procedures

SB 10 requires school safety plans for schools serving students in grades 9-12 to include a protocol for responding to a student's opioid overdose. To meet the requirements of this bill, HUSD is in the process of adding another life-saving rescue medication to our school site, with the provision of Naloxone (NARCAN) nasal spray.

It is important to know that our school site currently has a number of emergency and rescue measures at our disposal, including an automated external defibrillator machine (AED) to restart heart rhythms, epinephrine auto-injectors in the case of a severe allergic reaction, and now Naloxone nasal spray in the event of a suspected opioid overdose.

While HUSD will take every action to educate our students about the dangers of substance use, we are also taking proactive measures to protect lives. As an additional resource for this addition we have partnered with GCOE in developing the protocols for the administration of Naloxone on our campus.

Response Procedures for Dangerous, Violent, or Unlawful Activities

To reduce the risk of an incident of targeted violence on our campus through the formalization of a comprehensive protocol for the Hamilton Unified School District that helps identify individuals whose behavior causes concern and facilitates communication of those concerns to the involved parties. Once identified and communicated, the involved parties will collaborate to conduct a threat assessment and refer the individual to appropriate services.

Our response includes the following prevention, mitigation, response, and recovery strategies in Comprehensive School Safety Plans.

PREVENTION STRATEGIES

1. Designate a district safety coordinator or designee to participate in annual coordination meetings with community stakeholders, including but not limited to Hamilton Unified School District, law enforcement representatives, and the Psychiatric Emergency Response Team (PERT).

2. To facilitate access to student information and designated emergency contacts in the event of targeted school violence, utilize the school emergency contact application, which consists of three major interfaces:

- After-hours emergency contacts for each school within the district, as well as the district itself. These contacts should only be used in the event of an emergency when school is not in session.
- Law enforcement agencies and other emergency personnel (i.e., PERT) emergency contact information during critical after-hours, weekends, and holidays.
- Individual school users enables schools to provide law enforcement the ability to contact individual school officials during critical after-hour emergency situations.

3. Adopt an anonymous student reporting system and application and implement the following steps:

- Feature a link to the anonymous reporting site prominently on the school district website's homepage and on the school website's homepage.
- Install the anonymous reporting app on all school-issued devices.
- Promote the use of anonymous reporting applications on an ongoing basis and in communications related to school safety.
- 4. Establish procedures to document events that could aid a threat assessment team in identifying potential warning signs:
 - Document in the student's discipline record all reports of suspected warning signs or threats, and the school's response, including those threats determined to be transient. These incidents may reveal a pattern of escalation.
 - Document in the victim's student record the circumstances and the response of the school to any reports of bullying, harassment, or intimidation, regardless of the outcome. These incidents may reveal a real or perceived loss or wrong/grievance.
- 5. Adopt the following violence prevention programs available from Sandy Hook Promise:
 - Start with Hello: Start with Hello teaches students in grades K through 12 the skills they need to reach out to and include those who may be dealing with chronic social isolation and create a culture of inclusion and connectedness within their school.

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- Say Something: Say Something teaches students in grades 6 and up how to look for warning signs, signals, and threats, especially in social media, of an individual who may be a threat to themselves or others and to say something to a trusted adult to get help.
- 6.Train all school employees to recognize and report the warning signs associated with an escalation toward violence, which are identified in Comprehensive School Threat Assessment Guidelines: Intervention and Support to Prevent Violence (Cornell, 2018) Train staff on the circumstances that warrant a report directly to 911.
- Train staff to report all warning signs and threats to their school administrator.

MITIGATION STRATEGIES

- Incorporate the following in Acceptable Use of Technology policies and agreements: "Users of the Hamilton Unified School District network must be aware that information accessed, created, sent, received, or stored on network or its school sites are the property of the Hamilton Unified School District. Account users do not have any right to or expectation of privacy regarding such materials. Hamilton Unified School District reserves the right to monitor all traffic on the Hamilton Unified School District network."
- Train all school employees in Options-Based Responses (Run, Hide or Fight) to Active Assailant Situations.
- Conduct the following drills with design input or observation feedback from a law enforcement or safety professional:
- At least one lockdown drill annually on each school campus.
- At least one drill annually on each school campus to practice reunification procedures.
- To assist occupants in identifying their exact location in an emergency, label the interior of every room, classroom, bathroom, and common area with the room number or name.

Instructional Continuity Plan

The Instructional Continuity Plan ensures that learning continues in the event of an emergency or disruption. The plan includes communication strategies, alternate instructional methods, student engagement expectations, and academic support to maintain educational access for all students.

Two-Way Communication with Families and Students:

- Utilize centralized communication platforms such as Aeries Communication, district email, and text messaging to provide emergency updates.
- Ensure families and students can respond to messages for feedback, questions, or assistance.
- Maintain clear lines of communication between students, teachers, and school staff to address any instructional concerns.

Timelines for Communication

- Initial Notification: Communication will be sent within 24 hours of an emergency to inform families of the situation.
- Follow-Up Updates: Updates on instructional continuity plans, timelines, and available support will be provided within five calendar days.
- Ongoing Communication: Regular updates will be sent to families and students regarding changes, expectations, and available resources.

Alternate Modes of Instruction

- Emergency Remote Instruction
- Primary Platforms: Utilize Google Classroom and Zoom to provide structured schedules, assignments, and clear instructions for students.
- Technology Distribution: Ensure students have access to district-issued devices, such as Chromebooks, and provide training on their use.
- Internet Access Support: Offer district-issued hotspots or partner with local internet providers to support students who lack internet access.

Hard Copy Materials

- Instructional Packets: Provide printed learning materials for students without internet access.
- Distribution System: Establish safe pickup/drop-off locations (e.g., district office, community centers) for students to
 receive and return assignments.

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In-Person and Remote Options

- Alternate Sites: If facilities remain operational, designate Hamilton High School gymnasium or classrooms as emergency learning spaces.
- Collaboration with Other Districts: Work with nearby districts or county education offices to temporarily reassign students when necessary.
- Community Learning Hubs: Utilize local libraries or community centers as instructional hubs when appropriate.

Engagement and Support

- Student Engagement Within Five Days
- Teachers and staff will check in with students via phone, email, or virtual platforms to ensure participation and address any challenges.
- School counselors will reach out to students who require additional social-emotional or academic support.

Instructional Continuity Within Ten Days

- Remote or alternate instruction will begin no later than 10 school days after the onset of an emergency.
- Teachers will provide live or recorded lessons, assignments, and feedback to ensure continued academic progress.
- Social-Emotional and Academic Support

Virtual Counseling Sessions: School counselors will offer online support services through the Hamilton High School counseling team.

- Social-Emotional Learning (SEL): SEL activities will be integrated into lesson plans to support students' mental health and well-being.
- Accommodations & Individualized Support: Students with IEPs or 504 plans will receive necessary modifications to ensure equitable access to instruction.
- Contingency for Infrastructure Challenges

In case of infrastructure failures, Hamilton Elementary School will:

- Use local radio stations to provide instructional updates.
- Distribute learning materials via community sites, mail, or other available methods.

Compliance and Monitoring

- The school will document compliance with instructional time standards through the J-13A submission process, ensuring that alternative instruction meets state requirements.
- The instructional continuity plan will be reviewed annually to incorporate feedback, address gaps, and improve emergency learning procedures.

Safety Plan Review, Evaluation and Amendment Procedures

The Comprehensive School Safety Plan (CSSP) for Hamilton Unified School District will be reviewed, evaluated, and updated through a structured process to ensure its relevance and effectiveness. The following table outlines the key activities, their descriptions, and timelines:

Safety Plan Review and Evaluation

- Conducted during the summer months (June/July).
- Focuses on assessing the overall effectiveness of the current safety plan.
- Includes input from the principal and Safety Committee members.
- Key outcomes include identifying areas for improvement and preliminary amendments.

Staff In-Service Professional Development

- Held in August during a dedicated professional development day.
- Ensures all staff are familiar with the components of the CSSP.
- Allows for staff feedback and discussion on safety procedures and protocols.

School Site Council (SSC) Meetings

- Conducted in September/October to review and finalize updates to the CSSP.
- Includes input from stakeholders, such as parents, teachers, and community representatives.
- Finalized amendments are documented and approved as necessary.

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Safety Plan Appendices

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Emergency Contact Numbers

Utilities, Responders and Communication Resources

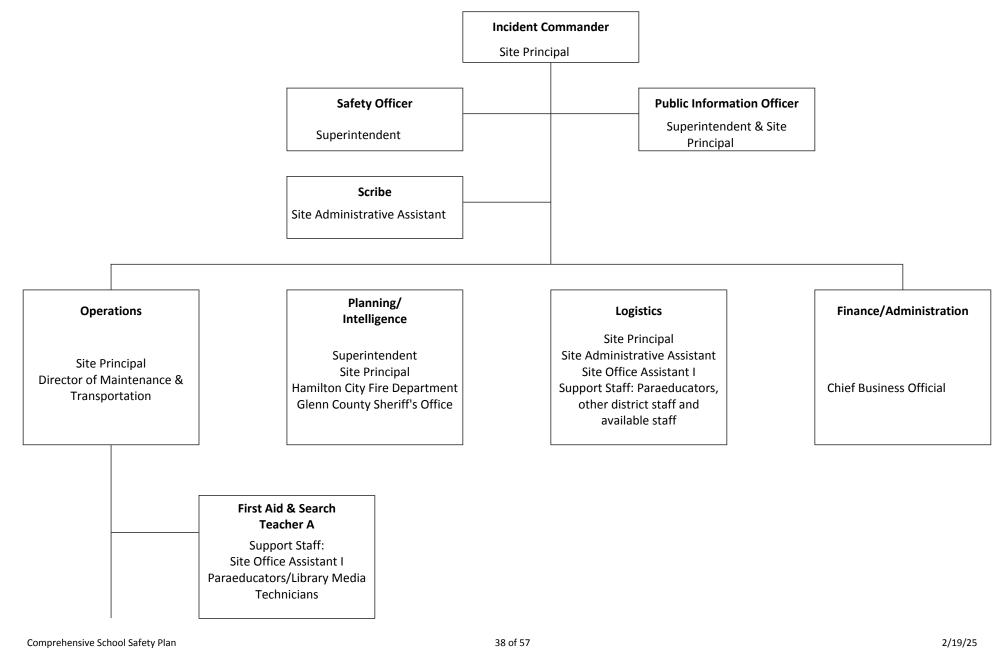
Туре	Vendor	Number	Comments
School District	Hamilton Unified School District	(530) 826-3261	620 Canal Street, Hamilton City, CA 95951
School District	Hamilton High School	(530) 826-3261	620 Canal Street, Hamilton City, CA 95951
Law Enforcement/Fire/Paramed ic	Hamilton City Fire Department	(530) 826-3355	420 1st St, Hamilton City, CA 95951
Law Enforcement/Fire/Paramed ic	Glenn County Sheriffs Office	(530) 934-6431	543 W Oak St, Willows, CA 95988
Local Hospitals	Enloe Medical Center	(530) 332-7300	W. Fifth and, 1531 Esplanade, Magnolia Ave, Chico, CA 95926
City Services	Hamilton City Community Services District	(530) 826-3208	211 Main St, Hamilton City, CA 95951

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Safety Plan Review, Evaluation and Amendment Procedures

Activity Description (i.e. review steps, meetings conducted, approvals, etc)	Date and Time	Attached Document (description and location)
Safety Plan Review and Evaluation	June/July	Description: Planning Meeting Location: School Site
Staff In-Service Professional Development	August	Description: Staff In-Service Professional Development Day. During this PD Day, components of the safety plan were reviewed with staff. Location: Hamilton Unified School District/Hamilton High School.
Review plan at School Site Council (SSC) Meetings	September/October	Description: Review and determine updates as necessary Location: various meeting locations at school site

Hamilton High School Incident Command System



Student Release & Accountability TeacherB Site Principal

Site Administrative Assistant Site Office Assistant I Support Staff: Paraeducators/Library Media Technicians, other district staff and available staff



Incident Command Team Responsibilities

Standardized Emergency Response Management System Overview

The California Standardized Emergency Management System (SEMS) is designed to centralize and coordinate emergency response through the use of standardized terminology and processes. This greatly facilitates the flow of information and resources among the agencies participating in response to an emergency. SEMS consists of five functions:

Management

During an emergency, the Incident Commander directs response actions from a designated Command Post. To effectively do this, the Incident Commander must constantly assess the situation, and develop and implement appropriate strategies. The Incident Commander must be familiar with the available resources, accurately document all response actions, and effectively communicate response strategies to others participating in the response. This function is typically filled by the school principal. The principal is assisted in carrying out this function by a Public Information & Liaison Officer and Safety Officer.

Planning & Intelligence

Planning and Intelligence involves the use of various methods to efficiently gather information, weigh and document the information for significance, and actively assess the status of the emergency. This understanding and knowledge about the situation at hand is vital to the effective management of a response. These activities are performed by a single person who reports directly to the Incident Commander.

Operations

All response actions are implemented under by Operations. This includes staff performing first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students.

Logistics

Logistics supports the response by coordinating personnel; assembling and deploying volunteers; providing supplies, equipment, and services; and facilitating communications among emergency responders.

Finance & Administration

Finance & Administration involves the purchasing of all necessary materials, tracking financial records, timekeeping for emergency responders, and recovering school records following an emergency. These activities are performed by a single person who reports directly to the Incident Commander.

Emergency Response Guidelines

Step One: Identify the Type of Emergency

See emergency response section for exact instructions on how to respond In the event of fire or other emergency and HHS must be used as an evacuation site/shelter, superintendent or team member in charge will coordinate with OEMS to prepare site for incoming families and community members.

Step Two: Identify the Level of Emergency

Level 1 is a major disaster or imminent threat involving the entire campus and/or surrounding community. Level 2 is a major incident or potential threat that disrupts sizable portions of the campus community. Level 3 is a minor, localized department or building incident that is resolved quickly with existing school/district resources or limited outside help.

Step Three: Determine the Immediate Response Action

Call 911 Notify SERS and GCOE EMS protocols (if Level 2 or Level 3 emergency) See the specific list of Types of Emergencies and Specific Procedures outlined on the following page for appropriate response action details.

Step Four: Communicate the Appropriate Response Action

The Superintendent/Communications Team will communicate with staff, students and the community via various platforms, coordinating with SERS, OEMS and GCOE.

Depending on the type, level and response actions in play, parents/guardians will receive information on evacuation, lock-down, shelter-in-place status, as well a the reunification plan.

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Types of Emergencies & Specific Procedures

Aircraft Crash

REMAIN CALM – EVALUATE THE SITUATION – TAKE ACTION IN THE EVENT OF AN AIRCRAFT EMERGENCY, ADMINISTRATION WILL CALL 911.

Be prepared for potential for explosions, hazardous fumes or fire hazards related to aircraft incidents.

Classroom Teachers

- Immediately remove all people who may be in immediate danger away from the area of impact, and away from debris or damaged buildings.
- NOTIFY ADMINISTRATION, who will determine to what extent evacuation is indicated and/or summon emergency personnel.
- If evacuation is necessary, CHECK CLASSROOM DOOR for signs of fire (hot to touch, visible smoke or flames) to determine whether planned evacuation route is passable. If the primary evacuation route is unsafe or impassable, proceed to the nearest available alternate exit to EVACUATE. Note that off-site evacuation may be necessary. Do not run. Take Emergency Backpack.
- ADMINISTER FIRST AID as necessary.
- TAKE ROLL to account for all students and staff. Report missing or injured individuals by using RED / GREEN signal system or by sending runners to command center when it is safe to do so Inform students that they are to remain with you. If a student leaves, record the student's name, destination and the time he/she leaves.
- Remain with students until you are instructed by authorities to release them. Be alert to the possibility of explosion or fire resulting from the aircraft disaster.
- Be aware that emergency response personnel and equipment (firefighters, paramedics, and ambulance) may need to use various routes to gain access to threatened buildings and/or injured individuals. Keep students at a safe distance from debris or fires, and away from emergency equipment and fire lanes.
- When ALL CLEAR has been signaled, lead students back to the classroom.

INCIDENT COMMANDER (OR DESIGNEE): Site Administration

- Call 911 to report emergency.
- Activate Incident Command Center. Deploy Emergency Response Teams as indicated.
- Contact the Superintendent to make the final decision to dismiss classes. Contact the MOT immediately in the event that school is dismissed or closed, to ensure coordination of student transportation.
- Work with School Psychologist or Director of Special Projects to determine need for, and if necessary, activate Crisis Counseling Team to provide psychological support to students, staff, and/or families.
- Initiate any other action(s) deemed necessary, or announce ALL CLEAR to direct staff to return to normal routine.
- When incident has subsided, complete & submit incident report form.

STUDENT/STAFF SAFETY TEAM:

• Coordinate Search & Rescue operations as needed.

FIRST AID / BASIC NEEDS TEAM:

• Establish First Aid station and administer aid as needed.

FACILITIES TEAM:

- Assess damage to facilities. Report to Site Incident Commander & District Command Center.
- Post guards a safe distance away from building entrances to prevent access to damaged buildings.

STUDENT RELEASE / CROWD CONTROL TEAM:

- Implement student release procedures upon direction by Incident Commander. (Limit release to authorized adults; keep record of students released.)
- Ensure that parents have completed the "Reunification Information" Card before release.

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DISTRICT COMMAND CENTER: District Administration

- Declare school closure(s) as warranted and communicate with parents and community.
- Handle all media inquires/communication.
- Coordinate financing of recovery operations.

Animal Disturbance

This procedure should be implemented when the presence of a dog, coyote, mountain lion or any other wild animal is deemed a threat by school administration to the safety of students and staff.

Classroom Teachers

- Keep students away from the animal (return to classroom, secure all entrances to classroom, etc.)
- Implement Classroom lockdown procedures
- Contact Site Administrator
- Remain in lockdown with students until "ALL CLEAR" is announced.

INCIDENT COMMANDER (OR DESIGNEE): Site Administration

- Call 911 and/or Animal Control
- Attempt to isolate the animal from students, if it is safe to do so. If the animal is outside students will be kept inside. If the animal is inside, students will remain outside in an area away from the animal.
- Once animal is deemed to be contained, announce "ALL CLEAR".

FIRST AID / BASIC NEEDS TEAM:

• Establish First Aid station and administer aid as needed.

FACILITIES TEAM:

• Work with Incident Commander to determine appropriate isolation area for animal (if possible)

DISTRICT COMMAND CENTER: District Administration

• Handle all media inquires/communication.

Armed Assault on Campus REMAIN CALM – EVALUATE THE SITUATION – TAKE ACTION

Classroom Teachers

IF YOU ARE INSIDE SCHOOL BUILDING:

- Close and lock all windows and doors. Draw blinds. Turn off lights.
- Once classrooms have been secured, DO NOT allow entry for any student or staff, instruct them to another location or off campus rally point.
- Remain indoors, and keep all students in class unless otherwise directed by emergency personnel.
- Doors must remain closed and locked at all times during lockdown.
- No students are to be released from or admitted to class for any reason.
- TAKE ROLL to account for all students and staff. Report missing or injured individuals by emailing the office.
- Send runners only when we cannot use a computer, cell phone, or walkie to communicate.
- ADMINISTER FIRST AID as necessary.
- Inform students that they are to remain with you.
- Be prepared for transportation disruptions, and/or the possibility of authorities establishing extended shelter operations
- EVACUATE only only when directed by Authorized Personnel.

IF YOU ARE OUTSIDE OF SCHOOL BUILDING:

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- Proceed immediately to a classroom (away from problem)
- Help direct students into nearest supervised rooms
- Supervise areas outside classrooms until students are all inside
- Lock doors and close curtains/shades
- If GUNSHOTS are heard: Implement DROP AND COVER immediately
- If unable to enter safety, when deemed safe, take all students to designated site rally point.

INCIDENT COMMANDER (OR DESIGNEE): Site Administration

- Activate Incident Command Center. Deploy Emergency Response Teams as indicated.
- Initiate any other action(s) deemed necessary, once all clear, unlock classroom doors manually to direct staff to return to normal routine.

STUDENT/STAFF SAFETY TEAM

• Coordinate Search & Rescue operations as needed.

FIRST AID / BASIC NEEDS TEAM:

• Establish First Aid station and administer aid as needed.

FACILITIES TEAM:

- Check all utilities and shut off electric, water or gas systems as needed.
- Assess damage to facilities. Report to Incident Commander & District Command Center.
- Post guards a safe distance away from building entrances to prevent access to damaged buildings.

COMMUNICATIONS TEAM:

- Call 911- to report incident to Law Enforcement Agencies
- Refer media inquires to District Info Officer.
- Monitor all law enforcement communications
- Communicate as necessary with law enforcement

STUDENT RELEASE/CROWD CONTROL TEAM:

- Implement student release procedures upon direction by Incident Commander. (Limit release to authorized adults; keep record of students released.)
- Ensure that parents have completed the "Reunification Information" Card before release.

District Administration

- Coordinate evacuations/sheltering
- Coordinate priority release of staffing
- Declare school closure(s) as warranted and communicate with parents and community.
- Handle all media inquires/communication.
- Coordinate financing of recovery operations.

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Biological or Chemical Release

REMAIN CALM - EVALUATE THE SITUATION - TAKE ACTION:

In the event of a chemical or biological attack, instructions will be provided by local public health and safety officials on personal protection, decontamination and health warnings via the Emergency Broadcast System, transmitted over radio and television as well as through print media.

Biological Threats A biological attack is the deliberate release of germs or other biological substances that can make you sick. Most of these must be inhaled, enter through a cut in the skin or be eaten to make you sick. Some biological agents, such as anthrax, do not cause contagious diseases. Others, like the smallpox virus, can result in diseases you can catch from other people.

Unlike an explosion, a biological attack may or may not be immediately obvious. While it is possible that you will see signs of a biological attack, as was sometimes the case with the anthrax mailings, it is perhaps more likely that local healthcare workers will report a pattern of unusual illness or there will be a wave of sick people seeking emergency medical attention. You will probably learn of the danger through an emergency radio or TV broadcast, or some other signal used in your community. You might get a telephone call or emergency response workers may come to the school site.

Chemical Threat/Attack: A chemical attack is the deliberate release of a toxic gas, liquid or solid that can poison people and the environment. Signs of a chemical threat include: many people suffering from watery eyes, twitching, choking, having trouble breathing or losing coordination. Other signs include many sick or dead birds. Fish or small animals are also cause for suspicion.

Classroom Teachers:

IN CASE OF A BIOLOGICAL THREAT:

(or if you detect a strange and suspicious substance)

- Quickly get students away from the substance and away from air currents that may spread particles.
- Protect yourself and students. Cover your mouth and nose with a filtration mask, or with layers of fabric that can filter the air but still allow breathing (e.g., 2 -3 layers of cotton such as a t-shirt, handkerchief, towel, several layers of tissue or paper towels).
- Wash exposed skin with soap and water. Use common sense: practice good hygiene and cleanliness to avoid spreading germs.
- NOTIFY ADMINISTRATION and seek emergency medical attention.

IN CASE OF A CHEMICAL ATTACK:

- Find clean air quickly.
- Determine what area is affected, and identify the source of the chemicals, if possible.
- NOTIFY ADMINISTRATION and seek emergency medical attention / ADMINISTER FIRST AID as necessary. (See FIRST AID GUIDELINES in appendix, below.)
- Take immediate action to get away from toxic chemicals.

If the chemical is inside a building where you are, EVACUATE the building without passing through the contaminated area, if possible. If you can't evacuate the building or find clean air without passing through the area where you see signs of a chemical attack, it may be better to move as far away as possible and SHELTER IN PLACE.

If you are outside, quickly decide what the fastest way to find clean air is: getting out of the affected area or going inside the closest building to SHELTER IN PLACE.

IF YOU THINK YOU OR YOUR STUDENTS HAVE BEEN EXPOSED TO A CHEMICAL: Note: If your eyes are watering, your skin is stinging, and you are having trouble breathing, you may have been exposed to a chemical. People exposed should immediately strip off their clothes and wash. Look for a hose, fountain, or any source of water, and wash with soap if possible; be sure you do NOT scrub the chemical into your skin.

INCIDENT COMMANDER (OR DESIGNEE): Site Administration

- Activate Incident Command Center. Deploy Emergency Response Teams as indicated.
- Follow instructions of doctors and other public health officials and ensure that they are communicated appropriately to staff (particularly First Aid / Basic Needs Team), students and parents.

- Make arrangements to refer families to specific sites for medical evaluation and treatment.
- Contact the Superintendent to make the final decision whether to dismiss classes / close the school. Contact MOT immediately in the event that school is dismissed or closed, to ensure coordination of student transportation. Initiate any other action(s) deemed necessary, or announce ALL CLEAR to direct staff to return to normal routine.
- When incident has subsided, complete & submit incident report form.

COMMUNICATIONS TEAM:

- Monitor Emergency Broadcast System for official updates from public health officials to determine the following,: Are you in the group or area that authorities consider in danger? What are the signs and symptoms of the disease? Are medications or vaccines being distributed? ? Where? Who should get them?
- Communicate findings to Incident Commander.

FIRST AID / BASIC NEEDS TEAM:

• Establish first aid station and administer aid as needed.

FACILITIES TEAM:

- Assess damage to facilities. Report to Incident Commander & District Command Center.
- Work with emergency response personnel to erect barricades and/or post guards a safe distance away from contaminated areas to prevent unauthorized access.

STUDENT RELEASE / CROWD CONTROL TEAM:

- Implement student release procedures upon direction by Incident Commander. (Limit release to authorized adults; keep record of students released.)
- Ensure that parents have completed the "Reunification Information" Card before release.

DISTRICT COMMAND CENTER: District Administration

- Decide whether to close school or only some areas. Handle all media inquires/communication. Coordinate financing of recovery operations.
- Give instructions to staff on how to Shelter In Place. Plan for necessary evacuations.

Bomb Threat/ Threat Of violence

REMAIN CALM – EVALUATE THE SITUATION – TAKE ACTION

A BOMB THREAT exists when a suspected bomb or explosive device has been reported, but not located. A BOMB EMERGENCY exists if a bomb has been located, or an explosion has occurred. Both situations require prompt action in order to avoid or minimize injuries and property damage.

During any situation involving bombs, DO NOT USE RADIOS OR CELL PHONES. These may detonate the bomb. Use only land-line phones or runners to communicate. If a bomb threat is made in writing, the note should be turned over as soon as possible to investigators. If deemed credible, the threat should be reported immediately by calling 911. If a bomb threat is made by phone, the caller should be kept on the line as long as possible.

Be respectful and attentive, and try to get the following information from the caller:

• detonation time location of bomb(s) number & type of bomb(s) reason(s) for the bomb threat.

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Have another person call 911, telling the dispatcher: "This is (name of caller) from (name of school). We are receiving a bomb threat on another line. Please trace the call." (This must happen quickly, as a call cannot be traced once the caller has hung up.)

Take note of the caller's voice/speech characteristics (e.g., accent, tone of voice, choice of words) and any background noises that may help investigators identify the caller or his/her location. The person receiving the call (or receiving the note) should complete a Bomb Threat Report form as soon as possible, detailing as much information as possible about the bomb(s) and the person making the threat.

Classroom Teachers

IN THE EVENT OF A BOMB EXPLOSION:

- Direct students to DROP and take cover during explosion(s).
- EVACUATE the area surrounding the explosion and all damaged buildings, as directed by authorities (or if immediate danger...) Do not run. Take Emergency Kit.
- ADMINISTER FIRST AID as necessary. (See FIRST AID GUIDELINES)
- TAKE ROLL to account for all students and staff. Report missing or injured individuals by using RED / GREEN signal system or by sending runners to the Office when it is safe to do so.
- Be alert to possibility of subsequent explosions, fire, or potential additional explosive devices. Stay away from explosion area and buildings or vehicles. Open areas are best location for gathering/accounting procedures.
- Consider alternate evacuation routes and/or off-site evacuation.
- Be aware that emergency response personnel and equipment (firefighters, paramedics, & ambulance) may need to use various routes to gain access to threatened buildings and/or injured individuals. Keep students at a safe distance from the explosion site, and away from emergency equipment and fire lanes.
- Return to the buildings only when the ALL CLEAR signal is given.

IN THE EVENT OF A BOMB THREAT:

- If no apparent danger exists, teachers are to remain with the students in the classroom (or present location) until directed otherwise by the Incident Commander or emergency service providers. Be prepared to evacuate if necessary.
- If directed to EVACUATE, quickly move students to designated assembly area, maintaining a maximum safe distance from the buildings and/or location of suspected bomb. Do not run. Take Emergency Backpack.
- Do NOT use 2-way radios or cell phones, which may ignite an explosive device. Only use land-line phones or runners for communication.
- Do NOT touch, move, or in any way handle a suspected explosive device.
- Stay clear of buildings, trash cans, vehicles and lockers; warn others to do the same.

INCIDENT COMMANDER (OR DESIGNEE): Site Administration

- Activate Incident Command Center. Deploy Emergency Response Teams as indicated.
- Issue order to EVACUATE.
- Call 911. Dispatcher will ask for information about your location, the type of device in question, etc. Police will dispatch officers and emergency services to the scene.
- Activate Incident Command Center. Deploy Emergency Response Teams as indicated.
- Contact the Superintendent to make the final decision whether to dismiss classes / close the school. Contact MOT immediately in the event that school is dismissed or closed, to ensure coordination of student transportation.
- Initiate any other action(s) deemed necessary, or announce ALL CLEAR to direct staff to return to normal routine.
- When incident has subsided, complete & submit incident report form.

STUDENT/STAFF SAFETY TEAM:

• Coordinate Search & Rescue operations as needed. FACILITIES TEAM: When it is safe to do so, assess damage to facilities. Report to Incident Commander & District Command Center.

FIRST AID / BASIC NEEDS TEAM:

• Establish first aid station and administer aid as needed.

STUDENT RELEASE / CROWD CONTROL TEAM:

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- Implement student release procedures upon direction by Incident Commander. (Limit release to authorized adults; keep record of students released.)
- Ensure that parents have completed the "Reunification Information" Card before release.

DISTRICT COMMAND CENTER: District Administration

- Declare school closure(s) as warranted and communicate with parents and community.
- Provide support necessary to the site's incident commander.
- Handle all media inquires/communication.
- Coordinate financing of recovery operations.

Bus Disaster

Classroom Teachers:

- Follow the Bus Drivers instructions and if appropriate call 911.
- Do not move any victim unless he/she is in imminent danger (e.g., burning car) as this could cause additional injuries.
- ADMINISTER FIRST AID as necessary.
- NOTIFY ADMINISTRATION using radio, phone or messenger, and request emergency personnel and/or equipment as needed.
- Be alert to the possibility of explosion or fire resulting from the accident
- Be aware that emergency response personnel and equipment (firefighters, paramedics, and ambulance) may need to gain access to damaged buildings and/or injured individuals. Keep students at a safe distance from debris or fires, and away from emergency equipment.
- If possible, TAKE ROLL to account for all students and staff. Report missing or injured individuals to school administration.

INCIDENT COMMANDER (OR DESIGNEE): Site Administration

- Call 911 to request police and/or emergency medical aid and/or to report accident to police.
- Activate Incident Command Center. Deploy Crisis Teams as indicated.
- Notify District Administration
- When incident has subsided, complete & submit incident report form.

STUDENT RELEASE / CROWD CONTROL TEAM:

- Implement student release procedures upon direction by Incident Commander. (Limit release to authorized adults; keep record of students released.)
- Ensure that parents have completed the "Reunification Information" Card before release.

DISTRICT COMMAND CENTER: District Administration:

- Handle all media inquires/communication.
- Collect all appropriate reports
- Conduct appropriate follow up with staff and families
- Coordinate financing of recovery operations.

Disorderly Conduct

Disorderly Conduct may involve a student, staff member, or other school stakeholder exhibiting threatening or irrational behavior.

Classroom Teachers:

• Isolate the people involved in the dispute, apart from other students if possible. Attempt to defuse tensions by: o Identifying key players and their concerns,

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- Isolating key players in a neutral area,
- Conferencing with players, and
- Listening to student concerns.

If the dispute becomes violent:

- NOTIFY ADMINISTRATION immediately.
- Keep the people involved in the dispute separate from one another and under adult supervision

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• ADMINISTER FIRST AID as necessary.

INCIDENT COMMANDER (OR DESIGNEE): Site Administration

- Activate Incident Command Center. Deploy Emergency Response Teams as indicated.
- If necessary, CALL 911 to notify law enforcement and request assistance.
- Notify parents of students involved in any violent conflict; solicit their support in disciplining students, and resolving disputes.
- When incident has subsided, complete & submit incident report form.

DISTRICT COMMAND CENTER: District Administration:

- Handle all media inquires/communication.
- Make decisions about evacuations/shelters.
- Make decisions about discipline and follow up
- Release staff by priority of release

Earthquake

Classroom Teachers

IF YOU ARE INSIDE SCHOOL BUILDING:

- Implement DROP AND COVER until shaking stops. Instruct students to take shelter under desks, tables, door frames, etc.
- Stay away from windows, bricks, shelves, hanging light fixtures and other items that may fall during a quake or aftershock.
- EVACUATE as necessary, but only after determining that designated evacuation route is safe. Do not run. Take Emergency Backpack.

IF YOU ARE OUTSIDE OF SCHOOL BUILDING:

- Do not enter buildings.
- Implement DROP AND COVER until shaking stops.
- Be alert to dangers that may demand a move to a safer location.
- Remain with students in the open, at least 50 feet away from potential falling objects (e.g.; trees, portable backstops, power lines, buildings, etc.) until the earthquake is over and you are instructed by authorities to return to buildings.

IN ANY LOCATION:

- Advise students not to touch exposed electrical wires.
- Avoid using matches and lighters until the area has been declared safe.
- TAKE ROLL to account for all students and staff. Report missing or injured individuals by using RED / GREEN signal system or by sending runners to command center when it is safe to do so.
- ADMINISTER FIRST AID as necessary.
- Inform students that they are to remain with you. If a student leaves, record the student's name, destination and the time he/she leaves.
- Be alert for aftershocks, gas leaks or power failures, fires or explosions. The risk of flooding is small, but could result from the failure of upstream dams,
- Be prepared for transportation disruptions, and/or the possibility of authorities establishing extended shelter operations
- Resume normal operations after the ALL CLEAR signal has been given.

INCIDENT COMMANDER (OR DESIGNEE): Site Administration

- Activate Incident Command Center. Deploy Emergency Response Teams as indicated.
- Initiate any other action(s) deemed necessary, or announce "ALL CLEAR "to direct staff to return to normal routine.

STUDENT/STAFF SAFETY TEAM

• Coordinate Search & Rescue operations as needed.

FIRST AID / BASIC NEEDS TEAM:

Establish First Aid station and administer aid as needed.

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FACILITIES TEAM:

Check all utilities and shut off electric, water or gas systems as needed.

- Assess damage to facilities. Report to Incident Commander & District Command Center.
- Post guards a safe distance away from building entrances to prevent access to damaged buildings.

COMMUNICATIONS TEAM:

- Begin monitoring the Emergency Broadcast System for information about post-earthquake hazards and community emergency response.
- Notify appropriate utility company and/or emergency response agencies of breaks or suspected breaks in utility lines or pipes.
- Refer media inquires to District Info Officer.

STUDENT RELEASE/CROWD CONTROL TEAM:

- Implement student release procedures upon direction by Incident Commander. (Limit release to authorized adults; keep record of students released.)
- Ensure that parents have completed the "Reunification Information" Card before release.

DISTRICT COMMAND CENTER: District Administration

- Coordinate evacuations/sheltering Coordinate priority release of staffing
- Declare school closure(s) as warranted and communicate with parents and community.
- Handle all media inquires/communication.
- Coordinate financing of recovery operations

Explosion or Risk Of Explosion

Fire in Surrounding Area

DISTRICT COMMAND CENTER: District Administration:

- Declare school closure(s) as warranted and communicate with parents and community.
- Handle all media inquires/communication. Initiate "Shelter In Place", if the air quality is extreme.

Fire on School Grounds

Teachers

IF YOU SEE FIRE, OR SEE OR SMELL SMOKE:

- Remove any persons from the area who may be in immediate danger.
- Sound the alarm by voice and/or activating electronic fire alarm. Notify Administration (or have an assistant do this while you handle the fire). Administration will determine to what extent evacuation is indicated.
- If it can be done without endangering life, fight the fire as appropriate with fire extinguishers.

IF THE FIRE ALARM SOUNDS:

- CHECK CLASSROOM DOOR and surrounding area for signs of fire (hot to touch, visible smoke or flames) to determine whether planned evacuation route is passable.
- Shelter in place until you either observe smoke/fire or are notified by Incident Commander to evacuate classroom.
- If possible, once directed EVACUATE the building and walk to designated area. If the primary evacuation route is unsafe or impassable, proceed to the nearest available alternate exit. Do not run. Take Emergency Backpack.
- Rooms should be left with the lights out and the door closed and locked to confine the fire and smoke.
- Once outside students and staff should remain at least 50 feet away from the building until given further instructions.
- ADMINISTER FIRST AID as necessary.
- TAKE ROLL to account for all students and staff. Report missing or injured individuals by using RED / GREEN signal system or by sending runners to command center when it is safe to do so.

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- Inform students that they are to remain with you. If a student leaves, record the student's name, destination and the time he/she leaves.
- Remain with students until you are instructed by authorities to release them.
- Be aware that emergency response personnel and equipment (firefighters, paramedics, and ambulance) may need to use various routes to gain access to threatened buildings and/or injured individuals.
- Keep students at a safe distance from the fire, and away from emergency equipment and fire lanes.
- When ALL CLEAR has been signaled, lead students back to the classroom.

INCIDENT COMMANDER (OR DESIGNEE): Site Administration

- Call 911 to report emergency.
- Activate Incident Command Center. Deploy Crisis Teams as indicated.
- Determine the need for evacuation and sound alarm.
- Initiate any other action(s) deemed necessary, or announce ALL CLEAR to direct staff to return to normal routine.
- When incident has subsided, complete & submit incident report form.

STUDENT/STAFF SAFETY TEAM:

• Coordinate Search & Rescue operations as needed.

FIRST AID / BASIC NEEDS TEAM:

• Establish First Aid station and administer aid as needed.

FACILITIES TEAM:

- Check all utilities and shut off systems as needed.
- Assess damage to facilities. Report to Incident Commander & District Command Center.
- Post guards a safe distance away from building entrances to prevent access to damaged buildings.

COMMUNICATIONS TEAM:

- Call 911- to report ALL fires to the Fire Department (if not already contacted by Incident Commander).
- Notify appropriate utility company and/or emergency response agencies of breaks or suspected breaks in utility lines or pipes.

STUDENT RELEASE / CROWD CONTROL TEAM:

- Implement student release procedures upon direction by Incident Commander. (Limit release to authorized adults; keep record of students released.)
- Ensure that parents have completed the "Reunification Information" Card before release.

DISTRICT COMMAND CENTER: District Administration

- Coordinate evacuations/sheltering
- Coordinate priority release of staffing
- Declare school closure(s) as warranted and communicate with parents and community.
- Handle all media inquires/communication.
- Coordinate financing of recovery operations.

Flooding

Classroom Teachers

In the event of sudden flooding:

Immediately NOTIFY ADMINISTRATION of ruptured pipes, other sources of sudden flooding.

- EVACUATE impacted facilities as directed by school authorities or emergency response personnel. Do not run. Take Emergency Backpack.
- TAKE ROLL to account for all students and staff. Report missing or injured individuals by using RED / GREEN signal system or by sending runners to command center when it is safe to do so. ADMINISTER FIRST AID as necessary.
- Instruct students not to play or come into contact with standing water (which may have been contaminated by sewage) or flowing water (which may have been contaminated, or may indicate flash flooding).

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- Remain with students until you are instructed by authorities to release them or return to buildings.
- Be prepared for the possibility of flash flooding, school closure, transportation disruptions, and/or the possibility of authorities establishing extended shelter operations on site in the event of severe flooding.

INCIDENT COMMANDER (OR DESIGNEE): Site Administration

- Activate Incident Command Center. Deploy Crisis Teams as indicated.
- Notify all staff immediately of the need to discontinue use of ruptured or contaminated plumbing lines.
- Initiate other action(s) deemed necessary, or announce ALL CLEAR to direct staff to return to normal routine.
- When incident has subsided, complete & submit incident report form.

STUDENT/STAFF SAFETY TEAM:

• Coordinate Search & Rescue operations as needed.

FIRST AID / BASIC NEEDS TEAM:

• Establish First Aid station and administer aid as needed.

FACILITIES TEAM:

- Shut off electricity to flooded areas.
- Place sandbags at threatened facilities. Monitor and reinforce as needed.
- Assess damage to facilities. Report to Incident Commander & District Command Center.
- Post guards a safe distance away from building entrances to prevent access to damaged buildings.

COMMUNICATIONS TEAM:

- Monitor Emergency Broadcast System for flood-related warnings and information.
- Notify appropriate utility company and/or emergency response agencies of breaks or suspected breaks in utility lines or pipes.
- Refer media inquires to District Command Center.

STUDENT RELEASE / CROWD CONTROL TEAM:

- Implement student release procedures upon direction by Incident Commander. (Limit release to authorized adults; keep record of students released.)
- Ensure that parents have completed the "Reunification Information" Card before release.

DISTRICT COMMAND CENTER: District Administration

- Coordinate evacuations/sheltering Coordinate priority release of staffing
- Declare school closure(s) as warranted and communicate with parents and community.
- Handle all media inquires/communication.
- Coordinate financing of recovery operations.

Loss or Failure Of Utilities

GAS, HEAT, POWER, WATER

CLASSROOM TEACHERS

- During normal business hours, NOTIFY ADMINISTRATION of systems failures.
- If school is to be closed, teachers will be notified by administration.

POWER FAILURE

NOTIFY ADMINISTRATION office using radio, cell phone or messenger.

Keep students together, remain in classrooms; follow normal schedule.

EXPOSED ELECTRICAL HAZARDS

- Remove students and staff to a safe distance away from downed power lines. Assume all power lines are carrying a live current. Refrain, and instruct students to refrain, from touching / approaching exposed wires.
- NOTIFY ADMINISTRATION using radio, phone or messenger.

BURST WATER PIPES

- Remove students and staff to a safe distance from the source, and keep them away from spilled water or sewage.
- NOTIFY ADMINISTRATION using radio, phone or messenger.
- Direct students to alternate sanitation facilities if required.

NATURAL GAS LEAK

- Immediately EVACUATE the area. Do not run. Take Emergency Backpack.
- USE LAND LINE PHONE to NOTIFY ADMINISTRATION.

DO NOT USE CELLULAR PHONES, which may ignite leaking gas.

Any type of incident

- ADMINISTER FIRST AID as necessary.
- TAKE ROLL to account for all students and staff. Report missing or injured individuals by using RED / GREEN signal system or by sending runners to the Office when it is safe to do so.
- When ALL CLEAR has been signaled, lead students back to the classroom.

INCIDENT COMMANDER (OR DESIGNEE): Site Administration

- At onset of power outage, contact MOT
- Consult with the Superintendent's and MOT to determine the extent of the outage.
- Activate Incident Command Center. Deploy Crisis Teams
- Contact the Superintendent to make the final decision about whether to dismiss classes/close the school.
- Contact the MOT immediately if school is dismissed or closed, to ensure coordination of student transportation.
- When incident has subsided, complete & submit incident report form.

FACILITIES TEAM:

- Get keys from office to gain access and turn off the main power, water or gas line(s) as needed.
- Assess damage to facilities. Report to Site Incident Commander & District Command Center.
- Post guards a safe distance away from building entrances to prevent access to damaged buildings.
- For prolonged water/sewage interruptions, establish and maintain alternate sanitation facilities as directed.

COMMUNICATIONS TEAM:

 Notify appropriate utility company and/or emergency response agencies of breaks or suspected breaks in utility lines or pipes

STUDENT RELEASE / CROWD CONTROL TEAM:

- Implement student release procedures upon direction by Incident Commander. (Limit release to authorized adults; keep record of students released.)
- Ensure that parents have completed the "Reunification Information" Card before release.

DISTRICT COMMAND CENTER: District Administration

- Coordinate evacuations/sheltering
- Coordinate priority release of staffing
- Declare school closure(s) as warranted and communicate with parents and community.
- Handle all media inquires/communication.
- Coordinate financing of recovery operations.

Motor Vehicle Crash

Classroom Teachers

- Immediately remove all people who may be in immediate danger away from the area of impact, and away from debris or damaged buildings.
- Assess injuries to people, and damage to vehicles and/or property.
- Do not move any victim unless he/she is in imminent danger (e.g., burning car) as this could cause additional injuries.

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- ADMINISTER FIRST AID as necessary.
- NOTIFY ADMINISTRATION using radio, phone or messenger, and request emergency personnel and/or equipment as needed.
- Be alert to the possibility of explosion or fire resulting from the accident
- Be aware that emergency response personnel and equipment (firefighters, paramedics, and ambulance) may need to gain access to damaged buildings and/or injured individuals. Keep students at a safe distance from debris or fires, and away from emergency equipment.
- If possible, TAKE ROLL to account for all students and staff. Report missing or injured individuals by using RED / GREEN signal system or by sending runners to command center (Front Office) when it is safe to do so.
- When ALL CLEAR has been signaled, lead students back to the classroom

INCIDENT COMMANDER (OR DESIGNEE): Site Administration

- Call 911 to request police and/or emergency medical aid and/or to report accident to police.
- Activate Incident Command Center. Deploy Crisis Teams as indicated.
- Initiate any other action(s) deemed necessary, or announce ALL CLEAR to direct staff to return to normal routine.
- When incident has subsided, complete & submit incident report form.

STUDENT/STAFF SAFETY TEAM:

• Initiate search and rescue operations as needed.

FACILITIES TEAM

- Assess damage to facilities. Report to Site Incident Commander & District Command Center.
- Post guards a safe distance away from the accident to prevent access to damaged buildings and/or vehicle wreckage.

FIRST AID / BASIC NEEDS TEAM:

• Establish first aid station and administer aid as needed.

STUDENT RELEASE / CROWD CONTROL TEAM:

- Implement student release procedures upon direction by Incident Commander. (Limit release to authorized adults; keep record of students released.)
- Ensure that parents have completed the "Reunification Information" Card before release.

DISTRICT COMMAND CENTER: District Administration:

• Declare school closure(s) as warranted and communicate with parents and community.

Pandemic

HUSD will follow all State and Federal regulations.

Psychological Trauma

TRAUMATIC EVENT: (e.g., Mass Casualties, Death of Family Member or Fellow Student) REMAIN CALM – EVALUATE THE SITUATION – TAKE ACTION:

A traumatic event is an extraordinary situation that is potentially damaging to individuals and/or the educational environment. A stress reaction can develop in response to a traumatic event or unexpected death or injury to students, staff, family members, community persons or well known national figures. Examples include, but are not limited to: death of a classmate or teacher, witnessing violence on or near the school grounds suicide attempts or completions, hostage situations, drive-by shootings, sexual assaults, or natural disasters. The following principles are intended to assist school personnel in responding to a tragic event. The overall direction for these guidelines is the maintenance of a calm, orderly school atmosphere that reflects professional sensitivity in coping with the trauma of a tragic event. This plan can be used to address traumatic events affecting a single classroom, a group of students or an entire school population. Remember that people may respond in various ways during and after an emergency. If you become aware of any development that may potentially affect your campus population, notify your administrator(s). ;

GUIDELINES FOR TEACHERS TO HELP STUDENTS COPE WITH TRAUMA:

- Develop an environment in which students feel safe to ask questions, and confident of receiving an honest answer.
- Use correct terminology related to death. (i.e. avoid euphemisms such as "passed away")

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- Listen and empathize. Make sure you hear what is said and not what you think the student ought to say.
- Allow the students to express as much grief as they are able or willing to share with you.
- Share your own feelings and memories of the student but don't idealize the dead student.
- Say "I don't know" when you don't know.
- Recognize that classroom routines and management may be disrupted. This is natural be flexible.
- Maintain a sympathetic attitude toward the student's age-appropriate responses. (Be prepared for a strong reaction.)
- Organize activities to allow students to tangibly express their grief (e.g., memorials, letters, etc.) Don't force a child to participate in a discussion about death.
- Never link suffering and death with guilt, punishment and sin. Don't be judgmental; don't lecture. It's all too tempting to make a point or moralize.
- Don't say "I know how you feel" unless you truly do.
- Don't force others to look for something positive in the situation. Don't expect "adult responses" from children or youth. Their grief responses may seem inappropriate to you. (i.e. giggling).
- Don't force a "regular day" upon grieving students, but at the same time don't allow the class to be totally unstructured. Offer choices of activities, e.g., letters, journals, and discussions. Return to as normal a schedule as possible, while being empathetic to the emotional needs of students and staff.

GUIDELINES FOR ADMINISTRATORS:

- Keep things calm and orderly. The principal, with the support of emergency response personnel, should provide leadership to minimize anxiety and create an atmosphere of sympathetic calm.
- Focus on accurate data. All pertinent facts must be verified with parents/guardians, police and other reliable sources. Rumor is not an acceptable source of information.
- Keep staff informed. Staff will need an overall understanding of the grieving process and their role in the tragic events plan. Parents must be kept informed about the situation and the information being provided to their children. Stress is increased if individuals are not informed of the pertinent details.
- Get approved communications (letter templates) from the District Office.

Suspected Contamination of Food or Water

INCIDENT COMMANDER (OR DESIGNEE): Site Administrator

- Activate Incident Command Center. Deploy Emergency Response Teams as indicated.
- Isolate students and staff from water and food. Make the necessary announcements.
- Call 911 to report emergency. Activate Incident Command Center. Deploy Emergency Response Teams as indicated.
- Contact the Superintendent to make the final decision to dismiss classes.
- Contact the MOT immediately in the event that school is dismissed or closed, to ensure coordination of student transportation. Administer First Aid when instructed by county or state emergency personnel.

DISTRICT COMMAND CENTER: District Administration:

• Declare school closure(s) as warranted and communicate with parents and community.

Tactical Responses to Criminal Incidents

The Superintendent or designees shall ensure that an updated file of all safety-related plans and materials is readily available for inspection by the public. (Education Code 32282). However, those portions of the comprehensive safety plan that include tactical responses to criminal incidents shall not be publicly disclosed.

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Unlawful Demonstration or Walkout

Campus unrest may result when students move about in large groups, challenging authority, committing acts of vandalism, gang activity, etc., to the point where the Principal determines that the safety of students and staff is jeopardized. The goal is to protect students and all school personnel from injury or harassment until proper help can be summoned, and to keep property losses and damages to a minimum.

Three general categories of events can be considered civil disturbances:

- Peaceful demonstrations
- Disputes between individuals or small groups (which have the potential to turn violent) and large scale riots or acts of civil disobedience. Instances of civil disturbance pose a risk for both property damage (broken windows, fences or play structures knocked over or torn down, vandalized cars, trash bins set afire, etc.),
- Personal injuries (either accidental or intentional).

In any situation, staff should be watchful for potential violence, and be prepared to usher uninvolved bystanders to safety.

If a LOCKDOWN is required, all staff will be notified by the Incident Commander (Principal or designee).

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Emergency Evacuation Map

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HAMILTON UNIFIED SCHOOL DISTRICT **REGULAR BOARD MEETING MINUTES** Hamilton High School Library/Zoom/Facebook Live 620 Canal Street, Hamilton City, CA 95951 Wednesday, January 22, 2025 www.husdschools.org

5:30 p.m. Public session for purposes of opening the meeting only 5:30 p.m. Closed session to discuss closed session items listed below (For Board Only) 6:00 p.m. Reconvene to open session no later than 6:30 p.m.

Hamilton Unified School District Board Meetings are open to the public. Please join the meeting by attending in person or via the livestream on Facebook Live on the District's Facebook Group page or through the below Zoom link or dial by phone as listed below:

Join Zoom Meeting

https://us02web.zoom.us/j/84688330892?pwd=aGdCb1VRZFgyTURmeW5POUU5WHIVZz09

Meeting ID: 846 8833 0892 Passcode: board

Dial in by phone: +1 669 900 6833 US Meeting ID: 846 8833 0892 Passcode: 826421

1.0 OPENING BUSINESS:

- a. Call to order and roll call at 5:30pm.
- ✓ Hubert "Wendell" Lower, President
- \checkmark Genaro Reyes
- ✓ Gabriel Leal

2.0 IDENTIFY CLOSED SESSION ITEMS:



Absent Ray Odom Absent Rod Boone, Clerk

3.0 PUBLIC COMMENT ON CLOSED SESSION ITEMS: Public comment will be heard on any closed session items. The board may limit comments to no more than three minutes per speaker and 15 minutes per item. None.

4.0 ADJOURN TO CLOSED SESSION: To consider qualified matters.

- a. Government Code Section 54957, Personnel Issue. To consider public employee, evaluation, reassignment, resignation, release, dismissal, or discipline of a classified and/or certificated employee.
- b. Government Code Section 54957.6, Labor Negotiations. To confer with the District's Labor Negotiator, Superintendent Jeremy Powell regarding HTA and CSEA negotiations.
- c. Conference with labor Negotiator Gov. Code sec. 54957.6, subd. (a). Agency designated representative: Dr. Jeremy Powell; Employee Organization: Hamilton Teachers Association.
- d. Student Discipline or Other Confidential Matters, Ed Code Sections 35146; 48912(b); 49060 & 20 U.S.C. Section 1232g, Review for re-admission and expungement for 1 Student – expulsion case: E. M.

Report out action taken in closed session.

Motion to approve re-admission Mr.Leal 2 ^{nd by} Mr. Reyes	Motion Carried 3-0
Leal: AYE	Lower: AYE
Boone: Absent	Reyes: AYE
Odom: Absent	

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5.0 PUBLIC SESSION/FLAG SALUTE: lead by Dr. Powell.

6.0 ADOPT THE AGENDA: (M)

Motion to approve agenda Mr.Leal 2 ^{nd by} Mr. Reyes	Motion Carried 3-0
Leal: AYE	Lower: AYE
Boone: Absent	Reyes: AYE
Odom: Absent	

7.0 COMMUNICATIONS/REPORTS:

- a. Board Member Comments/Reports
- b. ASB President and Student Council President Reports
 - i. Hamilton High School Isabel Rivera
 - ii. Hamilton Elementary School Dalila Martinez-Barron
 - 1. Ms. Hernandez presented.
- c. District Reports (written)
 - i. Technology Report by Frank James
 - ii. Nutrition Services Report by Erendida Moreno
 - iii. Operations Report by Alan Joksch
- d. Principal and Dean of Student Reports (written)
 - i. Ulises Tellechea, Hamilton Elementary School Principal
 - 1. Mr. Tellechea presented.
 - ii. Maria Reves, District Dean of Students
 - 1. Ms. Reyes presented.
 - iii. Cris Oseguera, Hamilton High School Principal
 - 1. Mr. Oseguera presented.
 - iv. Silvia Robles, Adult School
- e. Chief Business Official Report by Kristen Hamman
- f. Superintendent Report by Jeremy Powell
 - 1. Dr. Powell presented.

6:30 pm Mr. Odom arrived.

8.0 PRESENTATIONS:

- a. Dual Immersion Presentation by Maggie Sawyer
 - i. Ms. Sawyer, Ms. Curiel, Ms. Esquival and students presented.
- b. SELPA True-Up Presentation by Ryan Benz, Glenn County Superintendent of Schools
 - i. Mr. Benz presented.

9.0 CORRESPONDENCE:

a. None

10.0 INFORMATION ITEMS:

- a. HUSD Enrollment History for 5 years
 - i. Dr. Powell reviewed.
- b. Bond Status: Fund 21 Update
 - i. Dr. Powell reviewed.
- c. Request of filing extension for the 23-24 Audit by GCOE
 - i. Ms. Hamman reviewed.
- d. Extension Request Approval for 23-24 Audit by CDE
 - i. Ms. Hamman reviewed.

11.0 DISCUSSION ITEMS:

a. None

12.0 PUBLIC COMMENT: Public comment on any item of interest to the public that is within the Board's jurisdiction will be heard (agenda and non-agenda items). The Board may limit comments to no more than three minutes per speaker and 15 minutes per topic. Public comment will also be allowed on each specific action item prior to board action thereon.

a. Julie Kistle with A-Line reviewed projects they are working on with the District.

13.0 ACTION ITEMS:

a. Board give direction for the Superintendent and CBO to work with GCOE Business and create a plan for paying the additional SELPA costs

Motion to give direction by Mr. Odom 2 ^{nd by} Mr. Leal		Motion Carried 4-0
Leal: AYE	Lower: AYE	
Boone: Absent	Reyes: AYE	
Odom: AYE		

b. Approve Professional Services Addendum with King Consulting

Motion to approve professional services add	dendum by Mr.Leal 2 ^{nd by} Mr. Reyes	Motion Carried 4-0
Leal: AYE	Lower: AYE	
Boone: Absent	Reyes: AYE	
Odom: AYE		

c. Approve King Consulting Master Plan Proposals

Motion to approve master plan proposals Mr.Leal 2 ^{nd by} Mr. Reyes		Motion Carried 4-0
Leal: AYE	Lower: AYE	
Boone: Absent	Reyes: AYE	
Odom: AYE		

14.0 CONSENT AGENDA: Items in the consent agenda are considered routine and are acted upon by the Board in one motion. There is no discussion of these items prior to the Board vote and unless a member of the Board, staff, or public request specific items be discussed and/or removed from the consent agenda. Each item on the consent agenda approved by the Board shall be deemed to have been considered in full and adopted as recommended.

- a. Minutes from Regular Board Meeting on December 18, 2024
- b. Approve 2023-24 School Accountability Report Cards (SARC) for:
 - i. Hamilton High School
 - ii. Ella Barkley High School
 - iii. Hamilton Elementary School

*Note: The California Department of Education (CDE) is working the release of all available data. They anticipate that some data will be delayed until after the February 1st due date to post our SARC's. CDE encourages schools/LEAs to post their Board Approved (2023) SARC's by the February 1st due date without the data tables populated. A second board review/approval of the missing data once populated Is not required.

- c. Approve 2024-25 Certificated and Classified Seniority Lists
- d. Warrants and Expenditures
- e. Interdistrict Transfers (new only; elementary students reapply annually).
 - i. Out
 - 1. Hamilton Elementary School
 - a. None
 - 2. Hamilton High School
 - a. None

ii. In

- 1. Hamilton Elementary School
 - a. None
- 2. Hamilton High School
 - a. None
- f. Personnel Actions as Presented: New Hires:

Josefina Rosales Ramirez	Braves Training Table Nutrition Lead	HHS
Tiffney Simson	Varsity Girls Basketball Coach	HHS

Resignations/Retirement/Release/Position Change: Josefina Rosales Ramirez Child Nutrition Assistant/Child Nutrition Lead HHS/HES

Motion to approve consent agenda Mr.Leal 2^{nd by} Mr. Reyes

Motion to approve consent agenda Mr.Leal 2 ^{nd by} Mr. Reyes	Motion Carried 4-0
Leal: AYE	Lower: AYE
Boone: Absent	Reyes: AYE
Odom: AYE	

15.0 ADJOURNMENT: 7:43pm.

Х

Rod Boone HUSD Board Clerk Х

Jeremy Powell **HUSD** Superintendent

Quarterly Report on Williams Uniform Complaints

(Education Code § 35186)

Person completing this form: Jeremy Powell	Title: Superintendent
Quarterly Report Submission Date:	January 2025 April 2025 July 2025 October 2025

Date for information to be reported publicly at governing board meeting: February 26, 2025

Please check the box that applies:

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

	Total No. of Complaints	No. Resolved	No. Unresolved
Textbooks and Instructional Materials	0		
Teacher Vacancy or Misassignment	0		
Facilities Conditions	0		
TOTALS	0		

Dr. Jeremy Powell, Superintendent Date Signed

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Board Report

Check Number	Check Date	Pay to the Order of FD-R	ESC-Y-GOAL-FUNC-OBJT-SIT-BDR-DDDDD	Comment	Expensed Amount	Check Amount
40364016	01/22/2025	ACCURATE PLUMBING	01-0000-0-0000-8100-5630-000-000-00000	8100-5630 MAINT OPEN PLUMBING REPAIRS		295.00
40364017	01/22/2025	AT&T	01-0000-0-0000-8100-5590-000-000-00000		77.59	
40364018	01/22/2025	BUSWEST - NORTH	01-0000-0-0000-8100-5590-100-000-00000		116.37	193.96
			01-0000-0-0000-3600-4300-000-000-00000	3600-4300 BUS PARTS-MAINT DEPT OPEN		880.02
40364019	01/22/2025	CALIFORNIA CART BUILDER	01-6387-0-3800-1000-6400-100-000-00000	6387 CTEIG FOOD TRAILER PROGRESS PMT		48,500.03
40364020	01/22/2025	CALIFORNIA CART BUILDER	01-6387-0-3800-1000-6400-100-000-00000	6387 CTEIG, EOOD TRAILER		48,500.03
40364021	01/22/2025	FALL RIVER HOTEL&GRAZERZ GRU		7150/7110 5200 SUPT/BOARD HOTEL		137.50
40364022	01/22/2025	FALL RIVER HOTEL&GRAZERZ GRU	B Cancelled	NORTHSTATE ED COAL 7150/7110 5200 SUPT/BOARD HOTEL NORTHSTATE ED COAL		137.50 *
40364023	01/22/2025	Cancelled on 01/29/2025 FALL RIVER HOTEL&GRAZERZ GRU				137.50
				NORTHSTATE ED COAL		137.50
40364024	01/22/2025	FALL RIVER HOTEL&GRAZERZ GRU	B 01-0000-0-0000-7110-5200-000-000-00000	7110-7150 5200 MEALS @ \$74 X 3 Fall River Conf	148.00	
40364025	01/22/2025	FUNDERBURK, LUPE M	01-0000-0-0000-7150-5200-000-000-00000	7110-7150 5200 MEALS @ \$74 X 3 Fall River Conf	74.00	222.00
40364026	01/22/2025	GLENN COUNTY OFFICE OF ED	01-0000-0-1110-1000-5200-100-000-00000	5200-100 HS LIBRARY CONF MEALS		50.00
		BUSINESS	01-0000-0-0000-2700-5825-000-000-00000	OPEN PO FOR GCOE FINGERPRINTING OF NEW EMPLOYEES		49.00
40364027	01/22/2025	GLENN COUNTY PUBLIC WORKS	01-6387-0-3800-1000-5890-100-000-00000	CTEIG 6387 OPEN PO FOR DISPOSABLE SERVICES		98.00
		en issued in accordance with the District's (Limited to Checks issued from the CO	s Policy and authorization of the Board of Tru UNTY bank account.)	stees. It is recommended that the	🔊 ER	P for California Page 1 of 11
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Board Report

Check Number	Check Date	Pay to the Order o	f FD-RESC-Y-GOAL-FUNC-OBJT-SIT-BDR-DDDDD	Comment	Expensed Amount	Check Amount
40364028	01/22/2025	HILLYARD INC				
			01-0000-0-0000-8100-4300-000-000-00000 8100-4	300 MAINT DEPT SUPPLIES		609.81
40364029	01/22/2025	HUNT & SONS LLC				
			01-0000-0-0000-3600-4392-000-000-00000 3600.4	392 DIESEL FUEL		1,625.07
40364030	01/22/2025	JOHNNY'S LOCK & SAFE	01-0000-0-0000-8100-5630-000-000-00000 8100-4	200/FC20 LOCKS KEVS MAINT		205.00
40364031	01/22/2025	MCHUTCHISON	01-0000-0-0000-8100-5650-000-000-00000-8100-4	300/3030 LOCKS RETS MAINT		295.00
40004001	01/22/2023	Monoronion	01-0350-0-6000-1000-4300-100-054-00000 054 OF HAUTA			176.89
40364032	01/22/2025	MISSION UNIFORM & LINEN	1			
			13-5310-0-0000-3700-5890-000-000-00000 13-531	0-3700-5890 CAFE LINEN		198.30
40364033	01/22/2025	OFFICE DEPOT INC				
			11-6391-0-4110-1000-4300-000-000-00000 11-639	1-4300 ADULT ED OFFICE		55.28
10001001	04/00/0005		SUPPL	IES		
40364034	01/22/2025	PONCI'S WELDING	01-7010-0-3800-1000-5890-100-000-00000 01-701			1,130.29
40364035	01/22/2025	ROBERTSON ERICKSON INC	01-7010-0-3800-1000-3890-100-000-00000 01-701	0-5690 SHEEF FEEDERS COSTOM		1,130.29
40004000	01/22/2023		01-0000-0-0000-8500-6170-800-410-00000 2600-8 Survey		288.75	
			01-2600-0-0000-8500-6170-800-410-00000 2600-8 Survey	500-6170-410 HES Athletic Field	866.25	
			21-0000-0-0000-8500-6170-000-408-00000 21-850		385.00	
			21-0000-0-0000-8500-6170-000-409-00000 21-850		2,450.00	3,990.00
40364199	01/29/2025	ACCELERATE LEARNING INC				
			01-7812-0-1110-1000-4100-800-000-00000 DLIG 7 SPANI:			1,785.82
40364200	01/29/2025	AT&T				
			01-0000-0-0000-8100-5590-800-000-00000 8100-5	590 MONTHLY PHONE SERVICE		129.33
40364201	01/29/2025	BUDGET BLINDS				4 000 04
			01-0000-0-0000-8100-4300-000-0000-00000 8100-4			1,880.91
40364202	01/29/2025	DANIELSEN CO	and 60	8		
			13-5310-0-0000-3700-4300-000-000-00000 13-531	0-3700-4300/4700	277.56	
			13-5310-0-0000-3700-4700-000-000-00000 13-531		6,075.87	
			13-5310-0-0000-3700-5890-000-000-00000 13-531	0-3700-4300/4700	16.00	
			13-5320-0-0000-3700-4300-000-049-00000 13-531	0-3700-4300/4700	95.25	
			13-5320-0-0000-3700-4700-000-049-00000 13-531	0-3700-4300/4700	584.08	7,048.76
he precedina (Checks have bee	en issued in accordance with the Dis	strict's Policy and authorization of the Board of Trustees.	It is recommended that the	G FR	P for Californ
		(Limited to Checks issued from the				Page 2 of 1
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Board Report

Check	Check	Pay to the Order of			Expensed	Check
Number	Date	FD-F	RESC-Y-GOAL-FUNC-OBJT-SIT-BDR-DDDDD	Comment	Amount	Amount
40364203	01/29/2025	GLOBAL OFFICE INC				
			01-0000-0-1110-1000-4300-000-000-00000	USEAGE	138.22	
			01-0000-0-1110-1000-4300-100-000-00000	JAN 2025 1110-1000-4300/5620 COPIER USEAGE	223.11	
			01-0000-0-1110-1000-4300-800-000-00000	JAN 2025 1110-1000-4300/5620 COPIER USEAGE	111.24	
			01-0000-0-3200-1000-4300-300-000-00000	JAN 2025 1110-1000-4300/5620 COPIER USEAGE	7.13	
			11-6391-0-4110-1000-4300-000-000-00000	JAN 2025 1110-1000-4300/5620 COPIER USEAGE	44.45	
			12-6105-0-1110-1000-4300-000-000-00000	JAN 2025 1110-1000-4300/5620 COPIER USEAGE	7.13	531.28
40364204	01/29/2025	MCHUTCHISON				
			01-0350-0-6000-1000-4300-100-054-00000	054 OPEN PO FOR HORTICULTURE A HAUTALA		188.87
40364205	01/29/2025	PGE				
			01-0000-0-0000-8100-5590-000-000-00000	JAN 2025 8100-5590 MONTHLY POWER/GAS	2,984.74	
			01-0000-0-0000-8100-5590-100-000-00000	POWER/GAS	4,227.66	
			01-0000-0-0000-8100-5590-800-000-00000	JAN 2025 8100-5590 MONTHLY POWER/GAS	6,139.90	13,352.30
40364206	01/29/2025	PROPACIFIC FRESH				
			13-5310-0-0000-3700-4700-000-000-00000		2,407.00	
			13-5320-0-0000-3700-4700-000-049-00000	13-5310/5320-3700-4700	505.26	2,912.26
40364207	01/29/2025	TCG ADMINISTRATORS CALSTRS J	EM			
			01-0000-0-0000-2700-5890-000-000-00000	OCT-DEC 2024 2700-5890 JEM QUARTERLY FEES		156.00
40364208	01/29/2025	WASTE MANAGEMENT				
			01-0000-0-0000-8100-5590-000-000-00000	JAN 2025 ELEMB 8100-5590-800 GARBAGE SERVICE	58.97	
				JAN 2025 HS-DIST 8100-5590-000/100	593.83	
			01-0000-0-0000-8100-5590-100-000-00000	JAN 2025 ELEMB 8100-5590-800 GARBAGE SERVICE	367.35	
				JAN 2025 HS-DIST 8100-5590-000/100	890.75	
			01-0000-0-0000-8100-5590-300-000-00000	JAN 2025 ELEMB 8100-5590-800 GARBAGE SERVICE	15.24	

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. (Limited to Checks issued from the COUNTY bank account.)

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Board Report

Check Number	Check Date	Pay to the Order of FD-R	ESC-Y-GOAL-FUNC-OBJT-SIT-BDR-DDDDD	Comment	Expensed Amount	Check Amount
40364208				JAN 2025 ELLA B 8100-5590-300 GARBAGE SERVICE	320.61	
			01-0000-0-0000-8100-5590-800-000-00000	JAN 2025 ELEMB 8100-5590-800 GARBAGE SERVICE	307.80	
				JAN 2025 ELMA 8100-5590-800 GARBAGE SERVICE	622.60	3,177.15
40364209	01/29/2025	WELLS FARGO VENDOR FINANCIAL SERVICES				
			01-0000-0-1110-1000-5620-000-000-00000	JAN 2025 5620 COPIER LEASES	139.76	
			01-0000-0-1110-1000-5620-100-000-00000	JAN 2025 5620 COPIER LEASES	649.80	
			01-0000-0-1110-1000-5620-800-000-00000	JAN 2025 5620 COPIER LEASES	747.86	
			01-0000-0-3200-1000-5620-300-000-00000	JAN 2025 5620 COPIER LEASES	120.91	
			11-6391-0-4110-1000-5620-000-000-00000	JAN 2025 5620 COPIER LEASES	230.46	
			12-6105-0-1110-1000-5620-000-000-00000	JAN 2025 5620 COPIER LEASES	120.91	2,009.70
40364210	01/29/2025	WESTLAKE ACE HARDWARE	01-0000-0-0000-8100-4300-000-000-00000	8100-4300 OPEN FOR MAINT		195.86
40364211	01/29/2025	CALIFORNIA'S VALUED TRUST H/W				
				9572 STAFF H & W INSURANCE 9572 STAFF H & W INSURANCE	26,579.16 89,774.11	116,353.27
40364212	01/29/2025	DANNIS WOLIVER KELLEY	01-0000-0-0000-7110-5815-000-000-00000	7110-5815 & FD 21 LEGAL FEES		2,285.00
40364213	01/29/2025	LESLIE ANDERSON-MILLS	01-0000-0-1110-1000-3701-000-000-00000	1110-1000-3701 L ANDERSON H&W PAYOUT		791.67
40364214	01/29/2025	STANDARD	04 0573	9572- STANDARD EE INS		374.96
40364443	02/05/2025	BEST BUY BUSINESS				
			01-2600-0-1110-1000-4300-800-000-00000	2600-4300-800 Best Buy		278.83
40364444	02/05/2025	CAMARENA, DIANNA	01-0000-0-0000-2700-5200-800-000-00000	2700-5200-800 SARB MTG MILEAGE		30.73
40364445	02/05/2025	CARL'S FEED	01-7010-0-3800-1000-4300-100-000-00000	7010-4300-100 Lohse Open for Carl's Feed		31.80
40364446	02/05/2025	DELL MARKETING				
			01-9150-0-0000-2420-4300-000-000-00000	9150-2420-4300 REPL BATTERIES	155.36	
			01-9150-0-0000-2420-5890-000-000-00000	9150-2420-5890-100 2YR WTTY	313.48	468.84

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. (Limited to Checks issued from the COUNTY bank account.)

ERP for California

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Board Report

Check	Check	Pay to the Order of			Expensed	Check
Number	Date		ESC-Y-GOAL-FUNC-OBJT-SIT-BDR-DDDDD	Comment	Amount	Amount
40364447	02/05/2025	FERGUSON ENTERPRISES LLC FERGUSON #686 PLUMBING				
	00/05/0005		01-0000-0-0000-8100-4300-000-000-00000	8100-4300/5630 PLUMBING PARTS/REPAIRS		147.89
40364448	02/05/2025	FLINN SCIENTIFIC INC	01-0000-0-1110-1000-4300-100-000-00000	4300-100 Bladorn classroom supplies		79.73
40364449	02/05/2025	GLENN COUNTY OFFICE OF ED BUSINESS				
				9200-7142 SELPA EXCESS COSTS FIRST INTERIM	684,740.19	
				9200-7142 SELPA EXCESS COSTS FIRST INTERIM	32,057.00	
				9200-7142 SELPA EXCESS COSTS FIRST INTERIM	28,295.00	
40364450	02/05/2025	GLENN COUNTY ROAD SHOP		9200-7142 SELPA EXCESS COSTS FIRST INTERIM	11,323.00	756,415.19
40304430	02/03/2023	GLENN COUNT NOAD SHOP	01-0000-0-0000-3600-5630-000-000-00000	3600-5630 BUS REPAIRS		3,021.72
40364451	02/05/2025	HAMMAN, KRISTEN J	01-0000-0-0000-7300-5200-000-000-00000	PARKING AND MILEAGE JAN 21 2025 SAC		152.32
40364452	02/05/2025	HILLYARD INC	01-0000-0-0000-8100-4300-000-000-00000	8100-4300 MAINT DEPT SUPPLIES		1,041.60
40364453	02/05/2025	INFINITY COMMUNICATIONS & CONS	S 01-9150-0-0000-2420-5890-000-000-00000	9150-2420-5890 CAT 2 RFP SERVICES		4,250.00
40364454	02/05/2025	JOHNNY'S LOCK & SAFE	01-0000-0-0000-8100-4300-000-000-00000	8100-4300/5630 LOCKS KEYS MAINT		32.04
40364455	02/05/2025	NAPA AUTO PARTS	01-0000-0-0000-8100-4300-000-000-00000	8100-4300 MAINT DEPT SUPPLIES OPEN		96.03
40364456	02/05/2025	OFFICE DEPOT INC	01-1100-0-1110-1000-4300-100-016-00000		359.53	
40364457	02/05/2025	PGE		1100-4300-100-016 Thorpe: Calculators	190.64	550.17
			01-0000-0-0000-8100-5590-800-000-00000	JAN 2025 ELEM 8100-5590 MONTHLY POWER/GAS		9,833.84
40364458	02/05/2025	ROMANO, JONATHAN D	01-0000-0-0000-3600-5200-000-000-00000	BUS DRIVER LUNCH & DINNER JAN 23	40.00	
				2025 BUS DRIVER MEAL JAN 18 2025	25.00	
					0.55	
		en issued in accordance with the District's (Limited to Checks issued from the COI	s Policy and authorization of the Board of Tru UNTY bank account.)	stees. It is recommended that the	ER ER	P for California Page 5 of 11
		012 - Hamilton Unified Schoo	I District	Generated for Chris Devries (CHRISDEVRIES), 2:34PM	Feb 14 2025	

Board Report

Check Number	Check Date	Pay to the Order of FD-R	ESC-Y-GOAL-FUNC-OBJT-SIT-BDR-DDDDD	Comment	Expensed Amount	Check Amount
40364458			E	BUS DRIVER MEAL JAN 8 2025	25.00	90.00
40364459	02/05/2025	ROOTS CATERING				
			01-6387-0-3800-1000-4300-100-000-00000 6	387-4300 FEB 5TH AG AWARENESS		1,290.00
			E	VENT		
40364460	02/05/2025	WESTLAKE ACE HARDWARE				
			01-0000-0-0000-8100-4300-000-000-00000 8	100-4300 OPEN FOR MAINT		59.70
40364461	02/05/2025	U.S. BANK CORPORATE PAYMENT SYSTEM				
			01-0000-0-0000-2700-5200-000-000-00000 7	150-4300/5200/5890 DIST SUPER OPEN	150.44	
			01-0000-0-0000-7110-5200-000-000-00000 7	150-4300/5200/5890 DIST SUPER OPEN	35.50	
			01-0000-0-0000-7110-5890-000-000-00000 7	150-4300/5200/5890 DIST SUPER OPEN	35.99	
			01-0000-0-0000-7150-5200-000-000-00000 7	150-4300/5200/5890 DIST SUPER OPEN	69.55	
			01-0000-0-0000-8100-4300-000-000-00000 8	100-4300 DIST MAINT OPEN	862.93	
			01-0000-0-0000-8100-4392-000-000-00000 8	100-4300 DIST MAINT OPEN	763.65	
			01-0000-0-1110-1000-4300-000-000-00000 7	150-4300/5200/5890 DIST SUPER OPEN	104.79	
			01-0000-0-1110-1000-4300-800-000-00000 4	300/5890-800 ELEM OPEN	41.58	
			01-0000-0-1110-1000-5990-800-000-00000 5 F	990-800 POSTAGE FOR TK REGIST POSTCARDS	144.95	
			01-0350-0-6000-1000-4300-100-054-00000 6 S	387-4300-100 OPEN FOR AG LAB SUPPLIES	70.80	
			01-1100-0-1110-1000-4300-100-016-00000 1	100-4300-100-016 Bladorn supplies	171.83	
			1	100-4300-100-016 Cruz 4 drawer file	147.98	
			1	100-4300-100-016 Hansen Tonner	77.21	
			1	100-4300-100-016 Martin miter saw	417.20	
				100-4300-100-016 Martin: RYOBI Table aw	245.60	
				RS1100 4300-100-016 Jarvis pocket olders	53.61	
			F	RS1100 4300-100-016 Levine Plastic bins	281.10	
			01-2600-0-1110-1000-4300-800-000-00000 2	600-4300-800 4 shelving units	420.84	
			01-4035-0-1110-1000-5200-100-000-00000 4 V	035-5200-100 HOTEL FOR LIBRARIES VORKSHOP	204.09	
			4	035-5200-100 REGIST HS LIBRARIES VORKSHOP	56.00	
			01-6387-0-3800-1000-5200-100-000-00000 6		694.87	
			01-7010-0-3800-1000-4392-100-000-00000 7		816.85	

preceding Checks be approved. (Limited to Checks issued from the COUNTY bank account.)

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Check Number	Check Date	Pay to the Order of FD-	RESC-Y-GOAL-FUNC-OBJT-SIT-BDR-DDDDD	Comment	Expensed Amount	Check Amount
40364461			01-7010-0-3800-1000-5200-100-000-00000 70 W/	10 AIG OPEN PO FOR AG FUEL & CAR ASH	16.00	
				10-5200 HOTEL FOR MFE/ALA CONF N 12 2025	1,997.00	
				10-5200-100 HOTEL FOR JAN 10-11 E-ALA CONF	2,335.80	
			01-9150-0-0000-2420-4300-000-000-00000 91	50-4300 TECH DEPT OPEN	643.08	
			11-6391-0-4110-1000-4300-000-000-00000 11- SU	-6391-4300 OPEN FOR EVENTS & IPPLIES	27.88	
			11-6391-0-4110-1000-4300-000-019-00000 11- JA	-6391-4300-019 MIXED MEDIA ART N-JUNE 30 2025	2,243.82	
			11-6391-0-4110-1000-4300-000-024-00000 11-	-6391-4110-024 CAKE DECO KITS	349.38	
			12-6105-0-1110-1000-4300-000-000-00000 12 SU	-6105-4300 MISC PRESCHOOL IPPLIES	50.07	
			13-5310-0-0000-3700-4300-000-000-00000 13-	-5310-4300 CAFE OPEN	245.96	13,776.35
40364870	02/12/2025	ACTUARIAL RETIREMENT CONSUL	TING 01-0000-0-0000-2700-5890-000-000-00000 270	00-5890 GASB 75 DISCLOSURE		550.00
40364871	02/12/2025	ALHAMBRA & SIERRA SPRINGS		PORT - YR END 2025		
				ULT ED	59.95	
				ULT ED	38.17	
				ULT ED	57.25	
				ULT ED	103.91	
				ULT ED	37.47	
			11-6391-0-4110-1000-4300-000-000-00000 11 AD	10-1000-4300-000/100/300/800 & ULT ED	25.98	322.73
40364872	02/12/2025	BOYS & GIRLS CLUB OF THE NORT VALLEY				
			01-2600-0-1110-1000-5890-800-000-00000 26 SC	00 ELOP Boys & Girls Club FOR 24-25 HOOL YEAR		25,000.00
40364873	02/12/2025	CORNELL DISTRIBUTING	13-5310-0-0000-3700-4700-000-000-00000 13 CA	-5310-3700-4700/049 MILK/DAIRY FES	1,484.40	
		en issued in accordance with the Distric (Limited to Checks issued from the C0	t's Policy and authorization of the Board of Trustee OUNTY bank account)	es. It is recommended that the	🗗 ER	P for Californ Page 7 of 1
		012 - Hamilton Unified Scho	ol District	erated for Chris Devries (CHRISDEVRIES), Fe 2:34PM	h 14 2025	i age / Ul

Board Report

Check	Check	Pay to the Order of	-RESC-Y-GOAL-FUNC-OBJT-SIT-BDR-DDDDD	Commont	Expensed	Check
Number 40364873	Date	FU	13-5320-0-0000-3700-4700-000-049-00000 13		730.00	Amount 2,214.40
40304073				4FES	730.00	2,214.40
40364874	02/12/2025	DIANA OROZCO-VELAZQUEZ				
40004075	00/40/0005		01-0002-0-1110-1000-5890-000-000-00000 20	24 GERALD TIPPING AWARD		1,000.00
40364875	02/12/2025	FLINN SCIENTIFIC INC	01-1100-0-1110-1000-4300-100-016-00000 11	00-4300-100-016 Bladorn various		184.64
				ience items		104.04
40364876	02/12/2025	FLORA FRESH				
40364877	02/12/2025	FLORAL RESOURCES	01-0350-0-6000-1000-4300-100-052-00000 03	50-052 FLORAL CLASS OPEN		1,229.09
40304077	02/12/2025	FLORAL RESOURCES	01-0350-0-6000-1000-4300-100-052-00000 03	50-4300-052 OPEN FOR FLORAL		274.56
				LASS		
40364878	02/12/2025	GLOBAL OFFICE INC	04 0007 0 0000 4000 4000 400 000 00000			000.04
			01-6387-0-3800-1000-4300-100-000-00000 AC	G COPIER 1110-1000-4300/5620 OPIER USEAGE		206.31
40364879	02/12/2025	HILLYARD INC				
			01-0000-0-0000-8100-4300-000-000-00000 81	00-4300 MAINT DEPT SUPPLIES		61.35
40364880	02/12/2025	KING CONSULTING	40-0000-0-0000-8500-5890-000-000-00000 40	-8500-5890 DEMOGRAPHIC ANALYSIS		5.637.50
40364881	02/12/2025	MCHUTCHISON				0,007.00
			01-0350-0-6000-1000-4300-100-054-00000 05	4 OPEN PO FOR HORTICULTURE A		244.28
40364882	02/12/2025	MISSION UNIFORM & LINEN	HA	AUTALA		
40304002	02/12/2025		13-5310-0-0000-3700-5890-000-000-00000 13	3-5310-3700-5890 CAFE LINEN		213.70
40364883	02/12/2025	MJB WELDING SUPPLY				
			01-0350-0-6000-1000-4300-100-053-00000 03		29.79	
40364884	02/12/2025	NUSO LLC	01-6387-0-3800-1000-5890-100-000-00000 03	50-4300/5890-053 AG-WELDING	12.71	42.50
40304004	02/12/2023	NOSO ELC	01-0000-0-0000-2700-5990-000-000-00000 27	00-5990-000/100/800 NUSO PHONE	77.72	
			SE	ERVICES		
			01-0000-0-0000-2700-5990-100-100-00000 27		116.57	
			SE 01-0000-0-0000-2700-5990-800-800-00000 27	ERVICES /00-5990-000/100/800 NUSO PHONE	193.60	387.89
				ERVICES		
40364885	02/12/2025	ORLAND HARDWARE	01 0000 0 0000 8100 4200 000 000 0000 01		400 50	
			01-0000-0-0000-8100-4300-000-000-00000 81 01-0350-0-6000-1000-4300-100-053-00000 63		462.52 39.31	

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. (Limited to Checks issued from the COUNTY bank account.)

🕏 ERP for California

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Board Report

Check Number	Check Date	Pay to the Order of FD-	RESC-Y-GOAL-FUNC-OBJT-SIT-BDR-DDDDD	Comment	Expensed Amount	Check Amount
40364885			01-0350-0-6000-1000-4300-100-054-00000	CTEIG/054 OPEN PO FOR SUPPLIES A HAUTALA	46.03	
			01-7010-0-3800-1000-4300-100-000-00000	AIG 7010 4300 OPEN PO FOR SUPPLIES A HAUTALA	345.37	893.23
40364886	02/12/2025	PARAMEX SCREENING SERVICE	01-0000-0-0000-3600-5890-000-000-00000	3600-5890 2700-5300 DOT SCREEN & MEMBERSHIP		79.00
40364887	02/12/2025	POWELL, JERIMICHA				
40004007	02/12/2020		01-0000-0-0000-7150-5200-000-000-00000	JAN 2025 SSC CONE MILEAGE		128.94
40364888	02/12/2025					120.04
10001000	02/12/2020	1 MODILL	01-0000-0-1110-1000-5890-000-000-00000	5890 75 STUDENT HOT SPOTS 24-25		180.00
40364889	02/12/2025	TOWNE, JOLENE				
			01-0000-0-0000-7300-5200-000-000-00000	SSC CONF PARKING FEE		24.00
40364890	02/12/2025	BUSWEST - NORTH				
			01-0000-0-0000-3600-4300-000-000-00000	3600-4300 BUS PARTS-MAINT DEPT OPEN		117.99
40364891	02/12/2025	CALIFORNIA WATER SERVICE CO				
			01-0000-0-0000-8100-5590-000-000-00000	8100-5590-000/100/300/800 MONTHLY WATER BY SITE	244.22	
			01-0000-0-0000-8100-5590-100-000-00000	8100-5590-000/100/300/800 MONTHLY WATER BY SITE	260.78	
			01-0000-0-0000-8100-5590-300-000-00000	8100-5590-000/100/300/800 MONTHLY WATER BY SITE	276.49	
			01-0000-0-0000-8100-5590-800-000-00000	8100-5590-000/100/300/800 MONTHLY WATER BY SITE	513.06	1,294.55
40364892	02/12/2025	DANIELSEN CO				
			13-5310-0-0000-3700-4300-000-000-00000	13-5310-3700-4300/4700	38.10	
			13-5310-0-0000-3700-4700-000-000-00000	13-5310-3700-4300/4700	4,052.58	
			13-5310-0-0000-3700-5890-000-000-00000	13-5310-3700-4300/4700	16.00	
			13-5320-0-0000-3700-4300-000-049-00000	13-5310-3700-4300/4700	38.10	
			13-5320-0-0000-3700-4700-000-049-00000	13-5310-3700-4300/4700	908.47	5,053.25
40364893	02/12/2025	FASTRAK	04 0000 0 4440 4000 5000 000 000 0000			0.00
40204004	00/40/0005		01-0000-0-1110-1000-5200-000-000-00000	TOLLS FOR DIST TRAVEL		8.00
40364894	02/12/2025	FP MAILING SOLUTIONS	04 0000 0 4440 4000 5000 000 000 0000		00.00	
			01-0000-0-1110-1000-5620-000-000-00000 01-0000-0-1110-1000-5620-100-000-00000		82.30	
			01-0000-0-1110-1000-5620-800-000-00000		123.46 160.71	366.47
			01-0000-0-1110-1000-3020-800-000-00000	JAN-AFRIL 2023 ELEM LEASE	100.71	500.47
			ct's Policy and authorization of the Board of True	stees. It is recommended that the	🗗 ER	P for Californ
eceuing Chec	ve ne approved	 (Limited to Checks issued from the Control of the Con		Senerated for Chris Devries (CHRISDEVRIES), Feb 2:34PM	11 2025	Page 9 of

Board Report

Check Number	Check Date	Pay to the Order of FD-	RESC-Y-GOAL-FUNC-OBJT-SIT-BDR-DDDDD Comment	Expensed Amount	Check Amount
40364895	02/12/2025	GAGER DISTRIBUTING INC			
			13-5310-0-0000-3700-4300-000-000-00000 13-5310-3700-4300 DISHWASHER-		156.43
40004000	00/40/0005		CAFES		
40364896	02/12/2025	GRAINGER	01-0000-0-0000-8100-4300-000-000-00000 8100-4300 MAINT SUPPLIES OPEN		385.04
40364897	02/12/2025	HEXAGRAMM BOOKS	01-0000-0-0000-8100-4300-000-00000 8100-4300 MAINT SOFFLIES OFEN		365.04
40304097	02/12/2023		01-7812-0-1110-1000-4200-800-000-00000 PO24-672		286.57
40364898	02/12/2025	HEXAGRAMM BOOKS			200.01
			01-0000-0-0000-0000-8699-000-000-00000 REPLACE LOST CHECK 40356190		1,510.57
40364899	02/12/2025	INDUSTRIAL POWER PRODUCTS			
			01-0000-0-0000-8100-4300-000-000-00000 8100-4300 MAINT CLEANING SUPPLIES		336.72
40364900	02/12/2025	LRT GRAPHICS			
			12-6105-0-1110-1000-4300-000-000-00000 12-6105-4300 New Preschool Enr Banner		365.63
40364901	02/12/2025	MILLER GLASS INC			
10001000			01-0000-0-0000-3600-5630-000-000-00000 8100-5630 GLASS REPAIRS		240.00
40364902	02/12/2025	PROPACIFIC FRESH	12 5240 0 0000 2700 4700 000 000 000 42 5240/5220 2700 4700	0 404 00	
			13-5310-0-0000-3700-4700-000-000-00000 13-5310/5320-3700-4700 13-5320-0-0000-3700-4700-000-049-00000 13-5310/5320-3700-4700	2,181.96 520.60	2,702.56
40364903	02/12/2025	QUILL CORPORATION	13-3320-0-0000-3700-4700-000-049-00000 13-3310/3320-3700-4700	520.00	2,702.50
40004000	02/12/2020		01-0000-0-0000-7300-4300-000-000-00000 4300 DIST OPEN FOR HS/DIST SUPPLIES	126.83	
			01-0000-0-1110-1000-4300-000-000-00000 4300 DIST OPEN FOR HS/DIST SUPPLIES	711.97	
			01-0000-0-1110-1000-4300-100-000-00000 4300 DIST OPEN FOR HS/DIST SUPPLIES	1,067.95	
			01-1100-0-1110-1000-4300-100-016-00000 RS1100 4300-100-016 FOLDERS & TAPE	41.16	1,947.91
40364904	02/12/2025	VOLTAGE SPECIALISTS			
			01-0000-0-0000-8100-5630-000-000-00000 8100-5630 ELECTRICAL REPAIRS		800.00
			Total Number of Checks	90	1,106,546.91
0	Count 1	Amount 137.50			
Cancel	I	137.30			
Net Issue		1,106,409.41			
		1,100,100.11	Fund Recap		

Fund	Description	Check Count	Expensed Amount
01	GENERAL FUND	78	1,073,670.30
11	ADULT EDUCATION	5	2,977.25
12	CHILD DEVELOPMENT	4	543.74

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. (Limited to Checks issued from the COUNTY bank account.)

012 - Hamilton Unified School District

Generated for Chris Devries (CHRISDEVRIES), Feb 14 2025 2:34PM Page 281 of 282

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Board Report

Check Number	Check Date	Pay to the O	rder of FD-RESC-Y-GOAL-FUNC-OBJT-SIT-B	DR-DDDDD Co	omment	Expensed Amount	Check Amount
			Fund	Recap			
		Fund	Description	Check Count	Expensed Amount		
		13	CAFETERIA	9	20,745.62		
		21	BUILDING	1	2,835.00		
		40	SPECIAL RESERVE - CAP PR	1	5,637.50		
			Total Number of Checks	89	1,106,409.41		
			Less Unpaid Tax Liability		.00		
			Net (Check Amount)		1,106,409.41		

Includes checks for only Bank Account COUNTY

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. (Limited to Checks issued from the COUNTY bank account.)