

**HAMILTON UNIFIED SCHOOL DISTRICT  
REGULAR BOARD MEETING AGENDA  
Hamilton High School Library  
620 Canal Street, Hamilton City, CA 95951  
Wednesday, February 25, 2026  
[www.husdschools.org](http://www.husdschools.org)**

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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)
6:30 p.m.	Reconvene to open session no <b>later</b> than 6:30 p.m.

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*Hamilton Unified School District Board Meetings are open to the public.*

**1.0 OPENING BUSINESS:**

- a. Call to order and roll call

\_\_\_\_\_ Hubert "Wendell" Lower, President  
\_\_\_\_\_ Vanessa Ortiz

\_\_\_\_\_ Rod Boone, Clerk  
\_\_\_\_\_ Ray Odom

\_\_\_\_\_ Gabriel Leal

**2.0 IDENTIFY CLOSED SESSION ITEMS:**

- 1.0 **PUBLIC COMMENT ON CLOSED SESSION ITEMS:** Public comment will be heard on any closed session items. The Board shall limit comments to no more than three minutes per speaker and 15 minutes total per topic. Public comment will also be allowed on each specific action item prior to the board action thereon. The board does not allow gifting of time. Due to the Brown Act, the Board does not respond to public comment.

**3.0 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 Hamilton Teachers Association (HTA) and CSEA negotiations.
- c. Public Employee Performance Evaluation. Government Code section 54957, subdivision (b)(1). Superintendent.

*Report out action taken in closed session.*

**4.0 PUBLIC SESSION/FLAG SALUTE:**

**5.0 ADOPT THE AGENDA: (M)**

**6.0 COMMUNICATIONS/REPORTS:**

- a. Board Member Comments/Reports
- b. ASB President and Student Council President Reports
- i. Hamilton High School – Selina Villegas
- ii. Hamilton Elementary School – Ariana Chavez
- c. District Reports (written)
- i. Technology Report by Frank James (p. 4)
- ii. Nutrition Services Report by Erendida Moreno (p. 5)
- iii. Operations Report by Alan Joksch (p. 7)
- iv. Community Schools and Family Engagement by Rachel Sanchez (p. 8)
- v. Human Resources & State and Federal Programs by Jolene Towne (p. 10)
- d. Principal and Dean of Student Reports (written)
- i. Ulises Tellechea, Hamilton Elementary School Principal (p. 11)

- ii. Maria Reyes, District Dean of Students (p. 13)
- iii. Cris Oseguera, Hamilton High School Principal (p. 14)
- iv. Silvia Robles, Adult School (p. 15)
- e. Chief Business Official Report by Kristen Hamman (written) (p. 16)
- f. Superintendent Report by Jeremy Powell (written) (p. 17)

**7.0 PRESENTATIONS:**

- a. Maintenance, Transportation & Operations by Alan Joksch

**8.0 CORRESPONDENCE:**

- a. Letter from Orland Food Pantry (p. 18)

**9.0 INFORMATION ITEMS:**

- a. HUSD Enrollment History for 5 years (p. 19)
- b. Bond Status: Fund 21 Update (p. 21)
- c. Current Staff Bios (p. 22)

**10.0 DISCUSSION ITEMS:**

- a. Educator Hall of Fame (p. 25)
- b. CSBA Policies review for first readings for discussion (p. 28)
  - i. Board Policy 5131.8 – Mobile Communication Devices

**2.0 PUBLIC COMMENT:** Public Comment on any item of interest to the public that is within the Board's jurisdiction and not included on the Agenda will be heard. The Board shall limit comments to no more than three minutes per speaker and 15 minutes total per topic. Public comment will also be allowed on each specific action item prior to the board action thereon. The board does not allow gifting of time. Due to the Brown Act, the Board does not respond to public comment.

**11.0 ACTION ITEMS:**

- a. Adopt Resolution 25-26-107 Authorizing Transfer of Funds from the General Fund (01) to the Special Reserve Fund for Capital Outlay Projects (40) (p. 32)
- b. Review and Accept the June 30, 2025 Audit Report (p. 34)
- c. Approve the Purchase of New Student Chromebooks (p. 122)
- d. CSBA Policies review for second readings and approval (p. 129)
  - i. Board Policy 4251: Employee Compensation
  - ii. Board Policy 4351: Employee Compensation
  - iii. Administrative Regulation 5125: Student Records
  - iv. Board Policy 5131: Conduct
  - v. Board Policy 5131.6: Alcohol and Other Drugs
  - vi. Administrative Regulation 5131.6: Alcohol and Other Drugs
  - vii. Board Policy 3311: Bids
  - viii. Administrative Regulation 3311: Bids
  - ix. Board Policy 3311.1: Uniform Public Construction Cost Accounting Procedures
  - x. Administrative Regulation 3311.1: Uniform Public Construction Cost Accounting Procedures
  - xi. Board Policy 3312: Contracts
  - xii. Board Policy 4151: Employee Compensation
  - xiii. Board Policy 5145.13: Response to Immigration Enforcement
  - xiv. Administrative Regulation 5145.13: Response to Immigration Enforcement
  - xv. Board Policy 3280: Sale or Lease of District-Owned Real Property
  - xvi. Administrative Regulation 3280: Sale or Lease of District-Owned Real Property
  - xvii. Board Policy 5113.1: Chronic Absence and Truancy
  - xviii. Administrative Regulation 5113.1: Chronic Absence and Truancy
  - xix. Board Policy 5148: Child Care and Development
  - xx. Administrative Regulation 5148: Child Care and Development
  - xxi. Board Policy 6158: Child Care and Development

- xxii. Administrative Regulation 6158: Child Care and Development
- xxiii. Board Policy 6174: Child Care and Development
- xxiv. Administrative Regulation 6174: Child Care and Development

**12.0 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. Comprehensive School Safety Plan with Included SB153: Behavioral Health Protocols (p. 137)
  - i. Hamilton High School
  - ii. Hamilton Elementary School
- b. Minutes from Special Meeting on January 26, 2026 and Regular Board Meeting on January 28, 2026 (p. 299)
- c. Williams Quarterly January 2025 (p. 306)
- d. Warrants and Expenditures (p. 307)
- e. Interdistrict Transfers (new only; elementary students reapply annually).
  - i. Out
    - 1. Hamilton Elementary School
      - a. 1 x Kinder
      - b. 1 x TK
    - 2. Hamilton High School
      - a. None
  - ii. In
    - 1. Hamilton Elementary School
      - a. None
    - 2. Hamilton High School
      - a. 1 x 9<sup>th</sup>
- f. Personnel Actions as Presented:
 

New Hires:	None	
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Resignations/Retirement/ Release/Position:	Peter Medina	Campus Supervisor/Crossing Guard	HHS
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**13.0 ADJOURNMENT:**

## Technology Report

Board Meeting on February 25th, 2026

Frank James, Director of Technology

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### Completed and in Progress Tasks

#### Technical Support & Repairs:

- Ongoing completion of technology support tickets and troubleshooting districtwide.
- Chromebook repairs performed both in-house and through the device warranty provider.
- A network fiber line was permanently damaged and after several attempts to repair the fiber, the repairs did not last.
  - UPDATE: A full new fiber line has been installed, tested, and working properly.

#### Server and Equipment Optimization:

- Chromebooks: (warranties are expired on a majority of the district devices)
  - Mike is continuing to fix any allowable Chromebooks inhouse that can be repaired, moving forward.
    - We are in the process of ordering available parts to have on hand for repairs for non-warrantied devices.
    - Limited remaining warrantied models are still being processed through the vendor for repairs.
  - We have received and reviewed quotes for New Chromebooks. The vendor is offering some cost savings on current remaining units in stock, until their inventory is depleted. Due to internal part shortages and price increases, available Chromebooks to purchase are limited. The new quotes are being presented at the Feb. 25<sup>th</sup>, 2026 board meeting for approval.
- New Milestone servers – I am working on the buildout of the second server. This will be located at HES to increase the available video retention.
- New Cachebox is installed. I am finishing up final testing before putting it in production. This device will help with our internet bandwidth by caching/storing frequently visited websites locally, allowing faster retrieval for frequently visited websites.
- Windows 11 – We’re continuing to migrate HUSD computers from Windows 10 to Windows 11. We are working with staff on updating all the devices over the next several months. All student PC’s onsite are already in the process of being upgraded.
- New Network Switches – We’ve completed setting up the first template switch. Once it passes initial verification, we will repeat the staging process used for the first switch to expedite the programming of the remaining new network switches to install.

Nutrition Service Report  
Hamilton Unified School District  
Erendida Moreno  
February 25, 2026

January meals have been submitted for State and Federal reimbursements. There was 14 days of meal service.

District wide meals served:

- Breakfast: 5,304
- Lunch: 5,972
- Supper: 1,625
- Snack: 512

ADP for our 2 sites:

- HES: breakfast- 194  
Lunch- 312
- HS: Breakfast- 186  
Lunch- 116

Net claim reimbursement total for HUSD School Nutrition Program (SNP) is \$55,014.80

Year to date Totals: \$392,644.02

HES supper/snack meals are claimed under Child and Adult Care Food Program (CACFP).

Net claim reimbursement total is \$8,615.75

Year to Date Totals: \$38,375.56

Our Food Distribution Program budget for school year 26-27 is \$38,562.22. I have submitted warehouse food orders in the survey preplanner. As compared to previous years, the amount of food I preplanned for next school year is considerably less than previous years. Cost of meats per case is higher. Majority

of our budget is spent on meats and cheeses. Previous years we were able to preplan for other products like canned fruit/vegetables and canned sauces.

National School Breakfast Week is March 2-6. This week we will highlight the importance of eating breakfast. Offer healthy options that align with Braves Training Table and feature some of our student favorites. March is also known as National Nutrition Month.

This year completes a 4 year cycle in our Community Eligibility Provisions (CEP). We will have to apply to begin a new cycle for school year 26-27 by June 30, 2026 to continue operating in this provision. As a reminder, under Universal Meals, all districts with high poverty schools are required to participate in a provision, such as the CEP or Provision 2. High poverty schools are identified as any site with an identified student percentage (ISP) of at least 40 percent. A school's ISP is determined by dividing the number of directly certified students (including students who are directly certified as foster, homeless, migrant, runaway, or participating in Head Start programs), by the total number of enrolled students.

## MOT February 2026

### Maintenance:

- The block wall project behind the high school concession stand has been complete, with more flowers coming soon.
- Preparation of the baseball and softball fields is underway, as the season begins on 2/24, with the first home game on 3/05.
- We are continuing the set up for basketball and soccer as the teams enter playoffs. Elementary teams will continue to play through March.
- The storage unit wall at Ella Barkley has been completed and all goods are moved to the proper location. We will be handing over keys to the appropriate people soon.
- Pavers near the HS Ag department have been raised to eliminate some tripping hazards and standing water issues.
- The boys locker room heater has had needed repairs performed. A replacement unit for the girls locker room is being scheduled for installation.

### Operations:

- We have added a Sub-Custodian to our call list, to aid during an absence. We will be training him on the different cleaning routes soon.
- All regular cleaning is being performed on schedule.
- Staff has met and been asked to begin adding summer vacation requests to the calendar

### Transportation:

- We have bussed twenty athletic trips and three field trips in the past month.
- Buses have had "Clean Air Check" fees paid and needed smog tests performed.
- We continue to transport a student to the 'Reach Program' in Orland, on a daily basis.
- District vehicles are being utilized as needed.

## **Community Schools Report/Activities – January 2026**

Rachel Sanchez, Director of Community Schools & Family Engagement

In January, I worked closely with our Wellness Team to launch parent information about CYBHI at Hamilton Elementary while continuing district collaboration and planning for sustainable billing and service implementation. The focus was on strengthening integrated student supports and increasing family awareness of available wellness services.

### **District & Community Engagement**

I remained active in Roundtable, District Services, Community Schools weekly meetings, Behavior Intervention Team meetings, and regular check-ins with Superintendent Powell to ensure alignment across both sites. I participated in the Glenn County Behavioral Health Advisory Board (BHAB), Children's Interagency Coordinating Council (CICC), and POD Leadership meetings.

I attended the Glenn County EMS Graduation Ceremony and connected with partners at Butte College Glenn Center, the TAY Center, and Success Square Adult Education to identify workforce and postsecondary resources for our students and families. On campus, I observed Mrs. Gonzalez's class at HHS, attended the MedEd Club meeting, presented CYBHI information to HES parents during multi-grade assemblies, and supported TK/K registration while sharing wellness and CYBHI information with families.

### **Integrated Student Supports**

Our Community Schools/Wellness Team met in January and reviewed Clayful Health usage data and discussed strategies to increase student engagement with on-demand coaching support. I also shared final results from our parent survey on workshops and events to help guide upcoming family programming.

### **Family & Community Outreach / Communications**

Outreach efforts included sending the monthly Community Schools update via ParentSquare, presenting at elementary assemblies, and providing information during TK/K registration. Communication focused on ensuring families understand available wellness supports and how to access services. Our plan is to fully implement CYBHI billing in the Spring at HES and districtwide in Fall of 2026.

### **Partnerships, Grants & Professional Learning**

I participated in the G2G/GCOE Weekend of Wellness planning workshop, Clayful Champions sessions focused on reflective detention and staff engagement, and ongoing collaboration with GCOE concerning CYBHI implementation. I attended a site visit to Palermo Union's Golden Hills Elementary with Dianna Camarena to observe Community Schools implementation practices. I also met with Dr. Aaron Koch, county technical assistance lead for the CCSPP grant, and toured the elementary campus to showcase the great things happening at HES in terms of dual language, MTSS, and upgrades to playground areas and track, as well as our school garden.

### **Next Quarter Focus**

In the coming months, I will continue finalizing our CYBHI billing infrastructure and consent processes to ensure long-term sustainability. I will prioritize increasing student engagement with Clayful supports, strengthening coordination across both school sites, and supporting parent workshops aligned to survey results. I plan to do more classroom visits at both schools. Our Community Schools Advisory will meet in February (Feb 11), and I plan to do additional parent/family outreach during parent/teacher conferences. I also plan to attend the 8th grade parent night at HHS and the 8th grade career day.

Please see the infographic below representing the results of the parent survey.

# HUSD Parent Workshop Survey: What Families Need

In Fall 2025, Hamilton Unified School District (HUSD) surveyed 51 parents about their preferences for school-based workshops, highlighting desired topics, optimal times, and key obstacles.

## TOP WORKSHOP REQUESTS



**55%**

**Parents want Health & Wellness workshops**

This was the most requested topic, focusing on physical and mental health.



**53%**

**Parents are interested in Finance workshops**

Key topics include managing debt, savings, and investing for the future.



## SCHEDULING & ACCESSIBILITY INSIGHTS



**66%**

**Prefer workshops held in the evenings**

Evenings are overwhelmingly the most convenient time for families to attend.

**Work schedules and childcare are the top barriers**

**30%** cited work conflicts



**25%** cited a lack of childcare



**Language access is a significant need**

Multiple parents requested bilingual options, specifically mentioning Spanish.

**Human Resources Board Report**

February 25, 2026

*Jolene Towne, Director of Human Resources & State and Federal Programs*

**Personnel/State & Federal Programs**

- Working on Calpads Fall 2 submission with District staff to ensure accurate student and program data reporting.
- Submitted GASB 75 reporting for compliance with state and federal requirements.
- Reviewing the Comprehensive School Safety Plans and creating/preparing staff friendly training for August in-service with the help of the admin team.
- Reach University Partnership – holding our first info session to provide information to interested staff members; expectations of the program and if it will work/fit staff goals and needs.
- Working with supervisors on ongoing evaluation timelines (probationary and permanent).
- Collaborating with Dr. Powell and Mrs. Hamman on staffing and program planning.
- Attended the Education, Labor, and Employment Law Series (Ed Lab) presented by Dannis Woliver Kelley, covering labor relations, employment law compliance and emerging legal issues.
- Implemented the District's second employee wellness initiative through the Strive Program (CVT), promoting MDLive telehealth services to increase awareness of available benefits. Employees are encouraged to sign up for MDLive at no cost to CVT members for a chance to win a gift card. This initiative aims to raise awareness of this valuable benefit and ensure staff are familiar with the service should they need convenient, future access to medical care.
- Working on the second set of GSRMA Risk Management Accreditation Program (RMAP) requirements, which support Districtwide safety, compliance, and risk reduction.
- The District's 25/26 On-Site Wellness Screening through Quest Diagnostics is scheduled for April 24, 2026, for eligible employees. This voluntary program promotes preventive care, early detection, and overall employee wellness.

**Labor Relations**

- Holding monthly check-ins with labor partners (CSEA & HTA).
- 2026-27 negotiations to begin in late February/early March with unions.

**Hiring & Recruitment**

- Hired & Onboarded:
  - Noe Alvarez, On-Call Classified Sub (Custodial)
  - Marisol Vera-Hernandez, Campus Supervisor/Crossing Guard, HHS
- In Progress:
  - Interviewing Preschool Assistants for Hamilton State Preschool
- Open/Posted Positions:
  - Cross Country Coach, HHS
  - Cheer Coach, HHS
  - Middle School Boys Soccer Coach, HES
  - Wrestling Coach, HHS
  - Classified Substitute – on going (clerical, food service, preschool, paraeducator, and custodial)
  - JV Assistant Football Coach, HHS (internal only through 3/3/26)
  - Administrative Technician, Adult Ed (internal only through 2/24/26)

**Payroll**

- Processing 2/27 payroll. Training Ms. Helland on payroll entry.

## HAMILTON ELEMENTARY SCHOOL

February 25, 2026

Submitted by

Ulises Tellechea, Principal

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Grade	Percentage	Grade	Percentage
TK-28	TK-89.88%	5-50	5-95.11%
K- 38	K- 90.20%	6-50	6-93.33%
1-24	1 -94.68%	7-50	7-93.69%
2-29	2 -92..91%	8-44	8-95.45%
3-33	3 -93.77%	<b>Enrollment: 395</b> Updated 2/17/26	
4-48	4 -95.25%		

I am very proud of the progress we've made in the second semester so far. Our Wellness Team continues to strengthen our campus culture through classroom presentations, ongoing student support, and identifying areas for growth. We are also entering the state testing season, with our English Learners taking the first assessments. Teachers are making adjustments to instruction to ensure students feel prepared and confident. Additionally, our staff continues to collaborate around our school-wide goals, balancing academic growth with social-emotional development. Again, the work happening on our campus to support students both academically and emotionally is something to be proud of. Here's a look at the progress and updates happening across classrooms, campus programs, athletics, and our community partnerships.

### Classroom: Teaching and Learning

- Our school-wide SMART Goals are:
  - **Academic:** *We prove our thinking with evidence!*  
Each POD team has developed a goal focused on students using evidence from text or mathematical reasoning to support their thinking.
  - **SEL:** *Strong like a Lobo, Kind at Heart*  
The Wellness Team is promoting the character trait of the month, **Kindness**, through classroom lessons and activities to keep it at the forefront for our students this month.
- More teachers are gradually engaging with the **Ellevation platform** to review data or find teaching resources to support our English learners. Recently, a group of ELD teachers and administrators had a meaningful conversation about the **K12 Summit program**, discussing how it may not fully align with our current focus on direct

instruction and academic conversations. We will continue to evaluate the pros and cons of this program and decide whether to purchase it again next year.

- **Mrs. Sawyer** continues ongoing meetings with TK–5 teachers to review intervention data and promote the use of **NearPod** and other tools during intervention time.

### **Campus News**

- On Friday, February 13th, over 90 students were invited to **Cal Skate** for scoring a Level 3 or above on last year's CAASPP in Math or ELA, or for making 150+ points of growth from the previous year. This year we had to raise the cutoff score. In previous years, students who improved 100 points were invited. Since we could only take about 100 students, the bar was adjusted. This is a great reflection of student growth, and we hope it continues to motivate all students to give their best effort on this year's state assessments. The students had a blast at Cal Skate!
- On February 26, **Michelle Brooks**, our Capturing Kids Hearts Strategist, will visit our campus. She will conduct classroom visits, meet with students and staff, and help us strengthen our CKH program. We are proud to share that our school has been nominated as a **Capturing Kids Hearts Showcase School!**
- The **Valentine's Day Dance** was rescheduled to February 20 due to many students being ill.

### **Athletics**

- The 7th and 8th grade **Boys Basketball season** will end Monday, February 23. The boys continue to put forth their best effort while having fun. Thank you to **Coach Heyl** for leading them!

### **Parents and Community Engagement**

- **Parent Teacher Conferences:** February 19th and 20th.
- **123 Andres Community Concert** on March 3rd at 6:30 in the HHS Gym. Thank you HHS for accommodating this event!

**Alternative Education Report**

**Board Meeting on Wednesday, February 25, 2026**

**Maria Reyes, Dean of Students**

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**Greetings from Alternative Ed,**

The spring semester is off to a smooth start, and the third quarter will conclude on March 30, 2026. Our seniors are actively working toward completing their graduation requirements while also preparing for life after high school. They are receiving support with financial aid applications and the Butte College Reg2Go process to ensure a strong transition to the next chapter of their lives.

Looking ahead, Parent-Teacher Conferences are scheduled for the week of February 23. Our goal is to encourage all parents to connect with at least one of their student's teachers to review progress and support continued success.

On March 6, our seniors will attend the Butte College Reg2Go Orientation, where they will complete class selection for Fall 2026.

Enrollment:

12 grade = 7

11 grade = 3

10 grade = 3

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**Hamilton High School  
HUSD Board Report  
February 2026**

1. Total 9-12 enrollment 2025-26 (as of 2/17/26): 12<sup>th</sup>=92; 11<sup>th</sup>=66; 10<sup>th</sup>=89; 9<sup>th</sup> = 72. Total in all 9-12 at HHS is 319- counting 13 students at EBHS, the overall 9-12 total is 332. Preliminary indications for 2026-27 Frosh are about 65-70 students.
2. School activities- we have had a large number of school events and activities in the past two months, including several FFA led Ag Awareness Day for local 8<sup>th</sup> graders from over 8 schools! Approximately 160 students and staff were welcomed on February 4 event showcasing the importance of Ag in our community and in our school.  
Our ASB has led several events including the Winter Homecoming festivities, dress up days, and the dance. As well, there is an upcoming Blood Drive on March 10 and we invite all to participate in giving their fair share.
3. Winter Athletics updates- for Winter 2025-2026, our teams ended the season successfully, with all 4 teams qualifying for playoffs. Varsity Girls finished 2<sup>nd</sup> in MVL and travel to Trinity in 1<sup>st</sup> round of section playoffs, whereas the JV Girls team also finished 2<sup>nd</sup> in MVL. Varsity Boys Basketball finished 2<sup>nd</sup> in MVL and travel to Durham in 2<sup>nd</sup> round of playoffs.  
Soccer Boys won the MVL with an unblemished 12-0 record and host Redding Christian in 1<sup>st</sup> round of playoffs while Soccer Girls finished 2<sup>nd</sup> in MVL and will host Durham in 1<sup>st</sup> round.  
Spring Sports have begun with the finish of regular season of Winter Sports with practices and pre-season games scheduled for end of February and early March.
4. Teachers started 2<sup>nd</sup> semester strongly and energetically while ensuring that students are up to speed after long winter break. Students are working hard to earn good grades for eligibility for Spring Sports and other activities such as FFA events and fair participation.
5. Our staff has been attending many different professional development activities and gaining insight into their particular content and craft. Additionally, we have been holding meetings in preparation for next year's courses and offerings as we look to finalize the master schedule.

Submitted:

Cris Oseguera  
Principal



**Hamilton Adult Education**  
**Board Meeting Report-February, 2026**  
**Silvia Robles/Director**

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**Completed and in Progress Tasks – February, 2026**

1. Enrollment and students served to date for all programs: 160
2. Networking with the Alliance for Workforce Development Partners, nonprofit organizations, local businesses, and employers for Heavy Equipment Trainings; Forklift, Backhoe and Scissor Lift.
3. EL Civics student interest surveys for third quarter are being completed.
4. Adult Education continues to offer open enrollment for ESL, High School Diploma, Citizenship class, and Heavy Equipment.
5. The waitlist for Forklift Training in March is full.
6. CASAS testing is ongoing to monitor for measurable skill gains and to document student progress as required by WIOA performance requirements.

**Hamilton Unified School District  
General Fund - Unrestricted and Restricted  
February 25, 2026 Board Report**

	<b>2025-26 First Interim Budget</b>	<b>2025-26 Year To Date As of 2/13/26</b>	<b>2024-25 First Interim Budget</b>	<b>2024-25 Year To Date As of 2/13/25</b>
<b>Revenues</b>				
LCFF Sources	\$ 11,518,079	\$ 6,536,344	\$ 10,900,256	\$ 6,081,083
All Other Federal Revenue	\$ 342,865	\$ 185,582	\$ 269,291	\$ 210,016
Other State Revenue	\$ 2,526,510	\$ 1,612,785	\$ 1,678,048	\$ 1,028,263
Other Local Revenue	\$ 379,076	\$ 289,840	\$ 199,767	\$ 150,804
Other Financing Sources	\$ -			
<b>Total Revenues</b>	<b>\$ 14,766,530</b>	<b>\$ 8,624,551</b>	<b>\$ 13,047,362</b>	<b>\$ 7,470,166</b>
<b>Expenditures</b>				
Certificated Personnel Salaries	\$ 4,750,121	\$ 2,697,762	\$ 4,473,277	\$ 2,420,420
Classified Personnel Salaries	\$ 2,142,175	\$ 1,238,853	\$ 1,764,565	\$ 1,032,210
Employee Benefits	\$ 2,919,334	\$ 1,630,078	\$ 2,619,500	\$ 1,467,329
Books and Supplies	\$ 636,981	\$ 368,025	\$ 848,118	\$ 352,310
Travel and Conferences	\$ 207,287	\$ 117,691	\$ 148,372	\$ 54,146
Dues and Memberships	\$ 30,086	\$ 28,537	\$ 19,836	\$ 22,013
Other Insurance	\$ 206,467	\$ 196,789	\$ 206,467	\$ 204,004
All Other Utilities	\$ 366,456	\$ 216,136	\$ 345,000	\$ 187,142
Rents/Leases/Repairs	\$ 75,175	\$ 87,640	\$ 61,975	\$ 44,896
Other Operating Expenditures	\$ 954,444	\$ 647,690	\$ 557,694	\$ 347,735
Capital Outlay	\$ 487,183	\$ 413,239	\$ 858,458	\$ 327,160
Other Outgo	\$ 1,625,694	\$ 667,929	\$ 1,852,565	\$ 1,056,985
Interfund Transfers Out	\$ 525,000		\$ 525,000	
<b>Total Expenditures</b>	<b>\$ 14,926,403</b>	<b>\$ 8,310,369</b>	<b>\$ 14,280,827</b>	<b>\$ 7,516,350</b>
<b>Net Increase (Decrease) in Fund</b>	<b>\$ (159,873)</b>	<b>\$ 314,182</b>	<b>\$ (1,233,465)</b>	<b>\$ (46,184)</b>
Beginning Fund Balance 7/1/25 (from 24-25 Unaudited Actuals)	\$ 5,247,806			
Projected Ending Fund Balance 6/30/26	\$ 5,087,933			

**HUSD Superintendent Report**  
**Board Meeting on February 25, 2026**  
**Jeremy Powell, Ed. D.**

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**District Target Goals:**

- Pillar 1: Accelerate Student Learning Through Strong Professional Learning Communities
- Pillar 2: Foster Student Belonging and Positive School Climate
- Pillar 3: Enhance Communication and Family Partnerships
- Pillar 4: Improve Operational Services and Accountability
- Pillar 5: Foster Collaborative and Responsive Leadership

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 welcome Michelle Brooks from Capturing Kids Hearts to our District on Thursday, February 26th (tomorrow). She will be visiting both the Elementary and High School to support the continued implementation of Capturing Kids Hearts throughout HUSD!
- 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! We are also looking ahead to the 2026-2027 school year with a focus on improving the systems we currently have in place!
- 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!
- ACSA Awards: on February 12, we honored our own at the ACSA Butte/Glenn Charter Awards night:
  - Ulises Tellechea: Elementary Principal
  - Sylvia Robles: Adult Educator Administrator
  - Jolene Towne: Personnel/Human Resource Administrator
  - Frank James: Technology Administrator

**\*\*HUSD is truly blessed to work with such an amazing group of individuals!**

**Upcoming District Events:**

- 2/26: CKH Visit
- 3/7-3/10: SSDA Annual State Conference in Sacramento **(let me know if you are interested in attending!)**
- 3/13: No School-Teacher Inservice (Capturing Kids Hearts 2 for all Certificated)
- 3/25: HUSD Board Meeting in Library @ 5:30
- 4/3-4/12: Good Friday & Spring Break
- 4/22: HUSD Board Meeting in Library @ 5:30
- 5/7: May Dance Festival at HES



**Orland Pantry**  
**P.O. Box 14, Orland CA 95963**

*Serving Orland, Capay, Hamilton City, Artois & Ord Bend*

January 7, 2026

**Jeri Hamlin, President**  
**Linda Dahl, Treasurer**  
**Maureen Calonico, Secretary**

Hamilton High School  
620 Canal St.  
Hamilton City, California 95951

Dear Faculty and Students,

The Orland Pantry would like to send a **HUGE THANK YOU** to Hamilton High School for your very generous contribution of **616** pounds of non-perishable and canned foods! We greatly appreciate all your support!

With your generous donation, we are able to continue our food distribution program for those in need. Boxes of food are distributed twice weekly to families in need and a box of food is delivered each month to homebound Senior Citizens.

We are so grateful to the Orland and Hamilton City Schools' food drives which brought in **6,533** pounds of non-perishable and canned foods! We are truly thankful for all that you do!

Sincerely,

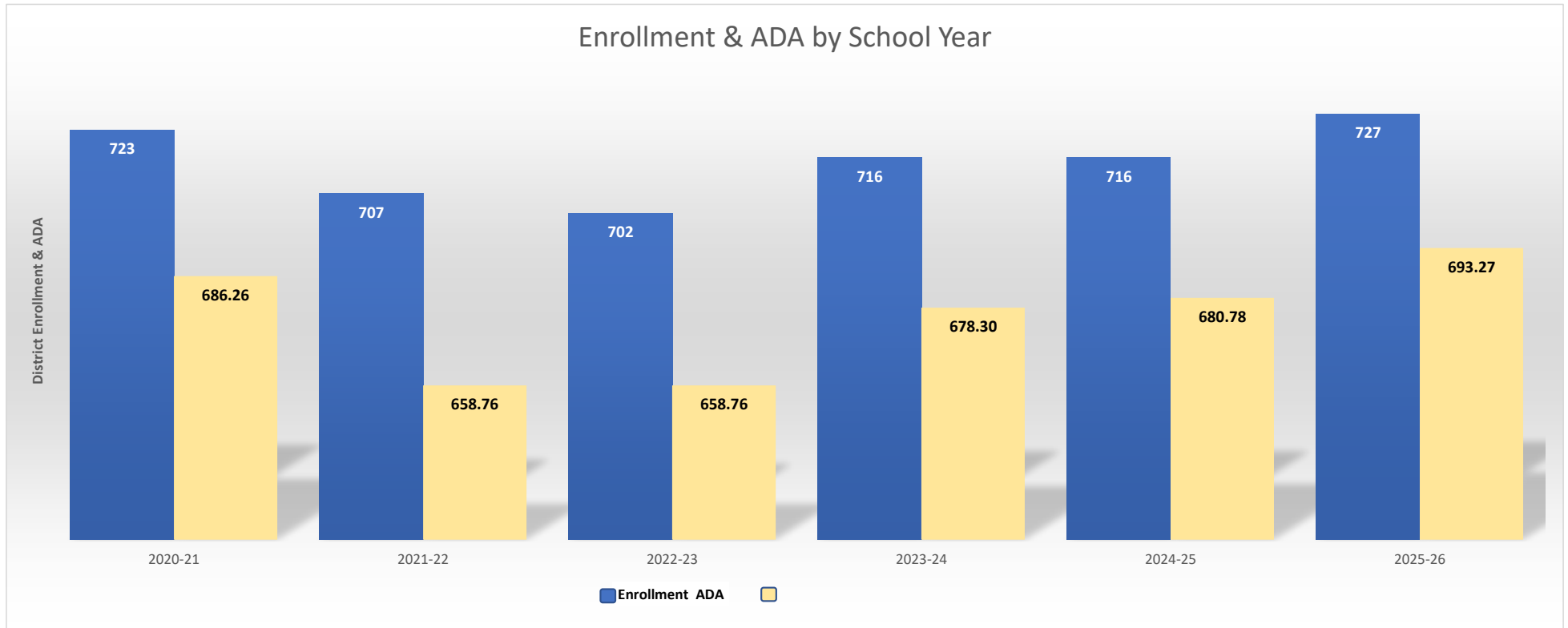
*Maureen Calonico*

Maureen Calonico, Secretary  
Orland Pantry Board of Directors

## HUSD ENROLLMENT OVER SIX YEARS 2018-2024

1	2	3	4	5	6
<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>	<b>2023-24</b>	<b>2024-25</b>	<b>2025-26</b>
295 HHS	228 HHS	288 HHS	295 HHS	306 HHS	319 HHS
11 EBHS	10 EBHS	20 EBHS	17 EBHS	12 EBHS	13 EBHS
269 K-5	260 K-5	265 K-5	267 K-5	260 K-5	250 K-5
146 6-8	149 6-8	129 6-8	141 6-8	137 6-8	145 6-8
<b>723 ENROLLMENT</b>	<b>707 ENROLLMENT</b>	<b>702 ENROLLMENT</b>	<b>716 ENROLLMENT</b>	<b>716 ENROLLMENT</b>	<b>727 ENROLLMENT</b>
<b>686.26 ADA</b>	<b>658.76 ADA</b>	<b>658.76 ADA</b>	<b>678.30 ADA</b>	<b>680.78 ADA</b>	<b>693.27 ADA</b>

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



## HUSD ENROLLMENT OVER SIX YEARS 2018-2024

2025-26 8/4/25-8/29/25		ADA
#STU	GRADE	
30	TK	24.07
35	K	34.07
25	1	24.29
29	2	27.29
24	3	33.21
49	4	46.57
50	5	47.79
50	6	48.79
46	7	45.00
44	8	42.5
73	9	72.07
91	10	87.29
69	11	66.28
100	12	96.22
<b>715 TOTAL</b>		<b>695.44</b>

2025-26 9/1/25-9/26/25		ADA
#STU	GRADE	
26	TK	24.73
36	K	34.15
25	1	24.3
29	2	28.12
34	3	33.18
50	4	46.79
50	5	48.18
50	6	48.55
48	7	45.45
44	8	42.55
72	9	70.73
89	10	86.94
68	11	65.27
99	12	94.58
<b>720 TOTAL</b>		<b>693.52</b>

2025-26 9/29/25-10/24/25		ADA
#STU	GRADE	
26	TK	24.98
36	K	34.44
25	1	23.96
29	2	28.13
34	3	33.13
48	4	46.85
50	5	48.31
50	6	48.37
48	7	46.19
44	8	42.54
72	9	70.08
90	10	87.67
70	11	65.55
99	12	95.44
<b>721 TOTAL</b>		<b>695.64</b>

2025-26 10/27/25-11/21/25		ADA
#STU	GRADE	
27	TK	25.01
37	K	34.58
24	1	23.66
29	2	28.03
34	3	32.90
49	4	46.80
50	5	48.20
50	6	48.18
50	7	46.49
44	8	42.41
71	9	69.47
90	10	87.58
69	11	66.84
99	12	95.27
<b>723 TOTAL</b>		<b>695.42</b>

2025-26 11/24/25-12/19/25		ADA
#STU	GRADE	
28	TK	25.07
37	K	34.66
24	1	23.64
29	2	27.97
34	3	32.60
49	4	46.72
50	5	48.12
50	6	48.16
50	7	46.77
44	8	42.44
70	9	69.08
90	10	87.22
69	11	66.51
99	12	95.78
<b>723 TOTAL</b>		<b>694.74</b>

2025-26 12/22/25-1/17/26		ADA
#STU	GRADE	
28	TK	25.12
38	K	34.48
24	1	23.65
29	2	28.01
33	3	32.57
48	4	46.72
50	5	48.14
50	6	48.14
51	7	46.84
44	8	42.46
71	9	68.74
92	10	89.2
71	11	66.7
99	12	94.53
<b>728 TOTAL</b>		<b>695.30</b>

2025-26 01/19/26-02/13/26		ADA
#STU	GRADE	
28	TK	25.13
38	K	34.1
24	1	23.47
29	2	27.8
33	3	32.24
48	4	46.42
50	5	48.02
50	6	47.9
51	7	46.87
44	8	42.39
72	9	68.91
92	10	89.57
69	11	66.00
99	12	94.45
<b>727 TOTAL</b>		<b>693.27</b>

		ADA
#STU	GRADE	
<b>0 TOTAL</b>		<b>0.00</b>

		ADA
#STU	GRADE	
<b>0 TOTAL</b>		<b>0.00</b>

		ADA
#STU	GRADE	
<b>0 TOTAL</b>		<b>0.00</b>

**Building Fund 21 (Bond) Expenditures for 2025-26  
 For February 25, 2026 HUSD Board Meeting  
 Total Expenditures through February 11, 2026**

<b>PO #</b>	<b>Date</b>	<b>Vendor</b>	<b>Description</b>	<b>Amount</b>
PO26-079	7/2/2025	Bank of New York Mellon	Paying Agent Fee; RE: Election of 2018, GO Bonds, Series A	\$ 825.00
N/A-DIRECT PAY	9/10/2025	Bank of New York Mellon	Paying Agent Fee; RE: Election of 2018, GO Bonds, Series B	\$ 750.00

Total expenditures through 2/11/26 \$ 1,575.00

Meet our current



# STAFF



**Mariesa Fitzgerald-Adams**

Mariesa Adams has worked with Hamilton Unified School District for 10 years. She has 18 years of experience in child development, including preschool teaching and serving as a paraprofessional at HES. Mariesa's expertise includes early childhood education, classroom management, curriculum planning, student mentoring, and preschool program administration. Her professional goals are to complete her Bachelor's degree and continue on to earn a Master's in Child Development and Early Education. She enjoys working at HUSD for its positive culture, diversity, close-knit community, and supportive staff. Outside of work, Mariesa enjoys camping, hiking, cooking, and arts & crafts.



**Emily Bladorn**

Emily Bladorn has been a Science Teacher at HHS for three years. She has been in education since 2017 and previously conducted scientific research at Pacific Northwest National Laboratory and Sacramento State. Emily's expertise includes Chemistry, Physics, and all areas of science. She was a 2015 Noyce Scholar and a three-year participant in the Cal Poly Summer Teacher and Research Program. Emily enjoys the small school environment and family-like dynamic of HUSD staff. Outside of work, she enjoys crafting, reading, and keeping up with her toddler.

Meet our current

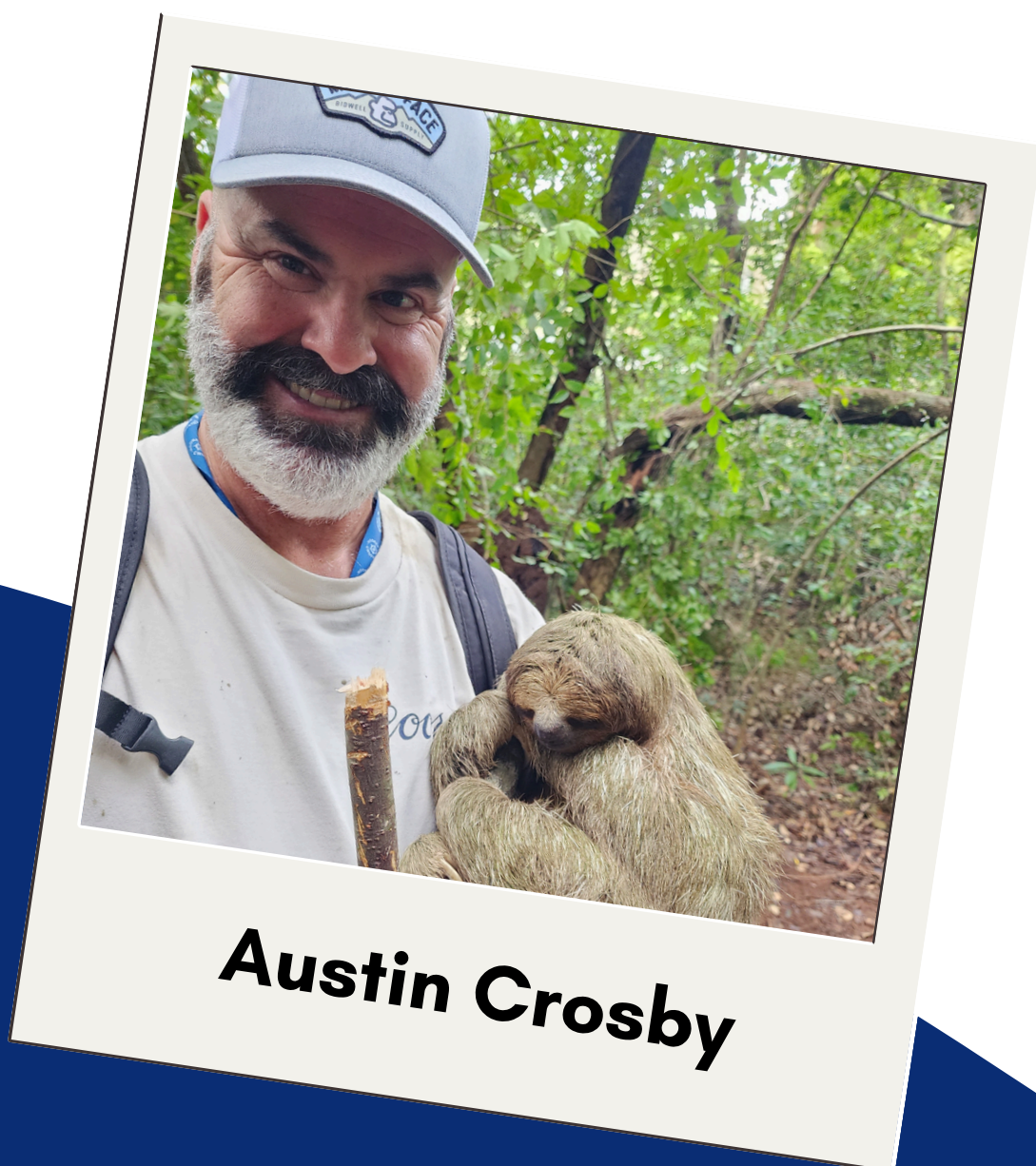


# STAFF



**Marisol Vera-Hernandez**

Marisol Vera has worked as an Administrative Technician with Hamilton Unified School District for two years and five months. She brings a strong focus on building trust and positive relationships, with skills in managing varied workloads, de-escalating difficult situations, and delivering positive communication. Marisol's professional goal is to become more involved with K-12 students and serve as a guide in their educational journey. She enjoys building positive relationships with both students and adults and helping support a successful future. Outside of work, Marisol enjoys creating memories with her son and family.



**Austin Crosby**

Austin has worked in Maintenance and Transportation with Hamilton Unified School District for 29 years. Born and raised in Hamilton City, he has worked at both Hamilton High School and Hamilton Elementary School and has been a licensed bus driver for 20 years. Austin enjoys the short commute and being part of the local community. Outside of work, he enjoys fishing, caring for his chickens, and traveling—and is looking forward to retirement.

Meet our current



# STAFF



Maricela is a 5th Grade DI Teacher and has worked with Hamilton Unified School District for three years. Her teaching experience includes two years in a 5th/6th grade combination class and one year teaching 8th grade. She holds BCLAD authorization and has experience designing and implementing targeted reading and math intervention groups. Maricela's professional goal is to continue growing as a teacher. She enjoys the close-knit, welcoming community at HUSD and values the support she has received. Outside of work, she enjoys spending time with her family, walking her dogs, and cooking.



Office of the Superintendent, Ryan Bentz



530-934-6575



311 S. Villa Avenue | Willows, CA 95988



rbentz@glenncoe.org



www.glenncoe.org

February 5, 2026

### Celebrating Excellence – Nominations Open for the 2026 Educators Hall of Fame

Behind every thriving community is a team of dedicated individuals who have committed their lives to our students. It is time once again to honor those who have left an indelible mark on Glenn County.

We are thrilled to invite your district to select your nominees for the **2026 Glenn County Educators Hall of Fame**. Whether they are a veteran teacher, a visionary administrator, or a tireless member of the support staff, this is our opportunity to ensure their legacy is preserved.

- **April 3, 2026:** Notify Erin Johnson of your selected recipient(s).
- **April 17, 2026:** Final materials due to Erin Johnson (Bio sketch, photo, and contact info).

To maintain a balanced and intimate ceremony, please refer to the following recipient counts:

- **2 Recipients:** Hamilton Unified, Orland Unified, Willows Unified, Glenn County Office of Ed.
- **1 Recipient:** Capay School, Lake School, Plaza School, Princeton Unified, Stony Creek Unified, Walden Academy.

**Selection Note:** Criteria are determined by your local Board of Trustees. We encourage you to look across all roles—from the front office to the classroom and the maintenance shop—to find those who truly embody the spirit of education.

Each district recipient will be honored with an **individual plaque**. Additionally, their names will be etched into a **commemorative 2026 plaque** to be showcased at the Glenn County Fair, celebrating our collective impact on the next generation.

- **When:** Wednesday, May 6, 2026 | 6:30 PM
- **Where:** Glenn Success Square Conference Room (131 E. Walker Street, Orland)
- **Note:** To ensure everyone has their moment in the spotlight, we kindly ask that presentations be kept to **5 minutes**.

Thank you for helping us champion the people who make Glenn County a remarkable place to learn and grow.

With gratitude,

Ryan Bentz

	<u>HAMILTON HIGH</u>		<u>HAMILTON ELEMENTARY</u>		<u>HAMILTON UNIFIED</u>
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	<b>Greg Felton</b>
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	Bertha Carter
1999	Scott D. Johnson	2006	Jenell Cook	2024	Margrit Vogelsang
2000	Hubert Lower	2007	John Kissam	2025	Joe Mello
2001	Rae Turnbull	2008	Eva Perez	2025	Deb Sioux Thorup
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				

## Hamilton Unified Nominated Glenn County Educators Hall of Fame Members

1. Elisha Sullivan, HUHSD Board Member 1950s
2. Sylvan Porter, HUHSD Board Member 1950s
3. Bob Wallace, HHS Ag Teacher 1953-55
4. Bob Edwards, HUHSD Board Member 1956-66
5. Charles Alexander, HHS English and Social Studies Teacher 1957-59
6. Gersh Rosen, HHS Ag Teacher 1958-65
7. Ed Holden, HUHSD Superintendent/Principal 1959-61
8. Clare Cooper, HHS Teacher-Administrator 1959-79
9. Al Darby, HHS P.E. Teacher and Coach 1962-66
10. Willard Andreasen, HUHSD Principal 1964-69
11. Larry Crane, HUHSD Director of Maintenance 1967-2006
12. Harold Baird, HHS P.E. Teacher and Coach 1968-71
13. Emily Mills, HUHSD Board Member 1972-74
14. Joanne Harvey, HHS Instructional Aide, 1977-96 (deceased)
15. Jeff Joseph, Bus Driver, Custodian, Maintenance, HUSD DoM 1981- 2010
16. Blanca Ledezma, HES/HHS Paraeducator, 1986-2011
17. Hortensia Lujan, HHS Food Service/Custodian, 1992-2009
18. Joe Mello, HHS Woodshop Teacher, 1996-2008 (returned a year?)
19. Larry Lohse, HUHSD Board Member 1997-2009
20. Robert Parker, Alt Ed Principal, 1997-2005
21. Nelda Schofield, HES Teacher, 1997-2012
22. Norma Wieland, HES Teacher, 2000-2012
23. Frank Catomerisios, Alt. Ed. Teacher, Soccer Coach, 2004-2011
24. Ray Thompson, HES Superintendent
25. Don Anderson, HES Board Member
26. Bill Koehnen, HES Board Member
27. Bill Henning, HES Board Member
28. Diane Alberico, HES classified retiree
29. Naomi Vaquera-Hernandez
30. Lynn Larson, HES Teacher, Currently employed
31. Cris Oseguera, Currently Employed

## CSBA POLICY GUIDE SHEET MOBILE COMMUNICATION DEVICES

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 5131.8: Mobile Communication Devices** The following policy will be mandated beginning July 1, 2026, and may be revised to reflect district practice. Pursuant to Education Code 48901.7, as amended by AB 3216 (Ch. 500, Statutes of 2024), the Governing Board is required, by July 1, 2026, to adopt policy that limits or prohibits student use of smartphones while at a school site or under the supervision and control of district employee(s), and subsequently, to update the policy every five years.

Additionally, Education Code 48901.5 authorizes the district to regulate the use of electronic signaling devices that operate through the transmission or receipt of radio waves, unless essential for a student's health.

The U.S. Department of Education's 2024 guidance, "Planning Together: A Playbook for Student Personal Device Policies," provides districts guidance for adopting policies around the use of cellphones and personal devices on campus.

The Governing Board recognizes that student use of smartphones and other mobile communication devices on campus may be beneficial to student learning and well-being, and could be harmful and disruptive of the instructional program in some circumstances. When on campus or when under the supervision of district employees, students may use smartphones and other mobile communication devices only as permitted under this policy.

CSBA NOTE: The following two options offer different approaches to regulating the use of smartphones and other mobile communication devices. Districts should revise this policy consistent with their approach. Education Code 48901.7, as amended by AB 3216, requires significant stakeholder participation in the development of the policy, in order to ensure that the policy is responsive to the unique needs and desires of students, parents/guardians, and educators in each community.

Option 1, below, limits the use of smartphones and other mobile communication devices to noninstructional time. Option 2, below, prohibits the use of smartphones and other mobile communication devices while at a school site or under the supervision and control of a district employee.

Option 1: (Limited use of smartphones and other mobile communication devices)

Students may use smartphones or other mobile communication devices on campus during noninstructional time as long as the device is utilized in accordance with law and any applicable school rules.

Mobile communication devices shall be turned off during instructional time.

End Option 1

Option 2: (Prohibited use of smartphones and other mobile communication devices)

Students shall not use smartphones or other mobile communication devices while at a school site or

under the supervision and control of a district employee.

End Option 2

CSBA NOTE: The following applies to all districts, irrespective of which option the district chooses. Education Code 48901.7 specifies circumstances in which the district is not permitted to prohibit student use of smartphones and other mobile communication devices.

However, a student shall not be prohibited from possessing or using a mobile communication device under any of the following circumstances: (Education Code 48901.5, 48901.7)

In the case of an emergency, or in response to a perceived threat of danger

When a teacher or administrator grants permission to the student to possess or use a mobile communication device, subject to any reasonable limitation imposed by that teacher or administrator

When a licensed physician or surgeon determines that the possession or use is necessary for the student's health and well-being

When the possession or use is required by the student's individualized education program

CSBA NOTE: Pursuant to Education Code 48901.7, as amended by AB 3216, the district's policy may include enforcement mechanisms that limit student access to smartphones. However, the district is not permitted to monitor, collect, or otherwise access any information related to a student's online activities.

The Superintendent or designee may undertake measures or strategies in accordance with law, to limit student access to smartphones and other mobile communication devices on campus. (Education Code 48901.7)

Smartphones and other mobile communication devices shall not be used in any manner which infringes on the privacy rights of any other person.

CSBA NOTE: Penal Code 1546.1 prohibits warrantless searches of students' personal electronic devices such as mobile phones, except in the circumstances specified in the following paragraph. Additionally, a search of a student's personally owned mobile communication device may be subject to the Fourth Amendment of the U.S. Constitution, which prohibits unreasonable search and seizure. See BP/AR 5145.12 - Search and Seizure. It is recommended that the district consult CSBA's District and County Office of Education Legal Services or district legal counsel, with questions related to the search of a student's mobile communication device.

A student's personal electronic device shall not be searched without the consent of the student's parent/guardian, except pursuant to a lawfully issued warrant, when a school official, in good faith, believes that an emergency involving danger of death or serious physical injury to the student or others requires access to the electronic device information, or when the search is otherwise permitted pursuant to Penal Code 1546.1.

When a student uses a mobile communication device in an unauthorized manner while at a school site or under the supervision and control of a district employee, the student may be disciplined and the district employee may temporarily confiscate the device. The employee shall store the device securely until it is returned to the student or turned over to the principal or designee, as appropriate.

CSBA NOTE: The following optional paragraph addresses students' off-campus conduct during nonschool hours. In general, courts have upheld districts' discipline of students for off-campus conduct that posed a threat to the safety of other students, staff, or school property or presented a risk

of substantial disruption of school activities, provided that the district was able to document the impact or disruption that the conduct had, or could be expected to have, on school activities.

Pursuant to Education Code 48900, districts have the authority to suspend or expel students who engage in cyberbullying off campus, provided that the act meets the criteria specified in the definition of "bullying" in Education Code 48900, which are a severe or pervasive physical or verbal act or conduct that has or can be reasonably predicted to have the effect of placing a reasonable student in fear of harm to the student's person or property, causing a substantially detrimental effect on the student's physical or mental health, causing substantial interference with the student's academic performance, or causing substantial interference with the student's ability to participate in or benefit from school services, activities, or privileges. For more information regarding bullying, including cyberbullying, see BP 5131.2 - Bullying.

In adopting policy related to off-campus conduct, it is recommended that districts consult CSBA's District and County Office of Education Legal Services or district legal counsel to ensure that the policy does not violate students' First Amendment rights to freedom of speech or expression. For more information regarding freedom of speech or expression, see BP 5145.2 - Freedom of Speech/Expression.

A student may also be subject to discipline, in accordance with law, Board policy, or administrative regulation, for off-campus use of a mobile communication device which poses a threat or danger to the safety of students, staff, or district property or substantially disrupts school activities.

The district will not be responsible or liable for a student's mobile communication device which is brought on campus or to a school activity and is lost, stolen, or damaged.

CSBA NOTE: Pursuant to Education Code 48901.7, as amended by AB 3216, the district's policy limiting or prohibiting student use of smartphones while at a school site or under the supervision and control of district employee(s) is required to be updated every five years.

The Board shall review and, as necessary, update this policy at least once every five years. Any such review or update shall include significant stakeholder participation to ensure that the policy is responsive to the unique needs and desires of the school community.

# CSBA UPDATE CHECKLIST

District Name: Hamilton Unified School District

Contact Name: Courtney Carrier Phone: 530-826-3261 Email: ccarrier@hudschools.org

POLICY	TITLE	OPTIONS/BLANKS	ADOPT DATE
BP 5131.8	Mobile Communication Devices	OPTION 1  OPTION 2	

## HAMILTON UNIFIED SCHOOL DISTRICT

<b>Agenda Item Number:</b> 11. a	<b>Date:</b> February 25, 2026
<b>Agenda Item Description:</b> Approve Resolution authorizing the transfer of funds from the General Fund (01) to the Special Reserve Fund for Capital Outlay Projects (40).	
<b>Background:</b> Since 2023-24, the district has been transferring \$400,000 annually from the General Fund (01) to the Special Reserve Fund for Capital Outlay Projects (40) to help fund capital projects throughout the district. An additional \$500,000 will be transferred to Fund 40 in 2025-26 which will be used for the upcoming Hamilton High School Track and Field project.	
<b>Status:</b> Pending board approval.	
<b>Fiscal Impact:</b> Decreasing the General Fund (01) by \$500,000 while increasing the Special Reserve Fund for Capital Outlay Projects (40) by \$500,000.	
<b>Educational Impact:</b> N/A	
<b>Recommendation:</b> Recommend board approve the Resolution authorizing the transfer of funds from the General Fund (01) to the Special Reserve Fund for Capital Outlay Projects (40).	

# RESOLUTION NO. 25-26-107

## RESOLUTION OF THE GOVERNING BOARD OF THE HAMILTON UNIFIED SCHOOL DISTRICT AUTHORIZING THE TRANSFER OF FUNDS FROM THE GENERAL FUND (01) TO THE SPECIAL RESERVE FUND FOR CAPITAL OUTLAY PROJECTS (40)

**WHEREAS**, the Governing Board of the Hamilton Unified School District has determined that it is necessary to provide for the construction of capital facilities; and

**WHEREAS**, Education Code Section 42840 allows the Governing Board to provide for the accumulation of funds for capital outlay purposes in a Special Reserve Fund; and

**WHEREAS**, Education Code Section 42842 provides that the Governing Board may, by resolution, transfer to the Special Reserve Fund any money in the General Fund of the District not required for other purposes; and

**WHEREAS**, the District has identified a surplus in the General Fund (Fund 01) in the amount of \$500,000 that is not required for current operating purposes;

**NOW, THEREFORE, BE IT RESOLVED**, by the Governing Board of the Hamilton Unified School District as follows:

1. **Authorization of Transfer:** The Board hereby authorizes the permanent transfer of \$500,000 from the General Fund (Fund 01) to the Special Reserve Fund for Capital Outlay Projects (Fund 40).
2. **Accounting Treatment:** The transfer shall be recorded using Object Code 7619 (Interfund Transfers Out) for Fund 01 and Object Code 8919 (Interfund Transfers In) for Fund 40, in accordance with the California School Accounting Manual.
3. **Specified Purpose:** The funds so transferred are to be used specifically for the Hamilton High School Track and Field project and shall remain in Fund 40 until such time as the Governing Board authorizes their expenditure for said purpose.
4. **Authorized Signatories:** The District Superintendent and/or the Chief Business Official are hereby authorized to execute any and all documents and to take all actions necessary to effectuate this transfer.

**PASSED AND ADOPTED** this 25<sup>th</sup> day of February, 2026, by the following vote:

**AYES:** \_\_\_\_\_ **NOES:** \_\_\_\_\_ **ABSENT:** \_\_\_\_\_ **ABSTAIN:** \_\_\_\_\_

I, Rod Boone, Clerk/Secretary of the Governing Board, do hereby certify that the foregoing is a full, true, and correct copy of a resolution passed and adopted by the Board at a regularly called and conducted meeting held on said date.

\_\_\_\_\_  
Clerk/Secretary of the Governing Board

HAMILTON UNIFIED SCHOOL DISTRICT

<b>Agenda Item Number:</b> 11. b	<b>Date:</b> 2/25/2026
<b>Agenda Item Description:</b> Review and Accept the June 30, 2025 Audit Report.	
<b>Background:</b> An annual independent financial audit is required of all K-12 local educational agencies in California. Audits of the prior fiscal year must be filed with the California Department of Education, the California State Controller’s Office, and the local County Superintendent by December 15 each year. GCOE requested the audit deadline be extended to January 31, 2026 and it was approved by the California State Controller’s Office. The 2024-25 independent audit is being brought to the February board meeting for review and acceptance. The auditors believe the financial statements present fairly, in all material aspects, the financial position of the district as of June 30, 2025. There are no audit findings.	
<b>Status:</b> Pending board review and acceptance.	
<b>Fiscal Impact:</b> There were no financial statement audit findings thus no financial impact.	
<b>Educational Impact:</b> The effective management of the District’s resources allows our students a safe, rigorous, and engaging educational experience that promotes student academic success, respect, and citizenship in a caring environment.	
<b>Recommendation:</b> Recommend board review and accept the June 30, 2025 Audit Report.	

# HAMILTON UNIFIED SCHOOL DISTRICT

AUDIT REPORT  
JUNE 30, 2025



**HAMILTON UNIFIED SCHOOL DISTRICT  
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JUNE 30, 2025**

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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, each major fund, and the aggregate remaining fund information of the Hamilton Unified School District, as of and for the year ended June 30, 2025, 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, each major fund, and the aggregate remaining fund information of the Hamilton Unified School District, as of June 30, 2025, 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.

##### ***Emphasis of Matter***

###### *Change in Accounting Principle*

As described in Note 1 to the financial statements, the Hamilton Unified School District adopted new accounting guidance, Governmental Accounting Standards Board (GASB) Statement No. 101, *Compensated Absences*. Our opinion is not modified with respect to this matter.

##### ***Responsibilities of Management for the Financial Statements***

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

### ***Responsibilities of Management for the Financial Statements (continued)***

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.

### ***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 and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

### **Supplementary Information**

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the 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 or to 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 27, 2026 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.



San Diego, California  
January 27, 2026

# HAMILTON UNIFIED SCHOOL DISTRICT MANAGEMENT'S DISCUSSION AND ANALYSIS

## INTRODUCTION

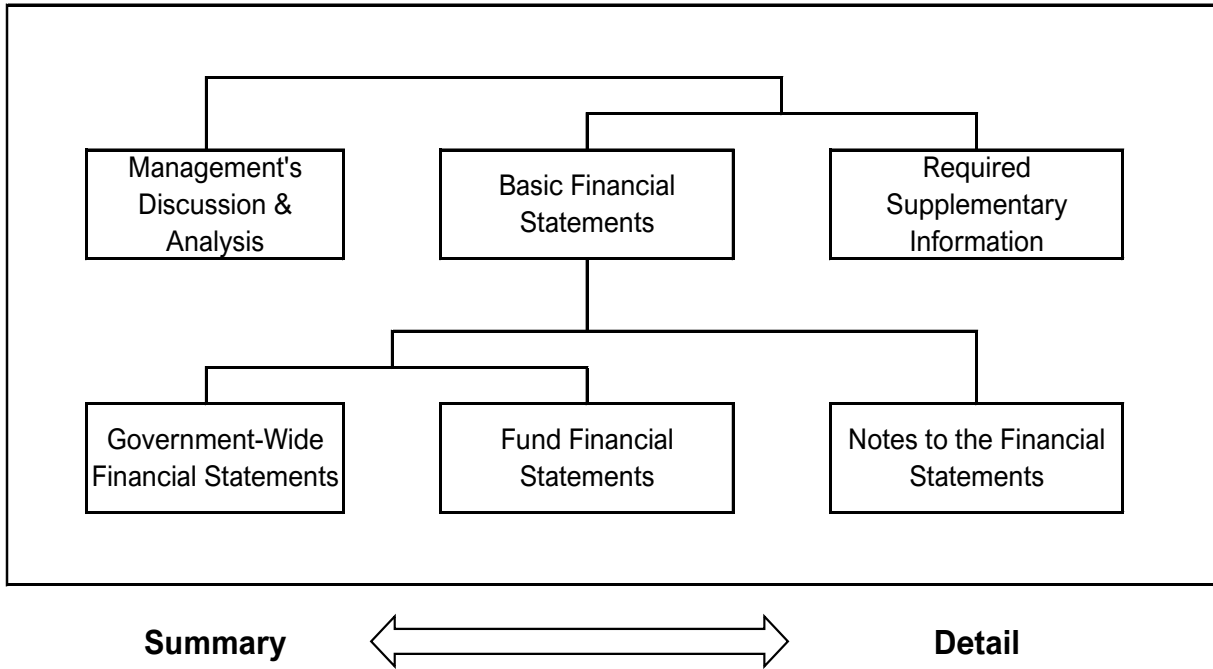
Our discussion and analysis of Hamilton Unified School District's (District) financial performance provides an overview of the District's financial activities for the fiscal year ended June 30, 2025. It should be read in conjunction with the District's financial statements, which follow this section.

## FINANCIAL HIGHLIGHTS

- The District's net position was \$5,992,155 at June 30, 2025. This was an increase of \$280,879 from the prior year, after restatement.
- Overall revenues were \$15,972,709 which exceeded expenses of \$15,691,830

## OVERVIEW OF FINANCIAL STATEMENTS

### Components of the Financial Section



**HAMILTON UNIFIED SCHOOL DISTRICT  
MANAGEMENT’S DISCUSSION AND ANALYSIS, continued  
FOR THE YEAR ENDED JUNE 30, 2025**

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**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.

**HAMILTON UNIFIED SCHOOL DISTRICT  
MANAGEMENT'S DISCUSSION AND ANALYSIS, continued  
FOR THE YEAR ENDED JUNE 30, 2025**

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**FINANCIAL ANALYSIS OF THE ENTITY AS A WHOLE**

**Net Position**

The District's net position was \$5,992,155 at June 30, 2025, as reflected in the table below. Of this amount, \$(3,264,969) 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.

	<b>Governmental Activities</b>		
	<b>2025</b>	<b>2024</b>	<b>Net Change</b>
<b>ASSETS</b>			
Current and other assets	\$ 15,181,062	\$ 10,379,404	\$ 4,801,658
Capital assets	11,103,158	10,462,996	640,162
<b>Total Assets</b>	<b>26,284,220</b>	<b>20,842,400</b>	<b>5,441,820</b>
<b>DEFERRED OUTFLOWS OF RESOURCES</b>	<b>4,901,747</b>	<b>5,016,096</b>	<b>(114,349)</b>
<b>LIABILITIES</b>			
Current liabilities	2,771,288	1,966,395	804,893
Long-term liabilities	20,908,651	15,894,593	5,014,058
<b>Total Liabilities</b>	<b>23,679,939</b>	<b>17,860,988</b>	<b>5,818,951</b>
<b>DEFERRED INFLOWS OF RESOURCES</b>	<b>1,513,873</b>	<b>1,491,975</b>	<b>21,898</b>
<b>NET POSITION</b>			
Net investment in capital assets	6,519,926	6,040,699	479,227
Restricted	2,737,198	4,537,519	(1,800,321)
Unrestricted	(3,264,969)	(4,072,685)	807,716
<b>Total Net Position</b>	<b>\$ 5,992,155</b>	<b>\$ 6,505,533</b>	<b>\$ (513,378)</b>

**HAMILTON UNIFIED SCHOOL DISTRICT  
MANAGEMENT'S DISCUSSION AND ANALYSIS, continued  
FOR THE YEAR ENDED JUNE 30, 2025**

**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.

	<b>Governmental Activities</b>		
	<b>2025</b>	<b>2024</b>	<b>Net Change</b>
<b>REVENUES</b>			
Program revenues			
Charges for services	\$ 214,839	\$ 192,236	\$ 22,603
Operating grants and contributions	2,782,977	3,735,050	(952,073)
General revenues			
Property taxes	2,174,672	2,100,348	74,324
Unrestricted federal and state aid	9,473,932	9,020,281	453,651
Other	1,326,289	357,741	968,548
<b>Total Revenues</b>	<b>15,972,709</b>	<b>15,405,656</b>	<b>567,053</b>
<b>EXPENSES</b>			
Instruction	7,164,701	7,523,179	(358,478)
Instruction-related services	2,224,665	1,532,325	692,340
Pupil services	1,658,204	1,588,905	69,299
General administration	1,061,345	1,049,241	12,104
Plant services	1,234,220	1,368,096	(133,876)
Ancillary services	384,841	388,635	(3,794)
Debt service	198,355	134,459	63,896
Other outgo	1,765,499	1,191,744	573,755
<b>Total Expenses</b>	<b>15,691,830</b>	<b>14,776,584</b>	<b>915,246</b>
<b>Change in net position</b>	<b>280,879</b>	<b>629,072</b>	<b>(348,193)</b>
<b>Net Position - Beginning, as Restated</b>	<b>5,711,276</b>	<b>5,876,461</b>	<b>(165,185)</b>
<b>Net Position - Ending</b>	<b>\$ 5,992,155</b>	<b>\$ 6,505,533</b>	<b>\$ (513,378)</b>

*\*Beginning net position was restated for the 2025 year only.*

The cost of all our governmental activities this year was \$15,691,830 (refer to the table above). The amount that our taxpayers ultimately financed for these activities through taxes was only \$2,174,672 because a portion of the cost was paid by other governments and organizations who subsidized certain programs with grants and contributions.

**HAMILTON UNIFIED SCHOOL DISTRICT  
MANAGEMENT’S DISCUSSION AND ANALYSIS, continued  
FOR THE YEAR ENDED JUNE 30, 2025**

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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.

	<b>Net Cost of Services</b>	
	<b>2025</b>	<b>2024</b>
Instruction	\$ 5,698,623	\$ 5,239,019
Instruction-related services	2,059,873	1,301,433
Pupil services	808,482	715,184
General administration	1,061,251	1,006,702
Plant services	1,178,679	1,365,224
Ancillary services	10,253	23,662
Debt service	198,355	134,459
Transfers to other agencies	1,678,498	1,063,615
<b>Total</b>	<b>\$ 12,694,014</b>	<b>\$ 10,849,298</b>

**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 \$13,810,432, which is more than last year’s ending fund balance of \$8,680,780. The District’s General Fund had \$48,579 more in operating revenues than expenditures for the year ended June 30, 2025. The District’s Building Fund had \$82,015 less in operating revenues than expenditures for the year ended June 30, 2025, in addition to \$4,800,000 of net financing sources largely related to new GO Bond issuance.

**CURRENT YEAR BUDGET 2024-2025**

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.

**HAMILTON UNIFIED SCHOOL DISTRICT  
MANAGEMENT’S DISCUSSION AND ANALYSIS, continued  
FOR THE YEAR ENDED JUNE 30, 2025**

**CAPITAL ASSETS AND LONG-TERM LIABILITIES**

**Capital Assets**

By the end of 2024-2025 the District had invested \$11,103,158 in capital assets, net of accumulated depreciation.

	Governmental Activities		
	2025	2024	Net Change
<b>CAPITAL ASSETS</b>			
Land	\$ 1,486,608	\$ 1,486,608	\$ -
Construction in progress	902,577	796,845	105,732
Land improvements	726,796	726,796	-
Buildings & improvements	11,719,571	10,795,350	924,221
Furniture & equipment	6,443,990	6,048,776	395,214
Less: Accumulated depreciation	(10,176,384)	(9,391,379)	(785,005)
<b>Total</b>	<b>\$ 11,103,158</b>	<b>\$ 10,462,996</b>	<b>\$ 640,162</b>

**Long-Term Liabilities**

At year-end, the District had \$20,908,651 in long-term liabilities, an increase of 25.29% from last years restated balance – 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		
	2025	2024	Net Change
<b>LONG-TERM LIABILITIES</b>			
Total general obligation bonds	\$ 7,073,829	\$ 1,967,766	\$ 5,106,063
Financed purchases	2,471,101	2,648,244	(177,143)
Early retirement incentive	25,566	69,821	(44,255)
Compensated absences*	1,099,605	834,084	265,521
Total OPEB liability	3,780,478	3,463,556	316,922
Net pension liability	7,827,980	7,942,400	(114,420)
Less: current portion of long-term liabilities	(1,369,908)	(237,021)	(1,132,887)
<b>Total</b>	<b>\$ 20,908,651</b>	<b>\$ 16,688,850</b>	<b>\$ 4,219,801</b>

\*Compensated Absences for 2024 was restated in order to record the District’s compensated absences in accordance with GASB Statement No. 101 which supersedes GASB Statement No. 16 for the year ended June 30, 2025.

**ECONOMIC FACTORS AND NEXT YEAR’S BUDGET**

Several economic and fiscal factors could influence the Charter’s financial condition in the coming year, including continued enrollment declines, uncertain federal and state revenues, high pension obligations, and a cooling California economy.

**Long-Term Declining Enrollment**

California’s K–12 system continues to experience enrollment decline. Statewide enrollment fell another 0.5% in 2024–25 to about 5.8 million students, roughly 420,000 fewer than a decade ago. The Department of Finance projects an additional 586,000-student decline by 2033–34. Lower birth rates, high housing costs, and out-migration are key drivers, along with growing competition from charter and private schools. Because many costs—such as staffing and facilities—cannot easily adjust, revenue loss from declining Average Daily Attendance (ADA) creates structural fiscal challenges that require multi-year planning.

**HAMILTON UNIFIED SCHOOL DISTRICT  
MANAGEMENT’S DISCUSSION AND ANALYSIS, continued  
FOR THE YEAR ENDED JUNE 30, 2025**

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**ECONOMIC FACTORS AND NEXT YEAR’S BUDGET (continued)**

**Revenue Uncertainties**

- **Status of Proposition 98:** The 2025–26 State Budget sets the Proposition 98 guarantee at \$114.6 billion, slightly below earlier projections. To maintain K–12 funding commitments amid weaker tax receipts, the State relied on reserve drawdowns, internal borrowing, and limited deferrals. The outlook remains fragile since Proposition 98 revenues are highly sensitive to income-tax and capital-gains fluctuations. A market slowdown could trigger future adjustments. The Legislative Analyst’s Office urges districts to budget cautiously and preserve flexibility given ongoing volatility.
- **Federal Funding Uncertainties:** Federal funding for K–12 education remains uncertain heading into 2025–26. Several large federal programs—including Title I, Title II, IDEA, and after-school and enrichment grants—face potential reductions or delays under current federal budget proposals and continuing appropriations negotiations. The U.S. Department of Education has also paused or delayed disbursement of certain previously approved formula and competitive grants, creating short-term cash-flow and planning challenges for districts. Analyses by nonpartisan agencies such as the Congressional Budget Office and the Learning Policy Institute note that up to \$5–6 billion in K-12 formula funds nationwide remain at risk of reduction or deferral if congressional appropriations are not finalized. While districts are expected to continue receiving baseline allocations during temporary funding resolutions, long-term federal support levels for education could decline modestly in real terms, requiring districts to plan for possible funding interruptions or reductions in future years.

**Pension Liabilities and Employer Rates**

The Charter participates in CalSTRS and CalPERS, both of which remain underfunded and continue to exert upward pressure on budgets. For 2025–26, the CalSTRS employer rate is 19.10%, and the CalPERS Schools Pool rate is 26.81%. These elevated rates—well above pre-2014 levels—will likely persist through the decade as both systems address unfunded liabilities. The Charter must continue to account for escalating pension costs in long-range projections.

**Economic and Market Conditions**

California’s economy has cooled following its post-pandemic rebound. High interest rates, weaker venture investment, and commercial-real-estate softness have slowed growth, especially in tech-dependent regions. The UCLA Anderson Forecast (Fall 2025) expects subdued growth into 2026, with unemployment near 5%. Inflation has eased, but interest-rate uncertainty continues to constrain housing and business investment.

Because the State’s tax base depends heavily on capital-gains income, stock-market volatility remains a major risk to General Fund and Proposition 98 revenues. Fiscal advisors therefore recommend that districts maintain prudent reserves and avoid long-term commitments based on one-time revenue gains.

**Summary**

Declining enrollment, volatile revenues, persistent pension costs, and broader economic uncertainty all contribute to a challenging fiscal environment for California school districts. The Charter’s 2025–26 budget reflects these conditions through conservative revenue assumptions, strong reserves, and continued monitoring of State fiscal trends.

**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.

**HAMILTON UNIFIED SCHOOL DISTRICT  
STATEMENT OF NET POSITION  
JUNE 30, 2025**

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	<b>Governmental Activities</b>
<b>ASSETS</b>	
Cash and investments	\$ 14,299,776
Accounts receivable	852,425
Inventory	7,315
Prepaid expenses	21,546
Capital assets:	
Capital assets, not depreciated	2,389,185
Capital assets, net of accumulated depreciation	8,713,973
<b>Total Assets</b>	<u>26,284,220</u>
<b>DEFERRED OUTFLOWS OF RESOURCES</b>	
Deferred outflows related to pensions	3,293,333
Deferred outflows related to OPEB	1,608,414
<b>Total Deferred Outflows of Resources</b>	<u>4,901,747</u>
<b>LIABILITIES</b>	
Accrued liabilities	1,225,801
Unearned revenue	175,579
Long-term liabilities, current portion	1,369,908
Long-term liabilities, non-current portion	20,908,651
<b>Total Liabilities</b>	<u>23,679,939</u>
<b>DEFERRED INFLOWS OF RESOURCES</b>	
Deferred inflows related to pensions	789,321
Deferred inflows related to OPEB	724,552
<b>Total Deferred Inflows of Resources</b>	<u>1,513,873</u>
<b>NET POSITION</b>	
Net investment in capital assets	6,519,926
Restricted:	
Capital projects	244,199
Debt service	(30,750)
Educational programs	1,864,022
Food service	454,100
Associated student body	205,627
Unrestricted	(3,264,969)
<b>Total Net Position</b>	<u>\$ 5,992,155</u>

**HAMILTON UNIFIED SCHOOL DISTRICT  
STATEMENT OF ACTIVITIES  
FOR THE YEAR ENDED JUNE 30, 2025**

Function/Programs	Expenses	Program Revenues		Net (Expenses) Revenues and Changes in Net Position
		Charges for Services	Operating Grants and Contributions	Governmental Activities
<b>GOVERNMENTAL ACTIVITIES</b>				
Instruction	\$ 7,164,701	\$ 17,833	\$ 1,448,245	\$ (5,698,623)
Instruction-related services				
Instructional supervision and administration	638,315	-	-	(638,315)
Instructional library, media, and technology	264,576	47,891	13,087	(203,598)
School site administration	1,321,774	872	102,942	(1,217,960)
Pupil services				
Home-to-school transportation	327,382	-	-	(327,382)
Food services	897,303	2,568	847,154	(47,581)
All other pupil services	433,519	-	-	(433,519)
General administration				
All other general administration	1,061,345	94	-	(1,061,251)
Plant services	1,234,220	3	55,538	(1,178,679)
Ancillary services	384,841	145,578	229,010	(10,253)
Interest on long-term debt	198,355	-	-	(198,355)
Other outgo	1,765,499	-	87,001	(1,678,498)
<b>Total Governmental Activities</b>	<b>\$ 15,691,830</b>	<b>\$ 214,839</b>	<b>\$ 2,782,977</b>	<b>(12,694,014)</b>
General revenues				
Taxes and subventions				
Property taxes, levied for general purposes				1,775,880
Property taxes, levied for debt service				398,792
Federal and state aid not restricted for specific purposes				9,473,932
Interest and investment earnings				424,377
Interagency revenues				23,000
Miscellaneous				878,912
<b>Subtotal, General Revenue</b>				<b>12,974,893</b>
<b>CHANGE IN NET POSITION</b>				<b>280,879</b>
<b>Net Position - Beginning, as Restated</b>				<b>5,711,276</b>
<b>Net Position - Ending</b>				<b>\$ 5,992,155</b>

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

**HAMILTON UNIFIED SCHOOL DISTRICT  
GOVERNMENTAL FUNDS  
BALANCE SHEET  
JUNE 30, 2025**

	General Fund	Building Fund	Non-Major Governmental Funds	Total Governmental Funds
<b>ASSETS</b>				
Cash and investments	\$ 6,682,631	\$ 4,920,739	\$ 2,696,406	\$ 14,299,776
Accounts receivable	552,887	44,459	255,079	852,425
Due from other funds	19,686	-	-	19,686
Stores inventory	-	-	7,315	7,315
Prepaid expenditures	21,546	-	-	21,546
<b>Total Assets</b>	<b>\$ 7,276,750</b>	<b>\$ 4,965,198</b>	<b>\$ 2,958,800</b>	<b>\$ 15,200,748</b>
<b>LIABILITIES</b>				
Accrued liabilities	\$ 1,133,662	\$ 3,500	\$ 57,889	\$ 1,195,051
Due to other funds	-	-	19,686	19,686
Unearned revenue	166,822	-	8,757	175,579
<b>Total Liabilities</b>	<b>1,300,484</b>	<b>3,500</b>	<b>86,332</b>	<b>1,390,316</b>
<b>FUND BALANCES</b>				
Nonspendable	31,546	-	7,365	38,911
Restricted	1,659,178	4,961,698	1,108,770	7,729,646
Assigned	943,932	-	1,756,333	2,700,265
Unassigned	3,341,610	-	-	3,341,610
<b>Total Fund Balances</b>	<b>5,976,266</b>	<b>4,961,698</b>	<b>2,872,468</b>	<b>13,810,432</b>
<b>Total Liabilities and Fund Balances</b>	<b>\$ 7,276,750</b>	<b>\$ 4,965,198</b>	<b>\$ 2,958,800</b>	<b>\$ 15,200,748</b>

**HAMILTON UNIFIED SCHOOL DISTRICT  
RECONCILIATION OF THE GOVERNMENTAL FUNDS BALANCE SHEET TO THE STATEMENT OF NET  
POSITION  
JUNE 30, 2025**

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**Total Fund Balance - Governmental Funds** \$ 13,810,432

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 funds, only current assets are reported. In the statement of net position, all assets are reported, including capital assets and accumulated depreciation:

Capital assets	\$ 21,279,542	
Accumulated depreciation	<u>(10,176,384)</u>	11,103,158

Unmatured interest on long-term debt:

In governmental funds, 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 unmaturing interest owing at the end of the period was:

(30,750)

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	\$ 7,073,829	
Financed purchases	2,471,101	
Early retirement incentive	25,566	
Compensated absences	1,099,605	
Total OPEB liability	3,780,478	
Net pension liability	<u>7,827,980</u>	(22,278,559)

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 related to pensions	\$ 3,293,333	
Deferred inflows of resources related to pensions	<u>(789,321)</u>	2,504,012

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	\$ 1,608,414	
Deferred inflows of resources related to OPEB	<u>(724,552)</u>	883,862

**Total Net Position - Governmental Activities** \$ 5,992,155

**HAMILTON UNIFIED SCHOOL DISTRICT  
GOVERNMENTAL FUNDS  
STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCES  
FOR THE YEAR ENDED JUNE 30, 2025**

	General Fund	Building Fund	Non-Major Governmental Funds	Total Governmental Funds
<b>REVENUES</b>				
LCFF sources	\$ 10,993,073	\$ -	\$ -	\$ 10,993,073
Federal sources	227,561	-	617,284	844,845
Other state sources	2,202,098	-	787,680	2,989,778
Other local sources	773,223	143,058	851,358	1,767,639
<b>Total Revenues</b>	<b>14,195,955</b>	<b>143,058</b>	<b>2,256,322</b>	<b>16,595,335</b>
<b>EXPENDITURES</b>				
Current				
Instruction	7,168,428	-	419,310	7,587,738
Instruction-related services				
Instructional supervision and administration	1,919	-	-	1,919
Instructional library, media, and technology	269,239	-	-	269,239
School site administration	1,287,367	-	122,340	1,409,707
Pupil services				
Home-to-school transportation	186,869	-	-	186,869
Food services	60,818	-	819,202	880,020
All other pupil services	463,583	-	-	463,583
General administration				
All other general administration	944,858	-	11,921	956,779
Plant services	1,132,299	-	397	1,132,696
Facilities acquisition and construction	825,450	22,700	329,133	1,177,283
Ancillary services	5,500	-	359,416	364,916
Transfers to other agencies	1,563,126	-	-	1,563,126
Debt service				
Principal	177,143	-	-	177,143
Interest and other	60,777	202,373	149,668	412,818
<b>Total Expenditures</b>	<b>14,147,376</b>	<b>225,073</b>	<b>2,211,387</b>	<b>16,583,836</b>
<b>Excess (Deficiency) of Revenues Over Expenditures</b>	<b>48,579</b>	<b>(82,015)</b>	<b>44,935</b>	<b>11,499</b>
<b>Other Financing Sources (Uses)</b>				
Transfers in	-	50,000	475,000	525,000
Other sources	-	4,800,000	318,153	5,118,153
Transfers out	(525,000)	-	-	(525,000)
<b>Net Financing Sources (Uses)</b>	<b>(525,000)</b>	<b>4,850,000</b>	<b>793,153</b>	<b>5,118,153</b>
<b>NET CHANGE IN FUND BALANCE</b>	<b>(476,421)</b>	<b>4,767,985</b>	<b>838,088</b>	<b>5,129,652</b>
<b>Fund Balance - Beginning</b>	<b>6,452,687</b>	<b>193,713</b>	<b>2,034,380</b>	<b>8,680,780</b>
<b>Fund Balance - Ending</b>	<b>\$ 5,976,266</b>	<b>\$ 4,961,698</b>	<b>\$ 2,872,468</b>	<b>\$ 13,810,432</b>

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

**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, 2025**

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**Net Change in Fund Balances - Governmental Funds** \$ 5,129,652

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:	\$	1,425,167	
Depreciation expense:		<u>(785,005)</u>	640,162

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 liabilities. Expenditures for repayment of the principal portion of long-term debt were: 177,143

Debt proceeds:

In governmental funds, proceeds from debt are recognized as Other Financing Sources. In the government-wide statements, proceeds from debt are reported as increases to liabilities. Amounts recognized in governmental funds as proceeds from debt, net of issue premium or discount, were: (5,118,153)

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: (265,521)

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: (599,793)

*(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, 2025**

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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: 261,044

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 incurred for such obligations were: 44,255

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 amortized over the life of the debt. Amortization of premium or discount for the period is: 12,090

<b>Change in Net Position of Governmental Activities</b>		<b>\$ 280,879</b>
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**HAMILTON UNIFIED SCHOOL DISTRICT  
NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2025**

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**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. 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.

NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

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.

**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*).

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*).

**NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)**

**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).

**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.

**NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)**

**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.

**NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)**

**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 fund-type 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:

<u>Asset Class</u>	<u>Estimated Useful Life</u>
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**

In accordance with GASB Statement No. 101, *Compensated Absences*, accumulated unpaid employee vacation and sick leave benefits are accrued as a liability in the government-wide financial statements as the benefits are earned, provided they accumulate and are more likely than not to be used or paid. The measurement of this liability includes estimated salary amounts and the employer’s share of related taxes and benefits, as applicable, that are directly related to these compensated absences.

**NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)**

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

**Compensated Absences (continued)**

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 resources. These amounts are recorded in the fund from which the employees who have accumulated leave are paid. For accumulated sick leave benefits, a liability is recognized for the portion that employees have earned and that are more likely than not to be used or paid. The District's policy for sick leave recognition aligns with this criterion, accruing the liability based on historical usage patterns and other relevant factors.

**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, 2024
Measurement Period	July 1, 2023 to June 30, 2024

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.

**NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)**

**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 self-imposed 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.

**NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)**

**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.

**HAMILTON UNIFIED SCHOOL DISTRICT  
NOTES TO FINANCIAL STATEMENTS, continued  
JUNE 30, 2025**

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**NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)**

**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. 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 implemented this Statement as of June 30, 2025.

**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 implemented this Statement as of June 30, 2025.

**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.

**GASB Statement No. 104** – In September 2024, GASB issued Statement No. 104, *Disclosure of Certain Capital Assets*. The objective of this Statement is to provide users of government financial statements with essential information about certain types of capital assets. The statement is effective for periods beginning after June 15, 2025. The District has not yet determined the impact on the financial statements.

**HAMILTON UNIFIED SCHOOL DISTRICT  
 NOTES TO FINANCIAL STATEMENTS, continued  
 JUNE 30, 2025**

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**NOTE 2 – CASH AND INVESTMENTS**

**A. Summary of Cash and Investments**

	<b>Governmental Activities</b>
Investment in county treasury	\$ 14,015,956
Cash on hand and in banks	273,770
Cash in revolving fund	10,050
<b>Total</b>	<b>\$ 14,299,776</b>

**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.

**HAMILTON UNIFIED SCHOOL DISTRICT  
NOTES TO FINANCIAL STATEMENTS, continued  
JUNE 30, 2025**

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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.

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

**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 \$14,006,566 and an amortized book value of \$14,015,956. 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.

**HAMILTON UNIFIED SCHOOL DISTRICT  
 NOTES TO FINANCIAL STATEMENTS, continued  
 JUNE 30, 2025**

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**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, 2025, 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, 2025 were as follows:

	<b><u>Uncategorized</u></b>
Investment in county treasury	<u>\$ 14,006,566</u>
<b>Total</b>	<b><u>\$ 14,006,566</u></b>

**HAMILTON UNIFIED SCHOOL DISTRICT  
NOTES TO FINANCIAL STATEMENTS, continued  
JUNE 30, 2025**

**NOTE 3 – ACCOUNTS RECEIVABLE**

Accounts receivable at June 30, 2025 consisted of the following:

	General Fund	Building Fund	Non-Major Governmental Funds	Governmental Activities
Federal Government				
Categorical aid	\$ 18,285	\$ -	\$ 145,322	\$ 163,607
State Government				
Apportionment	102,974	-	-	102,974
Categorical aid	43,604	-	84,092	127,696
Lottery	102,270	-	-	102,270
Local Government				
Other local sources	285,754	44,459	25,665	355,878
<b>Total</b>	<b>\$ 552,887</b>	<b>\$ 44,459</b>	<b>\$ 255,079</b>	<b>\$ 852,425</b>

**NOTE 4 – CAPITAL ASSETS**

Capital asset activity for the year ended June 30, 2025 was as follows:

	Balance July 01, 2024	Additions	Deletions	Balance June 30, 2025
<b>Governmental Activities</b>				
Capital assets not being depreciated				
Land	\$ 1,486,608	\$ -	\$ -	\$ 1,486,608
Construction in progress	796,845	551,228	445,496	902,577
Total capital assets not being depreciated	2,283,453	551,228	445,496	2,389,185
Capital assets being depreciated				
Land improvements	726,796	-	-	726,796
Buildings & improvements	10,795,350	924,221	-	11,719,571
Furniture & equipment	6,048,776	395,214	-	6,443,990
Total capital assets being depreciated	17,570,922	1,319,435	-	18,890,357
Less: Accumulated depreciation				
Land improvements	588,456	26,484	-	614,940
Buildings & improvements	6,404,409	287,794	-	6,692,203
Furniture & equipment	2,398,514	470,727	-	2,869,241
Total accumulated depreciation	9,391,379	785,005	-	10,176,384
Total capital assets being depreciated, net	8,179,543	534,430	-	8,713,973
<b>Governmental Activities Capital Assets, net</b>	<b>\$ 10,462,996</b>	<b>\$ 1,085,658</b>	<b>\$ 445,496</b>	<b>\$ 11,103,158</b>

Depreciation expense is allocated to governmental functions as follows:

<b>Governmental Activities</b>	
Instruction	\$ 484,727
Home-to-school transportation	143,314
Food services	56,310
All other pupil services	16,564
All other general administration	24,245
Plant services	59,845
<b>Total</b>	<b>\$ 785,005</b>

**HAMILTON UNIFIED SCHOOL DISTRICT  
NOTES TO FINANCIAL STATEMENTS, continued  
JUNE 30, 2025**

**NOTE 5 – INTERFUND TRANSACTIONS**

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

Individual interfund receivable and payable balances at June 30, 2025 consisted of the following:

	<b>Due To Other Funds</b>	<b>Due From Other Funds</b>	
		<b>General Fund</b>	<b>Total</b>
Non-Major Governmental Funds		19,686	19,686
<b>Total</b>		<b>\$ 19,686</b>	<b>\$ 19,686</b>
Due from the Adult Education Fund to the General Fund for indirect costs.			\$ 11,921
Due from the Cafeteria Revenue Fund to the General Fund for program costs.			7,756
<b>Total</b>			<b>\$ 19,677</b>

**B. Operating Transfers**

The interfund transfers for the year ended June 30, 2025 consisted of the following:

	<b>Interfund Transfers Out</b>	<b>Interfund Transfers In</b>		
		<b>Building Fund</b>	<b>Non-Major Governmental Funds</b>	<b>Total</b>
General Fund		\$ 50,000	\$ 475,000	\$ 525,000
<b>Total</b>		<b>\$ 50,000</b>	<b>\$ 475,000</b>	<b>\$ 525,000</b>
Transfer from the General Fund to the Deferred Maintenance Fund for indirect maintenance costs.				\$ 75,000
Transfer from the General Fund to the Building Fund for construction costs.				50,000
Transfer from the General Fund to the Special Reserve Fund for Capital Outlay Projects for construction projects adjacent to the high school.				400,000
<b>Total</b>				<b>\$ 525,000</b>

**NOTE 6 – ACCRUED LIABILITIES**

Accrued liabilities at June 30, 2025 consisted of the following:

	<b>General Fund</b>	<b>Building Fund</b>	<b>Non-Major Governmental Funds</b>	<b>District-Wide</b>	<b>Governmental Activities</b>
Payroll	\$ 244,759	\$ -	\$ 17,160	\$ -	\$ 261,919
Construction	-	3,500	27,351	-	30,851
Vendors payable	888,903	-	13,378	-	902,281
Unmatured interest	-	-	-	30,750	30,750
<b>Total</b>	<b>\$ 1,133,662</b>	<b>\$ 3,500</b>	<b>\$ 57,889</b>	<b>\$ 30,750</b>	<b>\$ 1,225,801</b>

**HAMILTON UNIFIED SCHOOL DISTRICT  
NOTES TO FINANCIAL STATEMENTS, continued  
JUNE 30, 2025**

**NOTE 7 – UNEARNED REVENUE**

Unearned revenue at June 30, 2025 consisted of the following:

	Non-Major		
	General Fund	Governmental Funds	Governmental Activities
Federal sources	\$ 23,963	\$ -	\$ 23,963
State categorical sources	142,859	8,757	151,616
<b>Total</b>	<b>\$ 166,822</b>	<b>\$ 8,757</b>	<b>\$ 175,579</b>

**NOTE 8 – LONG-TERM LIABILITIES**

A schedule of changes in long-term liabilities for the year ended June 30, 2025 consisted of the following:

	Restated			Balance June 30, 2025	Balance Due In One Year
	Balance July 01, 2024	Additions	Deductions		
<b>Governmental Activities</b>					
General obligation bonds	\$ 1,845,000	\$ 4,800,000	\$ -	\$ 6,645,000	\$ 135,000
Unamortized premium	122,766	318,153	12,090	428,829	14,756
Total general obligation bonds	1,967,766	5,118,153	12,090	7,073,829	149,756
Financed purchases	2,648,244	-	177,143	2,471,101	177,143
Early retirement incentive	69,821	-	44,255	25,566	13,404
Compensated absences*	834,084	265,521	-	1,099,605	1,029,605
Total OPEB liability	3,463,556	316,922	-	3,780,478	-
Net pension liability	7,942,400	-	114,420	7,827,980	-
<b>Total</b>	<b>\$ 16,925,871</b>	<b>\$ 5,700,596</b>	<b>\$ 347,908</b>	<b>\$ 22,278,559</b>	<b>\$ 1,369,908</b>

\*The change in the compensated absences liability is presented as a net change.

- 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.

**A. Bonded Debt**

Series	Issue Date	Maturity Date	Interest Rate	Original Issue	Bonds			Bonds
					Outstanding July 01, 2024	Additions	Deductions	Outstanding June 30, 2025
2018 Election, 2019 Series A	June 5, 2019	August 1, 2053	4.00%	\$ 2,200,000	\$ 1,845,000	\$ -	\$ -	\$ 1,845,000
2018 Election, 2024 Series B	September 12, 2024	August 1, 2054	4.00% to 5.00%	4,800,000	-	4,800,000	-	4,800,000
<b>Total</b>					<b>\$ 1,845,000</b>	<b>\$ 4,800,000</b>	<b>\$ -</b>	<b>\$ 6,645,000</b>

**HAMILTON UNIFIED SCHOOL DISTRICT  
NOTES TO FINANCIAL STATEMENTS, continued  
JUNE 30, 2025**

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**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.

In June 2019, Series 2019A, was issued 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, 2025 amounted to \$1,845,000.

In September 2024, the District issued 2018 Election, 2024 Series B general obligation bonds totaling \$4,800,000. The bonds were issued to finance the acquisition, construction, furnishing and equipping of District facilities. The Series B bonds bear interest at a rate ranging from 4.00% to 5.00% and are scheduled to mature through August 2054.

The bonds mature through 2054 as follows:

<u>Year Ended June 30,</u>	<u>Principal</u>	<u>Interest</u>	<u>Total</u>
2026	\$ 135,000	\$ 258,918	\$ 393,918
2027	65,000	285,550	350,550
2028	-	282,300	282,300
2029	-	282,300	282,300
2030	-	282,300	282,300
2031 - 2035	180,000	1,399,400	1,579,400
2036 - 2040	560,000	1,323,750	1,883,750
2041 - 2045	1,085,000	1,144,250	2,229,250
2046 - 2050	1,825,000	821,100	2,646,100
2051 - 2054	2,795,000	339,900	3,134,900
<b>Total</b>	<b>\$ 6,645,000</b>	<b>\$ 6,419,768</b>	<b>\$ 13,064,768</b>

**B. Financed Purchases**

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

<u>Year Ended June 30,</u>	<u>Lease Payment</u>
2026	\$ 237,920
2027	237,920
2028	237,920
2029	237,920
2030	237,920
2031 - 2035	1,189,600
2036 - 2037	475,840
Total minimum lease payments	2,855,040
Less amount representing interest	(383,939)
Present value of minimum lease payments	<b>\$ 2,471,101</b>

**HAMILTON UNIFIED SCHOOL DISTRICT  
 NOTES TO FINANCIAL STATEMENTS, continued  
 JUNE 30, 2025**

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**NOTE 8 – LONG-TERM LIABILITIES (continued)**

**C. Early Retirement Incentives**

The District entered into a supplementary retirement plan with the California State Teachers' Retirement System (CalSTRS) 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:

<u>Year Ended June 30,</u>	<u>Payment</u>
2026	\$ 19,042
2027	17,800
Total minimum lease payments	36,842
Less interest	(11,276)
	<u>\$ 25,566</u>

**D. Compensated Absences**

The District's restated beginning total unpaid employee compensated absences was \$834,084 and increased by a net amount of \$265,521 during the year ended June 30, 2025. The ending compensated absences at June 30, 2025 amounted to \$1,099,605. This amount is included as part of long-term liabilities in the government-wide financial statements.

**E. Other Postemployment Benefits**

The District's beginning total OPEB liability was \$3,463,556 and increased by \$316,922 during the year ended June 30, 2025. The ending total OPEB liability at June 30, 2025 was \$3,780,478. See Note 10 for additional information regarding the total OPEB liability.

**F. Net Pension Liability**

The District's beginning net pension liability was \$7,942,400 and decreased by \$114,420 during the year ended June 30, 2025. The ending net pension liability at June 30, 2025 was \$7,827,980. See Note 11 for additional information regarding the net pension liability.

**HAMILTON UNIFIED SCHOOL DISTRICT  
NOTES TO FINANCIAL STATEMENTS, continued  
JUNE 30, 2025**

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**NOTE 9 – FUND BALANCES**

Fund balances were composed of the following elements at June 30, 2025:

	General Fund	Building Fund	Non-Major Governmental Funds	Total Governmental Funds
Nonspendable				
Revolving cash	\$ 10,000	\$ -	\$ 50	\$ 10,050
Stores inventory	-	-	7,315	7,315
Prepaid expenditures	21,546	-	-	21,546
Total nonspendable	<u>31,546</u>	<u>-</u>	<u>7,365</u>	<u>38,911</u>
Restricted				
Educational programs	1,659,178	-	204,844	1,864,022
Food service	-	-	454,100	454,100
Associated student body	-	-	205,627	205,627
Capital projects	-	4,961,698	244,199	5,205,897
Total restricted	<u>1,659,178</u>	<u>4,961,698</u>	<u>1,108,770</u>	<u>7,729,646</u>
Assigned				
Other Assignments	943,932	4,961,698	1,756,333	7,661,963
Total assigned	<u>943,932</u>	<u>-</u>	<u>1,756,333</u>	<u>2,700,265</u>
Unassigned	3,341,610	-	-	3,341,610
<b>Total</b>	<u>\$ 5,976,266</u>	<u>\$ 4,961,698</u>	<u>\$ 2,872,468</u>	<u>\$ 13,810,432</u>

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.

**HAMILTON UNIFIED SCHOOL DISTRICT  
 NOTES TO FINANCIAL STATEMENTS, continued  
 JUNE 30, 2025**

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**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, 2024, the District contributed \$51,446 to the Plan, all of which was used for current premiums. There is no actuarially determined contribution, nor any contribution requirement established by statute or contract. The District’s contribution is currently based on a projected pay as-you-go funding method, that is, benefits are payable when due.

**D. Plan Membership**

Membership of the Plan consisted of the following:

	<b><u>Number of participants</u></b>
Inactive employees receiving benefits	3
Inactive employees entitled to but not receiving benefits*	-
Participating active employees	<u>65</u>
<b>Total number of participants**</b>	<b><u>68</u></b>

\*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 \$3,780,478 was measured as of June 30, 2024 and was determined by an actuarial valuation as of June 30, 2023.

**HAMILTON UNIFIED SCHOOL DISTRICT  
NOTES TO FINANCIAL STATEMENTS, continued  
JUNE 30, 2025**

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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, 2024.

**Assumptions:**

Salary increases	3.00%
Inflation rate	2.50%
Discount rate	3.97%
Healthcare cost trend rate	5.20%

Mortality rates, for Certificated employees, were based on the most recent experience study for CalSTRS members. Mortality rates, for non-Certificated employees, were based on the most recent experience study for CalPERS 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**

	<u>June 30, 2025</u>
<b>Total OPEB Liability</b>	
Service cost	\$ 259,079
Interest on total OPEB liability	142,710
Changes of benefit terms	(33,421)
Benefits payments	<u>(51,446)</u>
Net change in total OPEB liability	316,922
Total OPEB liability - beginning	<u>3,463,556</u>
Total OPEB liability - ending	<u>\$ 3,780,478</u>
Covered-employee payroll	\$ 5,711,451
District's total OPEB liability as a percentage of covered-employee payroll	66.19%

**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:

	<b>1% Decrease</b>	<b>Valuation Discount Rate</b>	<b>1% Increase</b>
	<b>(2.97%)</b>	<b>(3.97%)</b>	<b>(4.97%)</b>
Total OPEB liability	\$ 4,093,942	\$ 3,780,478	\$ 3,488,797

**HAMILTON UNIFIED SCHOOL DISTRICT  
NOTES TO FINANCIAL STATEMENTS, continued  
JUNE 30, 2025**

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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:

	<b>1% Decrease (4.20%)</b>	<b>Healthcare Cost Trend Rate (5.20%)</b>	<b>1% Increase (6.20%)</b>
Total OPEB liability	\$ 3,341,322	\$ 3,780,478	\$ 4,299,655

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

For the year ended June 30, 2025, the Hamilton Unified School District recognized OPEB expense of \$561,091. At June 30, 2025, the Hamilton Unified School District reported deferred outflows of resources related to OPEB from the following sources:

	<b>Deferred Outflows of Resources</b>	<b>Deferred Inflows of Resources</b>
Differences between expected and actual experience	\$ 588,571	\$ 474,487
Changes in assumptions	946,543	250,065
District contributions subsequent to the measurement date	73,300	-
<b>Total</b>	<b>\$ 1,608,414</b>	<b>\$ 724,552</b>

The \$73,300 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, 2026. 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:

<b>Year Ended June 30,</b>	<b>Deferred Outflows of Resources</b>	<b>Deferred Inflows of Resources</b>
2026	\$ 245,022	\$ 85,720
2027	245,022	85,720
2028	245,022	85,720
2029	179,993	85,720
2030	104,828	85,720
Thereafter	515,227	295,952
<b>Total</b>	<b>\$ 1,535,114</b>	<b>\$ 724,552</b>

**HAMILTON UNIFIED SCHOOL DISTRICT  
 NOTES TO FINANCIAL STATEMENTS, continued  
 JUNE 30, 2025**

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**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:

	<u>Net pension liability</u>	<u>Deferred outflows related to pensions</u>	<u>Deferred inflows related to pensions</u>	<u>Pension expense</u>
CalSTRS Pension	\$ 4,562,061	\$ 2,114,735	\$ 739,896	\$ 665,616
CalPERS Pension	3,265,919	1,178,598	49,425	469,995
<b>Total</b>	<b>\$ 7,827,980</b>	<b>\$ 3,293,333</b>	<b>\$ 789,321</b>	<b>\$ 1,135,611</b>

**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 annual comprehensive financial report that includes financial statements and required supplementary information. Copies of the CalSTRS annual financial report may be obtained from CalSTRS, P.O. Box 15275, Sacramento, CA 95851-0275.

**Benefits Provided**

The CalSTRS defined benefit plan has two benefit formulas:

1. CalSTRS 2% at 60: Members first hired on or before December 31, 2012, to perform service that could be creditable to CalSTRS. CalSTRS 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. CalSTRS 2% at 62: Members first hired on or after January 1, 2013, to perform service that could be creditable to CalSTRS. CalSTRS 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 CalSTRS 2% at 60 and 2% at 62 members are required to contribute 10.25% and 10.205% of their salary for fiscal year 2025, 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 CalSTRS Teachers' Retirement Board. The required employer contribution rate for fiscal year 2025 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 \$852,419 for the year ended June 30, 2025.

**HAMILTON UNIFIED SCHOOL DISTRICT  
NOTES TO FINANCIAL STATEMENTS, continued  
JUNE 30, 2025**

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**NOTE 11 – PENSION PLANS (continued)**

**A. California State Teachers’ Retirement System (CalSTRS) (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 \$422,641 to CalSTRS.

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

At June 30, 2025, the District reported a liability for its proportionate share of the net pension liability that reflected a reduction for State pension support provided to the District. The amount recognized by the District as its proportionate share of the net pension liability, the related State support, and the total portion of the net pension liability that was associated with the District were as follows:

District's proportionate share of the net pension liability	\$	4,562,061
State's proportionate share of the net pension liability associated with the District		<u>2,093,121</u>
<b>Total</b>	<b>\$</b>	<b><u>6,655,182</u></b>

The net pension liability was measured as of June 30, 2024, 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, 2023 and rolling forward the total pension liability to June 30, 2024. The District’s proportion of the net pension liability was based on a projection of the District’s long-term share of contributions to the pension plan relative to the projected contributions of all participating school districts, actuarially determined. At June 30, 2024, the District’s proportion was 0.007 percent, which was an increase of 0.001 percent from its proportion measured as of June 30, 2023.

For the year ended June 30, 2025, the District recognized pension expense of \$665,616. In addition, the District recognized pension expense and revenue of \$(199,985) for support provided by the State. At June 30, 2025, the District reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

	<u>Deferred Outflows of Resources</u>	<u>Deferred Inflows of Resources</u>
Differences between projected and actual earnings on plan investments	\$ -	\$ 18,408
Differences between expected and actual experience	516,028	199,496
Changes in assumptions	19,970	311,573
Changes in proportion and differences between District contributions and proportionate share of contributions	726,318	210,419
District contributions subsequent to the measurement date	<u>852,419</u>	<u>-</u>
<b>Total</b>	<b>\$ <u>2,114,735</u></b>	<b>\$ <u>739,896</u></b>

**HAMILTON UNIFIED SCHOOL DISTRICT  
 NOTES TO FINANCIAL STATEMENTS, continued  
 JUNE 30, 2025**

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**NOTE 11 – PENSION PLANS (continued)**

**A. California State Teachers’ Retirement System (CalSTRS) (continued)**

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

The \$852,419 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, 2026. Other amounts reported as deferred outflows of resources and deferred inflows of resources related to pensions will be recognized in pension expense as follows:

<u>Year Ended June 30,</u>	<u>Deferred Outflows of Resources</u>	<u>Deferred Inflows of Resources</u>
2026	\$ 280,594	\$ 504,113
2027	273,115	(188,248)
2028	247,118	201,101
2029	247,115	118,937
2030	140,981	51,895
2031	73,393	52,098
<b>Total</b>	<u>\$ 1,262,316</u>	<u>\$ 739,896</u>

**Actuarial Assumptions**

The total pension liability was determined by applying update procedures to an actuarial valuation as of June 30, 2023, and rolling forward the total pension liability to June 30, 2024 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 Growth	3.50%

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

CalSTRS uses custom mortality tables to best fit the patterns of mortality among its members. These custom tables are based on MP-2021 series tables adjusted to fit CalSTRS experience.

The actuarial assumptions used in the June 30, 2023 valuation were based on the results of an actuarial experience study for the period July 1, 2017 through June 30, 2022.

**HAMILTON UNIFIED SCHOOL DISTRICT  
 NOTES TO FINANCIAL STATEMENTS, continued  
 JUNE 30, 2025**

**NOTE 11 – PENSION PLANS (continued)**

**A. California State Teachers’ Retirement System (CalSTRS) (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 2024 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, 2024, are summarized in the following table:

<b>Asset Class</b>	<b>Assumed Asset Allocation</b>	<b>Long-Term Expected Real Rate of Return*</b>
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:

	<b>1% Decrease (6.10%)</b>	<b>Current Discount Rate (7.10%)</b>	<b>1% Increase (8.10%)</b>
District's proportionate share of the net pension liability	\$ 8,114,413	\$ 4,562,061	\$ 1,595,699

**HAMILTON UNIFIED SCHOOL DISTRICT  
NOTES TO FINANCIAL STATEMENTS, continued  
JUNE 30, 2025**

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**NOTE 11 – PENSION PLANS (continued)**

**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 annual comprehensive 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 Q 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 employer is prohibited from paying any of 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 CalPERS Board of Administration. The required employer contribution rate for fiscal year 2025 was 27.05% of annual payroll. Contributions to the plan from the District were \$544,236 for the year ended June 30, 2025.

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

At June 30, 2025, the District reported a liability of \$3,265,979 for its proportionate share of the net pension liability. The net pension liability was measured as of June 30, 2024, 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, 2023 and rolling forward the total pension liability to June 30, 2024. The District's proportion of the net pension liability was based on a projection of the District's long-term share of contributions to the pension plan relative to the projected contributions of all participating school districts, actuarially determined. At June 30, 2024, the District's proportion was 0.009 percent, which did not change from its proportion measured as of June 30, 2023.

**HAMILTON UNIFIED SCHOOL DISTRICT  
NOTES TO FINANCIAL STATEMENTS, continued  
JUNE 30, 2025**

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**NOTE 11 – PENSION PLANS (continued)**

**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, 2025, the District recognized pension expense of \$469,995. At June 30, 2025, the District reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

	<u>Deferred Outflows of Resources</u>	<u>Deferred Inflows of Resources</u>
Differences between projected and actual earnings on plan investments	\$ 126,862	\$ -
Differences between expected and actual experience	273,800	23,374
Changes in assumptions	72,188	-
Changes in proportion and differences between District contributions and proportionate share of contributions	161,512	26,051
District contributions subsequent to the measurement date	544,236	-
<b>Total</b>	<u>\$ 1,178,598</u>	<u>\$ 49,425</u>

The \$544,236 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, 2026. Other amounts reported as deferred outflows of resources and deferred inflows of resources related to pensions will be recognized in pension expense as follows:

<u>Year Ended June 30,</u>	<u>Deferred Outflows of Resources</u>	<u>Deferred Inflows of Resources</u>
2026	\$ 248,412	\$ 49,425
2027	349,230	-
2028	76,861	-
2029	(40,141)	-
<b>Total</b>	<u>\$ 634,362</u>	<u>\$ 49,425</u>

**Actuarial Assumptions**

The total pension liability was determined by applying update procedures to an actuarial valuation as of June 30, 2023, and rolling forward the total pension liability to June 30, 2024 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.

**HAMILTON UNIFIED SCHOOL DISTRICT  
NOTES TO FINANCIAL STATEMENTS, continued  
JUNE 30, 2025**

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**NOTE 11 – PENSION PLANS (continued)**

**B. California Public Employees’ Retirement System (CalPERS) (continued)**

**Actuarial Assumptions (continued)**

The actuarial assumptions used in the June 30, 2023, 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.

<b>Asset Class</b>	<b>Assumed Asset Allocation</b>	<b>Real Return Years 1 – 10*</b>
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)%
	<u>100.0%</u>	

\*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 CalPERS’ website.

**HAMILTON UNIFIED SCHOOL DISTRICT  
 NOTES TO FINANCIAL STATEMENTS, continued  
 JUNE 30, 2025**

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**NOTE 11 – PENSION PLANS (continued)**

**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:

	<u>1% Decrease (5.90%)</u>	<u>Current Discount Rate (6.90%)</u>	<u>1% Increase (7.90%)</u>
District's proportionate share of the net pension liability	\$ 4,851,550	\$ 3,265,919	\$ 1,956,062

**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, 2025.

**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, 2025.

**C. Construction Commitments**

As of June 30, 2025, 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.

**HAMILTON UNIFIED SCHOOL DISTRICT  
 NOTES TO FINANCIAL STATEMENTS, continued  
 JUNE 30, 2025**

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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, 2025, total deferred outflows related to pensions was \$3,293,333 and total deferred inflows related to pensions was \$789,321.

**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, 2025, total deferred outflows related to other postemployment benefits was \$1,608,414 and total deferred inflows related to OPEB was \$724,552.

**NOTE 15 – RESTATEMENT OF NET POSITION**

The beginning net position of the Governmental Activities has been restated due to the implementation of Governmental Accounting Standards Board (GASB) Statement No. 101, *Compensated Absences*. GASB 101 establishes recognition and measurement guidance for liabilities related to compensated absences, requiring that the liability be recognized when leave is attributable to services already rendered and it is probable that the leave will be used or paid. This standard supersedes certain provisions of GASB Statement No. 16.

The cumulative effect of applying GASB 101 required a restatement of the beginning net position, as follows:

	<b>Governmental Activities</b>
Net Position - Beginning, as Previously Reported	\$ 6,505,533
Restatement	<u>(794,257)</u>
Net Position - Beginning, as Restated	<u>\$ 5,711,276</u>

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## **REQUIRED SUPPLEMENTARY INFORMATION**

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**HAMILTON UNIFIED SCHOOL DISTRICT  
GENERAL FUND – BUDGETARY COMPARISON SCHEDULE  
FOR THE YEAR ENDED JUNE 30, 2025**

	Budgeted Amounts		Actual* (Budgetary Basis)	Variances - Final to Actual
	Original	Final		
<b>REVENUES</b>				
LCFF sources	\$ 10,592,668	\$ 10,580,737	\$ 10,993,073	\$ 412,336
Federal sources	617,718	589,000	249,799	(339,201)
Other state sources	645,016	1,607,273	1,779,457	172,184
Other local sources	60,957	63,148	724,354	661,206
<b>Total Revenues</b>	<b>11,916,359</b>	<b>12,840,158</b>	<b>13,746,683</b>	<b>906,525</b>
<b>EXPENDITURES</b>				
Certificated salaries	4,334,027	4,380,441	4,462,545	(82,104)
Classified salaries	1,724,401	1,704,109	1,766,224	(62,115)
Employee benefits	2,576,560	2,543,314	2,602,583	(59,269)
Books and supplies	744,574	691,078	609,670	81,408
Services and other operating expenditures	1,346,217	1,440,749	1,402,782	37,967
Capital outlay	255,025	296,434	1,091,806	(795,372)
Other outgo				
Excluding transfers of indirect costs	1,663,180	1,653,155	1,801,046	(147,891)
Transfers of indirect costs	(10,963)	(10,963)	(11,921)	958
<b>Total Expenditures</b>	<b>12,633,021</b>	<b>12,698,317</b>	<b>13,724,735</b>	<b>(1,026,418)</b>
<b>Excess (Deficiency) of Revenues Over Expenditures</b>	<b>(716,662)</b>	<b>141,841</b>	<b>21,948</b>	<b>(119,893)</b>
<b>Other Financing Sources (Uses)</b>				
Transfers out	(125,000)	(525,000)	(525,000)	-
<b>Net Financing Sources (Uses)</b>	<b>(125,000)</b>	<b>(525,000)</b>	<b>(525,000)</b>	<b>-</b>
<b>NET CHANGE IN FUND BALANCE</b>	<b>(841,662)</b>	<b>(383,159)</b>	<b>(503,052)</b>	<b>(119,893)</b>
<b>Fund Balance - Beginning</b>	<b>5,750,857</b>	<b>5,750,857</b>	<b>5,750,857</b>	<b>-</b>
<b>Fund Balance - Ending</b>	<b>\$ 4,909,195</b>	<b>\$ 5,367,698</b>	<b>\$ 5,247,805</b>	<b>\$ (119,893)</b>

\* 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 \$422,641 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, 2025**

	<u>June 30, 2025</u>	<u>June 30, 2024</u>	<u>June 30, 2023</u>	<u>June 30, 2022</u>	<u>June 30, 2021</u>	<u>June 30, 2020</u>	<u>June 30, 2019</u>	<u>June 30, 2018</u>
<b>Total OPEB Liability</b>								
Service cost	\$ 259,079	\$ 165,216	\$ 180,674	\$ 128,805	\$ 157,365	\$ 136,970	\$ 59,372	\$ 57,643
Interest on total OPEB liability	142,710	85,207	46,991	69,509	81,491	45,377	34,889	35,569
Changes of benefit terms	(33,421)	-	-	-	-	-	-	-
Difference between expected and actual experience	-	221,665	-	(708,799)	-	1,092,942	(36,932)	-
Changes of assumptions	-	876,778	(292,544)	143,934	134,839	142,459	-	-
Benefits payments	(51,446)	(57,902)	(58,313)	(91,359)	(131,353)	(45,447)	(65,379)	(163,783)
Net change in total OPEB liability	316,922	1,290,964	(123,192)	(457,910)	242,342	1,372,301	(8,050)	(70,571)
Total OPEB liability - beginning	3,463,556	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	<u>\$ 3,780,478</u>	<u>\$ 3,463,556</u>	<u>\$ 2,172,592</u>	<u>\$ 2,295,784</u>	<u>\$ 2,753,694</u>	<u>\$ 2,511,352</u>	<u>\$ 1,139,051</u>	<u>\$ 1,147,101</u>
Covered-employee payroll	\$ 5,711,451	\$ 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	66.19%	65.71%	43.08%	51.63%	58.30%	53.44%	23.21%	24.30%

See accompanying notes to required supplementary information.

**HAMILTON UNIFIED SCHOOL DISTRICT  
SCHEDULE OF THE DISTRICT'S PROPORTIONATE SHARE OF THE NET PENSION LIABILITY - CALSTRS  
FOR THE YEAR ENDED JUNE 30, 2025**

	<u>June 30, 2025</u>	<u>June 30, 2024</u>	<u>June 30, 2023</u>	<u>June 30, 2022</u>	<u>June 30, 2021</u>	<u>June 30, 2020</u>	<u>June 30, 2019</u>	<u>June 30, 2018</u>	<u>June 30, 2017</u>	<u>June 30, 2016</u>
District's proportion of the net pension liability	0.007%	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	\$ 4,562,061	\$ 4,745,113	\$ 4,316,577	\$ 2,711,190	\$ 6,280,750	\$ 5,660,584	\$ 5,724,627	\$ 5,517,090	\$ 4,929,244	\$ 4,289,136
State's proportionate share of the net pension liability associated with the District	<u>2,093,121</u>	<u>2,273,558</u>	<u>2,161,754</u>	<u>1,364,194</u>	<u>3,237,702</u>	<u>3,088,251</u>	<u>3,277,633</u>	<u>3,263,891</u>	<u>7,806,545</u>	<u>2,268,474</u>
<b>Total</b>	<u>\$ 6,655,182</u>	<u>\$ 7,018,671</u>	<u>\$ 6,478,331</u>	<u>\$ 4,075,384</u>	<u>\$ 9,518,452</u>	<u>\$ 8,748,835</u>	<u>\$ 9,002,260</u>	<u>\$ 8,780,981</u>	<u>\$ 12,735,789</u>	<u>\$ 6,557,610</u>
District's covered payroll	\$ 4,489,615	\$ 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
District's proportionate share of the net pension liability as a percentage of its covered payroll	101.61%	120.82%	145.36%	82.32%	178.40%	166.75%	172.06%	172.75%	162.09%	145.29%
Plan fiduciary net position as a percentage of the total pension liability	83.55%	80.62%	81.20%	87.21%	71.82%	72.56%	70.99%	69.46%	70.04%	74.02%

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, 2025**

	<u>June 30, 2025</u>	<u>June 30, 2024</u>	<u>June 30, 2023</u>	<u>June 30, 2022</u>	<u>June 30, 2021</u>	<u>June 30, 2020</u>	<u>June 30, 2019</u>	<u>June 30, 2018</u>	<u>June 30, 2017</u>	<u>June 30, 2016</u>
District's proportion of the net pension liability	0.009%	0.009%	0.008%	0.009%	0.009%	0.011%	0.011%	0.009%	0.009%	0.009%
District's proportionate share of the net pension liability	\$ 3,265,919	\$ 3,197,287	\$ 2,779,156	\$ 1,747,085	\$ 2,899,813	\$ 3,186,416	\$ 2,810,059	\$ 2,255,628	\$ 1,829,810	\$ 1,380,963
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
District's proportionate share of the net pension liability as a percentage of its covered payroll	180.57%	205.3%	244.4%	141.6%	212.6%	210.6%	201.7%	186.7%	164.3%	134.0%
Plan fiduciary net position as a percentage of the total pension liability	72.29%	69.96%	69.76%	80.97%	70.00%	70.05%	70.85%	71.87%	73.90%	79.43%

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 DISTRICT CONTRIBUTIONS - CALSTRS  
FOR THE YEAR ENDED JUNE 30, 2025**

	<u>June 30, 2025</u>	<u>June 30, 2024</u>	<u>June 30, 2023</u>	<u>June 30, 2022</u>	<u>June 30, 2021</u>	<u>June 30, 2020</u>	<u>June 30, 2019</u>	<u>June 30, 2018</u>	<u>June 30, 2017</u>	<u>June 30, 2016</u>
Contractually required contribution	\$ 852,419	\$ 855,332	\$ 756,073	\$ 617,226	\$ 533,532	\$ 597,873	\$ 568,939	\$ 480,098	\$ 400,723	\$ 327,759
Contributions in relation to the contractually required contribution*	(852,419)	(855,332)	(756,073)	(617,226)	(533,532)	(597,873)	(568,939)	(480,098)	(400,723)	(327,759)
Contribution deficiency (excess)	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>
District's covered payroll	\$ 4,464,286	\$ 4,489,615	\$ 3,927,335	\$ 2,969,515	\$ 3,293,589	\$ 3,520,694	\$ 3,394,579	\$ 3,327,082	\$ 3,193,611	\$ 3,041,124
Contributions as a percentage of covered payroll	19.09%	19.05%	19.25%	20.79%	16.20%	16.98%	16.76%	14.43%	12.55%	10.78%

\*Amounts do not include on-behalf contributions

**HAMILTON UNIFIED SCHOOL DISTRICT  
SCHEDULE OF DISTRICT CONTRIBUTIONS - CALPERS  
FOR THE YEAR ENDED JUNE 30, 2025**

	<u>June 30, 2025</u>	<u>June 30, 2024</u>	<u>June 30, 2023</u>	<u>June 30, 2022</u>	<u>June 30, 2021</u>	<u>June 30, 2020</u>	<u>June 30, 2019</u>	<u>June 30, 2018</u>	<u>June 30, 2017</u>	<u>June 30, 2016</u>
Contractually required contribution	\$ 544,236	\$ 487,109	\$ 396,195	\$ 312,736	\$ 255,411	\$ 268,410	\$ 273,239	\$ 216,394	\$ 167,570	\$ 131,477
Contributions in relation to the contractually required contribution*	(544,236)	(487,109)	(396,195)	(312,736)	(255,411)	(268,410)	(273,239)	(216,394)	(167,570)	(131,477)
Contribution deficiency (excess)	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>
District's covered payroll	\$ 2,012,514	\$ 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
Contributions as a percentage of covered payroll	27.04%	26.93%	25.44%	27.50%	20.70%	19.68%	18.06%	15.53%	13.87%	11.81%

\*Amounts do not include on-behalf contributions

**HAMILTON UNIFIED SCHOOL DISTRICT  
NOTES TO REQUIRED SUPPLEMENTARY INFORMATION  
FOR THE YEAR ENDED JUNE 30, 2025**

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**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 3.86% to 3.97% 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. 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 proportionate share (amount) of the collective net pension liability as a percentage of the employer's covered payroll, 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, the difference between 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, 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 as a percentage of the District's covered payroll.

**HAMILTON UNIFIED SCHOOL DISTRICT  
 NOTES TO REQUIRED SUPPLEMENTARY INFORMATION, continued  
 FOR THE YEAR ENDED JUNE 30, 2025**

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**NOTE 2 – EXCESS OF EXPENDITURES OVER APPROPRIATIONS**

For the year ended June 30, 2025, 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:

	<b>Expenditures and Other Uses</b>		
	<b>Budget</b>	<b>Actual</b>	<b>Excess</b>
General Fund			
Certificated salaries	\$ 4,380,441	\$ 4,462,545	\$ 82,104
Classified salaries	\$ 1,704,109	\$ 1,766,224	\$ 62,115
Employee benefits	\$ 2,543,314	\$ 2,602,583	\$ 59,269
Capital outlay	\$ 296,434	\$ 1,091,806	\$ 795,372
Other outgo			
Excluding transfers of indirect costs	\$ 1,653,155	\$ 1,801,046	\$ 147,891

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## **SUPPLEMENTARY INFORMATION**

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**HAMILTON UNIFIED SCHOOL DISTRICT  
 SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS  
 FOR THE YEAR ENDED JUNE 30, 2025**

<u>Federal Grantor/Pass-Through Grantor/Program or Cluster</u>	<u>AL Number</u>	<u>Pass-Through Entity Identifying Number</u>	<u>Federal Expenditures</u>
U. S. DEPARTMENT OF EDUCATION:			
<i>Passed through California Department of Education:</i>			
Title I, Part A, Basic Grants Low-Income and Neglected Adult Education	84.010	14329	\$ 145,760
Adult Education:			
Adult Education: Adult Basic Education & ESL	84.002A	14508	40,088
Adult Education: Adult Secondary Education	84.002	13978	10,344
Subtotal Adult Education			<u>50,432</u>
Title II, Part A, Supporting Effective Instruction Local Grants	84.367	14341	13,584
Title III			
Title III, English Learner Student Program	84.365	14346	29,899
Title III, Immigrant Education Program	84.365	15146	5,496
Subtotal Title III			<u>35,395</u>
Title IV, Part A, Student Support and Academic Enrichment Grants	84.424	15396	16,406
Special Education Cluster			
IDEA Mental Health Average Daily Attendance (ADA) Allocation, Part B, Sec 611	84.027A	15197	8,616
Subtotal Special Education Cluster			<u>8,616</u>
Strengthening Career and Technical Education for the 21st Century (Perkins V)	84.048	14894	7,618
<b>Total U. S. Department of Education</b>			<u><u>277,811</u></u>
U. S. DEPARTMENT OF AGRICULTURE:			
<i>Passed through California Department of Education:</i>			
Child Nutrition Cluster			
School Breakfast Program - Needy	10.553	13526	142,593
National School Lunch Program	10.555	13391	264,825
USDA Commodities	10.555	*	31,180
Summer Food Service Program for Children	10.559	13004	7,856
Subtotal Child Nutrition Cluster			<u>446,454</u>
Forest Reserve Funds	10.665	10044	182
<i>Passed through California Department of Social Services:</i>			
CACFP Claims - Centers and Family Day Care	10.558	13393	120,398
<b>Total U. S. Department of Agriculture</b>			<u>567,034</u>
<b>Total Federal Expenditures</b>			<u><u>\$ 844,845</u></u>

\* - 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, 2025**

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	<b>Second Period Report</b>	<b>Annual Report</b>
SCHOOL DISTRICT		
TK/K through Third		
Regular ADA	153.70	153.89
Total TK/K through Third	153.70	153.89
Fourth through Sixth		
Regular ADA	140.43	140.35
Total Fourth through Sixth	140.43	140.35
Seventh through Eighth		
Regular ADA	85.97	85.94
Total Seventh through Eighth	85.97	85.94
Ninth through Twelfth		
Regular ADA	302.11	301.46
Total Ninth through Twelfth	302.11	301.46
TOTAL SCHOOL DISTRICT	682.21	681.64

**HAMILTON UNIFIED SCHOOL DISTRICT  
SCHEDULE OF INSTRUCTIONAL TIME  
FOR THE YEAR ENDED JUNE 30, 2025**

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<b>Grade Level</b>	<b>Minutes Requirement</b>	<b>Actual Instructional Minutes</b>	<b>Credited Minutes Per the Approved Form J-13A*</b>	<b>Total Minutes Offered</b>	<b>Required Number of Days</b>	<b>Actual Number of Days</b>	<b>Credited Days Per the Approved Form J-13A*</b>	<b>Total Days Offered</b>	<b>Status</b>
Kindergarten	36,000	53,690	325	54,015	180	179	1	180	Complied
Grade 1	50,400	53,690	325	54,015	180	179	1	180	Complied
Grade 2	50,400	53,690	325	54,015	180	179	1	180	Complied
Grade 3	50,400	53,690	325	54,015	180	179	1	180	Complied
Grade 4	54,000	53,690	325	54,015	180	179	1	180	Complied
Grade 5	54,000	53,690	325	54,015	180	179	1	180	Complied
Grade 6	54,000	61,325	325	61,650	180	179	1	180	Complied
Grade 7	54,000	61,325	325	61,650	180	179	1	180	Complied
Grade 8	54,000	61,325	325	61,650	180	179	1	180	Complied
Grade 9	64,800	65,021	391	65,412	180	179	1	180	Complied
Grade 10	64,800	65,021	391	65,412	180	179	1	180	Complied
Grade 11	64,800	65,021	391	65,412	180	179	1	180	Complied
Grade 12	64,800	65,021	391	65,412	180	179	1	180	Complied

\*The District received an approved Form J-13A for the number of instructional days and the number of instructional minutes indicated above.

**HAMILTON UNIFIED SCHOOL DISTRICT  
 SCHEDULE OF FINANCIAL TRENDS AND ANALYSIS  
 FOR THE YEAR ENDED JUNE 30, 2025**

	2026 (Budget)	2025	2024	2023
General Fund - Budgetary Basis**				
Revenues And Other Financing Sources	\$ 13,286,968	\$ 13,746,683	\$ 13,437,245	\$ 14,333,887
Expenditures And Other Financing Uses	14,059,922	14,249,735	13,381,554	11,092,077
Net change in Fund Balance	<u>\$ (772,954)</u>	<u>\$ (503,052)</u>	<u>\$ 55,691</u>	<u>\$ 3,241,810</u>
Ending Fund Balance	<u>\$ 4,474,851</u>	<u>\$ 5,247,805</u>	<u>\$ 5,750,857</u>	<u>\$ 5,695,166</u>
Available Reserves*	<u>\$ 2,746,816</u>	<u>\$ 3,341,610</u>	<u>\$ 3,079,970</u>	<u>\$ 1,190,345</u>
Available Reserves As A Percentage Of Outgo	<u>19.54%</u>	<u>23.45%</u>	<u>23.02%</u>	<u>10.73%</u>
Long-term Liabilities	<u>\$ 20,908,651</u>	<u>\$ 22,278,559</u>	<u>\$ 16,131,614</u>	<u>\$ 14,245,097</u>
Average Daily Attendance At P-2	<u>682</u>	<u>682</u>	<u>681</u>	<u>679</u>

The General Fund ending fund balance has decreased by \$447,361 over the past two years. The fiscal year 2025-26 budget projects a further decrease of \$772,954. 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 two of the past three years but anticipates incurring an operating deficit during the 2025-26 fiscal year. Total long-term obligations have increased by \$8,033,462 over the past two years.

Average daily attendance has increased by 3 ADA over the past two years. No change in ADA is anticipated during the 2025-26 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.

Additionally, on-behalf payments of \$422,641 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, 2025**

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	<b>General Fund</b>	<b>Special Reserve Fund for Other Than Capital Outlay Projects</b>	<b>Special Reserve Fund for Postemployment Benefits</b>
June 30, 2025, annual financial and budget report fund balance	\$ 5,247,805	\$ 487,400	\$ 241,061
Adjustments and reclassifications:			
Increase (decrease) in total fund balances:			
Fund balance transfer (GASB 54)	728,461	(487,400)	(241,061) <span style="color: green;">▲</span>
Net adjustments and reclassifications	728,461	(487,400)	(241,061)
June 30, 2025, audited financial statement fund balance	<u>\$ 5,976,266</u>	<u>\$ -</u>	<u>\$ -</u>

**HAMILTON UNIFIED SCHOOL DISTRICT  
COMBINING BALANCE SHEET  
JUNE 30, 2025**

	Student Activity Fund	Adult Education Fund	Child Development Fund	Cafeteria Fund	Deferred Maintenance Fund	Capital Facilities Fund	Special Reserve Fund for Capital Outlay Projects	Bond Interest and Redemption Fund	Non-Major Governmental Funds
<b>ASSETS</b>									
Cash and investments	\$ 205,627	\$ 153,426	\$ 71,025	\$ 284,016	\$ 96,950	\$ 242,013	\$ 588,054	\$ 1,055,295	\$ 2,696,406
Accounts receivable	-	28,913	13,946	190,159	300	2,186	3,552	16,023	255,079
Stores inventory	-	-	-	7,315	-	-	-	-	7,315
<b>Total Assets</b>	<b>\$ 205,627</b>	<b>\$ 182,339</b>	<b>\$ 84,971</b>	<b>\$ 481,490</b>	<b>\$ 97,250</b>	<b>\$ 244,199</b>	<b>\$ 591,606</b>	<b>\$ 1,071,318</b>	<b>\$ 2,958,800</b>
<b>LIABILITIES</b>									
Accrued liabilities	\$ -	\$ 12,959	\$ 5,319	\$ 12,260	\$ -	\$ -	\$ 27,144	\$ 207	\$ 57,889
Due to other funds	-	11,921	-	7,765	-	-	-	-	19,686
Unearned revenue	-	-	8,757	-	-	-	-	-	8,757
<b>Total Liabilities</b>	<b>-</b>	<b>24,880</b>	<b>14,076</b>	<b>20,025</b>	<b>-</b>	<b>-</b>	<b>27,144</b>	<b>207</b>	<b>86,332</b>
<b>FUND BALANCES</b>									
Nonspendable	-	-	-	7,365	-	-	-	-	7,365
Restricted	205,627	137,722	67,122	454,100	-	244,199	-	-	1,108,770
Assigned	-	19,737	3,773	-	97,250	-	564,462	1,071,111	1,756,333
<b>Total Fund Balances</b>	<b>205,627</b>	<b>157,459</b>	<b>70,895</b>	<b>461,465</b>	<b>97,250</b>	<b>244,199</b>	<b>564,462</b>	<b>1,071,111</b>	<b>2,872,468</b>
<b>Total Liabilities and Fund Balances</b>	<b>\$ 205,627</b>	<b>\$ 182,339</b>	<b>\$ 84,971</b>	<b>\$ 481,490</b>	<b>\$ 97,250</b>	<b>\$ 244,199</b>	<b>\$ 591,606</b>	<b>\$ 1,071,318</b>	<b>\$ 2,958,800</b>

See accompanying note to supplementary information.

**HAMILTON UNIFIED SCHOOL DISTRICT  
 COMBINING STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCES  
 FOR THE YEAR ENDED JUNE 30, 2025**

	Student Activity Fund	Adult Education Fund	Child Development Fund	Cafeteria Fund	Deferred Maintenance Fund	Capital Facilities Fund	Special Reserve Fund for Capital Outlay Projects	Bond Interest and Redemption Fund	Non-Major Governmental Funds
<b>REVENUES</b>									
Federal sources	\$ -	\$ 50,432	\$ -	\$ 566,852	\$ -	\$ -	\$ -	\$ -	\$ 617,284
Other state sources	-	253,792	237,528	294,479	-	-	-	1,881	787,680
Other local sources	369,478	5,285	5,709	12,939	1,303	15,174	14,659	426,811	851,358
<b>Total Revenues</b>	<b>369,478</b>	<b>309,509</b>	<b>243,237</b>	<b>874,270</b>	<b>1,303</b>	<b>15,174</b>	<b>14,659</b>	<b>428,692</b>	<b>2,256,322</b>
<b>EXPENDITURES</b>									
Current									
Instruction	-	208,028	211,282	-	-	-	-	-	419,310
Instruction-related services									
School site administration	-	122,340	-	-	-	-	-	-	122,340
Pupil services									
Food services	-	-	-	819,202	-	-	-	-	819,202
General administration									
All other general administration	-	11,921	-	-	-	-	-	-	11,921
Plant services	-	397	-	-	-	-	-	-	397
Facilities acquisition and construction	-	-	44,876	-	34,060	-	250,197	-	329,133
Ancillary services	359,416	-	-	-	-	-	-	-	359,416
Debt service									
Interest and other	-	-	-	-	-	-	-	149,668	149,668
<b>Total Expenditures</b>	<b>359,416</b>	<b>342,686</b>	<b>256,158</b>	<b>819,202</b>	<b>34,060</b>	<b>-</b>	<b>250,197</b>	<b>149,668</b>	<b>2,211,387</b>
<b>Excess (Deficiency) of Revenues Over Expenditures</b>	<b>10,062</b>	<b>(33,177)</b>	<b>(12,921)</b>	<b>55,068</b>	<b>(32,757)</b>	<b>15,174</b>	<b>(235,538)</b>	<b>279,024</b>	<b>44,935</b>
<b>Other Financing Sources (Uses)</b>									
Transfers in	-	-	-	-	75,000	-	400,000	-	475,000
Other sources	-	-	-	-	-	-	-	318,153	318,153
<b>Net Financing Sources (Uses)</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>75,000</b>	<b>-</b>	<b>400,000</b>	<b>318,153</b>	<b>793,153</b>
<b>NET CHANGE IN FUND BALANCE</b>	<b>10,062</b>	<b>(33,177)</b>	<b>(12,921)</b>	<b>55,068</b>	<b>42,243</b>	<b>15,174</b>	<b>164,462</b>	<b>597,177</b>	<b>838,088</b>
<b>Fund Balance - Beginning</b>	<b>195,565</b>	<b>190,636</b>	<b>83,816</b>	<b>406,397</b>	<b>55,007</b>	<b>229,025</b>	<b>400,000</b>	<b>473,934</b>	<b>2,034,380</b>
<b>Fund Balance - Ending</b>	<b>\$ 205,627</b>	<b>\$ 157,459</b>	<b>\$ 70,895</b>	<b>\$ 461,465</b>	<b>\$ 97,250</b>	<b>\$ 244,199</b>	<b>\$ 564,462</b>	<b>\$ 1,071,111</b>	<b>\$ 2,872,468</b>

See accompanying note to supplementary information.

**HAMILTON UNIFIED SCHOOL DISTRICT  
NOTES TO SUPPLEMENTARY INFORMATION  
JUNE 30, 2025**

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**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 de minimis indirect cost rate of up to 15 percent.

**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, 2025**

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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**

<b>Member</b>	<b>Office</b>	<b>Term Expires</b>
Hubert "Wendell" Lower	President	December 2028
Rod Boone	Clerk	December 2028
Gabriel Leal	Member	December 2028
Ray Odom	Member	December 2026
Vanessa Ortiz	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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**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, 2025, 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 27, 2026.

**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*.

## 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.

A handwritten signature in blue ink that reads "Christy White, Inc". The signature is written in a cursive, flowing style.

San Diego, California  
January 27, 2026

**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, 2025. 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, 2025.

***Basis for Opinion on Each Major Federal Program***

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; 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.

## **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, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. *A significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

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

**Report on Internal Control Over Compliance (continued)**

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.

A handwritten signature in blue ink that reads "Christy White, Inc". The signature is written in a cursive, flowing style.

San Diego, California  
January 27, 2026

**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 *2024-2025 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, 2025.

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, 2025.

***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 *2024-2025 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.

**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:

<u>PROGRAM NAME</u>	<u>PROCEDURES PERFORMED</u>
<b>Local Education Agencies Other Than Charter Schools</b>	
Attendance	Yes
Teacher Certification and Misassignments	Yes
Independent Study	No
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 or Programs	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

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

<b>PROGRAM NAME</b>	<b>PROCEDURES PERFORMED</b>
<b>School Districts, County Offices of Education, and Charter Schools</b>	
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
Kindergarten Continuance	Yes
<b>Charter Schools</b>	
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

We did not perform testing for independent study because ADA reported did not exceed the threshold required for testing.

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, 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 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 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.

A handwritten signature in blue ink that reads "Christy White, Inc". The signature is written in a cursive, flowing style.

San Diego, California  
January 27, 2026

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**SCHEDULE OF FINDINGS AND  
QUESTIONED COSTS**

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**HAMILTON UNIFIED SCHOOL DISTRICT  
SUMMARY OF AUDITORS' RESULTS  
FOR THE YEAR ENDED JUNE 30, 2025**

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**FINANCIAL STATEMENTS**

Type of auditors' report issued:	<u>Unmodified</u>
Internal control over financial reporting:	
Material weakness(es) identified?	<u>No</u>
Significant deficiency(ies) identified?	<u>None Reported</u>
Non-compliance material to financial statements noted?	<u>No</u>

**FEDERAL AWARDS**

Internal control over major program:	
Material weakness(es) identified?	<u>No</u>
Significant deficiency(ies) identified?	<u>None Reported</u>
Type of auditors' report issued:	<u>Unmodified</u>
Any audit findings disclosed that are required to be reported in accordance with Uniform Guidance 2 CFR 200.516(a)?	<u>No</u>
Identification of major programs:	

<u>AL Number(s)</u>	<u>Name of Federal Program or Cluster</u>
<u>10.553, 10.555, 10.559</u>	<u>Child Nutrition Cluster</u>

Dollar threshold used to distinguish between Type A and Type B programs:	<u>\$ 750,000</u>
Auditee qualified as low-risk auditee?	<u>No</u>

**STATE AWARDS**

Internal control over state programs:	
Material weaknesses identified?	<u>No</u>
Significant deficiency(ies) identified?	<u>None Reported</u>
Any audit findings disclosed that are required to be reported in accordance with <i>2024-25 Guide for Annual Audits of California K-12 Local Education Agencies ?</i>	<u>No</u>
Type of auditors' report issued on compliance for state programs:	<u>Unmodified</u>

**HAMILTON UNIFIED SCHOOL DISTRICT  
FINANCIAL STATEMENT FINDINGS  
FOR THE YEAR ENDED JUNE 30, 2025**

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**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, 2025.

**HAMILTON UNIFIED SCHOOL DISTRICT  
FEDERAL AWARD FINDINGS AND QUESTIONED COSTS  
FOR THE YEAR ENDED JUNE 30, 2025**

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**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, 2025.

**HAMILTON UNIFIED SCHOOL DISTRICT  
STATE AWARD FINDINGS AND QUESTIONED COSTS  
FOR THE YEAR ENDED JUNE 30, 2025**

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**FIVE DIGIT CODE**

10000  
40000  
42000  
43000  
60000  
61000  
62000  
70000  
71000  
72000

**AB 3627 FINDING TYPE**

Attendance  
State Compliance  
Charter School Facilities Programs  
Apprenticeship: Related and Supplemental Instruction  
Miscellaneous  
Classroom Teacher Salaries  
Local Control Accountability Plan  
Instructional Materials  
Teacher Misassignments  
School Accountability Report Card

There were no state award findings or questioned costs for the year ended June 30, 2025.

**HAMILTON UNIFIED SCHOOL DISTRICT  
SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS  
FOR THE YEAR ENDED JUNE 30, 2025**

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

## HAMILTON UNIFIED SCHOOL DISTRICT

<b>Agenda Item Number:</b> 11. c	<b>Date:</b> 02/25/2026
<b>Agenda Item Description:</b> Purchase New Student Chromebooks	
<b>Background:</b>  New Chromebooks will replace the district's 4+ year old student devices that are out of warranty and starting to fail. This device replenishment will continue to support the 1 to 1 student digital education platforms. The goal is for the new devices to roll out at the start of the 26-27 school year.  <b>All estimated costs below include: Chromebook Devices, 4-Year Warranty, Asset Tagging, Shipping, and Tax.</b> <ul style="list-style-type: none"><li>❖ Hamilton High School Grades 9-12 (330 Units) 25-26 School Year Funding - \$172,973.63 (not to exceed)</li> <li>❖ Hamilton Elementary School Grades 3-8 (420 Units) 26-27 School Year Funding - \$220,748.25 (not to exceed)</li></ul> <b>Total Purchase Amount: \$393,721.88</b>  TK-2 Grades will continue to utilize their current warrantied Chromebooks.	
<b>Status:</b> Pending Board Approval	
<b>Fiscal Impact:</b> Total estimated cost of \$393,721.88, covered by Lottery funds.	
<b>Educational Impact:</b> Provides continued 1 to 1 digital educational tools and programs for students.	
<b>Recommendation:</b> Authorize the purchase of new student Chromebooks.	

**Bill to**  
**Hamilton Unified School District**  
**Customer No:** 80193  
 PO Box 488  
 Hamilton City CA 95951-0488  
 USA

**Ship to**  
**Hamilton Unified School District**  
 620 Canal St  
 Hamilton City CA 95951  
 USA

**Quote Details**  
 Created: February 10, 2026  
 Expiration: February 26, 2026  
 Created by: Adri June  
 adri.june@trafera.com

**Estimate No:** E000124016

**Contract**

Lenovo NASPO ValuePoint California #23013

OMNIA Contract #01-149

**Products & Services**

Items and Descriptions	Overview	Notes	Qty	Unit Price	Totals
300E YOGA G4 MT8186 4G 32G SSD 11"	Lenovo 300e Yoga Gen 4 2-in-1 Convertible Chromebook - 11.6" WXGA (1366 x 768) Touch - MediaTek Kompanio 520 (MT8186) - 4GB RAM - 32GB eMMC - Integrated Graphics - Wi-Fi - Bluetooth - HD Webcam + Microphone - Chrome OS - 1 Year Mail-In		330	\$485.00	\$160,050.00
Trafera CBN Warranty - Plat - 4+ Yr - C	Trafera CBN Warranty - Plat - 4 Yr SYT 6/30/2030 - Includes Accidental Damage Protection (Per device limit of ADP: Unlimited) - \$0.00 Deductible - Hardware Fail Covered - Spare Parts On-site (restrictions apply) - We Pay to Ship Both Ways - Theft / Loss (up to 2%; please see warranty statement for details) - 3-Year Battery warranty on New Chrome devices (Limit 1 replacement) - Stylus/EMR Pen/Apple Pencil coverage (restrictions apply) - Power Adapter 1 ADP Incident (restrictions apply)		330	\$0.00	\$0.00
Google Chrome Management Perpetual EDU	Google Chrome Management Perpetual EDU License		330	\$0.00	\$0.00
Trafera Chrome White Glove	Trafera White Glove - Pre-enroll Chrome device in Google Apps® domain - Apply custom themes and settings - Complete hardware functionality check - Google Console OU management"		330	\$0.00	\$0.00
Asset Tagging	Asset Tagging - 1 asset tag applied per product - Asset tag provided by Customer or printed by Trafera - Trafera printed asset tag: customizable, black and white, with or without barcode		330	\$0.00	\$0.00

Warranty L3W	Trafera Support for Lenovo Chrome	330	\$0.00	\$0.00
Update Chrome OS	"Update Chrome OS - Check for and download Chrome OS updates prior to order shipment"	330	\$0.00	\$0.00
Trafera Green Packing	"Trafera Green Packing - Go green and reduce the amount of cardboard to recycle - Up to 144 devices bulk-packed in slotted Gaylord-style box - Slotted foam or cardboard dividers - Delivered on pallet"	330	\$0.00	\$0.00
CA LCD Recycling Fee - Less than 15"	CA LCD Recycling Fee - Less than 15"	330	\$4.00	\$1,320.00
TRAILS Digital Lesson Library - 1 Yr Sub	700+ powerful online resources for educators. TRAILS includes three resources: TRAIL Guides - Thematic units aligned to NGSS Standards TRAIL Mix - Stand alone lessons perfectly suited for face-to-face or virtual instruction Children's Literature - Featuring "Tom the Traferatops", a fun and shy dinosaur who loves to learn with technology TRAILS is FREE to Trafera customers.	1	\$0.00	\$0.00

**Subtotal** \$161,370.00

**Tax** \$11,603.63

**Total** \$172,973.63

**Net Terms** N30

**Optional 48-month Lease**

for only **\$43,786.94** per year

Contingent upon credit and final lease approval

**Terms and Conditions**

This quote is confidential and is to be viewed solely by individuals within the organization to whom it is addressed. Unauthorized distribution or disclosure of the contents of this quote is prohibited. If you are not from the organization addressed, please notify us immediately so we can prepare a quote specific to you. Prices and availability may change without notice prior to the quote expiration date due to market conditions, including potential tariff adjustments and available inventory.

**Please Remit Checks to:**

Trafera LLC  
PO Box 208960  
Dallas, TX 75320-8960

**Questions? Contact me**

**Adri Juszczak**

adri.juszczak@trafera.com



**Trafera**

1271 Red Fox Rd.

Arden Hills MN 55112

United States

**For quick details on returns, learn more here** → <https://www.trafera.com/return-policy>

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**Estimate No: E000166027**

**Contract**

Lenovo NASPO ValuePoint California #23013

**Products & Services**

Items and Descriptions	Overview	Notes	Qty	Unit Price	Totals
300E YOGA G4 MT8186 4G 32G SSD 11"	Lenovo 300e Yoga Gen 4 2-in-1 Convertible Chromebook - 11.6" WXGA (1366 x 768) Touch - MediaTek Kompanio 520 (MT8186) - 4GB RAM - 32GB eMMC - Integrated Graphics - Wi-Fi - Bluetooth - HD Webcam + Microphone - Chrome OS - 1 Year Mail-In		420	\$485.00	\$203,700.00
Trafera CBN Warranty - Plat - 4+ Yr - C	Trafera CBN Warranty - Plat - 4 Yr SYT 6/30/2030 - Includes Accidental Damage Protection (Per device limit of ADP: Unlimited) - \$0.00 Deductible - Hardware Fail Covered - Spare Parts On-site (restrictions apply) - We Pay to Ship Both Ways - Theft / Loss (up to 2%; please see warranty statement for details) - 3-Year Battery warranty on New Chrome devices (Limit 1 replacement) - Stylus/EMR Pen/Apple Pencil coverage (restrictions apply) - Power Adapter 1 ADP Incident (restrictions apply)		420	\$0.00	\$0.00
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CA LCD Recycling Fee - Less than 15"	CA LCD Recycling Fee - Less than 15"	420	\$4.00	\$1,680.00
Delayed Shipping	Delayed Shipping	1	\$600.00	\$600.00
TRAILS AI Lesson Studio - 1 Yr Sub	TRAILS is an elite lesson plan generator that builds sophisticated, tech-infused lesson plans in seconds. Leveraging Google Gemini and incorporating the SAMR model to ensure high-impact learning, TRAILS lessons maximize the technology and tools teachers already have in their classrooms.	1	\$0.00	\$0.00

**Subtotal** \$205,980.00

**Tax** \$14,768.25

**Total** **\$220,748.25**

**Net Terms N30**

**Optional 48-month Lease**

for only **\$55,891.64** per year

Contingent upon credit and final lease approval

**Terms and Conditions**

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Dallas, TX 75320-8960

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## **CSBA POLICY GUIDE SHEET**

### **Instructional Materials Special Packet**

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 4151/4251/4351 - Employee Compensation** Policy updated to reflect NEW LAW (AB 938, 2024) which requires districts, beginning January 31, 2026, to annually complete the Salary and Benefit Schedule for Bargaining Units (Form J-90), for classified and certificated staff assigned to a district school site(s) and report the Form J-90 to the California Department of Education. Additionally, policy updated to include "fillable" language for districts to utilize to reflect the payroll schedule determined by the Governing Board. In addition, policy updated to delete material related to the compensation of employees during periods of extended closure or disruption which was COVID-19 specific, and therefore outdated. Policy also updated to correct an inaccuracy regarding overtime rate of pay, which required the deletion of material related to an overtime rate of twice the regular rate of pay for any hours worked in excess of 12 hours in one day or eight hours on the seventh consecutive work day, since the Labor Code section which provides for such overtime compensation does not apply to school districts. Additionally, policy updated to add language regarding the rate of pay for a classified employee in an exempt position who is required to work on a holiday designated in law or by the Board. In addition, policy updated to clarify that, when an employee does not respond or disputes the existence or amount of an overpayment claimed by the district, the district may only recover an overpayment after pursuing appropriate legal action, and to delete the requirement for Board approval for the district to exercise legal means to recover an overpayment, as Board approval is not required by law.

**Administrative Regulation 5125 - Student Records** Regulation updated to reference REVISED GUIDANCE from the California Attorney General related to responding to immigration enforcement in K-12 schools. Additionally, regulation updated to reorganize definitions to appear in alphabetical order, and add that the district is prohibited from disclosing student records to a party, including a parent/guardian, who is legally prohibited from accessing records and information of a student pursuant to a restraining order. In addition, regulation updated to reflect NEW LAW (SB 153, 2024) which requires a district that serves students in grades 9-12 to (1) enter into a data sharing agreement with the California College Guidance Initiative (CCGI) to provide student data for use when students are planning for and applying to California public colleges and universities, and (2) provide parent/guardian notification of the sharing with CCGI of specified district data and data collected by the California Department of Education for the purposes of college admissions, academic placement, and eligibility for student financial aid. In addition, regulation updated to clarify that (1) information may be released from a student's records to appropriate persons in connection with an emergency if the knowledge of the information is necessary to protect the health or safety of the student or other persons, and (2) that when a student in foster care is enrolling in a district school, the district's liaison for foster youth is required to contact, within two business days of the student's request for enrollment, the school last attended by the student to obtain all academic and other records.

**Board Policy 5131 - Conduct** Policy updated to reflect NEW LAW (AB 3216, 2024) which requires the Governing Board to, by July 1, 2026, develop, adopt, and update every five years a policy to limit or prohibit student use of smartphones while at a school site or under the supervision and control of district employee(s). Additionally, policy updated to expand the list of prohibited student conduct to include conduct that is prohibited by law related to suspension and expulsion.

**Board Policy 5131.6 - Alcohol and Other Drugs** Policy updated to add language which requires districts to annually inform parents/guardians at the beginning of the first semester or quarter of the regular school year about the dangers associated with the use of synthetic drugs that are not prescribed by a physician, such as fentanyl, and to reflect NEW LAW (AB 2690, 2024) which requires districts to notify parents/guardians about the risk of social media being used as a way to market and sell synthetic drugs. Additionally, policy updated to reflect NEW LAW (AB 2711, 2024) which prohibits the suspension of students who voluntarily disclose their use of a tobacco product, controlled substance, alcohol, or an intoxicant of any kind in order to seek help through services or supports solely for that disclosure, NEW LAW (SB 997, 2024) which prohibits districts that serve students in middle school, junior high school, high school, or adult school from prohibiting a student in middle school, junior high school, or high school, while on a school site or participating in school activities, from carrying fentanyl test strips while on a school site or participating in school activities, to carry fentanyl test strips or a federally approved opioid antagonist for the emergency treatment of persons suffering, or reasonably believed to be suffering, from an opioid overdose, and NEW LAW (AB 2998, 2024), which provides that districts may not prohibit students 12 years of age or older, while on a school site or participating in school activities, from carrying or administering, for the purposes of providing emergency treatment to persons who are suffering, or reasonably believed to be suffering, from an opioid overdose, a naloxone hydrochloride nasal spray or any other opioid overdose reversal medication. In addition, policy updated to add language which authorizes a district to use alternatives to the referral of a student to a law enforcement agency in response to an incident involving the student's misuse of an opioid, to the extent any alternative utilized is not in conflict with any law requiring that referral.

**Administrative Regulation 5131.6 - Alcohol and Other Drugs** Regulation updated to reflect NEW LAW (AB 2865, 2024) which requires instruction on the nature and effects of alcohol to include information about excessive alcohol use and the short- and long-term health risks of excessive alcohol use, which may include instruction about depression and anxiety, and NEW LAW (AB 2429, 2024), which provides that, beginning with the 2026-27 school year, districts that require students to complete a course in health education for graduation from high school to include in such course instruction in the dangers associated with fentanyl use.

**Board Policy 3311 - Bids** Policy updated to clarify that bidding procedures are required to be established in accordance with, and meet the requirements for, bidding procedures specified in law. Additionally, policy updated to incorporate material from the accompanying administrative regulation related to awarding contracts, protests by bidders, and instances when bids are not required, as the majority of such content is related to Governing Board actions and therefore more appropriately placed in Board policy.

**Administrative Regulation 3311 - Bids** Regulation updated to clarify that the definition of maintenance includes landscape maintenance and minor repainting. Additionally, regulation updated to reflect requirement that prequalification is required for projects that utilize state general funds. In addition, regulation updated to delete material related to awarding contracts, protests by bidders, and instances when bids are not required, as the majority of such content is related to Governing Board actions and therefore more appropriately placed, and thus incorporated, into the accompanying Board policy.

**Board Policy 3311.1 - Uniform Public Construction Cost Accounting Procedures** Policy updated to add language related to authorization for the Governing Board when, after the first invitation of bids pursuant to informal or formal bidding procedures under the Uniform Public Construction Cost Accounting Act all bids are rejected, declare that a project can be performed more economically by employees of the district.

**Administrative Regulation 3311.1 - Uniform Public Construction Cost Accounting Procedures** Regulation updated to reflect NEW LAW (AB 2192, 2024) which (1) includes "installations" involving publicly owned, leased, or operated facility in the definition of "public project," and (2) adjusted the threshold amounts for utilizing Uniform Public Construction Cost Accounting Act procedures. Regulation also updated to clarify and expand material related to informal procedures for awarding contracts for public projects of \$220,000 or less.

**Board Policy 3312 - Contracts** Policy updated to broaden philosophical statement to include that the Governing Board ensure that contracts entered into on behalf of the district conform to any applicable legal standards. Additionally, policy updated to provide that Board members and district employees involved in the making of contracts on behalf of the district comply with applicable law. In addition, policy updated to add language that executed contracts for the purchase of goods or services, even if the contract contains provisions specifying that the contract is confidential or a proprietary record of the vendor, is a public record unless otherwise exempt from disclosure under state or federal law. Policy also updated to reflect NEW LAW (SB 1303, 2024) which (1) requires, if the district utilizes a private labor compliance entity, the entity to submit a signed declaration verifying that it does not have a conflict of interest, and (2) defines "private labor compliance entity" and "conflict of interest." Additionally, policy updated to clarify language regarding public records and that a district may not enforce a confidentiality clause that would prevent the district from making any part of the contract a public record.

**Board Policy 5145.13 - Response to Immigration Enforcement** Policy updated to reflect REVISED GUIDANCE from the California Attorney General related to responding to immigration enforcement in K-12 schools, including the prohibition against seeking or requiring information or documents, to the exclusion of other permissible information or documents, regarding the citizenship or immigration status of a student or the student's family members. Additionally, policy updated to incorporate language from the accompanying administrative regulation related to the prohibition against using resources and data collected by the district to compile a list, registry, or database of individuals based on national origin, immigration status, religion, or other category of individual characteristics protected against unlawful discrimination.

**Administrative Regulation 5145.13 - Response to Immigration Enforcement** Regulation updated to reflect REVISED GUIDANCE from the California Attorney General related to responding to immigration enforcement in K-12 schools, including the requirement to obtain consent to release immigration-related student information; when and how a law enforcement officer is required to register at a school in order to gain access; and what to do when a law enforcement officer declares that exigent circumstances exist and demands immediate access to the campus. Additionally, regulation updated to clarify the circumstances when there is a need for a judicial subpoena and/or judicial subpoena warrant. In addition, regulation updated to delete language moved to the accompanying Board policy related to the prohibition against using resources and data collected by the district to compile a list, registry, or database of individuals based on national origin, immigration status, religion, or other category of individual characteristics protected against unlawful discrimination. Regulation also updated to add new section headings for organization and ease of understanding.

**Board Policy 3280 – Sale of Lease of District-Owned Real Property** Policy updated to delete provision that until July 1, 2024, the Governing Board may elect not to appoint a district advisory committee for the sale or lease of surplus property that has not previously operated, or was not constructed to be operated, as an early childhood education facility or a school for elementary or secondary instruction, as this exception has expired. Additionally, policy updated to add that before taking any action to dispose of surplus real property, the Board is required to declare, at a regular meeting supported by written findings that, under the Surplus Land Act, the land is either surplus land or exempt surplus land. In addition, policy updated to reflect NEW LAW (AB 480, 2023) which provides that the Board may decide not to make such a declaration if the district provides notice and opportunity for public comment, as specified. In addition, policy updated to reflect NEW GUIDELINES which require the Board to provide the Department of Housing and Community Development (HCD) a copy of the Board’s declarations and findings supporting the Board’s determination that the property is exempt surplus land at least 30 days prior to disposing of the exempt surplus land, and NEW LAW (SB 229, 2023) which provides that if the district has received notification from HCD, the Board may not pursue a final action to ratify or approve the proposed disposal of surplus land unless the Board holds an open and public meeting to review and consider the substance of the notice. Policy also updated to delete the provision which authorized the proceeds from the sale or lease of property purchased entirely with local funds to be used for any general fund purpose, as that authorization has expired.

**Administrative Regulation 3280 – Sale of Lease of District-Owned Real Property** Regulation updated to reflect NEW LAW (AB 480, 2023) which adds new definitions related to surplus property.

**Board Policy 5113.1 – Chronic Absence and Truancy** Policy updated to move to the philosophical paragraph language which provides that students who are identified as chronically absent or truant receive appropriate support services and interventions as early as possible. Additionally, policy updated to incorporate strategies identified by the California Department of Education for encouraging student attendance, and reflect NEW LAW (SB 153, 2024) which, beginning July 1, 2025, authorizes districts to implement attendance recovery programs for students in grades transitional kindergarten-12 to make up lost instructional time and offset absences.

**Administrative Regulation 5113.1 – Chronic Absence and Truancy** Regulation updated to reflect NEW LAW (SB 691, 2024) which revises truancy parent/guardian notification requirements. Additionally, regulation updated to delete repealed language related to the delay of driving privileges, and reflect NEW LAW (SB 153, 2024) and NEW LAW (AB 176, 2024) which, beginning July 1, 2025, authorize districts to implement attendance recovery programs for students in grades transitional kindergarten-12 to make up lost instructional time and offset absences.

**Board Policy 5148 – Child Care and Development** Policy updated to delete the requirement to provide distance learning when a district child care program is physically closed by local or state public health order, as such provision is no longer required. Additionally, policy updated to reflect NEW LAW (SB 722, 2023) which (1) requires the district to submit a completed incidental medical services plan to the California Department of Social Services (CDSS), but authorizes the district to enroll a child prior to approval of the plan, and (2) for a child with disabilities, authorizes the child to attend the district’s child care and development program prior to the approval of an incidental medical services plan or amended plan of operation, so long as the forms have been submitted to CDSS. In addition, policy updated to add that a district is prohibited from expelling or unenrolling a child or persuade or encourage a child’s parents/guardian to voluntarily unenroll.

from the program based on the child's behavior, unless in accordance with the procedures specified in the accompanying administrative regulation, and to require, when necessary due to a reduction in state reimbursements, families be disenrolled from subsidized child care and development services as specified in the accompanying administrative regulation. Policy also updated to add new section “Fees and Charges”, which includes general language regarding when the Superintendent or designee may charge fees for services.

**Administrative Regulation 5148 – Child Care and Development** Regulation updated to reflect NEW LAW (AB 393, 2023) which (1) requires, for any child enrolled in a general childcare and development program or migrant childcare and development program who has been identified as a dual language learner, the child’s teacher or other designated staff member to conduct a family language and interest interview, and (2) prohibits a family from being compelled to complete the family language survey for identification purposes or participate in the family language and interest interview. Additionally, regulation updated to delete duplicative information regarding enrollment priority where already addressed in accompanying Board policy, and to reflect NEW LAW (AB 1808, 2024) which provides that a family who receives CalWORKs Stage 1, 2, or 3 is considered to meet eligibility and need requirements for services for not less than 24 months, and is eligible to receive services for at least 24 months before having the family’s eligibility or need recertified.

**Board Policy 6158 – Independent Study** Policy updated to reflect NEW LAW (SB 153, 2024) and NEW LAW (AB 176, 2024) which require a district that submits an affidavit for a school closure necessitated by an emergency condition to (1) for an emergency event occurring after September 1, 2021 but before July 1, 2026, certify that the district has a plan for offering independent study to affected students within 10 instructional days, and (2) for events occurring on or after July 1, 2026, certify that an instructional continuity plan is included in the district’s comprehensive safety plan and that the district offered student engagement and instruction consistent with the instructional continuity plan or certify that it did not do so due to extenuating circumstances. Additionally, NEW LAW (SB 153, 2024) (1) provides that when computing average daily attendance for apportionment purposes, students participating in independent study may only be credited with one day of attendance for each calendar day, (2) makes specified independent study requirements applicable only when students are participating in an independent study program for 16 school days or more in a school year, (3) provides that evidence of student participation, in addition to other forms of evidence, may include documentation that the student participated in an instructional period either visually or verbally, (4) provides that a written agreement is required for independent study of any length of duration, (5) requires districts to obtain a signed written agreement for an independent study program of more than 15 school days before the beginning of independent study, and for an independent study program of 15 school days or fewer, during the school year in which the independent study program takes place, and (6) makes similar changes to course-based independent study. In addition, NEW LAW (AB 176, 2024) clarifies that the district is required to maintain documentation of hours or fraction of an hour for both student work products and the time that the student engaged in asynchronous instruction. Policy also updated to reflect NEW LAW (SB 348, 2023) which requires districts to make available, at no cost, a nutritionally adequate breakfast and lunch to any district student who requests a meal including an independent study student who is scheduled for educational activities, as defined in law, lasting for two or more hours at a school site, resource center, meeting space, or other satellite facility, regardless of the student’s eligibility for a free or reduced-price meal, and to clarify the meaning of “caregiver” in the context of general independent study agreement requirements to make consistent with similar material related to course-based independent study agreement requirements.

**Administrative Regulation 6158 – Independent Study** Regulation updated to delete material related to students with disabilities who receive services from a nonpublic, nonsectarian school through a virtual program as the law is no longer operative. Additionally, regulation updated to reflect NEW LAW (AB 176, 2024) which clarifies that the district is required to maintain documentation of hours or fraction of an hour for both student work products and the time that the student engaged in asynchronous instruction.

**Board Policy 6158 – Independent Study** Policy updated to reflect NEW LAW (SB 153, 2024) and NEW LAW (AB 176, 2024) which require a district that submits an affidavit for a school closure necessitated by an emergency condition to (1) for an emergency event occurring after September 1, 2021 but before July 1, 2026, certify that the district has a plan for offering independent study to affected students within 10 instructional days, and (2) for events occurring on or after July 1, 2026, certify that an instructional continuity plan is included in the district’s comprehensive safety plan and that the district offered student engagement and instruction consistent with the instructional continuity plan or certify that it did not do so due to extenuating circumstances. Additionally, NEW LAW (SB 153, 2024) (1) provides that when computing average daily attendance for apportionment purposes, students participating in independent study may only be credited with one day of attendance for each calendar day, (2) makes specified independent study requirements applicable only when students are participating in an independent study program for 16 school days or more in a school year, (3) provides that evidence of student participation, in addition to other forms of evidence, may include documentation that the student participated in an instructional period either visually or verbally, (4) provides that a written agreement is required for independent study of any length of duration, (5) requires districts to obtain a signed written agreement for an independent study program of more than 15 school days before the beginning of independent study, and for an independent study program of 15 school days or fewer, during the school year in which the independent study program takes place, and (6) makes similar changes to course-based independent study. In addition, NEW LAW (AB 176, 2024) clarifies that the district is required to maintain documentation of hours or fraction of an hour for both student work products and the time that the student engaged in asynchronous instruction. Policy also updated to reflect NEW LAW (SB 348, 2023) which requires districts to make available, at no cost, a nutritionally adequate breakfast and lunch to any district student who requests a meal including an independent study student who is scheduled for educational activities, as defined in law, lasting for two or more hours at a school site, resource center, meeting space, or other satellite facility, regardless of the student’s eligibility for a free or reduced-price meal, and to clarify the meaning of “caregiver” in the context of general independent study agreement requirements to make consistent with similar material related to course-based independent study agreement requirements.

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## CSBA UPDATE CHECKLIST

District Name: Hamilton Unified School District

Contact Name: Courtney Carrier Phone: 530-826-3261 Email: ccarrier@hudschools.org

<b>POLICY</b>	<b>TITLE</b>	<b>OPTIONS/BLANKS</b>	<b>ADOPT DATE</b>
BP 4251	Employee Compensation	Same as previous	
BP 4351	Employee Compensation	Same as previous	
AR 5125	Student Records		
BP 5131	Conduct		
BP 5131.6	Alcohol and Other Drugs		
AR5131.6	Alcohol and Other Drugs		
BP 3311	Bids		
AR 3311	Bids		
BP 3311.1	Uniform Public Construction Cost Accounting Procedures		
AP 3311.1	Uniform Public Construction Cost Accounting Procedures		
BP 3312	Contracts	Option 2	
BP 4151	Employee Compensation	Monthly and in 11 or 12 Equal Payments	
BP 5145.13	Response to Immigration Enforcement		
AR 5145.13	Response to Immigration Enforcement		
BP 3280	Sale or Lease of District-Owned Real Property		
AR 3280	Sale or Lease of District-Owned Real Property		
BP 5113.1	Chronic Absence and Truancy		
AR 5113.1	Chronic Absence and Truancy		
BP 5148	Child Care and Development		
AR 5148	Child Care and Development		
BP 6158	Child Care and Development		

## CSBA UPDATE CHECKLIST

AR 6158	Child Care and Development		
BP 6174	Child Care and Development		
AR 6174	Child Care and Development		

# Comprehensive School Safety Plan

## 2025-26 School Year

**School:** Hamilton High School  
**CDS Code:** 11765621133701  
**District:** Hamilton Unified School District  
**Address:** 620 Canal Street  
 Hamilton City, CA 95951  
**Date of Adoption:** February 26, 2025  
**Date of Update:** February 25, 2026  
**Date of Review:**  
 - with Staff  
 - with Law Enforcement  
 - with Fire Authority

**Approved by:**

Name	Title	Signature	Date
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## California Comprehensive School Safety Plan (CSSP) Overview

The California Comprehensive School Safety Plan (CSSP) is a **mandated framework for all K-12 schools in California**. This includes public schools, public charter schools, community schools, and court schools. For school districts with fewer than 2,501 students, a single district-wide safety plan may cover all schools.

**Purpose:** The CSSP is designed to **identify and address potential risks on campus, prepare for emergencies, and ensure a safe and secure learning environment** for students and staff. It also aims to prevent violence and behaviors that undermine safety and security. Designated stakeholders must annually engage in a systematic planning process to develop strategies and policies for a wide range of incidents, including:

- Emergencies, natural, and other disasters
- Hate crimes and violence
- Cyberbullying, discrimination, and harassment
- Child abuse and neglect
- Discipline, suspension, and expulsion

### How to write your School Safety Plan

The CSSP must be **written and developed by the school site council (SSC)** or a designated safety planning committee. This committee typically includes the principal/designee, a teacher, a parent of a child attending the school, and a classified employee. It is also recommended to include students, mental health specialists, nurses, athletic coaches, multilingual community liaisons, food staff, custodians, local businesses, and nonprofits.

**Key Elements and Procedures (Required Components):** Your CSSP must include, but is not limited to, the following components:

- **Assessment of current school crime status** (reviewing office referrals, attendance, suspension/expulsion data, etc.).
- **Child abuse and neglect reporting procedures**, consistent with California Penal Code. This includes clear identification of child abuse/neglect signs and mandatory reporting obligations for all school/district employees and athletic coaches who have a "reasonable suspicion".
- **Disaster procedures**, routine and emergency plans, and crisis response plans, with adaptations for students with disabilities.
- **Earthquake emergency procedures**, including a school building disaster plan, a "drop" procedure practiced quarterly in elementary schools and semiannually in secondary schools, and protective measures.
- **Fire drills** (monthly for elementary/intermediate, twice yearly for secondary).
- **School building disaster plans** for situations like bomb threats, bioterrorism, intruders, weapons, explosions, gas/fumes, and power failures.
- Procedures allowing public agencies (e.g., American Red Cross) to **use school facilities for mass care and welfare shelters** during an emergency.
- **Suspension/expulsion policies and procedures**. Note that recent legislation (SB 274) prohibits suspensions and expulsions for willful defiance in K-12, with limited exceptions. Alternatives to suspension that focus on addressing root causes and improving behavioral and academic outcomes are encouraged.
- Procedures to **notify teachers of dangerous students**.
- **Discrimination and harassment policy**, including hate crime reporting procedures.
- **Schoolwide dress code**, if it exists, including prohibition of gang-related apparel.
- Procedures for **safe ingress and egress** of pupils, parents/guardians, and employees.
- Maintenance of a **safe and orderly learning environment**.
- **Rules and procedures on school discipline**.
- Procedures for **conducting tactical responses to criminal incidents**, including individuals with guns on school campuses and at school-related functions. Procedures for active shooters or other armed assailants should be based on specific needs and context. High-intensity drills are prohibited.
- Procedures to assess and respond to **dangerous, violent, or unlawful activity**.
- Procedures to respond to incidents involving **sudden cardiac arrest or other life-threatening medical emergencies** (required by July 1, 2025).
- A **protocol for opioid overdose** for grades 7-12.
- An **Instructional Continuity Plan** to provide instruction when in-person instruction is disrupted (required by July 1, 2025).

- Collaboration with **other school site councils or safety planning committees**.
- Annual access to the CDE's **online training resources for bullying and cyberbullying prevention** for certificated staff and all other school site employees who regularly interact with students. The CDE recommends including bullying/cyberbullying prevention policies in the CSSP.

### Recommended Components and Best Practices:

- **Staff Training:** Ensure all staff receive proper training on the CSSP.
- **Collaboration with First Responders:** Annually consult with local law enforcement, fire departments, and other first responders when updating the CSSP, and notify them of any changes. Establishing strong connections before an emergency is crucial.
- **Community Input:** Present the safety plan goals at a **public meeting** at the school site to allow for public opinions before adopting the plan.
- **Clear Guidelines & Roles:** Include clear guidelines for roles and responsibilities of mental health professionals, athletic coaches, community intervention professionals, and school resource officers.
- **Age-Appropriate Protocols:** Design lockdown, shelter-in-place, and evacuation procedures, and conduct drills that are age-appropriate for students.
- **Youth Suicide Prevention Policy:** Include this policy in the CSSP.
- **Pandemic and COOP Plans:** Incorporate a Pandemic Influenza Checklist and Resources, a dedicated Pandemic Plan, and a Continuity of Operations Plan (COOP).
- **Plan Protection:** Implement physical security and cybersecurity measures to protect the sensitive information within your safety plan.
- **Diversity and Communication:** Ensure reunification plans are communicated to parents/guardians in languages they understand, and safety materials are available for limited English proficient families.
- **Ongoing Task and Leadership:** Designate a school site safety leader to work with the SSC/safety planning committee.
- **Student Participation:** Encourage active student participation in SSC or School Safety Committee meetings.
- **Crisis Response Box & Emergency Supplies:** Create a centralized crisis response box with critical resources (maps, keys, emergency cards) and an emergency supplies kit.
- **Regular Safety Assessments:** Conduct safety/security site assessments regularly and after critical incidents to identify vulnerabilities.
- **Threat Assessment Team:** Partner with your district to establish or enhance a Threat Assessment Team to identify, assess, and handle threats.
- **Substitute Teacher Awareness:** Ensure substitute teachers and classified staff receive briefings and materials on school safety procedures.
- **Safety Tools:** Consider using access control systems, security cameras, burglar and fire alarms, and effective communication systems.

### Safety Plan Completion Timeline

Effective school safety planning is an **ongoing process**, requiring regular review and evaluation, especially after critical incidents.

1. **Annual Update and Adoption:** Each school is required by law to **update and adopt its CSSP by March 1 every year**.
2. **District/COE Approval:** The adopted plan must then be forwarded to the school district or County Office of Education (COE) for approval. While there's no specific deadline for approval, the CDE recommends approval within a month of school adoption or as soon as practical before October 15.
3. **Notification to CDE:** Each school district or COE must annually notify the California Department of Education (CDE) **by October 15** of any schools that have not complied with the requirements. Failure to make this required report can result in an assessment of up to \$2,000 against the district or COE.
4. **Public Inspection:** An updated file of all non-sensitive safety-related plans and materials must be **readily available for inspection by the public** if requested.

620 Canal Street, Hamilton City, CA 95951 and <https://www.husdschools.org/>

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.

## 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

**(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)

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) Glenn County Child and Family Services (530) 865-1165. 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 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 11166 and will comply with those provisions. The signed statement shall be retained by the Superintendent or designee. (Penal Code 11166.5)

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

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**

Details for the HUSD Disaster Plan, including protocols for various disaster scenarios are found in later sections 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

- 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.

### **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 child 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)

#### **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.

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**

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
4. 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
5. 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
6. A copy of the district's sexual harassment policy and administrative regulation, which each participant shall acknowledge in writing that he/she has received
7. 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)**

**Goal**

Hamilton High School will provide a safe and orderly school environment conducive to learning for all students.

**Component:**

Hamilton High School 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.

Objectives	Action Steps	Resources	Lead Person	Evaluation
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Objectives	Action Steps	Resources	Lead Person	Evaluation
<p>DISTRICT COUNSELOR/DEAN OF STUDENTS: Will work with students and families to provide interventions, social emotional support, and academic incentives.</p>	<p>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.</p>	<p>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.</p>	<p>District Counselor/Dean of Students</p>	<p>Infraction/Referral Data; Counselor Logs</p>
<p>CHARACTER BUILDING SKILLS/ SEL Master schedule allocates time daily to teach social emotional lessons, time for community circles, and training for Focus, 5 occurs.</p>	<p>Teachers were provided training to enhance the teaching of social-emotional development with our students.</p>	<p>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.</p>	<p>District Counselor/Dean of Students and Classroom Teachers</p>	<p>Infraction/Referral Data Teachers progress monitor emotional wellbeing of students</p>
<p>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.</p>	<p>Hamilton High School students will participate and attend various assemblies or presentations 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.</p>	<p>Local businesses/vendors, California universities, junior colleges, and vocational schools.</p>	<p>District Counselor/Dean of Students</p>	<p>Infraction/Referral Data Academic growth</p>

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 The Standard Response Protocol K12 as a method of response to optimize student safety.	The Standard Response Protocol K12	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

**Goal**

Increased student daily attendance

**Component:**

Hamilton High School will continue to enforce the importance of attendance.

**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
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Objectives	Action Steps	Resources	Lead Person	Evaluation
<p><b>ATTENDANCE:</b> 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.</p>	<p>Students who have an excessive amount of absences or who are late will be referred to meet with the Attendance Task Force (secretary, admin, and counselors as needed). 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 assistant principal on the subsequent day of an absence.</p>	<p>Attendance Matters Information; Weekly Chronically absent data</p>	<p>District Social Service Coordinator</p>	<p>Chronic Absenteeism data; Trends in AERIES data</p>
<p><b>TRUANCY MEETINGS:</b> Decrease the need for these meetings as attendance rates improve.</p>	<p>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.</p>	<p>District Attorney</p>	<p>District Social Service Coordinator</p>	<p>Chronically Absent Data; Individual student attendance data</p>
<p><b>COMMUNICATION:</b> HHS uses various forms of communication to reach out to our families to maintain open communication and to better serve our students' academic needs.</p>	<p>Communication Methods include: Newsletter, Parent Square, Marquee, School Messenger, School Website, Report Cards, Progress Reports, Parent Conferences, Letters, Flyers and Home Visits.</p>	<p>Parent Square Notification Platform; Monthly Newsletters; Phone Calls; Emails; In-person appointments; Home visits; Community Liaisons; School Website</p>	<p>Site Administrators; Office Staff; Attendance Clerk; Classroom Teachers</p>	<p>Parent Square Data; Parent Participation Logs</p>
<p><b>PARENT ENGAGEMENT AND LEADERSHIP:</b> To create a positive school-home partnership, HHS will invite parents to attend events on campus or via zoom.</p>	<p>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.</p>	<p>Parent Information Nights</p>	<p>Site Administrators; District Social Service Coordinator; Teachers</p>	<p>Participation Logs/Sign-in sheets from events and meetings</p>

**Goal**

Physical Environment: Creating and Maintaining a Safe and Orderly Learning Environment

**Component:**

The physical environment of each Hamilton Unified School District campus is structured to promote student and staff safety.

**Element:**

The core element of this component is the development and maintenance of a secure, accessible, and well-prepared physical environment that promotes safety, supports emergency readiness, and allows for effective day-to-day operations

**Opportunity for Improvement:**

Increase campus security

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 Administrators and campus supervisors received Situational Awareness Comprehensive Training.	Situational Awareness Training The Standard Protocol Training K12	Site Administrators	Attendance sheets Re- train as necessary
HAMILTON UNIFIED SCHOOL DISTRICT- GLENN COUNTY SAFETY COMMITTEE MEETING Quarterly Committee meetings (including local Emergency Response personnel) 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.

- 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.

## **(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 on site 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 Sheriff, 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 via electronic communication system (ie 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:

- 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.
- Work with Hamilton Unified to send out a message via Parent Square to parents from the Hamilton Unified 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.

### **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
  - 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

#### 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 9-12 to include a protocol for responding to a student's opioid overdose. To meet the requirements of this bill, HUSD has added 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 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.
  - 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.

## IMMIGRATION ENFORCEMENT ON CAMPUS:

This procedure shall be implemented in accordance with California Assembly Bill 49 (AB 49) and Senate Bill 98 (SB 98) to ensure student and staff rights are protected in the presence of immigration enforcement.

### Classroom Teachers / School Staff

- Immediately contact the Site Administrator or designee if immigration enforcement personnel are observed or suspected to be present on or near campus.
- Do not disclose any student information or allow access to students without direct instruction from the Site Administrator and verification of valid legal documentation.
- Continue normal classroom operations unless otherwise instructed.
- Maintain confidentiality of student records and information in compliance with FERPA and California law.

### INCIDENT COMMANDER (OR DESIGNEE): Site Administration

- Immediately contact the District Superintendent and Legal Counsel upon notification or observation of immigration enforcement personnel.
- Request and verify appropriate legal documentation, such as a judicial warrant, before granting access to school grounds or students.
- Notify all impacted parents/guardians and staff in writing and by phone as soon as legally permissible. Notifications must be provided in the home language of the family whenever possible.
- Follow the district-adopted immigration enforcement policy and ensure documentation of all communications and actions taken.
- Document the incident and complete an incident report.

### DISTRICT COMMAND CENTER: District Administration

- Oversee and support legal review of documents presented by enforcement personnel.
- Coordinate with legal counsel and communicate district guidance to the school site.
- Ensure timely and accurate communication with parents, staff, and the community.
- Facilitate staff training and communication regarding procedures and legal obligations.

## 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.
- 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 High 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.

### **Introduction and Purpose of the Instructional Continuity Plan (ICP)**

Information about the Instructional Continuity Plan (ICP) requirements, revision and adoption dates.

This Instructional Continuity Plan (ICP) was last revised on February 26, 2025 and adopted by Hamilton High School on February 25, 2026 to ensure all students have access to instruction during a natural disaster or emergency, as mandated by Senate Bill 153, Chapter 38, Statutes of 2024 (SB 153), which adds a provision to California Education Code (EC) Section 32282.

This ICP will be included in the LEA's Comprehensive School Safety Plan (CSSP) by July 1, 2025. Inclusion of this ICP in the CSSP will be required to obtain approval of a Form J-13A waiver request beginning in fiscal year 2026-27. This plan is intended to minimize disruptions to instruction and provide support for pupils' social-emotional, mental health, and academic needs.

## Engagement with Pupils and Families

### *Protocol for Engagement*

Protocol for engagement with pupils and their families.

As required, Hamilton High School will engage with pupils and their families as soon as practicable, but **no later than five calendar days** following an emergency.

### *Methods of Two-Way Communication*

Methods for two-way engagement.

The protocol for engagement with pupils and their families is designed to establish two-way communication. Current existing methods include:

- Short messaging service (SMS)
- Phone Calls
- Email
- School Portal
- Social Media
- Flyers

### *Plans for Unforeseen Events*

Plans to address unforeseen events such as power outages and damage to infrastructure and how they may impact methods for two-way communication.

Alternative methods for two-way communication may include battery-powered devices, district messaging systems, phone calls, and coordination with local agencies to ensure continued communication with staff, students, and families.

### *Support for Unique Needs*

Plans designed to identify and provide support for pupils' social-emotional, mental health, and academic needs.

Supports may include counseling services, referrals to community resources, academic interventions, and re-engagement strategies.

## Access to Instruction

### *Timeline for Access to Instruction*

Timeline for access to instruction no more than 10 instructional days following the emergency.

As required, Hamilton High School will provide access to in-person or remote instruction as soon as practicable, but **no more than 10 instructional days** following the emergency.

### *Conditions for Resuming Access to In-Person Instruction*

Conditions under which in-person instruction will resume and any alternative sites or arrangements considering various aspects of recovery.

Outlined below are conditions under which in-person instruction will resume and any alternative sites or arrangements considering various aspects of recovery, including:

- Evacuation orders lifted
- Power and utilities functioning
- Healthy air quality
- Access to safe and clean water
- Campus free from debris and hazards
- Internet fiber lines connected and functioning
- Sufficient staff available
- Kitchens operational for meals

### *Remote Instruction*

Plans for remote instruction.

As required, Hamilton High School remote instruction will align with EC sections 51747 and 51749.5, governing Independent Study instruction modalities. Remote instruction will be designed to meet instructional standards that are, at minimum, equivalent to those applicable in independent study programs.

### *Access to Instructional Materials*

Methods for distributing digital and non-digital materials.

As required, remote instruction offered will align with expectations of access and equity.

### *Access to Schoolwork*

Platforms and processes for accessing and submitting schoolwork.

As required, remote instruction offered will align with expectations of access and equity.

### *Temporary Reassignment*

Procedures and agreements for temporary reassignment with neighboring LEAs.

Hamilton High School provides support to pupils and families to enroll in or be temporarily reassigned to another site, school district, county office of education, or charter school if an emergency or natural disaster disrupts in-person learning:

## **Instructional Continuity**

### *Communication Protocols*

Communication protocols for families, students, staff and faculty, including how information will be made available and with what frequency including methods and timelines.

Hamilton High School will communicate with families, students, staff, and faculty using multiple methods, including phone calls, email, text messaging, the District website, and automated notification systems. Information will be provided as soon as practicable following an emergency and updated regularly as conditions change, with clear timelines and points of contact identified.

### *Technological Readiness*

Technology readiness for educators and students to support a pivot from in-person to remote learning through independent study including early access to independent study program written agreements, online access to assignments and academic resources, assignment of devices, online instructional platform and access to internet and devices.

Hamilton High School maintains technology readiness to support a transition from in-person to remote learning through independent study. Students and educators have access to District-issued devices, online instructional platforms, internet connectivity support when needed, and early access to independent study written agreements, assignments, and academic resources.

### *Instruction and Assessment*

Prioritization of essential learning, making standards-aligned learning objectives, methods for monitoring progress and additional support whenever possible, including tutoring, check-ins, virtual office hours or other methods.

Instruction during a disruption will prioritize essential, standards-aligned learning objectives. Student progress will be monitored through assignments, check-ins, and assessments, with additional support provided when possible through tutoring, virtual office

hours, teacher check-ins, and targeted academic interventions.

## **Access (Equity, Accessibility, and Inclusion)**

### *Equity, Accessibility, and Inclusion*

How all students, including those with disabilities, those experiencing homelessness, foster youth, or English learner (EL) students will continue to have equal access to instructional resources.

Hamilton High School ensures all students, including students with disabilities, students experiencing homelessness, foster youth, and English learners, continue to have equal access to instructional resources. Supports may include technology access, instructional accommodations, language supports, and coordination with student services staff.

### *Individualized Education Plans (IEP)*

How will IEPs continue to be provided and maintained.

Individualized Education Programs (IEPs) will continue to be implemented and maintained to the greatest extent possible during any instructional disruption. Special education services, accommodations, and supports will be provided in alignment with each student's IEP through in-person or remote methods as appropriate.

### *English Learners (EL)*

How will EL students continue to be supported in alignment with the California English Learner Roadmap Policy.

Hamilton High School will continue to support English Learner students in alignment with the California English Learner Roadmap Policy by ensuring access to designated and integrated English Language Development (ELD), grade-level standards-based instruction, and appropriate language supports. Instruction will be culturally responsive and asset-based, and EL students will receive accommodations, instructional materials, and language development supports to ensure meaningful access to learning during both in-person and remote instruction. Ongoing progress monitoring and communication with families will guide targeted academic and language supports.

## **Professional Learning**

Professional learning opportunities and resources utilized to if the need to pivot to remote instruction and assessment arises.

Hamilton High School provides professional learning opportunities and resources for educators to support a transition to remote instruction and assessment, including training on instructional technology, independent study requirements, and effective remote teaching practices.

## **Well-Being and Support Services**

How the LEA will provide access to physical and mental health professionals, including those who speak languages other than English.

Hamilton High School will provide access to physical and mental health professionals during an emergency, including counselors and support staff. When available, services will include professionals who speak languages other than English to support families and students.

Plans to provide access back-up, water and medicines in the event of an emergency.

The school has plans to provide access to back-up power, water, and student medications in the event of an emergency, in coordination with District protocols and local emergency services.

Plans to ensure continuity of other support services, including special education, counseling, after-school programs, and access to kitchens and food services, adapting these services to the online or hybrid environment when necessary.

Hamilton High School will ensure continuity of support services, including special education, counseling, after-school programs, and nutrition services. These services may be adapted to remote or hybrid formats when necessary, including online supports and alternative meal distribution.

### **Site-Based Collaboration**

How administrators, faculty, information technology staff, students, and parents will collaborate in the development and implementation of this ICP.

Administrators, faculty, information technology staff, students, and parents collaborate in the development, review, and implementation of the Instructional Continuity Plan through shared planning, communication, and feedback processes.

### **Return to Site-Based Learning**

Conditions that must be met prior to returning from disruption including reopening sites.

A return to in-person instruction will occur only after site safety conditions are met, including facility readiness, availability of utilities, clearance from appropriate authorities, and confirmation that student and staff safety can be maintained.

### **Integration with Comprehensive School Safety Plan (CSSP)**

Integration of this Instructional Continuity Plan (ICP) into Hamilton High School's Comprehensive School Safety Plan (CSSP).

This Instructional Continuity Plan (ICP) will be included as an integral component of Hamilton High School's Comprehensive School Safety Plan (CSSP) by July 1, 2025, as required by SB 153. The information in this ICP will be considered in relation to other aspects of the existing safety plan. A locally-adopted CSSP must include this ICP to obtain approval of a Form J-13A waiver request beginning in fiscal year 2026-27.

### **Review and Updates of this Instructional Continuity Plan (ICP)**

Frequency of review and update of this ICP.

This Instructional Continuity Plan will be reviewed and updated in collaboration with Educational Partners, considering feedback and

lessons learned on the following basis:

## Procedures for Immigration Enforcement Notification

### Confirmation Protocol

Detail the specific process and designated staff member (e.g., principal, superintendent) responsible for confirming the presence of immigration enforcement on the schoolsite, which triggers the notification requirement.

If immigration enforcement is reported or observed on campus, the Principal or designee will immediately confirm the presence of enforcement personnel. Upon confirmation, the Principal will notify the Superintendent or designee, which will trigger the notification process.

### Required Notification Recipients

The procedures must ensure notification is issued to the following groups:

- Parents and guardians of pupils
- Teachers
- Administrators
- School personnel

Upon confirmation of immigration enforcement presence on or near the schoolsite, Hamilton High School will issue timely notification to the following groups using District-approved communication systems:

- Parents and guardians of pupils will be notified through mass communication systems, email, phone calls, or the parent portal.
- Teachers will be notified through secure staff communication channels, including email and administrative briefings.
- Administrators will be notified immediately through direct communication and District leadership protocols.
- School personnel will be informed through internal communication systems to ensure awareness and coordinated response.

All notifications will be factual, limited in scope, and designed to protect the safety and well-being of students, staff, and families, and will not include personally identifiable information.

### Notification Timing

Specify the timeline for issuing notification following confirmation, ensuring it aligns with safety goals and minimizes panic.

Notification will be issued as soon as practicable following confirmation of immigration enforcement presence, while ensuring accuracy of information and maintaining a calm, safe school environment.

### Safety and Well-being Standard

The content and timing of the notification shall consider the safety and well-being of the pupils, employees, and community members of the schoolsite.

The content and timing of any notification will prioritize the safety and well-being of pupils, employees, and community members. Notifications will provide factual, limited information and avoid language that may cause fear, panic, or disruption to the school environment.

### Privacy Constraint

The notification shall not include any personally identifiable information.

Notifications will not include any personally identifiable information about pupils, families, or staff.

### Notification Methods

Specify the secure methods used for two-way communication to reach the required recipients, such as mass communication systems, email, or school portals, and detail how these methods are maintained.

Hamilton High School will use secure, District-approved communication methods for two-way communication, including mass notification systems, email, and parent/student portals. These systems are regularly maintained and updated to ensure reliability and confidentiality.

**Resource Provision (Optional but Encouraged)**

The notification may include a hyperlink to additional resources for families regarding:

- Educational rights
- State laws that protect parents' and students' privacy and confidentiality
- Counseling or support services (including services that support families impacted by immigration enforcement and model policies adopted by the LEA).

**Annual Evaluation**

This plan will be evaluated and amended, as needed, by the school safety planning committee, but shall be evaluated at least once a year.

**Public Availability**

An updated file of all safety-related plans and materials shall be readily available for inspection by the public.

**State Guidance**

Compliance with this plan should align with the checklist for developing a comprehensive school safety plan, which the Department of Education is required to maintain and conspicuously post on its internet website

## Procedures Regarding Pupil Smartphone Use During Emergencies

### Mandatory Policy Adoption and Review Requirements

The date the policy was adopted/last updated, a summary of the policy's goal, and documentation of stakeholder involvement.

### Non-Prohibitable Circumstances for Pupil Smartphone Use

Confirm procedures for recognizing and respecting these exceptions:

1. When a teacher or administrator grants permission, subject to any reasonable limitation imposed by that teacher or administrator.
2. When a licensed physician and surgeon determines that the possession or use of a smartphone is necessary for the health or well-being of the pupil.
3. When the possession or use of a smartphone is required in a pupil's individualized education program (IEP).

## 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.

## Emergency Contact Numbers

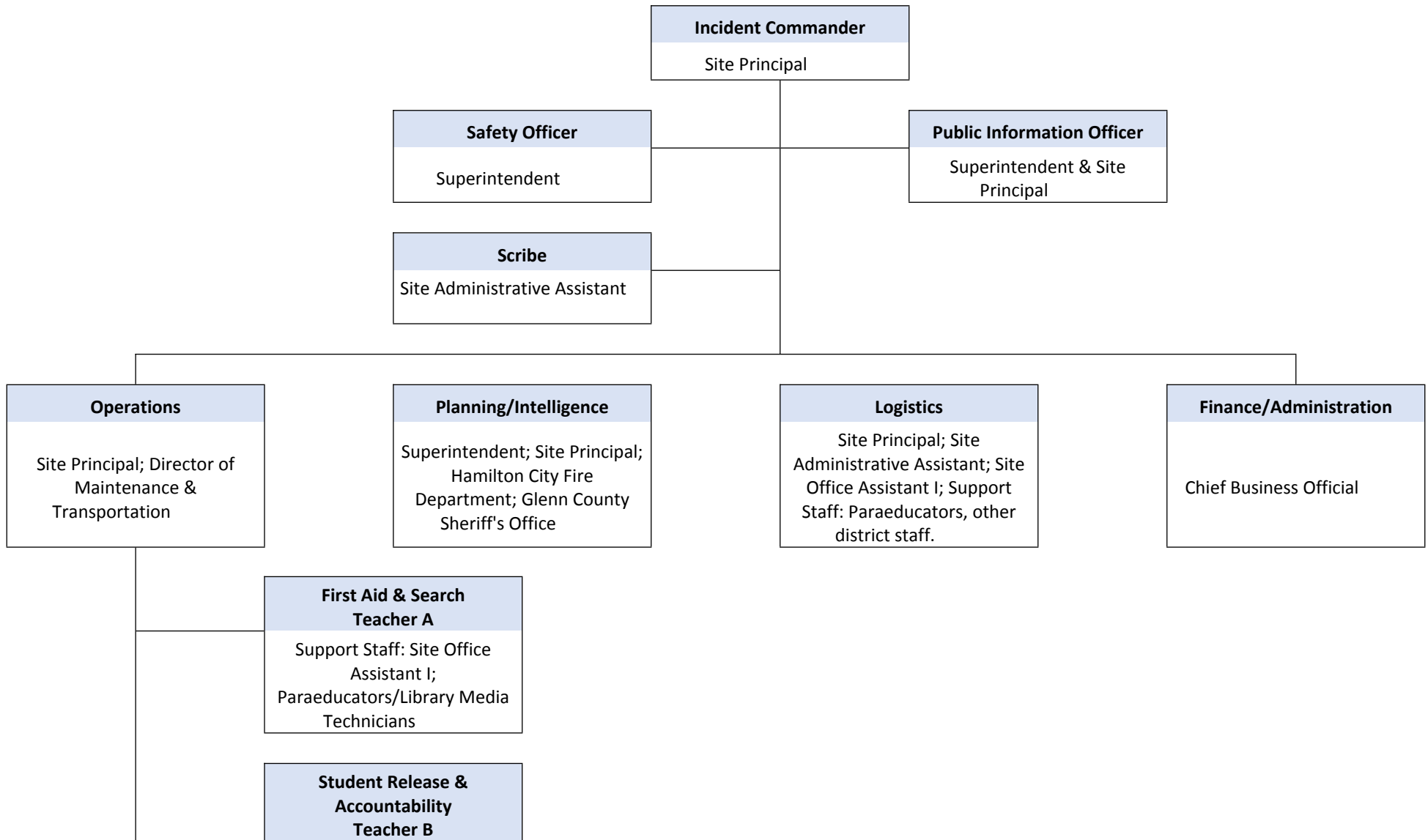
### Utilities, Responders and Communication Resources

Type	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/Paramedic	Hamilton City Fire Department	(530) 826-3355	420 1st St, Hamilton City, CA 95951
Law Enforcement/Fire/Paramedic	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

**Safety Plan Review, Evaluation and Amendment Procedures**

<b>Activity Description</b> (i.e. review steps, meetings conducted, approvals, etc)	<b>Date and Time</b>	<b>Attached Document</b> (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**



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, immigration enforcement, 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 or immigration enforcement personnel present with valid warrant and request student information..

Level 2 is a major incident or potential threat that disrupts sizable portions of the campus community or immigration enforcement personnel requesting access without judicial warrant.

Level 3 is a minor, localized department or building incident that is resolved quickly with existing school/district resources or limited outside help or immigration enforcement presence off campus or confirmed not involving students.

### 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.

Immigration Enforcement: Notify site administration, secure campus and protect student confidentiality, do not respond or allow access until administration and legal review is complete.

### 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.

## 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 utilizing the Standard Response Protocol (TSRP)
- 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.

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 initiate any other action(s) deemed necessary utilizing the Standard Response Protocol (TSRP). 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:**

- 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 utilizing the Standard Response Protocol (TSRP)

**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.
- Initiate any other action(s) deemed necessary utilizing the Standard Response Protocol (TSRP)
- 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.

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.
- Initiate any other action(s) deemed necessary utilizing the Standard Response Protocol (TSRP)
- Issue order to EVACUATE utilizing the Standard Response Protocol (TSRP)
- 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.
- 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:**

- 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.

**Cardiac Arrest**

**REMAIN CALM – EVALUATE THE SITUATION – TAKE ACTION:**

A cardiac arrest is a sudden loss of heart function that requires immediate action. Early recognition, rapid emergency response, CPR, and use of an Automated External Defibrillator (AED) can be lifesaving. Hamilton High School staff are trained to respond quickly and follow established emergency procedures.

**SIGNS OF CARDIAC ARREST**

- Sudden collapse
- Unresponsiveness
- Not breathing or abnormal breathing
- No detectable pulse

**CLASSROOM TEACHERS / STAFF**

REMAIN CALM. Quickly assess the scene for safety.

- Call 911 immediately or direct a specific person to call 911.
- NOTIFY ADMINISTRATION immediately and request the nearest AED.

--Main Office

--Gymnasium

--Stadium Snack Shack

- Begin CPR immediately if trained, following current guidelines.
- Use the AED as soon as it is available, following the device's prompts.
- Assign students or staff to clear the area and maintain privacy.
- Continue care until relieved by trained responders or emergency personnel.

**INCIDENT COMMANDER (OR DESIGNEE): Site Administration**

- Activate the Incident Command System.
- Ensure emergency medical services (EMS) are en route.
- Direct staff to retrieve and deploy the AED.
- Coordinate crowd control and campus access for emergency responders.
- Notify the Superintendent or designee.
- Determine if additional actions are needed, including lockdown or limited movement on campus.
- When appropriate, announce ALL CLEAR and resume normal operations.
- Complete and submit required incident reports.

#### COMMUNICATIONS TEAM

- Coordinate communication under the direction of the Incident Commander.
- Provide timely, factual updates to staff and District administration.
- Ensure no personally identifiable medical information is shared.

#### FIRST AID / BASIC NEEDS TEAM

- Assist with CPR and AED use if trained.
- Support emergency responders upon arrival.
- Provide post-incident support as directed.

#### FACILITIES TEAM

- Assist emergency responders with site access.
- Secure the area as needed to ensure privacy and safety.
- Inspect and restock AED equipment after use and report status to administration.

#### STUDENT RELEASE / CROWD CONTROL TEAM

- Manage student movement away from the incident area.
- Implement reunification procedures only if directed by the Incident Commander.

#### DISTRICT COMMAND CENTER

- Support site administration and coordinate District-level response.
- Handle media inquiries if necessary.
- Provide guidance on post-incident counseling and support services.

### **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,
- 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
- ADMINISTER FIRST AID as necessary.

#### INCIDENT COMMANDER (OR DESIGNEE): Site Administration

- Activate Incident Command Center. Deploy Emergency Response Teams as indicated.
- Initiate any other action(s) deemed necessary utilizing the Standard Response Protocol (TSRP)
- 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 utilizing the Standard Response Protocol (TSRP)

**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:**

- 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**

**REMAIN CALM – EVALUATE THE SITUATION – TAKE ACTION**

An explosion or risk of explosion exists when a suspected explosive device has been detonated or reported, but not located. Both situations require prompt action in order to avoid or minimize injuries and property damage.

Be respectful and attentive, and try to get the following information from the caller:

- detonation time location of explosion(s) number & type of explosion(s) reason(s) for the bomb threat.

**Classroom Teachers**

**IN THE EVENT OF AN 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 RISK OF EXPLOSION:**

- 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.
- Initiate any other action(s) deemed necessary utilizing the Standard Response Protocol (TSRP)
- Issue order to EVACUATE utilizing the Standard Response Protocol (TSRP)
- 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:**

- 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.

**Extreme Weather**

Extreme weather events may include excessive heat, severe storms, flooding, high winds, wildfire smoke, or other weather-related emergencies that may impact campus safety. Hamilton High School will follow guidance from local emergency agencies, weather services, and District administration to protect students and staff.

**TYPES OF EXTREME WEATHER**

- Excessive heat
- Severe storms or high winds
- Flooding
- Wildfire smoke or poor air quality
- Power outages related to weather conditions

**CLASSROOM TEACHERS / STAFF**

**IN THE EVENT OF EXTREME WEATHER**

REMAIN CALM and follow instructions from site administration.

- Keep students indoors unless directed otherwise.
- Close doors and windows as appropriate.

- Monitor students for signs of heat illness, respiratory distress, or other health concerns.
- Limit physical activity as directed.
- NOTIFY ADMINISTRATION immediately if conditions worsen or if students require medical assistance.
- Be prepared to SHELTER IN PLACE or EVACUATE if directed.

#### INCIDENT COMMANDER (OR DESIGNEE): Site Administration

- Monitor weather conditions and official alerts from local authorities.
- Activate the Incident Command System as needed.
- Determine appropriate response actions, including shelter-in-place, modified schedules, or early dismissal.
- Communicate instructions clearly to staff, students, and families.
- Coordinate with the Superintendent regarding potential school closure or dismissal.
- Announce ALL CLEAR when conditions are safe and normal operations may resume.
- Complete and submit required incident documentation.

#### COMMUNICATIONS TEAM

- Monitor official weather alerts and emergency broadcasts.
- Provide timely updates to the Incident Commander.
- Support communication to families and staff using District-approved systems.

#### FIRST AID / BASIC NEEDS TEAM

- Monitor and respond to health-related concerns, including heat exhaustion, asthma, or other weather-related conditions.
- Provide first aid as needed and coordinate with emergency services when required.

#### FACILITIES TEAM

- Assess campus conditions, including buildings, utilities, and grounds.
- Address hazards such as downed branches, flooding, or power issues.
- Coordinate with emergency responders and report conditions to the Incident Commander and District Command Center.

#### STUDENT RELEASE / CROWD CONTROL TEAM

- Implement student release procedures if early dismissal is authorized.
- Ensure students are released only to authorized adults and document all releases.

#### DISTRICT COMMAND CENTER

- Coordinate districtwide response to extreme weather events.
- Support site administration with operational decisions.
- Handle media inquiries and coordinate recovery efforts as needed.

### **Fire in Surrounding Area**

A fire in the surrounding area may pose a threat to campus safety due to smoke, poor air quality, potential evacuation needs, or rapidly changing conditions. Hamilton High School will follow guidance from local fire agencies, emergency management officials, and District administration to protect students and staff.

#### FIRE IN SURROUNDING AREA – GENERAL INFORMATION

- A fire in the surrounding area may impact air quality, visibility, transportation routes, and utilities. Conditions can change rapidly depending on wind, weather, and fire behavior. The school may be directed to shelter in place, modify operations, or evacuate based on official guidance.

#### CLASSROOM TEACHERS / STAFF

##### IN THE EVENT OF A FIRE IN THE SURROUNDING AREA

- REMAIN CALM and follow instructions from site administration.
- Keep students indoors unless otherwise directed.
- Close doors and windows to reduce smoke infiltration.

- Limit physical activity, especially outdoors.
- Monitor students for signs of respiratory distress or other health concerns.
- NOTIFY ADMINISTRATION immediately if conditions worsen or if medical assistance is needed.
- Be prepared to SHELTER IN PLACE or EVACUATE if directed.

#### INCIDENT COMMANDER (OR DESIGNEE): Site Administration

- Monitor fire conditions and air quality reports from local fire agencies and emergency officials.
- Activate the Incident Command System as appropriate.
- Determine response actions, including shelter-in-place, modified schedules, early dismissal, or evacuation.
- Communicate clear instructions to staff, students, and families using District-approved systems.
- Coordinate with the Superintendent regarding potential school closure or dismissal.
- Announce ALL CLEAR when conditions are safe and normal operations may resume.
- Complete and submit required incident documentation.

#### COMMUNICATIONS TEAM

- Monitor Emergency Alert System updates and official fire agency communications.
- Provide timely updates to the Incident Commander regarding fire status, air quality, and safety guidance.
- Support communication to families and staff as directed.

#### FIRST AID / BASIC NEEDS TEAM

- Monitor and respond to health-related concerns, including asthma or smoke-related symptoms.
- Provide first aid as needed and coordinate emergency medical services if required.

#### FACILITIES TEAM

- Assess campus conditions, including air filtration systems, buildings, and grounds.
- Ensure HVAC systems are adjusted appropriately to reduce smoke exposure when directed.
- Assist with securing campus and supporting emergency responders if evacuation becomes necessary.
- Report conditions to the Incident Commander and District Command Center.

#### STUDENT RELEASE / CROWD CONTROL TEAM

- Implement student release procedures if early dismissal or evacuation is authorized.
- Ensure students are released only to authorized adults and maintain release documentation.

#### DISTRICT COMMAND CENTER

- Coordinate districtwide response to fires impacting school sites.
- Support site administration with operational decisions.
- Handle media communications and coordinate recovery efforts as needed.

### 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.
- 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.
- Initiate any other action(s) deemed necessary utilizing the Standard Response Protocol (TSRP)
- 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).
- 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.
- Initiate any other action(s) deemed necessary utilizing the Standard Response Protocol (TSRP)
- 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 as indicated.
- Initiate any other action(s) deemed necessary utilizing the Standard Response Protocol (TSRP)
- 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.
- 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.
- 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”)
- 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 Crisis Teams as indicated.
- Initiate any other action(s) deemed necessary utilizing the Standard Response Protocol (TSRP)
- 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.

### **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).

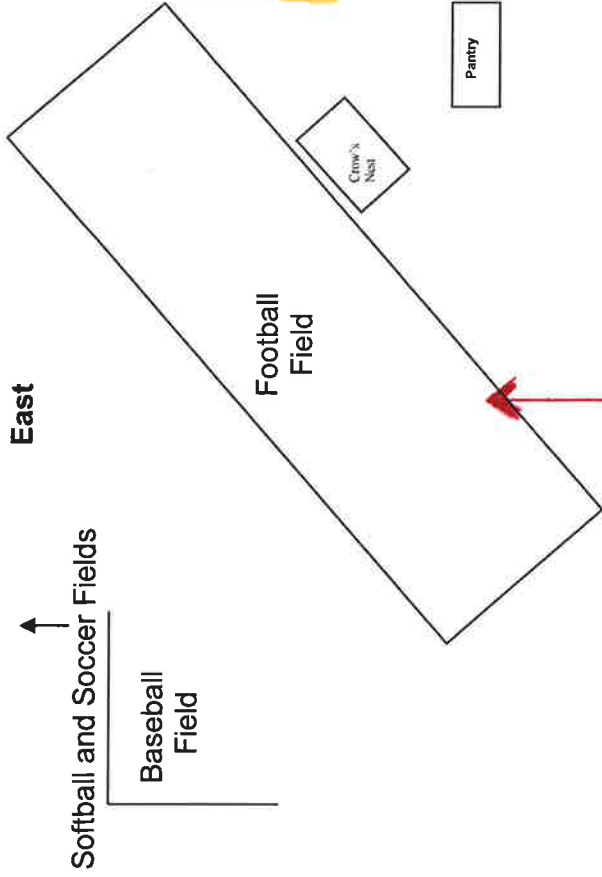
**Emergency Evacuation Map**

HAMILTON HIGH SCHOOL MAP

-Not Drawn to Scale--

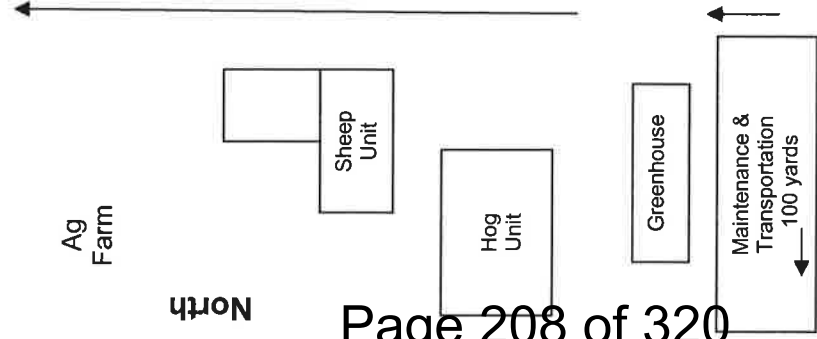
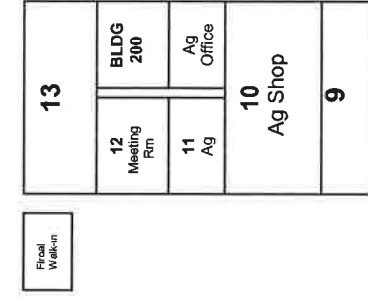
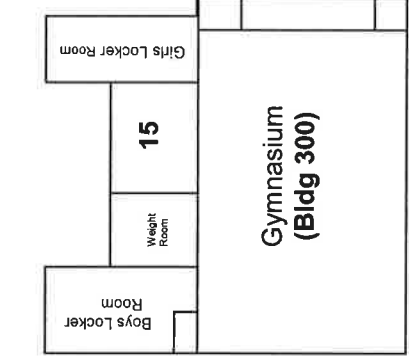
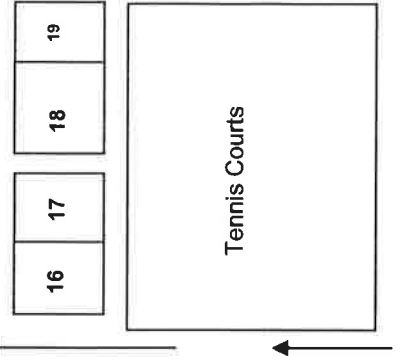
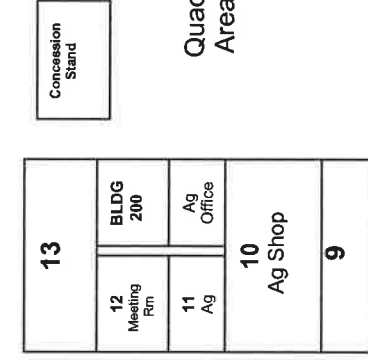
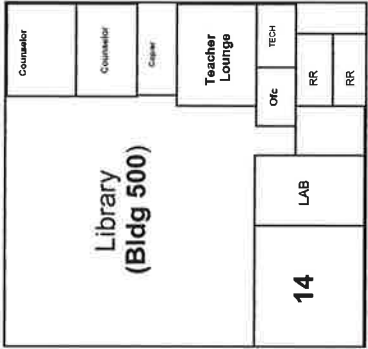
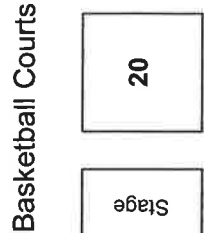
Ella Barkley Alt. High School  
300 Sixth St. Hamilton City, 95951

**Room 1  
Evacuation Route**



South

Student Parking (lawn)



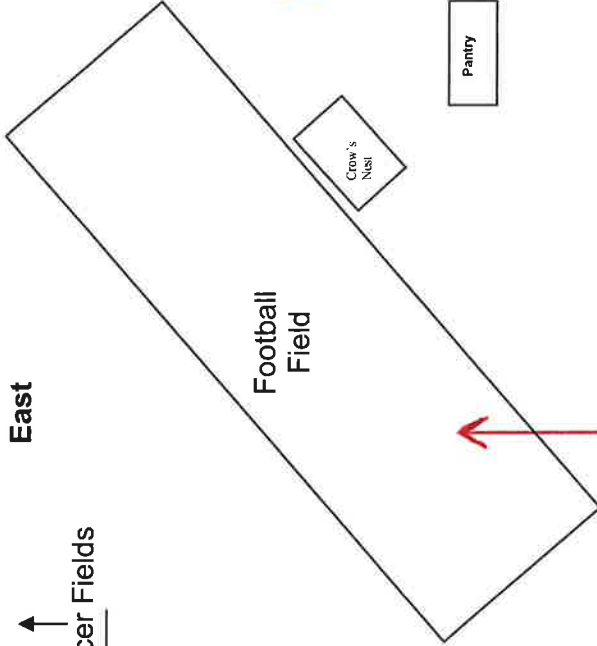
North

HAMILTON HIGH SCHOOL MAP

-Not Drawn to Scale--

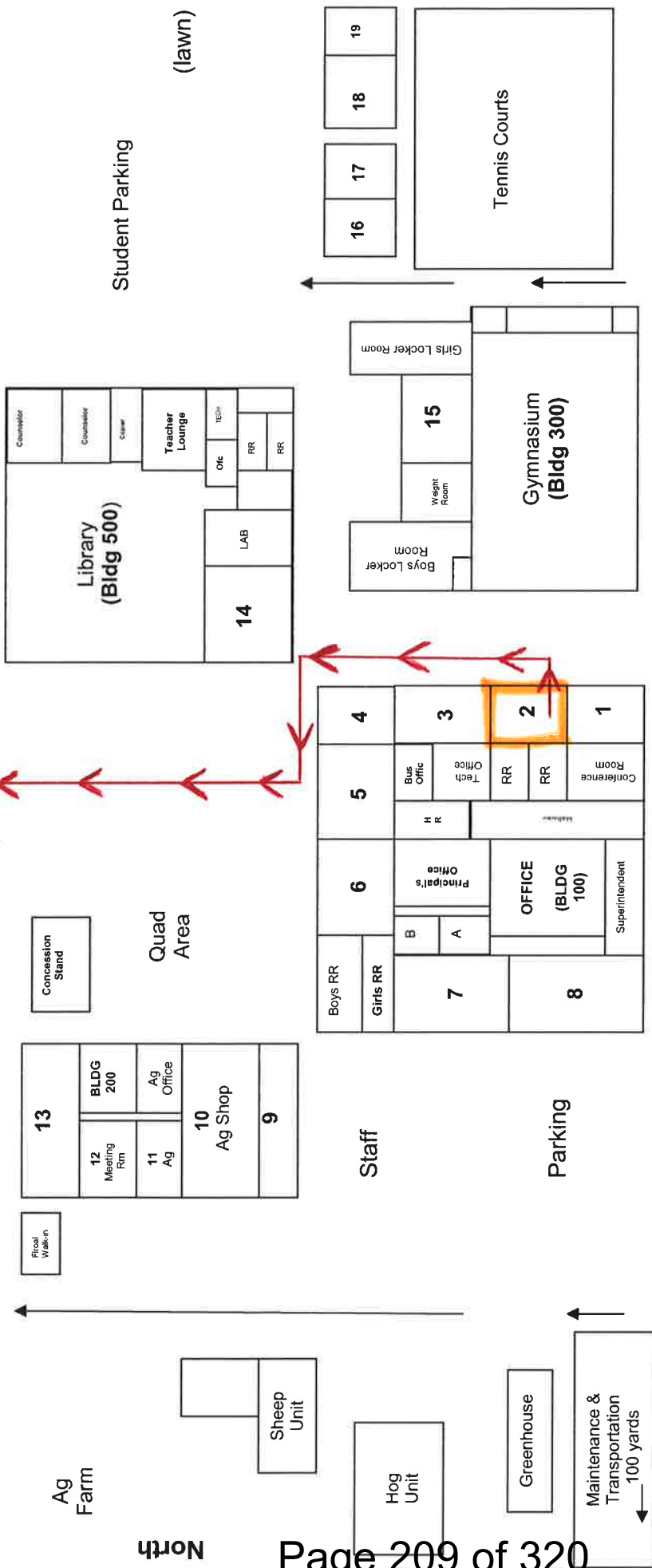
Ella Barkley Alt. High School  
300 Sixth St. Hamilton City, 95951

**Room 2**  
**Evacuation Route**



East

South



North

Hamilton High School: 620 Canal St. Hamilton City, CA 95951

Road 203  
West

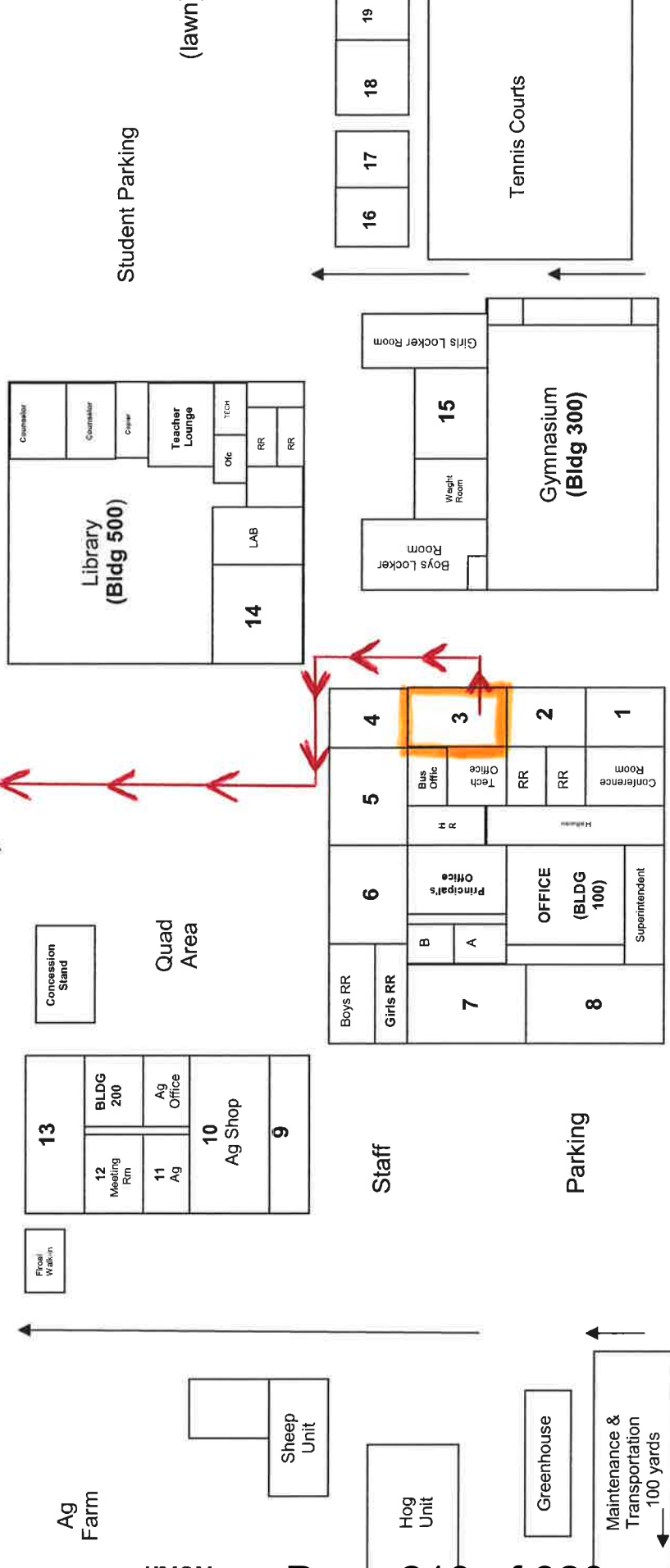
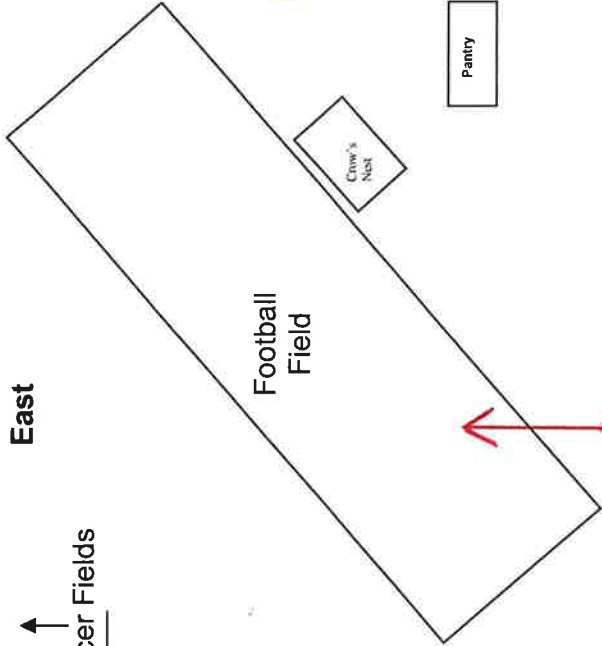
Student Parking

HAMILTON HIGH SCHOOL MAP

-Not Drawn to Scale--

Ella Barkley Alt. High School  
300 Sixth St. Hamilton City, 95951

**Room 3**  
Evacuation Route





-Not Drawn to Scale--

# HAMILTON HIGH SCHOOL MAP

East

Ella Barkley Alt. High School  
300 Sixth St. Hamilton City, 95951

**Room 5  
Evacuation Route**

Softball and Soccer Fields

Baseball Field

Soccer Field

JV Baseball Field

Football Field

Grow's Nest

Basketball Courts

Partry

Cafeteria (Bldg 400)

Stage

20

North

South

Ag Farm

Sheep Unit

Hog Unit

Greenhouse

Maintenance & Transportation  
100 yards

Fiscal Walk-in

13 BLDG 200  
12 Meeting Rm  
11 Ag Office  
10 Ag Shop  
9

Concession Stand

Quad Area

Staff

Parking

Student Parking

Boys RR	6	Principal's Office	5	4
Girls RR				
7	A	B	3	2
8	OFFICE (BLDG 100)			
Supertendant	Tech Office	RR	RR	1

Library (Bldg 500)

14 LAB

15

Teacher Lounge

Comptroller

Comptroller

Copier

ONE

TECH

RR

RR

Boys Locker Room

Weight Room

15

Girls Locker Room

Gymnasium (Bldg 300)

Student Parking

(lawn)

16 17 18 19

Tennis Courts

Road 203 West

Hamilton High School: 620 Canal St. Hamilton City, CA 95951



-Not Drawn to Scale--

# HAMILTON HIGH SCHOOL MAP

East

Softball and Soccer Fields

Soccer Field

JV Baseball Field

Baseball Field

Football Field

Crow's Nest

Pantry

Cafeteria (Bldg 400)

Stage

20

Basketball Courts

Elia Barkley Alt. High School  
300 Sixth St. Hamilton City, 95951

**ROOM 7**  
**Evacuation Route**

North

Ag Farm

Sheep Unit

Hog Unit

Greenhouse

Maintenance & Transportation  
100 yards

Final Walk-in

13 BLDG 200  
12 Meeting Rm  
11 Ag Office

10 Ag Shop  
9

Concession Stand

Quad Area

Staff

Parking



Boys RR	Girls RR	Principal's Office	A	B
6	7			
5	4	RR	RR	RR
5	3	Tech Office	Bus Office	RR
5	2	RR	RR	RR
5	1	Conference Room	RR	RR

Library (Bldg 500)	14	Lab
	15	Teacher Lounge
	15	RR
	15	RR
	15	TECH
	15	RR
	15	RR

Student Parking

(lawn)

South

16	17	18	19
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Tennis Courts

Gymnasium (Bldg 300)

Boys Locker Room	Weight Room	15	Girls Locker Room
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8	OFFICE (BLDG 100)	Supervisor
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Student Parking

Road 203 West

Hamilton High School: 620 Canal St. Hamilton City, CA 95951

-Not Drawn to Scale--

# HAMILTON HIGH SCHOOL MAP

East

Softball and Soccer Fields

Soccer Field

JV Baseball Field

Baseball Field

Football Field

Cow's Nest

Basketball Courts

Cafeteria (Bldg 400)

Stage

20

Ella Barkley Alt. High School  
300 Sixth St. Hamilton City, 95951

**Room 8**  
**Evacuation Route**

North

Ag Farm

Hog Unit

Sheep Unit

Greenhouse

Maintenance & Transportation  
100 yards

Fiscal Workn

Concession Stand

Concession Stand

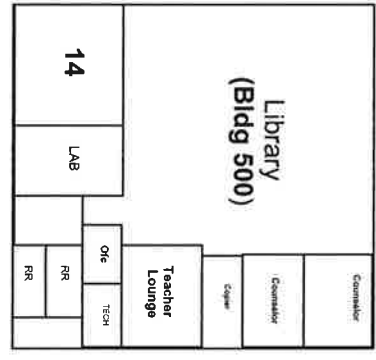
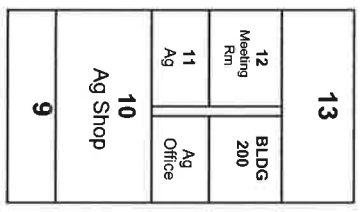
Pantry

Quad Area

Library (Bldg 500)

Student Parking (lawn)

South



Staff

Boys RR  
Girls RR

Principal's Office

OFFICE (BLDG 100)

Superintendent

Bus Office

Tech Office

RR

RR

RR

RR

RR

RR

RR

RR

RR

RR

RR

RR

RR

RR

RR

Parking

8

Gymnasium (Bldg 300)

Tennis Courts

16

17

18

19

Boys Locker Room

Weight Room

15

Girls Locker Room

Student Parking

Road 203 West

Hamilton High School: 620 Canal St. Hamilton City, CA 95951

-Not Drawn to Scale-

# HAMILTON HIGH SCHOOL MAP

East

→ Ella Barkley Alt. High School  
300 Sixth St. Hamilton City, 95951

**Room 9  
Evacuation Route**

Softball and Soccer Fields

Baseball Field

Soccer Field

Football Field

Basketball Courts

JV Baseball Field

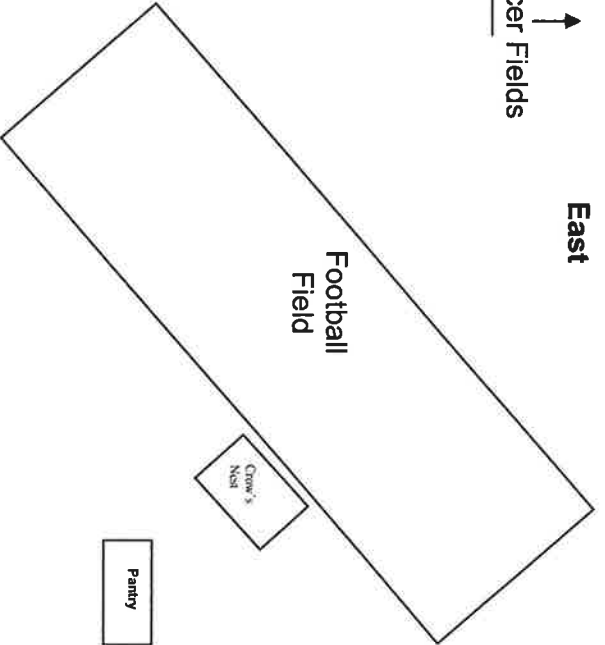
Crow's Nest

Cafeteria (Bldg 400)

Stage

20

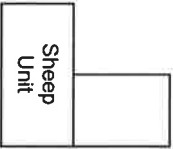
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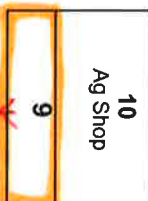
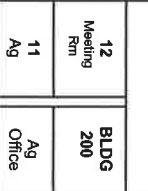
South

North

Ag Farm



13

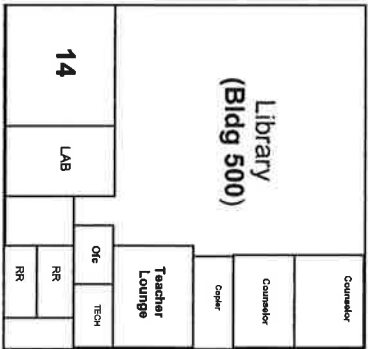


Staff

Parking



Quad Area



Student Parking (lawn)



Tennis Courts

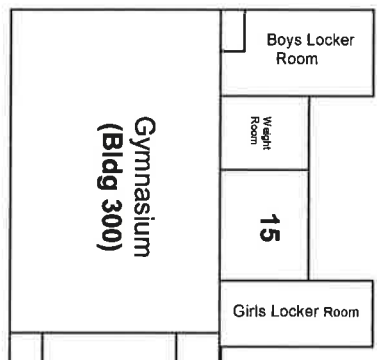
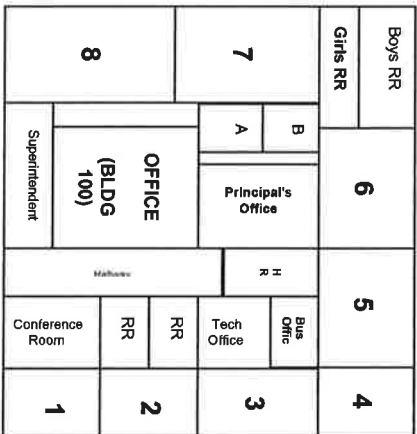
Highway 32

Student Parking



Road 203 West

Hamilton High School: 620 Canal St. Hamilton City, CA 95951



-Not Drawn to Scale--

# HAMILTON HIGH SCHOOL MAP

East

Ella Barkley Alt. High School  
300 Sixth St. Hamilton City, 95951

**Room 10, 11, Shop  
Evacuation Route**

Softball and Soccer Fields

Baseball Field

Football Field

Basketball Courts

Cafeteria (Bldg 400)

Stage

20

JV Baseball Field

Soccer Field

North

Ag Farm

Sheep Unit

Hog Unit

Greenhouse

Maintenance & Transportation  
100 yards

Final Walk

13 BLDG 200

12 Meeting Rm

11 Ag Office

10 Ag Shop

9

Concession Stand

Quad Area

Staff

Boys RR

Girls RR

6

Principal's Office

7

8

OFFICE (BLDG 100)

Superintendent

5

Bus Office

Tech Office

RR

RR

RR

4

3

2

1

Library (Bldg 500)

14

LAB

Teacher Lounge

RR

RR

RR

RR

RR

RR

RR

RR

RR

Student Parking

(lawn)

16

17

18

19

Tennis Courts

Boys Locker Room

Weight Room

15

Girls Locker Room

RR

RR

RR

RR

RR

RR

Parking

Student Parking

Road 203 West

Hamilton High School: 620 Canal St. Hamilton City, CA 95951

South

Highway 32

-Not Drawn to Scale-

# HAMILTON HIGH SCHOOL MAP

East

Softball and Soccer Fields

Soccer Field

JV Baseball Field

Baseball Field

Football Field

Cow's Nest

Ella Barkley Alt. High School  
300 Sixth St. Hamilton City, 95951

**Room 12, 13  
Evacuation Route**

Basketball Courts

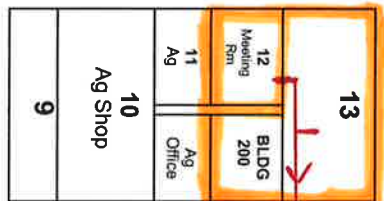
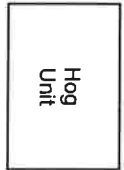
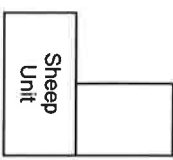
Cafeteria (Bldg 400)

Stage

20

Pantry

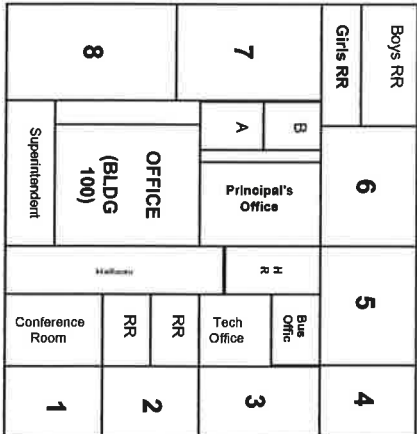
Ag Farm



Quad Area



Staff

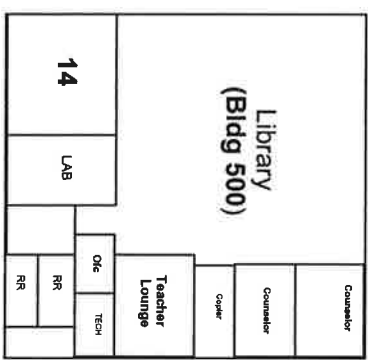


Parking

Student Parking

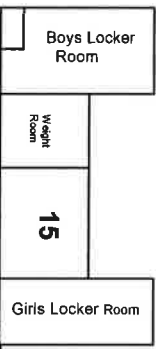
Student Parking

(lawn)



Library (Bldg 500)

LAB



15

Gymnasium (Bldg 300)



Tennis Courts

South

Highway 32

Road 203 West

Hamilton High School: 620 Canal St. Hamilton City, CA 95951

-Not Drawn to Scale-

# HAMILTON HIGH SCHOOL MAP

East

Ella Barkley Alt. High School  
300 Sixth St. Hamilton City, 95951

**Room 14**  
**Evacuation Route**

Softball and Soccer Fields

Baseball Field

Football Field

Basketball Courts

Cafeteria (Bldg 400)

Stage

20

Soccer Field

JV Baseball Field

Ag Farm

North

Sheep Unit

Hog Unit

Greenhouse

Maintenance & Transportation  
100 yards

Final Week

13 BLDG 200  
12 Meeting Rm  
11 Ag Office

10 Ag Shop  
9

Concession Stand

Quad Area

Staff

Parking

Student Parking

Road 203 West

Hamilton High School: 620 Canal St. Hamilton City, CA 95951

**Library (Bldg 500)**

- Counselor
- Counselor
- CLERK
- Teacher Lounge
- Off
- RR
- TECH
- LAB
- 14

**Boys RR**

**Girls RR**

**6** Principal's Office

**7** A, B

**8** OFFICE (BLDG 100) Superintendent

**5** Bus Office, Tech Office, RR, RR, Conference Room

**4** RR, RR

**3** RR

**2** RR

**1** RR

**Boys Locker Room**

**Weight Room**

**15**

**Girls Locker Room**

**Gymnasium (Bldg 300)**

16

17

18

19

Tennis Courts

Student Parking (lawn)

Highway 32

South



# HAMILTON HIGH SCHOOL MAP

-Not Drawn to Scale--

Softball and Soccer Fields

East

Elia Barkley Alt. High School  
300 Sixth St. Hamilton City, 95951

**Room 16**  
**Evacuation Route**

Basketball Courts

Baseball Field

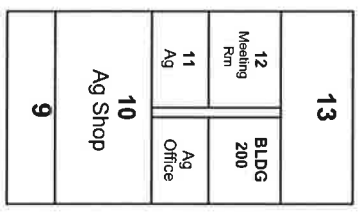
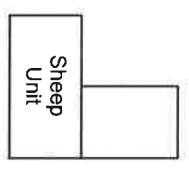
Football Field

JV Baseball Field

Soccer Field

North

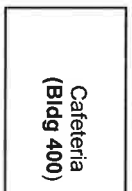
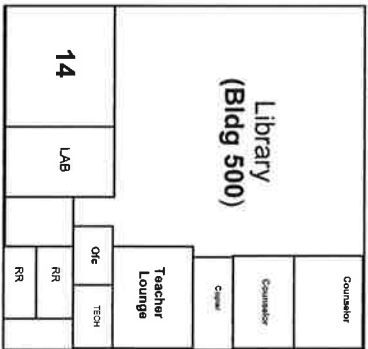
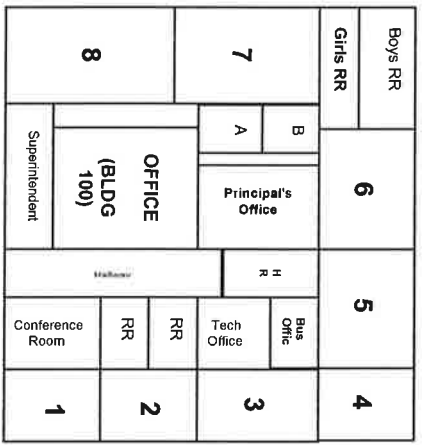
Ag Farm



Quad Area

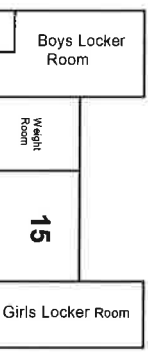
Staff

Parking



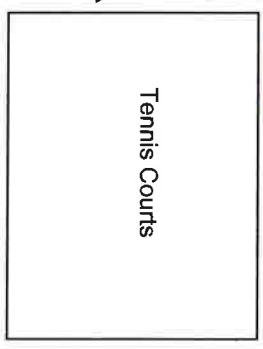
Student Parking

(lawn)



Gymnasium (Bldg 300)

Tennis Courts



South

Highway 32

Student Parking

Road 203 West

Hamilton High School: 620 Canal St. Hamilton City, CA 95951

# HAMILTON HIGH SCHOOL MAP

-Not Drawn to Scale--

Softball and Soccer Fields

East

→ Ella Barkley Alt. High School  
300 Sixth St. Hamilton City, 95951

**Room 17**  
**Evacuation Route**

Soccer Field

JV Baseball Field

Baseball Field

Football Field

Crow's Nest

Basketball Courts

Pantry

Cafeteria (Bldg 400)

Stage

20

North

Ag Farm

Hog Unit

Greenhouse

Maintenance & Transportation  
100 yards

Sheep Unit

Food Wash

13

12 Meeting Rm

11 Ag

10 Ag Shop

9

Concession Stand

Quad Area

Staff

Boys RR

Girls RR

6

7

8

B

A

Principal's Office

OFFICE (BLDG 100)

Superintendent

RR

RR

RR

RR

RR

RR

5

Bus Office

Tech Office

RR

RR

Conference Room

4

3

2

1

14

Library (Bldg 500)

LAB

DIR

RR

RR

TECH

Teacher Lounge

Student Parking

(lawn)

South

Highway 32

Tennis Courts

16

17

18

19

Boys Locker Room

Weight Room

15

Girls Locker Room

Gymnasium (Bldg 300)

Road 203 West

Hamilton High School: 620 Canal St. Hamilton City, CA 95951

-Not Drawn to Scale--

# HAMILTON HIGH SCHOOL MAP

East

Softball and Soccer Fields

Baseball Field

Room 18, 19 Evaluation Route

Ellis Barkley Alt. High School  
300 Sixth St. Hamilton City, 95951

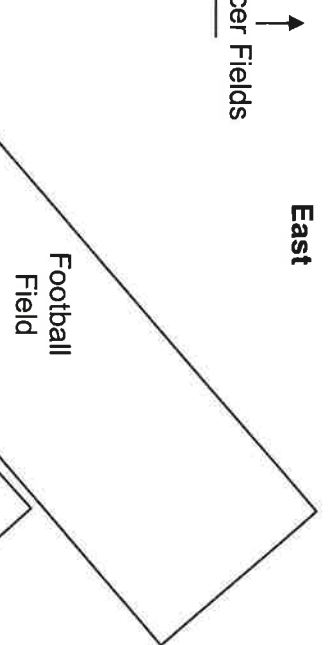
Basketball Courts

Cafeteria (Bldg 400)

Stage

20

Pantry

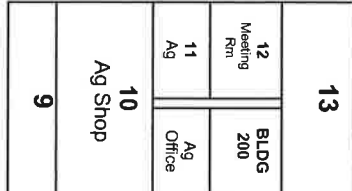
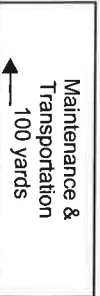
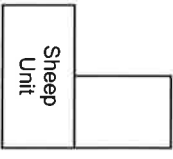


Soccer Field

JV Baseball Field

North

Ag Farm

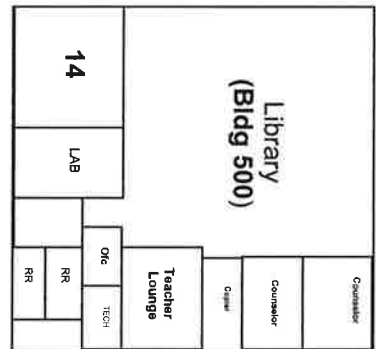
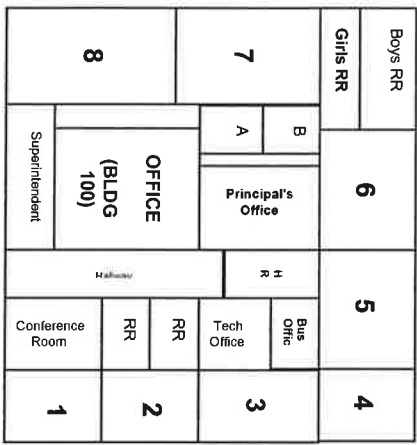


Quad Area

Staff

Parking

Student Parking



Student Parking

(lawn)

South

Highway 32

Road 203 West

Hamilton High School: 620 Canal St. Hamilton City, CA 95951

HAMILTON HIGH SCHOOL MAP

--Not Drawn to Scale--

Elia Barkley Alt. High School  
300 Sixth St. Hamilton City, 95951

**Room 20  
Evacuation Route**

Softball and Soccer Fields

Soccer Field

JV Baseball Field

Baseball Field

Football Field

East

Cow's Nest

Basketball Courts

Cafeteria (Bldg 400)

Stage

20

Pantry

Ag Farm

North

Sheep Unit

Hog Unit

Greenhouse

Maintenance & Transportation  
100 yards

Field Wash

13  
12 Meeting Rm  
11 Ag  
10 Ag Shop

BLDG 200  
Ag Office

Concession Stand

Quad Area

Staff

Parking

Student Parking

Boys RR

Girls RR

A

B

Principal's Office

OFFICE (BLDG 100)  
Superintendent

RR

RR

Tech Office

Bus Office

RR

RR

RR

Conference Room

OFFICE (BLDG 100)  
Superintendent

8

7

6

5

4

3

2

1

Library (Bldg 500)

LAB

14

Counselor

Counter

Cap

Teacher Lounge

OK

RR

RR

TECH

Student Parking

(lawn)

16

17

18

19

Boys Locker Room

Weight Room

15

Girls Locker Room

Gymnasium (Bldg 300)

Tennis Courts

Road 203 West

Hamilton High School: 620 Canal St. Hamilton City, CA 95951

South

Highway 32

-Not Drawn to Scale--

# HAMILTON HIGH SCHOOL MAP

Ella Barkley Alt. High School  
300 Sixth St. Hamilton City, 95951

*Cafeteria  
Evacuation Route*

Softball and Soccer Fields

East

Soccer Field

JV Baseball Field

Baseball Field

Football Field

Crow's Nest

Pantry

Cafeteria (Bldg 400)

Stage

20

Basketball Courts

North

Ag Farm

Hog Unit

Sheep Unit

Greenhouse

Maintenance & Transportation  
100 Yards

Final Walk

13

12 Meeting Rm

BLDg 200

11 Ag Office

10 Ag Shop

9

Concession Stand

Quad Area

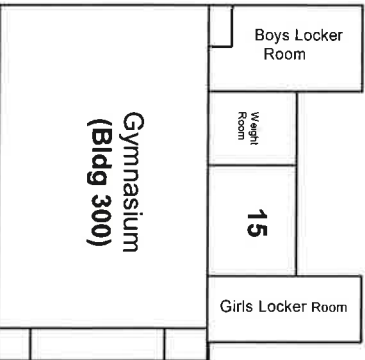
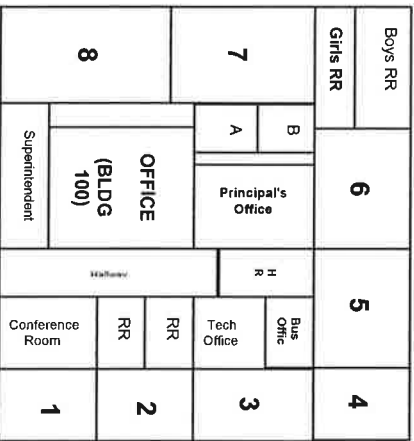
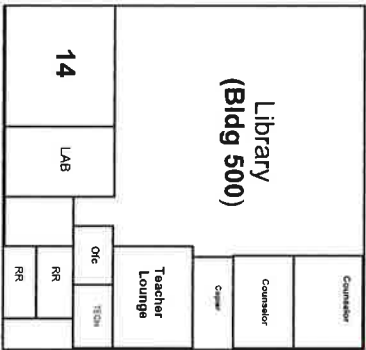
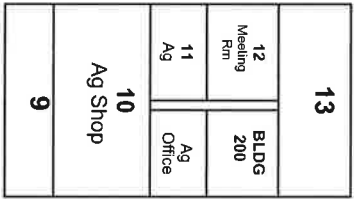
Staff

Parking

Student Parking

Road 203 West

Hamilton High School: 620 Canal St. Hamilton City, CA 95951



Student Parking (lawn)

South

Highway 32

-Not Drawn to Scale-

# HAMILTON HIGH SCHOOL MAP

East

Softball and Soccer Fields

Baseball Field

Football Field

Crow's Nest

Pantry

Cafeteria (Bldg 400)

Stage

20

Basketball Courts

Ella Barkley Alt. High School  
300 Sixth St. Hamilton City, 95951

*Library  
Evacuation Route*

North

Soccer Field

JV Baseball Field

Ag Farm

Sheep Unit

Hog Unit

Greenhouse

Maintenance & Transportation  
100 yards

Rival Women

13	BLDG 200
12	Meeting Rm
11	Ag Office
10	Ag Shop
9	

Concession Stand

Quad Area

Staff

Parking

Student Parking

Boys RR	6	5	4
Girls RR	7	3	2
	A	B	RR
	Principal's Office	Bus Office	Tech Office
	OFFICE (BLDG 100)	RR	RR
8	Superintendent	Conference Room	1

14	LAB	Teacher Lounge	Comptroller
		CLERK	Comptroller
		Off	RR
		TECH	RR

Student Parking

(lawn)

16	17	18	19
----	----	----	----

Tennis Courts

Gymnasium (Bldg 300)

Boys Locker Room

Weight Room

15

Girls Locker Room

Road 203 West

Hamilton High School: 620 Canal St. Hamilton City, CA 95951

Highway 32

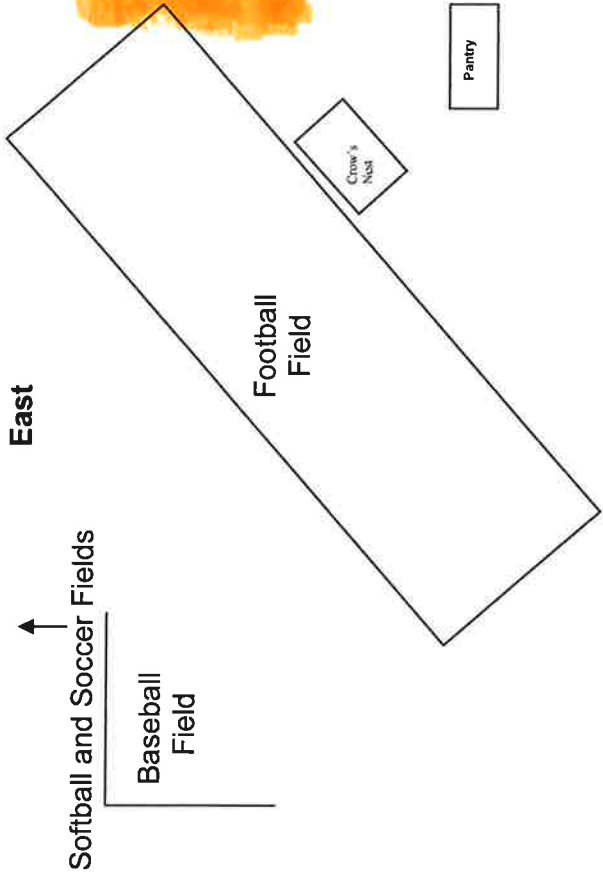
South



HAMILTON HIGH SCHOOL MAP

-Not Drawn to Scale--

↑ Ella Barkley Alt. High School  
300 Sixth St. Hamilton City, 95951  
**Main Office Evacuation Route**



East

South

Highway 32

Soccer Field

JV Baseball Field

Softball and Soccer Fields

Baseball Field

Football Field

Crew's Nest

Basketball Courts



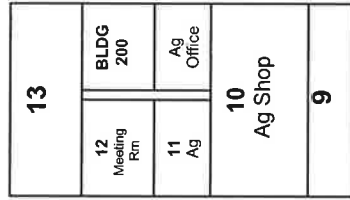
Pantry

Cafeteria (Bldg 400)

Stage

20

Ag Farm



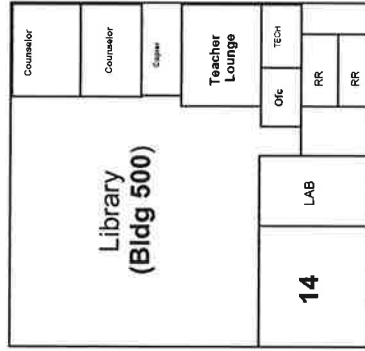
Fiscal Walk-in

Concession Stand

North

Quad Area

Student Parking (lawn)



Library (Bldg 500)

14

LAB

Ofc

Teacher Lounge

RR

RR

TECH

Cap

Counselor

Counselor

Hog Unit

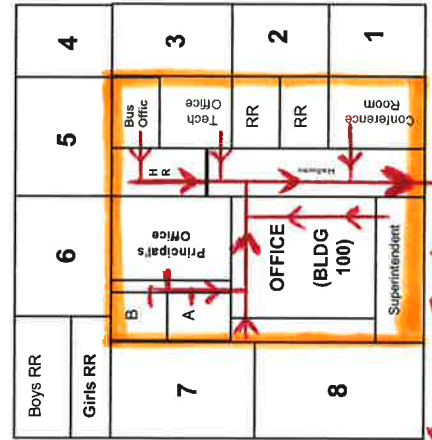
Greenhouse

Sheep Unit

Maintenance & Transportation 100 yards

Staff

Parking



Boys RR

Girls RR

7

8

Principals Office

6

5

4

3

2

1

Bus Office

H R

RR

RR

RR

RR

RR

RR

RR

RR

RR

RR

RR

RR

RR

RR

RR

RR

RR

RR

Student Parking

West

Hamilton High School: 620 Canal St. Hamilton City, CA 95951

# Comprehensive School Safety Plan

## 2025-26 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 25, 2026  
**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		
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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## California Comprehensive School Safety Plan (CSSP) Overview

The California Comprehensive School Safety Plan (CSSP) is a **mandated framework for all K-12 schools in California**. This includes public schools, public charter schools, community schools, and court schools. For school districts with fewer than 2,501 students, a single district-wide safety plan may cover all schools.

**Purpose:** The CSSP is designed to **identify and address potential risks on campus, prepare for emergencies, and ensure a safe and secure learning environment** for students and staff. It also aims to prevent violence and behaviors that undermine safety and security. Designated stakeholders must annually engage in a systematic planning process to develop strategies and policies for a wide range of incidents, including:

- Emergencies, natural, and other disasters
- Hate crimes and violence
- Cyberbullying, discrimination, and harassment
- Child abuse and neglect
- Discipline, suspension, and expulsion

### How to write your School Safety Plan

The CSSP must be **written and developed by the school site council (SSC)** or a designated safety planning committee. This committee typically includes the principal/designee, a teacher, a parent of a child attending the school, and a classified employee. It is also recommended to include students, mental health specialists, nurses, athletic coaches, multilingual community liaisons, food staff, custodians, local businesses, and nonprofits.

**Key Elements and Procedures (Required Components):** Your CSSP must include, but is not limited to, the following components:

- **Assessment of current school crime status** (reviewing office referrals, attendance, suspension/expulsion data, etc.).
- **Child abuse and neglect reporting procedures**, consistent with California Penal Code. This includes clear identification of child abuse/neglect signs and mandatory reporting obligations for all school/district employees and athletic coaches who have a "reasonable suspicion".
- **Disaster procedures**, routine and emergency plans, and crisis response plans, with adaptations for students with disabilities.
- **Earthquake emergency procedures**, including a school building disaster plan, a "drop" procedure practiced quarterly in elementary schools and semiannually in secondary schools, and protective measures.
- **Fire drills** (monthly for elementary/intermediate, twice yearly for secondary).
- **School building disaster plans** for situations like bomb threats, bioterrorism, intruders, weapons, explosions, gas/fumes, and power failures.
- Procedures allowing public agencies (e.g., American Red Cross) to **use school facilities for mass care and welfare shelters** during an emergency.
- **Suspension/expulsion policies and procedures**. Note that recent legislation (SB 274) prohibits suspensions and expulsions for willful defiance in K-12, with limited exceptions. Alternatives to suspension that focus on addressing root causes and improving behavioral and academic outcomes are encouraged.
- Procedures to **notify teachers of dangerous students**.
- **Discrimination and harassment policy**, including hate crime reporting procedures.
- **Schoolwide dress code**, if it exists, including prohibition of gang-related apparel.
- Procedures for **safe ingress and egress** of pupils, parents/guardians, and employees.
- Maintenance of a **safe and orderly learning environment**.
- **Rules and procedures on school discipline**.
- Procedures for **conducting tactical responses to criminal incidents**, including individuals with guns on school campuses and at school-related functions. Procedures for active shooters or other armed assailants should be based on specific needs and context. High-intensity drills are prohibited.
- Procedures to assess and respond to **dangerous, violent, or unlawful activity**.
- Procedures to respond to incidents involving **sudden cardiac arrest or other life-threatening medical emergencies** (required by July 1, 2025).
- A **protocol for opioid overdose** for grades 7-12.
- An **Instructional Continuity Plan** to provide instruction when in-person instruction is disrupted (required by July 1, 2025).

- Collaboration with **other school site councils or safety planning committees**.
- Annual access to the CDE's **online training resources for bullying and cyberbullying prevention** for certificated staff and all other school site employees who regularly interact with students. The CDE recommends including bullying/cyberbullying prevention policies in the CSSP.

### Recommended Components and Best Practices:

- **Staff Training:** Ensure all staff receive proper training on the CSSP.
- **Collaboration with First Responders:** Annually consult with local law enforcement, fire departments, and other first responders when updating the CSSP, and notify them of any changes. Establishing strong connections before an emergency is crucial.
- **Community Input:** Present the safety plan goals at a **public meeting** at the school site to allow for public opinions before adopting the plan.
- **Clear Guidelines & Roles:** Include clear guidelines for roles and responsibilities of mental health professionals, athletic coaches, community intervention professionals, and school resource officers.
- **Age-Appropriate Protocols:** Design lockdown, shelter-in-place, and evacuation procedures, and conduct drills that are age-appropriate for students.
- **Youth Suicide Prevention Policy:** Include this policy in the CSSP.
- **Pandemic and COOP Plans:** Incorporate a Pandemic Influenza Checklist and Resources, a dedicated Pandemic Plan, and a Continuity of Operations Plan (COOP).
- **Plan Protection:** Implement physical security and cybersecurity measures to protect the sensitive information within your safety plan.
- **Diversity and Communication:** Ensure reunification plans are communicated to parents/guardians in languages they understand, and safety materials are available for limited English proficient families.
- **Ongoing Task and Leadership:** Designate a school site safety leader to work with the SSC/safety planning committee.
- **Student Participation:** Encourage active student participation in SSC or School Safety Committee meetings.
- **Crisis Response Box & Emergency Supplies:** Create a centralized crisis response box with critical resources (maps, keys, emergency cards) and an emergency supplies kit.
- **Regular Safety Assessments:** Conduct safety/security site assessments regularly and after critical incidents to identify vulnerabilities.
- **Threat Assessment Team:** Partner with your district to establish or enhance a Threat Assessment Team to identify, assess, and handle threats.
- **Substitute Teacher Awareness:** Ensure substitute teachers and classified staff receive briefings and materials on school safety procedures.
- **Safety Tools:** Consider using access control systems, security cameras, burglar and fire alarms, and effective communication systems.

### Safety Plan Completion Timeline

Effective school safety planning is an **ongoing process**, requiring regular review and evaluation, especially after critical incidents.

1. **Annual Update and Adoption:** Each school is required by law to **update and adopt its CSSP by March 1 every year**.
2. **District/COE Approval:** The adopted plan must then be forwarded to the school district or County Office of Education (COE) for approval. While there's no specific deadline for approval, the CDE recommends approval within a month of school adoption or as soon as practical before October 15.
3. **Notification to CDE:** Each school district or COE must annually notify the California Department of Education (CDE) **by October 15** of any schools that have not complied with the requirements. Failure to make this required report can result in an assessment of up to \$2,000 against the district or COE.
4. **Public Inspection:** An updated file of all non-sensitive safety-related plans and materials must be **readily available for inspection by the public** if requested.

620 Canal Street, Hamilton City, CA 95951 and <https://www.husdschools.org/>

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.

## 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

#### **(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)

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) Glenn County Child Welfare Services: during work hours (530)934-1429, after hours (530) 934-6520 . 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 at <https://www.countyofglenn.net/resources/child-abuse-forms/suspected-dependent-child-abuse-ss-8572-form> 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 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 11166 and will comply with those provisions. The signed statement shall be retained by the Superintendent or designee. (Penal Code 11166.5)  
Employees who work with dependent adults shall be notified of legal responsibilities and reporting procedures pursuant to Welfare and Institutions Code 15630-15637.

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**

Details for the HUSD Disaster Plan, including protocols for various disaster scenarios are found in later sections of this document

Safety Task Force Groups and recommended Members:

#### **INCIDENT COMMANDER:**

- Site or District Administration- Ulises Tellechea

#### **STUDENT/STAFF SAFETY TEAM**

- Site Administration- Maggie Sawyer
- Two other staff members- Rosa Rivera, Lynn Larson

#### **STUDENT RELEASE/CROWD CONTROL TEAM**

- Administrative Assistant- Jazmin Martinez
- Two other staff members- Derek Nall, Brenda Hernandez

#### **FACILITIES TEAM**

- Director of MTO- Alan Joksch
- Two other members of MTO Team- Austin Crosby, Eren Moreno
- Evening-Need one team member- Marco Jimenez

#### **COMMUNICATIONS TEAM**

- District Executive Assistant- Courtney Carrier
- Two other staff members- Dianna Camarena, Maria Lupita Esquivel

#### **FIRST AID/BASIC NEEDS TEAM**

- Three school staff members- Rosa Rivera, Nancy Fuentes, Gelsey Quiroz

#### **CRISIS RESPONSE TEAM**

- District Dean of Students- Maria Reyes
- Two other counseling trained personnel- Ariel Ellis, Piper Graham

#### **DISTRICT COMMAND CENTER**

- Superintendent- Dr. Powell
- 2 other District Personnel- Jolene Towne, Kristen Hamman

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 Elementary 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.
- 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 Elementary 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 child 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)

#### 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.

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

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
4. 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
5. 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
6. A copy of the district's sexual harassment policy and administrative regulation, which each participant shall acknowledge in writing that he/she has received
7. 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:

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

**Goal**

Safe and Orderly Environment

**Component:**

Hamilton Elementary School 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.

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.	District Counselor/Dean of Students provide Tier 1 and Tier II support for individuals and groups. District Counselor/Dean of Students and behavior specialist provide Tier III social and emotional interventions for individuals. When appropriate, our District Counselor/Dean of Students 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

Objectives	Action Steps	Resources	Lead Person	Evaluation
<p>CHARACTER BUILDING SKILLS/ SEL Master schedule allocates time daily to teach social emotional lessons, time for community circles, and training for Focus, 5 occurs.</p>	<p>Teachers were given training to enhance how we teach social emotional development with our students.</p>	<p>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.</p>	<p>District Counselor/Dean of Students and Classroom Teachers</p>	<p>Infraction/Referral Data Teachers progress monitor emotional wellbeing of students</p>
<p>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.</p>	<p>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.</p>	<p>Local businesses/vendors, California universities, junior colleges, and vocational schools.</p>	<p>District Counselor/Dean of Students</p>	<p>Infraction/Referral Data Academic growth (i-Ready, BPST, ELPAC)</p>
<p>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.</p>	<p>All teachers were given an emergency backpack which includes all necessary materials needed in the event of an emergency situation.  We have implemented The Standard Response Protocol K12 as a method of response to optimize student safety.</p>	<p>The Standard Response Protocol K12</p>	<p>Director of Maintenance, Operations, and Transportation; Site Administrators</p>	<p>Log Documentation</p>
<p>PLAYGROUND AND CAFETERIA SUPERVISION: Administrators, teachers, campus supervisor, and paraeducators will supervise students on school campus to ensure the safety of all students.</p>	<p>We increased the hours for our student supervisors to ensure we have an appropriate number of paraeducators on each yard during recess.</p>	<p>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.</p>	<p>Site Administration</p>	<p>Infraction/Referral Data; Nurse/ Incident Report data</p>

**Goal**

Student Attendance

**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
<p><b>ATTENDANCE:</b> 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.</p>	<p>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.</p>	<p>Weekly Chronically absent data</p>	<p>District Social Service Coordinator</p>	<p>Chronic Absenteeism data; Trends in AERIES data</p>
<p><b>TRUANCY MEETINGS:</b> Decrease the need for these meetings as attendance rates improve.</p>	<p>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.</p>	<p>District Social Service Coordinator; GCOE SARB Coordinator; District Attorney</p>	<p>District Social Service Coordinator</p>	<p>Chronically Absent Data; Individual student attendance data</p>

Objectives	Action Steps	Resources	Lead Person	Evaluation
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

**Goal**

Physical Environment

**Component:**

The physical environment of each Hamilton Unified School District campus is structured to promote student and staff safety.

**Element:**

Safety on campus

**Opportunity for Improvement:**

Increase campus supervision

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.	School staff will be fully trained on how to respond to an emergency, safety drills, and in the event of a natural disaster. Site Administrators and selected staff will receive Safety Training offered through Glenn County Sheriff Department and Glenn County Office of Education.	Situational Awareness Training; A.L.I.C.E. Training	Site Administrators	Attendance sheets; Re-train as necessary

HAMILTON UNIFIED SCHOOL DISTRICT- GLENN COUNTY SAFETY COMMITTEE MEETING Quarterly Committee meetings (including local Emergency Response personnel) 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.

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.

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:

- 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 via electronic communication system (ie 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:

- 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.
- Work with Hamilton Unified to send out a message via Parent Square to parents from the Hamilton Unified 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.

### **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
  - 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

## 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 has added another life-saving rescue medication to our school site 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 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.
- 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.

#### IMMIGRATION ENFORCEMENT ON CAMPUS:

This procedure shall be implemented in accordance with California Assembly Bill 49 (AB 49) and Senate Bill 98 (SB 98) to ensure student and staff rights are protected in the presence of immigration enforcement.

#### Classroom Teachers / School Staff

- Immediately contact the Site Administrator or designee if immigration enforcement personnel are observed or suspected to be present on or near campus.
- Do not disclose any student information or allow access to students without direct instruction from the Site Administrator and verification of valid legal documentation.
- Continue normal classroom operations unless otherwise instructed.
- Maintain confidentiality of student records and information in compliance with FERPA and California law.

#### INCIDENT COMMANDER (OR DESIGNEE): Site Administration

- Immediately contact the District Superintendent and Legal Counsel upon notification or observation of immigration enforcement personnel.
- Request and verify appropriate legal documentation, such as a judicial warrant, before granting access to school grounds or students.
- Notify all impacted parents/guardians and staff in writing and by phone as soon as legally permissible. Notifications must be provided in the home language of the family whenever possible.
- Follow the district-adopted immigration enforcement policy and ensure documentation of all communications and actions taken.
- Document the incident and complete an incident report.

#### DISTRICT COMMAND CENTER: District Administration

- Oversee and support legal review of documents presented by enforcement personnel.
- Coordinate with legal counsel and communicate district guidance to the school site.
- Ensure timely and accurate communication with parents, staff, and the community.
- Facilitate staff training and communication regarding procedures and legal obligations.

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.
- 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.

## Introduction and Purpose of the Instructional Continuity Plan (ICP)

Information about the Instructional Continuity Plan (ICP) requirements, revision and adoption dates.

This Instructional Continuity Plan (ICP) was last revised on February 26, 2025 and adopted by Hamilton Elementary School on February 25, 2026 to ensure all students have access to instruction during a natural disaster or emergency, as mandated by Senate Bill 153, Chapter 38, Statutes of 2024 (SB 153), which adds a provision to California Education Code (EC) Section 32282.

This ICP will be included in the LEA's Comprehensive School Safety Plan (CSSP) by July 1, 2025. Inclusion of this ICP in the CSSP will be required to obtain approval of a Form J-13A waiver request beginning in fiscal year 2026-27. This plan is intended to minimize disruptions to instruction and provide support for pupils' social-emotional, mental health, and academic needs.

## Engagement with Pupils and Families

### *Protocol for Engagement*

Protocol for engagement with pupils and their families.

As required, Hamilton Elementary School will engage with pupils and their families as soon as practicable, but **no later than five calendar days** following an emergency.

### *Methods of Two-Way Communication*

Methods for two-way engagement.

The protocol for engagement with pupils and their families is designed to establish two-way communication. Current existing methods include:

- › Short messaging service (SMS)
- › Phone Calls
- › Email
- › School Portal
- › Social Media

Flyers

### *Plans for Unforeseen Events*

Plans to address unforeseen events such as power outages and damage to infrastructure and how they may impact methods for two-way communication.

Alternative methods for two-way communication may include battery-powered devices, district messaging systems, phone calls, and coordination with local agencies to ensure continued communication with staff, students, and families.

### *Support for Unique Needs*

Plans designed to identify and provide support for pupils' social-emotional, mental health, and academic needs.

Supports may include counseling services, referrals to community resources, academic interventions, and re-engagement strategies.

## **Access to Instruction**

### *Timeline for Access to Instruction*

Timeline for access to instruction no more than 10 instructional days following the emergency.

As required, Hamilton Elementary School will provide access to in-person or remote instruction as soon as practicable, but **no more than 10 instructional days** following the emergency.

### *Conditions for Resuming Access to In-Person Instruction*

Conditions under which in-person instruction will resume and any alternative sites or arrangements considering various aspects of recovery.

Outlined below are conditions under which in-person instruction will resume and any alternative sites or arrangements considering various aspects of recovery, including:

- Evacuation orders lifted
- Power and utilities functioning
- Healthy air quality
- Access to safe and clean water
- Campus free from debris and hazards
- Internet fiber lines connected and functioning
- Sufficient staff available
- Kitchens operational for meals

### *Remote Instruction*

Plans for remote instruction.

As required, Hamilton Elementary School remote instruction will align with EC sections 51747 and 51749.5, governing Independent Study instruction modalities. Remote instruction will be designed to meet instructional standards that are, at minimum, equivalent to those applicable in independent study programs.

Remote instruction will meet instructional standards that are, at minimum, equivalent to those applicable in independent study programs.

### *Access to Instructional Materials*

Methods for distributing digital and non-digital materials.

As required, remote instruction offered will align with expectations of access and equity.

The school will provide instructional materials, technology, and support services to ensure all students can participate, including students with disabilities, English learners, foster youth, and students experiencing homelessness.

### *Access to Schoolwork*

Platforms and processes for accessing and submitting schoolwork.

As required, remote instruction offered will align with expectations of access and equity.

### *Temporary Reassignment*

Procedures and agreements for temporary reassignment with neighboring LEAs.

Hamilton Elementary School provides support to pupils and families to enroll in or be temporarily reassigned to another site, school district, county office of education, or charter school if an emergency or natural disaster disrupts in-person learning:

The school will provide instructional materials, technology, and support services to ensure all students can participate, including students with disabilities, English learners, foster youth, and students experiencing homelessness.

### **Instructional Continuity**

#### *Communication Protocols*

Communication protocols for families, students, staff and faculty, including how information will be made available and with what frequency including methods and timelines.

The school will communicate with families, students, staff, and faculty using multiple methods, including phone calls, email, text

messaging, the District website, and automated notification systems. Information will be provided as soon as practicable following an emergency and updated regularly as conditions change, with clear timelines and points of contact identified.

### *Technological Readiness*

Technology readiness for educators and students to support a pivot from in-person to remote learning through independent study including early access to independent study program written agreements, online access to assignments and academic resources, assignment of devices, online instructional platform and access to internet and devices.

The school maintains technology readiness to support a transition from in-person to remote learning through independent study. Students and educators have access to District-issued devices, online instructional platforms, internet connectivity support when needed, and early access to independent study written agreements, assignments, and academic resources.

### *Instruction and Assessment*

Prioritization of essential learning, making standards-aligned learning objectives, methods for monitoring progress and additional support whenever possible, including tutoring, check-ins, virtual office hours or other methods.

Instruction during a disruption will prioritize essential, standards-aligned learning objectives. Student progress will be monitored through assignments, check-ins, and assessments, with additional support provided when possible through tutoring, virtual office hours, teacher check-ins, and targeted academic interventions.

## **Access (Equity, Accessibility, and Inclusion)**

### *Equity, Accessibility, and Inclusion*

How all students, including those with disabilities, those experiencing homelessness, foster youth, or English learner (EL) students will continue to have equal access to instructional resources.

The school ensures all students, including students with disabilities, students experiencing homelessness, foster youth, and English learners, continue to have equal access to instructional resources. Supports may include technology access, instructional accommodations, language supports, and coordination with student services staff.

### *Individualized Education Plans (IEP)*

How will IEPs continue to be provided and maintained.

Individualized Education Programs (IEPs) will continue to be implemented and maintained to the greatest extent possible during any instructional disruption. Special education services, accommodations, and supports will be provided in alignment with each student's IEP through in-person or remote methods as appropriate.

## English Learners (EL)

How will EL students continue to be supported in alignment with the California English Learner Roadmap Policy.

The school will continue to support English Learner students in alignment with the California English Learner Roadmap Policy by ensuring access to designated and integrated English Language Development (ELD), grade-level standards-based instruction, and appropriate language supports. Instruction will be culturally responsive and asset-based, and EL students will receive accommodations, instructional materials, and language development supports to ensure meaningful access to learning during both in-person and remote instruction. Ongoing progress monitoring and communication with families will guide targeted academic and language supports.

## Professional Learning

Professional learning opportunities and resources utilized to if the need to pivot to remote instruction and assessment arises.

The school provides professional learning opportunities and resources for educators to support a transition to remote instruction and assessment, including training on instructional technology, independent study requirements, and effective remote teaching practices.

## Well-Being and Support Services

How the LEA will provide access to physical and mental health professionals, including those who speak languages other than English.

The school will provide access to physical and mental health professionals during an emergency, including counselors and support staff. When available, services will include professionals who speak languages other than English to support families and students.

Plans to provide access back-up, water and medicines in the event of an emergency.

The school has plans to provide access to back-up power, water, and student medications in the event of an emergency, in coordination with District protocols and local emergency services.

Plans to ensure continuity of other support services, including special education, counseling, after-school programs, and access to kitchens and food services, adapting these services to the online or hybrid environment when necessary.

The school will ensure continuity of support services, including special education, counseling, after-school programs, and nutrition services. These services may be adapted to remote or hybrid formats when necessary, including online supports and alternative meal distribution.

## Site-Based Collaboration

How administrators, faculty, information technology staff, students, and parents will collaborate in the development and implementation of this ICP.

Administrators, faculty, information technology staff, students, and parents collaborate in the development, review, and implementation of the Instructional Continuity Plan through shared planning, communication, and feedback processes.

## Return to Site-Based Learning

Conditions that must be met prior to returning from disruption including reopening sites.

A return to in-person instruction will occur only after site safety conditions are met, including facility readiness, availability of utilities, clearance from appropriate authorities, and confirmation that student and staff safety can be maintained.

### **Integration with Comprehensive School Safety Plan (CSSP)**

Integration of this Instructional Continuity Plan (ICP) into Hamilton Elementary School's Comprehensive School Safety Plan (CSSP).

This Instructional Continuity Plan (ICP) will be included as an integral component of Hamilton Elementary School's Comprehensive School Safety Plan (CSSP) by July 1, 2025, as required by SB 153. The information in this ICP will be considered in relation to other aspects of the existing safety plan. A locally-adopted CSSP must include this ICP to obtain approval of a Form J-13A waiver request beginning in fiscal year 2026-27.

### **Review and Updates of this Instructional Continuity Plan (ICP)**

Frequency of review and update of this ICP.

This Instructional Continuity Plan will be reviewed and updated in collaboration with Educational Partners, considering feedback and lessons learned on the following basis:

## Procedures for Immigration Enforcement Notification

### Confirmation Protocol

Detail the specific process and designated staff member (e.g., principal, superintendent) responsible for confirming the presence of immigration enforcement on the schoolsite, which triggers the notification requirement.

If immigration enforcement is reported or observed on campus, the Principal or designee will immediately confirm the presence of enforcement personnel. Upon confirmation, the Principal will notify the Superintendent or designee, which will trigger the notification process.

### Required Notification Recipients

The procedures must ensure notification is issued to the following groups:

- Parents and guardians of pupils
- Teachers
- Administrators
- School personnel

Upon confirmation of immigration enforcement presence on or near the schoolsite, Hamilton High School will issue timely notification to the following groups using District-approved communication systems:

- Parents and guardians of pupils will be notified through mass communication systems, email, phone calls, or the parent portal.
- Teachers will be notified through secure staff communication channels, including email and administrative briefings.
- Administrators will be notified immediately through direct communication and District leadership protocols.

School personnel will be informed through internal communication systems to ensure awareness and coordinated response.

All notifications will be factual, limited in scope, and designed to protect the safety and well-being of students, staff, and families, and will not include personally identifiable information.

### Notification Timing

Specify the timeline for issuing notification following confirmation, ensuring it aligns with safety goals and minimizes panic.

Notification will be issued as soon as practicable following confirmation of immigration enforcement presence, while ensuring accuracy of information and maintaining a calm, safe school environment.

### Safety and Well-being Standard

The content and timing of the notification shall consider the safety and well-being of the pupils, employees, and community members of the schoolsite.

### Privacy Constraint

The notification shall not include any personally identifiable information.

### Notification Methods

Specify the secure methods used for two-way communication to reach the required recipients, such as mass communication systems, email, or school portals, and detail how these methods are maintained.

**Resource Provision (Optional but Encouraged)**

The notification may include a hyperlink to additional resources for families regarding:

- Educational rights
- State laws that protect parents' and students' privacy and confidentiality
- Counseling or support services (including services that support families impacted by immigration enforcement and model policies adopted by the LEA).

**Annual Evaluation**

This plan will be evaluated and amended, as needed, by the school safety planning committee, but shall be evaluated at least once a year.

This plan will be evaluated and amended, as needed, by the school safety planning committee, but shall be evaluated at least once a year.

**Public Availability**

An updated file of all safety-related plans and materials shall be readily available for inspection by the public.

**State Guidance**

Compliance with this plan should align with the checklist for developing a comprehensive school safety plan, which the Department of Education is required to maintain and conspicuously post on its internet website

## Procedures Regarding Pupil Smartphone Use During Emergencies

### Mandatory Policy Adoption and Review Requirements

The date the policy was adopted/last updated, a summary of the policy's goal, and documentation of stakeholder involvement.

### Non-Prohibitable Circumstances for Pupil Smartphone Use

Confirm procedures for recognizing and respecting these exceptions:

1. When a teacher or administrator grants permission, subject to any reasonable limitation imposed by that teacher or administrator.
2. When a licensed physician and surgeon determines that the possession or use of a smartphone is necessary for the health or well-being of the pupil.
3. When the possession or use of a smartphone is required in a pupil's individualized education program (IEP).

## 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.

## Emergency Contact Numbers

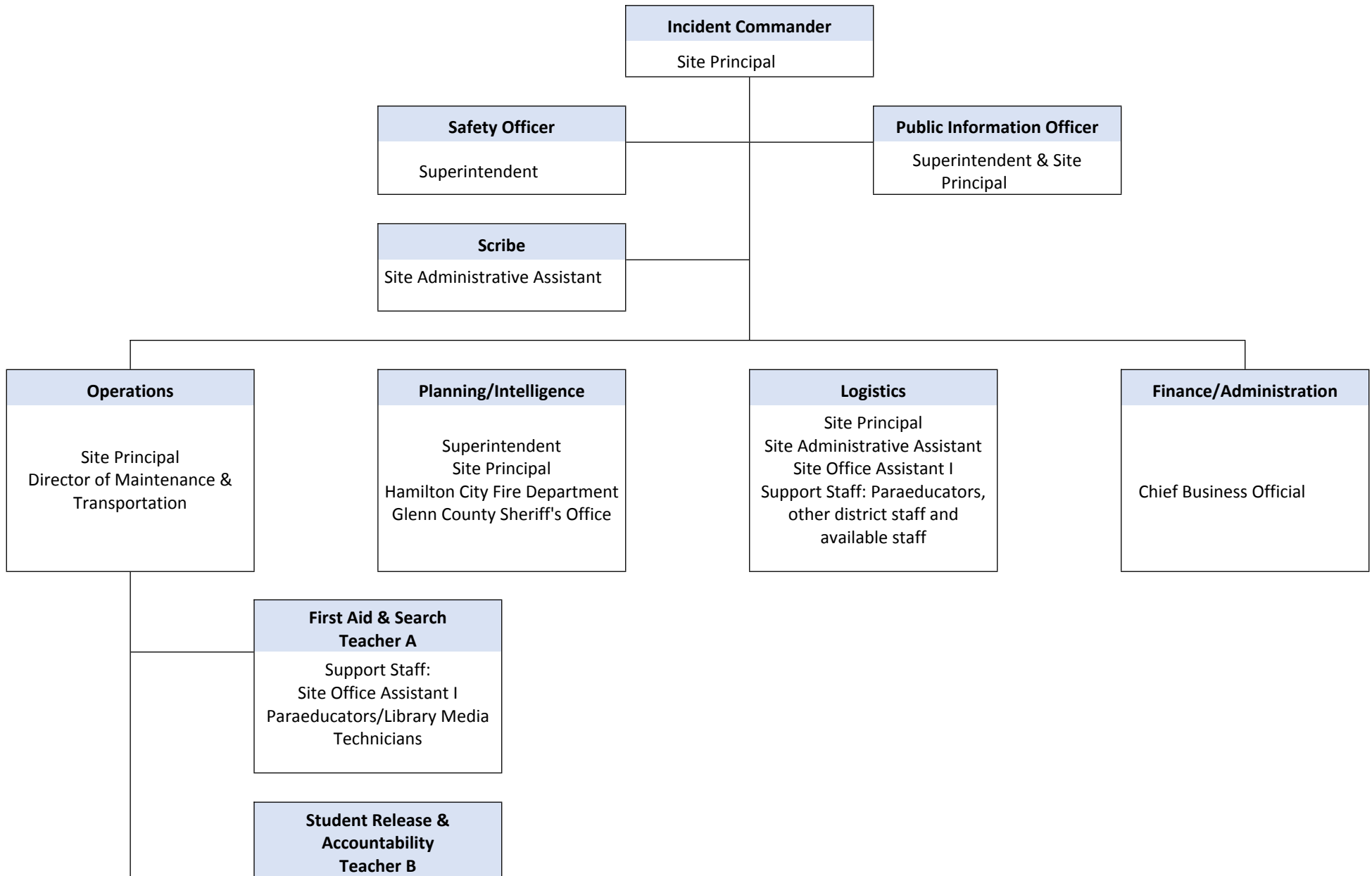
### Utilities, Responders and Communication Resources

Type	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) 826-3474	620 Canal Street, Hamilton City, CA 95951
Law Enforcement/Fire/Paramedic	Hamilton City Fire Department	(530) 826-3355	420 1st St, Hamilton City, CA 95951
Law Enforcement/Fire/Paramedic	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

**Safety Plan Review, Evaluation and Amendment Procedures**

<b>Activity Description</b> (i.e. review steps, meetings conducted, approvals, etc)	<b>Date and Time</b>	<b>Attached Document</b> (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 Elementary School Incident Command System**



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, immigration enforcement, 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 or immigration enforcement personnel present with valid warrant and request student information..

Level 2 is a major incident or potential threat that disrupts sizable portions of the campus community or immigration enforcement personnel requesting access without judicial warrant.

Level 3 is a minor, localized department or building incident that is resolved quickly with existing school/district resources or limited outside help or immigration enforcement presence off campus or confirmed not involving students.

### 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.

Immigration Enforcement: Notify site administration, secure campus and protect student confidentiality, do not respond or allow access until administration and legal review is complete.

### 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.

## 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 Crisis Teams as indicated.
- Initiate any other action(s) deemed necessary utilizing the Standard Response Protocol (TSRP)
- 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.
- 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.

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 initiate any other action(s) deemed necessary utilizing the Standard Response Protocol (TSRP). 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 when directed by Authorized Personnel.

**IF YOU ARE OUTSIDE OF SCHOOL BUILDING:**

- 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**

- DIAL 911
- Activate Incident Command Center. Deploy Crisis Teams as indicated.
- Initiate any other action(s) deemed necessary utilizing the Standard Response Protocol (TSRP)

**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 Crisis Teams as indicated.
- Initiate any other action(s) deemed necessary utilizing the Standard Response Protocol (TSRP)
- 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.

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 Crisis Teams as indicated.
- Initiate any other action(s) deemed necessary utilizing the Standard Response Protocol (TSRP)
- 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.
- 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.
- 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:**

- 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.

**Cardiac Arrest**

**REMAIN CALM – EVALUATE THE SITUATION – TAKE ACTION:**

A cardiac arrest is a sudden loss of heart function that requires immediate action. Early recognition, rapid emergency response, CPR, and use of an Automated External Defibrillator (AED) can be lifesaving. Hamilton High School staff are trained to respond quickly and follow established emergency procedures.

**SIGNS OF CARDIAC ARREST**

- Sudden collapse
- Unresponsiveness
- Not breathing or abnormal breathing
- No detectable pulse

**CLASSROOM TEACHERS / STAFF**

**REMAIN CALM.** Quickly assess the scene for safety.

- Call 911 immediately or direct a specific person to call 911.
- NOTIFY ADMINISTRATION immediately and request the nearest AED.

--Main Office

--Cafeteria

--Outside of Cafeteria

- Begin CPR immediately if trained, following current guidelines.
- Use the AED as soon as it is available, following the device's prompts.
- Assign students or staff to clear the area and maintain privacy.
- Continue care until relieved by trained responders or emergency personnel.

#### INCIDENT COMMANDER (OR DESIGNEE): Site Administration

- Activate the Incident Command System.
- Ensure emergency medical services (EMS) are en route.
- Direct staff to retrieve and deploy the AED.
- Coordinate crowd control and campus access for emergency responders.
- Notify the Superintendent or designee.
- Determine if additional actions are needed, including lockdown or limited movement on campus.
- When appropriate, announce ALL CLEAR and resume normal operations.
- Complete and submit required incident reports.

#### COMMUNICATIONS TEAM

- Coordinate communication under the direction of the Incident Commander.
- Provide timely, factual updates to staff and District administration.
- Ensure no personally identifiable medical information is shared.

#### FIRST AID / BASIC NEEDS TEAM

- Assist with CPR and AED use if trained.
- Support emergency responders upon arrival.
- Provide post-incident support as directed.

#### FACILITIES TEAM

- Assist emergency responders with site access.
- Secure the area as needed to ensure privacy and safety.
- Inspect and restock AED equipment after use and report status to administration.

#### STUDENT RELEASE / CROWD CONTROL TEAM

- Manage student movement away from the incident area.
- Implement reunification procedures only if directed by the Incident Commander.

#### DISTRICT COMMAND CENTER

- Support site administration and coordinate District-level response.
- Handle media inquiries if necessary.
- Provide guidance on post-incident counseling and support services.

### **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,
- 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
- ADMINISTER FIRST AID as necessary.

#### INCIDENT COMMANDER (OR DESIGNEE): Site Administration

- Activate Incident Command Center. Deploy Crisis Teams as indicated.

- Initiate any other action(s) deemed necessary utilizing the Standard Response Protocol (TSRP)
- 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 Crisis Teams as indicated.
- Initiate any other action(s) deemed necessary utilizing the Standard Response Protocol (TSRP)

**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:**

- 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**

### **REMAIN CALM – EVALUATE THE SITUATION – TAKE ACTION**

An explosion or risk of explosion exists when a suspected explosive device has been detonated or reported, but not located. Both situations require prompt action in order to avoid or minimize injuries and property damage.

Be respectful and attentive, and try to get the following information from the caller:

- detonation time location of explosion(s) number & type of explosion(s) reason(s) for the bomb threat.

#### **Classroom Teachers**

##### **IN THE EVENT OF AN 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 RISK OF EXPLOSION:**

- 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.
- Initiate any other action(s) deemed necessary utilizing the Standard Response Protocol (TSRP)
- Issue order to EVACUATE utilizing the Standard Response Protocol (TSRP)
- 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:**

- 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.

**Extreme Weather**

Extreme weather events may include excessive heat, severe storms, flooding, high winds, wildfire smoke, or other weather-related emergencies that may impact campus safety. Hamilton Elementary School will follow guidance from local emergency agencies, weather services, and District administration to protect students and staff.

**TYPES OF EXTREME WEATHER**

- Excessive heat
- Severe storms or high winds
- Flooding Wildfire smoke or poor air quality
- Power outages related to weather conditions

**CLASSROOM TEACHERS / STAFF  
IN THE EVENT OF EXTREME WEATHER**

REMAIN CALM and follow instructions from site administration.

- Keep students indoors unless directed otherwise.
- Close doors and windows as appropriate.

- Monitor students for signs of heat illness, respiratory distress, or other health concerns.
- Limit physical activity as directed.
- NOTIFY ADMINISTRATION immediately if conditions worsen or if students require medical assistance.
- Be prepared to SHELTER IN PLACE or EVACUATE if directed.

#### INCIDENT COMMANDER (OR DESIGNEE): Site Administration

- Monitor weather conditions and official alerts from local authorities.
- Activate the Incident Command System as needed.
- Determine appropriate response actions, including shelter-in-place, modified schedules, or early dismissal.
- Communicate instructions clearly to staff, students, and families.
- Coordinate with the Superintendent regarding potential school closure or dismissal.
- Announce ALL CLEAR when conditions are safe and normal operations may resume.
- Complete and submit required incident documentation.

#### COMMUNICATIONS TEAM

- Monitor official weather alerts and emergency broadcasts.
- Provide timely updates to the Incident Commander.
- Support communication to families and staff using District-approved systems.

#### FIRST AID / BASIC NEEDS TEAM

- Monitor and respond to health-related concerns, including heat exhaustion, asthma, or other weather-related conditions.
- Provide first aid as needed and coordinate with emergency services when required.

#### FACILITIES TEAM

- Assess campus conditions, including buildings, utilities, and grounds.
- Address hazards such as downed branches, flooding, or power issues.
- Coordinate with emergency responders and report conditions to the Incident Commander and District Command Center.

#### STUDENT RELEASE / CROWD CONTROL TEAM

- Implement student release procedures if early dismissal is authorized.
- Ensure students are released only to authorized adults and document all releases.

#### DISTRICT COMMAND CENTER

- Coordinate districtwide response to extreme weather events.
- Support site administration with operational decisions.
- Handle media inquiries and coordinate recovery efforts as needed.

### **Fire in Surrounding Area**

A fire in the surrounding area may pose a threat to campus safety due to smoke, poor air quality, potential evacuation needs, or rapidly changing conditions. Hamilton Elementary School will follow guidance from local fire agencies, emergency management officials, and District administration to protect students and staff.

#### FIRE IN SURROUNDING AREA – GENERAL INFORMATION

- A fire in the surrounding area may impact air quality, visibility, transportation routes, and utilities. Conditions can change rapidly depending on wind, weather, and fire behavior. The school may be directed to shelter in place, modify operations, or evacuate based on official guidance.

#### CLASSROOM TEACHERS / STAFF

##### IN THE EVENT OF A FIRE IN THE SURROUNDING AREA

- REMAIN CALM and follow instructions from site administration.
- Keep students indoors unless otherwise directed.
- Close doors and windows to reduce smoke infiltration.

- Limit physical activity, especially outdoors.
- Monitor students for signs of respiratory distress or other health concerns.
- NOTIFY ADMINISTRATION immediately if conditions worsen or if medical assistance is needed.
- Be prepared to SHELTER IN PLACE or EVACUATE if directed.

#### INCIDENT COMMANDER (OR DESIGNEE): Site Administration

- Monitor fire conditions and air quality reports from local fire agencies and emergency officials.
- Activate the Incident Command System as appropriate.
- Determine response actions, including shelter-in-place, modified schedules, early dismissal, or evacuation.
- Communicate clear instructions to staff, students, and families using District-approved systems.
- Coordinate with the Superintendent regarding potential school closure or dismissal.
- Announce ALL CLEAR when conditions are safe and normal operations may resume.
- Complete and submit required incident documentation.

#### COMMUNICATIONS TEAM

- Monitor Emergency Alert System updates and official fire agency communications.
- Provide timely updates to the Incident Commander regarding fire status, air quality, and safety guidance.
- Support communication to families and staff as directed.

#### FIRST AID / BASIC NEEDS TEAM

- Monitor and respond to health-related concerns, including asthma or smoke-related symptoms.
- Provide first aid as needed and coordinate emergency medical services if required.

#### FACILITIES TEAM

- Assess campus conditions, including air filtration systems, buildings, and grounds.
- Ensure HVAC systems are adjusted appropriately to reduce smoke exposure when directed.
- Assist with securing campus and supporting emergency responders if evacuation becomes necessary.
- Report conditions to the Incident Commander and District Command Center.

#### STUDENT RELEASE / CROWD CONTROL TEAM

- Implement student release procedures if early dismissal or evacuation is authorized.
- Ensure students are released only to authorized adults and maintain release documentation.

#### DISTRICT COMMAND CENTER

- Coordinate districtwide response to fires impacting school sites.
- Support site administration with operational decisions.
- Handle media communications and coordinate recovery efforts as needed.

### 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.
- 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.
- Initiate any other action(s) deemed necessary utilizing the Standard Response Protocol (TSRP)
- 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).
- 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.
- Initiate any other action(s) deemed necessary utilizing the Standard Response Protocol (TSRP)
- Notify all staff immediately of the need to discontinue use of ruptured or contaminated plumbing lines.
- 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 as indicated.
- Initiate any other action(s) deemed necessary utilizing the Standard Response Protocol (TSRP)
- 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.
- 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”)
- 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 Crisis Teams as indicated.
- Initiate any other action(s) deemed necessary utilizing the Standard Response Protocol (TSRP)
- 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.

### **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.

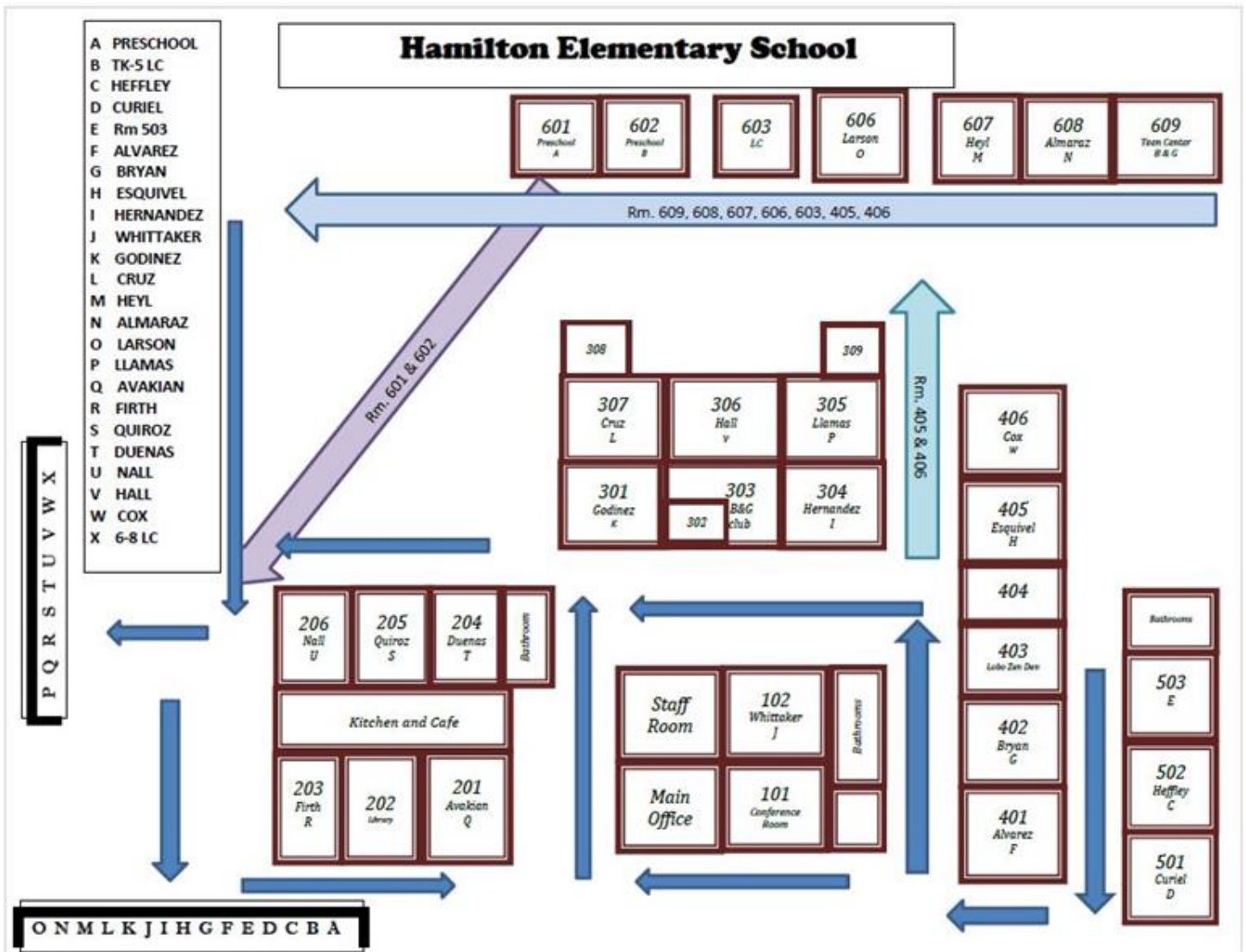
Three general categories of events can be considered civil disturbances:

- 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).

Emergency Evacuation Map



**HAMILTON UNIFIED SCHOOL DISTRICT  
SPECIAL BOARD MEETING MINUTES  
Hamilton High School, Room 9  
620 Canal Street, Hamilton City, CA 95951  
Monday, January 26, 2026**

5:00 p.m.      Public Open Session

**1.0 OPENING BUSINESS:**

a. Call to order and roll call

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>✓      Hubert "Wendell" Lower, President</li> <li>Absent      Vanessa Ortiz</li> <li>✓      Gabriel Leal</li> </ul> | <ul style="list-style-type: none"> <li>✓      Ray Odom</li> <li>✓      Rod Boone, Clerk</li> </ul> |
|--|--|

**2.0 PUBLIC SESSION/FLAG SALUTE:** [Lead by Wendell Lower.](#)

**3.0 ADOPT THE AGENDA: (M)**

[Motion to adopt the agenda by Mr. Leal 2<sup>nd</sup> by Mr. Boone.](#)

[Motion Carried 4-0](#)

Leal: AYE	Lower: AYE
Boone: AYE	Ortiz: ABSENT
Odom: AYE	

**4.0 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.  
[None.](#)

**5.0 DISCUSSION ITEMS:**

- a. Hamilton High School Track and Field Project Cost Overview  
     i. [Dr. Powell Reviewed.](#)

**6.0 ACTION ITEMS:**

- a. Approve Hamilton High School Track and Field Conceptual Site Plan  
     1. [Dr. Powell reviewed.](#)

[Motion to approve by Mr. Odom 2<sup>nd</sup> by Mr. Leal](#)

[Motion Carried 4-0](#)

Leal: AYE	Lower: AYE
Boone: AYE	Ortiz: ABSENT
Odom: AYE	

- b. Approve Hamilton High School Track and Field Architectural Services Proposal  
     1. [Dr. Powell reviewed.](#)

[Motion to approve by Mr. Odom 2<sup>nd</sup> by Mr. Leal](#)

[Motion Carried 4-0](#)

Leal: AYE	Lower: AYE
Boone: AYE	Ortiz: ABSENT
Odom: AYE	

- c. Review and Approve HUSD Facility Master Plan  
     1. [Dr. Powell reviewed.](#)

[Motion to approve by Mr. Boone 2<sup>nd</sup> by Mr. Leal](#)

[Motion Carried 4-0](#)

Leal: AYE	Lower: AYE
Boone: AYE	Ortiz: ABSENT
Odom: AYE	

X

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Rod Boone  
HUSD Board Clerk

X

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Jeremy Powell  
HUSD Superintendent

**HAMILTON UNIFIED SCHOOL DISTRICT  
REGULAR BOARD MEETING MINUTES  
Hamilton High School Library  
620 Canal Street, Hamilton City, CA 95951  
Wednesday, January 28, 2026  
[www.husdschools.org](http://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.*

**1.0 OPENING BUSINESS:** [Dr. Powell attending meeting via phone.](#)

- a. Call to order and roll call: [at 5:37pm](#)

- |                                     |                    |
|-------------------------------------|--------------------|
| ✓ Hubert “Wendell” Lower, President | ✓ Ray Odom         |
| ✓ Vanessa Ortiz                     | ✓ Rod Boone, Clerk |
| ✓ Gabriel Leal                      |                    |

**2.0 IDENTIFY CLOSED SESSION ITEMS:**

**3.0 PUBLIC COMMENT ON CLOSED SESSION ITEMS:** Public Comment on any item of interest to the public that is within the Board's jurisdiction and not included on the Agenda will be heard. The Board shall limit comments to no more than three minutes per speaker and 15 minutes total per topic. Public comment will also be allowed on each specific action item prior to the board action thereon. The board does not allow gifting of time. Due to the Brown Act, the Board does not respond to public comment. [None.](#)

**4.0 ADJOURN TO CLOSED SESSION:** To consider qualified matters.

- a. 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 54957, Personnel Issue. To consider public employee, evaluation, reassignment, resignation, release, dismissal, or discipline of a classified and/or certificated employee.
- c. Government Code Section 54957.6, Labor Negotiations. To confer with the District’s Labor Negotiator, Superintendent Jeremy Powell regarding HTA and CSEA negotiations.

*Report out action taken in closed session. [No action taken.](#)*

**5.0 PUBLIC SESSION/FLAG SALUTE:** [Lead by Rod Boone.](#)

**6.0 ADOPT THE AGENDA: (M)**

[Motion to adopt the agenda labeling item 13. e by Mr. Leal 2<sup>nd</sup> by Mrs. Ortiz.](#) [Motion Carried 5-0](#)

Leal: AYE	Lower: AYE
Boone: AYE	Ortiz: AYE
Odom: AYE	

**7.0 COMMUNICATIONS/REPORTS:**

- a. Board Member Comments/Reports
- b. ASB President and Student Council President Reports
  - i. Hamilton High School – Selina Villegas

- 1. [Hannah Banesio presented.](#)
  - ii. Hamilton Elementary School – Ariana Chavez
    - 1. [Ms. Chavez presented.](#)
- c. District Reports (written)
  - i. Technology Report by Frank James (Handout)
  - ii. Nutrition Services Report by Erendida Moreno (presentation)
  - iii. Operations Report by Alan Joksch
  - iv. Community Schools and Family Engagement by Rachel Sanchez
  - v. Human Resources & State and Federal Programs by Jolene Towne
- d. Principal and Dean of Student Reports (written)
  - i. Ulises Tellechea, Hamilton Elementary School Principal
    - 1. [Mr. Tellechea presented.](#)
  - ii. Maria Reyes, District Dean of Students
    - 1. [Ms. Reyes presented.](#)
  - iii. Cris Oseguera, Hamilton High School Principal
    - 1. [Mr. Oseguera presented.](#)
  - iv. Silvia Robles, Adult School (Handout)
- e. Chief Business Official Report by Kristen Hamman
- f. Superintendent Report by Jeremy Powell (written)
  - i. [Dr. Powell presented.](#)

**8.0 PRESENTATIONS:**

- a. Nutrition Services by Erendida Moreno
  - i. [Mrs. Moreno presented.](#)

**9.0 CORRESPONDENCE:**

- a. None

**10.0 INFORMATION ITEMS:**

- a. HUSD Enrollment History for 6 years
  - i. [Dr. Powell reviewed.](#)
- b. Bond Status: Fund 21 Update
  - i. [Dr. Powell reviewed.](#)
- c. The Wall That Heals Flyer
  - i. [Dr. Powell reviewed.](#)
- d. Updates to Board Meeting Proceedings Hamilton Unified Board Governance Handbook
  - i. [Dr. Powell reviewed.](#)

**11.0 DISCUSSION ITEMS:**

- a. CSBA Policies review for first readings for discussion
  - i. Board Policy 4251: Employee Compensation
  - ii. Board Policy 4351: Employee Compensation
  - iii. Administrative Regulation 5125: Student Records
  - iv. Board Policy 5131: Conduct
  - v. Board Policy 5131.6: Alcohol and Other Drugs
  - vi. Administrative Regulation 5131.6: Alcohol and Other Drugs
  - vii. Board Policy 3311: Bids
  - viii. Administrative Regulation 3311: Bids
  - ix. Board Policy 3311.1: Uniform Public Construction Cost Accounting Procedures
  - x. Administrative Regulation 3311.1: Uniform Public Construction Cost Accounting Procedures
  - xi. Board Policy 3312: Contracts
  - xii. Board Policy 4151: Employee Compensation
  - xiii. Board Policy 5145.13: Response to Immigration Enforcement
  - xiv. Administrative Regulation 5145.13: Response to Immigration Enforcement
  - xv. Board Policy 3280: Sale or Lease of District-Owned Real Property
  - xvi. Administrative Regulation 3280: Sale or Lease of District-Owned Real Property

- xvii. Board Policy 5113.1: Chronic Absence and Truancy
- xviii. Administrative Regulation 5113.1: Chronic Absence and Truancy
- xix. Board Policy 5148: Child Care and Development
- xx. Administrative Regulation 5148: Child Care and Development
- xxi. Board Policy 6158: Child Care and Development
- xxii. Administrative Regulation 6158: Child Care and Development
- xxiii. Board Policy 6174: Child Care and Development
- xxiv. Administrative Regulation 6174: Child Care and Development
  - 1. Dr. Powell reviewed.

**12.0 PUBLIC COMMENT:** Public Comment on any item of interest to the public that is within the Board's jurisdiction and not included on the Agenda will be heard. The Board shall limit comments to no more than three minutes per speaker and 15 minutes total per topic. Public comment will also be allowed on each specific action item prior to the board action thereon. The board does not allow gifting of time. Due to the Brown Act, the Board does not respond to public comment. [None.](#)

**13.0 ACTION ITEMS:**

- a. Approve one-time MOUs between HUSD and HTA, and between HUSD and the CSEA #623, establishing the terms and conditions of a districtwide retirement incentive program, contingent upon Board approval. The retirement incentive shall also be extended, under the same terms and eligibility criteria, to eligible unrepresented employee groups, including Certificated Management, Classified Management, Classified Confidential, and other unrepresented employees of the District.
  - 1. Dr. Powell reviewed.

Motion to approve by Mr. Odom 2<sup>nd</sup> by Mr. Leal

Motion Carried 5-0

Leal: AYE	Lower: AYE
Boone: AYE	Ortiz: AYE
Odom: AYE	

- b. Approve HTA's intention to negotiate with HUSD, consistent with Government Code Section 3547 ("Sunshine" requirements), for the 2026–27 school year.
  - 1. Dr. Powell reviewed.

Motion to approve by Mr. Boone 2<sup>nd</sup> by Mr. Leal

Motion Carried 5-0

Leal: AYE	Lower: AYE
Boone: AYE	Ortiz: AYE
Odom: AYE	

- c. Approve CSEA's intention to negotiate with HUSD, consistent with Government Code Section 3547 ("Sunshine" requirements), for the 2026–27 school year.
  - 1. Dr. Powell reviewed.

Motion to approve by Mr. Boone 2<sup>nd</sup> by Mrs. Ortiz

Motion Carried 5-0

Leal: AYE	Lower: AYE
Boone: AYE	Ortiz: AYE
Odom: AYE	

- d. Authorize Superintendent to Approve and Execute the Notice of Completion for the Project as Attached
  - 1. Dr. Powell reviewed.

Motion to approve by Mr. Boone 2<sup>nd</sup> by Mr. Leal

Motion Carried 5-0

Leal: AYE	Lower: AYE
Boone: AYE	Ortiz: AYE
Odom: AYE	

- e. Approve and Adopt the Adult Education Accessibility, Accommodations, and Non-Discrimination Policy as presented. (Handout)
  - i. [This item was tabled to collect more information.](#)
- f. Approve FFA Washington Leadership Conference
  - 1. [Dr. Powell reviewed.](#)

Motion to approve by Mr. Leal 2<sup>nd</sup> by Mr. Ortiz

Motion Carried 5-0

Leal: AYE	Lower: AYE
Boone: AYE	Ortiz: 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 Special Board meeting on December 3, 2025 and Regular Board Meeting on December 10, 2025
- b. Approve 2024-25 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 1<sup>st</sup> due date to post our SARC's. CDE encourages schools/LEAs to post their Board Approved (2023) SARC's by the February 1<sup>st</sup> due date without the data tables populated. A second board review/approval of the missing data once populated is not required.*

- c. Informational 2025-26 LCAP Mid-Year Report
- d. Orbach-Huff & Henderson LLP Retainer Agreement (Track & Field Project Construction Documents)
- e. Approve 2025-26 Certificated and Classified Seniority Lists
- f. Warrants and Expenditures
- g. 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

h. Personnel Actions as Presented:

New Hires:	Ethan Swett	Visual and Performing Arts (VAPA) Itinerant Teacher	HUSD
	Michelle Chavez	Licensed Vocational Nurse	HHS/Ella

Resignations/Retirement/Release/Position Change:

George Guerra	Cross Country Coach	HHS
Gelsey Quiroz-Garcia	Middle School Boys Soccer Coach	HES
Erika Marin	Preschool Assistant	Preschool
Courtney Carrier	Cheer Coach	HHS

Motion to approve consent agenda by Mr. Leal 2<sup>nd</sup> by Mr. Boone

Motion Carried 5-0

Leal: AYE	Lower: AYE
Boone: AYE	Ortiz: AYE
Odom: AYE	

15.0 ADJOURNMENT: 7:18 pm.

X

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Rod Boone  
HUSD Board Clerk

X

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Jeremy Powell  
HUSD Superintendent

**Hamilton Unified School District**

**Quarterly Report on Williams Uniform Complaints**

(Education Code § 35186)

Person completing this form: Jeremy Powell

Title: Superintendent

Quarterly Report Submission Date:

*(check one)*

January 2026

April 2026

July 2026

October 2026

Date for information to be reported publicly at governing board meeting: February 25, 2026

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

2/12/26

Date Signed

Checks Dated 01/16/2026 through 02/18/2026

Check Number	Check Date	Pay to the Order of	FD-RESC-Y-GOAL-FUNC-OBJT-SIT-BDR-DDDDDD	Comment	Expensed Amount	Check Amount
40378669	01/21/2026	BRADLEY & SON CATTLE LLC		01-7816-0-3800-1000-4300-100-000-00000 OPEN PO FOR BRAVE FARMER		1,030.40
40378670	01/21/2026	DELL MARKETING		01-9150-0-0000-7300-4400-000-000-00000 HUSD CBO & BUISNESS AND PAYROLL TECH LAPTOPS		2,176.73
40378671	01/21/2026	DOLLAR GENERAL CHARGED SALES		01-0801-0-1110-1000-4300-000-532-00000 MAA FUNDS X-MAS CANDY	64.00	
				MAA FUNDS-X-MAS CANDY	69.00	
				12-6105-0-1110-1000-4300-000-000-00000 12-6105-4300 TO CHECK OUT CARD	29.33	162.33
40378672	01/21/2026	DOUBLE DIAMOND STEEL INC.		01-6387-0-3800-1000-4300-100-000-00000 6387-4300 5/16 x 4 FLAT BAR MATERIAL		330.13
40378673	01/21/2026	FLIPPEN GROUP CAPTURING KIDS HEARTS		01-6266-0-1110-1000-5200-100-000-00000 CKH REDDING CA-DEC 2-3 2025-2ND INVOICE TO FINISH PO	50.00	
				01-6266-0-1110-1000-5200-800-000-00000 CKH REDDING CA-DEC 2-3 2025-2ND INVOICE TO FINISH PO	150.00	
				01-6266-0-1110-3130-5200-000-000-00000 CKH REDDING CA-DEC 2-3 2025-2ND INVOICE TO FINISH PO	150.00	350.00
40378674	01/21/2026	GLENN COUNTY OFFICE OF ED		01-0000-0-1110-1000-4300-800-000-00000 TK/K POSTCARDS		289.82
40378675	01/21/2026	GLENN COUNTY OFFICE OF ED BUSINESS		01-0000-0-0000-2700-5825-000-000-00000 GCOE FINGERPRINTING OF NEW EMPLOYEES DECEMBER 2025		69.00
40378676	01/21/2026	GOLD STAR FOODS		13-5310-0-0000-3700-4300-000-000-00000 13-5310-3700-4300/4700	42.45	
				13-5310-0-0000-3700-4700-000-000-00000 13-5310-3700-4300/4700	1,394.60	
				13-5320-0-0000-3700-4700-000-049-00000 13-5310-3700-4300/4700	79.06	1,516.11
40378677	01/21/2026	HAMILTON CITY COMMUNITY SVC		01-0000-0-0000-8100-5590-000-000-00000 8100-5590-000/100 SEWER-WATER QRTLTY FEES	667.72	
				8100-5590-100 SEWER-WATER QRTLTY FEES	79.49	
				01-0000-0-0000-8100-5590-100-000-00000 8100-5590-000/100 SEWER-WATER QRTLTY FEES	1,001.57	
				01-0000-0-0000-8100-5590-300-000-00000 8100-5590-300 SEWER-WATER QRTLTY FEES	79.49	

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40378677			01-0000-0-0000-8100-5590-800-000-00000	8100-5590-800 SEWER-WATER QRTL FEES	2,384.70	
			11-6391-0-4110-8100-5590-000-000-00000	6391-8100-5590 SEWER-WATER QRTL FEES	79.49	4,292.46
40378678	01/21/2026	HAMILTON STUDENT BODY				
			01-7816-0-3800-1000-4300-100-000-00000	8 CASES OLIVE OIL TO BE USED IN THE BRAVE FARMER		640.00
40378679	01/21/2026	HUNT & SONS LLC				
			01-0000-0-0000-3600-4392-000-000-00000	3600.4392 DIESEL FUEL		790.08
40378680	01/21/2026	LAKESHORE LEARNING				
			01-0801-0-1110-1000-4300-000-519-00000	CLASSROOM PAPER AND 1 TRIKE ON MAA FUNDS	704.93	
				MAA FUNDS-BRUSH TOP BOTTLES-SET OF 10	40.73	
				MAA FUNDS-LAKESHORE TAXI TRIKE 3-7 YEARS	437.10	1,182.76
40378681	01/21/2026	McCLELLAND AIR CONDITIONING				
			01-8150-0-0000-8100-5630-000-000-00000	8100-5630 DRAINS ON GYM ROOF PACKAGE UNITS	221.81	
				8100-5630 REPAIR MENS LOCKER ROOM	675.00	896.81
40378682	01/21/2026	MISSION UNIFORM & LINEN				
			01-7816-0-3800-1000-5890-100-000-00000	7816-5890-100 OPEN FOR LINEN SERVICE	27.42	
			13-5310-0-0000-3700-5890-000-000-00000	13-5310-3700-5890 CAFE LINEN	212.86	240.28
40378683	01/21/2026	O'QUINN, TABETHA J				
			11-6391-0-4110-1000-4300-000-019-00000	MILEAGE TO SHOP FOR ADULT ED SUPPLIES/DELIVER TO CLASSROOM		74.41
40378684	01/21/2026	PAPE KENWORTH				
			01-0000-0-0000-8100-5630-000-000-00000	8100-4300 MAINT SUPPLIES		1,378.99
40378685	01/21/2026	PONCI'S WELDING				
			01-0000-0-0000-8100-5630-000-000-00000	8100-5630 EQUIPMENT REPAIRS		792.93
40378686	01/21/2026	SYSCO SACRAMENTO INC				
			13-5310-0-0000-3700-4300-000-000-00000	13-4300/4700 CAFE OPEN	186.49	
			13-5310-0-0000-3700-4700-000-000-00000	13-4300/4700 CAFE OPEN	1,553.14	
			13-5320-0-0000-3700-4300-000-049-00000	13-4300/4700 CAFE OPEN	93.24	
			13-5320-0-0000-3700-4700-000-049-00000	13-4300/4700 CAFE OPEN	60.23	1,893.10
40378687	01/21/2026	TCG ADMINISTRATORS CALSTRS JEM				
			01-0000-0-0000-2700-5890-000-000-00000	2700-5890 JEM QUARTERLY FEES		160.00

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40378688	01/21/2026	VOLTAGE SPECIALISTS		01-0000-0-0000-8100-5630-000-000-00000 8100-5630 ELECTRICAL REPAIRS FOR ELLA BARKLEY HS		475.00
40378689	01/21/2026	WELLS FARGO VENDOR FINANCIAL SERVICES		01-0000-0-1110-1000-5620-000-000-00000 5620 COPIER LEASES	139.76	
				01-0000-0-1110-1000-5620-100-000-00000 5620 COPIER LEASES	649.80	
				01-0000-0-1110-1000-5620-800-000-00000 5620 COPIER LEASES	747.86	
				01-0000-0-3200-1000-5620-300-000-00000 5620 COPIER LEASES	120.91	
				11-6391-0-4110-1000-5620-000-000-00000 5620 COPIER LEASES	230.46	
				12-6105-0-1110-1000-5620-000-000-00000 5620 COPIER LEASES	120.91	2,009.70
40378878	01/28/2026	U.S. BANK CORPORATE PAYMENT SYSTEM		01-0000-0-0000-2700-4300-000-000-00000 7150/7110/2700 SUPERINTENDENT OPEN PO FOR 25-26	176.00	
				01-0000-0-0000-2700-5200-000-000-00000 7150/7110/2700 SUPERINTENDENT OPEN PO FOR 25-26	184.69	
				01-0000-0-0000-7150-4300-000-000-00000 7150/7110/2700 SUPERINTENDENT OPEN PO FOR 25-26	135.94	
				01-0000-0-0000-7150-5200-000-000-00000 7150/7110/2700 SUPERINTENDENT OPEN PO FOR 25-26	34.21	
				01-0000-0-0000-7150-5890-000-000-00000 7150/7110/2700 SUPERINTENDENT OPEN PO FOR 25-26	36.99	
				01-0000-0-0000-7300-4300-000-000-00000 NEW CLEARING CHECKS & DEP SLIPS	315.49	
				01-0000-0-0000-7300-5890-000-000-00000 7300-5890 JOB POSTINGS ON INDEED OPEN	191.37	
				01-0000-0-0000-8100-4300-000-000-00000 8100-4300 DIST MAINT OPEN	2,895.08	
				01-0000-0-0000-8100-4392-000-000-00000 8100-4300 DIST MAINT OPEN	1,180.27	
				01-0000-0-1110-1000-4300-000-000-00000 7150/7110/2700 SUPERINTENDENT OPEN PO FOR 25-26	22.50	
				01-0000-0-1110-1000-4300-800-003-00000 4300-800-003 CALM CORNER ADD TEACHERS	13.92	
				01-0000-0-3200-1000-4300-300-000-00000 Ella - Christmas Crepes Mello's Class	43.10	
				01-0350-0-3800-1000-4300-100-054-00000 0350-4300-054 & 6387-4300 FOOD LAB SUPPLIES	416.48	
				01-0801-0-1110-1000-4300-000-532-00000 01-0801-4300-532 MAA FUNDS	912.36	
				01-1100-0-3200-1000-4300-300-000-00000 Ella - PE Equipment Garcia	463.95	
				01-6266-0-1110-1000-5200-100-000-00000 6266-5200 CKH Training Hotel Rooms 12/2/25 Redding	133.94	

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40378878				FLIGHTS TO LAX FOR CATE CON MARCH 6-8 2026	637.92	
			01-6266-0-1110-1000-5200-800-000-00000	6266-5200 CKH Training Hotel Rooms 12/2/25 Redding	401.82	
			01-6266-0-1110-3130-5200-000-000-00000	6266-5200 CKH Training Hotel Rooms 12/2/25 Redding	267.88	
			01-6332-0-1110-1000-4300-000-000-00000	CCSPP 6332 OPEN PO 25-26 COMMUNITY EVENTS	244.90	
				MATERIALS AND SUPPLIES FOR WELLNESS COUNSELOR	186.36	
			01-6387-0-3800-1000-4300-100-000-00000	6387 CTEIG AG - PREMIER 1 SUPPLIES KIT FOR ROBOTICS FOUNDATION TOPICS	215.58 431.77	
			01-6770-0-1110-1000-4300-800-000-00000	Costco-K. Davidson	44.97	
			01-7010-0-3800-1000-4392-100-000-00000	7010 AIG & CTEIG FOR AG FUEL & CAR WASH	393.34	
			01-7010-0-3800-1000-5200-100-000-00000	7010-5200-100 Car Rental OCT 25-NOV 1	20.62	
			01-7816-0-3800-1000-4300-100-000-00000	7816-4300 OPEN FOR BRAVE FARMER CEADO E5500 JUICE EXTRACTOR	412.11 2,079.58	
			12-6105-0-1110-1000-4300-000-000-00000	12-6105-4300 MISC CLASSROOM ITEMS	201.51	
			13-5310-0-0000-3700-4300-000-000-00000	13-5310-4300 CAFE OPEN	27.42	
			13-5310-0-0000-3700-4700-000-000-00000	13-5310-4300 CAFE OPEN	53.78	12,775.85
40378879	01/28/2026	AT&T		01-0000-0-0000-8100-5590-800-000-00000	8100-5590-800 MONTHLY PHONE SERVICE	125.96
40378880	01/28/2026	BOYS & GIRLS CLUB OF THE NORTH VALLEY		01-2600-0-1110-1000-5890-800-000-00000	2600 ELOP 25/26 AFTER SCHOOL PROGRAM- B&GC-JAN 2026	27,650.00
40378881	01/28/2026	BUREAU OF EDUCATION & RESEARCH		01-6266-0-1110-1000-5200-100-000-00000	01/20/26 ONLINE CONFERENCE	825.00
40378882	01/28/2026	CALIFORNIA WATER SERVICE CO		01-0000-0-0000-8100-5590-000-000-00000	8100-5590-000 MONTHLY WATER BY SITE	62.23
				8100-5590-000/100/300/800 MONTHLY WATER BY SITE	62.23	124.46
40378883	01/28/2026	CARL'S FEED		01-7010-0-3800-1000-4300-100-000-00000	7010-4300-100 FARM SUPPLIES-1 BAG GOAT MIX 16%	15.25

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40378884	01/28/2026	EWELL EDUCATIONAL SERVICES INC	01-6387-0-3800-1000-5200-100-000-00000 6387-5200-100 CTEIG EWELL REGIST	75.00	
			6387-5200-100 CTEIG EWELL REGIST-ADDED 4 ALTERNATES	20.00	95.00
40378885	01/28/2026	FUNDERBURK, LUPE M	01-0000-0-0000-3600-4392-000-000-00000 FILLED SCHOOL CAR WITH GAS/LIBRARY WORKSHOP 1/21/26		45.04
40378886	01/28/2026	GLENN COUNTY ROAD SHOP	01-0000-0-0000-3600-5630-000-000-00000 3600-5630 BUS REPAIRS		600.00
40378887	01/28/2026	GOLD STAR FOODS	13-5310-0-0000-3700-4300-000-000-00000 13-5310-3700-4300/4700	124.06	
			13-5310-0-0000-3700-4700-000-000-00000 13-5310-3700-4300/4700	2,430.42	
			13-5320-0-0000-3700-4300-000-049-00000 13-5310-3700-4300/4700	11.14-	
			13-5320-0-0000-3700-4700-000-049-00000 13-5310-3700-4300/4700	294.72	2,838.06
40378888	01/28/2026	HUNT & SONS LLC	01-0000-0-0000-3600-4392-000-000-00000 3600.4392 DIESEL FUEL		495.60
40378889	01/28/2026	LRT GRAPHICS	01-6019-0-0000-8100-5630-300-000-00000 EB DOOR WRAP PROJECT		9,767.83
40378890	01/28/2026	M & H ERICKSON RANCH	01-7816-0-3800-1000-4300-100-000-00000 OPEN PO TO PURCHASE CITRUS FOR BRAVE FARMER		560.00
40378891	01/28/2026	McCLELLAND AIR CONDITIONING	01-8150-0-0000-8100-5630-000-000-00000 8100-5630 Open PO HVAC services - repairs		980.32
40378892	01/28/2026	OFFICE DEPOT INC	01-0000-0-1110-1000-4300-000-000-00000 OPEN FOR DIST SUPPLIES	70.86	
			01-0000-0-1110-1000-4300-100-000-00000 OPEN FOR DIST SUPPLIES	7.27	78.13
40378893	01/28/2026	PROPACIFIC FRESH	13-5310-0-0000-3700-4300-000-000-00000 13-5310/5320-3700-4700	158.78	
			13-5310-0-0000-3700-4700-000-000-00000 13-5310/5320-3700-4700	2,537.54	
			13-5320-0-0000-3700-4700-000-049-00000 13-5310/5320-3700-4700	216.70	2,913.02
40378894	01/28/2026	QUILL CORPORATION	01-0000-0-1110-1000-4300-000-000-00000 4300 DIST OPEN FOR HS/DIST PAPER & SUPPLIES		183.58
40378895	01/28/2026	SHERWIN WILLIAMS COMPANY	01-8150-0-0000-8100-4300-000-000-00000 OPEN PO FOR PAINT AND PROJECTS		2,731.24
40378896	01/28/2026	SPAINHOWER BUILDING SERVICES	01-6019-0-0000-8100-5630-100-000-00000 ELLA BARKLEY STORAGE BLDG		9,902.50

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40378897	01/28/2026	SPORTSMAN'S DEN				
			01-0000-0-1110-1000-4300-100-006-00000	006-100 GAME BALLS FOR BASEBALL		746.37
40378898	01/28/2026	STAPLES ADVANTAGE				
			01-0000-0-1110-1000-4300-000-000-00000	BLANKET OPEN FOR HS/DIST OFFICE SUPPLIES	185.38	
			01-0000-0-1110-1000-4300-100-000-00000	BLANKET OPEN FOR HS/DIST OFFICE SUPPLIES	25.99	211.37
40378899	01/28/2026	SYSCO SACRAMENTO INC				
			13-5310-0-0000-3700-4300-000-000-00000	13-4300/4700 CAFE OPEN	376.09	
			13-5310-0-0000-3700-4700-000-000-00000	13-4300/4700 CAFE OPEN	215.25	
			13-5320-0-0000-3700-4300-000-049-00000	13-4300/4700 CAFE OPEN	93.24	684.58
40378900	01/28/2026	VOLTAGE SPECIALISTS				
			13-5310-0-0000-3700-5890-000-000-00000	13-5310 FCPS REPLACE- PS-8 POWER SUPPLY- HES CAFE		2,490.00
40378901	01/28/2026	WAXIE SANITARY SUPPLY				
			01-0000-0-0000-8100-4300-000-000-00000	8100-4300 OPEN FOR MAINT		152.10
40378902	01/28/2026	WESTLAKE ACE HARDWARE				
			01-0000-0-0000-8100-4300-000-000-00000	8100-4300 OPEN FOR MAINT		81.88
40378903	01/28/2026	CALIFORNIA'S VALUED TRUST H/W				
			01- -- - -9571- - - 9572	STAFF H & W INSURANCE	31,084.17	
			01- -- - -9572- - - 9572	STAFF H & W INSURANCE	99,676.92	130,761.09
40378904	01/28/2026	LESLIE ANDERSON-MILLS				
			01-0000-0-1110-1000-3701-000-000-00000	1110-1000-3701 L ANDERSON H&W PAYOUT		791.67
40378905	01/28/2026	STANDARD				
			01- -- - -9572- - - 9572-	STANDARD EE INS		409.84
40379121	02/04/2026	AT&T				
			01-0000-0-0000-8100-5590-000-000-00000	8100-5590 MONTHLY PHONE SERVICE	67.42	
			01-0000-0-0000-8100-5590-100-000-00000	8100-5590 MONTHLY PHONE SERVICE	101.13	168.55
40379122	02/04/2026	AWARDS COMPANY				
			01-0000-0-1110-1000-4300-100-000-00000	4300-100 Oseguera award for the year		440.65
40379123	02/04/2026	BROWN INDUSTRIES INC				
			01-0000-0-0000-2700-4300-000-000-00000	25/26 YRS OF SERV AWRDS, 2700-4300		170.05
40379124	02/04/2026	BUSWEST - NORTH				
			01-0000-0-0000-3600-4300-000-000-00000	3600-4300/5630 BUS PARTS-MAINT DEPT OPEN		523.33

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40379125	02/04/2026	CADA		01-6266-0-1110-1000-5200-100-000-00000 CADA CONFERENCE MARCH 4-6TH 2026-BOCAST		745.00
40379126	02/04/2026	CALIFORNIA ASSN SCHOOL COUN		01-0000-0-0000-2700-5300-100-000-00000 2700-5300 CASC MEMBERSHIP 25-26 - MARIA REYES	95.00	
				2700-5300 CASC MEMBERSHIP RENEWAL 25-26 KL	95.00	190.00
40379127	02/04/2026	COMANCHE CREEK FARMS		01-7816-0-3800-1000-4300-100-000-00000 7816-4300-100 BRAVE FARMER PRODUCE		103.00
40379128	02/04/2026	CORNELL DISTRIBUTING		13-5310-0-0000-3700-4700-000-000-00000 13-5310-3700-4700/049 MILK/DAIRY CAFES	1,383.80	
				13-5320-0-0000-3700-4700-000-049-00000 13-5310-3700-4700/049 MILK/DAIRY CAFES	681.00	2,064.80
40379129	02/04/2026	FUNDERBURK, LUPE M		01-4035-0-1110-1000-5200-100-000-00000 HOTEL STAY FOR LIBRARY WORKSHOP 01-20 TO 01-21		231.12
40379130	02/04/2026	GLOBAL OFFICE INC		01-0000-0-1110-1000-4300-000-000-00000 1110-1000-4300/5620 COPIER USAGE	38.76	
				01-0000-0-1110-1000-4300-100-000-00000 1110-1000-4300/5620 COPIER USAGE	96.27	
				01-0000-0-1110-1000-4300-800-000-00000 1110-1000-4300/5620 COPIER USAGE	153.04	
				01-0000-0-3200-1000-4300-300-000-00000 1110-1000-4300/5620 COPIER USAGE	3.10	
				11-6391-0-4110-1000-4300-000-000-00000 1110-1000-4300/5620 COPIER USAGE	48.02	
				12-6105-0-1110-1000-4300-000-000-00000 1110-1000-4300/5620 COPIER USAGE	3.10	342.29
40379131	02/04/2026	GOLD STAR FOODS		13-5310-0-0000-3700-4300-000-000-00000 13-5310-3700-4300/4700	105.43	
				13-5310-0-0000-3700-4700-000-000-00000 13-5310-3700-4300/4700	1,484.70	
				13-5320-0-0000-3700-4700-000-049-00000 13-5310-3700-4300/4700	358.93	1,949.06
40379132	02/04/2026	GRAINGER		01-0000-0-0000-8100-4300-000-000-00000 8100-4300 MAINT SUPPLIES OPEN		471.06
40379133	02/04/2026	HECTOR F.MEZA LOVE		01-6332-0-0000-2700-5890-000-000-00000 Parent Workshop Presentation		200.00
40379134	02/04/2026	HUNT & SONS LLC		01-0000-0-0000-3600-4392-000-000-00000 3600.4392 DIESEL FUEL		794.91
40379135	02/04/2026	LRT GRAPHICS		01-6019-0-0000-2700-5890-000-000-00000 LRT Car Door Decals		1,297.41

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40379136	02/04/2026	M & H ERICKSON RANCH		01-7816-0-3800-1000-4300-100-000-00000 OPEN PO TO PURCHASE CITRUS FOR BRAVE FARMER		280.00
40379137	02/04/2026	MISSION UNIFORM & LINEN		01-7816-0-3800-1000-5890-100-000-00000 7816-5890-100 OPEN FOR LINEN SERVICE	28.82	
				13-5310-0-0000-3700-5890-000-000-00000 13-5310-3700-5890 CAFE LINEN	232.46	261.28
40379138	02/04/2026	NATL SCIENCE TEACHING ASSOC CONFERENCE DEPT		01-6266-0-1110-1000-5200-100-000-00000 NSTA REG APRIL15-18 2026-BLADORN	440.00	
				01-6266-0-1110-1000-5200-800-000-00000 NSTA REG APRIL15-18 2026-MELLO	500.00	
				01-6266-0-1110-1000-5200-800-000-00000 NSTA REG APRIL15-18 2026-QUIROZ	500.00	1,440.00
40379139	02/04/2026	PACIFIC DATA CONNECTION		01-0000-0-0000-8100-5890-000-000-00000 HHS NETWORK FIBER REPLAC (CROW'S NEST)		3,905.29
40379140	02/04/2026	PARAMEX SCREENING SERVICE		01-0000-0-0000-3600-5890-000-000-00000 3600-5890 2700-5300-A. JOKSCH-RANDOM		79.00
40379141	02/04/2026	PGE		01-0000-0-0000-8100-5590-800-000-00000 8100-5590-800 MONTHLY POWER/GAS		10,570.46
40379142	02/04/2026	POWELL, JERIMICHA		01-0000-0-0000-7150-5200-000-000-00000 287.46		287.46
40379143	02/04/2026	PRIMO BRANDS		01-0000-0-0000-8100-4300-000-000-00000 1110-1000-4300-000/100/300/800 & ADULT ED	57.60	
				01-0000-0-1110-1000-4300-000-000-00000 1110-1000-4300-000/100	18.80	
				01-0000-0-1110-1000-4300-100-000-00000 1110-1000-4300-000/100	28.22	
				01-0000-0-1110-1000-4300-800-000-00000 1110-1000-4300-000/100/300/800 & ADULT ED	63.77	
				11-6391-0-4110-1000-4300-000-000-00000 1110-1000-4300-000/100/300/800 & ADULT ED	30.86	199.25
40379144	02/04/2026	QUILL CORPORATION		01-0000-0-1110-1000-4300-000-000-00000 4300 DIST OPEN FOR HS/DIST PAPER & SUPPLIES	43.24	
				01-0000-0-1110-1000-4300-100-000-00000 4300 DIST OPEN FOR HS/DIST PAPER & SUPPLIES	64.86	108.10
40379145	02/04/2026	SANCHEZ, RACHEL F		01-6332-0-1110-3130-5200-000-000-00000 MILEAGE FOR COMMUNITY SCHOOL SITE VISIT		62.06

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Checks Dated 01/16/2026 through 02/18/2026

Check Number	Check Date	Pay to the Order of	FD-RESC-Y-GOAL-FUNC-OBJT-SIT-BDR-DDDDDD	Comment	Expensed Amount	Check Amount
40379146	02/04/2026	SYSCO SACRAMENTO INC		13-5310-0-0000-3700-4300-000-000000 13-4300/4700 CAFE OPEN	278.21	
				13-5310-0-0000-3700-4700-000-000000 13-4300/4700 CAFE OPEN	540.99	
				13-5320-0-0000-3700-4300-000-049-00000 13-4300/4700 CAFE OPEN	62.18	
				13-5320-0-0000-3700-4700-000-049-00000 13-4300/4700 CAFE OPEN	88.67	970.05
40379147	02/04/2026	TEHAMA COUNTY DEPT OF ED		01-4035-0-1110-1000-5200-100-000-000000 TCH INDUCTION/4035-0-1110-1000-5200	8,400.00	
				01-4035-0-1110-1000-5200-800-000-000000 TCH INDUCTION/4035-0-1110-1000-5200	4,200.00	12,600.00
40379148	02/04/2026	WILSON PRINTING		11-6391-0-4110-1000-4300-000-000-000000 CLASS SCHEDULE SPRING 2026		1,273.74
40379521	02/11/2026	ADVANCED INTEGRATED PEST MANAGEMENT		01-0000-0-0000-8100-5590-000-000-000000 8100-5590 MONTHLY PEST CONTROL SERVICE		450.00
40379522	02/11/2026	BOCAST, RAQUEL S		01-6266-0-1110-1000-5200-100-000-000000 MILES AND MEALS FOR CADA 3-4 TO 3-7-26		382.60
40379523	02/11/2026	BUSWEST - NORTH		01-0000-0-0000-3600-4300-000-000-000000 3600-4300/5630 BUS PARTS-MAINT DEPT OPEN		209.24
40379524	02/11/2026	CHALLENGE NEWS		40-0000-0-0000-8500-5830-000-000-000000 Construction Advertising		160.00
40379525	02/11/2026	CORNELL DISTRIBUTING		13-5310-0-0000-3700-4700-000-000-000000 13-5310-3700-4700/049 MILK/DAIRY CAFES	1,504.55	
				13-5320-0-0000-3700-4700-000-049-000000 13-5310-3700-4700/049 MILK/DAIRY CAFES	742.00	2,246.55
40379526	02/11/2026	DELL MARKETING		01-9150-0-0000-7300-4300-000-000-000000 BS & PAYROLL SERVICES DOCKING STATION		143.43
40379527	02/11/2026	FLIPPEN GROUP CAPTURING KIDS HEARTS		01-7822-0-0000-2700-5890-000-000-000000 7822-2700-5890 Capturing Kids Hearts		20,600.00
40379528	02/11/2026	GLENN COUNTY OFFICE OF ED BUSINESS		01-0000-0-0000-9200-7142-000-000-000000 HUSD EXCESS COST BILLING-JAN 1ST BILL	401,615.53	
				01-1400-0-0000-9200-7142-000-000-000000 HUSD EXCESS COST BILLING-JAN 1ST BILL	164,551.00	

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40379528			01-6546-0-0000-9200-7142-000-000-00000	HUSD EXCESS COST BILLING-JAN 1ST BILL	28,949.00	
			01-6547-0-0000-9200-7142-000-000-00000	HUSD EXCESS COST BILLING-JAN 1ST BILL	10,774.00	605,889.53
40379529	02/11/2026	GLOBAL OFFICE INC	01-6387-0-3800-1000-4300-100-000-00000	6387-4300 USEAGE 11/01/25-01/31/26	141.09	
			01-6387-0-3800-1000-5890-100-000-00000	6387-5890 02/01/26-04/30/26 (BASE+INVOICE TAX)	85.89	226.98
40379530	02/11/2026	GOLD STAR FOODS	13-5310-0-0000-3700-4300-000-000-00000	13-5310-3700-4300/4700	61.55	
			13-5310-0-0000-3700-4700-000-000-00000	13-5310-3700-4300/4700	1,962.62	2,024.17
40379531	02/11/2026	GRAINGER	01-0000-0-0000-8100-4300-000-000-00000	8100-4300 MAINT SUPPLIES OPEN		18.98
40379532	02/11/2026	HUNT & SONS LLC	01-0000-0-0000-3600-4392-000-000-00000	3600.4392 DIESEL FUEL		598.15
40379533	02/11/2026	KING CONSULTING	40-0000-0-0000-8500-5890-000-000-00000	40-8500-5890 Facility Master Plan	15,149.80	
				40-8500-5890 Prof Services Addendum 24-26	410.00	15,559.80
40379534	02/11/2026	MJB WELDING SUPPLY	01-6387-0-3800-1000-5890-100-000-00000	0350-4300-053 & 6387-4300-100 AG-WELDING		12.71
40379535	02/11/2026	NAPA AUTO PARTS	01-0000-0-0000-8100-4300-000-000-00000	8100-4300 MAINT DEPT SUPPLIES OPEN		82.22
40379536	02/11/2026	NUSO LLC	01-0000-0-0000-2700-5990-000-000-00000	2700-5990-000/100/800 NUSO PHONE SERVICES	83.63	
			01-0000-0-0000-2700-5990-100-100-00000	2700-5990-000/100/800 NUSO PHONE SERVICES	125.45	
			01-0000-0-0000-2700-5990-800-800-00000	2700-5990-000/100/800 NUSO PHONE SERVICES	208.19	417.27
40379537	02/11/2026	ORLAND HARDWARE	01-0000-0-0000-8100-4300-000-000-00000	8100-4300 MAINT DEPT SUPPLIES OPEN	548.34	
			01-6387-0-3800-1000-4300-100-000-00000	6387-4300-100 & 0350-4300-053 ANDY MARTIN	257.20	
				6387-4300-100 & 0350-4300-054 ASHLEY H SUPPLIES	185.82	
			01-7010-0-3800-1000-4300-100-000-00000	7010-4300-100 AIG AG SUPPLIES	392.93	1,384.29

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40379538	02/11/2026	PGE		01-0000-0-0000-8100-5590-000-000-00000 8100-5590 MONTHLY POWER/GAS	6,413.17	
				01-0000-0-0000-8100-5590-100-000-00000 8100-5590 MONTHLY POWER/GAS	9,619.77	16,032.94
40379539	02/11/2026	POWELL, JERIMICHA		01-0000-0-0000-7150-5200-000-000-00000 AIRPORT PARKING 01/28 TAXI-01/28 UBER 01/28		124.19
40379540	02/11/2026	PROPACIFIC FRESH		13-5310-0-0000-3700-4700-000-000-00000 13-5310/5320-3700-4700	2,397.62	
				13-5320-0-0000-3700-4700-000-049-00000 13-5310/5320-3700-4700	303.33	2,700.95
40379541	02/11/2026	QUILL CORPORATION		01-0000-0-0000-2700-4300-000-000-00000 CREDIT FOR INVOICE #46194061 10/15/25	221.25-	
				01-0000-0-0000-7300-4300-000-000-00000 CREDIT FOR INVOICE #46194061 10/15/25	119.80-	
				01-0000-0-1110-1000-4300-000-000-00000 4300 PAPER PALLET-CHARGED TO HS/DIST JAN 2026	720.72	
				CREDIT FOR INVOICE #46194061 10/15/25	39.90-	
				01-0000-0-1110-1000-4300-100-000-00000 4300 PAPER PALLET-CHARGED TO HS/DIST JAN 2026	1,081.08	1,420.85
40379542	02/11/2026	VISTA HIGHER LEARNING		01-4127-0-1110-1000-5890-100-000-00000 AP SPANISH SUPERSITE- 1 YEAR LICENSE AND WORKBOOKS		1,834.23
40379543	02/11/2026	WESTLAKE ACE HARDWARE		01-0000-0-0000-8100-4300-000-000-00000 8100-4300 OPEN FOR MAINT		767.02
40379894	02/18/2026	ABSOLUTE HEATING & AIR INC		01-8150-0-0000-8100-5630-100-000-00000 8100-5630 HVAC LIBRARY UNIT DIAG AND REFRIGERANT	266.00	
				01-8150-0-0000-8100-5630-800-000-00000 8100-5630 HVAC DIAGNOSTIC ELEM	213.00	479.00
40379895	02/18/2026	AT&T		01-0000-0-0000-8100-5590-000-000-00000 8100-5590 MONTHLY PHONE SERVICE		42.26
40379896	02/18/2026	BLICK ART MATERIALS		01-0000-0-3200-1000-4300-300-000-00000 Art Supplies Davenport		109.50
40379897	02/18/2026	CALIFORNIA DEPARTMENT OF ED VENDOR# 76562Z		13-5310-0-0000-3700-4700-000-000-00000 13-5310-4300 CAFE COMMODITIES		257.40
40379898	02/18/2026	CALIFORNIA WATER SERVICE CO		01-0000-0-0000-8100-5590-000-000-00000 8100-5590-000 DIST	26.22	

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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
40379898				8100-5590-000 DIST JAN	62.23	
				8100-5590-000 JAN DIST	62.23	
				8100-5590-000/100 DIST/HS SPLIT	82.70	
				8100-5590-000/100-DIST/HS SPLIT	175.45	
			01-0000-0-0000-8100-5590-100-000-00000	8100-5590-000/100 DIST/HS SPLIT	124.08	
				8100-5590-000/100-DIST/HS SPLIT	263.18	
40379899	02/18/2026	CAROLINA BIOLOGICAL SPLY CO	01-0000-0-0000-8100-5590-800-000-00000	8100-5590-800 ELEM	900.77	1,696.86
			01-0350-0-3800-1000-4300-100-054-00000	OWL PELLET DISECTION/TRYPIC SOY AGAR MEDIA PLATES		781.72
40379900	02/18/2026	COMANCHE CREEK FARMS	01-7816-0-3800-1000-4300-100-000-00000	7816-4300-100 BRAVE FARMER PRODUCE		117.00
40379901	02/18/2026	DOLLAR GENERAL CHARGED SALES	12-6105-0-1110-1000-4300-000-000-00000	12-6105-4300 TO CHECK OUT CARD		37.87
40379902	02/18/2026	FASTRAK	01-0000-0-1110-1000-5200-000-000-00000	TOLLS FOR DIST TRAVEL		8.50
40379903	02/18/2026	GLENN COUNTY OFFICE OF ED BUSINESS	01-0000-0-0000-2700-5825-000-000-00000	OPEN PO FOR GCOE FINGERPRINTING OF NEW EMPLOYEES		69.00
40379904	02/18/2026	GOLD STAR FOODS	13-5310-0-0000-3700-4700-000-000-00000	13-5310-3700-4300/4700	2,261.43	
			13-5320-0-0000-3700-4700-000-049-00000	13-5310-3700-4300/4700	228.02	2,489.45
40379905	02/18/2026	GRAINGER	01-0000-0-0000-8100-4300-000-000-00000	8100-4300 MAINT SUPPLIES OPEN		283.64
40379906	02/18/2026	INDUSTRIAL POWER PRODUCTS	11-6391-0-4110-1000-4300-000-018-00000	11-6391 ADULT ED BACKHOE DECAL		5.92
40379907	02/18/2026	M & H ERICKSON RANCH	01-7816-0-3800-1000-4300-100-000-00000	OPEN PO TO PURCHASE CITRUS FOR BRAVE FARMER		560.00
40379908	02/18/2026	MISSION UNIFORM & LINEN	01-7816-0-3800-1000-5890-100-000-00000	7816-5890-100 OPEN FOR LINEN SERVICE	27.42	
			13-5310-0-0000-3700-5890-000-000-00000	13-5310-3700-5890 CAFE LINEN	224.06	251.48
40379909	02/18/2026	NORCAL FOOD EQUIPMENT INC	13-5310-0-0000-3700-5630-000-000-00000	13-5310-3700-5630 CAFE EQUIP REPAIRS-REPLACE		1,078.46

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40379910	02/18/2026	PROPACIFIC FRESH				
			13-5310-0-0000-3700-4300-000-000-00000	13-5310/5320-3700-4700	53.53	
			13-5310-0-0000-3700-4700-000-000-00000	13-5310/5320-3700-4700	2,271.16	
			13-5320-0-0000-3700-4700-000-049-00000	13-5310/5320-3700-4700	263.56	2,588.25
40379911	02/18/2026	SYSCO SACRAMENTO INC				
			13-5310-0-0000-3700-4300-000-000-00000	13-4300/4700 CAFE OPEN	325.50	
			13-5310-0-0000-3700-4700-000-000-00000	13-4300/4700 CAFE OPEN	406.32	
			13-5320-0-0000-3700-4300-000-049-00000	13-4300/4700 CAFE OPEN	93.24	
			13-5320-0-0000-3700-4700-000-049-00000	13-4300/4700 CAFE OPEN	63.36	888.42
40379912	02/18/2026	T MOBILE				
			01-0000-0-1110-1000-5890-000-000-00000	5890 75 STUDENT HOT SPOTS 25-26		180.00
40379913	02/18/2026	VITTETOE SLAT FLOORING INC				
			01-3550-0-3800-1000-4300-100-000-00000	10 STAINLESS STEEL HANGING FEEDERS	721.79	
				Unpaid Tax	48.79-	673.00
40379914	02/18/2026	WASTE MANAGEMENT				
			01-0000-0-0000-8100-5590-000-000-00000	8100-5590-000/100/300/800 GARBAGE SERVICE	605.81	
			01-0000-0-0000-8100-5590-100-000-00000	8100-5590-000/100/300/800 GARBAGE SERVICE	908.73	
			01-0000-0-0000-8100-5590-300-000-00000	8100-5590-000/100/300/800 GARBAGE SERVICE	327.08	
			01-0000-0-0000-8100-5590-800-000-00000	8100-5590-000/100/300/800 GARBAGE SERVICE	1,221.96	3,063.58
40379915	02/18/2026	WELLS FARGO VENDOR FINANCIAL SERVICES				
			01-0000-0-1110-1000-5620-000-000-00000	5620 COPIER LEASES	139.76	
			01-0000-0-1110-1000-5620-100-000-00000	5620 COPIER LEASES	649.80	
			01-0000-0-1110-1000-5620-800-000-00000	5620 COPIER LEASES	747.87	
			01-0000-0-3200-1000-5620-300-000-00000	5620 COPIER LEASES	120.91	
			11-6391-0-4110-1000-5620-000-000-00000	5620 COPIER LEASES	230.46	
			12-6105-0-1110-1000-5620-000-000-00000	5620 COPIER LEASES	120.90	2,009.70
<b>Total Number of Checks</b>					<b>122</b>	<b>962,471.81</b>

Fund Recap

Fund	Description	Check Count	Expensed Amount
01	GENERAL FUND	99	911,970.81

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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
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**Fund Recap**

Fund	Description	Check Count	Expensed Amount
11	ADULT EDUCATION	8	1,973.36
12	CHILD DEVELOPMENT	6	513.62
13	CAFETERIA	21	32,343.01
40	SPECIAL RESERVE - CAP PR	2	15,719.80
Total Number of Checks		<b>122</b>	962,520.60
Less Unpaid Tax Liability			48.79
<b>Net (Check Amount)</b>			<b>962,471.81</b>

Includes checks for only Bank Account COUNTY

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